Due: July 24, 2020
Submit to: SDE.REOPEN@ct.gov
Include the following completed table at the top of your submitted plan:

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| Date of Submission: | July 24, 2020 |
| LEA Name: | East Hartford Public Schools |
| Reopening Plan Point of Contact: | Anne Marie Mancini |
| Contact Email: | Mancini.am@easthartford.org |
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| | |
| LEA COVID-19 Health and Safety Compliance Liaison: | Shelley Farrar |
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| CSDE Requirements: | East Hartford Public Schools (EHPS) District Based Actions | School Based Actions |
|---|---|---|

## Fall Reopening Model Description

| | | |
|---|---|---|
| • 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.<br>– 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.<br>• 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. | *Intended Plan: Students in School*<br>EHPS will:<br>• Return all students PK-12 for full-time instruction on August 26, 2020, so long as public health data continues to support this model. This model will be supported with more intensive mitigation strategies (as detailed in the EHPS ReOpening Plan) and specific monitoring, containment and class cancellation plans. Students whose family elect not to send their child to school (full semester commitment) will be provided with a Distance Learning Plan (DLP) further detailed in this plan.<br><br>*Modified Plan: Reduced Enrollment A/B Schedule*<br>EHPS will:<br>• Develop a reduced enrollment model responsive to changing health care stipulations. Pending a change in health care guidance that impedes the full return of students to school, EHPS will enact a Reduced Enrollment A/B schedule to minimize numbers of students in school buildings on a given day and additionally limit class sizes to promote enhanced social distancing. This plan will identify students as "A Day Students" and "B Day Students" and consist of alternating A/B days. In this model, students will attend school every other day with work being sent home by instructors for "at home learning." In this model, students will receive in-person instruction on the day they are in school and participate in asynchronous learning on the day they remain home.<br><br>Reduced Enrollment Model ("Hybrid") Weekly Schedule:<br><br>Equity and Inclusion Focus:<br>EHPS will:<br>• Continue to identify inclusion and equity gaps and implement efforts to maximize opportunity, access and outcomes for all students. Included in this plan is a strong emphasis on responsiveness to student needs (e.g. SEL) in addition to a focus on learning time, learning structures, instructional resources, structures and technology to promote student achievement. | |

Reduced Enrollment Model ("Hybrid") Weekly Schedule:

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| Week 1 | A Students | B Students | A Students | B Students | A Students |
| Week 2 | B Students | A Students | B Students | A Students | B Students |

## Distance Learning Plan (Optional)

| CSDE Requirements:<br>• Plan for parents and students who may temporarily choose not to participate in the return to school. | EHPS has developed a comprehensive Distance Learning Plan (DLP) for all students whose parents/guardians have elected to keep their child at home (EHPS ReOpening Parent Survey). Parents who select this option recognize that this decision will necessitate a one semester (January 26, 2021) commitment to this learning option based on district staffing obligations. At the appropriate time, EHPS will negotiate the contractual provisions for instructors of Distance Learning. In addition, the district has made significant investments into implementing a 1:1 technology program for Fall 2020. The content for the DLP will be developed by teachers assigned as DLP instructors and monitored by Department Supervisors/Elementary Principals. The DLP model will include a blend of synchronous and asynchronous learning with specific structures, times and routines for educators and students. Materials will be supplemented with the use of online software programs as well as resources from the CSDE's K-12 Model Curriculum Hub and Online Content Learning Hub. EHPS is also exploring possible partnerships with neighboring Connecticut districts who may be offering courses that we are not through their DLP models. | |

## School Liaison, Communications Plans, and Data Collection

| CSDE Requirements: | EHPS will: | EHPS Schools will: |
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| <ul><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 *prior* 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.<br>   –This should align with the forthcoming CSDE District Reopen Survey</li></ul> | <ul><li>Designated the District Nursing Supervisor, to serve as the District Level COVID-19 Health and Safety Compliance Liaison. The Nursing Supervisor is responsible for engaging with students, parents, faculty, staff, and administrators to answer questions or concerns about health and safety requirements regarding COVID-19 concerns.<ul><li>The Liaison, will support the implementation of these requirements, as well as the implementation of other school health & safety measures relating to COVID-19 and any additional guidance provided by the State of Connecticut and the Town of EH Dept of Public Health.</li></ul></li><li>EHPS has developed a Communications Team to communicate the most up to date policies and protocols related to the considerations herein, for staff, students, and families.</li><li>Continue to make communications plans available in relevant languages of families in the community, as well as accessible to those with visual and/or hearing impairments. This Communications Team will continue to maintain a focus on the following aspects:<ul><li>Fostering two-way communication with the school community (staff, families, and students) about any new policies and/or protocols *prior* to reopening, any time there is a significant policy change, and upon re-entry if a school closes temporarily during the year.</li><li>Information Gathering: Assess the number of families who are choosing not to attend to properly plan for resuming classes in the fall</li><li>Maintaining expectations around frequency of communication and ensure detailed updates are provided any time critical information regarding policies, protocols, or health data changes.</li><li>Accessibility: including but not limited to being visible on the main landing page of the LEA and school websites.</li></ul></li></ul> | <ul><li>Leverage the School Nurse as key team members for the district's COVID-19 Health and Safety Compliance Liaison. These staff members will be required to meet on a frequent basis with the District Coordinator to develop an aligned approach to health and safety needs.</li><li>Develop a Communications Team with appropriate staff members (ex. Principal, School Psychologist/Social Worker, PE/Health Teacher, School Nurse) charged with delivering school and district messaging. See district standards for communication priorities.</li><li>Fully utilize all district communication channels (Website, School Messenger, Social Media Outlets)</li><li>Develop school re-entry/orientation programming for small cohorts to enter school prior to opening to give them time to understand the new policies and procedures as well as build consumer confidence in their return to school.</li></ul> |

