



VERNON PUBLIC SCHOOLS REOPENING PLAN 2020-2021

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| Date of Submission: | July 24, 2020 |
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I. REOPENING ADVISORY COMMITTEE

We would like to thank the Health and Safety Team for volunteering their time to assist the district in preparation of the “*Vernon Public Schools Reopening Plan 2020-2021*”. Their feedback in this process has been critical to district administration in the preparation of this plan.

District Administration

Dr. Joseph Macary, Superintendent of Schools
Robert Testa, Assistant Superintendent of Schools
Angela Wang, Director of Business and Finance

School Administration

David Caruso, Principal, Vernon Center Middle School
Tracy Duenzl, Principal, Lake Street School
Joshua Egan, Maple Street School
Jeff Farrell, Director of Athletics, RHS & VCMS
Dr. Brenda Greene, Principal, Northeast School
Tasonn Haynes, Assistant Principal, Vernon Center Middle School
Bryan Kerachsky, Principal, Skinner Road School
Melissa Luke, Assistant Principal, Vernon Center Middle School
Jason Magao, Principal, Rockville High School
Jennifer Miller, Principal, Center Road School
Daniel Pichette, Assistant Principal, Rockville High School
Allayne Sundt, Assistant Principal, Rockville High School

District Medical Advisor

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Michael Delillo, RHS
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Barbara Borecky, Human Resources Specialist
Elizabeth Fisher, Director of Food and Nutrition
Dominique Fox, Director of Teaching and Learning (Secondary)
Melissa Iles, Director of Pupil Personnel Services
Cory LaFountaine, Supervisor of Logistics and Safety
Jackie Middleton, Supervisor of Special Ed (Secondary)
William Peluso, Supervisor of School Facilities
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Cindy Schnell, Human Resources Specialist
Peggy Stickel, District Supervisor of Nurses
Melissa Trantolo, Director of Teaching and Learning (Elementary)
Cynthia Zingler, Director of Family School and Community Partnerships

Town of Vernon

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Michael Purcaro, Town Administrator
Dawn Maselek, Assistant Town Administrator
David Woodruff, Human Resources Investigator
Robert Sigan, Director of Information Technology
Alvin Cruz, Information Technology Specialist
Marty Sitler, Director of Parks and Recreation
James Kenny, Vernon Police Department
Steve Eppler, Vernon Fire Department
Robert Grasis, Water Pollution Control

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Joseph Barbera, Risk Manager
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II. BOARD OF EDUCATION

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III. DISTRICT ADMINISTRATION

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Melissa Iles, Director of Pupil Services
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Bill Peluso, Supervisor of Facilities & Building Grounds
Elizabeth Fisher, Director of Food and Nutrition
Cynthia Zingler, Director of Family School and Community Partnerships

IV. SCHOOL ADMINISTRATION

Rockville High School

Jason Magao, Principal
Daniel Pichette, Assistant Principal
Allayne Sundt, Assistant Principal

Vernon Center Middle School

David Caruso, Principal
Tasonn Haynes, Assistant Principal
Melissa Luke, Assistant Principal

Center Road School

Jennifer Miller, Principal
Taylor Parker, Assistant Principal

Lake Street School

Tracy Duenzl, Principal

Maple Street School

Joshua Egan, Principal

Northeast School

Dr. Brenda Greene, Principal

Skinner Road School

Bryan Kerachsky, Principal

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1 Fall Reopening Model

Vernon Public Schools plans to have all students return to school for full-time instruction at the beginning of the 2020-2021 school year as long as public health data continues to support this model. This reopening plan was created with guidance from the Connecticut State Department of Education (CSDE) Adapt, Advance, Achieve. Our plan is supported with intensive mitigation strategies and specific monitoring, containment, and class cancellation plans. This plan may need to be modified as we move forward if the public health data changes. Decisions will be made based on the best available information and in coordination with the North Central District Health Department, CSDE, and Department of Public Health (DPH) and in accordance with state statutes, executive orders from the Governor, and recommendations from the Center for Disease Control and Prevention (CDC).

Parents/Guardians will be surveyed prior to the school year to determine whether they plan to have their child participate. For parents who temporarily choose to not have their child participate, alternative instruction will be provided via a distance learning model (See p.17 for description).

2 School Liaison, Communication Plans, and Data Collection

The school nurse at each school shall be designated as the COVID-19 Health and Safety Compliance Liaison. The designated person is responsible for engaging with students, parents, faculty, staff, and administrators to answer questions or concerns about health and safety requirements regarding COVID-19 concerns.

| Location | Name | Email | Phone |
|-----------------------------|-----------------|--|--------------|
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| Rockville High School | Peggy Stickel | peggy.stickel@vernonct.org | 860-896-4668 |

- The district will communicate all updated policies and protocols related to health and safety requirements to staff, students, and families on a regular basis.
- Communication plans will be made available in relevant language of families in the Vernon community and will also be accessible to those with visual and/or hearing impairments.
- The Vernon Public Schools Reopening Plan will be made accessible on the district main page and all school websites.
- The school community will be notified of all changes in a timely manner. Information will be communicated through the VPS district website, Twitter, Facebook and/or Blackboard Connect.

- The Vernon Public Schools will develop a survey in alignment with the Connecticut State Department of Education District Reopen Survey to gather information from families prior to reopening to properly plan for resuming classes in the fall.

3 Operations Plan

Facilities

- Individual teachers will determine their classroom layout in order to maximize social distancing, achieving 6 feet between student desks and workstations when feasible.
- Each principal will assess the space in their respective building to determine if other space may be repurposed for instruction.
- Carpets and extra furniture will be removed to maximize social distancing.
- Desks will be sanitized at the end of each day.
- Consistent signage issued by the CDC that references common health guidelines will be posted in all school buildings in areas such as classrooms, cafeteria, entrances, and hallways as well as at central office.
- Signs that include, “Masks must be worn at all times” will be posted at all entry doors in all buildings.
- Other signage related to stopping the spread of COVID-19 will be posted in classrooms, hallways, bathrooms, and the school cafeteria.
- Markings will be placed on floors to indicate walking directions in hallways and stairs where needed.
- The training needs of staff related to health and safety protocols have been identified, e.g. social distancing; cleaning protocols; and hygiene practices, and will be provided either in-person or online prior to the first day of classes and before students enter the building.
- Training will also be provided to substitutes and other individuals who may start working after the start of the new school year.
- Staff members and substitutes will be required to sign off that they have been provided the necessary training.
- Additional training sessions will be repeated on an as-needed basis.

Daily Operations

Cohorts

- A cohort is defined as a group or team of students and educators with consistent members that stay together throughout certain periods of the school day. The purpose of the cohort model is to limit the number of students who are exposed to COVID-19 if there is community transmission in the school and assist with effective contact tracing. While there is no definitive numerical restriction on cohort size, cohorts should be kept as stable as practicable (Connecticut State Department of Education).
- Each elementary school and the middle school will establish stable cohorts within their school population.
- Due to the schedule and number of classes at the high school, assigning cohorts will not be a feasible strategy to implement without significant disruption to student learning. Rockville High School shall focus on other strategies to limit the possible spread of COVID-19.

