Hebron Public Schools

High Expectations, Bright Futures

School ReEntry Plan

7/24/2020

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Acknowledgement

Hebron Public Schools would like to provide a special thank you to our dedicated and diverse ReEntry team, composed of parents, Board of Education members, nurses, teachers, paraprofessionals, administrators, facilities, technology and central office staff. Thank you to all of our dedicated families and community partners, AHM Family Resource Center, our certified and non-certified staff, our office-staff, and the countless other individuals who have offered support, structure, and resources during our prolonged closure. Thank you to everyone who completed surveys and sent us ideas and questions along the way. We look forward to a healthy and productive start to the 2020-2021 school year.

ReEntry Team Members

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Cindy Govoni	GHS Grade 2 Teacher
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Christine Mangiafico	PTA President and Parent
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Kristin VanCamp	HES Grade 3 Teacher
Jenn Wales	GHS Math Specialist
Sandie Watts	HES Paraprofessional

Introduction

When Hebron Public Schools closed in March, 2020 due to the COVID-19 pandemic, we immediately realized that education in our schools would look very different. We have a long standing focus on providing all students with an exemplary educational experience, upholding high expectations and promoting bright futures. This reopening plan was developed based on the 'Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together' publication released on June 29, 2020. Our district plan was also developed and supported by many of our in-district teams and community partners. Our reopening teams included our Administrative team, our Security and Safety Committee in collaboration with our Health Office Team, our Academic team, and our Special Education/Related services team in collaboration with our district health/wellness committee. Our plan was developed in consultation with our local health officials to ensure safety for all involved. This document will provide us with a roadmap to allow our students and staff school access to learning while maintaining safety as our first priority.

This document presents a number of strategies and considerations for school systems as communities move forward together to embrace the new normal of conducting school operations during and after the COVID-19 pandemic. Reopening of, and re-entry into school buildings is dependent on the trends and key data points referenced by the Governor and the CDC guidelines.
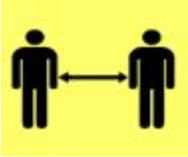
As Connecticut schools plan to reopen, the guidance and considerations outlined in this document are grounded in six guiding principles from the Adapt, Advance, Achieve plan:
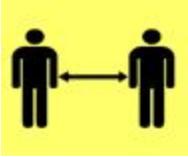
> 1. Safeguarding the health and safety of students and staff;
>
> 2. Allowing all students the opportunity to return to school full time starting in the fall;
>
> 3. Monitoring the school, students, and staff, and when necessary, potentially canceling classes in the future to appropriately contain COVID-19 spread;
>
> 4. Emphasizing equity, access, and support to the students and communities that are emerging from this historic disruption;
>
> 5. Fostering a strong two-way communication with partners such as families, educators, and staff; and
>
> 6. Factoring into decisions about reopening the challenges to the physical safety, social emotional well-being, and the mental health needs of our students when they are not in school.

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

The goal with each of the topics addressed is to assist in the articulation of a vision that can be easily communicated to members of the school community. *We all want students and educators to feel comfortable and safe returning to school environments.*

Hebron Public Schools Student Expectations	
	Stay home if you feel ill. Students must stay home if they are feeling sick, have any symptoms consistent with COVID-19, or have had close contact with a person diagnosed with COVID-19.

	Morning health check by parents required. In order to prevent transmission among the school population, parents are instructed to screen students before leaving for school. Check to ensure temperature is below 100.4 degrees Fahrenheit and observe for symptoms associated with COVID 19 outlined by public health officials.
	Face coverings or masks required. Students must wear face coverings or masks that completely cover the nose and mouth while inside the school and on the bus, with exceptions only for those students for whom it is not safe to do so due to medical conditions. "Mask Breaks" will be provided during the day. Parents will be responsible for providing students with face coverings or masks. Schools will have backup disposable masks available for students who forget them.
	Social distancing required. Students must maintain social distancing to the greatest extent possible. Students are expected to practice social distancing when entering and exiting the building, in classrooms, and moving throughout the school. Sharing of school supplies and materials will not be allowed.
	Frequent hand washing or hand sanitizing expected. Students must engage in frequent hand washing or sanitizing upon arrival, before and after meals, after bathroom use, and after coughing or sneezing.
	Students may not change buses. Students will be expected to ride the same bus to school in the morning and the same bus to home in the afternoon every day. Face coverings or masks should be in place prior to entering the bus. *Parents are strongly urged to drive their children to school each day.*

