



# CHAPLIN ELEMENTARY SCHOOL

## School Access Plan

School Guidelines and Planning Document

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Dear Parents and Guardians,

A committee, comprised of Central Office and school administration, parents, teachers, the school nurse, the building maintainer, and an instructional assistant, has worked diligently to develop the procedures and protocols for the in-person, five school day reopening of Chaplin Elementary School. The decisions made were based on guidance provided by the Connecticut State Department of Education and the Public Health Department. Strict adherence to these procedures and protocols will be extremely important to ensure a safe and secure return to in-person learning for the 2020-2021 school year.

Balancing the social-emotional aspects of school, academics, and the precautionary steps necessary to keep students and staff safe and healthy will be very challenging. However, with careful planning, we are confident the staff and students can meet this challenge and make notable progress in student learning. The plan has given careful consideration to the emotional well-being of our children. Decisions were made about daily school activities from arrival/departure, to lunch protocols, to how the classrooms will be different. While this plan is mainly concerned with procedures within the school building, it details the three models for learning that may become a reality at some point during the school year.

The school year promises to be unpredictable, so all determinations need to come from multiple data points. Although we know that the best place for children to learn is in school with their dedicated teachers, we also realize that this may not be possible for the entire year. Everyone needs to be prepared for a sudden switch to an alternative means of education. Health indicators and trends within our region will be monitored in collaboration with the Eastern Highlands Health District and the Connecticut State Department of Education. Information gathered on present COVID-19 cases will guide the state and the Superintendent of Chaplin in determining if Chaplin Elementary School needs to move to a different learning model.

To be better prepared for all models of learning, the staff will participate in multiple professional learning sessions to ensure that our students continue to be supported socially, emotionally, and academically. We will continue to improve upon rigorous, standards-based learning for all students through in-person learning as well as virtual, synchronous models. The staff will apply practices that students are familiar with as well as new learning strategies to prepare our children to access learning from home.

Finally, we will continue to provide our families with the necessary support in order to keep our students safe while they continue to learn. School administration and teachers will communicate regularly with our families and ask them to make two-way communication a high priority. School communication with parents/guardians will include information on current happenings at school as well as data collected about student welfare in our restructured learning environment. Parent communications will be vital in determining what is working and what needs improvement.

The work completed by the committee has provided a solid foundation for the beginning of school. However, we understand that circumstances can change which will call for different protocols and procedures. We wish to assure you that Chaplin Elementary School is ready for this challenge.

In sum, our goal is to provide the best learning environment possible for every student while maintaining regular two-way communication with parents/guardians, students, and staff.

Kenneth V. Henrici  
Superintendent

Kevin J Chavez  
Principal

<b>100% In-Person (with some temporary students at home)</b>	<b>Hybrid Model</b>	<b>Distance Learning</b>
<ul style="list-style-type: none"> <li>✓ Full day school schedule operating at up to 100% of student population</li> <li>✓ Every Effort to keep classes under 14 students per room</li> <li>✓ Three lunch waves to minimize the number of student in the cafeteria</li> <li>✓ Three recess waves to minimize the number of children on the playground</li> <li>✓ Teachers move rather than students</li> <li>✓ Specialists will teach classes outside when possible</li> <li>✓ All students will be assigned a Chromebook in grades 4-6 and an iPad in Grades K-3; students temporarily not returning will be assigned a device in order to access teacher streamed whole class lessons</li> <li>✓ Sufficient staffing should be hired to maintain social distancing within the classrooms</li> <li>✓ Classroom populations will be based on the square footage of the space</li> </ul>	<ul style="list-style-type: none"> <li>✓ Operate school at reduced student capacity (approximately 50%) utilizing blended learning for all grades.</li> <li>✓ Keep our youngest students in school as much as possible</li> <li>✓ All students will be assigned a Chromebook in grades 4-6 and an iPad in Grades K-3</li> <li>✓ Grades Pre-K-2 will come to school on M, W, F</li> <li>✓ Grades 3-6 will come to school on T &amp; R</li> <li>✓ Days students are not in school, Teachers will use Google Meets or an alternative platform to deliver <b>synchronous</b> lessons for Reading, Math, Phonics, &amp; Writing. Teachers will use Google Classroom or an alternative platform to upload student assignments</li> <li>✓ Teachers will have access to their classrooms when their students are not present</li> </ul>	<ul style="list-style-type: none"> <li>✓ If school is temporarily closed, Teachers will use Google Meets or another platform to deliver synchronous lessons for Reading, Math, Phonics, &amp; Writing. Teachers will use Google Classroom or another platform to upload student assignments</li> <li>✓ Teachers will have access to the classroom in order to make this a more efficient and smoother process; this will give them better access to school materials necessary to deliver instruction</li> </ul>

