

Date of submission:	7/24/2020
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Priorities (Section 4. from Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together)

Fall Reopening Model

- 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. – 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.

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Mission Statement

"The mission of the Stratford school community is to ensure that all students acquire the knowledge, character and 21st century skills to succeed through high quality learning experiences and community partnerships within a culture of diversity and respect."

- **Tier 1** - Stratford Public Schools plan on having all students return to school in the Fall of 2020 for full time instruction as long as local public health data continues to support this model. Within the Tier 1 model, students will be divided into cohorts by grade level, teams, and courses which follow all social distancing guidelines.
- **Tier 2** - SPS are prepared to move to a hybrid model if in-person school is not possible. The SPS hybrid model will consist of all students being in an assigned cohort and scheduled for in-person as well as distance learning sessions in a planned weekly schedule. The Tier 2 model further divides these cohorts by 50% and establishes an alternating schedule of days students are in-person learning (2 days) and distance learning (3 days). On the day all students are distance learning the building will undergo a deep cleaning.
- **Tier 3** - Should local health data dictate, SPS are prepared to move to a full distance learning model in which all students will be learning through online programming. Many elements of distance learning were put in place during the spring of 2020. A balance of synchronous/asynchronous learning utilizing Google Meets, Zoom and approved district programs and assessments will be executed by classroom teachers to maintain consistency of instruction and support of new student learning.

Model <input type="checkbox"/>	Monday	Tuesday	Wednesday	Thursday	Friday
Tier 1 In-Person *parent opt-out option	All Students In-Person				
Tier 2 Hybrid *parent opt-out option	Cohort A (in person)	Cohort A (in person)	Cohort A (distance)	Cohort A (distance)	All Students Distance Learning
	Cohort B (distance)	Cohort B (distance)	Cohort B (in person)	Cohort B (in person)	
Tier 3 Distance Learning	All Students Distance Learning				

Note: The definition of Cohort will vary depending on Tier level. In all Students In-Person, Cohort will be more about social distancing. In Tier 2 – Cohorts will be a classroom (at the elementary level) or teams (middle school level). Cohort groups are more challenging at the high school level.

Equity

In order to ensure an equitable, consistent and comprehensive learning experience for all of our students, the following considerations will be taken into account:

- Schedule
- SEL Grade Level Competencies embedded into lessons
- Curriculum Modifications
- Assessment
- District-approved Technology and Resources
- A balance of synchronous/asynchronous learning
- Needs of Specialized Populations (ELs, SPED, 504, Enrichment, etc.).

Efforts to re-engage all students with school, will include the following guiding questions::

- *What strategies will be modified or enhanced to ensure each learner and community's individual and cultural needs are met?*
- *Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?*
- *Does the planning for optimal learning environments through an equity lens foster improvement at all of the following levels: individual, institutional and systemic?*
- *What group(s) experience disparities related to this policy, program or decision? Are they at the table? (If not, why?)*
- *How might the policy, program or decision affect the group(s)? How might it be perceived by the group(s)?*
- *Are there any subsets of the community that deserve special attention when viewed through an equity lens?*
- *What information about the community must be known in order to offer the best programming or services?*
- *How can the programs and services address the needs of the community in a way that provides the right time and the right amount of resources needed?*
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Temporarily Choosing Not To Participate

- Plan for parents and students who may temporarily choose not to participate in the return to school.

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- *Should a family decide that a student will not participate in in-person schooling for all or some part of the school year, Stratford Public Schools has developed a continuous learning plan based on in-person participation but allows for a combination of synchronous and asynchronous distance learning opportunities. This document serves to provide consistent guidance for Stratford's pre-k to grade 12 teachers in the area of teaching and learning. The goal is to establish a standard set of expectations to ensure a consistent, high-quality distance learning experience for all students in the Stratford Public School system.*
- *Each teacher will have a Google classroom that is shared with their students and families (parents and guardians) or will be "live" streaming.*
- *A daily check-in question (e.g., academic, SEL) will be posted each morning by homeroom teachers. This will aid in observing a basic level of participation for each individual student. This data will be monitored on a weekly basis as responses, or lack of responses, may be impacted by outside factors.*
- *Weekly assignments will be posted giving consideration to the importance of consistency of format, not only within a class, but across all classes. Allowing ample time for the submission of assignments will accommodate outside factors impacting student performance. Allowing assignments to be turned-in on Monday versus Friday may allow families time to support their child in a way not possible during the week.*
- *Each day, Monday through Thursday, a 10-minute asynchronous mini-lesson will be shared for each subject. This will be paired with synchronous small group and/or individual meets through Google meet or Zoom.*
- *Classes may be live-streamed and recorded using Google meet or Zoom. Small groups and individual conferencing can be approached in a similar fashion. Google classroom should be utilized for assignment posting and submission.*
- *Specialist area teachers will post weekly assignments for students. This should be on a rotational basis, i.e., grade 11 P.E. on Monday, grade 12 Art on Monday, etc.*
- *Each Friday will be a "Recovery" day. This will provide students with an opportunity to complete work or meet with teachers for assistance. Teachers will also have the opportunity to utilize time to collaborate with colleagues to calibrate and maintain consistency.*
- *Teachers will utilize embedded assessments within content area curriculum to evaluate student progress. Board-approved on-line program assessment data will be utilized along with other data sources to address individual student learning, behavioral and social emotional needs.*
- *If a family decides that their child(ren) will return to in-person schooling, the school district must be notified (one week in advance) of this request. The student(s) may return to in-person schooling one week later. This allows time to prepare for student transitioning.*