Hebron Public Schools Adult Expectations	
	Stay home if you feel ill. Teachers, staff, and volunteers must stay home if they are feeling sick, have any symptoms consistent with COVID-19, or have had close contact with a person diagnosed with COVID-19.
	Morning self-screening required. In order to prevent transmission among the school population, teachers, staff, and volunteers are instructed to self-screen before leaving for school. Check to ensure temperature is below **100.4 degrees** Fahrenheit and observe for symptoms associated with COVID 19 outlined by public health officials.
	Face coverings or masks required. Teachers, staff, and volunteers must wear face coverings or masks that completely cover the nose and mouth while inside the school, with exceptions only for those for whom it is not safe to do so due to medical conditions. "Mask Breaks" will be provided during the day. Teachers will be allowed to remove masks during direct instruction with permission and greater social distancing. Schools will have backup disposable masks available for teachers, staff, and volunteers.
	Social distancing required. Teachers, staff, and volunteers must maintain social distancing to the greatest extent possible.
	Frequent hand washing or hand sanitizing expected. Teachers, staff, and volunteers must engage in frequent hand washing or sanitizing upon arrival, before and after meals, after bathroom use, and after coughing or sneezing.

<div align="center">**Executive Summary**</div>

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

Operational SafeGuards

- Upgrades to our air filtration system were completed
- Water fountains in the hallways were replaced with touchless bottle filler features
- Touchless soap, sanitizer, and towel dispensers were installed in hallways, bathrooms, and classrooms
- Schools are planning for staggered arrival and dismissal procedures
- Social distancing will be maximized to the extent feasible (minimum of 4 feet distance for students workstations)
- Masks are required for all staff and students under the CT Department of Education guidelines
- Classes will act as a cohort
- Bus Monitors will enforce mask wearing and monitor social distancing on the bus
- Community activities after hours will be restricted at our school facilities
- Increased cleaning procedures have been implemented to continuously clean high touch surfaces

Monitoring of Illness

- Students and staff will do self monitoring for COVID-19 symptoms prior to coming to school
- Students and staff who are ill will be required to report their illness and symptoms to the health office of each school for illness monitoring
- Students exhibiting COVID-19 symptoms will be isolated and monitored by a medical professional until they are picked up from school
- Licensed Practical Nurses (LPNs) will assist the school nurse at each school
- In the event of a confirmed COVID-19 case in our school community, we will notify Chatham Health and follow their recommendations
- In the event of a confirmed COVID-19 case in our school community, we will notify all families and staff

Closing Procedures

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

- Hybrid Learning will be an Alternating Day schedule in coordination with Region 8 Districts/RHAM

Distance Learning

- Distance Learning will be available during the COVID-19 Pandemic for any family at any time for grades K-6
- Distance Learning is detailed in Appendix A and will be similar to Distance Learning during the Spring of 2020
- Distance Learning will be enhanced in the following ways:
  - Expansion of See Saw to PreK through Grade 3
  - Hard copy resources will be provided through family curbside pick-up
  - Live video instruction, archived for later viewing, will be implemented to the extent feasible while respecting student privacy laws and employment contracts
  - Academic virtual tutoring will be provided to the extent feasible
- Distance Learning for students will be implemented if schools are fully or partially closed
- Distance Learning will not be used for school cancellation due to weather or other emergencies unless permitted at a later date by the CT Department of Education