## Operations Plan

### Facilities

| CSDE Requirements: | EHPS will: | EHPS Schools will: |
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| <ul><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</li></ul> | <ul><li>Require schools to set classroom spacing configurations that maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout. Based on survey of students/families returning, class sizes will be reduced to allow for enhanced social distancing.</li></ul> | <ul><li>Conduct an analysis of current classroom spacing configurations and space furniture as far apart as feasible.</li><li>Remove non-essential furniture from classrooms to maximize floor space.</li><li>Based on a school schedules/needs, determine usage opportunities for alternative</li></ul> |

**Column 1**

- 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.

**Column 2**

- Support schools in assessing non-traditional spaces that may be repurposed for instruction in the school.
- Require schools to maximize space between the teacher and students (more than 6 feet if teacher is without a mask) due to the risk of increased droplets from teachers during instruction.
- Disable water fountains across district schools.
- Disable electric hand dryers in bathrooms.
- Distribute and communicate district protocols for school cleaning and sanitizing high touch surfaces.
- Increase frequency of cleaning student/staff bathrooms throughout day.
- Develop district cleaning, disinfecting and sanitizing procedures for instructional materials including machinery in the CTE department at the end of each school day, consistent with CDC guidelines. Building plans for disinfecting high touch surfaces will include:
  - Door handles
  - Handrails
  - Sink handles
  - Restroom surfaces
  - Instructional materials that cannot be supplied to a specific student
  - Playground equipment
- Distribute CDC published signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population.
- Identify district level training needs of staff related to health and safety protocols; Deliver district developed training prior to the first day of classes.
- Utilize back to school professional development days to practice new protocols with staff only prior to having students enter the building.
- Provide on line training developed by PE/health/School Nurses/School Based Health Center (SBHC) department that includes: social distancing; cleaning protocols; and hygiene practices. Require attendance by all students and staff, and make available to families who are interested.  EHPS will repeat this training on a monthly basis for September-November and as needed.
- Engage with Kelly Services to ensure training is provided to substitutes or others who may enter the school outside of the first day or typical calendar start.

**Column 3**

- spaces (gymnasiums, cafeterias, libraries, outdoors)
- Reorganize teacher desks/teaching areas to maximize distances between instructor and students.
- Design as able standardized classroom arrangements that can be replicated throughout classrooms to ensure consistency of social distancing.
- Develop cleaning protocols between usage for cleaning desks and classroom equipment that are used by more than one group using the Guidance from the CDC on Cleaning and Disinfecting Schools.
- Plan for disinfecting buildings in between uses in the following ways:
  - Desks that are shared during the day
  - Tables that are used throughout the day
  - Chairs that are shared during the day
  - Classroom/office items, such as phones, headsets, copy machines, etc.
- Audit facility internal traffic and gathering locations.
- Design school specific trainings for staff and students to support new space configurations.
- Implement district trainings for health and safety procedures.
- Develop coordination plans with school custodial staff for cleaning of instructional materials/manipulatives.

| Daily Operations | | |
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| CSDE Requirements: | EHPS will: | EHPS Schools will: |
| • 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.<br><br>• 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/after-school and childcare programs. | • Implement a cohorting strategy as feasible at schools K-8.<br>  o Elementary: Grade level cohort<br>  o 6-8th Grade: Team level cohort<br>  o 9-12: Group students as able<br>• Consult with the CSDE for individual grant-specific guidance for After School Programming.<br>• Require implementation of EHPS ReOpening protocols for all before and after school programs, activities, sporting events or other voluntary groups to protect public safety.<br>• Suspend in-person school assemblies, concerts, and other programs with a larger number of students at the start of the school year. Decisions will be made based on size of activity, ability to maintain proper distancing, and safety expectations.<br>• Develop and distribute guidance on parent activities (open house, orientations, conferences, assemblies, concerts) for all schools.<br>• Implement district/school "No Visitors Policy" that includes the following wording, "Visitors will not be permitted into school facilities unless scheduled to enter, or required by law, or otherwise required by a student's individualized educational plan.<br>  o Implement EHPS COVID-19 SCREENING PROTOCOLS<br>  o Visitors and those making deliveries to the school must wear face coverings or masks that completely cover the nose and mouth.<br>• Limit building rentals to minimize use and exposure.<br>• Suspend field trips until further notice.<br>• Develop and implement Adult Education Plan that combines both in-person and online learning opportunities for students while following all guidelines for the EHPS ReOpening Plan with contingencies for a full Distance Learning Model. | • Develop cohorting models for each school at each grade level<br>• Design instructional schedules to match cohort model<br>• Prepare and design the Reduction (or "Hybrid") Schedule (A/B Days) in response to potential public health data changes.<br>• Coordinate with Afterschool Coordinators, Athletic Coordinator and Activities Director to ensure implementation of ReOpening protocols for afterschool programming<br>• Implement visitor policies and procedures. |
| Child Nutrition | | |
| CSDE Requirements: | EHPS will: | EHPS Schools will: |
| • 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.<br><br>• 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. | • Participate in the National School Lunch Program (NSLP), School Breakfast Program (SBP), Afterschool Snack Program.<br>• Comply with the U.S. Department of Agriculture's (USDA) regulations and policies for school meals and milk including the meal pattern requirements.<br>• Claim meals/milk provided to eligible students using accurate counting and claiming methods.<br>• Provide off-site meals at two locations TBD. The off-site meal locations will replicate the EHPS COVID-19 Meal Distribution Process. | • Design Meal Distribution Models with the following guidelines:<br>  o Utilize the cafeteria as the hub for meal service to allow for food preparation, food sales and distribution.<br>  o There will be no "share tables" or self-service buffets for food and condiments.<br>  o Physical barriers, such as sneeze guards and partitions, at point of sale and other areas will be installed where maintaining physical distance of 6 feet is difficult.<br>  o If meals are provided in classrooms or alternate locations, sufficient |

