



Connecticut LEA Reopening Template

Connecticut State Department of Education • June 29, 2020

This document identifies the critical “REQUIREMENTS” needed for each local educational agency (LEA) or school operator to submit a reopening plan in accordance with the Connecticut School Reopening Plan — [Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together](#). In providing the LEA’s response, it is imperative to work through the Connecticut School Reopening Plan, which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing the unique local approach. While the submitted plans do not require approval by the Connecticut State Department of Education (CSDE), plans will be retained. Receipt and consideration of the plans will allow the CSDE to share best practices and provide technical support for those LEAs who require it. LEAs should submit a reopening plan that clearly and specifically addresses the requirements outlined in each section below. The CSDE recommends plans be developed inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, nutrition services, transportation services, boards of education, local health officials, municipal leaders, parents and other relevant stakeholders.

Additional Details

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

Due: July 24, 2020

Submit to: SDE.REOPEN@ct.gov

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

Date of Submission:	July 24, 2020
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If schools plan to iterate and/or improve their plan as a result of newly released guidance and/or changes in their local communities, those should also be submitted to the CSDE at the email listed above.

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

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

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1. Priorities

Fall Reopening Model

Requirement 1.1

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. 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.

NHPS is planning to provide students the option of receiving in-person instruction five days a week or to engage in remote learning at the beginning of the 2020-2021 academic year. Adjustments will only be made to this plan if local health officials deem it necessary to increase the risk level. The following chart depicts three levels of risk.



Description	In-Person (Low Risk)	Hybrid (Moderate Risk)	Remote Learning (High Risk)
	Schools are fully open and operating under the new safety protocols to deliver instruction.	Schools will open fully, but operate under a hybrid rotation of instructional delivery to include traditional classroom teaching and remote learning.	Schools will be closed for an extended period and all students will engage in remote learning.

Some families may choose Distance Learning during the Low Risk or Moderate Risk plans.

Requirement 1.2

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.

During the COVID-19 school closure in the Spring, inequities in reference to access to technology and Wi-Fi connectivity became a primary concern. NHPS has engaged in a series of activities to ensure that we become a one-to-one district with technology, which includes partnerships with the State Department of Education, City of New Haven, philanthropists, and local businesses. Additionally, we also repurposed funds to ensure that we begin the 2020-2021 academic year as a district that is one-to-one. Our partnership with the City of New Haven has also enabled us to create Wi-Fi hubs throughout the City. We will continue to engage in conversations with our partners to ensure that all of our students have access to Wi-Fi.

Our educators were also thrust into teaching remotely in the Spring. This created inequities in the quality of instruction across the district and in the level of supports for all of our students. Therefore, it became a priority to identify a research-based professional learning provider to improve the quality of

instruction in a blended/remote learning environment. The Learning Innovation Catalyst (LINC) has partnered with NHPS to provide Summer Institutes for Leaders, Summer Institutes for Teachers, and over one-hundred-fifty hours of virtual professional development to all staff that will transform our instructional practices and provide consistency across the district. School leaders will create professional learning communities and assign virtual professional learning sessions for teachers to improve their practices.

Please see the section on Special Education and English Learners to review services for those populations.

Temporarily Choosing Not to Participate

Requirement 1.3

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

Students will engage in remote learning through Google Classroom and the suite of Google apps, including Google Meets for live, synchronous instruction. Lessons will be taught by certified teachers with guidance from the Curriculum Supervisors. Teachers will be trained on Google Classroom and the Google Suites in August and will receive on-going support.

School Liaison, Communications Plans, and Data Collection

Requirement 1.4

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).

The Director of Public Health Nursing, who provides oversight to all school nurses will be the Health and Safety Compliance Liaison. This individual will have the ability to rapidly disseminate information to parents, families, faculty, staff, and administrators through the school nurses.

Requirement 1.5

Put systems in place to communicate the most up to date policies and protocols related to the considerations herein, for staff, students, and families.

NHPS will utilize ParentLink, Town Hall Meetings, our website, and text messaging as forms of communication to our staff, students, and families.

Requirement 1.6

Make communications plans available in relevant languages of families in the community, as well as accessible to those with visual and/or hearing impairments.

NHPS will make communication accessible to all families of various languages and impairments.

Requirement 1.7

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.

Schools will utilize ParentLink, Class DoJo, Remind, the school website, and text messaging as forms of communication to staff, students, and families.

Requirement 1.8

Develop expectations around frequency of communication, and ensure detailed updates are provided any time critical information regarding policies, protocols, or health data changes.

The Superintendent will send weekly messages to families providing them with any updates and she will share updates during Board of Education meetings.

All critical information will be shared with families immediately via ParentLink, NHPS website, text messaging, and local media outlets.

Requirement 1.9

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.

NHPS will utilize local television channels, radio stations, Parent Link, the district website, and text messaging as forms of communication to the community.

Requirement 1.10

Make plans easily accessible, including but not limited to being visible on the main landing page of the LEA and school websites.

A link to the NHPS Road Map to Reopening plan is easily visible on the main landing page of our website. There is also a Fall 2020 Reopening page on our website. This page contains the reopening plan and survey results for families

Requirement 1.11

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.

NHPS administered a survey to ascertain the students that were planning to engage in learning in-person or remotely. The information collected from this survey is guiding our planning for the Fall.

