



Southington Public Schools

Return and Recovery Plan
Iteration 1.0

Timothy Connellan, Superintendent

SOUTHINGTON PUBLIC SCHOOL DISTRICT

Office of the Superintendent

July 24, 2020

SPS Families, Staff and Community Members,

I hope this finds you all well and safe. On June 29, 2020, the State Department of Education issued a document entitled *Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together*. Rather than the actual plan that was anticipated, the document is a collection of guidelines and best practices. In addition, the State Department of Education required all school districts to construct individual plans, using a template provided as a guide. District plans were required to be submitted on July 24, 2020, leaving seventeen workdays for completion of the required document. As you can imagine, it is difficult to create such an important and detailed plan in a short period of time.

The document submitted to the State Department of Education by the Southington Public School District on July 24th follows the state template and complies with the stated requirements outlined in the template. It is to be considered our "Interim Plan 1.0". It is not the final plan for the Southington Public Schools. The District has over one hundred staff members participating in multiple subcommittees addressing the areas of strategic importance. These subcommittees will continue to develop much more detailed and specific information that will be shared with Board of Education members, families, staff and other stakeholders as each area becomes more refined. It is fully anticipated that changes to the procedures included in the plan will be necessary throughout the last week in July and well into August if not September. The pandemic is a Public Health Emergency and as such, new guidance from Public Health Officials and medical professionals continues to emerge and will be incorporated into the practices and procedures embedded in the plan.

The primary goal is to provide a safe environment for our students and staff. The stated goal of the Governor and the State Department of Education is for all students to return safely to school in-person wherever possible with multiple mitigation strategies in place. Mitigation strategies include wearing face coverings in most locations for most of the day, maximizing physical distance in classrooms and other areas of the school, maintaining cohorts of students to minimize interactions across classes and groups and enhanced handwashing, cleaning and sanitizing protocols.

This initial plan includes the required three options: 1) in-school instruction with multiple mitigation strategies in place; 2) a hybrid strategy involving some level of in-school instruction combined with online or remote learning; and 3) a full online or remote learning instructional program. The online instruction will be more rigorous than the initial effort in the spring with a mixture of solid synchronous or "face to face" learning and asynchronous learning depending on the age of the students and the course content.

Please review this document and the Q&A document found on the District website which has some very specific and detailed responses and some responses that are more general in nature. Look for frequent updates to the plan with more specific building-based information to follow via regular communication channels.

Respectfully,



Timothy F. Connellan, Superintendent



A graduate of the Southington Public Schools will be college or career ready and prepared for life beyond by mastering the knowledge and demonstrating the skills to communicate effectively, think creatively and critically, and contribute to the global community.

Connecticut LEA Reopening Template

Connecticut State Department of Education • June 29, 2020



This document identifies the critical “REQUIREMENTS” needed for each local educational agency (LEA) or school operator to submit a reopening plan in accordance with the Connecticut School Reopening Plan — *Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together*. In providing the LEA’s response, it is imperative to work through the Connecticut School Reopening Plan, which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing the unique local approach.

While the submitted plans do not require approval by the Connecticut State Department of Education (CSDE), plans will be retained. Receipt and consideration of the plans will allow the CSDE to share best practices and provide technical support for those LEAs who require it.

LEAs should submit a reopening plan that clearly and specifically addresses the requirements outlined in each section below. The CSDE recommends plans be developed inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, nutrition services, transportation services, boards of education, local health officials, municipal leaders, parents and other relevant stakeholders.

Additional Details:

Plans should be submitted in font size no greater than 11pt, in PDF format.

Due: July 24, 2020

Submit to: SDE.REOPEN@ct.gov

Include the following completed table at the top of your submitted plan:

Date of Submission:	July 24, 2020
LEA Name:	Southington Public Schools
Reopening Plan Point of Contact:	Steven G. Madancy, Assistant Superintendent for Curriculum & Instruction
Contact Email:	COVID19@southingtonschools.org
Contact Phone:	(860)628-3204
LEA COVID-19 Health and Safety Compliance Liaison:	Catherine O’Hara, RN, BSN, School Nursing Supervisor and Michelle Passamano, Human Resources Manager
Liaison Email:	cohara@southingtonschools.org mpassamano@southingtonschools.org

If schools plan to iterate and/or improve their plan as result of newly released guidance and/or changes in their local communities, those should also be submitted to the CSDE at the email listed above.

This document reflects preliminary guidance and considerations as of the date published, and should not be interpreted as mandates, except where there is indication of a requirement. The Connecticut School Reopening Plan — *Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together* may be updated due to the rapidly changing response to this pandemic emergency and ongoing updates from Centers for Disease Control and Prevention (CDC) and/or changes to federal and state orders and guidance. The Connecticut State Department of Education will provide any such updates to Superintendents.