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| • Schools and institutions that participate in the NSLP are required to claim meals/milk provided to eligible students using accurate counting and claiming methods. | • Prepare to provide continuity of meal services if transmission rates increase and a DLP Delivery Model is necessary. | trash removal and cleaning will be in place.<br>• Communicate age-appropriate and school-appropriate strategies to families about school meal service and options.  Meals service communications will communicate social distancing requirements and include any additional school models as follows:<br>   o Elementary: Breakfast, Grab and Go, Lunch in Classrooms<br>   o Secondary: Breakfast, Grab and Go, Lunch in Cafeteria with appropriate social distancing<br>   o Additional lunch waves to separate classroom cohorts<br>   o Staggering cafeteria use throughout the late morning/early afternoon<br>   o Increasing the number of meal service access points<br>   o Serving meals in cafeteria and then returning to classrooms or alternate locations<br>   o Serving meals in classrooms and alternate locations |

## Transportation

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| CSDE Requirements:<br>Low Transmission Risk<br>• Plan to operate at full capacity or close to while maximizing health and safety protocols, as well as considerations outlined in the plan.<br>• 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.<br>• 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.<br><br>Moderate Transmission Risk<br>• Plan to operate at significantly reduced capacity while maximizing health and safety protocols, as well as considerations outlined in the plan.<br>• Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating.<br>• 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. | EHPS will follow the following protocols regarding student transportation:<br>• Share CDC Guidelines:  What Bus Operators Need to Know<br>• Audit existing bell times and make appropriate accommodations based on delays for arrival and dismissal practices.<br>• Design and implement transportation routes that minimize sizes of group stops as feasible<br>• Provide limited supply of masks for Transportation Companies to give students as needed<br>• Require Transportation Companies to develop a schedule for regular disinfection/ cleaning.<br>• Provide hand sanitizer on the bus for operators and students.<br>• Air out buses when not in use.<br>*Low Transmission Risk:*<br>• Operate at full capacity or close to while maximizing health and safety protocols, as well as considerations outlined in the plan.<br>• Require passengers/drivers 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.<br>• 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.<br>*\*\*If health requirements indicate a need to scale back ReOpening Operations, EHPS will assume an A/B rotation (previously described) that will significantly reduce the numbers of students utilizing transportation on a given day.*<br><br>*Moderate Transmission Risk:* | EHPS Schools will:<br>• Design arrival and dismissal practices to promote social distancing as able<br>   o Include a focus on expected increase in parent transportation/traffic flows<br>• Design enforcement and parent engagement strategies for non-compliant students riding transportation<br>• Identify and communicate Reduced Schedule A/B designations in terms of transportation impacts |

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| • 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. | • Plan to operate at significantly reduced capacity while maximizing health and safety protocols, as well as considerations outlined in the plan.<br>• Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating.<br>• 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.<br>• Require passengers to 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. | |

## Health Practices and Protocols

| CSDE Requirements: | EHPS will: | EHPS Schools will: |
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| • 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.<br>• Familiarize all participants of the standard public health practices used to prevent the spread of diseases. These practices include, but are not limited to:<br>  – social distancing,<br>  – frequent hand washing and use of hand sanitizer,<br>  – use of face coverings that completely cover the nose and mouth,<br>  – respiratory and cough etiquette, and<br>  – enhanced cleaning/disinfection of surfaces.<br>• 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. | • Utilize PE/Health classes/ School Nurses/SBHC at the elementary level, to ensure that students are educated and engaged in the new expectations related to all public health policies and protocols. At the secondary level, EHPS will use the teaming/cohorting structure/ PE/Health classes/ School Nurses/SBHC to deliver education related to public health policies and protocols. As part of this requirement, EHPS will 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.<br>• Conduct Immunization clinics prior to the start school utilizing School Based Health Centers (SBHC).<br>• Design and distribute educational materials to schools focused on standard public health practices used to prevent the spread of diseases. These practices include, but are not limited to:<br>  ○ Social distancing,<br>  ○ Frequent hand washing and use of hand sanitizer,<br>  ○ Use of face coverings that completely cover the nose and mouth,<br>  ○ Respiratory and cough etiquette, and<br>  ○ Enhanced cleaning/disinfection of surfaces.<br>• 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. | • Design and build instructional schedule for health policy/protocol education using existing PE/Health Structure/School Nurses/SBHC as well as teaming/cohorting plan.<br>• Implement a district training schedule. |

## Reporting Illnesses and Addressing Vulnerable Populations

| CSDE Requirements: | Reporting Illnesses | Reporting Illness |
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**CSDE Requirements:**

- 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 <u>stay home</u>. Schools should properly communicate the content of this or any updated guidance.
  - –Instruct staff and students (or their parents and guardians) to perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms. Communicate this expectation and provide parents with reminders about the <u>symptoms consistent with COVID-19</u> 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.