We will also administer another survey in August for families to decide if they want their students to attend in-person or remotely because families may have changed their decision since the administration of the first survey.

2. Operations Plan

Facilities

Requirement 2.1

Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout.

We are using detailed floor plans of each building to determine the exact square footage of each classroom and each potential common area (cafeteria, gymnasium, etc.), and then determining the maximum number of students that can be present in each area at both 6 feet and 3 feet social distancing. A template to gather the data has been shared with building principals.

Requirements 2.2

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.

In addition to assessing the use of common area space such as cafeterias and gymnasiums, we are also assessing the possibility of using vacant school district property and renting up to 80 temporary modular classrooms.

Requirements 2.3

Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction.

We will provide all teachers face shields to use during instruction and to be used in conjunction with an appropriate face mask. Students will also be wearing face masks in the classroom.

Requirement 2.4

Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population.

We are acquiring the equipment and supplies to produce laminate signs and floor markings through our own internal print shop, and will be using translation services to produce signs in English, Spanish and other languages in particular schools where there is a concentration of a particular spoken language.

Requirement 2.5

Identify the training needs of staff related to health and safety protocols; perform such training prior to the first day of classes.

GoTo Services will train Local 287 BOE employed custodial Staff. GoTo Services will work with EcoUrban Pioneers and will supervise training programs for contracted EcoUrban part-time custodial staff. PMA will provide all educational and resources for the New Haven BOE teachers and

administration staff utilizing the Facilities Department approved cleaning and disinfecting products for teachers and administration staff.

All training will follow local, state, federal and manufacturers guidelines. All products will comply with Connecticut green Cleaning Law, and will be identified products on the EPA's approved List N.

Requirement 2.6

Consider having training days and days to practice new protocols with staff only prior to having students enter the building.

We will prepare online or in-person training and implement trainings prior to the start of school for all custodial and teaching staff. Training will include a combination of live and recorded training sessions, with appropriate printed or online materials as necessary. We will also work to incorporate training into the professional development schedule throughout the year to provide refresher training as well as updates on new State Guidance as appropriate.

Requirement 2.7

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.

Training will focus on ensuring social distancing, cleaning protocols, handwashing and other hygiene practices. Guidelines and required protocols will be posted to the District Website and made available as part of the Back to School Orientation Materials.

Requirement 2.8

Ensure training is provided to substitutes or others who may enter the school outside of the first day or typical calendar start.

Training Materials will be provided to all anticipated substitute teachers and will be included as part of later onboarding materials provided by the Human Resources Office.

Daily Operations

Requirement 2.9

*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.*

We will encourage staff to work in consistent teams to minimize cross-contamination of student groups and limit the use of shared spaces, with no sharing of materials. We will also prioritize keeping the same group of adults and students together each day when possible, including any temporary staff used to enable social distancing.

Requirement 2.10

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.

School Clubs will be encouraged to develop online and remote options wherever possible; In-person School Clubs start-up will be phased in beginning October 1, 2020. Safety and social distancing plans will be evaluated for all groups prior to start-up.

Child Nutrition

Requirement 2.11

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.

The New Haven Public Schools are covered by the USDA’s Community Eligibility Provision. As such, the District does not collect household income data to determine eligibility. We will adapt meal preparation and delivery in a manner that allows for USDA compliance and proper social distancing.

Requirement 2.12

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.

The NHPS school lunch program continued to deliver meals to nearly 8,000 participants per day during the pandemic shutdown through grab and go options. The experience gained from that service and our standard summer meals program will inform continued compliance with USDA policies, including the meal pattern requirements.

Requirement 2.13

Schools and institutions that participate in the NSLP are required to claim meals/milk provided to eligible students using accurate counting and claiming methods.

Accurate counts were maintained for food distribution during the pandemic shutdown. Similar counting methodologies will be used for meal distribution once school resumes.

Transportation: Low Transmission Risk

Requirement 2.14

Plan to operate at full capacity or close to while maximizing health and safety protocols, as well as considerations outlined in the plan.

Bus transportation can operate with no restrictions up to full status with mask requirements and

loading/unloading restrictions.
<p>Requirement 2.15</p> <p><i>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.</i></p>
Face masks will be required during this low transmission level. There will be disposable masks available for any student who has forgotten to bring a mask.
<p>Requirement 2.16</p> <p><i>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.</i></p>
These protocols will be followed during low transmission levels, with the driver directing the students on and off the bus.
Transportation: Moderate Transmission Risk
<p>Requirement 2.16</p> <p><i>Plan to operate at significantly reduced capacity while maximizing health and safety protocols, as well as considerations outlined in the plan.</i></p>
Bus transportation can operate at reduced capacity with seating and spacing restrictions, mask requirements, and loading/unloading restrictions. This will likely require a large increase in transportation infrastructure and cost, or a shift in part of the population to remote learning.
<p>Requirement 2.17</p> <p><i>Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating.</i></p>
This protocol will be followed at the moderate transmission level with the additional caveats regarding available resources noted above.
<p>Requirement 2.18</p> <p><i>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.</i></p>
Mask wearing protocols will be followed during moderate transmission level. There will be disposable masks available for any student who has forgotten to bring a mask.
<p>Requirement 2.19</p> <p><i>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</i></p>

the school from front to back by seat.

The bus loading/unloading protocols will be followed as described during this moderate transmission level, with the driver directing the students on and off the bus.

