

Andover Elementary School

REOPENING PLAN



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Andover Elementary School would like to provide a special thank you to our dedicated and diverse Reopening Committee composed of parents, Board of Education members, the school nurse, teachers, paraprofessionals, facilities and technology staff, administrators, and office staff. Thank you to all of our dedicated families and community partners and the countless other individuals who have offered support, structure, and resources during our prolonged building closure. Thank you to everyone who completed surveys and sent their ideas and questions along the way. We look forward to a healthy and productive start to the 2020-2021 school year.

Reopening Committee Members

Valerie Bruneau	Superintendent
John Briody	Principal
Holly Maiorano	Director of Special Education
Karen Zito, R.N.	School Nurse
Rosemary Crandall	School Secretary
Laura Edwards	Business Manager
Anne Merry	Food Service Manager
Beth Pratt	Coventry Food Services Director
Robert Miller	Eastern Highlands Health District Director
Steve Campbell	Head Custodian
Brian Steiner	Custodian
Amanda Beloin	Teacher
Kirstina Frazier	Teacher
Jennifer Hebert	Teacher
Lisa Hopkins	Teacher
Melissa Loteczka	Teacher
Jennie Morrell	Teacher
Linda Hadley	Paraprofessional
April Lionberger	Paraprofessional
Chatham Mullins	Paraprofessional
Linda Stallone	Paraprofessional
Susan Parvenski	School Psychologist
Cheri Rivard-Lentz	School Social Worker
Marianella Chalfant	Parent
Katrina Clate	Parent
Dan Foran	Parent/Board of Ed Member
Louis Mendoza/Claudia Sierra	Parents
Sheila Patrizz	Parent
Kevin/Jessica Smith	Parents
Kristen Solloway	Parent

Introduction

When Andover Elementary School closed in March, 2020 due to the COVID-19 pandemic, we immediately realized that education in our school would look very different. This reopening plan was developed based on the *'Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together'* publication released on June 29, 2020 and the Plan for Reimagining CT Classrooms for Continuous Learning released June 25, 2020 by CSDE. Our district plan was developed and supported by our Administrators, our Safe School Climate and Wellness Committee in collaboration with our School Nurse, our Teaching staff (certified and non-certified), and our Special Education Director. Our plan was developed in consultation with our local health officials to ensure the safety of all involved. This document will serve as guidance to allow ALL students and staff access to learning while we maintain safety as our first priority.

This document presents a number of strategies and considerations for school systems as communities move forward together to embrace the new normal of conducting school operations during and after the COVID-19 pandemic. Reopening and re-entry into school buildings is dependent on the trends and key data points referenced by the Governor and the CDC guidelines.

As Connecticut schools plan to reopen, the guidance and considerations outlined in this document are grounded in six guiding principles from the *Adapt, Advance, Achieve* plan:

- Safeguarding the health and safety of students and staff;
- Allowing all students the opportunity to return to school full time starting in the fall;
- Monitoring the school, students, and staff, and when necessary, potentially canceling classes in the future to appropriately contain COVID-19 spread;
- Emphasizing equity, access, and support to the students and communities that are emerging from this historic disruption;
- Fostering strong two-way communication with partners such as families, educators, and staff; and
- Factoring into decisions about reopening the challenges to the physical safety, social emotional well-being, and the mental health needs of our students when they are not in school.

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Main Operational Considerations

	<p>Cohorting:</p> <p>Emphasize grouping students by the same class/group of students and teacher (into a cohort) so each team functions independently as much as possible.</p>		<p>Transportation:</p> <p>Plan for buses to operate close to capacity with heightened health and safety protocols, including requiring all students and operators to wear face coverings and the presence of bus monitors. Plans must be developed to activate increased physical distancing protocols based upon community spread.</p>
	<p>Physical Distancing and Facilities:</p> <p>Review building space and reconfigure available classroom space, such as gymnasiums and auditoriums, to maximize physical distancing, consistent with public health guidelines in place at that time.</p>		<p>Face Coverings:</p> <p>All staff and students will be expected to wear a protective face covering or face mask that completely covers the nose and mouth when inside the school building, except for certain exceptions, including when teachers are providing instruction. Mask breaks will be made available throughout the day.</p>

This document addresses a multitude of topics. In addition, a FAQ will be posted for quick reference on our website, www.andoverelementaryct.org. *We all want students and educators to feel comfortable and safe returning to school environments.*

Student Expectations



Stay home if you feel ill.

Students must stay home if they are feeling sick, have any symptoms consistent with COVID-19, or have had close contact with a person diagnosed with COVID-19. We understand that childcare may be an issue, but for the protection and safety of all of our students and staff, it is vital to be respectful of this.



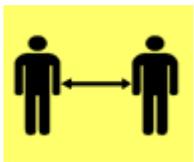
Morning health check by parents required.

In order to prevent transmission among the school population, parents are instructed to screen students before leaving for school. Check to ensure temperature is below 99.5 degrees Fahrenheit & observe for symptoms associated with COVID 19 outlined by public health officials. Please be advised that AES students/staff will have temperatures checked upon arrival to school.



Face coverings or masks required.

Students must wear face coverings or masks that completely cover the nose and mouth while inside the school and on the bus, with exceptions only for those students for whom it is not safe to do so due to medical conditions. "Mask Breaks" will be provided during the day. Parents will be responsible for providing students with face coverings or masks. Schools will have backup disposable masks available for students who forget them.



Physical distancing required.

Students must maintain physical distancing to the greatest extent possible. Students are expected to practice physical distancing when entering and exiting the building, in classrooms, and moving throughout the school. Sharing of school supplies and materials will not be allowed.



Frequent hand washing or hand sanitizing expected.

Students must engage in frequent hand washing or sanitizing upon arrival, before and after meals, before and after recess, after bathroom use, after coughing or sneezing and at other times as requested.



Students may not change buses.

Students will be expected to ride the same bus to school in the morning and the same bus to home in the afternoon every day. Face coverings or masks should be in place prior to entering the bus.

Parents are strongly urged to drive their children to school each day.

Adult Expectations



Stay home if you feel ill.

Teachers, staff, and volunteers must stay home if they are feeling sick, have any symptoms consistent with COVID-19, or have had close contact with a person diagnosed with COVID-19.



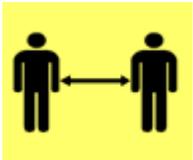
Morning self-screening required.

In order to prevent transmission among the school population, teachers, staff, and volunteers are instructed to self-screen before leaving for school. Check to ensure temperature is below 99.5 degrees Fahrenheit and observe for symptoms associated with COVID 19 outlined by public health officials.



Face coverings or masks required.

Teachers, staff, contractors, delivery personnel and volunteers must wear face coverings or masks that completely cover the nose and mouth while inside the school, with exceptions only for those for whom it is not safe to do so due to medical conditions. "Mask Breaks" will be provided during the day. Teachers will be allowed to remove masks during direct instruction with permission and greater physical distancing. Schools will have backup disposable masks available for teachers, staff, and volunteers. Plexiglass barriers will be installed in the main office.



Physical distancing required.

Teachers, staff, and volunteers must maintain physical distancing to the greatest extent possible.



Frequent hand washing or hand sanitizing expected.

Teachers and staff must engage in frequent hand washing or sanitizing upon arrival, before and after meals, coming in from recess time, after bathroom use, and after coughing or sneezing.

Executive Summary

The purpose of Andover's Reopening Plan is to provide families and staff details regarding our reopening of schools and our plans for Distance Learning. Distance Learning will be available for the foreseeable future as a choice for students not in attendance at school during the COVID-19 Pandemic, and potentially for all students, if we fully close schools or shift to a hybrid opening at a later date. Based on current COVID-19 infection data, our plan is to fully open school for the 2020-2021 school year.

Operational SafeGuards

- Duct cleaning and sanitizing of all rooftop HVAC units has been completed.
- Rooftop ventilation fans were adjusted for increased air circulation within classrooms and throughout the building.
- Water fountains in the hallways will only operate with a touchless bottle filler feature.
- New soap and towel dispensers have been installed in bathrooms and classrooms.
- AES is planning for staggered arrival and dismissal procedures using the upper and lower driveways and multiple drop-off and pick-up locations that are in close proximity to student classrooms minimizing hallway traffic.
- Physical distancing will be maximized to the extent feasible.
- Masks are required for all staff and students under the CT Department of Education guidelines.
- Classes will act as cohorts.
- Bus Monitors will enforce mask wearing and monitor physical distancing on the bus.
- Community activities after hours will be restricted at our school.
- Increased cleaning procedures have been implemented to continuously clean high touch surfaces.

Monitoring of Illness

- Students and staff will do self-monitoring for COVID-19 symptoms prior to coming to school.
- Students and staff who are ill will be required to report their illness and symptoms to the health office for illness monitoring.
- Students exhibiting COVID-19 symptoms will be isolated and monitored by a medical professional until they are picked up from school (within one hour).
- In the event of a confirmed COVID-19 case in our school community, we will notify Eastern Highlands Health District and follow their recommendations.
- In the event of a confirmed COVID-19 case in our school community, we will notify all families and staff and follow the recommendations from Eastern Highlands Health District.

Closing Procedures

- In the event of a confirmed COVID-19 case in our school community, we will likely fully close school for 2-5 days to identify those students and staff who will need to quarantine at home.
- After the 2-5 day closure, we will follow the recommendations of Eastern Highlands Health District to either remain fully closed, open under Hybrid Learning, or reopen fully.

Distance Learning

- Distance Learning will be available during the COVID-19 Pandemic for any family at any time for grades K-6.
- Distance Learning that began in the spring of 2020 will be enhanced in the following ways:
 - Hard copy resources will be made available through family curbside pick-up as needed

- Live video instruction, archived for later viewing, will be implemented to the extent feasible while respecting student privacy laws and employment contracts.
- A mixture of synchronous and asynchronous instruction will be made available to students. This is explained further in the appendix under Distance Learning.
- Academic virtual tutoring will be provided to the extent feasible
- Distance Learning for all students (Pre-K -6) will be implemented if schools are fully or partially closed.
- The strategies staff chooses to implement during Distance Learning may be dependent upon staffing levels due to illness and/or the number of students utilizing Distance Learning at any given time.
- Students who participate in Distance Learning will be eligible for meal pick-ups from the school.

