

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:	Woodstock Public Schools
Reopening Plan Point of Contact:	Viktor Toth
Contact Email:	Tothv@woodstockschoools.net
Contact Phone:	(860) 928 -7453
LEA COVID-19 Health and Safety Compliance Liaison:	Donna Mullen, Woodstock Middle School Nurse
Liaison Email:	Mullend@woodstockschoools.net

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.

Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, 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 a unique local approach.

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. 	<ul style="list-style-type: none"> • The Woodstock Public Schools will open with a full return of students. A new schedule has been created for both buildings to add time for safe entry and exit of students, time for desk cleaning and handwashing, and opportunities to be outside. Should the public health data reflect a need to increase physical distancing, Woodstock Public Schools will move to a 50% hybrid model with students attending in-person 2 days a week. Should public health data require it, Woodstock Public Schools will move to a full synchronous learning online model of instruction. • Because of the limited access to functional devices by staff and students during the 2019-2020 school year, iPads were ordered by the district and will be distributed to all teachers and students PK-8 for the 2020-2021 school year, following the implementation of new policies and practices for technology and technology education. • Because there was disparity in student achievement through remote learning due to lack of engagement or lack of access, the district will assess students using district benchmarks and standardized assessments and provide students with additional instruction or intervention supports, if necessary, to reteach concepts not mastered remotely. • Because student social and emotional well-being was greatly impacted by the school closure and current events, the district will group students in cohorts with a group of peers from the previous year, allow opportunities for students to receive closure with the previous year’s teacher, provide additional opportunities to reengage students and rebuild a safe and nurturing environment as noted in Section 11, and continue with district-wide initiatives with character programs.
<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 	<ul style="list-style-type: none"> • Parents and students who temporarily choose not to participate in the physical return to school are given the option to engage in

<p>the return to school.</p>	<p>asynchronous distance learning provided by Woodstock Public Schools as noted below in our alternate distance learning plan. Each student engaging in distance learning will be provided an iPad and all required educational materials by the district. Parents will retain the option to choose to homeschool students through current state guidelines.</p> <p>Elementary School:</p> <ul style="list-style-type: none"> Students will be grouped together as a distance learning cohort by grade level with an assigned teacher. Distance Learning will primarily consist of asynchronous instruction with the opportunity for at least one daily check in via school approved apps and platforms (TBD). Distance learning may include pre-recorded lessons or live lessons. <p>Middle School:</p> <ul style="list-style-type: none"> Students will have access to materials for each class through Teams. All work will be turned in through Teams. Students will not have access to live classes or class discussions but are able to reach out to teachers for assistance. The times that teachers will be available each day for this will be posted for families. <p>*Parents will be requested to commit to a model monthly in order to maintain consistency for students</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 	<ul style="list-style-type: none"> Woodstock Public Schools has designated Donna Mullen, RN, Woodstock Middle School Nurse, to serve as the COVID-19 Health and Safety Compliance Liaison. Liaison responsibilities include ongoing review of school safety and health guidelines related to COVID-19, dissemination of updated information to students, parents, faculty, staff, and administrators, and responding to questions or concerns about health and safety requirements in the school setting. Woodstock Public Schools will continue to communicate the most up to date policies and protocols related to the considerations herein, for staff, students, and families using established protocols. Woodstock Public Schools has made the

<p>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.</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> – This should align with the forthcoming CSDE District Reopen Survey 	<p>communication of plans available in relevant languages of families in the community, as well as accessible to those with visual and/or hearing impairments.</p> <ul style="list-style-type: none"> • Woodstock Public Schools has continued 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, and will do so any time there is a significant policy change, and again upon re-entry if school closes temporarily during the year. The district will continue to use the Redikers system to send out emails, texts, and post on the website and school social media sites. The district will also continue sending out surveys to families for community input, when appropriate. • The district has created expectations around the frequency of communication to ensure detailed updates are provided any time critical information regarding policies, protocols, or health data changes. • The community will be notified of any changes in policies, need to cancel classes, or other changes or restrictions by using the Redikers system to send emails, texts, and posting on the website and school social media sites. • Plans will be easily accessible on the district's and schools' websites. There will also be copies available in each office. • The district will continue to use surveys and forms to assess the needs of all stakeholders. This process will be ongoing as things change.
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Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, 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 a unique local approach.