Elementary PreK-5:

- Assigned classes will serve as the basis of cohorts.
- Cohorts should remain in their classroom setting as much as possible during the school day.
- “Specials” teachers will rotate to each classroom rather than having students travel to them. If weather permits, specials can be held outside when feasible.

Middle School:

- Students will be assigned to cohorts for their school days.
- Cohorts should remain in their classroom setting and should not mix with other cohorts during the school day.
- Students shall not be assigned lockers and will be able to travel with backpacks or bags if needed.

High School:

- A block schedule will be implemented to reduce the number of passing times per student.
- In order to avoid congregation in the hallways, students shall not be assigned lockers.
- Students will carry all belongings in a backpack or other bag.
- During passing time, students will follow physical guides on the floors, sidewalks, and walls, to ensure social distance is maintained in all hallways.
- Where feasible hallways will be one way. If not feasible, the hallway shall be split into two lanes for flow in either direction.
- Students will carry all belongings in a backpack or other bag.

Classroom Layout

- Desks will face in the same direction.
- Social distancing will be maximized.
- Students will sit on the same side of a table maximizing social distancing.
- Extra furniture and rugs will be removed from the classroom.
- Space will be maximized between students and teacher.
- Students and teacher will wear masks.
- Markings/Decals will be installed to illustrate social distancing in classrooms and hallways.
- Classrooms will be cleaned and disinfected according to guidance for CT DPH.
- Classrooms will be supplied with soap, hand sanitizer, towels, tissue.
- Hand sanitizer will be available.
- Water fountains will remain inoperable.
- Students and staff will be encouraged to bring their own water bottles.
- Students and staff members can fill from one of our water fill stations instead of using the water fountain.
- Single use drinking cups will be provided as needed.

Bathrooms

- Bathroom doors will be propped open when consistent with fire code and privacy considerations.
- Disposable towels will be used, no air dryers.
- No touch trash bins will be used.
- A schedule will be developed for classroom cohorts to utilize bathrooms at designated times to ensure social distancing.
- Additional cleaning of high traffic areas will be implemented on a consistent basis.
- When possible, limit student trips to the bathroom during the school day.
- Instruct students in ways to maximize social distancing in multi-stall shared bathrooms.
- Increase cleaning and disinfecting of bathrooms throughout the school day.

Child Nutrition

Student Eligibility: The Food & Nutrition Services Department will continue to determine eligibility of all students and make breakfast and lunch available for all students every day, whether the student is on-site or participating in distance education. Meal applications will be sent to all families via email in August and paper copies made available as needed. The Connecticut State Department of Education Direct Certification List will be checked once per week beginning in August. All eligibility status updates will be entered into the Point of Service system within 10 days of receipt. Student eligibility from the previous school year will be rolled over into the new school year for the first 30 operating days (until October 7, 2020) or until a new eligibility determination is made.

Meal Service & Accountability: Meals will be picked up and eaten in the cafeteria by the student, allowing for strong accountability of school meals at the Point of Service using identification at the time of service. Students will be discouraged from using the pin pad (to mitigate the spread of disease) and encouraged to report their name to the cashier or use their student ID to scan the barcode. Meal orders taken in the classroom will be encouraged to reduce

waste and make meal service more efficient. Families will be encouraged to use MySchoolBucks to pay for meals on account to prevent cash handling at the time of meal service.

Meals: Meals will be bagged and served as a unit to prevent student-food contact during meal service. All bagged meals will continue to follow the School Breakfast Program and National School Lunch Program meal pattern requirements and will include appropriate servings of whole grains, fruits, vegetables, meat/meat alternates, and milk. Food & Nutrition Services will work with the North Central Health District to determine appropriate food safety practices for serving cold meals.

Cafeteria Environment: Students will come to the cafeteria in cohorts and spread out every other seat or zig zag pattern throughout the cafeteria. In cafeterias that are not large enough to accommodate all necessary students during a lunch period, an alternate eating location will be used (gymnasium, auditorium, etc.). Students waiting in line to receive meals will be spaced six feet apart using floor decals. Masks will be required within the cafeteria unless the student is sitting, facing forward, and eating.

Cleaning & Sanitation: All contact surfaces (serving lines, tables, prep areas, etc.) will be sanitized between each meal service period according to the North Central Health District recommendations. Kitchens and cafeterias will be thoroughly cleaned and sanitized at the end of each day. All cafeteria employees will be required to wear masks and gloves at all times while working in the kitchen. Face shields (in addition to masks) will be required for cashiers during meal service.

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Transportation

- Parents/Guardians must pre-screen students before bringing them to the bus stop.
- Any student with a fever or other COVID-19 symptoms should remain home and not ride the bus.
- Bus operators and passengers will be required to wear a cloth face covering or mask that completely covers the nose and mouth at all times when they utilize district provided transportation services.
- Masks will be made available for students who forget to bring their own face covering or mask.
- Failure to comply with practices associated with wearing face coverings or masks will result in a student's removal from the bus.
- Passengers will load into the back starting with the back row to the front.
- Passengers will unload in a controlled manner starting from the front row to the back.
- Only one child per seat will be allowed when utilizing district provided transportation such as school buses; however, sibling groups may sit together.
- No seat changes are permitted during the run.
- Bus arrival times will be staggered to ensure social distancing.
- Students who utilize district provided transportation services for charter or magnet schools will be expected to abide by the same rules set forth in this plan.
- Buses will be cleaned and sanitized between runs per CDC recommendations.

4 Health Practices and Protocols

Students and staff will be educated in the new expectations regarding policies and protocols to reduce the spread of COVID-19 via a District-wide PowerPoint Presentation with the building School Nurse available to answer any questions. The District wants one consistent message for all grade levels regarding:

- Infection Control
- Ways to Stop the Spread of COVID19
- Frequent Hand Washing
- Respiratory Etiquette (Cover your Cough)
- Wearing of Masks or Face Coverings to totally cover nose and mouth
- Social Distancing
- Classroom Arrangement and Cohorting
- Hallway Usage
- Traveling on Buses
- Enhanced Cleaning and Disinfecting

Hand Washing

Frequent hand washing is one of the most important things to do to stop the spread of germs and stay healthy. Proper Hand Washing techniques will be reviewed with all staff and students at the beginning of the school year, reviewing the five steps to proper hand washing.

1. Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
 2. Lather your hands by rubbing them together with the soap. Be sure to lather the backs of your hands, between your fingers, and under your nails.
 3. Scrub your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.
 4. Rinse hands well under clean, running water.
 5. Dry hands using a clean towel or air dry them.
- If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol will be available in every classroom and throughout the building that can be used (for staff and older children who can safely use hand sanitizer).
 - Children will be supervised when using hand sanitizer.
 - Students and staff members must wash hands or use hand sanitizer
 - before and after meals
 - before and after recess
 - after using the toilet or assisting a student with toileting
 - after blowing your nose, coughing, or sneezing
 - Cough/sneeze into sleeves, preferably into the elbow. When using a tissue, discard it properly and clean/sanitize hands immediately.
 - Avoid touching the face, particularly eyes, nose, and mouth because these are the entry points for the virus.