School Liaison, Communications Plans, And Data Collection

- 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 prior 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 ensure detailed updates are provided any time critical information regarding policies, protocols, or health data changes.
- Put in place a plan for how the community will be notified of any changed policies, need to cancel classes, or other changes or restrictions.
- Make plans easily accessible, including but not limited to being visible on the main landing page of the LEA and school websites.
- 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

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- *At the district level, the Head Nurse will be the COVID 19 Health and Safety Compliance Liaison working closely with local and state departments of health and communicating in partnership with the Superintendent of Schools. At the building level, the school nurse will serve as the COVID-19 Health and Safety Compliance Liaison. Building administrators will serve as back-up to the school nurse.*
- *The Liaison, whose contact information must be made public, will engage with students, parents, faculty, staff, and administrators to answer questions about the health & safety requirements and address questions about compliance. –*
- *The Liaison will support the implementation of health and safety requirements, as well as the implementation of other school health & safety measures relating to COVID-19 and any additional guidance provided by the Department of Public Health.*
- *Stratford Public Schools use a combination of tools to communicate current policies and protocols for staff, students, and families (e.g., SchoolMessenger, Class Dojo, district and school websites).*
- *In order to ensure accessibility, SPS will utilize resources and programs allowing two-way communication with families whose first language is not English and individuals with visual and/or hearing impairments (ie. SchoolMessenger, Class Dojo.)*
- *District and school policy changes will be posted on the [Stratford Board of Education website](#) and will be communicated to students, families, staff and the greater community..*
- *Communication outlines...The district will communicate with families on a regular basis.*
- *Cohort and/or building-based closures, policy changes, or restrictions will be communicated by the superintendent's office and by the building administrator.*
- *The [Stratford Public Schools website](#) will serve as the landing page for the district's re-entry plan. [Stratford's Family Information Hub](#) will be the landing page for information and resources related to distance learning and community resources. Individual school websites are linked to the district website providing maximum coverage and distribution of pertinent information and updates.*
- *SPS gathered feedback from students, families and staff members in the Spring regarding school reopening in the Fall of 2020.*
- *Families were also surveyed in July of 2020 about returning to on-site learning in the fall of 2020 as well as transportation needs.*
- *Videos are created to address specific topics including COVID protocols, teaching and learning expectations and professional development.*

Operations Plan (Section 5. from Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together)

Facilities

- 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.
- Ensure training is provided to substitutes or others who may enter the school outside of the first day or typical calendar start.

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- *All classrooms will be set up following 6 feet guidelines between students, when feasible:*
 - *All desk/tables will face forward and all extra furniture will be removed to maximize spacing.*
 - *All area rugs will be removed from classroom for efficient cleaning.*
 - *All classroom/office doors will remain open to minimize touchpoints.*
 - *Additional sanitizing will take place.*
- *Library media centers, gymnasiums, cafeterias, etc. may be used for additional space in order to maintain physical distancing guidelines if needed.*
- *Space for teachers to deliver instruction from the front of the classroom will be taken into consideration. All teachers will be provided with masks and face shields to reduce the risk of droplet transfer while instructing.*
- *District-approved signage will be clearly visible within all areas of the school (entries/exits, main office, nurses office, hallways, classrooms, and bathrooms). Signage will be accessible by all students and in all languages reflected within each school population. Floors will be marked appropriately to delineate a safe distance.*
- *Daily morning announcements will contain **Stop the Spread** messages.*
- *All staff members will participate in mandatory health and safety training. The training will be conducted by the school nurse. Whenever possible, support staff including substitutes will be included in training. Newly hired substitutes will watch prepared videos in preparation for their work.*
- *Online training videos will be created and posted on the district website, school websites, and the Family Information Hub. These videos will cover social distancing, cleaning protocols, and hygiene practices. Teachers will review these videos with students the first week of school and will revisit them throughout the school year as necessary and/or as health and safety requirements change.*

Daily Operations

- 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 after school and childcare programs.