**Reporting Illnesses**

EHPS will:

- Publish communication to remind students and staff to inform the school if they are sick with COVID-19 related symptoms and stay home, particularly if they had a known contact with someone diagnosed with COVID-19 and have also had contact with the school population.
- Suspend EHBOE attendance policies that require doctors' notes, provide for loss of credit, or require referrals to the Juvenile Youth Board Review. Adopt updated policies as they become available.
- 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 <u>symptoms consistent with COVID-19</u> that require keeping their students at home.
- Negotiate substitute response plan with Kelly Services to mitigate absenteeism.
- Require the School Based COVID-19 Health and Safety Compliance Liaison to notify the District Based COVID-19 Health and Safety Compliance Liaison who will in turn notify the notify the EH Department of Public Health regarding reported cases of COVID-19 for students and staff.

**Addressing Vulnerable Populations**

EHPS will:

- Survey at-risk staff members to gauge their intentions in returning to work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
- Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
- Consult with local board attorneys and district human resources officials to offer special accommodations (such as an alternative teaching assignment) for personnel who are members of vulnerable populations.
- Adhere to FERPA and HIPPA requirements.
- Adhere to state and federal employment law and extended leave allowances.
- Offer an Employee Assistance Program to all staff members.

**Reporting Illness**

EHPS Schools will:

- Provide training for students and staff regarding responses to COVID-19 related symptoms.
- Provide training for students and staff regarding attendance/reporting of absenteeism in response to COVID-19 symptoms
- Support students experiencing high levels of absenteeism in terms of connection to outside services or direction to participate in the DLP.
- Establish a schedule of announcements/training reminding staff to inform school if they are sick with COVID-19 related symptoms and stay home.
- Develop emergency coverage plan for staff that exhibit COVID-19 symptoms during the day

**Addressing Vulnerable Populations**

EHPS Schools will:

- Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents.

| Social Distancing | | |
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| **CSDE Requirements:**<br>• 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. | **EHPS will:**<br>• Communicate to staff and students the importance of maintaining maximum social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time.<br>• See Operational Plan: Facilities for further detail. | **EHPS Schools will:**<br>• Develop a series of daily Public Service Announcements reminding students and staff to Socially Distance.<br>• Each school will plan for the number of people that can be in all school spaces (library, cafeteria, gymnasium) based on maintaining reasonable social distancing prior to use by a classroom or group<br>• Design traffic patterns in hallways to promote social distancing during passing times. Strategies will include staggered passing times or one-way traffic in hallways.<br>• Develop plan for enforcement and parental engagement for non-compliant students<br>• Develop signage and passing protocols to limit staff interactions in common areas.<br>    ○ Floor markings<br>    ○ Traffic flow indicators<br>    ○ Restrictions of shared or communal use (office spaces, staff lounges, water coolers, copy machines, staff appliances) |
| **Use of Face Coverings, Masks, and Face Shields** | | |
| **CSDE Requirements:**<br>• Require the use of face coverings for all students and staff when they are inside the school building, with certain exceptions listed below.<br>    ○ 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.<br>    ○ For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required.<br>• Provide an allocation of masks for all schools that will be given to any student or staff member who does not have one. | **EHPS will:**<br>• Require the use of face coverings, in accordance with CDC guidelines, for all students and staff when they are inside the school building, with certain exceptions listed below. While students and staff may wear masks of their preference, style and comfort (as long as they are school appropriate), face masks must cover the nose and mouth.<br>    ○ During instruction, an educator is permitted to remove his/her mask but spacing should be increased beyond six feet.<br>    ○ Face shields may be worn by staff in addition to face masks.<br>    ○ Staff working with students who are not wearing face coverings due to one of the exceptions below and also cannot maintain social distancing will be provided increased personal protective equipment, including but not limited to medical-grade masks and disposable gowns.<br>    ○ Staff members will receive guidance/training on proper use of PPE required for their role: https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html.<br>• Exceptions for mask wearing:<br>    ○ If students or educators are eating, drinking, engaged in physical activity, or outside, they are permitted to remove their masks but should make every effort to maintain 6of distancing.<br>    ○ If students or educators are singing in a chorus or performing wind instruments, they may remove their mask as long as they maintain 12 feet of | **EHPS Schools will:**<br>• Develop plan for enforcement and parental engagement for non-compliant students<br>• Develop age appropriate plans for "mask breaks" that allows students to remove their masks throughout the day while maintaining social distancing.<br>• Provide a plan for the distribution of masks for any student or staff member who does not have one. |

distance.
- o 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.
- o For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required.
- Communicate the district expectations and enforcement strategies for face coverings to all students, parents and staff:
  - o Parents will be informed of the requirement for all students to wear masks in school.
  - o Students not wearing a mask in an appropriate manner will be reminded by a staff member to wear their mask.
  - o Students without a mask will be given a mask.
  - o Parents and guardians will be contacted and encouraged to intervene as able.
  - o To protect public health, students who refuse or repeatedly exhibit non-compliant behavior will be required to participate in the DLP.
- Provide an allocation of masks for all schools that will be given to any student or staff member who does not have one.
- Implement district procurement plan to ensure an adequate supply of PPE for staff and students.