# 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](mailto:SDE.REOPEN@ct.gov)

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

Date of Submission:	July 22, 2020
LEA Name:	Chaplin Public Schools
Reopening Plan Point of Contact:	Central Office- Superintendent Ken Henrici School Level- Principal Kevin Chavez
Contact Email:	<a href="mailto:khenrici@parishill.org">khenrici@parishill.org</a> <a href="mailto:kchavez@chaplinschool.org">kchavez@chaplinschool.org</a>
Contact Phone:	860-786-6030 860-455-9593
LEA COVID-19 Health and Safety Compliance Liaison:	Nurse Betsy Woodward
Liaison Email:	<a href="mailto:bwoodward@chaplinschool.org">bwoodward@chaplinschool.org</a>

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><b>Fall Reopening Model</b></p> <ul style="list-style-type: none"> <li>• 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"> <li>– 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.</li> </ul> </li> <li>• 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.</li> </ul>	<p>The models:</p> <p><b>Full opening</b> with some parents choosing to temporarily have their child(ren) not to return for in-person learning.</p> <p><b>Hybrid model-</b> Grades Pre-K through Grade 2 in school for in-person learning on Monday, Wednesday, and Friday. Synchronous, remote learning on Tuesday and Thursday. Grades 3-6 in school for in-person learning on Tuesday and Thursday. Remote, synchronous learning on Monday, Wednesday, and Friday.</p> <p><b>Distance Learning</b> for all- Synchronous, remote learning for all students five days a week.</p>
<p><b>Temporarily Choosing Not to Participate</b></p> <ul style="list-style-type: none"> <li>• Plan for parents and students who may temporarily choose not to participate in the return to school.</li> </ul>	<p>Students will receive a Chrome Book in grades 4-6 and an iPad for grades K-3. Teachers will stream the whole class lesson to the students not present. The teacher may then invite the student to participate in a small group for instruction. The student will then complete the same assignment that the other students in school are working on. At this point, depending on the assignment, the student may leave the stream for up to 25 minutes to work on the assignment. The student will follow the same school schedule as the rest of the class and have the same work expectations.</p>
<p><b>School Liaison, Communications Plans, and Data Collection</b></p>	

