



# REOPENING PLAN

## Fall 2020

**\*\* DRAFT\*\*** version 3, August 10, 2020

August 10, 2020

Dear Berlin School Community,

In accordance with the guidelines from the CT State Department of Education on reopening schools, the Berlin Public Schools continues to plan for a full, safe, and appropriate reopening of our schools in the fall of 2020. At its essence, our plan is designed to bring our students back into full-time, in-school instruction, as quickly as is safely possible, with safeguards in place to protect student health, and appropriate modifications made to our daily operations and instructional design.

### **Plan Development**

The administration of the Berlin Public Schools engaged teachers, non-certified staff members, parents, Board of Education members, Berlin Education Association representatives, and students in various ways during the development of this plan. Since May 2020, district staff members have been working to revise and refine this plan in preparation for a safe reopening. This latest draft responds to new guidelines that have been released by the CT State Department of Education. As we move forward, we will continue to revise the plan as needed. We are grateful for the collaboration with school and district leaders across the state who shared draft plans and brainstormed ideas to create safe, robust learning environments for our students and staff.

***While there are minor adjustments throughout this plan, the most significant adjustments include revisions to the hybrid learning model (on pp. 7-8) and the inclusion of more comprehensive details regarding district responses to COVID cases in a school, found in CSDE Addendum 5 on p. 36.***

***At this time, we plan to utilize our updated hybrid model in grades 6-12, with students attending school on assigned, alternating weeks. Barring significant changes in the community health statistics, this model will be in place for the first six weeks of school, and we will reassess a return to full, in-person instruction at that time. At the elementary level, we are planning on a full, in-person return to classes, with a strong cohort model in place to minimize contact between classes of students. In both scenarios, we will be closely monitoring the community health statistics and responding to concerns as they arise to protect the safety of our students and staff.***

### **Our Commitment**

We take the protection of our students and staff very seriously. We will rely heavily on the guidance of the Central Connecticut Health District to review our local health data to monitor community transmission (spread of the virus). We remain committed to providing the high quality instruction that is a hallmark of the Berlin Public Schools, and will continue to invest in the technology and professional learning that supports this work.

Keeping our schools open will require a shared commitment to following guidelines to protect the health of our students and staff members, including wearing facial coverings or masks, hand hygiene, and maintaining appropriate social distancing. Please help us by doing your part to help us all stay safe.

Sincerely,

Brian J. Benigni, Superintendent of Schools





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# State of Connecticut Guidelines and Expectations

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





Due to positive containment efforts in Connecticut, reopening schools in person can be successfully achieved based upon current data. Connecticut has determined it is appropriate to plan a consistent approach to the operating model (schedule), but be prepared to modify plans as necessary. Maximizing in-person instructional time after the current period of disruption is critical. However, given the uncertainty planning for reopening months from now, schools must be prepared to modify their reopening model to support a partial reopening if the public health data changes.

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.

**As Connecticut schools plan to reopen, the guidance and considerations outlined in this document are grounded in six guiding principles:**




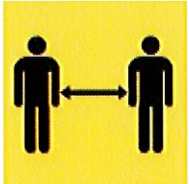


1. Safeguarding the health & safety of students and staff;
2. Allowing all students the opportunity to return into the classrooms full time starting in the fall;
3. Monitoring the school populations and, when necessary, potentially cancelling classes in the future to appropriately contain COVID-19 spread;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

## Major Operational Considerations (further details are provided on subsequent pages)

	<b>Face Coverings:</b> 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, with certain exceptions, such as mask breaks or when teachers are providing instruction in specific conditions.		<b>Social Distancing and Facilities:</b> 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.
	<b>Cohorting:</b> Emphasize grouping students by the same class/group of students and teacher so each team functions independently as much as possible. Placing students in cohorts is strongly encouraged for grades K-8, and encouraged where feasible for grades 9-12.		<b>Transportation:</b> Districts 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.




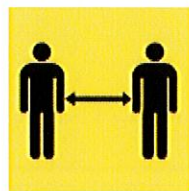



## Berlin Public Schools Student Expectations

	<p><b>Stay home if feeling ill.</b></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><b>Morning health check by parents required.</b></p> <p>In order to prevent transmission among the school population, parents are instructed to screen students before leaving for school. Check to ensure temperature is below <b>100.0 degrees</b> Fahrenheit and observe for symptoms associated with COVID 19 outlined by public health officials.</p>
	<p><b>Face coverings or masks required.</b></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 for whom it is not safe to do so due to medical conditions. "Mask Breaks" will be provided during the day. The district will provide each student with two masks to supplement face coverings or masks provided by parents/families. Parents/families will be responsible for ensuring that students are wearing face coverings or masks when they arrive at their bus stop or are dropped off at school. Schools will have backup disposable masks available for students who forget them.</p>
	<p><b>Social distancing required.</b></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><b>Frequent hand washing or hand sanitizing expected.</b></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><b>Students may not change buses.</b></p> <p>Students will be expected to ride the same bus to school in the morning and the same bus to home in the afternoon every day. Face coverings or masks should be in place prior to entering the bus.</p> <p><i>Parents/families are strongly encouraged to drive their children to school each day.</i></p>

## Berlin Public Schools Adult Expectations

### (Teachers, Staff, and Volunteer Expectations)

	<p><b>Stay home if feeling ill.</b></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><b>Morning self-screening required.</b></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 <b>100.0 degrees</b> Fahrenheit and observe for symptoms associated with COVID 19 outlined by public health officials.</p>
	<p><b>Face coverings or masks required.</b></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 for whom it is not safe to do so due to medical conditions. "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><b>Social distancing required.</b></p> <p>Teachers, staff, and volunteers must maintain social distancing to the greatest extent possible.</p>
	<p><b>Frequent hand washing or hand sanitizing expected.</b></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>



## Fall 2020 Berlin Public Schools Model for Learning

In-School Instruction		Traditional schedule - all students attend school every day		
Monday	Tuesday	Wednesday	Thursday	Friday
Students and teachers attend school every day with all State guidelines and expectations in place. Classroom learning and instructional activities are adjusted to provide the safest environment.				
Remote Learning		Some students learn at home due to medical concerns, illness, quarantine, or other reasons <i>with support from the school district</i> .		
Monday	Tuesday	Wednesday	Thursday	Friday
Students engage in distance learning with materials and support from the school district. In grades 6-12, students participate in daily instruction with their peers and teachers using technology-based access. In grades preK-5, students receive instruction in a grade level grouping from an educator assigned to provide distance learning. In addition, parents/families may choose to access resources posted on sites such as the CT Learning Hub. <a href="https://portal.ct.gov/SDE/Academic-Office/CT-Learning-Hub">https://portal.ct.gov/SDE/Academic-Office/CT-Learning-Hub</a>				
Hybrid Learning- Grades 6-12		District is directed to reduce school populations as a result of a surge in COVID-19. Smaller groups of students attend school each day. <i>Students in the same family will be in the same student group.</i>		
Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Student Group A students in school	Student Group A students in school	Student Group A students in school	Student Group A students in school	Student Group A students in school
Student Group B participates in classroom instruction from home via Zoom Room	Student Group B participates in classroom instruction from home via Zoom Room	Student Group B participates in classroom instruction from home via Zoom Room	Student Group B participates in classroom instruction from home via Zoom Room	Student Group B participates in classroom instruction from home via Zoom Room
Week 2				
Student Group A participates in classroom instruction from home via Zoom Room	Student Group A participates in classroom instruction from home via Zoom Room	Student Group A participates in classroom instruction from home via Zoom Room	Student Group A participates in classroom instruction from home via Zoom Room	Student Group A participates in classroom instruction from home via Zoom Room






Student Group B in school	Student Group B in school	Student Group B in school	Student Group B in school	Student Group B in school
<b>Hybrid Learning- Grades K- 5</b>		District is directed to reduce school populations as a result of a surge in COVID-19. Smaller groups of students attend school each day. <i>Students in the same family will be in the same student group.</i> The preschool program will operate on a variation of this plan to continue to allow peer model interaction.		
Monday	Tuesday	Wednesday	Thursday	Friday
Student Group A 50% of students in school	Student Group A 50% of students in school	<b>Communication and Support Day</b>  This day is dedicated to social, emotional and academic support.  Teachers will be available for instructional support during office hours and may provide small group instruction.  Teachers will plan for in person and home learning.	Student Group B 50% of students in school	Student Group B 50% of students in school
Student Group B participates in learning activities at home	Student Group B participates in learning activities at home		Student Group A participates in learning activities at home	Student Group A participates in learning activities at home
<b>Distance Learning</b>		Students engage in distance learning with materials and support from the school district, with a blend of synchronous and asynchronous learning. This model may be used for a short-term or long-term closure.		
Monday	Tuesday	Wednesday	Thursday	Friday
Distance Learning for all students	Distance Learning for all students	<b>Communication and Support Day</b>  This day is dedicated to social, emotional and academic support.  Teachers will be available for instructional support during office hours.	Distance Learning for all students	Distance Learning for all students



		Teachers may provide small group instruction.  Clubs and activities are permitted to meet virtually.		
<b>Home Schooling</b>		Some children learn at home due to medical concern or other reasons with no support from the school district.		
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Children and parents/families engage in learning with no materials or support from the school district. Instructional materials and activities are selected and developed by the parent/family. Parents/families may access resources posted on sites such as the CT Learning Hub.</p> <p><a href="https://portal.ct.gov/SDE/Academic-Office/CT-Learning-Hub">https://portal.ct.gov/SDE/Academic-Office/CT-Learning-Hub</a></p>				

## Monitoring COVID-19

The Berlin Public Schools will follow a traditional schedule of school while monitoring the level of transmission of COVID-19 with the assistance of the Central Connecticut Health District. 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 Central Connecticut Health District, the school will revert to a Distance Learning Model similar to the model used in the spring of 2020.