Training for Staff and Students

- Safety training videos will be provided to staff and students prior to the start of school.
- In-person training for students will be provided during Orientation/Meet and Greets prior to the first day of school.
- In order to accommodate training for staff, students and families, our school calendar will be modified by adding three professional development days (September 2-4, 2020).
- Students and their families will be given the opportunity to visit the school during the week of August 31 to see the classrooms, meet their teachers and learn the new procedures. A separate invitation will be sent in August.
- The first day of school for all students will be September 8, 2020.

It is quite possible that information or recommendations for the reopening of school will change and this plan will be updated before the school year begins. If that is the case, we will share a revised plan with the school community promptly. We continue to welcome feedback and invite people to send us ideas and questions.

ReEntry Plan

PRIORITIES

Fall Reopening Model

Andover Elementary School plans to have all students return in the fall of 2020 for full time instruction. Plans being presented include (1) Full Opening, (2) Partial Opening, and (3) Distance learning for all students. Andover Elementary School has designated two (2) employees as the Health & Safety Liaison, John Briody, Principal, and Karen Zito, Andover Elementary School Nurse. Nurse Zito will take primary responsibility for health and safety requirements and that communication.

In planning for the reopening of Andover Elementary School, it has been essential to envision the safest environment and the highest quality instruction for the school community. Based on guidelines provided to school districts from the Connecticut State Department of Education and the State of Connecticut, **Andover Elementary School is currently planning for a “full, safe, and appropriate” reopening of our schools in the fall of 2020.**

- A “full” reopening refers to the desire to have all students and all staff return in the fall for a full-length traditional day of school with necessary modifications given the pandemic.
 - A “safe” reopening refers to adherence to expectations and guidelines from the State of Connecticut, the CDC, the local health officials (Eastern Highlands Health District), and other sources that will be in place to ensure that the school’s environment supports learning during this time of COVID-19.
 - An “appropriate” reopening refers to high standards of academic achievement along with social and emotional supports that are expected to be in place for the school and all students.
 - A central belief in reopening is that the children of Andover need to be connected in person once again to our school’s academics, activities, arts, and athletics led in person by their teachers. As school reopens in the fall, the plan is to phase in all aspects of school life in the safest and most appropriate manner.
- Students will return to school for full-time instruction at the beginning of 2020-2021, accessible to the full student population, so long as public health data continues to support this model. This model will be supported with more intensive mitigation strategies and specific monitoring, containment and class cancellation plans.
 - In addition to a full-time instruction plan as indicated above, we will be prepared to modify our plans to support a partial reopening or to allow for scaling back at a future date if the public health data changes. This is detailed later in this document as our Hybrid Operating Plan.
 - As the Reopening Committee created this plan, we identified gaps and developed action plans (detailed throughout this plan) for reopening that specifically address inclusion, equity, and access for all learners with strategies and clearly defined action steps.

AES Continuum of Learning Plans

1. **In-Person Learning**: In-person learning will take place throughout the school building in 14 homerooms. Each homeroom will serve as one cohort group. Classes will be held daily on our regular schedule of 8:30 AM until 3:00 PM.

2. **Hybrid Model**: The Hybrid Model will reduce the number of students who attend school by one half due to the increased spread or potential risk of increased spread of the virus. A decision regarding the implementation of the Hybrid Model will be made by Andover and Region 8 school administrators with guidance from the Eastern Highlands Health District, Chatham Health District, DPH and CSDE. The Hybrid Model is designed for alternating day instruction using A and B days on a rotating basis. Half of the students will attend on the A days and the other half of the students will attend on the B days. When students are not in school, they will have assignments to complete that have been provided by their classroom teachers and will be due on the day that they return to the classroom. Each student will be in school for 2 days per week and home for three days per week based on a regular five day school week. A master calendar will be completed for Andover and Region 8 schools and students so siblings in RHAM Middle and High School will follow the same schedule. Please see the graphic representation below:

A-B Days (Students go to school on alternate days) - A complete A-B Calendar will be developed with RHAM/Region 8 - An example is provided below:

Monday	Tuesday	Wednesday	Thursday	Friday
Student Group A	Student Group A	A&B Groups home; Distance Learning	Student Group B	Student Group B

3. **Distance Learning**: The Distance Learning Model will be implemented if health risks dictate that we need to close the school for a period of time. This closure could be for as short as 2-5 days or for as long as an indefinite period of time depending on the severity of risk and intensity of spread of the virus. All students will receive Distance Learning instruction during this period of closure from their classroom teachers as described in detail in the appendix.

Temporarily Choosing Not to Participate

A Distance Learning option will be offered to families who elect to keep their children home from school. Certified staff will facilitate lessons and deliver instruction to the greatest extent possible that is aligned with classroom instruction and grade level standards. Students will be held accountable for participation in these learning tasks and will be assessed as appropriate. Families may choose to send their children back to the classroom at any time during the Distance Learning period as long as classes are being held in the school building. An individualized distance learning program may need to take place for students due to a quarantine, illness or other medical concern. Again, this plan would be temporary and once the student is able to return, a reentry plan would be discussed.

Under CT General Statute 10-184, families may opt to home school their children as a personal choice. If this choice is made, they will be required to complete specific paperwork to dis-enroll their children, and their children will not be eligible for Distance Learning as offered by the Andover School District. The family will be asked to submit a Notice of Intent, and will be solely responsible for providing all instruction and materials, and for the development of their

children's entire learning program. Since this choice is not temporary, a student would have to be re-enrolled in the Andover School District to receive services again.

We are requesting that families notify us before August 7, 2020 of their plans to either send their children to school or to keep them home for distance learning.

School Liaison, Communication Plans, and Data Collection

- The Superintendent of Schools has appointed Karen Zito, R.N., as Andover's COVID-19 Health and Safety Compliance Liaison.
 - The Liaison, along with the Superintendent of Schools, will engage with students, parents, faculty, staff, and administrators to answer questions about the health & safety requirements set out in this document and address questions about compliance.
 - The Liaison, along with the Superintendent of Schools, 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 Eastern Highlands Health District.
- A number of communication vehicles will provide timely updates related to policies and protocols to staff, students, and families. Andover Elementary School will primarily utilize School Messenger to communicate with families and email to communicate with staff, and will continually update the school website. School Messenger also features text and telephone communication in addition to email.
- Plans will be available in relevant languages of families in the community, as well as accessible to those with visual and/or hearing impairments.
- As plans develop and evolve, Andover Elementary School will provide two-way communication with our 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.
- Updates to our school community with any time critical information regarding policies, protocols, and/or health data changes will be provided promptly, including any changed policies, need to cancel classes, or other changes or restrictions via School Messenger and our district webpage.
- Plans will be easily accessible, including but not limited to, being visible on the main landing page of our school website.
- Gathering information from families prior to reopening has been prioritized in Andover. Information has been gathered via surveys, e-mails, and phone conversations. This information has been invaluable in helping our Reopening Committee in planning for reopening our schools.

OPERATIONS

Facilities

- Physical distancing will be practiced whenever feasible, with six feet of space between students and student workstations.
- Other facilities within the school will be used so that students can be properly spaced and spread out, including the gymnasium, cafeteria, and media center. Unoccupied classrooms will be prepared to serve as instructional spaces for smaller groups as needed.
- Prior to school opening, staff development days will focus on new protocols for certified and non-certified staff (prior to the beginning of students entering the building). Such training will include physical distancing, hygiene, and cleaning practices. These protocols will be shared with families.
- Substitute teachers and other substitute staff members will be trained in special sessions prior to the start of school.
- During the summer, the Reopening Committee surveyed families and staff to gather data related to their perspective, comfort level, and intent to attend school in-person in the fall of 2020.
- Building space has been reviewed and configured in such a way to maximize physical distancing, consistent with current public health guidelines.
- All school environments have been reviewed and planned to maximize physical distancing. We will maximize physical distancing between student workstations in classrooms, achieving 6 feet when feasible.
- Other available spaces within our school building have been considered, and will be repurposed for instruction in school, as needed. Specifically, Music and PE classes will be held outdoors whenever feasible and Art, Spanish, Library Media and Technology will be instructed within the cohort classrooms.
- Space between the teacher and students has been maximized beyond 6 feet and will include plexiglass due to the risk of increased droplets from teachers during instruction. Teachers will have the ability to remove masks for instructional purposes with these safeguards in place.
- Excess furniture and rugs have been removed from classrooms to maximize physical distancing.
- Students and staff will access classroom sinks for handwashing, otherwise hand sanitizer will be available.

Facilities: Signs and Messages

- Signs and floor markings will display and illustrate social/physical distancing and everyday protective measures within classrooms, bathrooms, hallways, and shared spaces.
- All signs and messages related to stopping the spread will be accessible and highly visible for all students and are in languages appropriate for the school population.
- Regular announcements related to stopping the spread will be communicated to students, staff, and families and will be included in our daily announcements.

Facilities: No-Touch Usage

- The school has been reviewed to maximize no-touch usage in the building. For example, doors within the school building will be propped in accordance with fire and safety codes, and updated touch-free sinks are in each of the main bathrooms.
- Three hallway water fountains will only operate the touch-free bottle filler feature. Students will be encouraged to bring a water bottle from home labeled with their name to be used throughout the day. Water bottles will be available for any students who request one.

Facilities: Training Related to Facilities

- Training materials for all staff, students and families have been discussed, identified, and will be developed. These materials will be shared with students and families and will include viewable videos and content related to health and safety protocols.
- Training will be provided and communicated prior to the first day of classes.
- Trainings include, but are not limited to the following topics:
 - ***** Wearing a Mask *****
 - Why your child needs to bring a mask.
 - How to wear a mask.
 - Mask laundering.
 - Mask breaks.
 - How to wear a field shield (if possible).
 - ***** Physical Distancing *****
 - Sitting in the classroom.
 - Number of kids per room.
 - physical distancing during recess (playground).

- Getting on and off the bus.
- Getting dropped off/picked up by a parent.
- Walking the halls.
- Going to the restrooms.