## Health Monitoring Plan

### Planning and Distribution of Information

| CSDE Requirements: | EHPS will: | EHPS Schools will: |
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| • 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. | • Implement system of notification and monitoring related to the symptoms for COVID-19. This process requires that the School Level COVID-19 Health and Safety Compliance Liaison notify the District Level COVID-19 Health and Safety Compliance Liaison of any reported cases on a daily basis. In turn the District Level COVID-19 Health and Safety Compliance Liaison will notify the East Hartford Department of Public Health of all related issues.<br>• Implement district/school EHPS COVID-19 SCREENING PROTOCOLS | • Implement system of tracking and referring anyone with COVID-19 symptoms to the School Nurse and follow prescribed notification procedures.<br>• Implement Active/Passive Screening Protocols.<br>  o Develop duty schedule for implementation.<br>  o Provide training and support for staff involved. |

## Containment Plan

| CSDE Requirements: | EHPS awaits further guidance from CSDE | EHPS Schools will: |
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| • *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.* | EHPS will:<br>• Require schools to identify an "isolation room" (besides the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives. | • Identify building space for "isolation room."<br>• Implement district "isolation room" protocols.<br>• Implement district dismissal protocols for all students who demonstrate COVID-19 symptoms. |

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| • 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:<br>   − 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.<br>   − Identification of a response team within the school and LEA with specific responsibilities.<br>   − 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.<br>• Identify an "isolation room" (besides the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives.<br>• Create a consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19 and must be dismissed from school. | • Implement district/school EHPS COVID-19 RESPONSE TO SYMPTOMATIC STUDENT/STAFF/VISITOR PROTOCOL including use of "isolation room" and dismissal/re-entry of students/ staff who exhibit symptoms of COVID-19.<br>• Distribute and implement district/school EHPS RESPONSE TO CONFIRMED COVID-19 CASES IN SCHOOL protocol. |

## Cancellation of Classes, Remote Learning, and Reopening Plans

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| CSDE Requirements:<br>• *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.*<br>• 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.<br>• Notify and consult with the CSDE immediately if the LEA is contemplating class cancellations.<br>• 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.<br>• Prioritize ongoing educational opportunities when drafting the plan for shutdown. Materials for continuity of learning must be made | *EHPS awaits guidance from CSDE*<br><br>EHPS will:<br>• Implement existing district/school EHPS COVID-19 DELIVERY MODEL SELECTION PROTOCOL as appropriate.  In the case of extended closure, EHPS will deploy DLP as soon as practicable.<br>• Notify and consult with the CSDE immediately if EHPS is contemplating district/school cancellations.<br>• Implement existing communication plan including clear policies for faculty and staff regarding individual roles and responsibilities in the event of a shutdown occurring during the school year. |

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| available to allow for school sessions to continue remotely. | |

## Future Planning for Remote Blended Learning

| CSDE Requirements: | EHPS will: |
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| • Be prepared to provide remote blended learning opportunities immediately upon cancellation of in- school classes.<br><br>   –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.<br><br>• Develop a plan for extended absences and communicate it with parents or guardians in the event of a second extended closure. | • Provide a DLP (Previously described in Model Descriptions) for all students upon cancellation of in-school classes that encompasses the feedback received from Spring 2020 surveys and listening forums.<br>• Publish and clearly communicate the district's Student Expectations for Digital Citizenship.<br>• Develop district level action plan that ensures rapid transition to full distance learning as needed.<br>• Implement District 1:1 Technology Plan for all students<br>    o Utilize Google Classroom, grades K-12<br>        ▪ Establish common expectations for setting up Classroom pages at start of SY 2020-21 for all teachers (August 2020)<br>        ▪ Train/Re-train all district teachers<br>        ▪ Set up GC classroom pages, invite SPED staff and dept. supervisors to be "co-teachers" and provide training for parents (Aug-Sept 2020)<br>        ▪ Require certified staff to maintain active GC pages by posting daily learning targets, assignments and homework for in-person instruction so transition to blended learning will be seamless.<br>    o Implement use of Virtual Learning/Classroom Software for all students and staff (e.g. Nearpod)<br>    o Offer regular training and support for staff through live and "On Demand" (previously recorded) sessions<br>• Implement existing plan for extended absences that occur during Distance Learning and communicate it to parents or guardians. |

## Academics

## Instruction

| CSDE Requirements: | EHPS will: | EHPS Schools will: |
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| | • Design instructional expectations to maximize social distancing in the classroom.<br>    o Teachers will make every effort to maintain distance from students during instruction.<br>    o Students will sit in forward facing configurations that promote spacing.<br>    o Students will interact with each other while maintain maximum spacing.<br>    o Classroom instruction will promote technology use, student collaboration and implementation of 1:1 programming (Google Classroom/online platforms).<br><br>• Develop curricular, instructional, assessment and intervention systems to support students regarding learning loss and their ability to get back on track.<br>    o Administer formative assessments and conduct grade level IDT meetings with teachers to establish an academic baseline for students; set EOY targets for growth; identify targeted interventions and supports; | • Audit classroom configurations to ensure maximum social distancing.<br>• Assign classroom seating to students at all times during the day. Any alternate seating or shared seating in reading nooks, group centers, and other areas will not be allowed.<br>• Limit physical interaction through partner or group work (unless accomplished through online interaction).<br>• When possible, establish distance between teacher and student desks.<br>• Restrict shared materials, (ex. manipulatives, classroom libraries, art materials, science materials) from classrooms.  When possible, leverage online materials.<br>• Develop schedules for instructional spaces (libraries, science labs, intervention rooms) that promote social distancing.<br>• Develop schedules and structures for specials classes:<br>    o Identify alternate spaces for scheduling large ensembles to promote social distancing.  Students in chorus or performing wind ensembles will be 12' apart.<br>    o Explore a combination of virtual and in person formats to accommodate large performing ensembles. |