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- *Stratford Public Schools will implement cohorts at:(Refer to Tier Table)*
 - *All elementary schools (K-6)*
 - *All middle schools (7-8)*
 - *High schools (9-12) when/where feasible*
- *These cohorts will initially be established based on survey data received from families in July and will be periodically updated as health and safety requirements change and/or family choices change.*



- *In the event of a move to a hybrid model, cohorts may be reconstituted in order to lower the number of students receiving in-person instruction on a daily basis.*
- *Before- and after school programs will be allowed to use school space only if programs follow protocols established for in-person schooling.*

Child Nutrition

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

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<https://portal.ct.gov/-/media/SDE/Digest/2019-20/Summer-School-2020-Final.pdf>
<https://portal.ct.gov/-/media/SDE/Digest/2019-20/Summer-School-2020-Final.pdf>
<https://portal.ct.gov/-/media/SDE/Digest/2019-20/Summer-School-2020-Final.pdf>
<https://portal.ct.gov/-/media/SDE/Digest/2019-20/Summer-School-2020-Final.pdf>

- *All breakfast and lunches served in SPS will be Grab & Go:*
 - *Elementary students will eat in their classroom.*
 - *Middle school students will eat in an assigned location specifically designated such that distancing protocols are followed.*
 - *High school students will eat in an assigned location specifically designated such that distancing protocols are followed.*
- *Meals will be made available to students engaged in “Distance Learning”, as well. Meals may be picked up at the schools during designated times.*

Transportation

Low Transmission Risk

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

Moderate Transmission Risk

- Plan to operate at significantly reduced capacity while maximizing health and safety protocols, as well as considerations outlined in the plan.
- Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating.
- Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus.
- Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat.

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- *Acting upon COVID data provided by local and state health departments, SPS will decide whether bus transportation to school constitutes a low or a moderate transmission risk. The school district will partner with the Durham Bus Company to ensure that protocols outlined by the State Department of Education for the determined transmission risk are identified and implemented.*

Health Practices And Protocols (Section 6. from Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow



Together)

- Ensure that students are educated and engaged in the new expectations related to all public health policies and protocols. As part of this requirement, assess the best approach to communicating the information for the age group, and plan to set aside time at the beginning of the school year, as well as frequent reminders, to review the new policies and protocols.
- Familiarize all participants of the standard public health practices used to prevent the spread of diseases. These practices include, but are not limited to:
 - social distancing,
 - frequent hand washing and use of hand sanitizer,
 - use of face coverings that completely cover the nose and mouth,
 - respiratory and cough etiquette, and
 - enhanced cleaning/disinfection of surfaces.
- Provide adequate supplies, including soap, hand sanitizer with at least 60% ethyl alcohol or 70% isopropyl alcohol (for staff and older students who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible), and no-touch/foot-pedal trash cans.

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- *Stratford Public Schools will provide information to parents/guardians of all students regarding public health policies and protocols and will continue to provide frequent reminders throughout the school year.*
- *SPS will familiarize all participants of the standard public health practices used to prevent the spread of diseases. These practices include, but are not limited to:*
 - *social distancing,*
 - *frequent hand washing and use of hand sanitizer,*
 - *use of face coverings that completely cover the nose and mouth,*
 - *respiratory and cough etiquette, and*
 - *enhanced cleaning/disinfection of surfaces.*
- *SPS will provide 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.*

Guidance

- *SPS will educate and train the school community in the standard public health practices, to help them make appropriate decisions and comply with school health policies and practices. The CDC has more detailed information on this topic. Related to schools as workplaces, the Occupational Safety and Health Administration (OSHA) has also provided important measures for control and prevention that should be communicated to the school community.*
- *Provide frequent reminders to students and staff of the importance of these precautions. Consider weekly refreshers on the key public health strategies.*

Reporting Illnesses And Addressing Vulnerable Populations

- 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.
 - 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.

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Staying at Home

- *Stratford Public Schools will instruct students and staff to inform the school if they are sick with COVID-19 related symptoms, particularly if they had a known contact with someone diagnosed with COVID-19 and have also had contact with the school population. They must stay home when they are sick, especially if they have COVID-19 symptoms such as fever and cough. The Equal Employment Opportunity Commission (EEOC) has provided guidance that confirms that, during a pandemic, it is permissible to ask employees if they are experiencing symptoms of the pandemic virus (such as fever, chills, cough, shortness of breath, or sore throat.) Employers must maintain all information about employee or student illness as a confidential medical record.*
- *SPS will 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.*
- *SPS will educate staff and families about when to stay home. Schools should properly communicate the content of this or any updated guidance.*
 - *Instruct staff and students (or their parents and guardians) to perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms. Communicate this expectation and provide parents with reminders about the symptoms consistent with COVID-19 that require keeping their students at home. Examples include a check-list for parents or a web-based application such as Connecticut How We Feel.*
- *SPS will establish and communicate school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home.*
- *SPS will send out a survey requesting information from families and staff whether they plan to be in attendance in school or choose to stay at home and take advantage of distance learning. Consistent with the applicable laws and school policies, offer options for school and work to staff and students with special healthcare needs (e.g., remote learning options, alternate or modified job responsibilities).*