		
<b>LITTLE or NO COMMUNITY TRANSMISSION</b> Minimal/No spread of Virus (or Virus Contained)	<b>MINIMAL OR MODERATE COMMUNITY TRANSMISSION</b> Moderate Spread of Virus (requires possible adjusted schedule and adjusted transportation)	<b>SUBSTANTIAL COMMUNITY TRANSMISSION</b> High Spread of Virus (requires quarantine)
Instruction is 100% in-person	Instruction is 100% in-person or 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	Quarantine measures in place for essential personnel
Social distancing in place	Heightened social distancing in place with limitations in activities/events	Quarantine measures in place
Group gatherings/events limited; all require approval	Group gatherings/events postponed	All group gatherings/events canceled
Remain prepared for Hybrid and Distance Learning	Active Preparation for Distance Learning and/or short-term school dismissals resulting in short-term Distance Learning	Continued engagement in Distance Learning during extended school dismissals for long periods
Cleaning and disinfecting in place	Intensified cleaning and sanitizing in place	Classroom and buildings sanitized and shut down
Regular communication with local health officials	Coordination of closure with local health officials	Order of closure from local health officials and/or Executive Order for closure from Governor's Office

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





## COVID-19 Cases in School-

**Please see additional information in Addendum 5 on p. 36**

If a student, staff member, volunteer, or visitor has been present in school has a <b>confirmed diagnosis</b> of COVID-19, the School Nurse and the building Principal will contact the Central Office and the Superintendent of Schools. In addition, the Superintendent will be notified by school personnel that a student is suspected of being sick, maintaining confidentiality in accordance with FERPA, privacy expectations, and the Americans with Disabilities Act (ADA).
The Superintendent of Schools notifies the local health officials (Central Connecticut Health District) immediately.
The Central Connecticut Health District will assess risk of further transmission in the school.
Decisions are made concerning: <ul style="list-style-type: none"> <li>· CONTACT TRACING</li> <li>· CLOSURE</li> <li>· CLEANING</li> <li>· CONTINUITY OF EDUCATION</li> <li>· REOPENING OF SCHOOL</li> </ul>
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 (Central Connecticut Health District). Board of Education members and town officials are notified of closure as well as the State Department of Education.
Schools will likely implement a short-term closure (2-5 days) or longer regardless of community spread if an infected person has been in a school building. The CDC recommends dismissal of students and most staff for 2-5 days. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the Superintendent, in consultation with the local health officials, to determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.
All communications to the school community including staff and families are made through the Central Office.
During school closures, all extracurricular activities, athletics, and school-based afterschool programs are canceled.

### **A confirmed case in the school building:**

**Assess risk with local health officials.**

**Plan for short (2-5 days) or longer (10 days) closure**

**to clean, disinfect, and contact trace**

**in consultation with the Central Connecticut Health District.**





## Checklists - Health & Wellness

The health and safety of students and staff is the top priority in planning for the Berlin Public Schools' reopening. The Berlin Public Schools will work in collaboration with local health officials (Central Connecticut Health District), the Connecticut State Department of Education, and the Office of the Governor in planning for health and wellness procedures, as well as making decisions regarding the status of school.

Health expectations for reopening the Berlin Public Schools	
<b>1</b>	<b>Conditions for reopening have been confirmed by the State of Connecticut and/or local health officials (Central Connecticut Health District).</b>
	The State of Connecticut has lifted, adjusted, or removed any school closure or Executive Order allowing schools to physically reopen.
	The local health officials (Central Connecticut Health District) have determined that local conditions safely allow for schools to physically reopen.
<b>2</b>	<b>Planning guidelines for reopening have been issued by the State of Connecticut and Berlin plans have been developed and approved at the local level under the supervision of the Superintendent of Schools.</b>
	The State of Connecticut and State Department of Education have issued guidelines on which school reopening plans are to be based.
	The Berlin reopening plan, "Reopening Plan Fall 2020" has been developed in consultation with the Central Connecticut Health District.
	The Berlin reopening plan, "Reopening Plan Fall 2020" has been shared with stakeholders, including families and staff, for review and feedback prior to implementation.
	The Berlin reopening plan, "Reopening Plan Fall 2020" has been reviewed by the Berlin Board of Education for feedback prior to implementation.
	The district has appointed an LEA COVID-19 Health and Safety Compliance Liaison as required by the Connecticut State Department of Education.
<b>3</b>	<b>The LEA COVID-19 Health and Safety Compliance Liaison has confirmed that there is adequate protective equipment in place for reopening.</b>
	There is protective equipment (including masks) for students in the classrooms and throughout the facilities.
	There is protective equipment (including masks and PPE) for staff appropriate for each classification or duty.
	There is a plan for an ongoing supply of protective equipment.
	There is a sufficient number of no-touch thermal scan thermometers for symptom screenings.
	There is sufficient PPE for the staff of various populations of students with disabilities (i.e., for those requiring medical procedures, toileting, lifting and mobility assistance).
	There is a sufficient supply of school-appropriate cleaning supplies to continuously disinfect the school site in accordance with State of Connecticut & DPH guidance.
	There are sufficient supplies that include hand sanitizers, soap, handwashing stations, tissues, no-touch trash cans, and paper towels.
<b>4</b>	<b>The Superintendent of Schools has established a procedure should there be COVID 19 cases in the schools or in the community that could possibly impact the schools.</b>
	The superintendent and principals have created a response plan that includes procedures for cases or a case of COVID-19. This procedure includes communication to the local health officials (Central Connecticut Health District) when a student, teacher, or staff member or a member of their household has tested positive for COVID-19 and has possibly exposed others at the school.
	The principals have procedures for <b>isolating an area</b> of the school for a length of time based on (1) a positive COVID-19 case or cases in the school and (2) the risk level within the school/community as determined by the Central Connecticut Health District.



	The superintendent has a procedure for the <b>closure of schools</b> for a length of time based on (1) a positive COVID 19 case or cases and (2) the risk level within the school/community as determined by the local health officials.
	The Board of Education has granted the superintendent the authority to take any lawful actions necessary to ensure the continuation of public education, provide for the health and safety of students and employees, or to respond to direction from the State of Connecticut and/or the Central Connecticut Health District.
	The Board of Education has granted the superintendent the authority to limit access to public school grounds and school buildings during school closures or elevated levels of transmission in the area.
	Under the supervision of the Assistant Superintendent for Curriculum and Instruction, the schools are able to provide for a continuity of instruction / distance learning, if necessary.
	Under the supervision of the Director of Pupil Services, the schools will be prepared for any special or unique needs for students with disabilities related to planned district or school wide procedures.
	Under the supervision of the Food Services Director and the Director of Business Operations, the district is able to provide for continuity of meal service, if necessary.
<b>5</b>	<b>The Board of Education has authorized limited access and/or restricted access to the schools by the public.</b>
	The Board of Education has approved restricting access to the school buildings during the school day by nonessential visitors and minimal use of school buildings outside of school hours.
	Students, parents, caregivers, volunteers, and staff are excluded from school facilities if showing symptoms of COVID-19 or if a member of their household has tested positive for COVID-19.
<b>6</b>	<b>The district, in consultation with the Town of Berlin VNA Administrator, has developed a screening procedure for students at home and to the extent possible, at school.</b>
	Parents/families are instructed to screen students before leaving for school by checking to ensure temperatures below <b>100.0 degrees</b> Fahrenheit and to observe for symptoms consistent with COVID-19. Parents/families are asked to keep students at home if they are feeling sick, have any symptoms associated with COVID 19, or have had close contact with a person diagnosed with COVID-19.
	Schools will screen students as they enter school consistent with state and local health guidance, which includes visual wellness checks and any necessary follow-up temperature checks with no-touch thermometers (checking to ensure temperatures below <b>100.0 degrees</b> Fahrenheit). Students will be observed for illnesses including cough or respiratory distress. Students may be asked about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.  <b>NOTE: Screening procedures for all children are not required at the point of entry to the school.</b> However, school staff will observe students throughout the day and refer students who may be symptomatic to the school nurse. <b>NOTE: Temperature checks for all children at the point of entry will not be included</b> due to the high likelihood of potential false positive and false negative results, but will be available in the school under the supervision of the school nurse.
	In screening students who appear ill, only the nurse shall use a thermometer requiring a touch method (under the tongue or arm, forehead, etc). Caution will be taken by the nurse, including wearing gloves, eye protection, and a mask.
	<b>Students with a temperature greater than 100.0 degrees are not permitted into the school. Students may only return to school when they exhibit no fever or other COVID symptoms for 72 hours without the aid of a fever reducing medication, or with a note from their healthcare provider, or with a documented negative COVID-19 test.</b>
	The school nurse will monitor screening information/data of students, including absentee patterns, while complying with relevant privacy and health laws.
	The school nurse will monitor symptoms in students and staff that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus while complying with relevant privacy and health laws.
	The principals will oversee that upon entry to school large gatherings are avoided. Students will proceed directly to classrooms or small group designated areas.