Priorities	School Plan
<p>Fall Reopening Model</p> <ul style="list-style-type: none"> LEAs should plan to have all students, in all districts, return to schoolhouses for full-time instruction at the beginning of 2020-2021, so long as public health data continues to support this model. This model will be supported with more intensive mitigation strategies and specific monitoring, containment and class cancellation plans. <ul style="list-style-type: none"> In addition to full-time instruction plans as indicated above, LEAs must be prepared to modify their plans to support a partial reopening or to allow for scaling back at a future date if the public health data changes. Identify gaps and develop action plans for reopening that specifically address inclusion, equity, and access for all learners with strategies and clearly defined action steps. 	<p>The district has convened several subcommittees addressing all aspects of return and recovery planning. Each subcommittee is addressing a full in person, hybrid and all remote model with consideration given to unique needs and structures of the elementary, middle level, and high school populations.</p> <p>Considerations for all models across levels will be made relative to device and network access, meal services, healthcare, language, and special needs populations. Balcony level planning re: each of the aforementioned is embedded within this document with a more detailed plan relative to all areas to go to staff and families in the coming weeks.</p>
<p>Temporarily Choosing Not to Participate</p> <ul style="list-style-type: none"> Plan for parents and students who may temporarily choose not to participate in the return to school. 	<p>Students and parents will have the option of remote learning and will be led by a combination of synchronous and asynchronous instruction with every effort to provide all subjects and content areas to the maximum extent possible via remote learning. The district will develop procedures for enrolling students temporarily into remote learning in accordance with promised guidance from the CT State Department of Education. (Still pending)</p>
<p>School Liaison, Communications Plans, and Data Collection</p> <ul style="list-style-type: none"> Designate an employee to serve as a COVID-19 Health and Safety Compliance Liaison. This designated person will be responsible for engaging with students, parents, faculty, staff, and administrators to answer questions or concerns about health and safety requirements regarding COVID-19 concerns (e.g., school nurse). Put systems in place to communicate the most up to date policies and protocols related to the considerations herein, for staff, students, and families. Make communications plans available in relevant languages of families in the community, as well as accessible to those with visual and/or hearing impairments. Ensure the development of plans for ongoing two-way communication with the school community (staff, families, and students) about any new policies and/or protocols <i>prior</i> to reopening, any time there is a significant policy change, and upon re-entry if a school closes temporarily during the year. Develop expectations around frequency of communication, and 	<p>The district Nurse Supervisor is work collaboratively with the town health director and the district medical advisor and state officials to work through questions and concerns relative to health and safety.</p> <p>The district will use school messaging systems, administrative return updates, and website presence to communicate information regularly to staff and families recognizing this situation is fluid and information is likely to change or emerge frequently. Translation software will be utilized to ensure access to information is readily available for all families.</p> <p>The district has developed automated processes for staff or families to express concerns or ask questions through the use of links that route inquiries to appropriate parties and a hotline for phone communication for those without network access.</p> <p>Understanding that this situation is fluid,</p>

<p>ensure detailed updates are provided any time critical information regarding policies, protocols, or health data changes.</p> <ul style="list-style-type: none"> • Put in place a plan for how the community will be notified of any changed policies, need to cancel classes, or other changes or restrictions. • Make plans easily accessible, including but not limited to being visible on the main landing page of the LEA and school websites. • Prioritize gathering information from families prior to reopening. Collect information from families to properly plan for resuming classes in the fall. - This should align with the forthcoming CSDE District Reopen Survey 	<p>the district foreshadows within each communication upcoming update timeframes as well as utilizes the ability for spontaneous communication as needed through the district utilized School Messenger allowing for general and emergency notifications.</p> <p>The district will utilize existing procedures including School messenger, news media outlets (TV and Radio) and website posting to announce closures and dismissals.</p> <p>Upon landing on the SPS website homepage, a red banner at the top labeled Covid19 Information and Resources links parents to all available information.</p> <p>The district conducted focus groups of approximately 100 families in the spring across all levels to gather information from families re: their experiences with distance learning in order to inform planning for a potential fall remote model. Additionally, the district has already conducted an initial survey to begin planning for before and aftercare needed, transportation, and to determine staffing and scheduling needs based on an opt out and in person model.</p>
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Operations Plan	School Plan
Facilities	
<ul style="list-style-type: none"> • Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout. • Where necessary, assess other space that may be repurposed for instruction in the school, in municipal or other community space, or if the school will require additional modular space. • Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction. • Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population. • Identify the training needs of staff related to health and safety protocols; perform such training prior to the first day of classes. • Consider having training days and days to practice new protocols with staff only prior to having students enter the building. • Plan an in-person or online training that includes: social distancing; cleaning protocols; and hygiene practices. Require attendance by all students and staff, and make available to families who are interested. Consider repeating this training during the first months that school reopens, and as needed. 	<p>Full Return: District will maximize social distancing between student desks by targeting a 3-6' distance. Hybrid: District will increase distance between students targeting the 6' distance under the hybrid model. Remote: NA</p> <p>Full Return: Use of all space within the schools and the community will be assessed for instruction as appropriate. Hybrid: Use of all space within the schools and the community will be assessed for instruction as appropriate. Remote: NA</p> <p>Full Return: The space between teachers and students in the classroom is being maximized. District will maintain a minimum 6' distance between student and teacher desks in the classrooms. Hybrid: The space between teachers and students in the classroom will be increased beyond 6' social distancing where possible under the hybrid model. Remote: NA</p> <p>Full Return: Signage regarding stopping the spread will be installed. Signage will be in languages appropriate for the school population and will be accessible for students with disabilities. Hybrid: Signage regarding stopping the spread will be installed. Signage will be in languages appropriate for the school population and will be accessible for students with disabilities. Remote: NA</p> <p>Full Return: Training on health and safety protocol will be developed and provided to all staff prior to the first day of school. Hybrid: Training on health and safety protocol will be developed and provided to all staff prior to the first day of school. Remote: NA</p> <p>Full Return: Required training will be provided to all staff and students that includes social distancing; cleaning protocols; and hygiene practices. Information on the training will be</p>