- ***** Cleaning Protocols and Hygiene Protocols *****
 - During the day.
 - Before/after surfaces used by other cohorts.
 - Frequently touched surfaces (i.e. railings).
 - Cleaning the facilities after school.
 - Playground equipment

- ***** Meals *****
 - Ordering meals.
 - Delivering Meals.
 - Consuming Meals.

Daily Operations: Class Groupings and Teams (Cohorts)

- Connecticut's '[Adapt, Advance, Achieve](#)' reentry document strongly encourages using a cohorting strategy in grades K-8.
- The purpose of a cohorting strategy is to limit the number of students who are exposed to or may be diagnosed with COVID-19 if there is a community transmission in our school. Maintaining stable cohorts helps to mitigate the risk of spreading COVID-19.
 - A 'cohort' is defined as a group or team of students and educators with consistent members that stay together throughout the school day. Each homeroom will represent one cohort.
- Andover's school principal has led the effort to establish a stable cohorting model in close collaboration with our district Reopening Committee. Cohorts are not based upon any specific demographic or disability criteria. Mixing of cohorts has been restricted, paying particular attention to eating times, staggered hallway passing times, and recess.
- Mixing of cohorts is restricted. When cohorts may have contact (e.g., hallways, recess, arrival/dismissal), safety precautions have been maximized, including monitoring face covering usage, hand washing, and sanitizing between cohorts.

At AES, we will:

- Establish stable cohorts:
 - Assign cohorts to specific entry & exit locations.
 - Assign cohorts to specific bathrooms.
 - Individual clips will be used to indicate that a student is out of the classroom (only one

student allowed in the bathroom at a time).

- Create a schedule for shared locations (outside space for recess or class time).
- Consider additional picnic tables.
- Use the pavilion, gazebo, purchase canopies/tent for bad weather.
- Create a system for cohorting & logging for potential contact tracing (Eastern Highlands Health District will assist):
 - Watch for interactions between cohorts.
 - Remind parents of symptoms to look for and the importance of keeping sick children home and notifying school of illness with students and/or family members. This information will be helpful in terms of notifying other members of the cohort.
- Educate EVERYONE on the value of cohorts (staff, students, families):
 - Post signage within our building (“slogans”).
 - Print information in Principal’s Sunday Scoop weekly newsletter regarding the importance of cohorts and awareness of limiting the mixing of families/kids outside of school.
 - Educate and remind families and students about safety precautions - wearing masks, physical distancing, handwashing, covering nose/mouth for sneezes/coughs, symptoms to look for and/or be concerned.
- Restrict mixing of cohorts:
 - Lunches/specials occur only within cohorts - and are held in classrooms.
 - Minimize the mixing of cohorts on buses by using the list of students who are planning to use bus transportation (parents are strongly encouraged to transport their own children to school).
 - Display arrows on floors to designate foot traffic patterns.
 - Block off sections of the cafeteria for staff members to have an “office” area/lunch area.
 - Schedule staggered arrival/dismissals - students will proceed directly to classrooms. Students arriving by car will be dropped off following a specific traffic pattern between 8:15 and 8:30 AM. Students who are riding the bus will be dropped off between 8:30 and 8:40 AM. Parent pick-ups will be from 2:45 until 3:00 PM and buses will pick up at 3:00 PM.
 - Drop-offs and pick-ups will take place in various locations to minimize the number of cohorts using any entrance/exit. There will be three building entrances/exits on the upper level for students and three entrances/exits on the lower level based on classroom locations. Each drop-off and pick-up location will be supervised by AES staff members.
 - A school map will be distributed to define student drop offs, pick-ups, entrances and exits.

- Assign groups with teams of teachers/specials teachers/support staff:
 - Plan for consistent non-homeroom teacher staff assignments and their posts for doorway entry/exit duty. Non-homeroom teachers include special area teachers, special education teachers, curriculum specialists, etc.
 - Non-homeroom teachers and support staff will be assigned to the same daily duty responsibilities in order to avoid mixing of cohort groupings.
 - Paraprofessionals will be assigned to a specific cohort
- Notify the families of the cohorts to allow for families to schedule other activities such as carpools:
 - Notice to parents - recommend limitations to mixing of families/children outside of school to only those within their cohorts using:
 - Sunday Scoop
 - Meet & Greet
 - Additional Q&A sessions with parents
 - Teachers will request permission from families to share a contact information list of all students in class/cohort.
- When possible, teachers will visit cohorts in their regular classrooms, rather than cohorts traveling to other areas within the school:
 - Extra precautions will be provided for those who travel to multiple cohorts (gloves, plexiglass shields).
 - Special services teachers will pick up students being serviced to travel to their work space and will ensure that proper precautions are taken such as face masks and hand-washing upon entering the room.
- Maximize safety precautions (mask use, handwashing, plexiglass shields in areas that are used by more than one cohort (sanitizing between use).
- Students will be allowed breaks from wearing masks under the following situations:
 - Physical Activity Outside
 - Eating Lunch
 - Scheduled Breaks Throughout the Day
 - Outdoor Learning with Appropriate Distancing
- Students will only leave the cohort to access restrooms, the health office or special education/related services. Teachers will otherwise travel to students.
- Hallway Bathrooms: Classrooms will utilize 2-4 large, 2" x 6", magnetic hall passes per classroom. Magnetic

boards will be stationed outside each restroom for students to attach a pass, indicating it's in use. Upon arrival back to the classroom, the "pass" is sterilized with a cloth wipe by either the teacher, para or student (depending on their age).

- Signs will be installed inside every restroom giving hand washing directions and protocols for the restroom.
- Teachers may only send one child per bathroom at a time to avoid physical contact within the bathrooms.
- Hand sanitizers will be placed outside every restroom for use prior to students using the bathroom.
- Cleaning of restrooms will increase to 3 x day, morning (before school), noon, and after school.

Daily Operations: Outside Time and Playgrounds

- Andover's Reopening Committee has assessed ways to minimize student and staff exposures from playground and fitness equipment use. These efforts include, but are not limited to: (a) ensuring specific cohorts use equipment at the same time; (b) hand washing and/or hand sanitizer before and after use; and (c) ongoing enhanced cleaning and disinfecting procedures to equipment.
- Recess times will be staggered to minimize cohort mixing.
- Playscapes may not be completely cleaned and sanitized after each use, so handwashing and the use of hand sanitizer will be ensured after students access the playscape.

Daily Operations: Other Individuals Entering the School Building

- Restrict non-essential visitors and volunteers.
- Visitors will wait in the lobby for 15 minutes to have their temperatures taken before they are allowed past the main office. A temperature above 99.5 will exclude visitors from entering.
- No after school clubs will be allowed in school space at this time.
- Virtual meetings to be held whenever possible (i.e.: PPT, 504, SRBI, PTA, Board of Education).
- When it is necessary to hold evening meetings in the building, CDC Guidelines will be adhered to. Meetings will be held in larger spaces like the cafeteria (which is not being used by students during COVID-19) to allow for physical distancing. Masks will be required and hand sanitizer will be made available upon entering.
- All Service/Maintenance Calls will be scheduled for after school hours, during school vacations, or holidays, except when emergency service is warranted.
- **Student Pick-Up (Sick):** The student will be walked to the exit closest to the upper or lower level health room by health room staff whenever possible. If parent entry is unavoidable, all CDC Guidelines will be

followed and foot traffic will be limited.

- **Before and After School COOL Childcare Program:** Program will follow the same CDC Guidelines as in-school learning. Placing students in cohorts is strongly encouraged. Align with school cohorts whenever possible. Physical space allocated to the COOL Program will be limited, using the gym only. Parents will be restricted from entering the building both at drop off and pick up.

Child Nutrition

Child Nutrition Requirements:

- 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.

Plan Information:

All of the above requirements are currently in place and will continue in the future. The below response to the guidance recommendations is based on what we currently know at this time and what we feel will work best for ensuring that all students have safe access to a variety of healthy and nutritious meals every day while preserving financial resources.

- **On-site Meal Service** (for students while in school) meal distribution method(s):
 - Classroom delivery model with meals being pre-plated/bagged, placed on carts, distributed to classrooms, and accounted for by food service staff.
 - Staff trained in proper accountability in regards to federal funds.
 - Staff trained in HACCP/Food Safety procedures.
 - Staff trained in Civil Rights.
 - Lunch options will be minimized in order to assist with the efficiency of meal distribution.
 - Offer one hot meal and one cold meal daily.
 - Monthly menu of hot meal choices.
 - Cold meal to alternate between yogurt plate and slider sandwiches.
 - Pre-order online (either daily or weekly).
 - Meal sign-up in the classroom - must include student name, meal and milk choice, and be delivered electronically.
 - Regular meal pricing will apply.

- Parents are encouraged to apply for free and reduced price meals.
- Parents are encouraged to prepay for meals on their students' account utilizing the www.myschoolaccount.com portal to reduce the physical handling of cash and checks.
- If parents need to send cash or checks with their students, they should be in an envelope labeled with their students' name and homeroom.

- **Breakfast Service:**

- Families may preorder breakfast meals, which would then be delivered to the classrooms, or students will be able to order breakfast once in the classroom, to be delivered by food service staff.

- **Financial Considerations:** Food, supply, and labor cost will be closely monitored, and strong meal accountability procedures will be put in place to maximize state and federal meal program reimbursements and funding. Supply costs will be higher with the addition of disposables for meal service.

- **Cleaning and Sanitation:** Updated local health department regulations and safety protocols, including standard operating procedures for sanitation will be implemented for the kitchen and alternative meal distribution locations.

- **Communication with Families:** School Messenger will be used to communicate any necessary information or changes in meal program distribution to families. Food Services website and social media sites will be updated with important meal program information as needed.

- **PPE:** Masks, gloves, and face shields will be used when required by food service staff.

- In the event of school closure or implementation of our Hybrid Operating Plan, we will serve meals to the extent feasible using the same protocol utilized during the spring closure and this past summer.