Training for Staff and Students

- Safety training videos will be provided to staff and students prior to the start of school
- In-person training for students will be provided during orientation/meet and greets prior to the first day of school
- In order to accommodate training, our school calendar will be modified with professional development days added to the start of the school year
- We will utilize early release days to start the year to build stamina for students to follow safety protocols including mask wearing
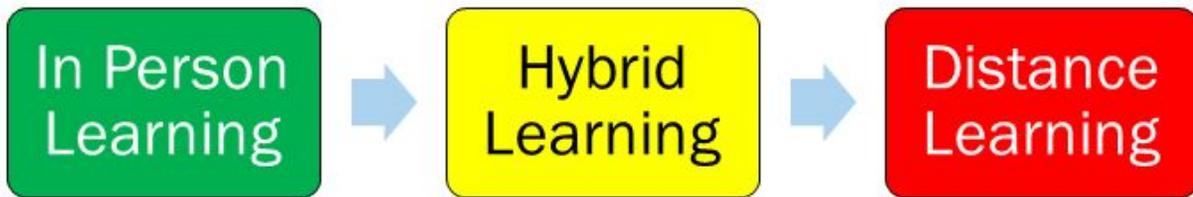
It is quite possible that information or recommendations for the reopening of school will change and this plan will be updated before the school year begins. If that is the case, we will share a revised plan with the school community promptly. We continue to welcome feedback and invite people to utilize the ReEntry@hebron.k12.ct.us email address to send us ideas and questions.

ReEntry Plan

Priorities
Fall Reopening Model
• In planning for the reopening of the Hebron Public Schools, it has been essential to envision the safest environment and the highest quality instruction for the school community. Based on guidelines provided to school districts from the Connecticut State Department of Education and

the State of Connecticut, the **Hebron Public Schools are currently planning for a "full, safe, and appropriate" reopening of our schools in the fall of 2020**.

- ○ A "full" reopening refers to the desire to have all students and all staff return in the fall for a full-length traditional day of school with necessary modifications given the pandemic.
- ○ A "safe" reopening refers to adherence to expectations and guidelines from the State of Connecticut, the CDC, the local health officials (Chatham Health District), and other sources that will be in place to ensure that the schools' environments support learning during this time of COVID 19.
- ○ An "appropriate" reopening refers to high standards of academic achievement along with social and emotional support that are expected to be in place for all schools and all students.
- ○ A central belief in reopening is that the children of Hebron need to be connected in person once again to our schools' academics, activities, arts, and athletics led in person by their teachers, coaches, and mentors. As the schools reopen in the fall, the plan is to phase in all aspects of school life in the safest and most appropriate manner.

- Students will return to school for full-time instruction at the beginning of 2020-2021 accessible to the full student population, so long as public health data continues to support this model. This model will be supported with more intensive mitigation strategies and specific monitoring, containment and class cancellation plans.
- In addition to a full-time instruction plan as indicated above, we will be prepared to modify our plans to support a partial reopening or to allow for scaling back at a future date if the public health data changes. This is detailed later in this document as Hybrid Learning.
- As the ReEntry Team created this plan, we identified gaps and developed action plans (detailed throughout this plan) for reopening that specifically address inclusion, equity, and access for all learners with strategies and clearly defined action steps.
- Hebron Public Schools **Continuum of Learning**:
  - ○ **The Hebron Public Schools are committed to** <mark>In-Person Learning,</mark> **meaning a full reopening, following all guidelines and expectations of the State and maintaining health standards in accordance with the Chatham Health district.** However, if there is a surge of COVID 19, an increase of local cases, or the occurrence of in-school cases, the learning models may need to be adjusted as a result. Learning models that include Hybrid Learning and/or Distance Learning will only be utilized by the Hebron Public Schools if required by the State of Connecticut or the Chatham Health District.