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| | develop a collaborative plan for recovery of learning loss based on the specific cohort of students. <br>• Purchase additional materials as necessary and provide to schools. These materials include, but are not limited to books, computers, calculators, writing utensils, computer keyboards/headphones, and art supplies. Design instructional expectations that minimize the need to have multiple students sharing high touch materials to the extent possible. <br>• Develop instructional expectations for a Reduced Enrollment A/B Schedule as required by public health measures. In this format, educators will provide asynchronous "home learning" for students on alternate days. | o Conduct PE classes outdoors as weather permits. Students will remain 12' apart when conducting cardiovascular activities. As needed, transition to classroom-based health classes to accommodate weather requirements. <br>o Eliminate requirement for students to change for PE as well as use of lockers. <br>o Avoid high contact PE activities (mindfulness, Tai Chi, power walking, yoga). <br>o At the elementary level, deliver Art/Health/Music/Technology in the classroom setting to avoid student traffic. <br>• Design formats for faculty collaboration (Faculty Meetings, Team Meetings, IEP Meetings, Data Team Meetings, etc.) that promote social distancing or remain in a virtual format. |

## Special Education

| CSDE Requirements: | EHPS will: | EHPS Schools will: |
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| • 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. <br><br>• 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. <br><br>• 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 | • Implement 504/IEP requirements for identified students as appropriate as identified by the 504/IEP team. In a hybrid, blended model, EHPS will return to PPT process and amend the existing IEP accordingly. <br>• Treat students eligible for special education and other special populations as general education students first. Guidance and policies related to school reopening plans apply to all students, including students with special needs who qualify for individual education programs under the IDEA and accommodation plans for eligible students under section 504 of the Rehabilitation Act. If students with disabilities are unable to access the reopening plan as designed, facilitate individualized and alternative means of re-entry based upon student need, present levels of functioning, developmental levels, and student/parent input. Consider remote learning schedules if needed | • Implement 504/IEP requirements for identified students as appropriate as identified by the 504/IEP team. <br>• Individually 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. |

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| consider the student's developmental level and skills.<br>• 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. | | |

| English Learners (ELs) | | |
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| **CSDE Requirements:**<br>• 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.<br>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.<br>• 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.<br>• 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 | **EHPS will:**<br>• Implement district systems to ensure all schools maintain all educational opportunities for EL students.<br>• Communicate from a district level 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. | **EHPS Schools will:**<br>• Maintain all educational opportunities for EL students.<br>• 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. |

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| interpretation.<br>• 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. | | |

## Family and Student Engagement

### Family Support and Communication

| CSDE Requirements: | EHPS will: | EHPS Schools will: |
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| • Comply with all state and federal family engagement requirements (e.g., School Governance Councils and Title I requirements) during the COVID-19 pandemic.<br>• 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.<br>• Continue to engage with families and students as the reopening moves forward to ensure they are informed and have the ability to provide feedback.<br>• Make reopen plans available on the LEA website, accessible, and clearly identify the school liaison. | • Comply with all state and federal family engagement requirements (e.g., School Governance Councils and Title I requirements) during the COVID-19 pandemic.<br>• At the district level, 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.  (See Communications Plan)<br>• Continue to engage with families and students as the reopening moves forward to ensure they are informed and have the ability to provide feedback.<br>• Make reopen plans available on the LEA website, accessible, and clearly identify the school liaison.<br>• Develop support modules for families to better access and use technology products to promote student learning.<br>• Continue Parent and Student support via IT department regarding technology issues. | • Virtually implement School Governance Councils<br>• At the school level, 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. |

### Social-Emotional Learning (SEL) and Mental Health

| CSDE Requirements: | EHPS will: | EHPS Schools will: |
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| • 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.<br>• Prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements. | • Implement District SEL Program (Second Step/School Connect) through an explicit model of instruction for all students.<br>• Implement a comprehensive district-based plan to reengage all students, staff and families in the ReOpening process.  This plan includes strategies to identify and engage all populations as well as specific students that have been disengaged.<br>• Focus district professional learning on Trauma Informed Practices with an emphasis on equity, recovery and achievement.<br>• Prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements. | • Implement School SEL Program.<br>• Leverage support of Social Workers, School Psychologists, other related staff to support SEL implementation.<br>• Implement a comprehensive school-based plan to reengage all students, staff and families in the ReOpening process.  This plan strategies to identify and engage populations and specific students that have been disengaged.<br>• Implement Staff Wellness policies with emphasis on:<br>   ○ Self-Care<br>   ○ EAP<br>   ○ Employee Induction Programs<br>   ○ Mindfulness |

