



This document identifies the critical “REQUIREMENTS” needed for each local educational agency (LEA) or school operator to submit a reopening plan in accordance with the Connecticut School Reopening Plan

— [Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together](#). In providing the LEA’s response, it is imperative to work through the Connecticut School Reopening Plan, which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing the unique local approach.

While the submitted plans do not require approval by the Connecticut State Department of Education (CSDE), plans will be retained. Receipt and consideration of the plans will allow the CSDE to share best practices and provide technical support for those LEAs who require it.

LEAs should submit a reopening plan that clearly and specifically addresses the requirements outlined in each section below. The CSDE recommends plans be developed inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, nutrition services, transportation services, boards of education, local health officials, municipal leaders, parents and other relevant stakeholders.

Additional Details:

Plans should be submitted in font size no greater than 11pt, in PDF

format. Due: July 24, 2020

Submit to: SDE.REOPEN@ct.gov

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

Date of Submission:	
LEA Name:	East Granby Public Schools
Reopening Plan Point of Contact:	Melissa F. Bavaro-Grande
Contact Email:	mbavaro@eastgranby.k12.ct.us
Contact Phone:	[REDACTED]
LEA COVID-19 Health and Safety Compliance Liaison:	Robert McGrath
Liaison Email:	bmcgrath@eastgranby.k12.ct.us

If schools plan to iterate and/or improve their plan as result of newly released guidance and/or changes in their local communities, those should also be submitted to the CSDE at the email listed above.

This document reflects preliminary guidance and considerations as of the date published, and should not be interpreted as mandates, except where there is indication of a requirement. The Connecticut School Reopening Plan — [Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together](#) may be updated due to the rapidly changing response to this pandemic emergency and ongoing updates from Centers for Disease Control and Prevention (CDC) and/or changes to federal and state orders and guidance. The Connecticut State Department of

DRAFT

Education will provide any such updates to Superintendents.

Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, it is imperative to work through the Connecticut School Reopening Plan which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing a unique local approach.

Priorities
<p>Fall Reopening Model</p> <ul style="list-style-type: none"> • LEAs should plan to have all students, in all districts, return to schoolhouses for full-time instruction at the beginning of 2020-2021, so long as public health data continues to support this model. This model will be supported with more intensive mitigation strategies and specific monitoring, containment and class cancellation plans. <ul style="list-style-type: none"> – In addition to full-time instruction plans as indicated above, LEAs must be prepared to modify their plans to support a partial reopening or to allow for scaling back at a future date if the public health data changes. • Identify gaps and develop action plans for reopening that specifically address inclusion, equity, and access for all learners with strategies and clearly defined action steps. <p>In the event we go to full distance learning in the future, we will work with our DL model. In the spring, we were able to ensure ALL students had access to the internet, ALL students were provided devices who needed them, and all classes were done online through the Google Classroom platform. In our DL model moving forward, there is a combination of synchronous and asynchronous work at all levels. In addition to Google Classroom, we will incorporate a variety of online learning tools to assist our students, such as Khan Academy, Teachers College lessons and videos, CommonLit, Gizmos, and online science experiments, to name a few. Lesson delivery will include Google Meet, posting instructional videos, utilizing small group work, answering individual questions, as well as whole group instruction.</p> <p>Hybrid Model - If the state moves to a hybrid model, where some students are in school and some are participating in distance learning on a rotating basis, our district will use the following schedule: Every class and section K-12 will be divided into two cohorts. One cohort will attend school in person two days a week, while the second cohort will learn remotely using our online platforms and / or continue with teacher assignments. On Wednesdays, all students would have remote learning, with time in the afternoon for PLC meetings, plannings, or PD. This also provided an opportunity for thorough cleaning of the classrooms and common spaces. The cohorts will switch for the other two days of the week.</p> <p>For addressing inclusion, equity, and access for all learners, we will continue using our strategies from the spring, as well as additional resources. For example, our district has procured Clever, which will allow ELL, special education, and younger students easier online access. Our district is exploring a new math program that is easier for parent/student understanding and not recursive, which can prove a hindrance to children who learn in a more linear fashion. We will have additional training for faculty and staff for online instruction, differentiation, and addressing children’s social-emotional needs.</p> <p>Our students with 504s and IEPs, as well as our EL students all receive individualized and small group support delivered through a variety of providers, including special education teachers, paraprofessionals, interventionists, small group instruction with teachers, and student support personnel from guidance, school psychologist, and/or school social worker. In addition, our SRBI process continues to address and service student needs, whether in school, in a hybrid model, or throughout distance learning.</p>