<b>7</b>	<b>The district, in consultation with the Town of Berlin VNA Administrator, has developed a screening procedure for staff at home and to the extent possible, at school.</b>
	Staff and regular approved volunteers are instructed to self-screen before leaving for school by checking to ensure temperatures below <b>100.0 degrees</b> Fahrenheit and to observe for symptoms consistent with COVID-19. Staff and regular approved volunteers are to stay at home if they are feeling sick, have any symptoms associated with COVID-19, or have had close contact with a person diagnosed with COVID-19.
	Schools will screen staff and regular approved volunteers as they enter school consistent with state and local health guidance, which includes visual wellness checks and any necessary follow up temperature checks with no-touch thermometers (checking to ensure temperatures below <b>100.0 degrees</b> Fahrenheit). Staff and regular approved volunteers will be observed for illnesses including cough or respiratory distress. Staff may be asked about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.
	<b>Staff and regular approved volunteers with a temperature greater than 100.0 degrees are not permitted into the school. Staff and regular approved volunteers may only return to school when they exhibit no fever or other COVID symptoms for 72 hours without the aid of a fever reducing medication, or with a note from their healthcare provider, or with a documented negative COVID-19 test.</b>
	The school nurse will monitor screening information/data of staff and volunteers and absentee patterns while complying with relevant privacy and health laws.
	The school nurse will monitor symptoms in staff that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus while complying with relevant privacy and health laws.
	The principals will oversee procedures for all staff and regular approved volunteers to sanitize hands upon entering schools.
<b>8</b>	<b>The district has developed a uniform procedure for all schools for containment and isolation of symptomatic students.</b>
	Students who are symptomatic while entering school or become symptomatic during the school day will be separated from others right away by the school nurse.
	Students exhibiting symptoms will be required to continue to wear a mask and wait in a supervised, designated isolated area through which others do not enter until students can be transported home.
	If more than one student is in the isolation area, physical distancing will be maintained.
	The school nurse will have a plan for triaging students in the health office, recognizing that not all symptoms are COVID-19 related.
	The school nurse will advise parents of sick students that students are not to return until they have met CDC criteria to discontinue home isolation. <a href="https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html">https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html</a> . Students may only return to school when they exhibit no fever or other COVID symptoms for 72 hours without the aid of a fever reducing medication, or with a note from their healthcare provider, or with a documented negative COVID-19 test.
	There will be no COVID-19 testing of students at school. Local testing site information will be shared with families. The schools' nursing offices will monitor testing results of students once made available by parents, complying with relevant privacy and health laws.
	<b>If a student has been present in school and has a confirmed diagnosis of COVID-19, the school nurse and the building principal contact the Central Office and the Superintendent of Schools notifies the local health officials (Central Connecticut Health District) immediately. In addition, the Superintendent will be notified by school personnel that a student is suspected of being sick, maintaining confidentiality in accordance with FERPA, privacy expectations, and the Americans with Disabilities Act (ADA).</b>
<b>9</b>	<b>The district has developed a uniform procedure for all schools for containment and isolation of symptomatic staff and volunteers.</b>
	Adults who are symptomatic while entering school or become symptomatic during the school day will be sent home and advised to seek medical care.



	The school nurse will advise adults not to return until they have met CDC criteria to discontinue home isolation. <a href="https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html">https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html</a> . Staff and regular volunteers may only return to school when they exhibit no fever or other COVID symptoms for 72 hours without the aid of a fever reducing medication, or with a note from their healthcare provider, or with a documented negative COVID-19 test.
	There will be no COVID-19 testing of staff and volunteers at school. Local testing site information will be shared with staff. The schools' nursing offices will monitor testing results of staff and volunteers, complying with relevant privacy and health laws.
	<b>If a staff member or volunteer has been present in school and has a confirmed diagnosis of COVID-19, the School Nurse and the building Principal contact the Central Office and the Superintendent of Schools notifies the local health officials (Central Connecticut Health District) immediately. In addition, the Superintendent will be notified by school personnel that a staff member or a volunteer is suspected of being sick, maintaining confidentiality in accordance with privacy expectations and the Americans with Disabilities Act (ADA).</b>
<b>10</b>	<b>Outside visitors and groups will have limited or no access to schools during the school day.</b>
	Access to the buildings by visitors/parents during the school day will be extremely limited and only for specific educational purposes.
	Many meetings, including conferences and Planning and Placement Team (PPT) meetings, will be held virtually.
	Larger meetings, such as PTO, Parents Club, and Athletic Boosters, will be expected to follow State of Connecticut guidelines for social distancing expectations/size of gatherings.
	Berlin's Adult Education program will continue to operate after school hours at Berlin High School. Staff members and adult students will follow district health and safety protocols, including required use of face coverings/masks.
	<b>Each school will post a "No Visitors Policy" that includes the following wording, "Visitors will not be permitted into school facilities unless scheduled to enter, or required by law, or otherwise required by a student's individualized educational plan."</b>
	Visitors/parents with prior approval to enter the building are instructed to self-screen before leaving for school by checking to ensure temperatures below <b>100.0 degrees</b> Fahrenheit and to observe for symptoms consistent COVID-19. Visitors/parents are to stay at home if they are feeling sick, have any symptoms associated with COVID-19, or have had close contact with a person diagnosed with COVID-19.
	Schools will screen visitors/parents with prior approval to enter the building as they enter school consistent with state and local health guidance, which includes visual wellness checks and any necessary follow up temperature checks with no-touch thermometers (checking to ensure temperatures below <b>100.0 degrees</b> Fahrenheit). Visitors/parents will be observed for illnesses including cough or respiratory distress. Visitors/parents may be asked about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.
	In addition to the RAPTOR Visitor Screening Process, each school's Main Office will maintain a log for those visitors allowed into the building. The log will include name, contact phone number, and arrival/departure time of each individual.
	Principals and office staff will organize parent pick up/drop off of students, with specific details determined at each building. To the extent possible, pick up in the afternoon will be modified to ensure that parents have limited or no access to the interior of the school building.
	The use of a face mask will be required of all parents who are picking up or dropping off students during the school day and required to enter the school office in the process.
	The superintendent will review all requests for use of the schools – before and after school. There will be limited access to outside organizations' use of school sites and schools' resources after school hours.
	The superintendent will ensure that external community organizations (including those that sponsor before- or after-school childcare) that are allowed use of the facilities also follow the school's health and safety plans, as well as the expectations of local health officials (Central Connecticut Health District).

	There are procedures at each school site developed by principals and the custodial staff for accepting deliveries in a safe manner.
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<b>Wellness expectations for reopening the Berlin Public Schools</b>	
<b>1</b>	<b>The principals will oversee high standards of hygiene (handwashing/sanitizing) and training for all in each school.</b>
	Principals and teachers will ensure, in accordance with CDC guidance, that handwashing/sanitizing includes: <ul style="list-style-type: none"> <li>• Opportunities for students and staff to meet handwashing/sanitizing frequency guidance.</li> <li>• Sufficient access to handwashing and sanitizer stations.</li> <li>• The availability of fragrance-free hand sanitizer (with a minimum of 60 percent alcohol).</li> <li>• Children under age nine use hand sanitizer under adult supervision.</li> </ul>
	The schools will provide required staff training on the following as part of the reopening prior to the start of school: <ul style="list-style-type: none"> <li>• Physical distancing of staff and students</li> <li>• Symptom screening, including temperature checks</li> <li>• Proper use of protective equipment</li> <li>• The correct use of cloth face coverings / masks</li> <li>• Cough and sneeze etiquette</li> <li>• Keeping one's hands away from one's face</li> <li>• Frequent handwashing and proper technique</li> <li>• Confidentiality around health recording and reporting</li> <li>• Training on trauma-informed practices and suicide prevention</li> </ul>
	Training will be provided to substitutes or others who may enter the school outside of the first day or typical calendar start.
	Principals and teachers will review guidance/training and post signage on proper handwashing techniques with students, including the following: <ul style="list-style-type: none"> <li>• Scrub with soap for at least 20 seconds or use hand sanitizer if soap and water are not accessible.</li> <li>• Staff and students should dry hands thoroughly.</li> <li>• Wash/sanitize hands when: arriving and leaving home; arriving at and leaving school; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods.</li> </ul>
	Principals and teachers will ensure that students receive ongoing education in the expectations related to all public health policies and protocols. 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).
	Principals will assess the best approach to communicating wellness information for each age group, and plan to set aside time at the beginning of the school year, as well as scheduling frequent reminders, to review the new policies and protocols. These practices include, but are not limited to: <ul style="list-style-type: none"> <li>• social distancing,</li> <li>• use of face coverings that completely cover the nose and mouth,</li> <li>• respiratory and cough etiquette, and</li> <li>• enhanced cleaning/disinfection of surfaces.</li> </ul>
<b>2</b>	<b>All school employees will assist in upholding the expectation from the State of Connecticut that face coverings/masks are in place during the school day by all.</b>
	The following communication will appear in school email, website, and social media: <b>"For the safety of all students and all staff, the State of Connecticut guidelines for returning to schools and Berlin Board of Education policy require that all students must wear face coverings or masks that completely cover the nose and mouth while inside the school and on the bus."</b>
	The only exceptions for face coverings or masks are as follows: <ul style="list-style-type: none"> <li>• For anyone who has trouble breathing, or anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance, face coverings and masks should not be required, per <u>CDC guidance</u>.</li> </ul>