<ul style="list-style-type: none"> <li>• 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).</li> <li>• Put systems in place to communicate the most up to date policies and protocols related to the considerations herein, for staff, students, and families.</li> <li>• Make communications plans available in relevant languages of families in the community, as well as accessible to those with visual and/or hearing impairments.</li> <li>• Ensure the development of plans for ongoing two-way communication with the school community (staff, families, and students) about any new policies and/or protocols <i>prior</i> to reopening, any time there is a significant policy change, and upon re-entry if a school closes temporarily during the year.</li> <li>• Develop expectations around frequency of communication, and ensure detailed updates are provided any time critical information regarding policies, protocols, or health data changes.</li> <li>• 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.</li> <li>• Make plans easily accessible, including but not limited to being visible on the main landing page of the LEA and school websites.</li> <li>• 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"> <li>– This should align with the forthcoming CSDE District Reopen Survey</li> </ul> </li> </ul>	<p>COVID-19 Health and Safety Compliance Liaison- School Nurse Betsy Woodward Working with the school Principal, Kevin Chavez, communications will be sent to parents and guardians via pre-recorded video, Zoom meetings, the school newsletter, Blackboard Connect for mass phone calls and emails, and use of Twitter. Communications will also be placed on the school web site. Surveys have been used to collect information and will continue to be used when necessary.</p> <p>Principal Chavez will send communications out to parents and invite parents to respond by either calling or emailing the school. There will also be plans for follow-up Zoom meetings for parents and guardians to ask additional questions.</p> <p>Communications will take place more frequently as we near the start of school and right after school begins. Communications will most likely be reduced to one every other week and when needed.</p> <p>Allow specific time for small gathering of cohorts to visit school to observe the set up and social distancing measures before the start of school.</p> <p>Day to day changes in policy, restriction, or cancellation of classes will take place via Blackboard Connect.</p> <p>All plans created will be accessible to parents and guardians via the school web site. All stakeholders will be notified of the plan using Blackboard Connect.</p> <p>Create and post videos for students, families, and substitutes that show social distancing measures and expectations.</p>
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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><b>Facilities</b></p> <ul style="list-style-type: none"> <li>• Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout.</li> <li>• 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.</li> <li>• Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction.</li> <li>• Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population.</li> <li>• Identify the training needs of staff related to health and safety protocols; perform such training prior to the first day of classes.</li> <li>• Consider having training days and days to practice new protocols with staff only prior to having students enter the building.</li> <li>• 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.</li> <li>• Ensure training is provided to substitutes or others who may enter the school outside of the first day or typical calendar start.</li> </ul>	<p>Classrooms have been measured to determine the number of people that can safely social distance within each classroom. For times when social distancing is not feasible, such as a small reading group, acrylic stations will be used to form a solid barrier between the teacher and the students that are in each small group.</p> <p>The area surrounding the Smart Board will be student-free giving the teacher a space to teach from.</p> <p>The hallways will have markings that designate the flow of foot traffic in order to minimize physical contact among people in the school.</p> <p>Post appropriate signs from the CDC website in appropriate areas based on the message. All signage will be reproduced in poster size in order to make them highly visible. Messages and signs will be shared with parents in order for them to see the same message the students are receiving.</p> <p>Staff will first meet via Google meets to gather information from the Reopening Committee. After such sessions, surveys will go out to the staff to learn their needs to prepare for PD.</p> <p>Provide PD on Adapt, Advance, and Achieve information prior to the start of school. Information needs to get out to families and staff well in advance of the start of the school year in order to allow everyone to prepare for the changes.</p> <p>Fans will be used to exhaust air from the classroom to outside during times that nobody is in the classroom such as lunch and recess.</p> <p>Keep classroom doors and windows open as much as possible.</p> <p>Adjust ventilation dampers on building to draw fresh air for two hours before and after school.</p> <p>Outfit toilets for touch free flushing systems. Sinks are already touch free.</p>

Daily Operations	
<ul style="list-style-type: none"> <li>Implement the key strategy of establishing stable cohorts within the school population, when feasible. Placing students in cohorts is <b><i>strongly encouraged</i></b> for grades K-8, and <b><i>encouraged where feasible</i></b> for grades 9–12.</li> <li>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.</li> </ul>	<p>Each classroom is a stable cohort as the students do not mix with students from other classes during instruction. Teachers will move to students rather than students moving to teachers when possible. The main purpose of this is to limit the sharing or accidental touching of common objects to the greatest extent possible. There will be times that classes visit other locations within the school building, but precautions will be put into practice that include cleaning after the students leave and minimal touching of objects unless objects are designated to a specific student as may happen in PE (ex. Badminton racket for only one student's use).</p> <p>Identify cohort specific bathroom stalls.</p> <p>Assign play areas to specific cohorts for outdoor recess times. Provide one monitor for each cohort to monitor social distancing during recess times.</p> <p>Keep students at their assigned cafeteria tables and dismiss with their cohort for recess.</p> <p>Encourage families to send in specific recess items for their child only such as basketballs, cards, and play figurines.</p> <p>Before- and after-school programs are a necessary part of the school day for many parents who need to drop student off early in order to get to work or pick students up late as there would be not care provided at home at the end of school. Programs will use outdoor spaces as frequently as possible. Indoor areas will be the largest areas within the school such as the gym. Limits will be placed upon the number of people allowed in one space at a time.</p> <p>In order to minimize the number of people entering the school building, utilize virtual meetings whenever possible.</p> <p>Work with the town Parks and Rec commission to determine options for basketball. Determine what is best for Boy Scouts who use the building on a regular basis.</p> <p>Increase staff for deep cleaning outside of school hours.</p>
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.

The school food service program will continue to determine eligibility for free and reduced priced meals, while protecting student privacy and ensuring the accuracy of eligibility determinations through the verification process. Applications for free and reduced priced meals will always be available in the school nurse's office or on the school website.