<ul style="list-style-type: none"> Ensure training is provided to substitutes or others who may enter the school outside of the first day or typical calendar start. 	<p>made available to families who are interested. Repeat training will be provided on an as needed basis.</p> <p>Hybrid: Required training will be provided to all staff and students that includes social distancing; cleaning protocols; and hygiene practices. Information on the training will be made available to families who are interested. Repeat training will be provided on an as needed basis.</p> <p>Remote: NA</p> <p>Full Return: The required training on social distancing, cleaning protocols, and hygiene practices will be provided to all substitutes and any staff that did not receive training prior to the start of school. This training will also be embedded into the onboarding process for new employees hired throughout the academic year.</p> <p>Hybrid: The required training on social distancing; cleaning protocols; and hygiene practices will be provided to all substitutes and any staff that did not receive training prior to the start of school. This training will also be embedded into the onboarding process for new employees hired throughout the academic year.</p>
<p>Daily Operations</p>	
<ul style="list-style-type: none"> Implement the key strategy of establishing stable cohorts within the school population, when feasible. Placing students in cohorts is strongly encouraged for grades K-8 and encouraged where feasible for grades 9–12. Develop consistent policies to address when clubs, before- and after-school programs, or other voluntary groups may be allowed to use school space. Include ways to safely allow access for before- and 	<p>Elementary Cohorting by class, lunch group, before and aftercare groups, will be implemented to the maximum extent possible in both a full in person and hybrid model.</p> <p>Middle school will cohort in separate groups within the existing team structure including Unified Arts where feasible in both a full in person and hybrid model.</p> <p>High School Group sizes will be limited, and social distancing and sanitizing measures will be implemented for both in person and hybrid models to the maximum extent possible.</p> <p>Routines will be established to reduce student travel throughout the building.</p> <p>Each school will have their own before and aftercare site to reduce community transmission across schools where feasible.</p>

<p>after-school and childcare programs.</p>	<p>Each site will have a cohort of students at minimum grouped by K-2 and 3-5 students where feasible.</p> <p>Established cleaning protocols will be followed after each use of site and space within buildings.</p> <p>After school clubs and extracurricular activities will occur remotely where feasible and at the discretion of the building administrator.</p> <p>Athletics will follow guidance provided by the CIAC.</p> <p>The district is temporarily suspending the use of facilities by outside groups at this time except for before and aftercare purposes to maximize time for evening cleaning and sanitizing routines and reduce potential of community transmission.</p>
<p>Child Nutrition</p>	
<ul style="list-style-type: none"> • Schools and institutions that participate in the National School Lunch Program (NSLP), School Breakfast Program (SBP), Afterschool Snack Program, and Special Milk Program (SMP) as applicable, must continue to determine eligibility for and make available free and reduced-price meals and snacks and free milk to all eligible students. • Schools and institutions must comply with the U.S. Department of Agriculture's (USDA) regulations and policies for school meals and milk including the meal pattern requirements. • Schools and institutions that participate in the NSLP are required to claim meals/milk provided to eligible students using accurate counting and claiming methods. 	<p>SPS will continue to determine eligibility for and make available free and reduced-price meals and snacks and free milk to all eligible students for in person, hybrid and remote models.</p> <p>SPS will comply with the U.S. Department of Agriculture's (USDA) regulations and policies for school meals and milk including the meal pattern requirements for in person, hybrid and remote models.</p> <p>SPS participates in the NSLP and will continue to claim meals/milk provided to eligible students using accurate counting and claiming methods for in person, hybrid and remote models.</p>