Guidance

- *Encourage staff members and teachers with concerns about individual risk factors to talk to their healthcare provider to assess their risk for working in an environment where social distancing might be difficult to maintain.*
- *Review and consider revising policies and procedures related to student and employee absences to ensure that policies do not incentivize coming into school even if sick (e.g., “perfect attendance” policies).*
- *Work with board counsel to properly apply and communicate any applicable leaves available for employees should they become sick, or have to quarantine due to exposure to COVID-19.*

Returning to School

- *After receiving guidance from the State of Connecticut, Stratford Public Schools will follow the relevant public health guidelines in place at that time and communicate with the local public health official related to the return. Review SPS policies to ensure they are consistent with those guidelines. At present, CDC’s criteria to help inform when employees should return to work includes:*
 - *If they have been sick with COVID-19 – If they have recently had close contact with a person with COVID-19*

Social Distancing

- *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.*



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- *In conjunction with the considerations outlined above concerning classroom and hallway social distancing rules, Stratford Public Schools will assist staff and students to maintain social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time.*
- *SPS will be prepared to adjust the approach to social distancing if guidance from the CDC or DPH changes due to shifting public health data or evolving understanding of COVID-19 disease, including transmission.*
- *Floors will be marked (signed) appropriately for direction and appropriate signage will be displayed throughout the buildings.*

Guidance

- *SPS will maintain the recommended social distancing to the maximum extent possible.*
- *Prepare in advance for times when social distancing may be particularly difficult, including but not limited to:*
 - *Accommodating students with special health care needs or disabilities whose learning (e.g., direct instruction) or other needs (e.g., assisting with toileting or ambulation) may require closer proximity and/or direct contact. – Conducting health assessments or screenings when there is a suspicion that symptoms exist or there was exposure (e.g., the school nurse listening to lung sounds).*

Material Sharing

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

Use of Face Coverings, Masks, And Face Shields

- **Adopt policies requiring use of face coverings for all students and staff when they are inside the school building, with certain exceptions listed below.**
 - *For anyone who has trouble breathing, or anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance, face coverings and masks should not be required, per CDC guidance.*
 - *For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required.*
- *Be prepared to provide a mask to any student or staff member who does not have one.*

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- *Stratford Public Schools will adopt policies requiring use of face coverings for all students and staff when they are inside the school building, with certain exceptions listed below:*
 - *For anyone who has trouble breathing, or anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance, face coverings and masks should not be required, per CDC guidance.*
 - *For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required.*
- *SPS will be prepared to provide a mask to any student or staff member who does not have one.*

Guidance

- *SPS will teach and reinforce use of cloth face coverings.*



- *Frequently remind individuals not to touch the face covering and to wash their hands frequently.*
- *Provide staff, students, and students' families information on proper use, removal, and washing of cloth face coverings.*
- *Set clear guidelines regarding limited exceptions to use of face coverings when other mitigating practices are in place, such as:*
 - *For students, while eating, drinking, during PE, or when students are outside, and effectively practicing social distancing and any other possible mitigates. Exceptions may also be necessary for certain special education students or other special populations.*
 - *For teachers and staff, while teaching so long as they are properly socially distancing or remaining static behind a physical barrier as described herein, while eating, drinking, or when outside and effectively practicing social distancing and any other possible mitigates.*
- *Develop a consistent policy to address mask breaks throughout the day.*
- *Assess when face shields may be appropriate however, face shields alone are not a sufficient alternative to the wearing of face masks for source control, but rather both should be worn for additional protection. Educate staff on the fact that face shields protect the eyes, nose, and mouth from contamination from respiratory droplets, along with masks or respirators.*

Health Monitoring Plan (Section 7. from Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together)

Planning And Distribution of Information

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

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All students and staff that are feeling ill will be seen and assessed by the school nurse. School nurse will be called by phone or paged prior to their arrival .This will ensure that the Health Office is empty and nurse is present and prepared to properly and safely assess student or staff.

If student or staff presents with any COVID 19 symptoms, they will be placed in the designated Isolation room. Here they will be monitored closely for change in condition, appropriate PPE will be donned while by nurse or designated staff who will be observing student/person in Isolation Room .They will await here for parent or family member pick up. To limit possible exposure to others they would be picked up within a ½ hour. Note that part of ongoing communication prior to re-entry parents, guardians and staff are instructed to have updated emergency contacts in place for reliable and timely transportation.