Full Attendance "No Surge" Model for Learning	Alternate "Surge" Model for Learning	Alternate "High Surge" Model for Learning
Minimal/No Spread of Virus (or Virus Contained) 100% Student Attendance In School	Moderate Spread of Virus (requires adjusted schedule) Approximately 50-60% Student Attendance/Alternating Attendance	High Spread of Virus (requires quarantine) 0% Student Attendance/All Distance Learning
Based on the current lower levels of transmission of COVID-19, all students return to school in person as part of a full reopening. Heightened health & safety protocols will be in place, which can be reduced or ramped up as appropriate throughout the year.	Based on a higher transmission level of COVID-19, student numbers in the school are reduced by approximately 40-50%. Students attend on A or B days. Distance learning takes place on days not in school.	Based on a widespread increase in transmission levels of COVID-19, learning takes place at home for all students as a result of school or district closure.
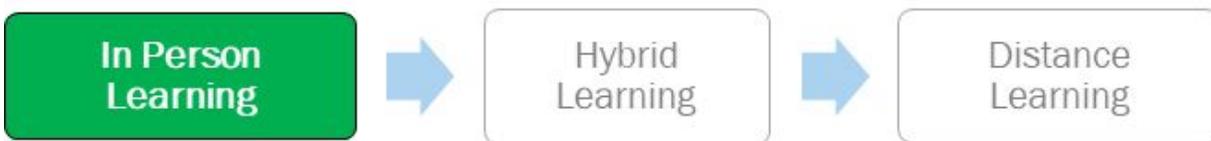
The planned in-person model of learning for the reopening of the schools is described below:

IN PERSON LEARNING **Traditional Schedule with Health & Safety Expectations – All students attend every day.**

| Monday	Tuesday	Wednesday	Thursday	Friday
Students and teachers attend every day with all State guidelines and expectations in place. Classroom learning and instructional activities are adjusted to provide the safest environment.				

* DISTANCE LEARNING PARALLEL TRACK – Some K-6 students learn at home due to medical concern, illness, quarantine, or other reasons *with support from the school*.

Students with health concerns, illness, or quarantine order will participate in a Distance Learning Parallel Track in which the student learns at home with **parent support in place**. This track aids in a return to school at the appropriate point after illness, quarantine, or when families decide to re-enter. In order to smoothly re-enter school after an extended time out and begin participating in the traditional schedule, it is strongly encouraged for students and parents to fully engage in the Distance Learning provided or some other plan approved by the Principal of the school. The State of Connecticut has designed a **Remote Learning Hub** (https://portal.ct.gov/SDE/Academic-Office/CT-Learning-Hub) for students who do not return right away. Students on this track will be allowed to enter school at any point in time.

* HOMESCHOOLING – Some students learn at home due to medical concern or other reasons *with no support from the school*.

Students with extended medical concerns or other reasons may participate in **Homeschooling**, in which the parent chooses **all instructional materials and is solely responsible** for student learning. This model is appropriate for families who do not wish to continue with computer-based learning at home or those who do not feel the Remote Learning model provided by the State of Connecticut to be an appropriate model for their child. This model **does not** necessarily prepare students for a return to school without possible gaps in learning. Parents who wish to keep their students out of school for an **extended portion of the year** or the entire year may consider this model. Parents wishing to Homeschool must contact our Office of Educational Services at (860) 228-2577.
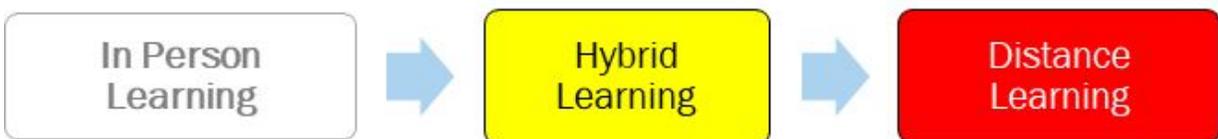
In recognition of uncertainty, the Hebron Public Schools are prepared for different scenarios:

HYBRID LEARNING REDUCED SCHOOL POPULATIONS – Our Hybrid Learning Plan will consist of an in-person rotation of approximately 50% of the student body following the below schedule.