Operations Plan, continued	School Plan
Transportation	
<p>Low Transmission Risk</p> <ul style="list-style-type: none"> Plan to operate at full capacity or close to while maximizing health and safety protocols, as well as considerations outlined in the plan. Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus. Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat. 	<p>Buses will operate at the normal capacity while maximizing health and safety protocols for in person and hybrid models.</p> <p>All students, staff and drivers are required to wear a mask that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus for in person and hybrid models.</p> <p>Students will load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat for in person and hybrid models.</p> <p>The district will utilize adult support as needed on the elementary school buses as needed. Adults support will observe to assure students remain in their seats and that masks remain in place over the nose and mouth for in person and hybrid models.</p> <p>Bus windows will remain open as weather permits.</p> <p>Buses will operate at significantly reduced capacity while maximizing health and safety protocols for in person and hybrid models.</p>
<p>Moderate Transmission Risk</p> <ul style="list-style-type: none"> Plan to operate at significantly reduced capacity while maximizing health and safety protocols, as well as considerations outlined in the plan. Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating. Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus. 	<p>Bus passengers will be spaced with family members sitting together and non-family members will be spaced 6 feet apart utilizing alternating diagonal seating for in person and hybrid models.</p> <p>All students, staff and drivers are required to wear a mask that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus for in person and hybrid models.</p>

<ul style="list-style-type: none"> 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. 	<p>Students will load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat for in person and hybrid models.</p> <p>Bus windows will remain open as weather permits.</p>
Health Practices and Protocols	School Plan
<ul style="list-style-type: none"> Ensure that students are educated and engaged in the new expectations related to all public health policies and protocols. As part of this requirement, assess the best approach to communicating the information for the age group, and plan to set aside time at the beginning of the school year, as well as frequent reminders, to review the new policies and protocols. 	<p>Upon the first day of return to school, students at each level will be introduced to and educated on all public health policies and protocols. All students will be informed of health practices used in each individual building to prevent the spread of diseases. These health practices include, but are not limited to: social distancing, frequent hand washing and use of hand sanitizer, use of face coverings that completely cover the nose and mouth, respiratory and cough etiquette, and enhanced cleaning/disinfection of surfaces. Information shall be communicated through age- appropriate developmental instruction. This shall be done via visual presentations, modeling/walk through activities, and oral discussion. Information will occur daily with reminders by the main office as well as individual teachers within the classrooms. Signage will complement reinforcement for in person and hybrid models.</p>

<ul style="list-style-type: none"> • Familiarize all participants of the standard public health practices used to prevent the spread of diseases. These practices include, but are not limited to: <ul style="list-style-type: none"> - social distancing; - frequent hand washing and use of hand sanitizer; - use of face coverings that completely cover the nose and mouth; - respiratory and cough etiquette; and - enhanced cleaning/disinfection of surfaces. • Provide adequate supplies, including soap, hand sanitizer with at least 60% ethyl alcohol or 70% isopropyl alcohol (for staff and older students who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible), and no-touch/foot-pedal trash cans. 	<p>Prior to the students' return to school, staff at each level will be introduced to and educated on all public health policies and protocols/practices as applied to their individual school buildings. Practices include, but are not limited to: social distancing, frequent hand washing and use of hand sanitizer, use of face coverings that completely cover the nose and mouth, respiratory and cough etiquette, and enhanced cleaning/disinfection of surfaces for in person and hybrid models.</p> <ul style="list-style-type: none"> • Parents will be informed of all new expectations related to all public health policies and protocols. <p>All students and staff will wear face masks when inside the school if in distances less than six feet apart. Face masks shall be provided for anyone in need. Adequate age-appropriate supplies will be provided for cleaning/disinfecting (i.e. soap, hand sanitizer with at least 60% ethyl alcohol or 70% isopropyl alcohol, paper towels, tissues, disinfectant wipes, and no-touch/foot-pedal trash cans) for in person and hybrid models.</p>
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Health Practices and Protocols, continued	School Plan
<p>Reporting Illnesses and Addressing Vulnerable Populations</p> <ul style="list-style-type: none"> • Instruct students and staff to inform the school if they are sick with COVID-19 related symptoms, particularly if they had a known contact with someone diagnosed with COVID-19 and have also had contact with the school population. • Develop consistent protocols for information reporting, and a point person to appropriately receive and safeguard this information, such as the school nurse, district nursing supervisor, or principal. • Educate staff and families about when to stay home. Schools should properly communicate the content of this or any updated guidance. <ul style="list-style-type: none"> – Instruct staff and students (or their parents and guardians) to perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms. Communicate this expectation and provide parents with reminders about the symptoms consistent with COVID-19 that require keeping their students at home. • Establish and communicate school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home. 	<p>Ongoing notification to family and staff reminding them that they must stay home if they: 1) are sick; 2) have a temperature greater than 100 degrees fahrenheit; 3) are experiencing COVID-19 related symptoms; 4) are in contact with someone diagnosed with COVID-19 for in person and hybrid models.</p> <p>Students and staff will inform the school nurse if they are sick with COVID-19 related symptoms for in person and hybrid models.</p> <p>Students and staff will inform the school nurse if they have had contact with someone diagnosed with COVID-19. The school nurse will provide the proper assessment, then notify the building administrator who will report the case to the COVID-19 Health and Safety Compliance Liaison for in person, hybrid and remote models.</p> <p>The COVID-19 Health and Safety Compliance Liaison will consult with the Superintendent of Schools and the Plainville-Southington Regional Health District.</p> <p>Staff and families will be notified when there is a need to stay home and the requirements for self-assessment prior to returning to school.</p> <p>In the event of a positive COVID-19 case, the District will communicate the information in accordance with CDC guidelines.</p>
<p>Social Distancing</p>	
<ul style="list-style-type: none"> • Assist staff and students to maintain maximum social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time. 	<p>The district will develop traffic patterns suited to each buildings vintage and layout that accounts for arrival, dismissal and daily movement within.</p> <p>Additionally, adjustments will be made to the physical layout of classrooms and common spaces that maximizes social distancing and minimizes cohort movement where feasible.</p>