Daily monitoring and data collection will be ongoing, The school nurse will be responsible to enter their schools information into a live document which will include the following:

- Student census
- Staff census
- #of students absent with illness
- # of student absent with illness
- #of students sent home with illness
- # of staff sent home with illness
- # of Reported positive COVID 19 cases(indicate staff or student)

Note this document will be revised as needed to best communicate and monitor health status within our district. Document will be a shared document with the Superintendent of Schools, Building Administrators



School Health COVID Liaison, School Supervisor , School Nurses and Stratford Health Department. Document will contain numbers and symptoms/reports of illness, There will be no personal information listed. This will adhere to FERPA/Confidentiality Guidelines. Data collected within this document will be reviewed daily. If there is an increase of illness there will be appropriate decisions made in regards to exclusion of a specific cohort, this can include a classroom, team, school or district .All decisions regarding any exclusion will be made with consultation of Stratford Public Health Department.

Stratford Public Schools will maintain communications with the Stratford Health Department and will be prepared if, at the recommendation of state and local departments of public health, screenings are initiated based on local factors such as a confirmed case or known exposures, or if a staff member or student presents with obvious symptoms.

Stratford Public Schools will actively monitor staff and student absenteeism and track the reasons for the absences to identify any trends that would suggest spread of illness such as COVID-19. The School Liaison will contact the parent/guardian of any student who is not present and did not call out their student to accurately report any COVID illness.

Parents/guardians will be instructed to call into the Absentee Phone Line and report a student's absence as well as provide reason for absence (i.e. illness, family emergency, etc.) If absence is due to illness and the parent/guardian has not provided specific illness information, School Liaison will call the parent/guardian for further information.

Containment Plan (Section 8. from Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together)

- *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.*
- 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:
 - 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.

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Stratford Public Schools are awaiting further guidelines from the State of Connecticut regarding these procedures/policies. Additional information will be added to our plan as more specific information is provided from CDC and the Connecticut Department of Public Health.

**Stratford Public Schools will follow the plan listed below .Note, that plan will be updated as needed to



reflect the most current recommendations from CDC/DPH and Stratford Public Health Department upon the start of the upcoming 2020-2021 School Year.

For the purposes of contact tracing, all Stratford schools will log all persons who entered school each day. In addition each classroom will maintain a daily log and list all those present in said classroom..

If a student or staff member within the Stratford Public System is diagnosed with a confirmed case of COVID 19, the School Nurse and building Administrator will contact the Superintendent of Schools.

The Superintendent of Schools will notify Stratford Public Health Department immediately. The following will be determined:

- Risk Assessment
- Contact Tracing
- Cleaning
- Closure
- Continuity of education
- Reopening of school

The decision to suspend or close a school or the district will be made by the Superintendent based on the information and recommendation from Stratford Public Health Department. Note if there is widespread illness within the state, the Connecticut Department of Public Health will also issue guidance on closure guidelines. Stratford Board of Education, town officials and the State Department of Education are notified of all closures.

Schools will likely implement a short term closure prior to an extended closure .The short term closure can be 2-5 days. This is based on the most recent CDC guidelines. CDC recommends dismissal of students and most staff for 2-5 days. This allows time for local health officials and school administrators to gather and evaluate the COVID 19 case/cases. With careful analysis the proper next steps can be determined.

Stratford School nurses will educate the school community about the signs and symptoms of COVID-19; and will continue to provide updated information as it becomes available.. This will allow the community to best participate in observing, monitoring and when necessary, reporting symptoms.

Cancellation of Classes, Remote Learning, And Reopening Plans (Section 9. from Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together)

- The Connecticut Department of Public Health will be developing specific community and school-based indicators to assist leaders and define the appropriate decision-making approach.
- Develop a plan for school class cancellations and reopening to be implemented in the event that the superintendent, their designee, or state government suspends or cancels in-school classes for some or all participants.
- Notify and consult with the CSDE immediately if the LEA is contemplating class cancellations.
- Include a communication plan and clear policies for faculty and staff regarding individual roles and responsibilities in the event of a shutdown occurring during the school year.
- Prioritize ongoing educational opportunities when drafting the plan for shutdown. Materials for continuity of learning must be made available to allow for school sessions to continue remotely.