3. Health Practices and Protocols

Practices and Protocols

Requirement 3.1

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.

The plans and policies are shared with administrators. Protocols and procedures will be shared with parents prior to the start of school to allow parents ample time to share these plans with children. Starting on the first day, teachers will provide ongoing training to students routinely throughout the school day.

Requirement 3.2

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.*

NHPS has identified age appropriate educational materials that will inform students about all new health policies and protocols. These include demonstration videos, posters, signs in various languages and floor markings, flyers, signs in bathrooms, classrooms, hallways about hygiene etiquette (handwashing, cover cough, etc.), proper mask use, cleaning and disposal, social distancing. Information will also be posted on our website and described in the parent handbooks

Requirement 3.3

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.

NHPS is providing 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, to all schools. Face coverings will be a requirement, but we will have emergency supplies on hand.

Reporting Illnesses and Addressing Vulnerable Populations

Requirement 3.4

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.

Parents, students and staff will be provided with information about how to identify and assess for Covid-19 symptoms and to inform the school or designated contact if they have symptoms or had a known contact with someone diagnosed with COVID-19 and have also had contact with the school population. This information will be submitted to the school nurse for follow up, and to initiate the contact tracing process.

Requirement 3.5

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.

The school nurse will be the point person for following up with students who have these symptoms or know COVID-19 exposures, and for **staff, Human Resources and/or school principals.**

Requirement 3.6

Educate staff and families about when to [stay home](#). Schools should properly communicate the content of this or any updated guidance. Instruct staff and students (or their parents and guardians) to perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms. Communicate this expectation and provide parents with reminders about the [symptoms consistent with COVID-19](#) that require keeping their students at home.

All parents and staff will be instructed to stay home if sick, especially with COVID-10 symptoms and will be provided with a self assessment checklist, with COVID-19 screening questions and how to report these symptoms to the designated school/district contacts.

Requirement 3.7

Establish and communicate school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home.

New Haven Health Department is developing sick protocols, materials and signage for staff, students and parents.

Social Distancing**Requirement 3.8**

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.

NHPS will install floor markers to indicate distance of 6 feet between people, directional signs to avoid crowding hallways/spaces and will space desks apart to allow for 6 feet distances (as feasible)

Use of Face Coverings, Masks, and Face Shields

Requirement 3.9

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.

These protocols will be followed, and once the State has provided a list of medical reasons for not wearing masks, that information will be communicated to parents and confirmation of the medical issue must be provided by a health provider.

Requirement 3.10

Be prepared to provide a mask to any student or staff member who does not have one.

NHPS will provide masks to students and/or staff who need them at the entrance of schools, and on entrance to buses.

4. Health Monitoring Plan

Planning and Distribution of Information

Requirement 4.1

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.

New Haven Health Department will provide the containment plan (symptom monitoring) for students and staff in the schools. BOE HR /unions will provide protocols for reporting/monitoring symptoms of staff in a confidential manner.

5. Containment Plan

Tiered System

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.

Requirement 5.1

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.*

New Haven Health Department will provide a containment plan for staff/students with coordination from Board of Education.

Requirement 5.2

Identify an “isolation room” (besides the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives.

NHPS will identify a room in each school to accommodate students who exhibit COVID-19 symptoms per the school nurses instructions.

Requirement 5.3

Create a consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19 and must be dismissed from school.

New Haven Public Schools and the New Haven Health Department have developed a policy for the recognition, isolation and dismissal of students and/or staff who exhibit symptoms consistent with COVID-19. These policies will be shared with parents, families, students and staff and education will be provided on the importance of adhering to these policies.

6. Cancellation of Classes, Remote Learning, and Reopening Plan

School Based Indicators

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.

Future Planning for Cancellation of Classes

Requirement 6.1

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.

In the event that the Superintendent must cancel class due to Department of Health indicators, all students and families will receive notification via multiple avenues (similar to snow days), including via ParentLink, text, phone, email and postings on our website and local media outlets. Prior to the cancellation, when school begins, all school principals and teachers will have distributed information on how to access remote learning accounts and remote learning devices for all students and families. All teachers have started training on a newly adopted online learning platform that prepares teachers to conduct remote learning classes via Google Classrooms and the Google online suite of applications.

Risk levels will determine when the school system moves through the plans.