	<ul style="list-style-type: none"> <li>For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required.</li> </ul>
	When effective social distancing can be achieved for students, face coverings/masks may be removed while eating, drinking, during PE, or when students are outside. Exceptions may also be necessary for certain special education students or other special populations.
	For students who have trouble breathing or for other medical reasons, reasonable accommodations will include a face shield with a cloth drape attached across the bottom and tucked into the shirt. <i>NOTE:</i> Face shields alone are not a sufficient alternative to the wearing of face masks, but rather both should be worn for additional protection.
	This district will provide two masks to each student to supplement those provided by parents/families. Parents/families will be responsible for ensuring that students arrive at school wearing face coverings or masks. Schools will have a limited supply of additional masks. Parents may be billed for additional masks should the school need to supply a mask to a student.
	Principals will establish times for “mask breaks” during the school day. Breaks will occur when students can practice social distancing and/or when they are outside and appropriately distanced.
	Staff members and volunteers will wear masks that completely cover the nose and mouth inside the schools and will be assigned all necessary PPE as required for their role.
	For teachers and staff, face coverings/masks and/or face shields may be removed while teaching if the following conditions are in place: enhanced social distancing; remaining static behind a physical barrier of some sort; while eating, drinking; or when outside and effectively practicing social distancing.
	Face shields worn with face masks may also be used by staff who support students with special healthcare needs (who are not able to wear masks and who may need assistance with activities of daily living, such as toileting, eating).
	Staff working with students who are not wearing face coverings due to one of the exceptions and also cannot maintain social distancing will be provided increased protective equipment, including but not limited to medical-grade masks, disposable gowns, and plexiglass shields.
	Staff members will receive guidance/training on proper use of PPE required for their role: <a href="https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html">https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html</a> .
	School nurses and any staff member engaged in symptom screening will be provided surgical masks, face shields, and disposable gloves
	Front office and food service employees will be provided face coverings or masks and disposable gloves.
	Custodial staff will be provided equipment and PPE for cleaning and disinfecting: 1) For regular surface cleaning, gloves appropriate for all cleaning and disinfecting will be provided. 2) Classified staff engaged in deep cleaning and disinfecting will be equipped with proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and mask or respirator) in addition to PPE as required by product instructions.
	Visitors and those making deliveries to the school must wear face coverings or masks that completely cover the nose and mouth.
	Information will be shared with staff, students and parents on proper use, removal, and washing of face coverings. <a href="https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html">https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html</a>
<b>3</b>	<b>All school employees will assist in upholding the expectation that physical distancing/social distancing is maintained as much as possible.</b>
	The school administration will be prepared to assist staff and students in determining and maintaining social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time.
	Principals will be prepared to communicate and 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.
	Each school will plan for the number of people that can be in all school spaces (library, cafeteria, gymnasium) based on maintaining reasonable social distancing prior to use by a classroom or group.



	Even with social distancing expectations in classrooms, school spaces, hallways, students and staff members will wear face coverings / masks in school and on the bus.
	To the extent possible the schools will create <b>student/teacher classroom cohorts</b> to minimize the mixing of student groups throughout the day. Consistent teams/cohorts will minimize cross-contamination of student groups.
	Schools will have plans to minimize movement of students and staff as much as possible and reduce the amount of students and staff that move at the same time.
	Traffic patterns in hallways will be designed to promote social distancing during passing times. Strategies will include staggered passing times or one-way traffic in hallways.
	Classroom seating shall be assigned to students at all times during the day. Any alternate seating or shared seating in reading nooks, group centers, and other areas will not be allowed.
	The district may employ the use of physical shields, such as plexiglass barriers, and face shields to provide additional protection to staff and students.
	Schools will restrict the sharing of educational materials between individuals. These materials include such items as books, manipulatives, computers, calculators, writing utensils, and art supplies. No two individuals should use the same materials in a given school day without appropriate cleaning / disinfecting in between uses.
	Backpacks/totes will be used to discourage the use of lockers as much as possible.
<b>4</b>	<b>The Director of Athletics, Health, and Physical Education will oversee school activities/athletics to ensure alignment with appropriate health and safety guidelines.</b>
	The school district will follow all CIAC (Connecticut Interscholastic Athletic Conference) guidelines for middle school and high school sports after approval of such activities by the Superintendent of Schools. <b>Athletic guidance and expectations will be provided in a separate document by the CIAC.</b>
	The Director of Athletics, Health, and Physical Education will work with the Physical Education Teachers in adapting curriculum and activities to be in line with guidance found in <i>Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together</i> . In general, activities will be limited to those that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.
<b>5</b>	<b>School administration will limit a number of school clubs, activities, and events to maintain student safety.</b>
	After school clubs, activities, and events will be approved in advance by the Superintendent of Schools. Approval will be based on the ability to meet the safety expectations of students and staff members involved.
	Recess time and use of playgrounds will be supervised and scheduled to ensure physical distancing. Recess time will be adjusted for specific classroom and/or cohorts.
	The Assistant Superintendent and the Fine Arts Department Coordinators will work with the Art and Music Teachers in adapting curriculum and activities to be in line with guidance found in <i>Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together</i> .
	School assemblies, concerts, and other programs with a larger number of students will be limited at the start of the school year and require approval of the Superintendent or Assistant Superintendent. Decisions will be made based on size of activity, ability to maintain proper distancing, and safety expectations.
	Field trips and off campus experiences will be limited at the start of the school year and require approval of the Superintendent or Assistant Superintendent. Decisions will be made based on ability to maintain proper distancing and safety expectations. Virtual field trips will be encouraged.
<b>6</b>	<b>The Town of Berlin VNA Administrator will oversee and monitor changes and updates to the State of Connecticut Requirements for Immunizations and Health Assessments.</b>
	<b>Immunizations:</b> <a href="#">Guidance from the Department of Public Health was issued dated June 17, 2020</a> emphasizing the importance of protecting students by staying up to date on immunizations.
	<b>Health Assessments:</b> <a href="#">Guidance from the CSDE was issued dated June 26, 2020</a> outlining the requirements for Health Assessments prior to students enrolling in school.

*	<b><i>If the State of Connecticut adjusts social distancing guidelines due to a surge in COVID 19:</i></b>
	<i>The schools will determine the student and staff capacity of classrooms and school spaces based on state of local guidelines limiting existing class groups/sizes in every classroom.</i>
	<i>Other spaces in the building may be used for instructional activities to allow for appropriate distancing including gyms, cafeterias, libraries, larger rooms, outdoors.</i>
	<b><i>The schools may need to limit the number of students present in classrooms and/or limit the number of students physically reporting to school each day based on guidelines issued from the State of Connecticut.</i></b>
	<b><i>The <u>school schedule</u> may be adjusted based on updated guidelines issued from the State of Connecticut.</i></b> <ul style="list-style-type: none"> <li><i>If student numbers are to be limited, a hybrid schedule may be implemented, limiting the number of students in the building each day.</i></li> <li><i>Adjusted State Guidelines may result in an extended period of Distance Learning by all students.</i></li> </ul>





## Checklist - Facilities & Operation

Policies and protocols related to facilities and operations will be reviewed regularly by the Board of Education, the Superintendent of Schools, and school administrators with the understanding that schools may need to react quickly to changing conditions. Given the possibility of changes in public health data, there may be an increase or a relaxation of restrictions throughout the school year to respond effectively to health concerns.

Facility expectations for reopening the Berlin Public Schools	
<b>1</b>	<b>The Director of Business Operations will ensure that schools meet <u>high cleanliness standards</u> prior to reopening and maintain a high level of cleanliness during the school year.</b>
	The Director of Business Operations will oversee the reopening for each school building that specifically addresses high standards of cleanliness for all classrooms, bathrooms, hallways, and offices in the school.
	The Director of Business Operations and school administration will communicate cleaning and hygiene protocols as recommended by the State of Connecticut and the CDC to staff and families.
	Building plans for disinfecting high touch surfaces will include: <ul style="list-style-type: none"> <li>• Door handles</li> <li>• Handrails</li> <li>• Sink handles</li> <li>• Restroom surfaces</li> <li>• Instructional materials that cannot be supplied to a specific student</li> <li>• Playground equipment</li> </ul>
	Water bottle filling stations will be installed for use in place of drinking fountains.
	Frequently touched surfaces and other equipment will be cleaned throughout the day. Desks and classroom equipment should not be shared; however, those that are used by more than one group will be cleaned in between usage.
	Buildings will have a plan for disinfecting the following between uses: <ul style="list-style-type: none"> <li>• Desks that are shared during the day</li> <li>• Tables that are used throughout the day</li> <li>• Chairs that are shared during the day</li> <li>• Classroom/office items, such as phones, headsets, copy machines , etc.</li> </ul>
	School staff will work to enable no-touch usage of items such as doors, trashcans, and bathroom fixtures, such as soap and paper towel dispensers.
	Classroom doors will generally be left open during the school day to limit use of high touch surfaces, such as door knobs, and to promote air circulation.
	Principals will work with teachers to assess ways to minimize exposure from playground and fitness equipment use, including but not limited to ensuring only the team/cohort uses it at the same time, hand washing before and after use or use of hand sanitizer, and disinfecting fitness equipment or other smaller outside equipment after each group of students' use .
	Bathrooms will be sanitized at least twice a day. Where possible, schools may designate separate bathrooms for different classes or establishing shifts for classes to use the bathroom (and thus avoid mixing of classes)
	The Director of Business Operations will ensure the use of products, approved for the State of Connecticut, that are labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times.
	Cleaning logs will be used in each building to track cleaning frequency of areas including bathrooms.
	The Director of Business Operations will ensure that the schools comply with DPH guidelines including: <ul style="list-style-type: none"> <li>• <a href="#">Guidance for Cleaning and Disinfecting of Schools</a> during COVID-19</li> <li>• <a href="#">Return to Service Guidance</a> for Building Water Systems</li> </ul>