Stratford Public Schools

- *Stratford Public Schools will work in coordination with local and state public health officials in order to follow all current specific community and school-based indicators to define appropriate decision-making pertaining to the cancellation of classes.*



- *The Stratford Public Schools will take appropriate steps to consult with the CSDE if class cancellations are a serious consideration.*
- *The Stratford Public Schools will implement a version of the following plans for shutdown based on agreements with local bargaining units:*
 - *Teaching and Learning*
 - *Each teacher will have a Google classroom that is shared with their students and families (parents as Guardians)*
 - *A daily check-in question will be posted each morning, Monday through Friday, by homeroom teachers. This will aid in observing a basic level of participation for each individual student. This data can be considered on a weekly basis as responses may be impacted by outside factors. This can also include SEL prompts.*
 - *Weekly assignments may be posted as appropriate giving consideration to the importance of consistency of format, not only within a class, but across all classes. It would be beneficial to allow ample time for submission to accommodate outside factors. Allowing assignments to be turned-in on Monday versus Friday may allow families time to support their child in a way not possible during the week.*
 - *Teachers will utilize the embedded assessments within the content area curriculum to evaluate student progress. Board approved on-line program assessment data will be utilized as well.*
 - *Participation Monitoring and Communication during Cancellation*
 - *Menu of interventions and communication steps outlined and utilized as students hit certain tiers of lack of participation*
- *Reopening transition plans will be determined in conjunction with the local and state health departments based upon several considerations including the health and safety needs/conditions of the district and the length of school closure. When transitioning from an all-distance learning model, the district will first move to a hybrid model, allowing for 50% of the school population scheduled for in-person schooling for a period of time. The decision to move to the next level, all in-person schooling, will be determined after significant data has determined that there is a low transmission risk should all students attend in-person schooling.*

Future Planning For Remote Blended Learning

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

Stratford Public Schools

The Stratford Public Schools will implement a version of the following. The following plans were developed with input from a wide variety of stakeholders based on feedback and reflection on distance learning in Stratford Public Schools during the 2019-2020 school year.

- *Teaching and Learning*
 - *The following serves to provide consistent guidance for pre-k to grade 12 teachers in the area of teaching and learning. The goal is to establish a standard set of expectations to ensure a consistent, high-quality distance*



learning experience for all students in the Stratford Public school system.

- Each teacher will have a Google classroom that is shared with their students and families (parents/guardians)
 - A daily check-in question will be posted each morning, Monday through Friday, by homeroom teachers. This will aid in observing a basic level of participation for each individual student. This data can be considered on a weekly basis as responses may be impacted by outside factors. This can also include SEL prompts.
 - Weekly assignments may be posted as appropriate giving consideration to the importance of consistency of format, not only within a class, but across all classes. It would be beneficial to allow ample time for submission to accommodate outside factors. Allowing assignments to be turned-in on Monday versus Friday may allow families time to support their child in a way not possible during the week.
 - Each day, Monday through Thursday, a 10 minute asynchronous mini-lesson will be shared for each subject. This will be paired with synchronous small group and/or individual meets through Google meet or Zoom.
 - Specialist area teachers will post weekly assignments for students. This should be on a rotational basis, i.e., grade 11 P.E. on Monday, grade 12 Art on Monday, etc.
 - Each Friday will be a “Recovery” day. This will provide students with an opportunity to complete work or meet with teachers for assistance. Teachers will also have the opportunity to utilize time to collaborate with colleagues to calibrate and maintain consistency.
 - Teachers will utilize the embedded assessments within the content area curriculum to evaluate student progress. Board approved on-line program assessment data will be utilized as well.
- Technology Training
 - District approved programs will be utilized.

Staff Training Needs	Family Training Needs
Before School starts	Before School starts
Survey needs	Survey needs
Google classroom and PowerSchool Training	Google classroom and PowerSchool Training
FAQ: Small videos set up by IT Department for various content related to distance learning, Google Classroom	FAQ: Small videos set up by IT Department for various content related to distance learning, Google Classroom
Google Training for 1 staff member per	Google classroom videos created for students



<i>building</i> <i>That staff member becomes the “go to” person for staff and students</i>	<i>and families</i>
<i>During school year</i>	<i>During school year</i>
<i>Short videos and “classes”</i>	
<i>District-wide contact(s), building contact for ongoing support</i>	<i>District-wide contact(s) and in each building for ongoing support</i>
<i>Technology website</i>	<i>Technology website</i>
<i>Pre-recorded lessons (rotational)</i>	<i>All families linked to PowerSchool and Google Guardian</i>

- *Participation Monitoring and Communication:*
 - *SPS will take steps to provide teachers with means to contact families (ie Google Voice) and email.*
 - *SPS will work to ensure that each family has a working email for a primary contact*

<i>Number of meetings or assignments missed</i>	<i>Actions to be taken</i>
<i>3</i>	<i>Teacher contact via phone call, Google Meet or email to parent/guardian. Teacher notifies school counselor and administrators of contact made. If email is sent, teacher will copy the school counselor and administrator.</i>
<i>5</i>	<i>Official notification letter sent from school front office staff. Google Meet or phone call with teacher, student, parent/guardian, support staff and administrator</i>
<i>10</i>	<i>Official notification letter sent from school front office staff. B.A.R.C. meeting with teacher, parent/guardian, student, support staff and administrator. In person wellness check by support staff and administrator if failure to attend the meeting by family.</i>
<i>11-15</i>	<i>Official notification letter sent from school front office staff. In-person wellness check by support staff and administrator</i>
<i>20</i>	<i>Official notification letter sent from school front office staff. S.A.R.B. referral and meeting with the community review board including staff, DCF, community resources, and family. This meeting will take place either in person or via Video Conference</i>