Use of Face Coverings, Masks, and Face Shields	
<ul style="list-style-type: none"> • Adopt policies requiring use of face coverings for all students and staff when they are inside the school building, with certain exceptions listed below. <ul style="list-style-type: none"> – For anyone who has trouble breathing, or anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance, face coverings and masks should not be required, per CDC guidance. – For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required. • Be prepared to provide a mask to any student or staff member who does not have one. 	<p>Elementary, Middle and HS Level: Full Return: All students and staff are required to wear masks unless the person meets a requirement noted in the left-hand column. In classrooms in which students meet the exception, the teacher will wear a face shield and mask. Those students falling within the exception to not wearing a mask must provide documentation prior to entering school and allow for five days for processing and planning.</p> <p>Hybrid: All students and staff are required to wear masks unless the person meets a requirement noted in the left-hand column. In classrooms in which students meet the exception, the teacher will wear a face shield and mask. Those students falling within the exception to not wearing a mask must provide documentation prior to entering school and allow for five days for processing and planning.</p> <p>Remote: N/A</p> <p>Full Return: The district will provide two cloth face masks to each staff member. Each classroom will contain additional masks. If a student enters a classroom with a soiled mask, the teacher will provide a mask from the classroom stockpile.</p> <p>Hybrid: The district will provide two clear reusable face masks to each staff member. Each classroom will contain additional masks. If a student enters a classroom with a soiled mask, the teacher will provide a mask from the classroom stockpile.</p>
Health Monitoring Plan	School Plan
Planning and Distribution of Information	
<ul style="list-style-type: none"> • Include in the LEA reopening plan written protocols for monitoring of symptoms that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus and maintaining oversight related to the pandemic while complying with relevant privacy and health laws. 	<p>The district will develop protocols for monitoring possible presumed and confirmed positive cases in collaboration with Board counsel, local health officials and in accordance with relevant privacy and health laws.</p>

Containment Plan	School Plan
<ul style="list-style-type: none"> • <i>The Connecticut Department of Public Health will be providing a tiered system to assist leaders and define the decision-making approach should partial or full class-cancellation become necessary. Anticipate this will be available at the time decisions will need to be made related to containment and possible school class cancellations.</i> • Include in the LEA reopening plan written protocols for containment and immediate response if an individual has signs or symptoms of COVID-19, there is a known exposure, or a member of the school community has a confirmed diagnosis of COVID-19. The purpose of containment plans are to decrease the risks of spreading COVID-19, and shall include the following: <ul style="list-style-type: none"> - Immediate coordination with the local health department, including being ready to comply with requests for information from the local health department to assist with contact tracing. - Identification of a response team within the school and LEA with specific responsibilities. - Consideration of what signs and symptoms exhibited by students or staff would require their immediate dismissal from school; for what period of time; and conditions for their re-admittance to school. • Identify an “isolation room” (besides the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives. • Create a consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19 and must be dismissed from school. 	<p>SPS will follow the CT DPH and CDC guidelines for containment and immediate response if an individual has signs or symptoms of COVID-19, there is a known exposure, or a member of the school community has a confirmed diagnosis of COVID-19 for in person and hybrid models.</p> <p>Written protocols will be developed that include the following:</p> <p>-Immediate activation of the notification/communication plan to inform administration and the local health department of a suspected case of COVID, a known exposure of someone who is positive for COVID-19, and a person who has a confirmed diagnosis of COVID-19.</p> <p>Health Office Protocols will be developed for assessment and triage, isolation and dismissal of individuals who present with COVID-19-like symptoms. Data will be collected for absences, symptoms of COVID-19-related illnesses and COVID-19 diagnosis.</p> <p>An isolation room will be designated in each school for students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives for in person and hybrid models.</p> <p>SPS will have a policy for dismissal of students or staff who exhibit symptoms of COVID-19 and must be dismissed from school for in person and hybrid models.</p>