Chaplin Elementary School has, and will continue to comply with all USDA regulations and guidelines. The food service director will ensure this by regularly referring to the guidance and updates made by the Connecticut State Department of Education. Meal patterns will continue to be followed along with using the "List of Acceptable Foods and Beverages" and the "Lunch Menu Planning Checklist".

The school food service program will carry on using the "Power Lunch" point of sale and claiming system to ensure accuracy in counting meals and keeping track of individual student accounts. The CNP (Claiming System for Child Nutrition Programs) web based system will continue to be used, allowing the food service director to submit monthly claims and other online forms.

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, continued	School Plan
<p><b>Transportation</b></p> <p><b>Low Transmission Risk</b></p> <ul style="list-style-type: none"> <li>• Plan to operate at full capacity or close to while maximizing health and safety protocols, as well as considerations outlined in the plan.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Moderate Transmission Risk</b></p> <ul style="list-style-type: none"> <li>• Plan to operate at significantly reduced capacity while maximizing health and safety protocols, as well as considerations outlined in the plan.</li> <li>• Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>Parents will be offered a stipend to commit to driving their child(ren) to and from school daily.</p> <p>Students riding the school bus will be required to wear a mask while on the bus. Family members may sit together. Social distancing measures will be put into place and monitored by an adult during the bus runs.</p> <p>Buses will unload one at a time to reduce the risk of social gatherings. Different entrances will be used by different grades to reduce the population of students in different areas of the building and to prevent a bottleneck at the main entrance. All classes will enter through the doors closest to their classroom when possible.</p> <p>Buses will be dismissed on at a time to limit contact when students are exiting the building.</p> <p>Buses will have an aide to ensure that the students follow distancing and mask protocols.</p> <p>Adjust school drop off times to accommodate buses and parent drop-offs.</p>
<p><b>Health Practices and Protocols</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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"> <li>– social distancing;</li> <li>– frequent hand washing and use of hand sanitizer;</li> <li>– use of face coverings that completely cover the nose and mouth;</li> <li>– respiratory and cough etiquette; and</li> <li>– enhanced cleaning/disinfection of surfaces.</li> </ul> </li> <li>• 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.</li> </ul>	<p><b>School Plan</b></p> <p>The school nurse will go into each classroom and teach the use of cloth face covering as well as, wash hands often with soap and water for at least 20 seconds. Show video from WHO on best protective measures <a href="https://www.youtube.com/watch?v=qRp6CkUi9lc">https://www.youtube.com/watch?v=qRp6CkUi9lc</a></p> <p>Posters will be displayed throughout the school with reminders regarding safety and preventative practices.</p> <p>Children and adults should wash hands when they arrive at school, before meals or snacks, after outside time, after going to the bathroom, after nose blowing or sneezing, and before leaving to go home. Help young children to make sure they are doing it right. Teach children (and adults) not to touch their eyes, nose, and mouth with unwashed hands. If soap and water are not readily available, use an alcohol-based hand gel with at least 60 percent</p>

alcohol and preferably fragrance-free. Supervise use of alcohol-based hand gel by young children. Cover coughs or sneezes with a tissue, then throw the tissue in the trash. Clean hands with soap and water or hand gel.

Anyone experiencing Covid-19 related symptoms or have a known contact with someone diagnosed with COVID-19 and have also had contact with the school population should stay home and notify the school nurse. Students or staff should refer to primary care physician for guidance on return to school and must provide a note to the school nurse before returning to school.

If a student/staff member presents with symptoms consistent with Covid-19, the student/ staff member will be placed in the isolation room adjacent to the nurse office until a parent or guardian arrives. Students will be supervised in the isolation room and a log will be kept.

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.