Description	Schools are fully open and operating under the new safety protocols to deliver instruction.	Schools will open fully, but operate under a hybrid rotation of instructional delivery to include traditional classroom teaching and remote learning.	Schools will be closed for an extended period and all students will engage in remote learning.
Students will...	<ul style="list-style-type: none"> • Students will return to the classroom five days a week to receive in-person instruction. • Students will be in cohorts where possible, adhering to social distancing protocols and wearing masks. 	<ul style="list-style-type: none"> • Students in Preschool – grade 3 will physically attend school four days a week. The students will be assigned to a space in the school with half of their peers to reduce class size in any given space. Students will engage in remote learning on the fifth day. • Students in grades 4 – 12 will physically attend school two days a week and will be split into two groups to reduce class size. Each group will spend two consecutive days in a classroom receiving in-person instruction and three days engaged in remote learning. 	<ul style="list-style-type: none"> • Students will engage in remote learning five days a week through their assigned school at home. • Students will be expected to log in daily for attendance and participate in synchronous and asynchronous learning, and complete assignments by expected dates. • Students performance will be assessed through on-going assignments and graded when appropriate.
<p>Optional: All students will have the option to enroll in Remote Learning, as described above, at the beginning of each marking period rather than attend in-person classes under the Low Risk and Moderate Risk plans. All students are automatically enrolled in Remote Learning under the High Risk plan.</p>			
Teachers will...	<ul style="list-style-type: none"> • Teachers will deliver instruction live or in-person, while still making use of online resources, interactive videos and independent work. • For students opting for remote learning, teachers will use synchronous and asynchronous learning strategies to engage students at home using the Google Classroom and all the Google Suite Apps, such as Google Meet with live video. 	<ul style="list-style-type: none"> • Teachers will deliver instruction in-person four days a week to half the class on an AA-BB schedule, while still making use of online resources and interactive videos and assigning independent work. • Teachers will receive one day a week for planning and collaboration to accommodate this design. 	<ul style="list-style-type: none"> • Teachers will use live, synchronous instruction, as well as, interactive videos and other online resources for asynchronous assignments and independent work. • Teachers will use Google Classroom and all the Google Suite Apps, such as Google Meet with live video. • Teachers will take attendance daily set due dates for students to complete assignments, and assign grades.

Requirement 6.2

Notify and consult with the CSDE immediately if the LEA is contemplating class cancellations.

In the event that the Superintendent receives information from the Department of Health of a heightened risk, she will notify the CSDE regarding potential cancellations.

Requirement 6.3

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.

To prepare for an extended closure and implementation of the Remote Learning, High Risk plan, the Superintendent has delineated specific roles and outcomes for each department and stakeholder group. Union leaders, administrators, teachers, parents, students, and community leaders have been consulted through surveys, forums and social media. The result is agreements systemwide that will facilitate a smooth transition to remote learning.

Superintendent

- Consults with the Department of Health, Board of Education, and CSDE.
- Notifies all Department Heads to initiate implementation of the High Risk plan.
- Activates the communication plan using Parent Link, local media outlets, NHPS website, and social media outlets to inform the entire community of the collure and activation of the Remote Learning, High Risk plan.
- Provide on-going updates to the entire community regarding safety protocols and status of the risk.

City and District Health Officials

- Collaborate and inform the Mayor, the BOE and the Superintendent about heightened health risk.
- Reiterate health protocols and provide on-gong guidance on safety protocols.

Transportation

- All transportation stops during the High Risk plan.

Operations

- Thirty-seven buildings stay open to prepare meals for all districtwide.
- All other facilities are closed until the High Risk plan is lifted.

Academics

- Remote Learning access is ensured for all students.
- All students will be issued a device (one-to-one) for Remote Learning.
- All educators will be equipped to provide Remote Learning services.
- The Curriculum and Instruction Department will provide on-going Remote Learning supports and communications to parents and students.
- Disseminate the Remote Learning Framework Guidance via website.

Special Education

- All services will be delivered in accordance with the IEP utilizing technology.
- Secure collaboration and consultation regarding IEP between special education and general education teacher through a continuum of technology.
- Provide educational materials to students who cannot access online services.

Bilingual Education

- All services will be delivered in accordance with students' English Learner profiles.

- Secure collaboration and consultation regarding EL profiles between bilingual/ESOL teachers and general education teachers.
- Provide educational materials to students who cannot access online services.

School Principals

- Alter websites to signify the school is closed.
- Ensure that all students have their devices and account information to access Remote Learning.
- Disseminate Remote Learning Frameworks and other guidance documents to teachers.
- Activate LINKSpring professional learning for on-going support regarding the use of synchronous/asynchronous learning.
- Provide on-going updates to parents regarding safety protocols and status of the risk.

Teachers

- Initiate planning using the district's Two Week At A Glance template.
- Establish connection with all students through Google Classrooms, Google Meets and the Google Suite of apps.
- Review expectations for daily attendance and assignments.
- Grade assignments.
- Communicate with parents regularly on student progress.

Staff

- All staff is sent home until further notice during implementation of the High Risk plan.

Parents

- Establish Google Classroom Email Summary service to subscribe and stay informed about curriculum content and student progress.
- Contact teachers with specific questions to remain informed and support students.

District Technology Department

- Provide on-going help-desk services to teachers, students and parents.

Requirement 6.4

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.

The District's Low Risk, Moderate Risk, and High Risk plans prioritize keeping students and staff safe while maximizing educational opportunities for all students. In the Low Risk plan, all students are expected to attend school all day for five days a week practicing proper safety protocols. In the Moderate Risk plan, all preschool thru 3rd graders will be engaged in learning four days in-person and one day through remote learning. Each class will be split into two spaces to reduce numbers of students in one space. Students in grades 4-12th will be assigned to two different groups, each attending school in-person twice a week and attending remote learning three times per week. In the High Risk plan, all students will engage in learning through remote learning. Families may opt exclusively for remote learning versus in-person learning under implementation of all three plans.