	<ul style="list-style-type: none"> <li>• <a href="#">Guidance for School Systems for the Operation of Central and non-Central Ventilation Systems</a></li> </ul>
<b>2</b>	<b>The Director of Operations and principals will ensure that schools meet <u>distancing expectations</u> by adjusting the set up in all classrooms.</b>
	<p>The Director of Business Operations will oversee a reopening plan for each building that specifically addresses social distancing for all classrooms, bathrooms, hallways, and offices in the school.</p> <ul style="list-style-type: none"> <li>• Maximize social distancing between student workstations, achieving 6 feet if feasible (not required) when determining the classroom layout. Desks should face in the same direction (rather than facing each other) or students should sit on only one side of tables, spaced apart.</li> <li>• Where necessary, assess other spaces that may be repurposed for instruction in the school.</li> <li>• 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 should be increased beyond six feet. For teachers who stay seated, a physical barrier may be considered an option.</li> <li>• Floor markings throughout classrooms and the school may be included to illustrate social/physical distancing.</li> </ul>
	The Superintendent, the building principal, and the Director of Business Operations will do a walkthrough of all buildings prior to reopening to review distancing expectations.
	The Director of Business Operations and principals will work together to ensure that classroom furniture besides desks is adjusted to create the maximum amount of space between students.
	Classroom bookcases, reading nooks, storage cabinets will be removed/repositioned to create the maximum amount of space between students.
	The Director of Business Operations and principals will work together to ensure that a dedicated medical isolation room has been identified in every school building.
<b>3</b>	<b>Principals will ensure that schools restrict the shared use of materials.</b>
	Principals will work to ensure that staff restrict the sharing of educational materials between individuals (including such items as books, manipulatives, computers, calculators, writing utensils, and art supplies). Teachers will ensure that there is a procedure for disinfecting any electronic devices, toys, books, and other games or learning aids that must be shared during the same school day.
	When shared space is used by multiple groups of high school students, disinfecting of materials must occur in between the times when groups of high school students use the space/materials.
	Any alternate seating or shared seating in reading nooks, group centers, and other areas will not be allowed. Items that cannot be cleaned and sanitized (such as shared stuffed animals in classrooms) will not be allowed in classrooms.
	Each student's belongings/school supplies will be separated and in an individually labeled storage container, cubby, locker, or other designated area depending on the grade level/specific course. Students will be encouraged to minimize personal belongings in school and to take home belongings each day to be cleaned. Belongings such as personal stuffed animals and other toys will be strongly discouraged.
<b>4</b>	<b>The Director of Operations will ensure that handwashing and sanitizing stations will be readily available.</b>
	Each school will ensure that staff, students, and visitors have access to soap and water and/or hand sanitizer containing at least 60% alcohol at all times.
<b>5</b>	<b>Signage will be posted in school that is highly visible as well as being accessible for students with disabilities.</b>
	<p>The Director of Business Operations and principals will work together to ensure the distribution of information and regular communication about the actions school communities can take to stop the spread. Signs will be posted in highly visible locations (e.g., school entrances, staff areas, and restrooms) that promote everyday protective measures and provide instruction related to properly washing hands and properly wearing a cloth face coverings or masks. <a href="https://www.cdc.gov/coronavirus/2019-ncov/communication/index.html">https://www.cdc.gov/coronavirus/2019-ncov/communication/index.html</a></p>



<b>Food service expectations for reopening the Berlin Public Schools</b>	
<b>1</b>	<b>The Food Services Director will ensure compliance with federal guidelines and local health official guidelines and any additional guidelines introduced regarding child nutrition.</b>
	The Food Services Director will actively promote and determine eligibility for and make available free and reduced-price meals and snacks and free milk to all eligible students.
	The Food Services Director will comply with the U.S. Department of Agriculture's (USDA) regulations and policies (and any changes occurring) for school meals and milk including the meal pattern requirements.
	The Food Services Director will ensure that the schools claim meals/ milk provided to eligible students using accurate counting and claiming methods. Additionally, the number of free and reduced-price meals served and claimed for reimbursement must have adequate documentation on file to support the claim.
	The Food Services Director will proactively plan and be prepared at all times throughout the year for expedited meal access during including a short period (2-5 days) and a longer period (2 weeks) of closure.
	The Food Services Director will oversee PPE for food service operations such as masks, gloves, physical barriers in serving areas, etc.
<b>2</b>	<b>Food service in each school will be designed to promote social distancing.</b>
	The Food Services Director working with principals will determine the appropriate meal distribution method (cafeteria pick-up, classroom delivery, etc.) of meal service based on social distancing, physical location, student traffic, space, staffing, etc.
	Each school will communicate age-appropriate and school-appropriate strategies to families about school meal service and options. Meals service communications will communicate social distancing requirements and include any additional school options as follows: <ul style="list-style-type: none"> <li>• additional lunch waves to separate classroom cohorts;</li> <li>• staggering cafeteria use throughout the late morning/early afternoon;</li> <li>• increasing the number of meal service access points;</li> <li>• serving meals in cafeteria and then returning to classrooms or alternate locations;</li> <li>• serving meals in classrooms and alternate locations;</li> </ul>
	The principals will arrange for smaller lunch waves in each school. For all grades, more than one classroom cohort may be in the cafeteria with another cohort, but groups must remain separated from each other by a distance that is recommended to be at least 14 feet.
	There will be no self-service buffets for food and condiments.
	Physical barriers, such as sneeze guards and partitions, at point of sale and other areas will be installed where maintaining physical distance of 6 feet is difficult.
	If meals are provided in classrooms or alternate locations, sufficient trash removal and cleaning will be in place.

<b>Communications expectations for reopening the Berlin Public Schools</b>	
<b>1</b>	<b>The Superintendent of Schools will oversee communications regarding planning and reopening.</b>
	Families, staff, and the community will receive regular updates via School Messenger and the district website during the school year directly from the Superintendent regarding the most up to date policies and protocols related to all considerations and aspects of this plan and future COVID-19 planning.
	The superintendent will hold additional Parent Advisory and Staff Advisory meetings for updates, discussions, input, and suggestions on reopening and the ongoing status of school. The superintendent also holds office hours at each school which provide additional opportunities for feedback and dialogue.
	Changes to planning, changes in the status of the schools' schedules, and any school closures will be communicated directly from the Superintendent or his designee to the school community.





## Checklist - Instruction

Instructional expectations for reopening the Berlin Public Schools	
<b>1</b>	<b>The instructional day and building schedules may be modified to meet the current health situation.</b>
	Building schedules may be modified by the principal to allow for additional transition times, movement and mask breaks, and additional time for students to go outside, weather permitting.
	The superintendent will communicate to staff and families any class cancellation (or adjustment in schedule) and subsequent reopening in the event that the State cancels in-school classes for all students or restricts attendance requiring schools to shift to a hybrid model.
	The superintendent will base single school closure, multiple schools closure, or district closure using the most up-to-date information on specific cases in the community or in a school with the consultation of local health officials.
	The superintendent will notify the State Department of Education should a local decision be made to close under the guidance of local health officials.
	Principals will review current instructional schedules in each school and make any modifications necessary to reopen and best meet the needs of students and staff members for a full return to school.
	Principals will be prepared to amend schedules as necessary due to increased transmission in the school and/or the community, such as shifts to a hybrid or distance learning model.
	Principals and teachers will proactively plan and be prepared at all times throughout the year for an expedited shift to Distance Learning instruction during a required short period (2-5 days) and a longer period (2 weeks) of closure.
	Principals and the technology department will proactively plan and be prepared at all times throughout the year for expedited technology access/support for a required period of Distance Learning including a short period (2-5 days) and a longer period (2 weeks) of closure.
	The schools will evaluate and adapt any revised models of instruction throughout the year with input from staff and parents/families.
<b>2</b>	<b>Principals use cohort models in Grades K-8 as much as possible.</b>
	Classroom cohorts will be established at the elementary level and use the same classroom every day and for the most part utilize the same hallways, bathrooms, and other areas of the school as much as possible. Cohorts will be assigned a team of teachers and support personnel.
	Team cohorts will be established at the middle school level and will use the same classroom every day and for the most part utilize the same hallways, bathrooms, and other areas of the school as much as possible. Cohorts will be assigned a team of teachers and support personnel.
	Principals and teachers will educate students, families, and staff on the value of cohorts, ensuring they understand that other health and safety guidelines remain important to minimize the risk of infection.
	Principals and teachers will restrict the mixing of cohorts for the start of the school year as much as possible.
	Teachers will push into the cohort classroom as much as possible for academic courses and special courses including Art, Music, Library, & Technology resulting in teachers of specific content areas rotating through the building, instead of student groups. Physical Education classes will take place in the cohort classroom and/or outdoors to the greatest extent possible.
	Students in each cohort will have assigned seating in the cohort classroom as much as possible.
	Students in each cohort will have assigned materials in the cohort classroom as much as possible.
	Principals will create schedules as possible that stagger passing in hall by adjusting schedules to ensure students change rooms, if necessary, at different times.
<b>3</b>	<b>All learning experiences will be reviewed in order to ensure safe and appropriate instructional practices.</b>



	The Assistant Superintendent for Curriculum and Instruction will oversee all learning experiences and any curricular modifications in order to provide safe environments for students and teachers and an appropriate, high standard of learning for students and teachers.
	Courses and activities that may involve risk to students and staff (singing, playing instruments, etc.) will be approved in advance by the Assistant Superintendent and the Superintendent of Schools.
	School assemblies, concerts, and other programs with a larger number of students will be limited and require approval of the Assistant Superintendent for Curriculum and Instruction and the Superintendent of Schools. Decisions will be made based on size of activity, ability to maintain proper distancing, and safety expectations.
	Field trips and off campus experiences will be limited and require approval of the Assistant Superintendent and the Superintendent of Schools. Decisions will be made based on ability to maintain proper distancing and safety expectations. Virtual field trips will be encouraged.
<b>4</b>	<b>The district will continue to promote student-centered learning across the district.</b>
	The district will use the <a href="#">Elements of Effective Instruction</a> in grades K-12 as a guide to examine instructional and assessment practices.
<b>5</b>	<b>The district remains committed to building a community which will enhance equity and cultural competence of our students and staff.</b>
	The district will establish a District Equity Leadership Team to build on the work of our Equity Advocates and expand opportunities for learning so that all staff members are included.
<b>6</b>	<b>Principals and instructional leaders will provide support to students to accelerate learning in the new school year, identifying learning gaps, learning barriers, and finding innovative ways to meet the needs of children.</b>
	Principals will refine each school's multi-tiered system of support and include guidance for implementing Tier 1 strategies before offering Tier 2 interventions and when and how to offer Tier 2 and Tier 3 supports.
	District administrators and specialists will identify and plan for grade level/subject level/team improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing the lesson as a team, and repeating the process.
	Special Education Supervisors will oversee appropriate accommodations for students and share innovative ways to meet unique student needs with teachers.
<b>6</b>	<b>The district will base assessment practices for 2020-21 on the Connecticut Department of Education model found in: <i>Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together</i>.</b>
	We will use assessments with a diagnostic, growth-focused mindset and a commitment to using the information gathered to move learning forward.
	We will work to ensure that we are not creating high stress, high pressure learning environments by over-assessing students or by communicating to students that they are "behind" in any way.
	Diagnostic assessments will be used to identify specific areas where instruction or intervention may be needed to improve student learning.
	Formative assessments and progress monitoring will take place during lessons and provide actionable information about students' learning status relative to the desired lesson goal.
	Teachers will use data from formative assessments immediately to adjust their instruction and ensure students' progress towards learning goals.
<b>7</b>	<b>The Director of Pupil Services and Special Education Supervisors will oversee programming and transition back to school for all students with IEPs.</b>
	The schools will oversee programming for the fall with the understanding that there has been no waiver of requirements under the IDEA for provision of a free and appropriate public education (FAPE) in the least restrictive environment (LRE). During the spring of 2020 closure, the 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.
	The schools will treat students eligible for special education and other special populations as general education students first. Guidance and policies related to school reopening plans apply to all students, including students with special needs who qualify for individual education programs under the IDEA and accommodation plans for eligible students under section 504 of the Rehabilitation Act. If students with disabilities are unable to access