Signs and Messages

- The District will have consistent messaging in all buildings regarding ways to reduce the spread of the virus and promoting:
 - Hand Washing
 - Wearing Mask or Face Covering
 - Practicing Social Distancing
 - Regular Cleaning
 - Avoid Touching Eyes, Nose and Mouth
 - Respiratory Etiquette (*Covering cough, sneeze, using tissue, washing hands afterwards*)
 - Staying Home when you are sick



5 Important Information for VPS Staff

- Before you come to school each day, check your temperature and assess your symptoms. If you have a fever of 100.4 or higher, or a cough, shortness of breath, or loss of taste or smell, or if you have been in direct contact with someone who has COVID-19, notify the principal, school nurse, HR, and contact your medical provider.
- Bring a water bottle to school as water fountains will be closed for regular use. Water fountains may only be used to refill water bottles throughout the day.

- When you are moving about the classroom, wear your face covering and avoid physical contact with students.
- Wash your hands frequently or use hand sanitizer throughout the day and guide your students in doing the same at regular times during the day.
- Wear your face covering, practice social distancing, and follow one-directional signs in hallways and on stairways when moving throughout the campus.
- The school nurse will have a designated isolation area in the event that a child or a staff member comes to school and presents COVID-19 symptoms. Contact tracing will be used to identify students or staff members who may need to self-quarantine for 14 days.

6 Important Information for Students and Parents

- The district has established a list of signs and symptoms of COVID-19 and temperature thresholds that require students and staff to stay home.
- Before you come to school, check your temperature and assess your symptoms. If you have a fever of 100.4 or higher, or a cough, shortness of breath, or loss of taste or smell, or if you have been in direct contact with someone who has COVID-19, you should stay home, contact the school nurse and your medical provider.
- When waiting for the bus, practice social distancing and wear your face covering.
- If you ride in a car to school, your parent or guardian will have to drop you off in the designated area at your school. Parents will not be able to walk you to your classroom or to the cafeteria.
- If you ride your bike or walk to school, enter the school at the designated entry point with your face covering on.
- Bring a water bottle to school as water fountains will be closed for regular use. Water fountains may only be used to refill water bottles throughout the day.
- When you are moving about the classroom, wear your face covering and practice social distancing.
- Wash your hands frequently or use hand sanitizer throughout the day.
- In the cafeteria, you should wear your face covering when waiting in line for food and practice safe social distancing.

7 Reporting Illnesses and Addressing Vulnerable Populations

- The district has established a list of signs and symptoms of COVID-19 and temperature thresholds that require students and staff to stay home.
- Prior to the start of the school year, the district and each school will communicate the list of signs and symptoms with students, parents/guardians, and staff through various means.
- The school nurse and/or building administrators will instruct students and staff to inform the school nurse if they are sick with COVID-19 related symptoms, or they have had known contact with someone diagnosed with COVID-19 and have also had contact with the members of the school's population.
- Each school nurse will communicate with both the district nursing supervisor and the school's principal regarding confirmed cases of COVID-19.
- Staff or students that are sick with COVID-19 related symptoms or if they have had close contact (less than 6 feet apart, for 15 or more minutes) with someone known or suspected to have COVID 19 while at school should be evaluated by the Health Room staff.
- **Symptoms:**
 - People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:
 - Fever or chills, T 100.4 F. However, evaluate the clinical picture. A temperature of 100.0 with body aches likely or other symptoms indicates acute illness.

- **Or two of the symptoms below:**
 - 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
- **Or one of the symptoms below:**
 - Nausea or vomiting
 - Diarrhea

Know how it spreads:

- There is currently no vaccine to prevent coronavirus disease 2019 (COVID-19).
- The best way to prevent illness is to avoid being exposed to this virus.
- The virus is thought to spread mainly from person-to-person.
- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs, sneezes or talks.
- These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
- Some recent studies have suggested that COVID-19 may be spread by people who are not showing symptoms.
- The virus spreads easily between people
- How easily a virus spreads from person-to-person can vary.
- Some viruses are highly contagious, like measles, while other viruses do not spread as easily.
- Another factor is whether the spread is sustained, which means it goes from person-to-person without stopping.
- The virus that causes COVID-19 is spreading very easily and sustainably between people. Information from the ongoing COVID-19 pandemic suggests that this virus is spreading more efficiently than influenza, but not as efficiently as measles, which is highly contagious.

In general, the more closely a person interacts with others and the longer that interaction, the higher the risk of COVID-19 spread.

How to Protect Yourself:

Wash your hands often.

- Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place.
- It's especially important to wash:
 - Before eating or preparing food
 - Before touching your face
 - After using the restroom
 - After leaving a public place
 - After blowing your nose, coughing, or sneezing
 - After handling your cloth face covering
 - After changing a diaper

- After caring for someone sick
- After touching animals or pets
- If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.
- Avoid touching your eyes, nose, and mouth with unwashed hands.

Avoid close contact

- Inside your home: Avoid close contact with people who are sick.
- If possible, maintain 6 feet between the person who is sick and other household members.
- Outside your home: Put 6 feet of distance between yourself and people who don't live in your household.
- Remember that some people without symptoms may be able to spread the virus.
- Stay at least 6 feet (about 2 arms' length) from other people.
- Keeping distance from others is especially important for people who are at higher risk of getting very sick.

Cover your mouth and nose with a cloth face cover when around others

- You could spread COVID-19 to others even if you do not feel sick.
- The cloth face cover is meant to protect other people in case you are infected.
- Everyone should wear a cloth face cover in public settings and when around people who don't live in your household, especially when other social distancing measures are difficult to maintain.
- Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance.
- Do NOT use a facemask meant for a healthcare worker. Currently, surgical masks and N95 respirators are critical supplies that should be reserved for Health Room staff, healthcare workers and other first responders.
- Continue to keep about 6 feet between yourself and others. The cloth face cover is not a substitute for social distancing.

Cover coughs and sneeze

- Always cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow and do not spit.
- Throw used tissues in the trash.
- Immediately wash your hands with soap and water for at least 20 seconds. If soap and water are not readily available, clean your hands with a hand sanitizer that contains at least 60% alcohol.

Clean and disinfect

- Clean AND disinfect frequently touched surfaces daily. This includes tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, and sinks.
- If surfaces are dirty, clean them. Use detergent or soap and water prior to disinfection.
- Then, use a household disinfectant. Most common EPA-registered household disinfectants will work.

Monitor Your Health Daily

- Be alert for symptoms. Watch for fever, cough, shortness of breath, or other symptoms of COVID-19.
- Especially important if you are running essential errands, going into the office or workplace, and in settings where it may be difficult to keep a physical distance of 6 feet.
- Take your temperature if symptoms develop.