Future Planning for Remote and Blended Learning

Requirement 6.5

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 a hybrid learning model.*

The District's Remote Learning services will be implemented with varying levels of enrollment beginning on the first day of school. During the Low Risk plan, enrollment will consist of students whose families have opted for remote learning rather than in-person classes. Remote Learning will be delivered by teachers from students' home schools using Google Classroom and the Google suite. Remote Learning will use both synchronous and asynchronous learning with guidance provided by grade level to teachers regarding screen time and quality engagement modes (small breakout, discussion boards, padlets, video, flipped curriculum, etc.). Lessons learned by teachers and through feedback from families have been incorporated into the Remote Learning model. On-going feedback will be solicited throughout implementation to adjust features and provide quality and ease of access.

Requirement 6.6

Develop a plan for extended absences and communicate it with parents or guardians in the event of a second extended closure.

The District's Remote Learning services will include five days of synchronous/live instruction and asynchronous activities and assignments. The District will take attendance every day and encourage full participation of students in lessons and assignments that teachers will manage through Google Classrooms. Screen times limits will be observed to adhere to the latest research on effective use of technology for Remote Learning. Assignments will be graded using grade-appropriate practices. On-going assessments will consist of authentic engagement in reading, writing, problem solving and other performance based projects rather than standardized individual tests.

Parents will be notified that students will receive remote learning full-time through their assigned school and will be invited to attend online training on how to support their children. Instructional delivery will include such strategies as live, virtual instruction, interactive videos and independent work.

7. Academics**Special Education****Requirement 7.1**

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.

New Haven Public Schools will continue to support all students. Listed below are other supports/considerations for student with disabilities during Remote Learning:

- Ongoing communication and support for families to maintain engagement (ie: technology support, etc).
- Continued communication with general education teachers regarding strengths/weaknesses and modifications needed.
- A consistent schedule that provides opportunities to practice new learning across multiple content areas over the course of the week.
- Utilization of special education paraprofessionals to support specific students requiring additional instructional or social emotional supports.
- Build in sensory breaks (movement breaks).
- Interactive live platform with teachers.
- Continued related services utilizing live interactive platform.
- Access to online platforms such as google classroom and class dojo.
- Modified work with additional supports.
- Individualized work packets delivered to families that can not access the online learning platform.
- Continue to hold parent parent and family forums specifically for students with disabilities to in order to taylor practices in accordance to IEP and feedback.
- Conduct PPTs across all areas of organization.
- Provide pre-recorded mini-lessons in order to provide continued learning opportunities.
- Monitor progress on IEP goals and objectives.
- Informal progress monitoring to ensure that identified goals and objectives are being met.

Requirement 7.2

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.

Special education services will continue to be provided in collaboration with general education services.

- Special Education teachers will be utilizing various learning platforms to communicate with students and families.
- Teachers will use a variety of learning modes to meet the needs of each individual student..
- There will be opportunities for technology based learning applications, hands on learning and a variety of traditional learning based on each individual need.
- Utilization of live and recorded lessons
- Individualized conferencing and planning with families who are not able to access reopening plans.
- Packet of materials will be disseminated, as appropriate, such as sensory kits, white boards, and manipulatives will be provided to students in accordance with their IEP

Requirement 7.3

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.

Students will follow the programming selected by their school and considerations will be based on each individual student's needs.

Requirement 7.4

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.

Parents will be asked to provide a clean cloth mask for their child daily. Any child who arrives at school without a mask will be provided a disposable mask either before entering the bus or school.

The District will adhere to the State's list of specific medical reasons that would allow students/staff not to wear masks (currently being created). In these cases, the district will provide face shields if applicable.

Mask Recommendations by Risk Level:

*Student/staff-low risk factors-Cloth or *non medical disposable masks (*can be worn for several days with proper storage)*

Students/staff with high risk (medical issues, immune suppressed) surgical mask with face shield

English Learners**Requirement 7.5**

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.

The department of English Learner Programs, which is the umbrella for bilingual education, English for Speakers of other Languages (ESOL), Dual Language, and sheltered instruction programs, will ensure that high quality services to ELs are provided through the Remote Learning plan. Any family opting for Remote Learning in the Low Risk or Moderate Risk plans will receive services according to their English Learner profile which incorporates students English oral language and literacy proficiency; as well as academic proficiency in the core subjects. All English Learners will receive services through

Remote Learning if the District implements the High Risk plan.

Design elements of the Remote Learning services that will ensure equitable access English Learners specifically include:

- Planned collaboration between general education, ESOL and bilingual teachers in order to address individual student's needs
- Assignment accommodations, adaptations and targeted scaffolds.
- Use of *Imagine Learning Language and Literacy* and *Imagine Español* for Spanish language development, an online learning platform in English and Spanish.
- Translation services for parents and students (as needed) to receive regular communication from Google Classrooms regarding curriculum content and student progress.
- Infusion of visuals and language development objectives in Distance Learning lessons aimed at improving academic vocabulary and language.
- Provide tier I small group instruction to groups of English Learners in addition to lessons with their non-EL peers.

In accordance with the CSDE guidelines, NHPS adheres to the components of high quality ESOL and bilingual education programs and ensures that each of the stakeholder (district and school administrators, ESOL, general education, and bilingual teachers; family and EL students) is aware of and meets their individual and collective responsibilities so that ELs have access to the general education curriculum as well as to a supplemental language instruction education program.

When returning to school buildings, EL instruction education programs will adhere to the *NHPS Reopening of School Roadmap* guidelines and recommendations as well as federal and state mandates. A special focus will be placed on those students who may have had interrupted schooling during distance learning.

Requirement 7.6

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.