Transportation

Low Transmission Risk

- Buses will operate up to full capacity while following all health and safety protocols. Windows will be open or increased ventilation for as long as weather permits. AES bus monitors will ride to insure proper bus procedures and protocols are followed.
- All passengers will wear a face mask before boarding the bus and throughout the trip. (Extra masks will be available.)
- Seats will be assigned based on the route, seating siblings together, and will load from back to front. Absolutely no moving or changing of seats will be allowed. We will provide as much space as possible between seated passengers (alternate/diagonal seating). Buses will unload in a controlled manner upon arrival at the school from front to back by seat. Seating will be planned with classroom cohort groups in mind.
- Signs will be posted on the bus illustrating proper/safe bus behavior.
- Parents are encouraged to transport their own children.
- To ensure adequate spacing on the bus, no transportation will be provided for pre-k students, unless mandated by a student's IEP.

Moderate Transmission Risk

- All protocols for Low Transmission Risk will continue to be followed.
- Re-assess protective strategies based on increase of community transmission, however, with our potentially low number of bus passengers, our initial plan may be sufficient for moderate status as well.
- Capacity will be reviewed if transmission risk increases. Will reduce capacity if necessary and will insure non-family members are spaced at least 6 feet apart.
- Andover Elementary School will continue to work with our transportation providers to ensure appropriate protective strategies for bus transportation are upheld. These strategies align with the tiered transportation system established by the Department of Public Health (DPH), which was developed to assist school districts define the decision-making approach applied from day-to-day and week-to-week.

This three-tiered system includes three transportation levels: “**Safe Status**, **Low Status**, and **Moderate Status**.”

		
<p style="text-align: center;">Safe Status</p>	<p style="text-align: center;">Low Status</p>	<p style="text-align: center;">Moderate Status</p>
<p>Bus transportation can operate with no restrictions</p>	<p>Bus transportation can operate up to full status with mask requirements and loading and unloading restrictions</p>	<p>Bus transportation can operate with seating and spacing restrictions, mask requirements, and loading and unloading restrictions</p>
<p style="text-align: center;">Low Transmission Risk</p> <ul style="list-style-type: none"> • Plan to operate at full capacity or close to while maximizing health and safety protocols. • Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus. • Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat. 	<p style="text-align: center;">Low Transmission Risk</p> <ul style="list-style-type: none"> • Plan to operate at full capacity or close to while maximizing health and safety protocols. • Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus. • Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat. 	<p style="text-align: center;">Moderate Transmission Risk</p> <ul style="list-style-type: none"> • Plan to operate at significantly reduced capacity while maximizing health and safety protocols. • Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating. • Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus. • Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat.

- Bus monitors will be on all buses to the extent feasible to start the 2020-2021 school year. This will continue if deemed necessary for student safety.
- Students observed to have COVID-19 symptoms will be isolated on the bus to the extent feasible. The bus driver will contact the school and the school nurse will meet the bus upon arrival.
- Bus drivers will wear masks and have disposable masks available for students upon boarding the bus.
- Buses will be disinfected between student runs by the bus company.
- DATTCO's full safety and cleaning specifications are included in the appendix.

HEALTH PRACTICES AND PROTOCOLS/HEALTH MONITORING PLAN/CONTAINMENT

- All students, staff, parents, substitutes and visitors (the school community) will be required to wear face masks that cover their mouths and noses, unless they have a medical exemption, or face shield. The face shield will go below the chin, to the ears on each side with no gap between the forehead and the headpiece. Disposable masks will be available on the bus and at the school doorway for students and staff that come to school without one.
- Nursing staff will wear N95 masks if there is a potential COVID-19 case.
- A medical exemption form is included in the appendix. All students and staff with medical exemptions are strongly encouraged to discuss medical exemptions with the school nurse to ensure individual safety within the building/grounds.
- The school community will receive ongoing training on the new policies and protocols and health practices to prevent the spread of disease. Training will be age appropriate and will be posted on the school website. The training will be provided by the school nurse and will be reinforced by the principal and staff, following the CDC guidelines.
- Training in standard public health practices used to prevent the spread of diseases will include, but will not be limited to:
 - physical distancing,
 - frequent hand washing with soap and water and use of hand sanitizer,
 - washing hands before leaving home, sanitize as you get on the bus, when entering the classroom, before and after preparing or eating food, before and after recess, after blowing your nose or touching your face and after using the bathroom, or touching a common surface,
 - use of face coverings that completely cover the nose and mouth, benefits of masks, expectations of masks while in school, and proper usage,
 - use of face shields,
 - respiratory and cough etiquette,
 - enhanced cleaning/disinfection of surfaces,
 - recognizing symptoms, transmission, and preventions of COVID-19, and when to stay home.
- Training to be repeated as needed.

- Andover Elementary School will 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, and no-touch/foot-pedal trash cans. Soap and water will be encouraged over the use of sanitizer.
- Signage will be added in the hallways, classrooms and entryways that shows proper use of a mask and face shield.
- Signs will be posted by handwashing stations that show proper handwashing, i.e. scrubbing with soap for at least 20 seconds, drying hands, and disposing used tissue/towels into the trash. Signs will also show scrubbing with hand sanitizer for 20 seconds, until hands are dry.
- Signs will be posted by entrances with a list of COVID-19 symptoms urging those with symptoms to stay home.
- All physicals and immunizations must be up to date for all new students. The school nurse will monitor for changes and updates from the State of CT Requirements for Immunizations and Health Assessments. When appropriate, the school nurse will work with those who require a medical appointment for compliance.
 - State screenings will be delayed until approved by state guidelines.

Health Monitoring Plan

Protocols for Monitoring Symptoms Related to COVID-19

Students showing symptoms consistent with COVID-19 while in school will be placed in the isolation room. Staff showing symptoms consistent with COVID-19 while in school will be dismissed immediately from the school building. These symptoms include but are not limited to:

- 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

Note: The Eastern Highlands Health District advises: *“The presentation of just one of the above symptoms does not necessarily trigger a dismissal from school, or a directive to stay home. The specific clinical presentation criteria for this purpose is still under development by the Connecticut Department of Public Health. It will be incorporated into the plan when it becomes available.”*

If someone is showing any of these COVID-19 emergency warning signs, the school will seek emergency medical care immediately:

- o Trouble breathing
- o Persistent pain or pressure in the chest
- o New confusion
- o Inability to wake or stay awake
- o Bluish lips or face

(Source: <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

- The student or staff member will be sent home until guidelines for returning to school and work are met (See separate Return to School and Work Criteria).
- Students will remain in an “isolation room” (see separate Containment Plan) until they can be released to a parent or guardian.
- Parents/guardians/staff are encouraged to seek medical evaluation and COVID-19 PCR testing.
- Immediate notification of the EHHD including compliance with requests for information while maintaining relevant privacy and public health confidentiality laws.
- The school nurse will coordinate with the EHHD regarding the review and monitoring of any health data trends.

Reporting Illnesses and Addressing Vulnerable Populations

- Andover Elementary School will require the school community to inform the school if they are sick with COVID-19 related symptoms, particularly if they had known contact with someone diagnosed with COVID-19 and have also had contact with the school population. Symptoms include:
 - o Fever of 99.5 F or higher
 - o New cough, shortness of breath, or difficulty breathing
 - o New loss of taste or smell
 - o Unusual fatigue or irritability
 - o Abdominal pain, Nausea, Vomiting, Diarrhea
 - o Unusual rash
 - o Unusual red or pink eyes not explained by allergies or injury
 - o Chills
 - o Body Aches
 - o Sore throat
 - o Headaches
- Temperatures will be taken at home before leaving for school/work. If the temperature is above 99.5 F and/or any of the above symptoms are noted, or they have had close contact with a person exhibiting symptoms of COVID -19 or close contact with a person who has been diagnosed with COVID-19 or has recently travelled, the school community will be instructed to stay home.
- Students and staff will have their temperatures taken at least 15 minutes after arriving at school by a nurse/staff member.

- Temperatures will be taken again mid-day before going out for recess.
- The nurse will be wearing a face mask and face shield.
- All temperatures that are above 99.5 F will again be taken by the nurse after 15 minutes of rest for students and staff.
- Nebulizer treatments will not be administered at school, until it is safe to do so according to the CDC.
- Students with Asthma exacerbations, similar to COVID-19 symptoms, will require a doctor's note to be in school.
- Any student requiring health services:
 - Simple cuts to be handled in the classroom (wash with soap and water).
 - Notify the health room by phone or radio if you are sending a student to the nurse's office.
- Visitors will wait in the lobby for 15 minutes to have their temperatures taken before they are allowed past the main office. A temperature above 99.5 will exclude visitors from entering.
- Families/Parents/Guardians and staff will be asked if they are at high risk of disease. Students and staff members at higher risk will have at home learning/work available to them.

Illness Monitoring Guidelines

Parents should check their children, and staff should check themselves, prior to coming to school each day to be sure they do not have symptoms consistent with COVID-19. Families may refer to CDC guidelines titled, "[When You Can Be Around Others After You Had or Likely Had COVID-19](#)" or the [CDC Symptom-Checker](#) for additional information.

- **When to Stay Home:**
Students or staff with symptoms consistent with COVID-19 will be required to remain home. These will include but are not limited to:
 - 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

- If someone is showing any of these COVID-19 emergency warning signs, seek emergency medical care immediately:
 - Trouble breathing
 - Persistent pain or pressure in the chest
 - New confusion
 - Inability to wake or stay awake
 - Bluish lips or face

(Source: <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Recommended Dismissal for Students and Staff

Dismissal will occur when a student or staff member exhibits symptoms consistent with COVID-19 as detailed above **or** at the nurse's discretion.

Illness Reporting Protocols

- Parents and staff are to inform the school nurse if their child (or the staff member) is sick with COVID-19 related symptoms, or if they had known contact with someone diagnosed with COVID-19.
- Parents/guardians/staff will be encouraged to seek medical evaluation and COVID-19 PCR testing.
- If students or staff receive a confirmed diagnosis of COVID-19, the school nurse will notify the district liaison. The school principal will notify the EHHD immediately, ensuring that all privacy, public health information confidentiality laws, and Americans with Disabilities Act (ADA) confidentiality has been maintained.
- If a positive test result is reported, immediate coordination will occur with EHHD, including compliance with requests for information to assist with contact tracing while adhering to relevant privacy and confidentiality laws.
- The Equal Employment Opportunity Commission (EEOC) has provided guidance that the district is permitted to ask employees if they are experiencing symptoms of the pandemic virus.
- Screening will not be required for all students or staff entering the school building.
- Any staff member or student that travels to CT DPH current list of COVID-19 advisory states will be required to quarantine for **14 days prior to returning to school/work.**
- The school will maintain a confidential document to be located in the school health office to report and track COVID-19 cases at the school site for staff and students. The document will be submitted to the liaison and the Eastern Highlands Health District at the conclusion of each school week
 - The district will maintain all information about the employee or student illness as a confidential medical record.