Health Practices and Protocols, continued	School Plan
<p><b>Reporting Illnesses and Addressing Vulnerable Populations</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Educate staff and families about when to <a href="#">stay home</a>. Schools should properly communicate the content of this or any updated guidance. <ul style="list-style-type: none"> <li>– 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 <a href="#">symptoms consistent with COVID-19</a> that require keeping their students at home.</li> </ul> </li> <li>• Establish and communicate school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home.</li> </ul>	<p>Communicate regularly with families and staff, and emphasize the importance of staying home when sick, physical distancing of six feet, and hand hygiene.</p> <p>Students and staff should perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms. Anyone with a temperature of 100.4F or higher should stay home. Students and Staff are encouraged to stay home if feeling sick. This self-assessment checklist will be provided on the school website as well as the handbook and initial communication from the school nurse.</p>
<p><b>Social Distancing</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Physical distancing will be monitored by adults throughout the school day.</p> <p><b>Classroom Layout</b></p> <ul style="list-style-type: none"> <li>• Use tables and desks to social distance between students.</li> <li>• When not feasible, such as small group meetings, use Plexiglas shield barriers between students and students and teachers.</li> <li>• In certain rooms such as the gym, mark floor grids for students to be aware of social distancing.</li> <li>• Singing will not take place within the school.</li> </ul> <p><b>Cafeteria</b></p> <ul style="list-style-type: none"> <li>• The use of the school cafeteria is possible by increasing lunch waves in order to decrease the number of students in the lunch room. There is additional space that had been unused that allows for tables to be spread more widely in the room. Classes will be chosen for each wave based on the number of students that can safely fit and the available seating.</li> </ul>

	<ul style="list-style-type: none"> <li>Designate sides in the hallway for traffic flow.</li> </ul>
<p><b>Use of Face Coverings, Masks, and Face Shields</b></p>	
<ul style="list-style-type: none"> <li>Adopt policies requiring use of face coverings <b>for all students and staff when they are inside the school building, with certain exceptions listed below.</b> <ul style="list-style-type: none"> <li>For anyone who has trouble breathing, or anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance, face coverings and masks should not be required, <a href="#">per CDC guidance</a>.</li> <li>For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required.</li> </ul> </li> <li>Be prepared to provide a mask to any student or staff member who does not have one.</li> </ul>	<p>All people who enter the school building must be wearing a mask. Parents who choose for their child not to wear a mask, must temporarily have them access learning via the e-model.</p> <p>Wearing cloth face coverings may help prevent the spread of COVID-19 and is required for staff and students. Masks should be washed regularly. All people will be asked to have backup masks for any incident that requires them to exchange a mask that has gotten dirty. Refer to the CDC Recommendation Regarding the Use of Cloth Face Coverings for more information. All students, volunteers, or guests must wear cloth face coverings at school.</p> <p>Exceptions include: For anyone</p> <ul style="list-style-type: none"> <li>Incapacitated or otherwise unable to remove the mask without assistance, face coverings and masks should not be required, <a href="#">per CDC guidance</a>.</li> <li>For anyone, with a doctor's note, who has a medical reason making it unsafe to wear a face covering, masks should not be required.</li> </ul> <p>In the event that a mask is lost or damaged during the school day, the school nurse will provide one to the student or staff member for the day.</p> <p>Mask breaks will be provided during the day while eating, drinking, during PE, when students are outside and effectively practicing social distancing. Exceptions may also be necessary for certain special education students or other special populations.</p>
<p><b>Health Monitoring Plan</b></p>	<p><b>School Plan</b></p>
<p><b>Planning and Distribution of Information</b></p>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Staff will receive training from the school nurse for symptoms to be on watch for. When students or staff demonstrate the symptoms, a call will be made to the office that a person is presenting and needs to see the nurse. Adults will be allowed to go to the office on their own; however, a student will be escorted by either an adult from the classroom, the school principal, or the school nurse.</p> <p>The nurse's office will bring the student to</p>

the isolation room.

The school will follow other guidelines set in place at the time by the EHHD, the CDC, and the CT Department of Health.

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.