Temporarily Choosing Not to Participate

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

EGPS will provide a distance learning program for all parents who choose not to allow their children return to school. In this opt-in learning program, students will work with faculty in a distance model, following the curriculum and pacing of the students who are learning in the classroom. In this model, there is a combination of synchronous and asynchronous work at all levels. Students and families will have access to all digital resources through Google Classroom. Using the Clever app, students will have one login, allowing them to get the full gamut of online subscription services our district has purchased. Lesson delivery includes Google Meet, posting instructional videos, utilizing small group work, answering individual questions, as well as whole group instruction. Students will have scheduled times to interact with their classroom teacher(s) and classmates. Interventions and assistance will be provided through a combination of district personnel.

School Liaison, Communications Plans, and Data Collection

- Designate an employee to serve as a COVID-19 Health and Safety Compliance Liaison. This designated person will be responsible for engaging with students, parents, faculty, staff, and administrators to answer questions or concerns about health and safety requirements regarding COVID-19 concerns (e.g., school nurse).
- Put systems in place to communicate the most up to date policies and protocols related to the considerations herein, for staff, students, and families.
- Make communications plans available in relevant languages of families in the community, as well as accessible to those with visual and/or hearing impairments.
- Ensure the development of plans for ongoing two-way communication with the school community (staff, families, and students) about any new policies and/or protocols *prior* to reopening, any time there is a significant policy change, and upon re-entry if a school closes temporarily during the year.
- Develop expectations around frequency of communication, and ensure detailed updates are provided any time critical information regarding policies, protocols, or health data changes.
- Put in place a plan for how the community will be notified of any changed policies, need to cancel classes, or other changes or restrictions.
- Make plans easily accessible, including but not limited to being visible on the main landing page of the LEA and school websites.
- Prioritize gathering information from families prior to reopening. Collect information from families to properly plan for resuming classes in the fall.
 - This should align with the forthcoming CSDE District Reopen Survey
- East Granby will publish the district Covid 19 response on the districts webpage, <https://www.eastgranby.k12.ct.us/parents/covid-19/>. Robert McGrath will be the district COVID-19 Health and Safety Compliance Liaison. A separate email has been set up for COVID related questions: coronavirus@eastgranby.k12.ct.us. Administration will communicate with staff, students and families as policies and protocols are updated. Communication will be sent through multiple modalities that could include the EGPS website, email, phone communication and social media. Communications will be translated into languages families have identified as their dominant language. Three committees have been established to address the areas of health/safety, facilities/operations and curriculum/instruction. Parents, teachers, staff and community members have participated in these meetings to provide input in decision making. Families have participated in an initial survey about their decision regarding in-school attendance and transportation use for the fall of 2020. In addition, on Monday, July 20, 2020, the administrators presented the reopening plan at an open Board of Education Special Meeting, to the community at large and other interested stakeholders. The administration will utilize the support of the Board of Education Communications subcommittee, when needed.**

Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, it is imperative to work through the Connecticut School Reopening Plan which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing a unique local approach.

Operations Plan
<p>Facilities</p> <ul style="list-style-type: none"> • Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout. • Where necessary, assess other space that may be repurposed for instruction in the school, in municipal or other community space, or if the school will require additional modular space. • Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction. • Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population. • Identify the training needs of staff related to health and safety protocols; perform such training prior to the first day of classes. • Consider having training days and days to practice new protocols with staff only prior to having students enter the building. • Plan an in-person or online training that includes: social distancing; cleaning protocols; and hygiene practices. Require attendance by all students and staff, and make available to families who are interested. Consider repeating this training during the first months that school reopens, and as needed. • Ensure training is provided to substitutes or others who may enter the school outside of the first day or typical calendar start. • East Granby Public Schools will maximize space by arranging furniture as needed to maximize social distancing. • Teachers will maintain social distance when instructing students or use a mask if social distancing is not possible. Instructional strategies will be modified to support social distancing. • Areas of large space will be repurposed to support teaching and learning with social distancing. • Each building will post signs to address stopping the spread, handwashing, social distancing and proper use of face coverings. Signs will be modified to address the appropriate age group, accessibility and language. • Teachers and staff, including substitutes, will be trained to use new protocols and to teach these protocols during professional development before the school year begins. The three additional days provided by the state 180 student day waiver at the beginning of the school year will be utilized to address the new protocols and safety measures in place. • All teachers will develop lesson plans to review/teach social distancing, cleaning protocols and hygiene practices on the first day of school. • Training will be available online for those who are not with us at the start of the year.
<p>Daily Operations</p> <ul style="list-style-type: none"> • Implement the key strategy of establishing stable cohorts within the school population, when feasible. Placing students in cohorts is strongly encouraged for grades K-8, and encouraged where feasible for grades 9–12. • Develop consistent policies to address when clubs, before- and after-school programs, or other voluntary groups may be allowed to use school space. Include ways to safely allow access for before- and after-school and childcare programs.