- ○ While in school, students will follow their regular day. Social Distancing will be increased with less students riding the bus and in the classroom. Students will be positioned in a checkerboard pattern whenever feasible to aid in social distancing. Classroom teachers will provide at home assignments for home learning with hardcopy or digital resources. Siblings, including those at RHAM, would attend school on the same day whenever feasible. In this

model, Hebron will prioritize access to school building for students who need more learning support, including but not limited to those receiving special education, ELs or limited access due to devices or connectivity issues.

Alternate school schedules that could be used if the State of Connecticut and/or local health officials place limits on student access to schools/busses due to surge of COVID 19 are listed below. When students are not in school, they are working at home with materials provided from the teacher and school.

A-B Days (Students go to school on alternate days) - A complete A-B Calendar will be developed with RHAM/Region 8 - An example is provided below				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Student Group A	Student Group A	A&B Groups home; Distance Learning;	Student Group B	Student Group B

DISTANCE LEARNING **Short Term Closure (2-5 days, 2 weeks, etc.) or Long Term Closure**

Students and parents engage in Distance Learning with materials and support from the school. Classroom learning and instructional activities are shared through contact with the Teacher. This is the Distance Learning model from the spring of 2020, with enhancements based on family and staff feedback, representing a blend of synchronous and asynchronous learning. See Hebron's Distance Learning Plan 2.0 here.

School Liaison, Communication Plans, and Data Collection

- The Superintendent of Schools has appointed Dr. Donald Briere, Director of Educational Services, as Hebron's COVID-19 Health and Safety Compliance Liaison.
  - The Liaison, along with the Superintendent of Schools, will engage with students, parents, faculty, staff, and administrators to answer questions about the health & safety requirements set out in this document and address questions about compliance.
  - The Liaison, along with the Superintendent of Schools, will support the implementation of these requirements, as well as the implementation of other school health & safety measures relating to COVID-19 and any additional guidance provided by the State of Connecticut and the Chatham Health District.
- A number of communication vehicles will provide timely updates related to policies and protocols to staff, students, and families. Hebron Public Schools will primarily utilize School Messenger to communicate with families, email to communicate with staff, as well as dissemination via our district's Facebook and Twitter accounts.
- Plans will be available in relevant languages of families in the community, as well as accessible to those with visual and/or hearing impairments.
- As plans develop and evolve, Hebron Public Schools will provide two-way communication with our school community (staff, families, and students) about any new policies and/or

protocols *prior* to reopening, any time there is a significant policy change, and upon re-entry if a school closes temporarily during the year.
- Updates to our school community with any time critical information regarding policies, protocols, and/or health data changes will be provided promptly, including any changed policies, need to cancel classes, or other changes or restrictions via School Messenger, our district webpage, our district Facebook page, as well as through our district Twitter account.
- Plans will be easily accessible, including but not limited to being visible on the main landing page of our district and school websites.
- Gathering information from families prior to reopening has been prioritized in Hebron. Information has been gathered via surveys, e-mails, and phone conversations. This information has been valuable in helping our ReEntry Team in planning for reopening our schools.

Operations

Facilities: Classroom Layout

- During the summer, the ReEntry Team surveyed families and staff to gather data related to their perspective, comfort level, and intent to attend school in-person in the fall, 2020.
- Building space has been reviewed and configured in such a way to maximize social distancing, consistent with current public health guidelines. As needed, community and municipal spaces have been reviewed and discussed with local stakeholders to determine if and when additional capacity and space availability may be needed.
- All school environments have been reviewed and planned to maximize social distancing. We will maximize social distancing between student workstations in classrooms, achieving 6 feet when feasible and achieving 4 feet generally.
- Other available spaces within our two school buildings have been considered, which may be repurposed for instruction in school, as needed. Specifically Music and Physical Education classes will be held outdoors whenever feasible and in larger spaces with increased social distancing. Art, STEAM, Spanish, and Library Media will be instructed within the regular classrooms.
- Space between the teacher and students has been maximized beyond 6 feet and includes plexiglass due to the risk of increased droplets from teachers during instruction. Teachers will have the ability to remove masks for instructional purposes with these safeguards in place.
- Other furniture and rugs have been removed from classrooms to maximize social distancing.
- Signs and floor markings display and illustrate social/physical distancing and everyday protective measures at both schools within classrooms, bathrooms, hallways, and shared spaces.
- Students and staff will access classroom sinks for handwashing, otherwise hand sanitizer will be available.