Attendance Monitoring

- Parents calling to report a student absent will be asked if their child has any COVID-19 symptoms listed above or if their child has had close contact with a person exhibiting symptoms of COVID-19, or close contact with a person who has been diagnosed with COVID-19, or had any recent travel. The student's name and symptoms will be charted. These calls may result in a follow-up call by the nurse if more information is required.
- Attendance will be taken for Distance Learners. Students who are absent from online learning will be required to call the school with symptoms. Parents will be required to notify the school if their child will be absent from online learning.

Physical Distancing

- AES will assist staff and students in maintaining a minimum of six feet of physical distance between individuals to reduce the transmission of the virus per the Department of Public Health guidelines at that time.
- Training during the week before school opens, and on the first day of school, will cover walking in hallways, lining up, classroom spacing, and distancing during recess and bathroom use.
- Distancing protocols will be adjusted as needed if the CDC provides updated requirements.
- Staff will assist to ensure physical distance is maintained.
- Staggered hallway times and cohorts will promote physical distance.
- Classroom cohorts will reduce cross contamination.
- Napping/resting will be head to toe and will maintain physical distancing.
- Recess will be staggered by classroom cohorts.
- High-touch recess areas will be cleaned frequently, and students will be required to wash their hands or use hand sanitizer after use.

Use of Face Coverings, Masks, and Face Shields

- Parents are expected to provide and launder, if needed, clean face masks for their children each day.
- The Andover school community is required to wear face masks that cover the nose and mouth, with the following exceptions:
 - For anyone who has trouble breathing, or anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance, face coverings and masks should not be required, per CDC guidance.
 - For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required.
 - All medical exemptions must have a signed medical exemption form (appendix) signed by a physician.
- AES will provide a mask to any student or staff member who does not have one.
- If a face mask is unable to be worn due to medical exemptions, special needs, or speech development impairments, a face shield will be provided by the school.
- Masks may be removed for eating.
- Masks may be removed for PE if class is held outside and at least 6 feet of distance is maintained.
- **Teaching Staff:** masks may be removed while teaching if a face shield is worn, physical distance is maintained, while eating, and while outdoors.

Planning and Distributing Information

- Parents will be advised to keep their children home if they aren't feeling well or have the symptoms listed under **When to Stay Home**.
- Staff will be advised to stay home if they aren't feeling well or have the symptoms listed above. Staff are required to self-assess and report any symptoms they may have.
- Trends from symptom monitoring will be reported to the principal by the nurse.
- If symptoms increase, or if there is a positive case of COVID-19, the DPH will be notified. Continuing/closing school will be upon the recommendation of the DPH and EHHD.

Containment Plan: COVID-19 Cases in School

To ensure that the school district has relevant protocols for containing and responding to individuals with a positive test for COVID-19, or symptoms consistent with COVID-19, a local containment plan has been established to mitigate potential spread of the virus.

Symptom Based Response

- Students that exhibit symptoms consistent with COVID-19 will be immediately sequestered to a designated isolation room within the school building that is monitored by a school staff member. Staff members will immediately be sent home. This room will be separate from the school health office.
 - Each isolation room will have a specific restroom space assigned to it for student use during isolation.
 - If multiple students are confined to the space at any one time, all students will continue to maintain physical distancing and face coverings.
 - The school nurse will maintain a log of information including student name, date, time of entry, time of dismissal, and time the room was disinfected and sanitized.
 - For purposes of contact tracing, a log will be kept with names of all persons who entered the isolation room.
 - The student will remain in this location until a parent or guardian arrives (within one hour) to sign the student out of school for the day. The student's siblings will also be sent home at this time.
- Staff or students' symptoms consistent with COVID-19 will be isolated and dismissed immediately as detailed above from the school setting. These will include, but are not limited to:
 - 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
- If someone is showing any of these COVID-19 emergency warning signs, the school will seek emergency medical care immediately:
 - Trouble breathing
 - Persistent pain or pressure in the chest
 - New confusion
 - Inability to wake or stay awake
 - Bluish lips or face
- Disinfection and cleaning procedures will be initiated following student release (or staff dismissal) from an isolation room in compliance with [CDC guidelines](#). These guidelines include:
 - Close off areas and allow a period of time to occur before entering the area to enact disinfection. Open any windows or turn on ventilation systems to assist in the process.

- Soiled surfaces should be cleaned with soap or appropriate cleaner prior to disinfection.
- All disinfectant products should be utilized in compliance from the approved list of agents provided by the Director of Facilities.
- The use of the school health office will continue to be utilized to treat and consult with students exhibiting other illnesses or injuries.
- The District Liaison will be contacted by the School Nurse immediately upon identification of symptoms consistent with COVID-19 in a student or staff person. This information will be tracked, and shared with the EHHD. All health information will be treated as private and confidential. The school district will confer with the EHHD on any interim actions or control measures necessary.

Confirmed Case Based Response (Positive Test Result)

- Upon notice from a staff member or parent/guardian of a positive test result for a student or staff member, the school shall immediately notify the EHHD.
- The EHHD shall initiate a case contact investigation with the support and cooperation of the school district. The school district shall provide any information necessary for the swift identification and exclusion of close contacts from the school setting. All information provided will be treated as private and confidential.
- School administration shall confer with EHHD regarding the merits of a short dismissal period for the school.
- Disinfection and cleaning procedures will be initiated following the identification of a confirmed case in compliance with CDC guidelines. These guidelines include:
 - Close off identified areas and allow a period of time to occur before entering the area to enact disinfection. Open any windows or turn on ventilation systems to assist in the process.
 - Soiled surfaces should be cleaned with soap or appropriate cleaner prior to disinfection.
 - All disinfectant products should be utilized in compliance from the approved list of agents provided by the school facilities.
 - The use of the school health office will continue to be utilized to treat and consult with students exhibiting other illnesses or injuries.

(Source: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html>)

IMPORTANT:

1. If there's a confirmed diagnosis of COVID-19, the nurse, principal, and superintendent will be notified, maintaining HIPPA, ADA, privacy expectations.
2. The superintendent will notify Eastern Highlands Health District.
3. The superintendent will comply with EHHD requests for information to assist with contact tracing.
4. Returning to school will require a doctor's note and conform to CDC guidelines.

Returning to School After Illness - CDC Guidelines

- Laboratory Confirmed Case of COVID-19

The ability for students or staff to return to campus will be determined based upon research-based guidance from the Centers for Disease Control (CDC).

1. **Symptom-based Strategy:** Isolation and precautions can generally be discontinued 10 days *after symptom onset* and resolution of fever for at least 24 hours, without the use of fever-reducing medications, and with improvement of other symptoms.
2. **Time-Based Strategy:** (for those asymptomatic but tested positive)
 - At least 10 days have passed since the date of their first positive COVID-19 diagnostic test assuming they have not subsequently developed symptoms since their positive test.
 - If they develop symptoms during this period then the symptom-based strategy should be used.

(Source: <https://www.cdc.gov/coronavirus/2019-ncov/hcp/duration-isolation.html>)

- Suspected Case of COVID-19

For those students or staff that are dismissed (or out of school/work) due to symptoms consistent with COVID-19 may return to the school setting by following the below criteria.

1. If not tested, then symptom-based strategy detailed above is met, OR;
2. If not tested, then physician's clearance note provided and symptoms improve consistent with standard school guidelines, OR;
3. Negative COVID-19 test result provided and symptoms improve consistent with standard school guidelines.

- Identified Close Contact to Confirmed Case of COVID-19

A student or staff person that has been identified as a close contact by the Eastern Highlands Health District should stay home and quarantine for 14 days after their last contact with a person who has COVID-19.

Travel Advisory: Any staff member or student that travels to CT DPH current list of COVID-19 advisory states will be required to quarantine for 14 days prior to returning to school/work. *All students and staff returning to school will immediately report to the school nurse for a health screening before returning to work/classes.* Online learning will be available to all students unable to be in school, if medically able to participate.

CANCELLATION OF CLASSES, REMOTE LEARNING, AND REOPENING

We must be prepared to adjust plans based on health indicators and guidance from health officials. Partial reopen plans must prioritize vulnerable populations, including but not limited to special education, those with barriers to remote learning, English Learners, and students in transition years. DPH will be developing specific community and school-based indicators to assist leaders and define the appropriate decision-making approach.

- **LOW Community Spread**

- Schools operating up to 100% capacity, students/staff with underlying medical conditions should consider restrictions and blended/remote learning.
- Buses up to full capacity with bus monitors recommended, facial coverings in place during transit, controlled loading/unloading of riders.
- Face coverings for students and staff while inside school buildings.
- Identification/isolation of sick students/staff. See additional information within the Containment Plan: COVID-19 Cases in School section of this document beginning on page 25.
- Cohorting of students encouraged, particularly in younger grades, restrictions on congregating
- Maximize spacing of seating up to six feet when feasible.
- Increased cleaning and sanitization protocols.

- **MODERATE Community Spread**

- Schools operating at reduced capacity, with more reliance on hybrid model, blended/remote learning, prioritize access to school building for students who need more learning support, including but not limited to those receiving special education, ELs or limited access due to devices or connectivity issues.
- Buses at reduced capacity with bus monitors strongly recommended, facial coverings in place during transit, controlled loading/unloading of riders, spaced seating between unrelated riders.
- Face coverings for students and staff while inside school buildings.
- Maximize spacing of seating up to six feet or more when feasible with reduced class sizes.
- Identification/isolation of sick students/staff.
- Cohorting of students, restrictions on congregating, staggered start/stop times and hallway transit.
- Indoor extracurricular activities should be suspended, sports and other outdoor activities should consider restrictions on activities.
- Increased cleaning and sanitization protocols.