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## Staffing and Personnel

### Certification and Personnel Planning

| CSDE Requirements: | EHPS will: | EHPS Schools will: |
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| • 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.<br>• 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. | • Comply with all EEOC guidance as it impacts staff and ability to return to work.<br>• Negotiate MOAs with affected bargaining units for work rules and conditions.<br>• Develop comprehensive staffing plan to match needs of students and staff.<br>• Adhere to Federal Guidelines regarding leave and benefits.<br>• Adhere to Travel Advisory restrictions<br> ○ Require faculty to notify HR of travel plans in advance. | • Develop contingency plans to address staff absenteeism. |

### Professional Development

| CSDE Requirements: | EHPS will: | EHPS Schools will: |
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| • 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. | • 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.<br>• Plan ongoing trainings as changes occur in recommendations and public health data.<br>• Follow state guidance on Faculty Evaluation. | • Implement building based professional development plans. |

**EHPS ReOpening Plan**

Please note that the following documents have been consulted and or referenced in the development of the East Hartford Public Schools' ReOpening Plan. The EHPS ReOpening Plan also includes embedded links to one or more of the documents listed below.

- "**Adapt, Advance, Achieve**" **Connecticut's Plan to Learn and Grow Together** - Connecticut State Department of Education

- "**Reopen Connecticut**" - Rules for Operating Summer School during COVID 19 - State of Connecticut

- "**Preparing for a Safe Return to Classroom Learning**" - State of Connecticut

- **CT Learning Hub**- https://portal.ct.gov/SDE/Academic-Office/CT-Learning-Hub- State of Connecticut

- **Recommendations for Protections and Procedures Regrading Education and Connecticut's Public Schools** – Connecticut Education Association, CEA

- **"ReOpening Our Schools"-** East Hampton, CT Public Schools (DRAFT- Fall 2020)

- "**Stronger Together**" - A Guidebook for the Safe Reopening of California's Public Schools - California Department of Education

- "**Back to School RI**" - Reopening RI: Health and Safety Guidance - State of Rhode Island

- "**Guidance on Required Safety Supplies for Reopening Schools**" - Massachusetts Department of Elementary and Secondary Education

- "**Initial Fall School Reopening Guidance**" - Massachusetts Department of Elementary and Secondary Education

- "**Georgia's Path to Recovery for K-12 Schools**" - Georgia Department of Education

- **"Lighting Our Way Forward: North Carolina's Guidance on Reopening K-12 Public Schools"** – State Board of Education, Dept. of Instruction

- **K-12 Schools and Childcare Programs** - FAQs for Administrators, Teachers, and Parents - CDC.gov/coronavirus

- **Leveraging the Power of Social and Emotional Learning** - Available at https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf

- **The Center for Disease Control and Prevention** - https://www.cdc.gov/

- **Interim Guidance, The Role of the School Nurse in Return to School Planning-** The National Association of School Nurses

**EHPS Reopening Plan Documents (SY 2020-2021)**

**EHPS COVID-19 SCREENING PROTOCOLS**

**Self-Screening**: Students, staff and visitors are expected to self screen prior to attending/visiting school each day by checking to ensure that temperatures are below 100.4 degrees Fahrenheit and to observe for symptoms consistent with COVID-19 (Fever or chills, Cough, Shortness of breath or difficulty breathing, Fatigue, Muscle or body aches, Headache, New loss of taste or smell, Sore throat, Congestion or runny nose, Nausea or vomiting, Diarrhea).  Students, staff and visitors are asked to remain home if they are feeling sick, have any symptoms associated with COVID-19, or have had close contact with a person diagnosed with COVID-19.  Parents/Guardian's/Staff should contact the School Nurse and report the absence/reason for absence to the School Nurse.

**Entry/Daily Screening**: School staff will visually screen students, staff and visitors as they enter the school as well as throughout the day, consistent with the state and local health guidance.  This screen will consist of vigilant observation, watching for signs of fever, cough or respiratory distress.  Students, staff and visitors may be asked about COVID-19 symptoms within the last 72 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.  If a student, staff or visitor is observed to have the previously described symptoms, they must be directed to the School Nurse immediately.  Please note that temperature checks for students, staff or visitors at the point of entry will not be included based on the high likelihood of potential false positive and false negative results.

**Enhanced Screening**:  If a student, staff or visitor demonstrates COVID-19 symptoms, they will be directed to the School Nurse for enhanced screening.  At this point, the School Nurse will conduct a temperature check using a touch method thermometer. Caution will be taken by the School Nurse including wearing gloves, eye protection, and a mask.  Students, staff or visitors with a temperature greater than 100.4 degrees Fahrenheit will not be permitted in the school.  At this point, staff and visitors will be sent home and students will be required to be admitted to the School Isolation Room to wait for a parent pick up.

**Monitoring/Recording Health Data**:  For all enhanced screens conducted, the School Nurse will monitor and record screening information/data of students while complying with relevant health laws.  The School Nurse will monitor symptoms in students and staff that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus while complying with relevant health and privacy laws.  Appropriate data should be communicated to the EHPS District Level COVID-19 Health and Safety Compliance Liaison.

| **EHPS Reopening Plan Documents (SY 2020-2021)** |
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| **EHPS COVID-19 RESPONSE FOR SYMPTOMATIC STUDENT, STAFF AND VISITOR PROTOCOLS** |

1. Students, staff and visitors exhibiting COVID-19 symptoms (fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea) will be directed to report to the School Nurse for an Enhanced Screening process.