- Elementary students will remain with their classroom cohort throughout the day with multiple outdoor breaks and recesses, weather permitting. Middle school students will remain with the same cohort throughout the day to the greatest extent possible. Given the range of courses and class requirements, East Granby High School will cluster grade level subjects together, to the greatest extent possible, to maximize social distancing for students. Elementary specials teachers will rotate into classrooms on an extended schedule to reduce student contact time with a variety of teachers.
- Access to EGPS buildings will be limited in terms of space and schedule. All groups using a school building must submit a plan of action demonstrating compliance with district Covid policies.
- If we are able to offer before and after school activities, it will be done so in a way that aligns with health recommendations for numbers and spacing. Entry and dismissal procedures will be through limited access that will be monitored to maintain safe entry and dismissal procedures. Visitors and volunteers will be strictly limited for essential reasons.
- Administration with work with the afterschool care program held at Allgrove School.

Child Nutrition

- Schools and institutions that participate in the National School Lunch Program (NSLP), School Breakfast Program (SBP), Afterschool Snack Program, and Special Milk Program (SMP) as applicable, must continue to determine eligibility for and make available free and reduced-price meals and snacks and free milk to all eligible students.
- Schools and institutions must comply with the U.S. Department of Agriculture's (USDA) regulations and policies for school meals and milk including the meal pattern requirements.
- Schools and institutions that participate in the NSLP are required to claim meals/milk provided to eligible students using accurate counting and claiming methods.
- **EGPS will continue to provide free/reduced milk to eligible students. EGPS is a "brown bag" district; however, students who attend East Granby public schools through the Open Choice program will be provided with a lunch. EGPS will always support families and children in need of meals and works in partnership with the East Granby Social Services Department and Friend to Friend Food Pantry.**

Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, it is imperative to work through the Connecticut School Reopening Plan which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing a unique local approach.

Operations Plan, continued

Transportation

Low Transmission Risk

- Plan to operate at full capacity or close to while maximizing health and safety protocols, as well as considerations outlined in the plan.
- Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus.
- Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat.
- **EGPS will operate buses at full or close to capacity and maximize health and safety by requiring all passengers to wear face masks or cloth face coverings prior to boarding the bus and throughout the duration of the bus route.**
- **EGPS K-5 students share buses for two destinations; therefore, safety and health protocols will be maintained by having students load and unload in a controlled manner and sit in assigned seats for the duration of the run to limit contact and facilitate contact tracing if necessary. Students residing in the same household will be assigned to the same seat on their bus.**

Moderate Transmission Risk

- Plan to operate at significantly reduced capacity while maximizing health and safety protocols, as well as considerations outlined in the plan.
- Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating.
- Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus.
- Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat.
- **EGPS will operate buses at significantly reduced capacity to allow for six feet of between passengers and will maximize health and safety by requiring all passengers to wear face masks or cloth face coverings prior to boarding and throughout the duration of the bus route. It is quite possible that this level of transportation “need” will coincide with the move to a hybrid school model, reducing the percentage of students who are in the school buildings each day.**
- **EGPS K-5 students share buses for two destinations; therefore, safety and health protocols will be maintained by having students load and unload in a controlled manner and sit in assigned seats for the duration of the run to limit contact and facilitate contact tracing if necessary.**
- **Students residing in the same household will be assigned to the same seat on their bus.**
- **A survey was sent to parents asking if any families are willing and able to transport students, recognizing that their preference can change. Should that occur, we will request one weeks notice to arrange the details with the bus company.**