Operations Plan	School Plan
<p>Facilities</p> <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. • Ensure training is provided to substitutes or others who may enter the school outside of the first day or typical calendar start. 	<ul style="list-style-type: none"> • Physical distancing will be maximized to the greatest extent possible. • Classrooms will be organized to create maximum distance possible between teachers and students. Classrooms have been measured to determine spaces available in each room. Smartboards repositioned when necessary. • All other spaces in the school have been considered and identified as alternate spaces, if necessary. All open spaces have been measured to determine the number of students able to fit in each space, in the event additional space is needed. • In each classroom, near the Smart Board, extra space was given for teachers to maximize the space between the teacher and students due to the risk of increased droplets from teachers during instruction. • Hand sanitizer and/or sinks available in all classrooms and utilized spaces. • Outdoor spaces have been identified and assigned to cohorts for instruction and breaks. • Appropriate signage will be located throughout the school to communicate messaging around masks, hand washing, physical distancing, and other safety protocols. • Based on a survey of the employees, professional development will be offered before the start of school to all employees. • All COVID-19 training related to health and safety will be reviewed with staff before students enter the building. These include: social distancing, cleaning protocols, hygiene practices. This same training will be provided to the students and families in developmentally appropriate ways before entry into school and again to students once

	<p>they are in school. Trainings will be repeated, as necessary. Pre-recorded training will be given to substitutes prior to entry into buildings as well.</p> <ul style="list-style-type: none"> • Training will be required for continued employment and ongoing throughout the school year.
<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 after-school and childcare programs. 	<ul style="list-style-type: none"> • Grades PreK-4 will be grouped as classroom cohorts. These cohorts shall remain in their classroom or in an assigned outdoor space. Specialist teachers will travel to these spaces to prevent “bottlenecking” in the hallways and maximize instructional time. Additional movement breaks will be incorporated in lieu of walking to specials. • Grades 5-8 will take place in grade level cohorts. These cohorts will stay in the same wing all day. These cohorts will not mix with other grade level cohorts during the school day. Students will travel to classes only within the cohort in the specified wing of the school. • All clubs and after school programs will be offered virtually, except for athletics. No outside groups will use Woodstock Public School facilities.
<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. 	<ul style="list-style-type: none"> • Woodstock Public Schools participates in the National School Lunch Program and School Breakfast Program. The district will continue to determine eligibility for and make available free and reduced-price meals and snacks and free milk to all eligible students. • Woodstock Public Schools will comply with the U.S. Department of Agriculture’s regulations and policies for school meals and milk including the meal pattern requirements. • Woodstock Public Schools will claim meals/milk provided to eligible students using accurate counting and claiming methods. • All students working from home in any model will be offered grab and go meals with the same payment process as students in school.

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Operations Plan, continued	School Plan
<p>Transportation</p> <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>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. 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>Low Transmission Risk</p> <ul style="list-style-type: none"> While Woodstock Public Schools is in a low transmission risk, buses will operate at full capacity while maximizing health and safety protocols outlined in the district’s reopening plan located online. All students and employees will be required to wear masks while inside the school buildings, on the buses, and if within 6 feet of each other while outside. Passengers will load into the bus and sit in grade level cohorts. Passengers will unload the bus in a controlled manner upon arrival at the school from the front to the back by seat. <p>Moderate Transmission Risk</p> <ul style="list-style-type: none"> Woodstock Public Schools will switch to a hybrid model during moderate transmission risk; in-person instruction will be provided to half of the school population with the remaining students participating in work at home. In-person instructions will be offered four days a week. While Woodstock Public Schools is in a moderate transmission risk, buses will operate at significantly reduced capacity while maximizing health and safety protocols above. All students and employees will be required to wear masks while inside the school buildings, on the buses, and if within 6 feet of each other while outside. Passengers will load into the bus and sit in grade level cohorts. Passengers will unload the bus in a controlled manner upon arrival at the school from the front to the back by seat.
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. • 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. 	<ul style="list-style-type: none"> • Time will be given at the start of the school year for faculty to ensure that students are educated and engaged in the new expectations related to all public health policies and protocols. • Teachers will present the new policies and protocols including: <ul style="list-style-type: none"> ○ social distancing ○ frequent hand washing/use of hand sanitizer ○ use of face coverings that completely cover the nose and mouth ○ respiratory and cough etiquette ○ enhanced cleaning/disinfection of surfaces <p style="text-align: center;">This information will be reviewed throughout the year, as needed.</p> <ul style="list-style-type: none"> • Adequate supplies of the following will be provided: <ul style="list-style-type: none"> ○ soap ○ hand sanitizer with at least 60% ethyl alcohol or 70% isopropyl alcohol ○ paper towels ○ tissues ○ disinfectant wipes ○ cloth face coverings (for those that can't provide their own) ○ no-touch trash cans
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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. 	<ul style="list-style-type: none"> • Students and staff will be instructed 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. • Woodstock Public Schools has developed consistent protocols for information reporting. Donna Mullen, R.N., Woodstock Middle School Nurse, will appropriately receive and safeguard this information. • The district has prepared written protocols for staff and families to inform them when to stay home. This information will be properly communicated to all parties. This protocol includes performing a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms. These expectations and reminders about them will be sent to families. A reminder about the symptoms of COVID-19 that require keeping students at home will also be included. • School-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home have also been established.
<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. 	<ul style="list-style-type: none"> • Staff and students will be expected to maintain maximum social distancing between individuals to reduce the transmission of the virus, per the public health guidelines. • Classroom layouts and staff lounges will be modified to accommodate maximum social distancing.