2. If the Enhanced Screening indicates a high probability of COVID-19 (ex. Temperature of over 100.4 Fahrenheit) students, will be directed to continue to wear a mask and wait in a supervised, Isolation Room through which others do not enter until the student can be transported home. If more than one student in the isolation area, physical social distancing will be maintained.

   If the Enhanced Screening indicates a high probability of COVID-19 (ex. Temperature of over 100.4 Fahrenheit), staff and visitors will be directed to leave the building immediately.

3. The School Nurse will have a plan for triaging students in the Health Office/Isolation Room, recognizing that not all symptoms are COVID-19 related. The School Nurse will advise parents of sick students that students are not to return until they have met CDC criteria to discontinue home isolation. Students with temperatures of over 100.4 Fahrenheit will be allowed to return 72 hours after a fever has broken, or with a note from their healthcare provider, or with a documented negative COVID-19 test. https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html

4. School Custodian will work with staff to determine spaces in the building that may have been directly impacted by the student, staff or visitor and immediately disinfect those areas.

5. There will be no COVID-19 testing of students at school. Local testing site information will be shared with families. The schools' nursing offices will monitor resting results of students once made available by parents/guardians, complying with relevant health and privacy laws.

| EHPS Reopening Plan Documents (SY 2020-2021) |
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| **EHPS RESPONSE TO A CONFIRMED COVID-19 CASE IN A SCHOOL PROTOCOL** |

1. If a student, staff member, volunteer, or visitor who has been present in school with a confirmed diagnosis of COVID-19 or was present in school within 48 hours of first exhibiting COVID-19 symptoms leading to a positive diagnosis, the School Nurse and the Building Principal will contact the Superintendent of Schools and the EHPS District Level COVID-19 Health and Safety Compliance Liaison. This communication should be made while maintaining confidentiality in accordance with FERPA, privacy expectations.
2. EHPS District Level COVID-19 Health and Safety Compliance Liaison shall notify the East Hartford Department of Public (EHDPH) immediately assess the risk of further transmission in the school.
3. Decisions will be made concerning:
    - CONTACT TRACING
    - CLOSURE, CLEANING
    - CONTINUITY OF EDUCATION and/or REOPENING OF SCHOOL
4. The decision to suspend or close a school (or the entire school district) will be made by the Superintendent or designee based on information and recommendation from the EHDPH as well as the State Department of Education.
5. In the case of a confirmed case of COVID-19 at a particular school, it is likely that the district will implement a short-term closure (2-5 days) or longer regardless of community spread as recommended by the CDC. This initial short-term dismissal allows time for the district to work with EHDPH to gain a better understanding of the COVID-19 situation impacting the school and develop a response plan.  In addition, this time allows for the district to evaluate to determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.
6. During closure, the school will be deep cleaned and fully disinfected in preparation for return to school.
7. In the case of a confirmed case of COVID-19 at a particular school, EHPS will notify school staff and parents regarding status of the illness while maintaining confidentiality in accordance with FERPA and privacy expectations.

| EHPS Reopening Plan Documents (SY 2020-2021) |
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| **EHPS COVID-19 DELIVERY MODEL SELECTION PROTOCOL** |

East Hartford Public Schools will reopen its school while monitoring the level of transmission of COVID-19 with the assistance of the State of Connecticut, the Town and the Department of Public Health.  Ideally, the town of East Hartford will remain in the "green" level with little or no community transmission. School schedules and/or protocols may be adjusted, should the community enter a "yellow" level with minimal or moderate community transmission.  If there is a substantial surge in local cases, the district or one or more schools will implement a Distance Learning Plan (DLP) model similar to that of the spring of 2020, based on guidance from the State of Connecticut and/or the Department of Public Health.

| EHPS Fall ReOpening Plan (Little or No Community Transmission) | EHPS Hybrid Learning Model (Minimal or Moderate Community Transmission) | EHPS Distance Learning Plan (Substantial Community Transmission) |
|:---:|:---:|:---:|
| Instruction is 100% in-person | Instruction is 100% in-person or a possible 50/50% Hybrid | Instruction is 100% Distance Learning |
| Daily attendance rates are monitored | Daily attendance rates are monitored and shared with local health officials | Attendance for Distance Learning is monitored based on participation from home |
| Teaching and reinforcing of healthy hygiene | Concentrated reinforcement of healthy hygiene | Communication to home on healthy hygiene practices |
| Prevention measures in place | Heightened prevention measures in place | Strict prevention measures in place for essential personnel |
| Social distancing in place | Heightened social distancing in place with limitations in activities/events | Quarantine measures in place |
| Group gatherings/events limited; all events require approval | Group gatherings/events postponed | All group gatherings/events canceled |
| Remain prepared for Distance Learning while learning is in-person at school | Active Preparation for Distance Learning and/or short-term school dismissals resulting in possible Distance learning for two-week periods | Continued engagement in Distance Learning during extended school dismissals and/or closures for long periods |
| Clearning and disinfecting in place | Intensified cleaning and sanitizing in place | Classroom and buildings sanitized and shut down |
| Regular communication with local health officials | Coordination of closure with local health officials | Order of closure from local health officials and/or Executive Order for closure from Governor's Office |
| Daily attendance rates monitored | Daily attendance rates monitored and shared with local health officials | Attendance for Distance Learning is monitored based on participation from home |

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