There are 27 schools in New Haven Public Schools that are mandated to implement bilingual programs in Spanish, Pashto, Mandarin and Arabic. Bilingual general education teachers, as well as tutors, are responsible to provide all eligible students with the needed native language support to ensure that they have access to the curriculum as they develop their L1 and L2.

Design elements of the Distance Learning services that will ensure eligible students in bilingual mandated schools:

- Planned collaboration between tutors, ESOL and bilingual teachers in order to address native language supports
- Assignment accommodations, adaptations and targeted scaffolds
- Use of *Imagine Español* for Spanish language development, an online learning platform in

Spanish.

- Translation services for parents and students (as needed) to receive regular communication from Google Classrooms regarding curriculum content and student progress.

Requirement 7.7

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.

It is the policy of New Haven Public Schools to communicate with all parents in a language that they understand, especially with parents and guardians for whom English is not their dominant language. For such a purpose, the District makes use of human and online resources to conduct translation and interpretation regarding placement, instruction and any other outgoing communication.

Primary language is collected through the registration process for every student and it is maintained in the student information system. NHPS makes use of live interpreters on 200+ languages through Voiance while BlackBoard-ParentLink translates outgoing communication in 100+ languages. In addition, teachers make use of Google translate and other applications to translate notices and assignments.

Requirement 7.8

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.

Dually identified English Learners are supported by both the general education, bilingual and/or ESOL teachers and the special education teacher based on their respective IEP. Every English Learner, as part of the SRBI process, is represented throughout this process by a language specialist who advocates for the academic and linguistic needs of the student.

During COVID-19, these dually identified students will have access to the above mentioned platforms Language and literacy, Imagine Español, and general education program as outlined by NHPS' *Reopening of School Roadmap* guidelines and recommendations following each individual student's IEP and linguistic profile.

8. Family and Student Engagement

Family Support and Communication

Requirement 8.1

Comply with all state and federal family engagement requirements (e.g., School Governance Councils and Title I requirements) during the COVID-19 pandemic.

New Haven Public Schools will ensure that schools are exposed to trained personnel supported in CSDE framework for Family Engagement on a continuous basis. New Haven Public School staff,

trained in the framework, will work closely with schools to ensure that they are able to implement the key practices featured within the framework in collaboration with the governance councils and in adherence with Title I guidelines.

Requirement 8.2

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.

Ensure a robust student learning oriented welcome back parent series (virtual) where parents and teachers share learning strategies and review key skills for students with home learning tips. New Haven Public Schools will provide a planning framework. Schools will develop engagement plans that include virtual welcome back sessions with parents. School-based communication will be prioritized including helping staff and families to co-develop culturally responsive practices. New Haven Public Schools will communicate clear and consistent health and safety guidelines and mental health support resources via all channels to parents, guardians, and community partners. We will utilize parent link phone calls and emails, questions and answer forums, creation of a family guide to information related to reopening schools, and individual schools will communicate with parents regarding specific protocols at each building.

Requirement 8.3

Continue to engage with families and students as the reopening moves forward to ensure they are informed and have the ability to provide feedback.

Schools will be supported in communicating with families regularly. School-based staff will provide outreach and updates. In addition, New Haven Public Schools began holding weekly parents to discuss questions related to COVID -19 on July 2nd. These meetings will continue throughout the summer. In addition, NHPS will complete a parent guide that will be available online for parents to reference.

Requirement 8.4

Make reopen plans available on the LEA website, accessible, and clearly identify the school liaison.

New Haven Public School will provide a reopening document on our district website. It will be made available for all community members, families and school personnel.

Social Emotional Learning (SEL) and Mental Health

Requirement 8.5

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.

Our plan to re-engage and engage all students includes the following:

Students

- The District will work to assure a Transition Plan for disengaged students including

identification of students who are at-risk of disengagement, homeless students, students in foster care, undocumented students, students with history of exclusion from class and school--contributing to chronic absenteeism

- Begin the academic year by putting the social emotional well being of students at the forefront.
- Implement New Code of conduct, strengthen School Climate and Restorative Practices.
- Implement Care Coordination to intensively support families to help our most vulnerable youth transition back to school in the fall.
- Re-imagined utilization of disciplinary and youth support staff,--ISS, student retention workers, drop-out prevention workers to shift and incorporate restorative practices.
- Develop 6 additional Restorative Practices Leaders/Trainers to complement and support Cameo Thorne in expanding training to teachers and staff.
- Engage in small group facilitated groups to check in on the well being of students.
- Provide activities and resources for teachers to utilize that focus on relationship skill building activities between teacher and student and student to student.
- Utilize a multi-tier system of support to address the whole child and identify needs that may need to met
- Plan to use multi options for communication between families/student and school staff such as, phone calls, emails, google meets, and class dojo.
- Design and implement Wellness Wednesday as a time for students, staff and families to assess their own well-being.
- Provide a variety of learning engagement strategies to support different learning styles.
- Promote a positive climate and culture within each classroom that allows students to feel supported.
- Create meaningful and welcoming morning routines that support allowing students a time to have a voice to share what is going on in their lives.
- Plan in breaks throughout the day to support social interactions amongst students.
- Create opportunities to identify individual students' areas of interest such as arts, music, or sports.
- Integrate social emotional learning opportunities throughout the school day.
- Plan and implement explicit teaching lessons related to strategies that support and strengthen social emotional learning skills.