Health Practices and Protocols

- Ensure that students are educated and engaged in the new expectations related to all public health policies and protocols. As part of this requirement, assess the best approach to communicating the information for the age group, and plan to set aside time at the beginning of the school year, as well as frequent reminders, to review the new policies and protocols.
- **EGPS will ensure that all faculty and staff are trained with regard to public health policies and protocols. Appropriate grade level signage will be posted throughout each school building to identify, promote and reinforce proper public health safety. Building administration will work with staff to develop a means to share health practices and protocols with students and families.**
- **The Farmington Valley Health District (FVHD) will provide training regarding symptoms, isolation, quarantining, tracing, contacting, and return to school protocols with school nurses.**
- **The administration and nurses will work closely with FVHD for continued support, guidance, and direction.**
- Familiarize all participants of the standard public health practices used to prevent the spread of diseases. These practices include, but are not limited to:
 - social distancing,
 - frequent hand washing and use of hand sanitizer,
 - use of face coverings that completely cover the nose and mouth,
 - respiratory and cough etiquette, and
 - enhanced cleaning/disinfection of surfaces.
- **EGPS Faculty will provide instruction on these practices for students: social distancing, frequent hand washing and use of hand sanitizer, use of face coverings that completely cover the nose and mouth, respiratory and cough etiquette, and enhanced cleaning/disinfecting of surfaces.**
- **All faculty and staff will be responsible for informing students of all necessary public health policies and protocols. Faculty and staff will monitor and ensure that students and visitors to school buildings observe necessary public health protocols.**
- Provide adequate supplies, including soap, hand sanitizer with at least 60% ethyl alcohol or 70% isopropyl alcohol (for staff and older students who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible), and no-touch/foot-pedal trash cans.
- **EGPS will continue to provide adequate supplies of soap, hand sanitizer, paper towels, tissues, disinfectant wipes, cloth and disposable face coverings and touch-free trash cans.**
- **Hand sanitizer dispensers will be mounted throughout the school buildings and bottles of hand sanitizer will be available for each teacher desk.**
- **Portable hand wash stations have been purchased and will be placed in areas of the school buildings where access to sinks are limited.**

Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, it is imperative to work through the Connecticut School Reopening Plan which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing a unique local approach.

Health Practices and Protocols, continued
<p>Reporting Illnesses and Addressing Vulnerable Populations</p> <ul style="list-style-type: none"> • Instruct students and staff to inform the school if they are sick with COVID-19 related symptoms, particularly if they had a known contact with someone diagnosed with COVID-19 and have also had contact with the school population. • Develop consistent protocols for information reporting, and a point person to appropriately receive and safeguard this information, such as the school nurse, district nursing supervisor, or principal. • Educate staff and families about when to stay home. Schools should properly communicate the content of this or any updated guidance. <ul style="list-style-type: none"> – Instruct staff and students (or their parents and guardians) to perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms. Communicate this expectation and provide parents with reminders about the symptoms consistent with COVID-19 that require keeping their students at home. • Establish and communicate school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home. • EGPS will educate and instruct all staff, students and families on COVID-19 related symptoms and when to stay home (self-assessment). This will be done strategically and consistently based on all and any updated FVHD/DPH guidance. Prior to school starting, the district will provide training for all staff during teacher professional development days. • The development of protocols for reporting, receiving and safeguarding all COVID-19 related information will be developed. EGPS will have a tiered system for reporting, collecting and distributing information. Each school will have a nurse that will take the initial information, the nurse will pass information to the principal and the principal will inform the Director of Student Support Services. The Director of Student Support Services will have the stored, most updated information. • All district information will be posted on our EGPS district and school websites. • EGPS will develop a communications plan that addresses timely and adequate communication to all district constituents. Communication will be disseminated through multiple modalities so access is equitable.
<p>Social Distancing</p> <ul style="list-style-type: none"> • Assist staff and students to maintain maximum social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time. • East Granby Public Schools will maximize social distancing in classrooms by arranging and removing furniture as needed. Teachers will maintain social distance when instructing students or use a mask if social distancing is not possible. We plan to purchase desk shields for all staff so they may conference with students in a closer setting, if they choose. Instructional strategies will be modified to support social distancing. Areas of large space will be repurposed to support teaching and learning with social distancing.
<p>Use of Face Coverings, Masks, and Face Shields</p>