- Don't take your temperature within 30 minutes of exercising or after taking medications that could lower your temperature, like acetaminophen.
- Follow CDC guidance if symptoms develop.

Protocols for Reporting Illness

Student presents with symptoms:

- Call to nurse's office

Student will be screened for the following symptoms:

- Fever or chills, T 100.4 F. However, evaluate the clinical picture. 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
- Known close contact with someone who is COVID-19 Positive
- Nurse will determine if the student should wait in the isolation room
- Student will be monitored in the isolation room
- Parent/Guardian will be notified to pick student up
- If the student complains of shortness of breath or condition worsens- EMS will be activated
- Notify Nurse Supervisor who will notify Superintendent
- Fax NCDHD Suspected COVID19 Form
- Notify CT DPH

Staff presents with symptoms during the school day:

- Staff member will report to the nurse's office and screened for above symptoms
- Staff member will be sent home if presenting with one or more symptoms and will notify Human Resources
- Building Administrator/Office staff will find substitute coverage
- If staff complains of shortness of breath or condition worsens- EMS will be activated
- Notify Nurse Supervisor who will notify Superintendent
- Fax NCDHD Suspected COVID19 Form
- Notify Connecticut Department of Public Health

Protocol for staff to return to work

If you think or know you had COVID-19, contact your school administrator, Health and Safety Compliance Liaison, and Human Resources.

You can be with others after:

- 1 day (24 hours) with no fever without the use of fever reducing medication **and**
- Respiratory symptoms have improved (e.g. cough, shortness of breath) **and** 10 days since symptoms first appeared
- Depending on your healthcare provider's advice and availability of testing, you might get tested to see if you still have COVID-19. If you will be tested, you can be around others when you have no fever, respiratory symptoms have improved, and you receive

- Two negative test results in a row, at least 24 hours apart.

Protocol for students to return to school

You can be with others after:

- 1 day (24 hours) with no fever without the use of fever reducing medication **and**
- Respiratory symptoms have improved (e.g. cough, shortness of breath) **and** 10 days since symptoms first appeared
- Depending on your healthcare provider's advice and availability of testing, you might get tested to see if you still have COVID-19. If you will be tested, you can be around others when you have no fever, respiratory symptoms have improved, and you receive
- Two negative test results in a row, at least 24 hours apart.

Staff that tests positive for COVID-19 but had no symptoms (Contact HR)

If you continue to have no symptoms, you can return to work if:

- 10 days have passed since test
- Depending on your healthcare provider's advice and availability of testing, you might get tested to see if you still have COVID-19. If you will be tested, you can be around others after you receive two negative test results in a row, at least 24 hours apart.
- Note: because symptoms cannot be used to gauge where these individuals are in the course of their illness, it is possible that the duration of viral shedding could be longer or shorter than 10 days after their first positive test.

For Students Who Have Been Around a Person with COVID-19

It is important to remember that anyone who has close contact with someone with COVID-19 should stay home for 14 days after exposure based on the time it takes to develop illness.

What counts as close contact?

- You were within 6 feet of someone who has COVID-19 for at least 15 minutes
- You provided care at home to someone who is sick with COVID-19
- You had direct physical contact with the person
- You shared eating or drinking utensils with a COVID-19 infected individual
- They sneezed, coughed, or somehow got respiratory droplets on you

Communication Protocols:

- Letter to be sent home to families in August with the following information:
- Symptoms to look for prior to sending children to school
- Pick up procedures should a student present with COVID-19 like symptoms
- Return to school requirements
- A staff member or student tests positive for COVID-19 (Refer to pandemic plan)
- District will notify the local Health Department
- Communication sent home to families
- District will monitor for clusters of cases (3 or more)
- Coordinate with the Health Dept. to determine any changes to school schedule or possible closure
- Signs with symptoms to look for and safety measures will be posted throughout the Districts buildings

Contact Tracing

Each school will create a contact tracing binder containing the following information:

- Class lists with seating chart
- Cafeteria seating chart
- Bus lists and seating chart
- Staff schedules
- Student schedules
- Students participating in extracurricular activities lists (sports, clubs, etc.)
- Binders will be updated monthly

For Any Staff Member Who Has Been Around a Person with COVID-19

It is important to remember that anyone who has close contact with someone with COVID-19 should stay home for 14 days after exposure based on the time it takes to develop illness. Please contact HR immediately, as well as School Nurse or Health and Safety Compliance Office for contact tracing, etc.

What counts as close contact?

- You were within 6 feet of someone who has COVID-19 for at least 15 minutes
- You provided care at home to someone who is sick with COVID-19
- You had direct physical contact with the person
- You shared eating or drinking utensils with a COVID-19 infected individual
- They sneezed, coughed, or somehow got respiratory droplets on you

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Training Protocols

- PowerPoint will be created with the following information:
 - Handwashing

- Cough/Sneeze Etiquette
- Mask wearing
- Social Distancing
- PowerPoint will be shown to students the first day of school
- Staff will receive training on PD day in August before the first day of school

8 Social Distancing

- We will take steps to promote physical distancing, although we cannot keep everyone six feet apart. This could look different at each school, due to the difference in the spaces, and it could include:
 - Staggering the use of common spaces, including the cafeteria, playground and other areas
 - Rearranging furniture and equipment to move students farther apart
 - Adjusting recess and lunch schedules to allow for more cleaning and disinfection
 - Modifying passing periods
 - Changing arrival and dismissal procedures
- Each school or District building will be reviewed in order to reconfigure available space to maximize social distancing consistent with public health guidelines in place at that time
- Signage regarding social distancing will be highly visible in all schools and District buildings.
- Staff and students will be encouraged to avoid sharing materials and belongings.
- If a student legally requires services that require students and staff within 6-feet, extra precautions will need to be taken on both parts in order to accomplish such tasks. Providers of these services (e.g. occupational therapy, physical therapy, specialized feeding, toileting/hygiene) shall wear gloves, masks, and face shields while working in contact with students. Disposable gowns will also be provided as needed.

9 Use of Face Coverings, Masks, and Face Shields

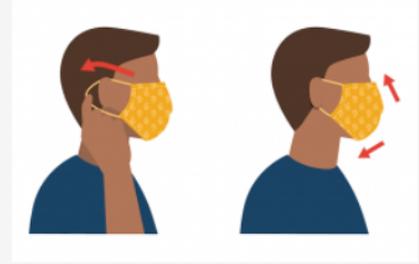
- The Connecticut State Department of Education's, *Adapt, Advance, Achieve Reopening Document* requires that children must wear masks in order to go to school, except for limited exceptions. This requirement is not just for their own safety, it is for the safety of their peers and their teachers/staff.
- Vernon Public Schools will require all students and staff to wear face coverings or masks when they are inside the school building. Exceptions may be granted for individuals who have difficulty breathing, are unconscious or incapacitated, or who provide medical documentation to the school nurse of the inability to do so.
- Prior to the beginning of the school year, parents will be encouraged to prepare their children wearing face coverings or masks.
- If a student does not wear a mask, they will be taken out of class and their parent/guardian will be called to pick them up.
- Mask break areas will be established in gyms and outside (weather permitting).