- **HIGH Community Spread**

- Schools closed, 100% remote learning, bus transportation suspended, extracurricular activities, including sports, should be suspended.
- Any decision about school closure, reopening, or cancellation of school events will be made in

coordination/collaboration with local health officials, and with the advice of the school nursing staff.

- Anticipate that recommendations for the geographic scope (e.g., a single school, multiple schools, the full district, regionally), whether it will be partial or total, and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.
- CSDE will be notified immediately by the Superintendent of Schools if we are contemplating class cancellations.
- Decisions will be communicated following the communications section of this plan above.
- Distance Learning and our Hybrid Learning are detailed in the section below and in Appendix A. Ongoing educational opportunities were prioritized when drafting the plan for shutdown. Materials for continuity of learning will be made available to allow for school sessions to continue remotely.
- CDC cleaning procedures following a confirmed COVID-19 case would be initiated if needed.
- Decisions of which, if any, staff should be allowed in the school will be made in collaboration with Eastern Highlands Health District. When possible, we will allow time to lapse between dismissal and cleaning procedures.

Future Planning for Remote Blended Learning

Our Distance Learning Plan will be fully implemented if we need to cancel in-school instruction. We have been collecting input and feedback from families and staff members about ways to modify and improve our Distance Learning approach, and this input has been incorporated into our plan which can be found in the appendix.

Our Hybrid Learning Plan will consist of an in-person rotation of approximately 50% of the student body following the below schedule.

While in school, students will follow their regular schedule for the school day. Physical distancing will be increased under the Hybrid Learning Plan with fewer students riding the bus and in the classroom. Students will be positioned in a checkerboard pattern whenever feasible to aid in social distancing. Classroom teachers will provide at-home assignments for home learning with access to both hardcopy and digital resources. Siblings, including those at RHAM, would attend school on the same day whenever feasible.

The Hybrid Learning Plan could be implemented if the State of Connecticut and/or local health officials place limits on student access to schools/buses due to a surge of COVID-19 cases. When students are not in school, they are working at home with materials provided from the teacher and school.

- A-B Days (Students go to school either on Monday and Tuesday or on Thursday and Friday)
- A complete A-B Calendar will be developed with RHAM/Region 8

Families will be provided with devices as needed, as they were during the spring closure, and will be supported with meals as well.

Special Education

While reopening may present challenges for all, students with disabilities may experience these challenges to a greater extent than their peers and take longer to remediate lost skills. The Andover School District recognizes that students with disabilities face many challenges, including health concerns and may be disproportionately affected by changes in their education, requiring flexibility in how their re-entry occurs. As such, we continue to monitor available guidance from the Connecticut State Department of Education, the Office of Special Education Programs (OSEP), and the Department of Public Health. Subsequently, these plans are subject to changes from future guidance directives.

The provision of special education and related services operates within the broader context of the general education curriculum and instruction, which continues to be a driver. Though the pandemic has impacted the ability of schools to fully implement some students' Individualized Education Programs (IEPs), it is important to remember that a Free Appropriate Public Education (FAPE) continues to be the requirement for the IEP process, including special education eligibility and services during the extended school closures through the return to school and recovery programming. Now and during recovery, it is essential to provide FAPE and the provision of early intervention and special education services (IDEA) to the greatest extent possible. 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.

General Considerations for Recovery Efforts for Students with Disabilities

- **ALL Students.** Andover Elementary School recognizes that students eligible for special education and other special populations are general education students first. Guidance and policies related to school reopening plans apply to ALL of our 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, Andover Elementary School will work closely with families to facilitate individualized and alternative means of re-entry based upon student individual needs, present levels of functioning, developmental levels, and student/parent input.
- **The role of the family** in the teaching learning process. Parents of students with disabilities have always had a decision-making voice and required participation at the Planning and Placement Team (PPT). In recovery efforts, parent/guardian knowledge and skills will be highly valued and important in facilitating student progress.
- **Integration of technology.** Andover will use a variety of technological options to support student access to the curriculum, community, family engagement, community building, and strong connections.
- **Maintain a focus on Social/Emotional Wellbeing.** In recovery efforts, now more than ever, it is evident that schools play a critical role in the overall whole-child development process and quality of life for families. Research makes it clear that, compared to adults, children are more vulnerable to the emotional impact of traumatic events that disrupt their daily lives. Andover has prioritized our social/emotional learning efforts and will continue to do so for all of our young learners.

- **Safety Measures.** Mask and face covering will be expected to be worn by all students and staff upon school reentry this fall. For students who present a medical or specialized need and who are unable to wear face covering and related PPE, individualized considerations will be made. Additionally, there may be cases when masks will need to be removed in order to provide appropriate student programming. In these cases, other mitigating strategies will be implemented. For example, during a speech/language learning session, the speech/language provider may remove their mask to model a speech sound to a student. In this instance, the provider will wear a face shield and practice distancing strategies.
 - In communication with families, case managers will identify students who may be unable to wear protective personal equipment, practice distancing, or adhere to other CDC or CSDE guidelines. In consultation with Andover’s local health department (East Highland Health), we will consider the following:
 - Environmental modifications
 - Use of alternative face coverings (clear)
 - Staff assigned to specific students to limit exposure
 - Toileting/ADL protocols

Special Education Guiding Principles for Distance Learning

Andover Elementary School will regularly communicate with families, providing an appropriate, team-determined remote learning model to stay connected. Each student’s IEP and/or 504 Plan will be utilized to create supportive opportunities for students and families, while remaining flexible and sensitive to the needs of students, staff and families.

Special Education and Related service providers have been, and will continue to be, in regular contact with families on their case-load in order to provide remote learning opportunities which align with students’ IEP goals and objectives.

For Staff:

Special education teachers will:

- Plan as proactively as possible, setting priorities and communicating with families during the COVID-19 pandemic.
- During a prolonged school closure, continue to add “support considerations” to your grade level’s ongoing support documents.
- Begin with the student’s current level of service/support.
- Design work supportive of IEP goals and objectives for each student, as appropriate.
- Employ district technology guidelines and approved procedures for use. At this time, we are using Seesaw, and Zoom as our primary means of remote/virtual/tele-communication,
- Continue to collaborate with general education staff to support students.
- Provide online services consistent with the provision of this closure plan.
- Case managers will continue to monitor the provision of support they do when school is in session.

For Families and Staff:

Upon school reentry, Individualized Education Program (IEP) goals and objectives for students will be fully implemented and supported. Should the school need to implement a Hybrid Model due to COVID-19, students receiving specialized services and support through an IEP or 504 accommodation plan will be prioritized for access and continued in-school instruction, as allowable.

If students are once again home due to a school closure, our Distance Learning Plan will once again be implemented, which will ensure that students' IEP goals and objectives are supported and learning/support strategies are implemented to the greatest extent possible. We understand that there are challenges with this and we will make our best efforts to support student progress during this school closure. During this time, it is essential that families and educators work together to develop individual supports while we are away from school. We have communicated that as we ramp up these services, special education services will continue; however, under the current circumstances, our goal is to provide your student's special education and related services to the greatest extent possible. We will work hand-in-hand with Andover families to support ongoing learning while we are at home.

We have also been paying close attention to the Office for Civil Rights (OCR), Department of Health and Human Services, U.S. Department of Education, and CT. State Department of Education. Special Education teachers and Related Service providers have been and will continue to be in contact regularly to provide individualized supports, as appropriate. Please reach out to your team directly with specific questions. We are here to support you and your children. Case managers/special education teachers should be considered the "point person" for each IEP.

There are various methods of providing individualized supports and activities which teachers may use for student engagement. These include but are not limited to:

- Videos of read aloud (Zoom app, Seesaw)
- Retelling with graphic organizer
- Independent reading
- Decoding and fluency practice
- Speech/language activities
- OT/PT exercises
- Math fluency activities
- Social /emotional activities and assignments as well as possible tele-support (phone, Zoom, Google video) with individual students
- Coaching, support videos (SeeSaw, Google Classroom, etc.)
- Phone Calls, Emails
- Learning websites
- Learning Apps
- Google slides

During Distance Learning, grade level activities will be developed in close collaboration between general education and special education staff. Activities will include "Support Considerations" in order to maximize access and progress at home. Case managers may work directly with families to further extend and/or modify these classroom activities.

IMPORTANT:

No waiver of requirements under IDEA, FAPE, or LRE is permitted. AES may need to determine how to provide services, including possible flexibility based on federal disability laws.

Do not make programming decisions based on students' disability category.

Teach and reinforce the use of masks and/or face coverings for special education students.

ELL

- FAPE, Civil Rights Act of 1964, Title IV, Equal Opportunities Educational Act, and ESEA must be followed and provide guidance on services.
- Communicate with parents who have limited English proficiency in language they can understand.

Social-Emotional Learning (SEL) and Mental Health

Following are strategies to re-engage students, staff and families, particularly those populations and specific students that have been disengaged.

❖ Staff

- ★ Utilize PST groups to
 - Process our own personal stories of trauma and loss throughout the pandemic
 - Give a listening ear and support to other members of the group
 - Review topics from RULER and the importance of social-emotional wellness to be the best teachers/support staff for the students
 - Utilize during PD the week of Aug 31-Sept 4 and regularly through 2020-21 school year
- ★ Webinar/seminar: <https://www.youtube.com/watch?v=LR3MkZ7X0kE&feature=youtu.be> and/or other information about the importance of SEL for well-being and academic performance
- ★ Training opportunities to strengthen SEL competencies in the adults at AES
- ★ Review RULER Charter at the beginning and throughout 2020-21 school year

❖ Students

- ★ Re-establish relationships between students and between students & staff
- ★ Re-establish routines
- ★ Collaboratively create classroom rules/contract/agreement/charter and post these prominently in classrooms

- ★ Mindfulness breaks
- ★ Educate students about new rules & procedures in the context of responsibility, safety, respect, and kindness (through signage, direct instruction, books, videos)
- ★ Check-in and check-out procedures to gauge emotional well-being at start and end of day (thumb up, sideways, down; feeling faces to mark attendance; notecard on desk, etc)
- ★ Identify children who weren't engaged with teachers and classmates in the Spring '20 and follow up with them
- ★ Tier 1: classroom-based education about feelings, emotional regulation, coping strategies, mindfulness, healthy social relationships, healthy decision-making, etc
- ★ Tier 2 & 3: Consult with school psychologist/school counselor through SRBI to meet the needs of the students

❖ **Families**

- ★ Monthly forum to support and engage families and gain their perspectives
- ★ Provide resources on anxiety, emotional-regulation, trauma, etc on the school website
- ★ Provide a wellness perspective to staff, families, and students for following the health and safety guidelines
- ★ If we move to distance learning, school counselor/school psychologist will be available via office hours

In order to prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements, AES plans to review DCF reporting during PD during the week of August 31-September 4, 2020.