	<ul style="list-style-type: none"> Visuals will be placed throughout the school on posters in necessary languages and floor markers, in addition to age appropriate manipulatives that will not be shared.
<p>Use of Face Coverings, Masks, and Face Shields</p>	
<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. 	<ul style="list-style-type: none"> Woodstock Public Schools will adopt the policy requiring face coverings for all students and staff when they are inside the school building with the following exceptions: For anyone who has trouble breathing, or anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance, face covering 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. Masks will be available in school for those who do not have their own face covering. Those families not willing to comply with this policy should engage in Distance Learning. In the event of Remote Learning, only staff will be permitted entry in the building and must follow the same protocols. When staff are alone in their classroom or office, they may remove their face covering. In the event that circumstances prevent staff from teaching remotely from the classroom, individual accommodations may be made with the building principal. Mask Breaks will be done approximately every 30 minutes or as needed. This should only be done when all students are seated at desks with maximum distance achieved or if the class is taken outside. Mask breaks should be done during quiet times to reduce the risk of transmission.
<p>Health Monitoring Plan</p>	<p>School Plan</p>
<p>Planning and Distribution of Information</p>	
<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. 	<ul style="list-style-type: none"> Students and staff will be instructed 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. Woodstock Public Schools has developed consistent protocols for information reporting. Donna Mullen, R.N., Woodstock Middle School Nurse, will appropriately receive and safeguard this information.

- The district has prepared written protocols for staff and families to inform them when to stay home. This information will be properly communicated to all parties. This protocol includes performing a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms. These expectations and reminders about them will be sent to families. A reminder about the symptoms of COVID-19 that require keeping students at home will also be included.
- School-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home have also been established and distributed.

Attendance Monitoring:

Our school nurses in partner with the appointed truancy monitors will review daily attendance to continue to identify trends of illness across the district

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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 	<ul style="list-style-type: none"> • The Woodstock Public School will follow the recommendations of the Connecticut Department of Public Health when determining the need to change school operations based on moderate or high transmission rates in the community. • Should Woodstock Public Schools have a confirmed COVID-19 case or exposure within the school community, it will follow the written protocols for containment and immediate response. These include: School contact tracing to be performed by school nurse in liaison with CT Department of Public Health, Nurse/Principal/office staff notifying involved cohort families, giving quarantine directives in line with CT Department of Public Health to be followed by schools for illness, COVID, fevers, and reentry to school, custodians alerted to properly clean exposed areas while following CDC guidelines for cleaning and disinfecting, and notice being sent home to entire school notifying a positive COVID within the school community. • An isolation room has been designated at both buildings.

<p>symptoms of COVID-19 and must be dismissed from school.</p>	
<p>Cancellation of Classes, Remote Learning, and Reopening Plans</p>	<p>School Plan</p>
<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. 	<ul style="list-style-type: none"> • Woodstock Public Schools remains committed to operating at our full capacity for as long as the public health data supports. In addition, the district recognizes that the hybrid and remote learning models are not ideal substitutions for in person direct instruction with certified professionals. • Local health indicators and trends will be monitored daily through collaboration with the Northeast District Department of Health (NDDH) and Connecticut State Department of Education (CSDE). The Superintendent of Schools in collaboration with the NDDH will determine movement to a different learning model based on COVID-19 data. • Through professional learning and preparation with educators and administrators, the district will be prepared to shift to a secondary model while ensuring that the highest levels of access to rigorous and standards-based instruction. • Woodstock Public Schools has created a detailed synchronous distance learning plan in the event that the state government suspends or cancels in-school classes. • Woodstock Public Schools will train employees and students of the distance learning plan in anticipation of future shutdowns so there is no instructional gaps between in-person and distance learning operations.