- Adopt policies requiring use of face coverings **for all students and staff when they are inside the school building, with certain exceptions listed below.**
 - For anyone who has trouble breathing, or anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance, face coverings and masks should not be required, [per CDC guidance](#).
 - For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required.
- Be prepared to provide a mask to any student or staff member who does not have one.
- **EGPS will require the use of face masks that cover the nose and mouth for all students and staff when inside the school building. The rule will keep in mind 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, they should provide a doctor's note, and then masks would not be required.**
- **All EGPS schools will have extra masks available for students and staff members. Each school will keep a record of frequency of mask issuance in order to track and ensure an available supply.**

Health Monitoring Plan

Planning and Distribution of Information

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

Protocols for reporting, receiving and safeguarding all COVID-19 related information is done through the assistance of the FVHD. EGPS will implement a tiered system for reporting, collecting, and distributing information. Each school will have a nurse that will take the initial information, the nurse will pass information to the principal and the principal will inform the Director of Student Support Services. The Director of Student Support Services will have the stored, most updated information.

Each building has a designated isolation room for students who are at school and displaying symptoms. These students will be monitored while awaiting pick up from a designated family contact. FVHD has shared protocols, which will be duplicated and sent to families and staff regarding information including, but not limited to, isolation, quarantining, contact tracing, and reporting. Communication of positive cases will be shared with the school community, without utilizing any identifying information.

Each EGPS school will monitor and track specific symptoms on a running document. The data will inform the district in regards to trends and areas of focus. The district administrative team will review the data daily, and then coordinate with the FVHD. From these meeting, strategic operating plans will be developed or reviewed for operational functionality.

Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, it is imperative to work through the Connecticut School Reopening Plan which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing a unique local approach.

Containment Plan

- *The Connecticut Department of Public Health will be providing a tiered system to assist leaders and define the decision-making approach should partial or full class-cancellation become necessary. Anticipate this will be available at the time decisions will need to be made related to containment and possible school class cancellations.*
- Include in the LEA reopening plan written protocols for containment and immediate response if an individual has signs or symptoms of COVID-19, there is a known exposure, or a member of the school community has a confirmed diagnosis of COVID-19. The purpose of containment plans are to decrease the risks of spreading COVID-19, and shall include the following:
 - Immediate coordination with the local health department, including being ready to comply with requests for information from the local health department to assist with contact tracing.
 - Identification of a response team within the school and LEA with specific responsibilities.
 - Consideration of what signs and symptoms exhibited by students or staff would require their immediate dismissal from school; for what period of time; and conditions for their re-admittance to school.
- Identify an “isolation room” (besides the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives.
- Create a consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19 and must be dismissed from school.
- **East Granby Public Schools will collaborate and communicate immediately with the Farmington Valley Health District. In the event of a known exposure or confirmed diagnosis, the containment plan will be enacted and contact tracing will begin**
- **The FVHD has a representative working specifically with EGPS to offer guidance and direction with specific situations. The FVHD will provide nurse training before the start of school in regards to protocols, including tracing. Along with the nurse, the response team consists of a health aide and administration. The team will notify the Board of Education, the First Selectman, and the EG Town Crisis Manager in the event of any confirmed diagnosis. The FVHD will provide the EGPS documents to share with families regarding best practices and protocols that will be followed should a person become symptomatic, COVID positive, or in contact with a person who is COVID positive.**
- **Each EGPS school will have a designated “isolation room”. The isolation room will be as close as possible to the current health office. The “isolation room” will be monitored at all times by a designated staff member.**
- **The district will hire a health aid for each school to work alongside the nurse.**
- **A student or staff member that exhibits symptoms of COVID-19 will be isolated until picked up or dismissed by the school nurse.**