Families

- Prioritize what families say about their children's interests and challenges. Provide opportunities to communicate frequently with parents regarding the needs of their children.
- Engage in small group facilitated groups to check in on the well being of families and students
- Provide a calendar for parent-teacher conferences or connections throughout the 2020–21 school year to support and engage families and gain their perspectives on their children's experiences during this time.
- Provide families with activities and resources that support the wellbeing of their childrens and self.

Staff

- Plan to use multi options for communication between families/ student and school staff such as, phone calls, emails, google meets, and class dojo.
- Engage in small group facilitated groups to check in on the well being of staff.
- Create and distribute surveys to determine the social emotional supports needed as we reopen schools for 2020-2021.
- Provide access to resources for needed supports such as: Clifford Beers Care line.
- Provide and update web based resources to support self care for staff.
- Provide Wellness Wednesday activities to allow the opportunity for staff to assess their own well being and identify activities that will support their own self management and self care.
- Families will be provided and linked to community resources that would support student and family needs.
- Open lines of communication between staff members to address their needs related to their own social emotional wellbeing.
- Utilize Student Staff Support Teams to engage in discussions about various staff needs as related to COVID-19 and provide continuous supports for staff as needed.

Requirement 8.6

Prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements.

All staff have been trained in mandated reporter protocols. Staff will continue to follow state law in accordance with mandates. Refresher training will be provided.

All schools will display the following information prominently:

- DCF - The Department of Children and Families are still taking calls. **1-800-842-2288**.
- Emergency Mobile Psychiatric Services (**EMPS/211**) - EMPS is still available and are still going out to families when needed. Crisis intervention, family support, mental and behavioral health referrals: E-mail help@211info.org, dial 211 or 1-800-203-1234, or visit: <https://uwc.211ct.org/>.
- Suicide Prevention Crisis Hotline - **1-800-273-8255 or text 741741**

Afterschool Programming

Requirement 8.7

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.

The District will Implement afterschool programming that reflects the CSDE guidelines which state that, "traditional after-school programs do not need to operate only after school dismissal and can support families on days when students are not scheduled for classroom instruction." All after-school programs will include remote learning options.

Administrators will meet regularly with after-school providers, families, school leaders and students to

assure that students and family needs are front and center of programming.

Requirement 8.8

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.

New Haven Public Schools will require the wearing of face masks in all New Haven Public Schools buildings. There will be time built in the school day for mask breaks. In larger spaces, such as the gym or outside, students can be a part without a mask on. However, when in smaller enclosed spaces, students and staff will be required to wear masks in order to be protected.

9. Career and Technical Education

Requirement 9.1

Develop a plan for cleaning and disinfecting shared equipment in the shop or lab, before and after each use.

New Haven Public Schools will use the established cleaning and disinfecting protocols for shared equipment in the shop or lab before and after each use. The students will be trained in all safety processes and procedures. The District will incorporate tools and materials that students can access at home, use online, interactive simulators, and portable lab kits.

10. Staffing and Personnel

Certification and Personnel Planning

Requirement 10.1

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.

The following information lays out the protocols applicable to all school-based staff as we reopen New Haven Public Schools during the COVID-19 crisis:

Procedures for Reporting to Work - Unless a Department/Union (or subdivision thereof) negotiates a different protocol, the following shall apply to determine whether a BOE/school employee may safely report to the worksite on each scheduled day of work.

- 1) Staff shall take their temperature in the morning prior to coming in to work. If a fever greater than 100 degrees is detected, employee shall immediately inform their supervisor and the designated “school health response leader” (SHRL) in their school (e.g. school nurse).
- 2) Staff will call their medical provider as soon as possible for medical evaluation and guidance.
- 3) Staff shall self-evaluate using the questions below and assess whether or not they have, or have had any of the following within the last 14 days.

Either of these: Or at least two of these symptoms:

- Shortness of breath or difficulty breathing
- Fever Repeated shaking with chills
- Cough Chills
- Muscle pain
- Headache Sore throat
- New loss of taste or smell If staff member answers

“Yes” to any of the questions above, he or she must call their supervisor and the “school health response leader” and tell them “I did not answer NO to all of the questions this morning before work.

Staff will follow the protocols for isolation and return-to-work outlined in the New Haven Public Schools Containment plan. The SHRL will confidentially monitor staff absences at each school related to Covid symptoms and share aggregate data with the New Haven Health Department to assess community transmission levels and to implement contact-tracing efforts.

If a staff member should feel unwell or have one of the symptoms listed above during the workday, they need to notify the direct supervisor/principal immediately, and then contact their health care provider. If a staff member is aware of having contact with an individual who tested positive for COVID-19 in the last 14 days, they must inform their supervisor (household contact or outside of their home). Social Distancing/Safety Precautions to Follow During the Workday Staff are expected to practice proper social distancing. New Haven Public Schools adopts all the general safety precautions from the City Policy as applicable. Cleaning/Disinfecting Procedures for the Workspace New Haven Public Schools adopts the protocols enumerated in the City Policy regarding cleaning and disinfecting the work environment. The common areas within schools, offices and buildings, for which employees are responsible for cleaning before and after use, include the breakrooms, conference rooms, common workspaces and copy machines.