	the reopening plan as designed, facilitate individualized and alternative means of re-entry based upon student need, present levels of functioning, developmental levels, and student/parent input. Consider remote learning schedules if needed.
	Programming decisions will not be 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.
	Special Education Supervisors and teachers will communicate with families of students with a high level of need to develop transition plans to assist special populations and special education students in their return to the school building.
<b>8</b>	<b>The district will support the specific needs of students who are English Learners (ELs) and their families.</b>
	The District ESL Coordinator and staff will work with EL students to continue to develop their English language proficiency and to attend to the SEL needs of English learners, which may differ from each other and from their non-EL peers.
	The District ESL Coordinator will assist the principals in identifying families in need of communication support through translation and/or interpretation.
<b>9</b>	<b>The Assistant Superintendent, the Director of Athletics, Health, and Physical Education, and principals will oversee the safe implementation of Physical Education, Art, and Music Courses and extracurricular activities.</b>
	All educational programming in PE, Art, and Music will be expected to adhere to all CDC, state, and local guidelines related to social distancing and disinfecting areas & equipment.
	The Assistant Superintendent, the Director of Athletics, Health, and Physical Education, and the Fine Arts Coordinators will work with teachers to plan for physical education and fine arts curricula that consider the needs of all students, including focusing on activities, adaptations, and modifications of all education activities to ensure the full inclusion by all students.
	Physical Education at all levels will focus as much as possible on activities, fitness, exercises, and sports that are teacher-led but performed individually and focus on lifetime fitness, utilizing alternative environments, land-based activities, and individual sports/activities
	<p>Music and Art courses will strive to maintain current program of studies and course offerings, utilizing the following safety precautions:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Schedule large ensembles into smaller groups throughout the day. Shift curriculum focus to solo and small ensemble work and create virtual performance experiences and assessments.</li> <li>• Continue full access to beginning instrumental music. Maintain small homogeneous groupings of instruments for lesson instruction.</li> <li>• Provide individual art supply kits for each student or plan for increased sanitization between all use.</li> <li>• Use on-line apps or platforms for student art 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).</li> </ul>





## Checklist - Social/Emotional Health & Learning

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

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

Social/Emotional expectations for reopening the Berlin Public Schools	
<b>1</b>	<b>Principals will work with school counselors, social workers, and psychologists to ensure the inclusion of Social/Emotional Learning (SEL) to benefit the entire school community.</b>
	Plan for experiences that ensure that the schools place adult and student wellness first to establish a positive, safe, and supportive learning environment. Strategies will be identified to engage populations and specific students that have been disengaged.
	Develop programming designed to help children and adults in the school community to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
	Plan for SEL that is integrated into academic content through building essential self-management skills, resilience, and connections.
<b>2</b>	<b>Coordinate SEL activities prior to and during the initial stages of reopening.</b>
	Communicate to the school community that SEL is foundational to the holistic success of the school community and a necessary aspect of a highly functioning school community
	Assess the social and emotional support needed by the students during the initial reopening period as a result of the distance learning period.
	Engage the staff in reflecting on what they've learned from the spring of 2020 and how this experience will shape the coming years for them and their students.
	Provide professional learning opportunities prior to the start of school. Share resources on SEL, including the Collaborative for Academic, Social, and Emotional Learning (CASEL) publication, " <a href="#">Leveraging the Power of SEL</a> "
<b>3</b>	<b>Integrate SEL activities into to the reopening process.</b>
	Intentionally build structures that promote supportive adult-student relationships and a sense of belonging, including use of the <a href="#">Developmental Relationships Framework</a> and <a href="#">Building Developmental Relationships During the COVID-19 Crisis</a> . Ensure every student has at least one caring adult at the school who checks in regularly with them and whom they can reach out to.
	Develop a plan in each school to provide non-academic-focused check-ins with students.
	Create exercises/lessons on alternative ways to communicate feelings given that wearing masks may alter the understandings of how individuals are feeling.
	Create exercises/lessons on positively communicating the need for physical distancing in the classroom as children naturally hug, touch, etc. when playing.
	Help staff with strategies to handle students' and/or families' varied understandings of physical distancing measures by school personnel.
	Coordinate with all staff the best ways to assist students who need additional support to physically distance or who may not be able to wear a mask due to a manifestation of their disability.
	Coordinate with all staff the best ways to support movement to ensure children are expending adequate energy. As student movement from classroom to classroom or recess activities are restricted, there may not



	be as many opportunities for physical activity during the school day. Assist staff in building in transition activities that allow for movement.
	Weave in opportunities for students to practice and reflect upon social and emotional competencies into instructional routines.
	Assist staff in engaging students in developmentally appropriate conversations and lessons to discuss past, current, and future impacts of the pandemic on themselves, their families, their communities, and the broader world. Include discussions that will elevate racial consciousness as students were not present together in school during recent events in the U.S.

The coming months will mark continued transitions for everyone in school communities as they prepare for an academic year that offers new types of relationships, learning, and operations. The transition may bring excitement, anxiety, concern, and other complex emotions as students wonder what the return to classrooms will look like, anticipate reconnecting with peers and teachers, and look forward to engaging in person in supportive learning environments. This moment will also call upon educators to intentionally and relentlessly foster emotional and physical safety and a sense of belonging throughout their school community.



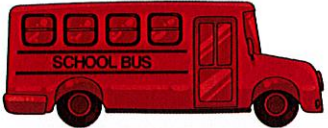
High-quality SEL implementation provides students and adults an opportunity to continue cultivating critical skills - such as empathy and compassion, self-regulation, stress management, communication, collaboration—that they will need not only to manage their experiences during the pandemic, but also to be caring, contributing members of their communities. SEL can also help educators reflect on how this experience has shaped our understanding of what and how we teach in schools, as well as the conditions that fully and equitably support student learning.

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





## Checklist - Transportation

 <p><b>CONNECTICUT SAFE STATUS</b> Vaccine available or effective treatments for COVID-19</p>	 <p><b>CONNECTICUT LOW STATUS</b> Low transmission risk in the community of COVID-19</p>	 <p><b>CONNECTICUT MODERATE STATUS</b> Moderate or more severe spread of COVID-19</p>
<p><b>Full Capacity on Bus</b> Bus transportation can operate with no restrictions</p>	<p><b>Up to Full Capacity on Bus</b> Bus transportation can operate up to full status with face coverings / mask requirements and loading and unloading restrictions</p>	<p><b>Limited Capacity on Bus</b> Bus transportation can operate with seating and spacing restrictions, face coverings / mask requirements, and loading and unloading restrictions.</p> <p><b>Reduced Number of Students</b> and seating based on strict social distancing guidelines</p>

Transportation expectations for reopening the Berlin Public Schools	
1	<b>Transportation status will be determined by the State of Connecticut and/or DPH.</b>
	In the “ <b>low status</b> ”, student passengers will be required to wear a face covering or mask that completely covers the nose and mouth during transit. The passenger’s face covering must be in place prior to boarding the bus and must be kept in place until they are completely off the bus. Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat. This will reduce the number of people passengers walk by as they get on the bus and will prevent crowding in the center aisle when the bus arrives for unloading.
	If the state determines that we are in a “ <b>moderate status</b> ”, student passenger density will be significantly reduced because schools will be employing a hybrid model of learning (A-B days) when in this status. Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating. Passengers will be required to wear a face covering or mask that completely covers the nose and mouth during transit. The passenger’s face covering must be in place prior to boarding the bus and must be kept in place until they are completely off the bus. Students should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat. This will reduce the number of people passengers pass by as they get on the bus and will prevent crowding in the center aisle when the bus arrives for unloading.
2	<b>Transportation to and from by parents/guardians will be encouraged.</b>
	<b><i>Parents are encouraged to transport their children to school to avoid possible exposure on the bus.</i></b>
	The district will conduct a survey to find out which students will be driven by parents at the start of the school year.
	Principals will assess if a staggered arrival and drop off of buses and cars will enhance safety protocols in place.