Cancellation of Classes, Remote Learning, and Reopening Plans

- *The Connecticut Department of Public Health will be developing specific community and school-based indicators to assist leaders and define the appropriate decision-making approach.*
- Develop a plan for school class cancellations and reopening to be implemented in the event that the superintendent, their designee, or state government suspends or cancels in-school classes for some or all participants.
- Notify and consult with the CSDE immediately if the LEA is contemplating class cancellations.
- Include a communication plan and clear policies for faculty and staff regarding individual roles and responsibilities in the event of a shutdown occurring during the school year.
- Prioritize ongoing educational opportunities when drafting the plan for shutdown. Materials for continuity of learning must be made available to allow for school sessions to continue remotely.
- **Through consultation with FVHD and CSDE, EGPS will plan for school class cancellations and reopenings in the event there is a suspension or cancellation of in-school classes for some or all participants.**
- **The cancellation will be communicated through a modality of resources to all stakeholders and the superintendent will notify and consult with the CSDE immediately.**
- **The district has a plan in place for sudden closures, outlining the roles and responsibilities for faculty and staff.**
- **Our district has materials and resources for continuation of learning remotely. We are a Google district and utilize Classroom, Meet, and Google Docs. In addition, we have multiple online subscriptions and apps for helping students with access, learning, and extension activities. We have devices available for students who need them, including computers and wifi access. Also, some programs have workbooks that supplement the learning.**
- **In the event of a shutdown, we will move to our distance learning plan**

Future Planning for Remote Blended Learning

- Be prepared to provide remote blended learning opportunities immediately upon cancellation of in-school classes.
 - Consider implementing a plan to gather feedback from families, students, teachers, and leaders on experience with remote learning. Incorporate any feedback into a revised remote learning plan and incorporate into hybrid learning model.
- Develop a plan for extended absences and communicate it with parents or guardians in the event of a second extended closure.
- **Upon cancellation of in-school instruction, our remote blended learning program can be implemented. As in the past, we will gather feedback from families, students, teachers, and leaders regarding remote learning. This feedback is considered when making decisions regarding remote learning and hybrid learning models.**
- **In the event there is an extended closure and we all move to distance learning, communication with all stakeholders will be done through a variety of modalities, as in the past.**

Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, it is imperative to work through the Connecticut School Reopening Plan which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing a unique local approach.

Academics

Special Education

- Prepare with the understanding that there has been no waiver of requirements under the IDEA for provision of a free and appropriate public education (FAPE) in the least restrictive environment (LRE). During COVID-19 school closures, schools were required to provide FAPE consistent with the need to protect the health and safety of students, as well as those individuals providing education, specialized instruction, and related services to these students. Schools may not have been able to provide all services in the same manner that they are typically provided. Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services.
- Treat students eligible for special education and other special populations as general education students first. Guidance and policies related to school reopening plans apply to all students, including students with special needs who qualify for individual education programs under the IDEA and accommodation plans for eligible students under section 504 of the Rehabilitation Act. If students with disabilities are unable to access the reopening plan as designed, facilitate individualized and alternative means of re-entry based upon student need, present levels of functioning, developmental levels, and student/parent input. Consider blended learning schedules if needed.
- Do not make programming decisions based on a student’s disability category. However, the nature and/or severity of a student’s disability may require unique considerations. Protocols should consider the student’s developmental level and skills.
- Address mask and face covering use for the population of special education students, including cases where masks may need to be removed to provide appropriate services, and the approach to implementing any other possible mitigating strategy, including but not limited to maximum social distancing.
- **East Granby is preparing for the reopening with the understanding that there has been no waiver of requirements for provision of a free and appropriate public education (FAPE). The district will provide inclusive services in the Least Restrictive Environment to the greatest extent possible. Guidance and policies related to school reopening plans apply to all students. Those students unable to access the reopening plan as designed will have an alternative means of re-entry based on the following considerations: student’s individualized needs, present level of functioning, developmental levels and student and parent input.**
- **Plans to assist with return to the school building will include opportunities to teach and reinforce new health and safety protocols. Sessions with families and students will include the use of social stories, slideshows, and videos. Families will continue to collaborate with Student Support Services staff and BCBA’s on the wearing of masks. Staff will be assigned to specific students to limit exposure and ADL protocols will be provided to assist with toileting and feeding.**
- **Service providers will have access to PPE equipment or an alternate environmental space to meet the individual needs of the student and support social distancing.**
- **The district will work collaboratively with community-based providers, colleges, parents/guardians and students to ensure worksites adhere to proper hygiene, social distancing and cleaning/sanitizing procedures.**

English Learners (ELs)