Masks or Face Coverings

- When worn properly, wearing a mask helps reduce the spread of the coronavirus by reducing droplet transmission between people.
- In accordance with Center for Disease Control and Prevention (CDC) guidelines, the Connecticut Department of Public Health (CT DPH), and the State Department of Education (SDE), all students and staff must wear a protective face covering or mask that covers the mouth and nose at all times while in a District space (buildings, grounds, buses, etc.).

Wear your Face Covering Correctly

- Wash your hands before putting on your face covering
- Put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily



Wear a Face Covering to Protect Others

- Wear a face covering that covers your nose and mouth to help protect others in case you're infected with COVID-19 but don't have symptoms
- Wear a face covering in public settings when around people who don't live in your household, especially when it may be difficult for you to stay six feet apart
- Wear a face covering correctly for maximum protection
- **Don't** put the face covering around your neck or up on your forehead
- **Don't** touch the face covering, and, if you do, wash your hands or use hand sanitizer to disinfect



Take Off Your Cloth Face Covering Carefully, When You're Home

- Untie the strings behind your head or stretch the ear loops
- Handle only by the ear loops or ties
- Fold outside corners together
- Place covering in the washing machine (learn more about [how to wash cloth face coverings](#))
- Be careful not to touch your eyes, nose, and mouth when removing and wash hands immediately after removing.

- Students and staff will be required to wear a face mask or face covering
- Mask or Face Covering will need to totally cover nose and mouth
- Staff, parents/guardians will be asked to provide a clean mask daily.
- Any child who needs a mask will be provided with a mask before entering the school bus.
- The school will provide a mask for any student or staff member needing one.
- Cloth face coverings should **not** be placed on
 - o young children under age 2
 - o anyone who has trouble breathing or is unconscious
 - o anyone who is incapacitated or otherwise unable to remove the mask without assistance.
- The cloth face cover is meant to protect other people in case you are infected.
- The District will require medical documentation for exceptions for students who are unable to wear a mask.
- Students refusing to wear masks will be reminded that they must wear them. If needed the parent/guardian will be contacted and the student will be dismissed.
- Students will be provided mask breaks throughout the school day.
- When masks are removed, they must be placed below the chin, in a pocket, or on the lap.

- Masks should not be placed on tabletops or other communal surfaces.
- Cloth face coverings should be washed after daily use in the washing machine with other laundry OR by hand soaking in a solution of 1/3rd cup of household bleach per gallon of room temperature water. Rinse clear. Place in the dryer or hang dry.

10 Containment Plan

The purpose of a containment plan is to decrease the risks of spreading COVID-19.

Isolation Room

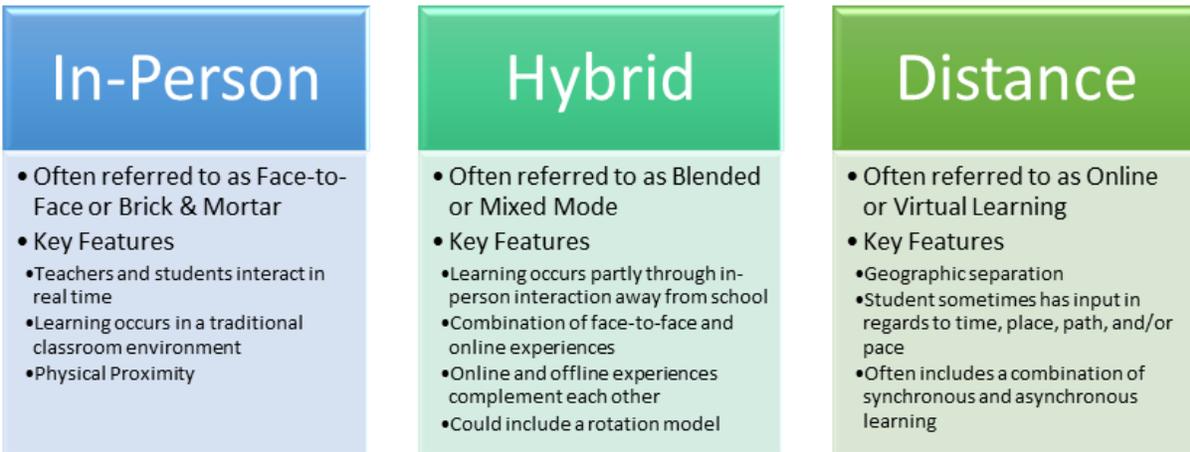
- Every school administrator will identify a designated isolation room separate from the nurse's office where students, staff, or individuals with signs or symptoms of COVID-19, or confirmed cases will stay until picked up by parent/guardian.
- Log all individuals who enter this room.
- Ill students or staff will wear a mask.
- Staff supervising the isolation room will wear full PPE.
- Assigned staff will be trained in proper donning and doffing of PPE.
- Isolation room will be cleaned and disinfected after each use.

11 Cancellation of Classes, Remote Learning, and Reopening Plans

- The Vernon Public Schools will notify families in the event of a school closure.
- Connecticut Department of Public Health guidelines will be followed regarding specific community and school-based indicators in the decision-making approach.
- All decisions regarding the cancellation of in-school classes will involve consultation with the Connecticut State Department of Education.
- A plan will be developed for school class cancellations and reopening in the event that the superintendent or state government suspends or cancels in-school classes for some or all participants.
- As with snow day protocols, decisions will be communicated to families as follows:
 - Phone Call
 - Text Message
 - Email
 - Local Radio & Television
- Depending on the situation, the administration may close the whole district, or individual schools as required by the public health data.

12 Future Planning for Remote Blended Learning

- VPS will adopt three models of learning environments to be utilized based on the amount of community transmission within a school, the community, and Connecticut at-large. These three models are dependent on the level of transmission.



- **Model 1 (In-Person)** - Schools are in session operating up to 100% capacity. Students/staff with underlying medical conditions should consider the distance learning plan.
- **Model 2 (Hybrid)** - There may be a need for schools to utilize a hybrid learning model which includes a combination of face-to-face learning and distance learning experiences. This model would establish a 50% capacity plan for school buildings and all classrooms.
- **Model 3 (Distance Learning)** - If schools are required to close, they shall transition to a distance learning (virtual) model of education. This decision will be made based on the best available information and in coordination with the North Central District Health Department (NCDHD), CSDE and the Department of Public Health (DPH) and in accordance with state statutes, executive orders from the Governor, and recommendations from the Centers for Disease Control and Prevention (CDC). These decisions are fluid and may be required for short or extended periods of time. It is necessary for all district personnel to prepare for such decisions. While the transition from one model of learning to another may not be ideal, there are several strategies teachers can employ to make the transitions easier.
 - Build positive relations starting day one with students and families in order to foster collaboration and communication.
 - Post lessons with learning management platforms (Examples include, but are not limited to Seesaw, Google Classroom)
 - Be prepared with alternate “distance learning” lesson plans (similar to sub plans).
 - Integrate online resources provided by the district into regular classroom learning.