	Principals will plan vehicle flow and logistics and make any needed adjustments if there are more family transport vehicles.
	Principals will develop arrival/departure procedures that limit unnecessary entrance of parents and guardians into the building. Each school will allow for minimal contact of parents with school personnel and students while dropping off and/or picking up students during the day.
	There is a procedure at each school that allows for student drop offs at the start of the day and student pick ups at the end of the day without parents needing to enter the building.
<b>3</b>	<b>Proper hygiene habits will be practiced on the bus.</b>
	Parents of students in younger grades will be asked to assist in social distancing at bus stops and during pick-up and drop-off.
	Parents of students in younger grades will be asked to secure masks on students at bus stops prior to students entering the bus.
	Students will be required to wear a face covering or mask that completely covers the nose and mouth during transit. Students will not be allowed to enter the bus or be transported if they are not wearing a face covering or mask.
	Seating arrangements will be adjusted on buses to prevent students from passing one another while loading/unloading as much as possible. <ul style="list-style-type: none"> <li>• First students to load on bus sit in back, filling seats toward the front of bus</li> <li>• Students in front unload first</li> <li>• Loading process at school based on route to promote limited passing in aisles</li> <li>• Assigned seats will be arranged for students in Grades K-5</li> </ul>
	The Bus Cohort Model will be expected in all grades, K-12. Stable groups help to mitigate the risk of spreading the virus. Students will only be permitted on the bus to which they have been assigned in order to minimize cross-contamination of student groups. Students will be expected to ride the same bus to school in the morning and the same bus to home in the afternoon every day.
<b>4</b>	<b>Bus drivers will follow the expectations for school employees regarding health and screening.</b>
	Drivers are instructed to self-screen before leaving for school by checking to ensure temperatures below <b>100.0 degrees</b> Fahrenheit and to observe for symptoms outlined by public health officials. Drivers are to stay at home if they are feeling sick, have any symptoms associated with COVID-19, or have had close contact with a person diagnosed with COVID-19.
	<b>Drivers with a temperature greater than 100 degrees are not permitted to drive. Drivers will be allowed to return when they exhibit no fever or other COVID symptoms for 72 hours without the aid of a fever reducing medication, or with a note from their healthcare provider, or with a documented negative COVID-19 test.</b>
	All drivers will sanitize hands upon entering buses.
	Bus drivers must wear face masks. These must always be worn when children are in the bus.
<b>5</b>	<b>Numbers of students on each bus will be confirmed by the State and/or by local health officials.</b>
	Schools will ideally adjust schedules with as little impact as possible to meet transportation requirements. Bus routes will not initially be based on survey results from parents whether they will drive students to school; however, this information will be important if the State indicates that the number of students on buses must be reduced. If extra runs are required to accommodate students and distancing expectations, students will not be penalized for arriving late to school.
<b>*</b>	<b><i>If the State of Connecticut adjusts social distancing guidelines due to a surge in COVID 19:</i></b>
	<b><i>The number of students on each bus may be adjusted.</i></b>
	<i>The schools will limit the number of students on buses based on guidelines issued from the State of Connecticut. Seating options include:</i> <ul style="list-style-type: none"> <li>• <i>Seat one student to a bench on both sides of the bus.</i></li> <li>• <i>Seat one student to a bench on both sides of the bus, skipping every other row.</i></li> <li>• <i>Seat one student to a bench, alternating rows on each side, creating a zigzag pattern on the bus.</i></li> </ul>
	<i>Bus populations may be adjusted as follows:</i> <ul style="list-style-type: none"> <li>• <i>70 students per bus</i></li> </ul>



	<ul style="list-style-type: none"> <li>• 48 students per bus – 50% more secondary bus runs; 100% more elementary bus runs</li> <li>• 24 students per bus – 100% more secondary bus runs; 150% more elementary bus runs</li> <li>• 12 students per bus – 150% more secondary bus runs; 200% more elementary bus runs</li> </ul>
	<i>In each of these scenarios, reduced size bus runs will require additional bus runs which may lead to staggered arrival times and dismissal times for students.</i>
	<p><b><i>The <u>school schedule</u> may be adjusted based on updated guidelines issued from the State of Connecticut.</i></b></p> <ul style="list-style-type: none"> <li>• <i>If student numbers are to be limited, a hybrid schedule may be implemented, limiting the number of students in the building each day.</i></li> <li>• <i>Adjusted State Guidelines may result in an extended period of Distance Learning by all students.</i></li> </ul>





## Checklist - Technology

Technology expectations for reopening the Berlin Public Schools	
<b>1</b>	<b>Access to technology will be 1-to-1 for students in Grades K-12.</b>
	Students in grades K-2 will have an assigned iPad for use in school. Students who completed grade 2 in June will return their assigned iPads to school to be redistributed to incoming kindergarten students.
	Students in grades 3-12 will have an assigned Chromebook.
	Current students in gr. 3-11 will bring their assigned Chromebook back to school with them in the fall. Students in transition grades (for example, grade 5 students entering grade 6 in the fall) will bring their device to their new school, rather than return it to the school they attended this year.
	At grades 3-8, student Chromebooks will be picked up at the start of the day and returned to the charging station at the end of the day.
	In grades K-8, student issued devices will be sent home with chargers as appropriate to support hybrid or distance learning models.
	The Technology Staff will plan for students to take home technology for a possible closure of short duration or longer duration and will support this through the purchase of mobile cases.
	At the high school, students will have 24/7 access to their Chromebooks.
	Students participating in Remote Learning will be issued a school device (iPad or Chromebook, depending on grade level).
	Children participating in Home Schooling are not enrolled in the district and will not be issued devices.
<b>2</b>	<b>District funding will be used to purchase additional devices as needed to support student learning in a remote, hybrid or distance learning models.</b>
	The district will need to have a funding source to replace devices as needed in a regular cycle.
<b>3</b>	<b>The district will ensure that equitable and universal technology access will continue.</b>
	The district will guarantee that every student has access to digital technology and/or high-speed Wi-Fi.
<b>4</b>	<b>The district will continue to develop teacher skills and efficacy in using technology to support effective instruction.</b>
	Technology "bottom line" expectations have been communicated to staff. Teachers are expected to review and follow these guidelines.
	The district will provide technology professional learning opportunities as appropriate to support staff in meeting <a href="#">BPS Technology Integration Bottom Line Expectations</a> .
	District staff will use common, agreed upon platforms to communicate with students, using Best Practice Guidelines developed by district staff. Grades preK-2 - <a href="#">Seesaw</a> Grades 3-5 - <a href="#">Google Classroom</a> Grades 6-8 - <a href="#">Schoology</a> Grades 9-12 - <a href="#">Schoology</a>



# Addendum 4

## Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together

Connecticut State Department of Education



## Interim Guidance for Decision-Making Regarding the Use of In-Person, Hybrid (Blended), or Remote Learning Models in Connecticut Schools during COVID-19



Revised August 3, 2020

In order to guide decisions on remote vs. in-person learning for Pre K-12 education, the Connecticut Department of Public Health and Department of Education have developed key metrics and considerations for informing local district decision-making. (There are many preschool in public schools under the auspices of public schools)

Decisions on remote vs. in-person learning should be based on indicators of the spread and prevalence of COVID-19 in the community; and on the physical and operational ability of schools to implement critical mitigation strategies. A combination of these considerations should inform decision making.

For the key leading metric for community spread, we recommend using the number of new cases, adjusted for population, and suggest thresholds for differential risk categories ([Table 1](#)). In addition, there are several secondary indicators that can help inform an assessment of risk levels when considered for the directional trend and speed of change of the data. While these leading and secondary indicators can be loosely stratified into categories for low, moderate, and high risk, any use of those stratifications should be considered relative, and not an assumption of individual risk of COVID-19 infection in a school or other setting. These metrics were adapted from recommendations by the Harvard Global Institute and supplemented by existing DPH measures.

Because the size of Connecticut's population is relatively small in comparison to many other states, infection and disease rates for many conditions (including COVID-19) can become extremely unstable as statewide statistics are analyzed by smaller geographic areas. As such, analyzing any of the suggested leading or secondary indicators at the individual town or school district level in our state will result in rates that are too unstable to be of any use in continuous decision-making. In addition, daily reporting of metrics that may be somewhat unstable can cause unnecessary alarm and trigger changes where none may be needed. Therefore, the Connecticut Department of Public Health recommends analysis of leading and secondary indicators be performed on a weekly basis and be limited by geography to include statewide data and data for each county.



**Table 1: Leading and Secondary Indicators of COVID-19 Infection Levels in Communities for Consideration of Learning Models for School Reopening in Connecticut.\***

Leading Indicator	LOW Favors more In-Person Learning	MODERATE Favors moving to Hybrid Learning	HIGH Favors moving to Remote Learning
<b>Number of new cases of COVID-19</b> (7 day rolling average of new cases per 100,000 population per day)	< 10 new cases per 100,000 population	10 to < 25 new cases per 100,000 population	25+ new cases per 100,000 population

Secondary Indicators	LOW Favors more In-Person Learning	MODERATE Favors moving to Hybrid Learning	HIGH Favors moving to Remote Learning
<b>Percent positivity rate</b> (# of positive tests/ # of total tests, 7-day rolling avg.)	<b>Direction of Change:</b> Secondary Indicators trending down to flat	<b>Direction of Change:</b> Secondary Indicators trending flat to upward	<b>Direction of Change:</b> Secondary Indicators trending upward
<b>Number of new COVID-19 hospitalizations per 100,000 population</b> (7-day rolling avg.)	<b>Speed of Change:</b> No statistically significant changes to Secondary Indicators	<b>Speed of Change:</b> Any statistically significant changes upward to Secondary Indicators	<b>Speed of Change:</b> Consistent, statistically significant changes upward to Secondary Indicators
<b>COVID-like and Influenza-like Illness (CLI and ILI) Syndromic Surveillance</b>			

\* Adapted from: the Harvard Global Health Institute's publication *The Path to Zero and Schools: Achieving Pandemic Resilient Teaching and Learning Spaces*. July 2020.