Special Education

- Prepare with the understanding that there has been no waiver of requirements under the IDEA for provision of a free and appropriate public education (FAPE) in the least restrictive environment (LRE). During COVID-19 school closures, schools were required to provide FAPE consistent with the need to protect the health and safety of students, as well as those individuals providing education, specialized instruction, and related services to these students. Schools may not have been able to provide all services in the same manner that they are typically provided. Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services.
- Treat students eligible for special education and other special populations as general education students first. Guidance and policies related to school reopening plans apply to all students, including students with special needs who qualify for individual education programs under the IDEA and accommodation plans for eligible students under section 504 of the Rehabilitation Act. If students with disabilities are unable to access the reopening plan as designed, facilitate individualized and alternative means of reentry 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.

Stratford Public Schools

The following steps and considerations will be taken in order to ensure appropriate and equitable access to all students receiving or eligible for special education services in Stratford Public Schools:

- *Additional Supports and Considerations will be made for Students with regards to re-entry and flexibility if we need to pivot from live brick and mortar to online learning at any time.*
- *Each building will enhance communication with families and support in the area of accommodations and modifications needed for students' use of technology for both in school and online experiences. This will be in the form of informal and formal training on various platforms needed to meet students specific needs.*
- *We will revise and or develop contingency plans and attach to each IEP explaining what or how will change in regard to service delivery if we pivot to online learning or a hybrid model.*
- *Evaluations of Students*
 - *If sufficient "referral red flags" are already evident, new referrals should proceed in a timely manner in the same way that they would have prior to COVID.*
 - *Evaluation and eligibility teams must make good faith, reasonable efforts in light of the circumstances to meet evaluation timelines and to gather data as is possible and feasible. If an eligibility team finds that sufficient data are not available to make a valid determination about eligibility, then that should be documented and a plan put in place for obtaining the needed information and completing the eligibility process.*
- *Stratford will consider all students including students with special needs who qualify for an Individual Education Plan and accommodation plans under section 504 when developing policies for reopening. If a student with special needs can't access one of the district's plans we will develop alternative means to meet that student's needs.*

English Learners (ELs)

- 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.

Stratford Public Schools

SPS will ensure appropriate supports and access to EL students and families by continuing many of the current features of our district programming, while also supplementing our work to account for student and family needs during potential hybrid and 100% distance learning.

In SPS:

- *All programs - bilingual education, ESL, Sheltered instruction and supplemental language instruction- continue whether in the school building or through distance learning.*
- *All bilingual programs and native language support models are in place for both distance and traditional learning.*
- *Translation and interpretation services are provided for both oral and written communication. A Family Engagement team has been formed to work with families in their native language.*
- *Staff utilized during regular in-person schooling will continue to be utilized during hybrid and distance learning models, and will provide varying levels of support based on student need.*

Family And Student Engagement (Section 11. from Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together)

Family Support And Communication

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

Stratford Public Schools

In order to continue to provide support to and communicate with our families, SPS will continue to comply with all state and federal family engagement requirements. More specifically, we will take the following steps in order to engage our families in our re-entry process:

- *Provide ongoing check-ins to monitor and support families' concerns and needs. (ex. send out a video message at the end of June, July, August & throughout the school year). (Google, Class Dojo, etc.)*
- *Establish methods and frequency to receive stakeholders' input and feedback. (Screenside Chat facilitated by Parent SEE leaders, MTW Family Engagement Toolkit, and Virtual PTA meetings)*



- *Inventory and determine the needs of students and families to provide guidance in accessing school based and/or community resources. (Family Needs Survey and Family Information Hub website)*
- *Work with the PTA president to assemble a team to create and implement alternate social opportunities for students and families to promote community building and connectedness.*

Social-Emotional Learning (SEL) And Mental Health

- 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.
- Prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements.

Stratford Public Schools

All teachers are expected to use social emotional learning strategies onsite and with distance learning.