The following protocols are specific to promoting and maintaining appropriate social distancing.

Physical Changes: Staff may notice physical changes to schools, offices and buildings to better align with regulations from State and Federal agencies. This could include the installation of plexi-glass, rearrangement of desks and workplaces, the removal of furniture and other physical elements implemented to keep you safe.

Break Room/Teachers’ Lounge/Restroom Procedures: Breakroom must be limited to one person at a time; extra chairs will be removed. Doors to breakroom will remain open; if more than one door, doors will be designated as one-way only, and will be marked “exit” and “enter”. Employees should stagger breaks/prep times, not congregate in the breakroom and shall not share food or utensils. All refrigerators will be closed for communal use. Water cooler, where applicable, must be cleaned after each touch. Microwave & toaster oven, if allowed to remain, must be cleaned after each touch. Employees will clean tables, chairs, and all surface areas after use, with awareness of staff who may be sensitive or allergic to cleansers and disinfectants.

Staff must use restrooms designated for staff members only. The use of restrooms in the school clinics are prohibited.

Procedures for Non-Employees or other Visitors In-person meetings should be avoided as much as possible. At the end of meetings with outside individuals, staff members must then clean and disinfect

the area used, following the protocol outlined earlier. Staff members are to use a shared Outlook calendar with their building-based staff, when scheduling appointments for visitors to prevent appointments from overlapping. Visitors are urged to bring their own writing utensils when it is necessary for the visitor to sign-in or complete forms. We will continue to provide inexpensive pens, to be collected after use in a marked bin and cleaned periodically by the main office and/or support staff. Visitors /parents will be required to wear masks upon entering the building, and respond to screening questions before entering the building to determine whether the person have or has been potentially exposed to COVID-19. New Haven Public Schools will continue to follow state and local guidelines regarding the size of allowed gatherings, and as such, meetings may be required to be held virtually.

New Haven Public Schools will continue to follow state and local guidelines regarding workplace travel. Virtual platforms are available to staff members for meetings as needed.

Procedures for Receiving Mail: A designated bin inside the main office where incoming mail to be placed. Individual opening the mail should place mail in the appropriate staff member's mailbox, rather than distributing mail throughout the building. After handling incoming mail, staff members should wash hands with soap and water for at least 20 seconds or use a hand sanitizer with at least 60% alcohol.

Work Schedules: For those employees required to report to schools full or part time, in order to maintain proper social distancing, flexible or staggered hours to cover hours of operation may be considered to prevent too many individuals being in the workplace or office at the same time. For example, an employee may work a combination of working remotely and reporting to work, working from remotely half days, or alternating with other staff members the days of the week in which they physically report to the office. As you return to your offices and workspaces, it is important that managers remind employees of the safety protocols. With the understanding that it is unreasonable to expect that there will be no risk in returning to offices and workspaces. Collective behaviors not only further ensure safety and wellbeing, but also ensure the safety and wellbeing of others working in your building. The expectations for each employee follows: ·

- Wash hands often with soap and water for at least 20 seconds, especially after blowing your nose, coughing, or sneezing.
- 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. ·
- Put distance between yourself and others (which is at least 6 feet).
- Cover your coughs and sneezes. Please sneeze into a tissue or the bend of your elbow. Cover your nose and mouth with a mask or face covering.
- The State of Connecticut requires each employee wear a mask or other cloth material that covers his or her mouth and nose while in the workplace, except to the extent an employee is using break time to eat or drink. You can remove their masks in settings where you are working alone in segregated spaces such as cubicles with walls or private offices. You are, however, required to wear masks or face coverings from the time you enter the building until the time you arrive at your office/class or workstation and any time you are leaving your workstation and moving around common areas (i.e. hallways, stairwells, or going to the restroom). If you are ill/sick, do not report to work. This is especially important if your illness has symptoms that are associated with contraction of COVID-19. According to the CDC, the symptoms include fever or chills, cough, shortness of breath, fatigue, muscle or body aches, new loss of taste and smell, sore throat, stuffy or runny nose, nausea, vomiting, or diarrhea. The CDC also stipulates that this list may not include all possible symptoms. If applicable, not more than one person should be in an elev

- If you need Lysol spray or another disinfect to help clean surfaces you may be touching on a regular basis (light switches, desks, keyboards, office phones, doorknobs) please contact the building custodian. Avenues to Report Concerns Safety is everyone’s concern and priority—we are all in this together! In addition to the customary ways of calling attention to observed problems, such as speaking to one’s supervisor or union representative, there are special mechanisms being set up specifically for the implementation and continued evolution and improvement related to returning to work during this COVID-19 crisis. The State has established a 211 hotline to report violations.

Requirement 10.2

Assess how to engage a full roster of staff, including potential substitute plans, and whether stipends or changes in substitute pay is required to support the needs of the school.

New Haven Public Schools is assessing the needs and establishing building substitutes to cover classes within the same school building as necessary. Substitutes are currently being hired to fill potential needs in our schools.

Professional Development

Requirement 10.3

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 training as changes occur in recommendations and public health data.

New Haven Public Schools will utilize administrators and school nursing staff to assist in the training of individual protocols as it relates to health and safety protocols. In addition to health and safety training, we will provide web-based and in-person SEL training related to social emotional learning competencies. The training will also provide support and strategies to support the wellbeing of students and staff related to COVID-19 responses.