In Person/Distance Learning Option

- It remains the priority of the Vernon Public Schools to safely return all students to school buildings in the fall. However, we recognize some families may prefer a distance learning environment model for a variety of reasons. The district shall make provisions to provide a distance learning option for these students. Families may opt into distance learning while schools are in session. This decision may be made for medical or personal reasons. If your family is opting for distance learning while schools are in session, you must communicate that

decision to Vernon Public Schools. At any time, if you decide to send your child back to in-person learning, you must notify your child's school prior to returning. You will be informed of your child's date of return within three days. Students will be able to return approximately one week from the date of notification. This will allow for continuity of student education and district planning.

- Grades PreK-5 the district shall make provisions for students that select distance learning; however, such learning shall not be tied to their assigned elementary school. Based on numbers, the district shall pool staff resources across all elementary schools to balance class sizes. The schedules will have a synchronous component to it to ensure parity with students in the classroom setting.

Components of K-5 Distance Learning:

- **Building Community with Students:**
 - Recording of morning messages, weekly live sessions with whole class or small group
- **Building Positive Relationships with Families:**
 - Communicate via email, Seesaw, phone calls in order to form relationships and to support families with distance learning.
- **Student Engagement:**
 - Host synchronous sessions for lesson topics that students may have misconceptions about or that can be difficult to teach without interactions.
 - Keep live lessons and pre-recorded lessons short.
 - Lessons should follow the Reading, Writing and Math Workshop model for consistency and familiarity.
 - Pre-recorded lessons should contain a VPS teacher. Students remain more engaged when they see/hear their teacher verses a video from an online source.
- **Provide Support for Both Students and Families:**
 - Create an office hour schedule so students and parents know when you are available for questions.
 - Provide weekly Zoom sessions for small groups and or 1:1 instruction for students who need additional support.
 - Provide technical support to families and students on how to log into and access different platforms for instruction.
 - Support will be made available from the IT department for Chromebooks with any technical issues.
 - When developing lessons, teachers should also consider components of social emotional learning (SEL) to support students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
 - Students receiving tier 2 or tier 3 support will continue to receive push-in or pull out services that are consistent with social distancing and other safety protocols. Delivery of these services will vary school by school grade level due to the unique layout of each building. For students that require instruction to be delivered in a small group, there will be an emphasis on social distancing and physically separating students whenever possible. Technology supports may also be used to supplement delivery of intervention services when needed.
- **Organizational Skills:**
 - A distance learning schedule will be provided with the different subject areas and the expected allotted time per subject.
 - New assignments will be posted by 8 a.m. everyday.
 - Assigned work will need to be submitted daily.
 - Long term projects will be given due dates.
 - All deadlines and expectations will be clearly provided.
- **Health and Wellness:**

- Wellness will be supported by providing flexibility to meet student needs. This may include flexible deadlines, formats for student work, or adjusting workload as needed.
- Movement breaks will be integrated throughout the distance learning day.
- When planning lessons, the amount of screen time will be considered. Opportunities for non-digital work will be built throughout the daily schedule.
- **Teacher Collaboration:**
 - Grade level teachers will have collaborative planning weekly. This time will be utilized to discuss curriculum, lesson planning, student needs and sharing of best practices
- **Provide Feedback:**
 - Utilize written and audio comments in Seesaw and Google Classroom to leave feedback for students.
- **Grades 6-12** - Students who select a distance learning model will be expected to follow a similar schedule to the normal daily schedule when school is in session.

Components of 6-12 Distance Learning:

- **Building Community**
 - At the secondary level, it will be essential to build community at the start of the school year.
 - Offer live sessions at least twice per week.
- **Building Positive Relationships with Families**
 - Reach out to parents when a student has shown improvement, has missing assignments, or is not engaging in synchronous or asynchronous lessons
- **Student Engagement**
 - Teachers will be provided professional development that incorporates the use of high yield, effective instructional strategies and educational technologies in either an in-person or distance learning environment.
 - Teachers will utilize Google Classroom to post videos and assignments, provide feedback, and share files, among other uses.
 - Students will be expected to log into their student email accounts on a daily basis.
 - Teachers will utilize both synchronous (live) and asynchronous lessons to deliver curriculum and instruction.
 - Synchronous instruction will occur through technologies such as Google Meet and Zoom.
 - Teachers will utilize both differentiated instruction and formative assessment practices to gauge the impact of their teaching and adjust instruction as necessary.
 - A strong focus will be placed on both collaboration and communication.
- **Support for Both Students and Families**
 - When developing lessons, teachers should also consider components of social emotional learning (SEL) to support students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
 - Office hours will be provided to ensure positive relationships are established and maintained between students and teachers.
 - Provide weekly Zoom sessions for small groups and or 1:1 instruction for students who need additional support. Students receiving Tier 2 or Tier 3 support will continue to receive push-in or pull out services that are consistent with social distancing and other safety protocols. Delivery of these services will vary by school due to the unique layout of each building. Technology supports may also be used to supplement delivery of intervention services when needed.

- Teachers will include information on their Google Classroom sites about how to log into digital tools or what to do if students are having technical issues.
 - Support will be made available from the IT department for Chromebooks with any technical issues.
- **Health and Wellness**
 - Wellness will be supported by providing flexibility to meet student needs. This may include flexible deadlines, formats for student work, or adjusting work load as needed.
 - When planning lessons, the amount of screen time will be considered.
 - **Teacher Collaboration**
 - Grade or department level teachers may have collaborative planning weekly. This time will be utilized to discuss curriculum, lesson planning, student needs and sharing of best practices.

13 Academics

Start of the School Year

Building Community with the New Class

- Vernon Public Schools will build community and establish norms in the new class through fun and engaging activities.
- This will prepare students mentally to engage with learning.
- Part of community building will include communication and engagement with families as learning partners.

Deliver the First Unit

- The first unit will be engaging and allow students to have a high probability of success in learning the material. This will help students ease into learning in the new school year and experience success early.
- Teachers will differentiate instruction and utilize formative assessment practices to gauge the impact of their teaching and adjust instruction as necessary.
- For certain students, Tier 2 support can be embedded within the classroom to accelerate learning and advance equity.

Remainder of the School Year

- If the first unit incorporates review, then the shift fully to on-grade level instruction should occur within 2-3 weeks.

Sensible Assessment Practices in 2020–21 and Beyond

1. Summer 2020

★ Review Available Information

In lieu of a separate assessment, what can we already know about our students from existing data/information?

Vertical Teams for Teachers, Interventionists, Instructional Specialists, and Related Service Providers

- What standards were taught in-person pre-COVID and during distance learning?
- How does the previous teacher describe the student's strengths and weaknesses?
- How well did the student engage in distance learning?