Family and Student ENGAGEMENT

Family Engagement is a full, equal, and equitable partnership among families, educators and community partners to promote children's learning and development from birth through college and career.

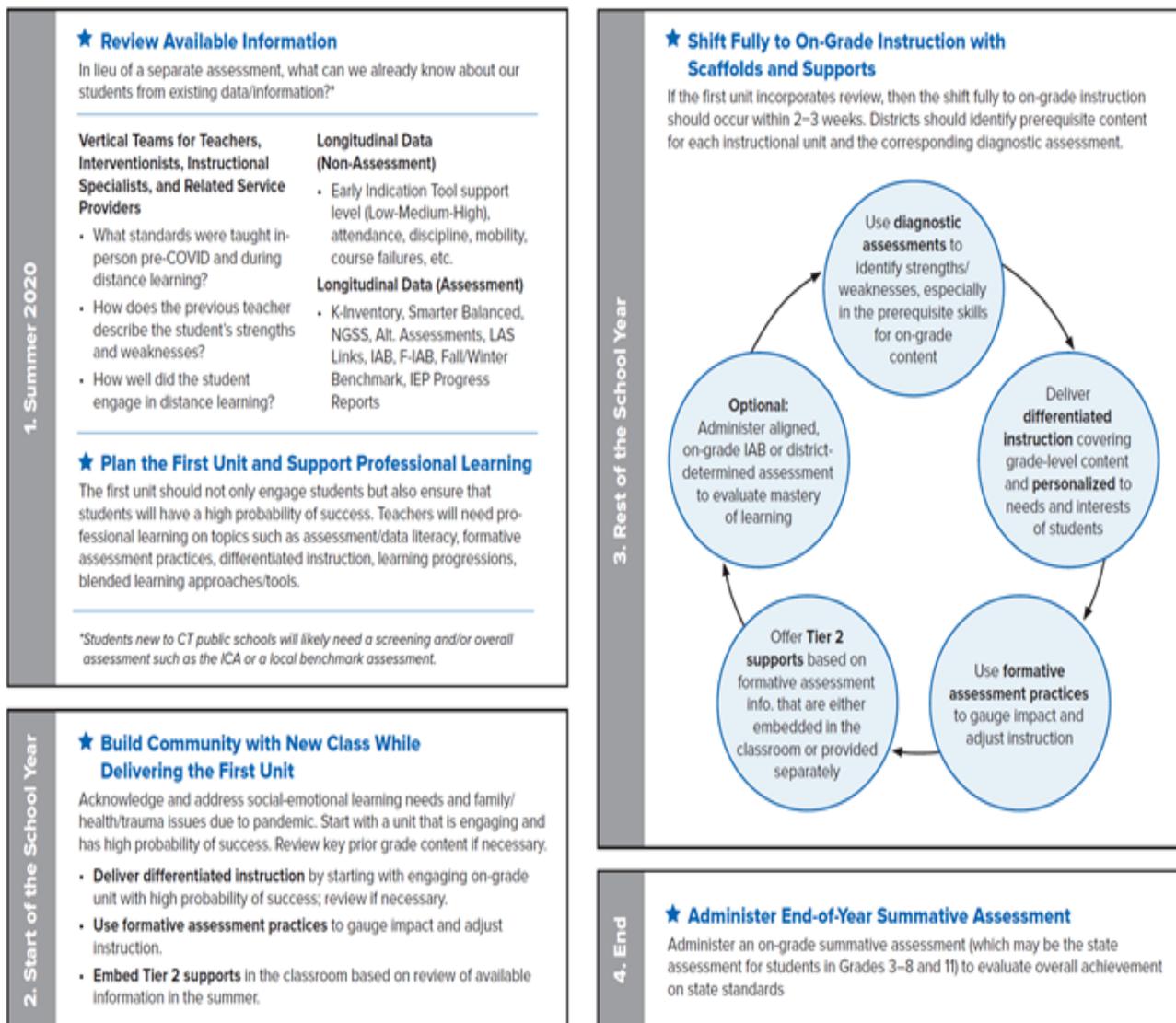
- Ongoing weekly written communications to families outlining reopening plans as they evolve and are revised; sharing of reopening document
 - Continuation of Sunday Scoop
 - Health and Safety guidelines in newsletter from School Nurse
 - Establish Principal's Advisory Group (including staff and families)
 - Informational postings on school website (importance of safety precautions - wearing masks, physical distancing, washing hands, cohorting, markings for foot traffic flow patterns)
 - Create and post webinars demonstrating teaching techniques and ways to support learning at home
 - Parent contact access via email, phone, electronic facetime and scheduled meetings (with safety precautions adhered to) to encourage two-way, personal and ongoing communication
- Continue to engage with families and students as the reopening moves forward to ensure they are informed and have the ability to provide feedback.
 - Family Q&A Sessions
 - FAQ Section on-school website for frequently asked questions
 - Email link: aesreopening2020@andoverelementaryct.org is available to provide back and forth communication for parents should they have any specific questions that are not addressed under the FAQ Section on the AES website.
 - Engage in parent-teacher conferences to share information regarding their child's progress and school expectations
- Make reopen plans available on the Andover Elementary School website, and clearly identify the school liaison.
 - School Liaison - Karen Zito RN, School Nurse

Assessment Practices

Our focus to start the year will be on short, teacher generated checks for understanding. This will guide our initial work with students. As the year progresses, we will also initiate benchmark assessments using Star Renaissance when students show us they are ready. Using this data, we will address skill gaps in context throughout the year revisiting previous grade level skills as needed.

- Teachers will focus much attention on providing feedback for students to revise their work to meet high-levels of accuracy/quality.
- The schools will base assessment practices for 2020-21 on the Connecticut Department of Education model found in: Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together.

Sensible Assessment Practices in 2020–21 and Beyond



Attendance and Discipline

- We will address school attendance with school staff, with community providers, and through all modes of communication.
- We will ensure that systems are in place for early identification of students who are missing too much school, detecting the root causes, and implementing and monitoring effective tiered interventions for reversing a pattern of absenteeism.
- Schools will revisit school discipline policies with a focus on re-engaging students in their classrooms. We will consider the unique circumstances students are facing returning to the structure of school after a period of disruption, and potential factors such as grief or trauma that might influence behavior.
- See 'Attendance Monitoring' section found within the Health Practices and Protocols/Health Monitoring Plan/Containment Plan section of this document.

Scientific Research Based Interventions

Andover Elementary School offers a school-wide, multi-tiered approach to academic support and interventions known as Scientific Research-Based Intervention (SRBI). This three-tiered approach uses ongoing student outcome data to provide timely, matched supports to our students' individual needs. Students may meet in small groups or individually with our staff to receive these supports. These supports will be continued upon school reentry.

- **Supports and Services:** Andover Elementary School will make every effort to uphold and implement our typical SRBI model of supports to the greatest extent possible while observing the health and safety expectations outlined within this document.
- **Integration of Technology:** During this period technology has presented new uncharted opportunities for educators, school administrators, and families to leverage the benefits of technology to support learning. Andover Elementary School will leverage various technological options to support student access and progress with our curriculum.

Physical Education, Athletics, Arts, and Extracurricular Activities

At AES, we will:

- Provide physical education through a combination of in-classroom instruction and activities tailored according to available spaces, restrictions on gatherings, and use of shared equipment.
- Provide professional development for revising curriculum and instruction to align with necessary modifications due to changes in the instructional space, blended learning, and alternative physical fitness activities.
- Focus on activities, fitness, exercises, and sports that are teacher-led but performed individually, and focus on lifetime fitness, utilizing alternative environments, land-based activities, and individual

sports/activities such as mindfulness, tai chi, meditation, taekwondo, fitness-based activities, step aerobics, Pilates, yoga, individual sports, strength development, target activities, backyard games, dance (creative/modern dance, aerobic dance, traditional dance), power walking, orienteering, geocaching, outdoor education, hiking/reading trail signs, hoop games, track and field, singles racket games, etc.

- Support social-emotional learning through classroom instruction and utilizing appropriate games and activities.
- Match the instructional design to the available space; use stations, marked off areas, and staggered participation to ensure separation and distancing between students during activities. For example, the use of hula hoops on the ground or floor provide visual cues for maintaining distance to engage in learning.
- Plan for regular cleaning and disinfecting of all indoor and outdoor facilities, playscapes and equipment.
- Reorganize and prioritize the sequence of units to provide content and learning opportunities that can be delivered outdoors in appropriate weather and other content delivered later in the year through a blended approach in homerooms or online.
- Allow students to use personal water bottles and provide water bottles as needed. Guard against sharing water bottles.
- Incorporate additional opportunities for movement in and/or out of the classroom through stretching, seated yoga, and walking outdoor classrooms.
- Consult the resources provided by the Connecticut Arts Administrators' Association.
- For handling musical instruments, consult the National Association for Music Education's COVID-19 Instrument Cleaning Guidelines.
- Provide sufficient instructional minutes to support standards-based curriculum, student learning expectations, and district goals.
- Add to class time for materials and tools to be distributed by teacher only or area designated for individual storage and to allow for proper cleaning of materials.
- Strive to maintain current program of studies and course offerings, within safety precautions.
- Maintain proper spacing of at least 12 feet when students are singing or performing with wind instruments by scheduling large ensembles in auditoriums, outdoors, cafeterias, gyms or other large spaces. Focus on maximizing distancing for instruments that require blowing or for singing, compared with string and percussion instruments.
- Schedule large ensembles into smaller groups throughout the day. Shift curriculum focus to solo and small ensemble work. Shift from a concert format to a recital format. Create virtual performance experiences and assessments.
- Maintain small homogeneous groupings of instruments for lesson instruction.
- Continue full access to beginning instrumental music.