Cancellation of Classes, Remote Learning, and Reopening Plans	School Plan
<ul style="list-style-type: none"> • <i>The Connecticut Department of Public Health will be developing specific community and school-based indicators to assist leaders and define the appropriate decision-making approach.</i> • Develop a plan for school class cancellations and reopening to be implemented in the event that the superintendent, their designee, or state government suspends or cancels in-school classes for some or all participants. • Notify and consult with the CSDE immediately if the LEA is contemplating class cancellations. • Include a communication plan and clear policies for faculty and staff regarding individual roles and responsibilities in the event of a shutdown occurring during the school year. • Prioritize ongoing educational opportunities when drafting the plan for shutdown. Materials for continuity of learning must be made available to allow for school sessions to continue remotely. 	<p>The Southington Public Schools will rely on guidance and direction from the State Department of Public Health and the local Health Department for indicators to assist in the decision to move from one level to the next, e.g. from in-person instruction to a hybrid model to a full online or remote model. The pandemic is a Public Health issue and as such information and guidance from State and Local Health Officials will drive the decision-making process. All decisions regarding cancellation of classes will be handled via the Office of the Superintendent for in person and hybrid models.</p> <p>The District will prepare options for a hybrid model of learning and an online or remote model of learning. Each model may differ at the different educational levels, elementary, middle and high school. Each model may be implemented on a temporary basis depending on the health data provided by DPH of local health officials.</p> <p>The Connecticut State Department of Education will be informed of the District's decision to cancel classes.</p> <p>The plan developed by the sub-committee working on online/remote and blended learning will be provided to all staff, families and stakeholders through the communications plan described earlier.</p> <p>The SPS are moving to a 1:1 student to device ratio for the 2020-2021 school year. Students will therefore be provided with materials and access for continuity of learning. Network access assistance will be provided to families indicating a need through an established communication and request procedure.</p>

Cancellation of Classes, Remote Learning, and Reopening Plans, continued	School Plan
<p>Future Planning for Remote Blended Learning</p>	
<ul style="list-style-type: none"> • Be prepared to provide remote blended learning opportunities immediately upon cancellation of in-school classes. <ul style="list-style-type: none"> – Consider implementing a plan to gather feedback from families, students, teachers, and leaders on experience with remote learning. Incorporate any feedback into a revised remote learning plan and incorporate into hybrid learning model. • Develop a plan for extended absences and communicate it with parents or guardians in the event of a second extended closure. 	<p>Focus groups were conducted in the spring across elementary, middle and high school levels to get feedback from families re: Spring 2020 Distance Learning.</p> <p>Continued use of the Covid19 email address for families to ask questions, seek guidance or share concerns.</p> <p>Use of master membership list with Covid 19 Return and Recovery Committee members email addresses for different bargaining units to connect with relative to any subcommittee area of interest or concern.</p> <p>Covid19 Return and Recovery Link for all staff district wide routed to district steering committee members to address subcommittee areas of concern or interest. Distribution of parent surveys to assist with planning.</p> <p>Use of conferencing structure to allow families to participate, connect and offer feedback in their child’s educational experience.</p> <p>Posting of District hybrid and remote learning plans posted on SPS website.</p> <p>Early and continuous exposure and training for students during an in person return to allow for quick pivot in event of shift to hybrid or remote model.</p> <p>Training videos for students and families to navigate digital learning tools.</p> <p>The district will delineate responsibilities and opportunities of ancillary staff to assist with a hybrid or remote learning model.</p> <p>The district’s distance learning plan will be posted and pushed out to all families upon completion in anticipation of a potential extended closure.</p>

Academics	School Plan
<p>Special Education</p>	
<ul style="list-style-type: none"> • Prepare with the understanding that there has been no waiver of requirements under the IDEA for provision of a free and appropriate public education (FAPE) in the least restrictive environment (LRE). During COVID-19 school closures, schools were required to provide FAPE consistent with the need to protect the health and safety of students, as well as those individuals providing education, specialized instruction, and related services to these students. Schools may not have been able to provide all services in the same manner that they are typically provided. Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services. • Treat students eligible for special education and other special populations as general education students first. Guidance and policies related to school reopening plans apply to all students, including students with special needs who qualify for individual education programs under the IDEA and accommodation plans for eligible students under section 504 of the Rehabilitation Act. If students with disabilities are unable to access the reopening plan as designed, facilitate individualized and alternative means of re-entry based upon student need, present levels of functioning, developmental levels, and student/parent input. Consider blended learning schedules if needed. • Do not make programming decisions based on a student’s disability category. However, the nature and/or severity of a student’s disability may require unique considerations. Protocols should consider the student’s developmental level and skills. • Address mask and face covering use for the population of special education students, including cases where masks may need to be removed to provide appropriate services, and the approach to implementing any other possible mitigating strategy, including but not limited to maximum social distancing. 	<p>Special Education supports and services will continue consistent with services in the district prior to spring school closure with appropriate social distancing measures in place for in person and hybrid models. For families opting for remote learning, individualized learning plans will be established in collaboration with families consistent with the student’s needs and in alignment with established IEP goals and objectives.</p> <p>IEPs will need to be reviewed in order to determine if students can access the district reopening plan. Meetings will be held if IEPs require modifications that will allow students to access classroom instruction.</p> <p>Specialized programs across the district are under review in order to ensure students are able to socially distance, utilize and tolerate face coverings and PPE required for safety. Modifications will be made where necessary for in person and hybrid models.</p>