Longitudinal Data (Non-Assessment)

- Early Indication Tool support level (Low-Medium-High), attendance, discipline, mobility, course failures, etc.

Longitudinal Data (Assessment)

- K-Inventory, Smarter Balanced, NGSS, Alt. Assessments, LAS Links, IAB, F-IAB, Fall/Winter Benchmark, IEP Progress Reports

★ Plan the First Unit and Support Professional Learning

The first unit should not only engage students but also ensure that students will have a high probability of success. Teachers will need professional learning on topics such as assessment/data literacy, formative assessment practices, differentiated instruction, learning progressions, blended learning approaches/tools.

**Students new to CT public schools will likely need a screening and/or overall assessment such as the ICA or a local benchmark assessment.*

2. Start of the School Year

★ Build Community with New Class While Delivering the First Unit

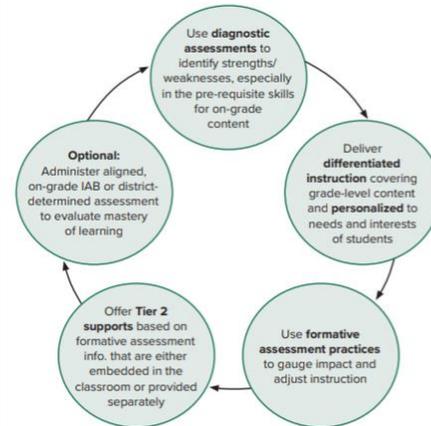
Acknowledge and address social-emotional learning needs and family/health/trauma issues due to pandemic. Start with a unit that is engaging and has high probability of success. Review key prior grade content if necessary.

- **Deliver differentiated instruction** by starting with engaging on-grade unit with high probability of success; review if necessary.
- **Use formative assessment practices** to gauge impact and adjust instruction.
- **Embed Tier 2 supports** in the classroom based on review of available information in the summer.

3. Rest of the School Year

★ Shift Fully to On-Grade Instruction with Scaffolds and Supports

If the first unit incorporates review, then the shift fully to on-grade instruction should occur within 2–3 weeks. Districts should identify pre-requisite content for each instructional unit and the corresponding diagnostic assessment.



4. End

★ Administer End-of-Year Summative Assessment

Administer an on-grade summative assessment (which may be the state assessment for students in Grades 3–8 and 11) to evaluate overall achievement on state standards

Special Education

While the reopening of schools may create some concerns and challenges for students with disabilities, Vernon Public Schools is committed to providing a blended instructional model to create learning opportunities for students with disabilities aligned with general education and based on present levels of performance and needs identified in students' Individualized Education plans (IEPs).

This reopening plan was created with guidance from the Connecticut State Department of Education (CSDE) Adapt, Advance, Achieve. The District is aware of the complex nature of planning a return to school for our students who receive special education and/or related services. In the event additional resources are made available by the state, if needed, this plan will be revised and shared with you. Current special education guidance is located on the CSDE website: [Special Education Guidance and Resources for COVID-19](#).

The District will provide all special education students with a free and appropriate public education (FAPE) in the least restrictive environment while maintaining the health and safety of students, as well as those individuals providing education, specialized instruction and related services. Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services, and as a result.

1. The district will pay close attention to the structuring of groups to limit student exposure to multiple cohorts, when feasible. Students with disabilities who have similar learning needs may be grouped together.

2. The district, when possible, will limit sharing of high touch materials between students such as books, computers, calculators, writing utensils, computer keyboards, headphones and other supplies. Supplies or equipment required to implement a child's IEP should be disinfected between uses if used by multiple students.

3. Services will be provided per the requirements of your child's IEP, while adhering to state requirements in the CSDE Adapt, Advance, Achievement document dated June 29, 2020 and the OEC Guidance for Childcare Centers dated June 24, 2020. Related service providers (Speech and Language Therapists, Occupational Therapists, Social Workers, School Psychologists Physical Therapists, Counselors) will try to limit students' movements throughout the building, when feasible.

4. Students in self-contained classrooms or alternative programs will continue to access general education classes as outlined in their IEP while maintaining cohorting to the greatest extent possible.

5. The district will provide opportunities to explicitly teach and reinforce healthy and safety guidelines set by the CDC and the District by way of visual cues, modeling, signage, social stories, and other appropriate developmental strategies.

6. Students participating in community-based transition activities will follow all workplace safety protocols identified by OSHA, CDC and the State of Connecticut. Such protocols include but are not limited to social distancing, wearing facemasks, cleaning and hygiene. Community-based job sites may be limited based upon individual business regulations and decisions.

7. The district will identify students who are unable to wear masks or other protective personal equipment or cases where masks may need to be removed to provide appropriate services. In these cases, the following additional mitigating measures, in consultation with Vernon Public Schools' Medical Director, may be considered:

- Use of alternative face coverings including clear masks, face shields or medical grade masks
- Use of disposable gowns
- Plexi-glass barriers
- Consideration of cohorts/limited mixing between classrooms
- Toileting/ADL protocols

8. The District recognizes that some students that have a medical condition deemed by a medical professional may require continuing full-time remote instruction. In these cases, the District is prepared to provide individualized distance learning opportunities with the intent of implementing the student's Individualized Education Plan (IEP) to the greatest extent possible.

- For students unable to access the school's reopening plan or those that are deemed high-risk by medical professionals.
 - The District will facilitate individualized and alternative means of re-entry based upon student need, present levels of functioning, developmental levels, and student/parent input, with consideration given to a blended learning schedule if needed.

9. The District recognizes that some students and/or families may opt for continuing instruction through digital learning. In these cases, the District is prepared to provide individualized distance learning opportunities with the intent of implementing the student's Individualized Education Plan (IEP) to the greatest extent possible.

- For students whose parents opt to continue with distance learning, the district will utilize two models:

Synchronous: Students, certified staff and non-certified staff are working together and interacting in real time digitally.

- Ex: Phone coaching/consultation, email/messaging, lesson through live video. _

Asynchronous: Certified staff post instruction and learning materials online. Students engage with class materials and complete work at their own pace within a given timeframe.

- Ex: Student logs onto Google Classroom/SeeSaw/Screencastify to access posted assignments at any time.

English Learners

- English Learners will be provided access to the general education curriculum as well as to supplemental language instruction programs. These programs may consist of a range of services, including bilingual education and English as a Second Language (ESL). When returning to school buildings, language instruction education programs will continue.
- Communication to parents/guardians that have limited proficiency in English will occur through both translation and interpretation service.
- Students may need to be grouped into one classroom per grade level if they require in class support.
- Students may possibly receive push-in services in the classroom, or be directed to a self-contained room for pull-out, small group services. Self-contained programming should be set up consistent with small group instruction and PPE should be worn accordingly.

14 Family and Student Engagement

Family Support and Communication

The reopening of schools is an opportunity to deepen relationships and engage families in authentic partnerships to support teaching and learning.