- Provide individual art supply kits for each student, or plan for increased sanitization between all uses.
- Include tech devices as options for photography at home, storage of photos and exporting image files.
- Use on-line apps or platforms for student work (e.g., SeeSaw, Artsonia, Google Classroom, Flip Grid, SmartMusic, Sound Trap, Acapella, museum collections, painting/drawing platforms), video displays (e.g., YouTube), and slides (e.g., Google Slides, PowerPoint).
- Further guidance related to chorus instruction will be shared as it is released.
- Books from the library collection will be placed in quarantine for three days after collection before being placed back in circulation.

Family Support and Communication

- All federal family engagement requirements will be followed.
- Guidance and information will be provided to families in an ongoing manner.
- Make all reopening plans available on the website and any other communication methodologies.

Before and After-School Programming

The Community Owned and Operated Latchkey (COOL) Program is planning to operate their before and after school program in the AES Gymnasium this year. This private non-profit offers families the ability to drop students off at 6:30 AM and pick them up at 6:00 PM.

In arriving at this location, we considered the following:

- The utilization of classrooms for on-site after-school programming that minimizes students' exposure to other students and common areas. We do not plan to have any other classes in the gymnasium at this time.
- Maximizing physical distancing and limiting exposure to other students during classroom instruction, after-school activities, meals, bathroom usage and transportation. The gym offers a separate entrance with separate bathrooms and direct access to outside spaces.
- Application of the same cohorting recommendations for the school day, when feasible.

STAFFING AND PERSONNEL

Certification and Personnel Planning

We engaged certified and non-certified staff in surveying the experience from the Spring of 2020 during the period of school disruption, and requested implementable ideas to support the LEA's approach to the fall 2020 reopening.

- We have assessed whether we will require increased certified staff, additional support staff, or new positions related to care and cleaning of facilities. At this time, we believe that we have adequate staffing.
- We plan to support staff health and implement flexible sick leave policies and practices that enable staff to stay home when sick, have been exposed, or are caring for the sick.
- We will engage with staff labor representatives and consider whether Memoranda of Understanding (MOUs) are appropriate or necessary to define the role for different staff units in the context of the COVID-19 pandemic.

Professional Development

Training for staff will include new and expanded hygiene practices, PPE, reporting illness, kinds of COVID-19, etc.

Professional Development Requirements

At the beginning of school prior to students' arrival, mandatory training for staff will include: Signs and Symptoms of COVID-19, Standard Public Health Protocols, Hygiene Practices, PPE, Reporting Illnesses, and Supporting SEL. Additional training will occur as conditions and recommendations change, and as public health data is updated

Guidance

- Professional Development & Evaluation Committees (PEDCs) will meet (virtually or via phone) to make recommendations about professional learning, resources, and support for paraeducators, teachers, and administrators, as long as the outcome isn't impacted by the virtualness.
- Beyond training for the health and safety related needs of the school community, Andover Elementary School will provide teacher and staff professional development related to use of technology platforms. This training will be used to teach the students how to learn online more efficiently, and will include training on supporting and giving feedback to students, training on the accessibility needs of students with disabilities, and training on effective student engagement (by grade level) within online/hybrid learning environments. Include substitute teachers when possible.
- The RULER Program, already in progress in school, will continue as professional learning to build educators' capacity to support students' SEL and support their own mental health/wellness. Additional training will be led by mental health staff on topics that may include active listening, compassion, and relationship building. One such mental health related training option is Question, Persuade, Refer (QPR).

APPENDIX

[Distance Learning](#)

[Mask Medical Exemption](#)

[DATTCO Bus Information](#)

A.E.S. Distance Learning



Andover Elementary School strives to provide students with a high-quality distance learning experience when they are opting to remain at home or when we are directed to close the physical school building. Currently, the 2020/2021 school year is set to begin with students and staff returning to the physical classrooms at Andover Elementary. Parents are provided the option to have their children remain at home and receive their instruction via our distance learning model. In order to provide more insight as to what distance learning will look like, we are providing this brief description here to allow for parents to make the decision as to where their child will be attending in September.

Goals of Distance Learning:

- To provide a platform that allows flexible access for all students and families
- To continue instruction using many existing programs for students in partnership with families
- To ensure continuity between classes and in all grades in a digital learning environment
- To provide a means to maintain school connection with families and students
- To provide enhanced Interim Learning Opportunities with support considerations for families and students
- To preserve our Workshop instructional format focused on mini-lessons, practice, video conferencing and providing high-quality actionable feedback to students

Distance Learning Considerations

Reflections have been made upon the distance learning we completed during last year. We understand there were areas that operated very well and others that could use improvement. Based on feedback from parents and state guidelines, the expectations for all involved in distance learning will consider the following:

- Andover Elementary School's distance learning approach begins with the assertion that the learning experiences that teachers design when students are physically present cannot simply be replicated digitally through our best efforts. In particular, the invaluable social interactions and discourse that occur naturally among students and between teachers and students cannot be recreated in the same way. Consequently, teachers must find new methods for providing timely and specific feedback to support student growth and learning.
- Attendance will be expected and recorded in accordance with state guidelines. Students will be expected to attend their class work each school day. If they are unable to attend, a parent will need to notify the main office.
- In an effort to help maintain a balance between online and offline learning opportunities, parents will be encouraged to exchange materials on a developed schedule so the teacher may provide materials and receive completed work back to provide feedback.
- Instruction will be provided in various forms to include scheduled live video conferencing via Zoom (synchronous learning) and recorded lessons (asynchronous learning) that the student may access at any time. Attendance at the Zoom meetings will be expected.

Synchronous: Students and teachers working together and interacting in a digital space concurrently.

Asynchronous: Teachers post direct instructional videos and learning materials online. Students engage with class materials and complete work at their own pace within a given time period.

Distance Learning Expectations

Communication:

Communication between all distance learning team members will be critical. Teachers will operate hours of instruction and availability while also being responsible for checking online communication. Parents will be expected to communicate with their child's teachers on a regular basis to share thoughts, questions, ideas and solutions. Forms of communication such as email, Google Classroom, Seesaw, Zoom, or phones will be used to foster a strong parent/teacher relationship. All students will have access to a Google Account and email. They will be responsible for checking this on a daily basis as well as navigating to all Seesaw and Google Classrooms. With their school email account, students have the ability to email their teachers, not other students.

Collaboration:

Distance Learning needs to be approached as a team effort. Teachers recognize that parents play a critical role in the effectiveness and efficiency of distance learning. Teachers will provide instruction through a variety of means such as live and recorded lessons, online resources and offline work. Students will be provided with ELA and Math work daily and expect lessons in all other subject areas on a weekly basis. Parents are encouraged to seek unique learning opportunities and work together to reach academic goals.

Critical Thinking:

Teachers should approach Distance Learning as a way for them to design experiences and facilitate learning for their students. When school is in session and students are opting to remain at home, their learning opportunities will be modeled after what is happening in the classroom, however, their assignments may need to be modified to meet the needs of distance learning.

Creativity:

During Distance Learning, all stakeholders will need to be flexible to each situation. Parents are encouraged to communicate challenges they are experiencing so creative solutions can be sought. Teachers are encouraged to create authentic learning experiences that allow for individual creativity. Assessing student understanding will need to be approached creatively and with the understanding that traditional assessment methods may not fit distance learning.

Flexibility:

The Connecticut State Department of Education will be providing guidance that may change throughout the school year. Modifications may be made to decisions. As teachers navigate a new form of instruction,

Distance Learning Resources

In order to provide students with a varied and enriching online learning experience, various online websites and tools will be utilized. It should be noted that all students will have Google accounts that allow them to correspond with their teachers via Gmail. Students will be provided with a master list of all their account login information.

The following are just some of the sites that will be used:

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
Main Learning Platform	Seesaw			Google Classroom			
ELA & Math		Freckle					
Multi Subject	Brainpopjr.com & Brainpop.com						
Reading	Raz-Kids				Newsela/ Readworks		
Math	Think Central (Go Math!)						
Math	ixl.com						
Typing Skills		Typing Club					

There are two basic types of assessments:

Formative assessments occur within a course or lesson and are used to determine how well a student is learning the material. They're best when they are ongoing, consistent, and provide critical feedback to learners.

Summative assessments are sometimes referred to as a final exam and measure what the student has learned after completing a course.

Students participating in Distance Learning will be assessed using a variety of methods to include but not limited to the following:

- Online Quizzes
- Learning journals
- Independent projects
- Student Reflections
- Oral presentations
- Self- Assessments
- Online Discussions
- Performance Tasks
- Essay Questions
- Drag-N-Drop Activities
- Online Poll
- Game-Type Activities
- Simulations

Three times a year, students at AES participate in benchmark assessments in reading and math using STAR Renaissance. This information measures growth and guides instruction in meeting student needs. Efforts will be made by AES to schedule these assessments to be taken on site if feasible.

Students receiving Special Ed/Support services:

Andover Elementary School will regularly communicate with families, providing an appropriate, team determined remote learning model to stay connected. Each student's IEP and/or 504 plan will be utilized to create support opportunities for students and families, while remaining flexible and sensitive to the needs of students, staff and family.

ANDOVER ELEMENTARY SCHOOL

35 School Road, Andover, CT 06232 / PH: (860) 742-7339 / FAX: (860) 742-8288

MASK EXEMPTION FORM

Masks are required for all staff and students under the CT Department of Education guidelines. Exceptions will be made only for students/staff with a documented medical condition or disability that prevents them from safely wearing a mask.

NOTE: If a mask is unable to be worn, a face shield will be provided.

_____ Initial here if you, the physician, feels that it is safe for the student/staff member to be present in the school, or on school grounds, without a mask under these COVID-19 conditions.

IMPORTANT: Please discuss the disability or medical condition preventing the student/staff member from wearing a mask with the school nurse to ensure individual safety within the building/school grounds.

I attest that the following student/individual _____ has a
(print name)

documented disability or medical condition that prevents him/her from safely wearing a mask.

Physician Signature

Date

Printed Name of Physician

Physician Stamp:

Parent Signature

Date