In order to address the Social and Emotional needs of our school communities, SPS will take the following steps as we re-enter school:

- *Identify and train staff in each school to be trained in RULER (an evidence-based approach to social and emotional learning in order to support the entire school community).*
- *Regular assessment of students and Staff (daily, monthly, quarterly).*
 - *Structure supports so each students has one caring adult to go to*
 - *Utilize “Checking in with You” Assessment*
 - *Communicate widely/consistently that SEL is foundational to the holistic approach of the school community*
 - *Elevate voice and perspectives of students, families, educators, and other adults to develop responsive transition plans*
- *Develop consistent routines for all grade/subject levels and set aside time for relationship building and SEL check-ins at the beginning of the school year*
- *Regularly survey all staff to determine ongoing needs and provide access/time for the following:*
 - *Staff community-building*
 - *Online professional learning (Stratford SEL competencies, self-care webinars, restorative practices, trauma training for all staff, CASEL Cares webinars)*
 - *Access to mental health support*
 - *Allow time for staff to reflect upon distance learning and future learning*
 - *Ongoing umbrella of optional support for all staff (SEL buddy, breaks etc.)*
 - *Communicate expectations clearly and consistently to all staff*

After-School Programming

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

Stratford Public Schools

Stratford Public Schools benefits from offering 21st Century After School Programming at each of our Middle and High schools. In order to continue offering this opportunity for our students the following steps will be taken:

- *While in-person education is in place, after school programs under 21st Century will continue by utilizing existing safety protocols and procedures in place at the building level*
 - *Face coverings used at all times*
 - *Maximizing social distancing*



- *Cleaning and disinfecting protocols*
- *For any students who have opted out of in-person schooling, virtual support will be offered for students through the 21st Century programs.*
- *If SPS shifts to a hybrid model, 21st Century programs will also work to reduce the number of students participating as necessary to ensure safe levels of social distancing during the program.*
- *If SPS shifts to a distance learning model, 21st Century programs will provide learning and enrichment opportunities for students through virtual mediums.*

Career And Technical Education (Section 12. from Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together)

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

Stratford Public Schools

SPS will ensure that any necessary use of shared equipment in CTE labs/shops will be accompanied by a cleaning regimen that ensures safe use by each student and staff member.

Before and after use, SPS will clean using the following protocols and guidance:

- *Wear disposable gloves to clean and disinfect.*
- *Clean surfaces using soap and water, then use disinfectant.*
- *Cleaning with soap and water reduces the number of germs, dirt and impurities on the surface.*
- *Practice routine cleaning of frequently touched surfaces in all CTE labs and classrooms.*

Before and after use, as appropriate, SPS will disinfect equipment using the following protocols and guidance:

- *Follow the instructions on the disinfectant label to ensure safe and effective use of the product*
 - *Keep the surface wet for a period of time (i.e. see product label).*
 - *Precautions such as wearing gloves and making sure we have good ventilation during use of the product.*

Staffing and Personnel (Section 13. from Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together)

Certification And Personnel Planning

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

Stratford Public Schools

- The district will 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.

Professional Development

- 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.

Stratford Public Schools

Under any and all conditions, a well-informed, highly-skilled and socially and emotionally competent

staff is crucial to the realization of the district mission. SPS is committed to supporting the professional learning and social emotional needs of all district educators and support staff. Ensuring a successful start to any school year is key, however, the 2020-2021 school year will require careful, deliberate planning for professional learning if educators are to effectively guide and support students in their learning.

The health and safety of all staff and students must be the primary consideration as the next school year begins. District, local and state health professionals have worked tirelessly to set in place the procedures and protocols for district and school-based operations doing their best to proactively identify response to any number of potential scenarios. SPS expectations for all staff and students strict adherence to these procedures and protocols.

Communication will be essential in keeping our local and greater community informed about the teaching and learning process as well as the district and community resources available to support the health and well-being of students and their families.

Prior to the start of the school year, social emotional competencies and programs were identified that will build upon previous work and focus all initial efforts on building relationships, identifying and strengthening social and emotional skills such that students will be better prepared to engage in the acquisition of knowledge and skills that prepare them for a successful life.

In response to the COVID-based closure of schools at the end of the 19-20 school year, curricula and assessments have been carefully scrutinized to allow time for learning recovery and to build a solid foundation for learning in the coming school year.

Prior to the start of the school year, professional development for staff will be focused on the areas mentioned above. Various vehicles (face-to-face, virtual, videos, tutorials) for professional development will be utilized. Family, staff and student survey responses have helped to identify district professional development needs and shape the district response moving forward.

Five days prior to students beginning the school year, depending on their responsibilities, staff will be engaged in mandatory professional development in the following areas:

- *Health and Safety Procedures and Protocols (district-wide and school-based)*
- *Social emotional learning*
- *Teaching and learning through curriculum and assessment developed to support the needs of all students under these unique circumstances*
- *Tools to support and engage students in their learning, such as online programs (district approved), manipulatives, etc.*
- *Planning for remote learning for those students whose parents are opting for that as their option and/or, depending on the circumstance, a hybrid model schedule.*
- *Communication with Families and the Greater Community*

Throughout the school year, faculty, department, and grade-level meetings will address these topics as the need arises.

As always, the orientation of new staff to the district is an important experience in the success of staff and students. New staff orientation will include the areas mentioned above in addition to those relevant for new hires.