Containment Plan	School Plan
<ul style="list-style-type: none"> <li>• <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></li> <li>• 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"> <li>– 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.</li> <li>– Identification of a response team within the school and LEA with specific responsibilities.</li> <li>– 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.</li> </ul> </li> <li>• Identify an “isolation room” (besides the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives.</li> <li>• Create a consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19 and must be dismissed from school.</li> </ul>	<p>CES will follow the protocols set by the Eastern Highlands Health District at the time of a known exposure. The school will also cooperate with EHHD in making decisions concerning the temporary closure of school.</p> <p>The signs and symptoms that will be considered by the school nurse for isolation and immediate removal from the school building are a combination of shortness of breath, fever, chills, cough, muscle –body aches, loss of taste or smell.</p> <p>The Immediate Response Team will consist of the school principal, the school nurse, and the building maintainer. Other members of the reopening committee will be on the wider response time in order to review any steps taken during any incident and to help coordinate further necessary actions.</p> <p>An isolation room has been prepared in the inner room of the school nurse’s office. This room is near a separate entrance/exit that will allow an individual to leave the building with the least exposure possible to other occupants in the building.</p> <p>The school office and nurse’s office will ask parents/guardians for emergency contacts to be people that can come to school upon receiving a phone call and who are not “high risk” people.</p> <p>Information gathered for this section came from the Northeast District Department of Health:            If a student in a classroom is dismissed from school for the reason of presenting symptoms consistent with COVID-19, the parents/guardians of students in that particular class will receive in person calls from the school office to give parents the details that they will need to determine their decisions for their child. If the student has a sibling within the school, the sibling will be dismissed as well, the parents/guardians of that class will receive a similar call. If there is a sibling at the middle/high school, CES will call that school to inform the administration and nurse.</p> <p>If a student or staff tests positive for COVID-19, a Blackboard Connect</p>

	<p>message will be sent to all families to advise them of the next step which may include the immediate temporary closure of school and a move to distance learning.</p> <p>A communication will be made, with frequent reminders, to parents/guardians asking them to cooperate with school and inform us if someone in the house has tested positive. The school will then conduct a contact tracing to determine who should be notified and if other precautionary steps need to be taken such as the temporary closure of school.</p> <p>Anyone who presents symptoms of COVID-19 who is not tested may re-enter the school after being symptom free for ten days and has not had a fever within the last 24 hours of that time period (this precludes the use of fever reducing medications).</p> <p>If anyone tests positive for COVID-19, the person should be quarantined for 14 days. The CDC clearance criteria should then dictate the next steps. Contact tracing will take place to notify the people and families of people coming in contact with this person.</p> <p>If anyone tests negatively for COVID-19, they may return to school after a period of ten days and shows signs of symptom improvement.</p>
<p><b>Cancellation of Classes, Remote Learning, and Reopening Plans</b></p>	<p><b>School Plan</b></p>
<ul style="list-style-type: none"> <li>• <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></li> <li>• 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.</li> <li>• Notify and consult with the CSDE immediately if the LEA is contemplating class cancellations.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>There are three models for the delivery of instruction All stakeholders will have access to the three models that the school will be able to move to at a moment's notice.</p> <p>Students will be given art materials and math manipulatives for individual kits that can be used in school as well as at home.</p> <p>In the event of either the hybrid model or distance learning, we will establish a timeline for parents/guardians to pick up any needed materials for their child(ren).</p> <p>Teachers will continue to teach new content/standards and move forward in their curricula.</p> <p>Instructional assistants will continue to provide virtual support to the students who have it written into an IEP.</p>

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Cancellation of Classes, Remote Learning, and Reopening Plans, continued	School Plan
<p><b>Future Planning for Remote Blended Learning</b></p>	
<ul style="list-style-type: none"> <li>• Be prepared to provide remote blended learning opportunities immediately upon cancellation of in-school classes.                             <ul style="list-style-type: none"> <li>– 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.</li> </ul> </li> <li>• Develop a plan for extended absences and communicate it with parents or guardians in the event of a second extended closure.</li> </ul>	<p>Surveys have been administered to our school families. Data and feedback are being used to revise a blended approach and complete distance learning.</p> <p>We will implement synchronous learning opportunities in the event of hybrid or distance learning.</p>
<p><b>Academics</b></p>	<p><b>School Plan</b></p>
<p><b>Special Education</b></p>	
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>FAPE under the IDEA has been and will continue to be met via continuing to provide IEP services either in-person per IEP or virtually “to the greatest extent possible”. Whether services will be provided in-person and in school and/or virtually will be in accordance with State mandates and Region #11/Chaplin re-entry plan. PPTs will continue to be held virtually, unless a parent requests in-person. Annual and Triennial Reviews will continue to be held within mandated timelines. Any outstanding testing due to the unexpected school closure will be conducted over the summer with parent permission or at the beginning of the school year in accordance with CDC guidelines for safety. Initial evaluations will be held in accordance with CT State law (45 school days). Should school close again, testing in accordance with CDC guidance may be offered to parents during the closure.</p> <p>All special education students will have access to the district’s re-opening plan. If parents opt not to send their child to school in person, general education classes and IEP services will be livestreamed according to the in-person school schedule.</p> <p>Students will not be penalized for their inability to wear a mask due to their disability. Instead, mitigating strategies (e.g., maximum social distancing) will be implemented to ensure access to general</p>

education and special education services in a manner that is safe for all.