Vernon Public Schools will:

- Provide families with clear and ongoing communication about what to expect, during and prior to reopening.
- Include opportunities to engage with families and students to ensure they are informed and have the ability to provide feedback
- Increase communication with families by sharing information frequently about how their children are doing
- Prioritize what families say about their children's interests and challenges
- Model high quality learning practices
- Engage students in conversations about how they want teachers and families to support their learning
- Support parents to become effective leaders and advocates for children

Socio-Emotional Learning (SEL) and Mental Health

- Vernon Public Schools will participate in activities to re-engage all students, staff and families.
- Planned activities will provide students time to acclimate back to school and reestablish relationships and routines.
- Increase communication efforts with families
- Provide support for students who are struggling or at risk.
- Ensure access to mental health and trauma supports for adults

After-school Programming

- The district is considering both in-person and virtual extracurricular activities, depending on the community transmission factors and outside guidance. If held virtually, each school must ensure equity by examining the time of day these opportunities are offered, as all students may not be able to participate immediately after school.

15 Career and Technical Education

- The district shall also provide each classroom with disinfection wipes. Such wipes shall be deemed safe by rating agencies for staff to use without protection but shall also meet EPA disinfection criteria. Teachers and students

shall make disinfection of shared materials within their classroom setting a routine. Use of shared equipment in a shop or lab (e.g., circular saw, drills, kitchen supplies, etc.) should be limited when possible, or cleaned between uses.

- Many CTE courses assign tasks to students who assist in cleanup at the end of class.
- Students should be trained in all safety processes and procedures.
- Properly labeled spray bottles or disinfectant wipes should be stored near the equipment along with a small trash receptacle.

16 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.

Professional Development

- Prior to the beginning of the school year, mandatory training that covers the signs and symptoms of COVID-19, Standard Public Health protocols, hygiene practices, PPE, reporting illnesses, and supporting social emotional learning will be provided to all staff. As any changes occur in either recommendations or public health data, ongoing training will be planned and provided.
- Staff members will be asked to sign-off that they attended such training provided by the district.
- Vernon Public Schools will focus its professional development around three themes during the 2020-2021 school year. These include:
 - Educational Equity in Opportunities for Learning
 - Trauma Informed Instruction
 - Teaching and Learning in a Blended/Hybrid Learning Environment

17 References

<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>

<https://portal.ct.gov/SDE/Press-Room/Press-Releases/2020/Adapt-Advance-Achieve>

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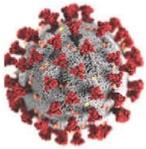
<https://drive.google.com/file/d/14FLAUyeruAYwU439gapnVJJe8wLNqOPA/view>

<https://docs.google.com/document/d/1rX8dseaSVPR7jpdWqYayLU6MBeZPYBaH/edit>

www.ajg.com/pandemic

<https://www.cdc.gov>

What you should know about COVID-19 to protect yourself and others



Know about COVID-19

- Coronavirus (COVID-19) is an illness caused by a virus that can spread from person to person.
- The virus that causes COVID-19 is a new coronavirus that has spread throughout the world.
- COVID-19 symptoms can range from mild (or no symptoms) to severe illness.



Know how COVID-19 is spread

- You can become infected by coming into close contact (about 6 feet or two arm lengths) with a person who has COVID-19. COVID-19 is primarily spread from person to person.
- You can become infected from respiratory droplets when an infected person coughs, sneezes, or talks.
- You may also be able to get it by touching a surface or object that has the virus on it, and then by touching your mouth, nose, or eyes.



Protect yourself and others from COVID-19

- There is currently no vaccine to protect against COVID-19. The best way to protect yourself is to avoid being exposed to the virus that causes COVID-19.
- Stay home as much as possible and avoid close contact with others.
- Wear a cloth face covering that covers your nose and mouth in public settings.
- Clean and disinfect frequently touched surfaces.
- Wash your hands often with soap and water for at least 20 seconds, or use an alcohol-based hand sanitizer that contains at least 60% alcohol.



Practice social distancing

- Buy groceries and medicine, go to the doctor, and complete banking activities online when possible.
- If you must go in person, stay at least 6 feet away from others and disinfect items you must touch.
- Get deliveries and takeout, and limit in-person contact as much as possible.



Prevent the spread of COVID-19 if you are sick

- Stay home if you are sick, except to get medical care.
- Avoid public transportation, ride-sharing, or taxis.
- Separate yourself from other people and pets in your home.
- There is no specific treatment for COVID-19, but you can seek medical care to help relieve your symptoms.
- If you need medical attention, call ahead.



Know your risk for severe illness

- Everyone is at risk of getting COVID-19.
- Older adults and people of any age who have serious underlying medical conditions may be at higher risk for more severe illness.



CS 314937A 06/01/2020

cdc.gov/coronavirus

Stop the Spread of Germs

Help prevent the spread of respiratory diseases like COVID-19.



cdc.gov/coronavirus

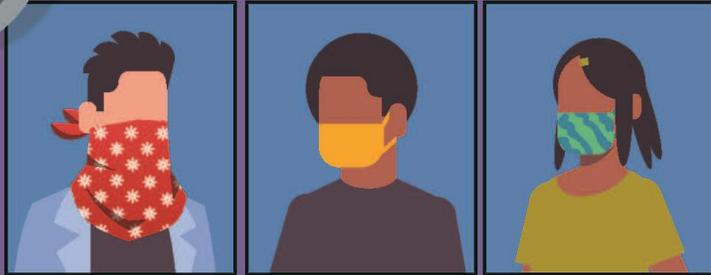
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Slow the Spread of COVID-19

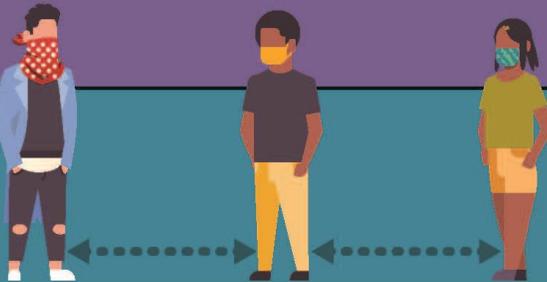


WASH YOUR HANDS OFTEN

WHEN OUT WITH YOUR FRIENDS,
WEAR A CLOTH FACE COVERING



AND STAY
6 FEET APART
FROM OTHERS



CLEAN
FREQUENTLY
TOUCHED
OBJECTS



DO NOT
TOUCH YOUR
EYES, NOSE,
AND MOUTH



COVER
YOUR
COUGHS
AND
SNEEZES



STAY HOME IF YOU ARE SICK



cdc.gov/coronavirus

CS 318104-A 03/08/2020



1 Wet



2 Get Soap



3 Scrub



4 Rinse



5 Dry

Hands that look clean can still have icky germs!

Wash YOUR HANDS!



U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

This material was developed by CDC. The Life is Better with Clean Hands campaign is made possible by a partnership between the CDC Foundation, GOJO, and Staples. HHS/CDC does not endorse commercial products, services, or companies.