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Cancellation of Classes, Remote Learning, and Reopening Plans, continued	School Plan
Future Planning for Remote Blended Learning	
<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. 	<ul style="list-style-type: none"> • Woodstock Public Schools has used surveys of families and staff to determine changes that needed to be made based off the 2019-2020 school year experience. The results of the surveys have created the new remote learning plan for the 2020-2021 school year. • Elementary classrooms will shift to remote learning with their homeroom teachers via 1-1 technology available in the district. Apps and various platforms, such as SeeSaw and Zoom will be used to facilitate learning via the student iPads. • Grades 5-8 classes will remain with the same teachers but will be remote in this plan. Classes would take place synchronously using the district’s remote learning schedule. The TEAM Platform will be used to facilitate learning. • Teachers will report to school buildings while students will learn from home. If circumstances prevent individuals from coming to the building, arrangements can be made with the building principal. • Homework will not be assigned during remote learning. • Grading will continue as normal as detailed in the student handbook. • Students will use the District issued 1-1 iPads.
Academics	School Plan
Special Education and Section 504 Accommodations	

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| <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. | <ul style="list-style-type: none"> • Woodstock Public Schools has prepared the opening of schools 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). • Student resource support services will be implemented in cohort groups. • Students requiring additional adult assistance will travel safely in the hallway with paraprofessional to the resource room with a mask. • Section 504 and IEP accommodations will be followed as written in the IEP/ Section 504plan. • Woodstock Public Schools has written Resource Room and OT, PT, Speech, and Counseling Services Safety Procedures that will be followed. • During the hybrid plan, students will attend school on their assigned days and receive services remotely in accordance with each IEP document and will be synchronous learning to the greatest extent possible in collaboration with family choice of method. • During the hybrid and/or remote learning plan, Case managers and related service personnel will update parent interview and learning action plans developed in the 2019-2020 school year. • Student participation logs will be completed for the remote component of learning. • Section 504 and IEP accommodations relevant to the home environment (i.e., extra-time, modified length of assignments) will be followed on remote learning days in collaboration with family regarding student needs. • During Remote Learning, Paraprofessionals will be assigned to assist students based on IEP services and Section 504 accommodation needs determined by individual performance in the distance learning setting. |
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Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, 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 a unique local approach.

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 	<ul style="list-style-type: none"> Woodstock Public Schools will continue to implement required services to our students identified as English Language Learners through in person instruction in addition to the general education curriculum. Additional supports will resume to allow English Learners access to academic content. Communication with parents and guardians that have limited proficiency in English will occur in the language they understand through translation and/or interpretation services. Students who are dually identified as ELs and students with a disability will continue to receive support for their ELs needs as well as support for their disabilities. Communication will be ongoing with families of ELs regarding remote learning and returning to their school building in their native language. All established processes for identification, parental notifications, assessment requirements, and provision of services will be followed.

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.

Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, 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 a unique local approach.

Family and Student Engagement	School Plan
<p>Family Support and Communication</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Prior to the start of school, videos and notifications will be created and sent to students and families explaining/demonstrating new protocols including proper hygiene techniques and mask placement and removal. • Schools will provide tours for new families on an appointment basis. • The district will create videos on remote learning to support our families at home. • District will utilize established protocols for communications.
<p>Social-Emotional Learning (SEL) and Mental Health</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • In order to provide for the social-emotional and mental health of students, Woodstock Public Schools will continue with the TRIBES (WES) and PRIDE (WMS), and morning meeting (WES and WMS) times will be done with consistency and given more time than usual, in order to expand the Social-Emotional Learning time and offer students a safe and appropriate place and time to express their thoughts and feelings. • Staff will review our annual DCF Mandated Reporter Training and discussion will follow up about what the implications on abuse/neglect are during a pandemic.

<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>NA</p>
<p>Career And Technical Education</p>	<p>School Plan</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>NA</p>

Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, 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 a unique local approach.

Staffing and Personnel	School Plan
<p>Certification and Personnel Planning</p> <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. 	<ul style="list-style-type: none"> • During the Professional Development days before students return, all staff on the substitute teacher list will be invited for training to cover signs and symptoms of COVID-19, Standard Public Health protocols, Hygiene Practices, PPE, Reporting Illnesses, and supporting SEL. The district will plan ongoing trainings as changes occur in recommendations and public health data. • When staff call out sick, the designee for each building, will only call substitute teachers that have received the training. • When staff calls out sick during remote learning, an alert message and email will be sent to families and students. If possible, asynchronous substitute videos with assignments will be provided for the students.
<p>Professional Development</p> <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. 	<ul style="list-style-type: none"> • The district will modify the school calendar to allow additional time for professional development prior to the start of the school year. • In partnership with the Professional Development Committee, the district will 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. The district will plan ongoing trainings as changes occur in recommendations and public health data or additional student or staff needs are identified.