Academics, continued	School Plan
<p>English Learners (ELs)</p>	
<ul style="list-style-type: none"> Understand that like all other students, ELs are entitled to FAPE. The Civil Rights Act of 1964, Title IV, the Equal Educational Opportunities Act (1974) and the Elementary and Secondary Education Act (1965) provide guidance on the services to which ELs are entitled. ELs must have access to the general education curriculum as well as to a supplemental language instruction education program. During school closures due to COVID-19, ELs continue to be entitled to receive their supplemental EL instructional program in addition to their general education program of mainstream, grade-level and content-area instruction. Such language instructional education programs may consist of a range of services, including bilingual education, English as a Second Language (ESL), Sheltered Instruction and others. When returning to school buildings, language instruction education programs must continue Comply with the requirement that eligible students in bilingual mandated districts are offered bilingual education programs. During COVID-19, school districts that are mandated to provide bilingual education remain required to offer a bilingual program to eligible students who have opted into the program. While program implementation may be altered during COVID-19 as compared to traditional in-building schooling, students in bilingual programs are still entitled to receive native language support as part of their school's designated bilingual program model. As with other language instruction education programs, when returning to traditional schooling, bilingual programs must continue. Communicate with parents and guardians that have limited proficiency in English in a language they understand as required by Title III of the Elementary and Secondary Education Act. As during traditional schooling, communications during school closures due to COVID-19 may be provided through translation and/or interpretation. Provide ELs who are also identified as students with disabilities supports for their EL needs, as well as supports for their disabilities. During COVID-19, these dually identified students must continue to receive these supports. As in times with traditional schooling, dually identified students should have their language needs represented in their annual meetings about their IEP. 	<p>EL instruction will continue using the model adopted by the district prior to the spring closure with modifications to account for social distancing requirements for in person and hybrid models. For remote models, the spring closure model will continue with enhancements including additional curated resources, access to computers and software for translation, and established communication routines.</p> <p>N/A - SPS does not have a bi-lingual program</p> <p>District utilizes technology that allows communication to be accessed in the family's native language for in person hybrid and remote models. Identified students will continue to receive supports and services to the extent possible during an unanticipated closure. Translation services and supports will be offered/provided where necessary for in person hybrid and remote models.</p>

Family and Student Engagement	School Plan
<p data-bbox="172 264 605 289">Family Support and Communication</p> <ul data-bbox="196 317 959 1003" style="list-style-type: none"> <li data-bbox="196 317 889 401">• Comply with all state and federal family engagement requirements (e.g., School Governance Councils and Title I requirements) during the COVID-19 pandemic. <li data-bbox="196 464 919 575">• Prepare to provide families with clear and ongoing communication about what to expect, during and prior to reopening. This includes, but is not limited to, guidance on the school protocols related to health and safety guidelines. <li data-bbox="196 638 959 722">• Continue to engage with families and students as the reopening moves forward to ensure they are informed and have the ability to provide feedback. <li data-bbox="196 947 959 1003">• Make reopen plans available on the LEA website, accessible, and clearly identify the school liaison. 	<p data-bbox="1015 300 1360 325">Elementary, Middle and High</p> <p data-bbox="1015 327 1406 411">Continue to engage with families in accordance with state and federal guidelines.</p> <p data-bbox="1015 453 1468 590">Timely information will be provided to families through the district website and School Messenger. The district's plan, as well as the name of the school liaison will be included in this information.</p> <p data-bbox="1015 632 1463 743">Parents will be able to provide feedback or ask questions, etc. through the continued use of the district's COVID email covid19@southingtonschools.org</p> <p data-bbox="1015 785 1481 896">School based communication will be sent to families using the individual school platform (Remind, Smores, Twitter, Insta, etc.)</p> <p data-bbox="1015 938 1468 1022">Each school's website will include the name of the school liaison as well as the school's re-opening plan.</p>
<p data-bbox="172 1203 784 1228">Social-Emotional Learning (SEL) and Mental Health</p> <ul data-bbox="196 1255 915 1339" style="list-style-type: none"> <li data-bbox="196 1255 915 1339">• Develop a detailed plan to reengage all students, staff and families. Particularly identify strategies to identify and engage populations and specific students that have been disengaged. 	<p data-bbox="1015 1239 1360 1264">Elementary, Middle and High</p> <p data-bbox="1015 1266 1481 1440">Utilize spring engagement data to target and monitor engagement of students who demonstrated a lack of engagement in the spring and connect and communicate for in person, hybrid and remote models.</p> <p data-bbox="1015 1472 1446 1583">Continue to create community building opportunities for students, families and staff for in person and hybrid models.</p> <p data-bbox="1015 1625 1468 1736">Students, families, and staff will continue to develop SEL skills through the use of the RULER/SEL tools for in person and hybrid models.</p> <p data-bbox="1015 1778 1468 1883">Consider continuing or devising plans for virtual in and after school clubs during remote learning to provide students socialization opportunities.</p>