Students receiving speech/language services will be allowed not to wear a mask if the instruction requires the Speech Pathologist to be able to see the students' mouth. In addition, the Speech Pathologist will not wear a mask, but instead, a protective shield, if the student needs to see her mouth. In addition, an acrylic shield will be placed between the Speech Pathologist and student as a means of extra protection.

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Academics, continued	School Plan
<p><b>English Learners (ELs)</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	<p>At this time, CES does not have any EL students. Should that change, the school will take the necessary steps to provide students and families with access to instruction as well as all school-to-home communications.</p>

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Family and Student Engagement	School Plan
<p><b>Family Support and Communication</b></p> <ul style="list-style-type: none"> <li>• Comply with all state and federal family engagement requirements (e.g., School Governance Councils and Title I requirements) during the COVID-19 pandemic.</li> <li>• Prepare to provide families with clear and ongoing communication about what to expect, during and prior to reopening. This includes, but is not limited to, guidance on the school protocols related to health and safety guidelines.</li> <li>• Continue to engage with families and students as the reopening moves forward to ensure they are informed and have the ability to provide feedback.</li> <li>• Make reopen plans available on the LEA website, accessible, and clearly identify the school liaison.</li> </ul>	<p>CES will continue to work with families and the community through shared decision making, when appropriate. This includes but is not limited to the School Board of Education and the School PTO. Their voices are valued, and reopening involves a commitment from families, especially if we need to move to a different model of learning.</p> <p>CES will communicate with families about our high-quality learning practices they can use at home to support and engage their children during any of the learning models that the school is involved in at any given time. Teachers will frequently share information with parents/guardians about their child(ren)’s success and areas in need of attention to help the student master the skills necessary to be successful readers, writers, and mathematicians.</p> <p>CES will invite parents/guardians to school before the school year begins to introduce them to the platforms that the teachers will be using with their children.</p> <p>Links for family wellness will be placed on the school web site in a new section labeled as parent support for their child(ren)’s Social/Emotional Wellness.</p> <p>Appropriate staff will be available to talk with parents/guardians when needed or to return calls to discuss difficulties that families are experiencing.</p>
<p><b>Social-Emotional Learning (SEL) and Mental Health</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements.</li> </ul>	<p>The school social worker will begin the year by providing specific PD to staff to help them interact with students and their feelings and fears. The social worker will also visit the classrooms at the beginning of the year to discuss any topics appropriate to the developmental level of the particular students within that classroom.</p> <p>The principal will provide PD to staff for increased awareness about abuse and neglect as well as coordinate with the social worker to discriminate between behaviors that may present differently due to a feeling of confusion or fear about returning to school.</p>

	<p>CES will continue its commitment to PBIS and the core values we focus on each month. We will begin with “responsibility” as it will be everyone’s responsibility to be respectful of peers by following the measures put into place to keep everyone safe and healthy. Lessons may take place as classes take mask breaks outside during the school day.</p>
<p><b>After-school Programming</b></p>	
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<p>Although CES does not have an after school program that receives CSDE funding, there is a program for parents/guardians who need to bring children to school early or pick children up later than scheduled school dismissal times. The facilitators of the program will be in compliance with all mandates that the children will follow throughout the school day. The staff will have children spend as much time outside as possible in order to decrease their mask wearing times.</p>
<p><b>Career And Technical Education</b></p>	<p><b>School Plan</b></p>
<ul style="list-style-type: none"> <li>• Develop a plan for cleaning and disinfecting shared equipment in the shop or lab, before and after each use.</li> </ul>	<p>N/A</p>

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Staffing and Personnel	School Plan
<p><b>Certification and Personnel Planning</b></p> <ul style="list-style-type: none"> <li>• 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 <a href="#">guidance</a> related to the ADA and the COVID-19 pandemic.</li> <li>• 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.</li> </ul>	<p>Chaplin is continuing its efforts to increase our substitute pool.</p>
<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Staff will have training on standard public health practices prior to the first day of school. Staff would have access to appropriate PPE including masks, face shields, gowns and sanitation supplies (disinfectant wipes).</p>