- Understand that like all other students, ELs are entitled to FAPE. The Civil Rights Act of 1964, Title IV, the Equal Educational Opportunities Act (1974) and the Elementary and Secondary Education Act (1965) provide guidance on the services to which ELs are entitled. ELs must have access to the general education curriculum as well as to a supplemental language instruction education program. During school closures due to COVID-19, ELs continue to be entitled to receive their supplemental EL instructional program in addition to their general education program of mainstream, grade-level and content-area instruction. Such language instructional education programs may consist of a range of services, including bilingual education, English as a Second Language (ESL), Sheltered Instruction and others. When returning to school buildings, language instruction education programs must continue.
- Comply with the requirement that eligible students in bilingual mandated districts are offered bilingual education programs. During COVID-19, school districts that are mandated to provide bilingual education remain required to offer a bilingual program to eligible students who have opted into the program. While program implementation may be altered during COVID-19 as compared to traditional in- building schooling, students in bilingual programs are still entitled to receive native language support as part of their school's designated bilingual program model. As with other language instruction education programs, when returning to traditional schooling, bilingual programs must continue.
- Communicate with parents and guardians that have limited proficiency in English in a language they understand as required by Title III of the Elementary and Secondary Education Act. As during traditional schooling, communications during school closures due to COVID-19 may be provided through translation and/or interpretation.
- Provide ELs who are also identified as students with disabilities supports for their EL needs, as well as supports for their disabilities. During COVID-19, these dually identified students must continue to receive these supports. As in times with traditional schooling, dually identified students should have their language needs represented in their annual meetings about their IEP.
- **Programs are individualized and communication with families will continue to occur on a regular basis in their primary language to ensure families and students have accurate and up to date information to make informed decisions.**
- **Signage in the buildings will be provided in native language(s) and with developmentally appropriate picture graphics.**
- **Procedures are in place for supporting translation and interpretation for families regarding remote learning and returning to school.**
- **Mainstream teachers will embed accessibility tools, expanded vocabulary instruction and differentiated instruction in their grade level content areas. A system of communication has been developed (through the Google platform) to provide supplemental language instruction. Ongoing collaborative efforts between TESOL teacher and general education teacher has and will continue to occur to allow access to grade level content while developing language proficiency.**
- **Students dually identified will continue to receive support and will have their needs represented in their annual PPT meetings.**

Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, it is imperative to work through the Connecticut School Reopening Plan which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing a unique local approach.

Family and Student Engagement
Family Support and Communication
<ul style="list-style-type: none"> • Comply with all state and federal family engagement requirements (e.g., School Governance Councils and Title I requirements) during the COVID-19 pandemic. • Prepare to provide families with clear and ongoing communication about what to expect, during and prior to reopening. This includes, but is not limited to, guidance on the school protocols related to health and safety guidelines. • Continue to engage with families and students as the reopening moves forward to ensure they are informed and have the ability to provide feedback. • Make reopen plans available on the LEA website, accessible, and clearly identify the school liaison. • EGPS administration will communicate with staff, students and families as policies and protocols are updated. Communication will be sent through multiple modalities that could include the EGPS website, email, phone communication and social media. Communications will be translated into languages families have identified as their dominant language. • Three committees have been established to address the areas of health/safety, facilities/operations and curriculum/instruction. Parents, teachers, staff and community members have participated in these meetings to provide input in decision making. These committees will continue to meet as needed in response to changes in guidance from the CSDE. • Families will be surveyed about their decision regarding in-school attendance and transportation use for the fall of 2020, recognizing their preferences can change. There will be a re-entry process for students that will allow for the receiving teacher(s) to plan and prepare for the additional student in the classroom. • Reopening plans will be posted on the district website, along with the identification and contact information of the school liaison.
Social-Emotional Learning (SEL) and Mental Health
<ul style="list-style-type: none"> • Develop a detailed plan to re-engage all students, staff and families. Particularly identify strategies to identify and engage populations and specific students that have been disengaged. • Prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements. • EGPS will re-engage all students, staff, and families. Specific populations and students who have been previously disengaged will especially be a focus. • School counselors, social workers, and school psychologist will continue to be available to support students and families. • Faculty and staff will be prepared to identify issues related to abuse and neglect in the context of the pandemic and will comply with all mandated reporting requirements. Each year we have specific training regarding mandated reporting. We will work with local health agencies and other entities to provide training to faculty/staff regarding SEL and mental health. • Through the Creating Opportunities through Relationships (COR) modules, teachers will have training prior to the start of the year for students on the following topics: The Power of Relationships; Building Relationships Through Awareness; Promoting Safety and Happiness; Promoting Feeling Capable and Valued; and Promoting Engagement Through Learning. • Peace at Home Parenting Solutions will be available to all families through a district purchased subscription. "Our mission is to connect parents with inspiring experts and each other so they easily gain the skills and support they need to build positive, peaceful and playful families." (Peace at Home Website)