**Additional Considerations in moving from in-person to remote learning:**

While leading and secondary indicators give school decision-makers a sense for the level of COVID-19 spread in the community surrounding their schools, there are also many structural and procedural considerations within school districts and individual schools that administrators should assess on a continual basis, as these may also influence whether schools should consider more in-person, hybrid, or remote instruction. As part of their decision-making process, school administrators, local elected officials, and medical advisors should include consideration of the following “Other Key School Characteristics.”

- Design of the physical space:
  - Classroom space available for physical distancing
  - Outdoor space
  - Entrance/Exit design to avoid crowding
  - Overall population of school
- Cohorting:
  - Ability of the school to consistently group students in small cohorts and minimize interaction with other cohorts throughout the school day
- Compliance with self-screening:
  - Frequency of students and staff arriving at school with symptoms of COVID-19
  - Frequency of students and staff attempting to return to school with symptoms of COVID-19
- HVAC:
  - Well-functioning and maintained central HVAC system(s) (or the functional equivalent) are in place
- Cleaning and Disinfection:
  - Plans in place in accordance with DPH and SDE guidance regarding cleaning protocols
  - Adequate supplies and implementation of Cleaning and Disinfection plan

**How will these metrics be used?**

Leading and Secondary Indicators will be updated by DPH on a weekly basis. Representative experts from the State Departments of Education and Public Health and local health departments will review the data on a weekly basis and make any recommended changes between the “Low” “Moderate” and “High” categories by county each week.

The “low” and “moderate” categories indicate conditions in the area are appropriate for schools to provide at least a partial in-school option to students. The district and building-level decisions will ultimately be made at the local level. However, should a district determine not to provide an in-school option while in the low or moderate category, an exception review is required from a panel with representatives from the State Department of Education, the State Board of Education and the Department of Public Health. Superintendents should consider developing a local structure to include the school medical advisor, local health director, and school nurse leader to consult when making decisions.



# Addendum 5

## Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together

Connecticut State Department of Education



## Interim Guidance for Responding to COVID-19 Scenarios in Connecticut School Districts

August 6, 2020



The Connecticut State Department of Education (CSDE) and State Department of Public Health (DPH) have collaborated to provide school districts with guidance and protocols for responding to specific COVID-19 scenarios that may occur with school reopening for the 2020–21 school year. This guidance complements the Containment Plan (p. 23) requirement of [Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together](#), which instructs school districts to develop written protocols for containment and immediate response related to symptoms of, diagnosis of, or exposure to the virus. Information from the Centers for Disease Control and Prevention (CDC) informs the specific scenarios and actions that follow. CDC guidance and public health data are evolving and therefore, this guidance may be updated accordingly.

This document addresses issues when a student or staff person has or develops: possible signs and symptoms of COVID-19; a diagnosis of COVID-19; or exposure to a person diagnosed with COVID-19. It describes immediate actions for removing an individual from the school setting and when to safely return them to school. School district leaders are encouraged to use this as a guide, in consultation with public health experts, including school nurses, school medical advisors, local health directors and in consideration of all specific circumstances on a case-by-case basis.



Event	Location of Event	Testing Result	Isolation/Quarantine
Individual has COVID-19 symptoms <sup>1</sup> but has NOT had close contact <sup>2</sup> to a person diagnosed with COVID-19	<p><b>If at home:</b> stay home, notify the school immediately (do not wait until the beginning of the next school day), and get tested.</p> <p><b>If at school:</b> students should remain masked, adhere to strict physical distancing, be assessed by the school nurse or school medical advisor (if available), stay in the isolation room (with adult supervision), until picked up to go home, consult a healthcare provider, and get tested. If symptoms arise <b>on the bus</b>, students should remain masked and follow the remaining measures listed above upon arrival to school. They must not be sent home on the bus.</p> <p><b>If at school:</b> staff members should remain masked, adhere to strict physical distancing, immediately contact leadership (per district protocols), go home, consult a healthcare provider, and get tested.</p> <p>If a staff or student is ill enough to require transport to a healthcare facility, notify EMS that COVID-19 is a concern.</p>	Individual tests <sup>3</sup> <b>negative</b>	Return to school once there are no symptoms for 24 hours.
		Individual tests <b>positive</b>	<p>Remain home (except to get medical care), monitor symptoms, notify the school immediately, notify personal close contacts, assist the school in contact tracing efforts<sup>4</sup>, and answer phone calls from public health officials/contact tracing staff.</p> <p>Stay in self-isolation<sup>5</sup> for at least 10 days since the onset of symptoms and until at least 24 hours have passed with no fever<sup>6</sup> (without fever-reducing medications) and with improvement in other COVID-19 symptoms.</p>
		Individual <b>is not tested</b>	<p>Stay in self-isolation for at least 10 days since the onset of symptoms <b>and</b> until at least 24 hours have passed with no fever (without fever-reducing medications) and with improvement in other symptoms.</p> <p>Can return to school earlier if obtains note from healthcare provider with alternate diagnosis.</p>



Event	Location of Event	Testing Result	Isolation/Quarantine  Isolation = when you are experiencing symptoms or have a confirmed diagnosis of COVID-19  Quarantine = when you have been exposed but you are not experiencing symptoms
Individual has COVID-19 symptoms <sup>1</sup> AND had close contact <sup>2</sup> to a person diagnosed with COVID-19	<p><b>If at home:</b> stay home, notify the school immediately (do not wait until the beginning of the next school day), and get tested.</p> <p><b>If at school:</b> students should remain masked, adhere to strict physical distancing, be assessed by the school nurse or school medical advisor (if available), stay in the isolation room (with adult supervision), until picked up to go home, consult a healthcare provider, and get tested. If symptoms arise <b>on the bus</b>, students should remain masked and follow the remaining measures listed above upon arrival to school. They must not be sent home on the bus.</p> <p><b>If at school:</b> staff members should remain masked, adhere to strict physical distancing, immediately contact leadership (per district protocols), go home, consult a healthcare provider, and get tested.</p> <p>If a staff or student is ill enough to require transport to a healthcare facility, notify EMS that COVID-19 is a concern.</p>	Individual tests <b>negative</b>	Stay in self-isolation for at least 10 days since the onset of symptoms and until at least 24 hours have passed with no fever (without fever-reducing medications) and with improvement in other symptoms.
		Individual tests <b>positive</b>	<p>Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist public health and the school in contact tracing efforts.</p> <p>Stay in self-isolation for at least 10 days since the onset of symptoms and until at least 24 hours have passed with no fever (without fever-reducing medications) and with improvement in other symptoms.</p>
		Individual <b>is not tested</b>	Stay in self-isolation for at least 10 days since the onset of symptoms and until at least 24 hours have passed with no fever (without fever-reducing medications) and with improvement in other symptoms.



Event	Location of Event	Testing Result	Isolation/Quarantine  Isolation = when you are experiencing symptoms or have a confirmed diagnosis of COVID-19  Quarantine = when you have been exposed but you are not experiencing symptoms
Individual <i>does not</i> have <b>COVID-19</b> symptoms <b>BUT</b> had close contact <sup>2</sup> to someone diagnosed with <b>COVID-19</b>	<p><b>If at home:</b> stay home, notify the school immediately (do not wait until the beginning of the next school day), and get tested.</p> <p><b>If at school:</b> students should remain masked, adhere to strict physical distancing, be assessed by the school nurse or school medical advisor (if available), be picked up to go home, consult a health care provider, and get tested. Students who do not have symptoms may remain in the health room until they are picked up, they do not have to be sent to the isolation room. They must not be sent home on the bus.</p> <p><b>If at school:</b> staff members should remain masked, adhere to strict physical distancing, immediately contact leadership (per district protocols), go home, consult a healthcare provider, and get tested.</p>	Individual tests <b>negative</b>	Remain home in self-quarantine <sup>7</sup> for 14 days from last exposure to the person diagnosed with COVID-19.
		Individual tests <b>positive</b>	<p>Remain home (except to get medical care), monitor symptoms, notify the school, notify personal close contacts, assist public health and the school in contact tracing efforts.</p> <p>Stay home until 10 days have passed since date of the positive COVID-19 test.</p>
		Individual <b>is not tested</b>	Remain home in self-quarantine for 14 days from last exposure to the person diagnosed with COVID-19.



### End-notes

- 1 **Key COVID-19 signs and symptoms are:** feeling feverish, measured temp 100.4 F or more, chills, uncontrolled new cough, shortness of breath, difficulty breathing, loss of taste or smell. There are other more nonspecific signs and symptoms. For a full list, see CDC Web page at <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>
- 2 **Close contact:** Spending at least 15 minutes within 6 feet of a person with confirmed COVID-19, or a direct exposure to possibly infected droplets of saliva or nasal mucus (e.g., begin sneezed or coughed on in the face). See CDC web page at <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>
- 3 **COVID-19 test for school/work attendance:** This is a viral test, NOT an antibody test. (see CDC information on COVID-19 tests at <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/testing.html>).
- 4 **Contact tracing:** A public health intervention in which the contacts of a person with a communicable disease are identified, and possibly tested, quarantined or isolated to interrupt the transmission of the virus in a population. <https://portal.ct.gov/Coronavirus/ContaCT>
- 5 **Self-Isolation:** Individual with signs or symptoms of COVID-19, or a positive test, stays home until no longer infectious for at least 10 days since the onset of symptoms **and** until at least 24 hours have passed with no fever (without fever-reducing medications) and with improvement in other COVID-19 symptoms. See CDC web page at <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/isolation.html>
- 6 **Fever:** Measured temperature of 100.4 F or higher
- 7 **Self-Quarantine:** Individual without symptoms stays home for 14 days since last exposure to someone who was diagnosed with COVID-19 (the incubation period of the virus). See CDC web page <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html> or [https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html?CDC\\_AA\\_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fif-you-are-sick%2Fquarantine-isolation.html](https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fif-you-are-sick%2Fquarantine-isolation.html)