<ul style="list-style-type: none"> Prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements. 	<p>Additional training will be provided to support staff on trauma informed instruction and associated strategies to identify and support student exhibiting symptoms associated with trauma for in person, hybrid or remote models.</p> <p>Required annual mandated reporting training will be provided to all staff for in person, hybrid or remote models.</p> <p>The district will utilize and established system to identify and support students and families who are/were disengaged and struggle with anxiety, grief and/or trauma for in person, hybrid or remote models.</p> <p>Support staff will develop talking points and will meet with each department, team or grade level to review key points, answer questions and review a case study of current mandated issues for in person, hybrid or remote models.</p>
<p>After-school Programming</p>	
<ul style="list-style-type: none"> Programs receiving funding from the CSDE through the State After School, Extended School Hours (ESH) and 21st Century Community Learning Centers (21CCLC) programs, consult with the CSDE for individual grant-specific guidance. Follow the requirements outlined in this document, as applicable, including but not limited to requiring the use of face coverings that cover the nose and mouth, and maximizing social distancing. 	<p>The district does not receive any of the funding nor does it provide any programming associated with programs mentioned in this section.</p>
<p>Career And Technical Education</p>	
<ul style="list-style-type: none"> Develop a plan for cleaning and disinfecting shared equipment in the shop or lab, before and after each use. 	<p>School Plan</p> <p>HS Level Full Return: If a teacher can, they should assign single individual tools to individual students.</p> <p>Lessons will be structured whenever possible to encourage Chromebook use among students rather than Classroom PC's.</p> <p>Everything (tables, chairs, equipment, keyboards, handles, tools) will be wiped down between each lesson with disinfectant.</p> <p>Teacher distributes tools/materials or has separate collections preset at each station.</p> <p>Post daily cleaning responsibilities within the classroom.</p> <p>Teacher may opt to spray the paper towel and then students use to clean tools and keyboards.</p>

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

Hybrid: If a teacher can, they should assign single individual tools to individual students.

Lessons should be structured whenever possible to encourage Chromebook use among students rather than Classroom PC's.

Everything (all tables, chairs, equipment, keyboards, handles) would have to be wiped down between each lesson.

All cleaning would need to be included within lesson planning time.

Post daily cleaning responsibilities within the classroom.

Teacher may opt to spray the paper towel and then students use to clean tools and keyboards.

Remote: N/A

MS Level

Full Return: Cohort reports to CTE classroom. Students spaced 3' apart with masks worn at all times. Teacher is spaced six feet away. Teacher distributes tools/materials or has separate collections preset at each station. Teacher oversees cleaning/disinfecting; time to be built into lesson allotment. Hand sanitizer, gloves, disinfectant wipes, and no-touch foot pedal trash cans to be used.

Hybrid: Cohort reports to CTE classroom. Students spaced 3' apart with masks worn at all times. Teacher is spaced six feet away. Teacher distributes tools/materials or has separate collections preset at each station. Teacher oversees cleaning/disinfecting; time to be built into lesson allotment. Hand sanitizer, gloves, disinfectant wipes, and no-touch foot pedal trash cans to be used.

Remote: N/A

Staffing and Personnel	School Plan
Certification and Personnel Planning	
<ul style="list-style-type: none"> • Prepare with school human resources and board counsel to comply with legal and regulatory requirements related to personnel, including but not limited to the EEOC guidance related to the ADA and the COVID-19 pandemic. • Assess how to engage a full roster of staff, including potential substitute plan, and whether stipends or changes in substitute pay is required to support the needs of the school. 	<p>The district, in continued collaboration with all bargaining units, will address all staff needs and concerns to determine potential staffing needs, assignments, reassignments, and leaves as required in order to appropriately staff for the 20-21 academic year recognizing the situation, and therefore staffing, will remain fluid.</p>
Professional Development	
<ul style="list-style-type: none"> • Prioritize mandatory training for staff, before the beginning of the school year, that covers signs and symptoms of COVID-19, Standard Public Health protocols, Hygiene Practices, PPE, Reporting Illnesses, and supporting SEL. Plan ongoing trainings as changes occur in recommendations and public health data. 	<p>The district has added two additional days to the regularly scheduled 3 days of professional development to ensure appropriate time for staff education and training prior to student return.</p>