After-school programming

- Programs receiving funding from the CSDE through the State After School, Extended School Hours (ESH) and 21st Century Community Learning Centers (21CCLC) programs, consult with the CSDE for individual grant-specific guidance.
- Follow the requirements outlined in this document, as applicable, including but not limited to requiring the use of face coverings that cover the nose and mouth, and maximizing social distancing.
- **Our district does not receive funding from ESH and 21CCLC.**
- **Any after school programs will follow the guidance and rules as are required during the school day.**

Career And Technical Education

- Develop a plan for cleaning and disinfecting shared equipment in the shop or lab, before and after each use.
- **Protocols are developed for cleaning and disinfecting shared equipment using the provided products purchased by the district. This plan for shared equipment in the shop or lab will be distributed to students in the shop. The ingredients of the products used in the cleaning and disinfecting of the shop will be shared with families.**

Staffing And Personnel

Certification and Personnel Planning

- Prepare with school human resources and board counsel to comply with legal and regulatory requirements related to personnel, including but not limited to the EEOC [guidance](#) related to the ADA and the COVID-19 pandemic.
- Assess how to engage a full roster of staff, including potential substitute plan, and whether stipends or changes in substitute pay is required to support the needs of the school.
- **The recently enacted Families First Coronavirus Response Act (FFCRA) provides for:**
 - 1. Two weeks (up to 80 hours) of paid sick leave at the employee's regular rate of pay where the employee is unable to work because the employee is quarantined (pursuant to Federal, State, or local government order or advice of a healthcare provider), and/or experiencing COVID-19 symptoms and seeking a medical diagnosis; or**
 - 2. Two weeks (up to 80 hours) of paid sick leave at two-thirds the employee's regular rate of pay because the employee is unable to work because of a bona fide need to care for an individual subject to quarantine (pursuant to Federal, State, or local government order or advice of a healthcare provider), or care for a child (under 18 years of age) whose school or child care provider is closed or unavailable for reasons related to COVID-19, and/or the employee is experiencing a substantially similar condition as specified by the Secretary of Health and Human Services, in consultation with the Secretaries of the Treasury and Labor.**
 - 3. Up to an additional 10 weeks of paid expanded family and medical leave at two-thirds the employee's regular rate of pay where an employee, who has been employed for at least 30 calendar days, is unable to work due to a bona fide need for leave to care for a child whose school or child care provider is closed or unavailable for reasons related to COVID-19.**
- **An initial survey (early July, 2020) for planning purposes was sent to all staff members to gauge their school return plans based on verified reasons for leave.**
- **Staff leaves, unless able to teach from home with an inverted model, will require substitutes. East Granby has a substitute roster and also subscribes to Kelly Services. The SDE also has a database of certified and non-certified persons who might be available for service.**

Professional Development

- Prioritize mandatory training for staff, before the beginning of the school year, that covers signs and symptoms of COVID-19, Standard Public Health protocols, Hygiene Practices, PPE, Reporting Illnesses, and supporting SEL. Plan ongoing trainings as changes occur in recommendations and public health data.
- **East Granby Public Schools will provide training for faculty, staff, and substitutes regarding signs and symptoms of COVID-19, Standard Public Health Protocols, Hygiene Practices, PPE, Reporting Illness, and supporting SEL. These will be delivered through a mixture of videos, slideshows, articles, health care professionals, district administration, trained faculty members, and consultants. The training will be done in small groups, remotely, and/or online. The East Granby Board of Education voted to utilize the three student school day waiver prior to the first day of school for students. These additional days will be structured to prepare our faculty and staff for the above-mentioned trainings, along with a variety of professional development offerings geared toward distance learning.**