Facilities: Reopening of Facilities Before First Day of Classes

- Hebron Public Schools has implemented cleaning protocols consistent with DPH Guidance for

[Cleaning and Disinfecting of Schools during COVID-19](#).
- Hebron Public Schools will continue with our water flushing protocols and will fully comply with [DPH Return to Service Guidance for Building Water Systems](#).
- Orientation Days will be planned for smaller student groups to practice our new protocols prior to the first day of school.

Facilities: Signs and Messages

- All signs and messages related to stopping the spread of COVID-19 are accessible and highly visible at both school buildings.
- Signs and floor markings display and illustrate social/physical distancing and everyday protective measures at both schools within classrooms, bathrooms, hallways, and shared spaces.
- All signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population.
- Regular announcements related to stopping the spread will be communicated to students, staff, and families including in our daily announcements for students and staff.

Facilities: Ventilation

- Gilead Hill School and Hebron Elementary School have been and will continue to be monitored for compliance with [DPH Guidance for School Systems for the Operation of Central and non-Central Ventilation Systems](#).
- Building systems are inspected regularly to ensure proper operation. A new air filtration system with UV light technology was installed this June in the air handlers at both schools.
- Windows will be opened, as appropriate, to refresh stale indoor air.
- Window fans that blow air into a room or free-standing fans that serve to circulate existing air around a room will not be used. Window fans will also be turned to exhaust air out of the window in the direction of the outdoors.
- Window AC Units may be used where available. These units must be set to maximize fresh air intake with the blower fan on the lowest setting pointed away from room occupants to the extent feasible.

Facilities: No-Touch Usage

- Both school buildings have been thoroughly reviewed to maximize no-touch usage in our buildings. For example, doors will be propped in accordance with fire and safety codes, trash can lids will be removed, and automated soap, towel, and sanitizer dispensers will be used whenever feasible.
- Classroom water fountains are closed and marked as such. Hallway water fountains have been replaced with new fixtures that have a touch-free bottle filler. Students will be encouraged to bring a water bottle to be used throughout the day. Water bottles will be provided to students as needed. Staff will guard against the sharing of water bottles.

Facilities: Training Related to Facilities

- The Hebron Public School's ReEntry Team has discussed, identified, and developed accessible

training materials for all staff, which will also be shared with students and families. Training provides viewable videos and content related to health and safety protocols.

- Training will be provided and communicated prior to the first day of classes.
- Hebron's school nurses have been designated as our lead trainers and will also provide oversight related to refresher training and training to substitute teachers.
- Trainings include, but are not limited to the following topics: social distancing, cleaning protocols, and hygiene practices. Staff attendance/completion of training will also be monitored using GoogleForms.

Facilities: Bathroom Protocols

- Hebron has increased our cleaning and disinfecting of bathrooms consistent with CDC disinfecting and cleaning guidelines. Hebron Public Schools will continue to comply with DPH guidance for cleaning and disinfecting of schools during COVID-19. See Appendix B for cleaning logs.
- Bathroom use will be communicated to staff and students to promote safe bathroom practices, maximize social distance, and maintain staff and student safety. Bathrooms will be assigned to specific student cohorts, as appropriate.
- To the extent possible, bathroom doors will be propped in accordance with fire and safety codes.
- In the case of a within-school suspected infection, a bathroom within close proximity to the school's isolation room has been identified for use. This bathroom may be accessed for typical school day use until a within-school infection is suspected. Once a within-school COVID-19 infection is suspected, this bathroom will only be accessed by the individual with the suspected infection.
- Within our bathrooms, Hebron Public Schools has also:
  - Optimized ventilation and fresh air intake through fan and window adjustments.
  - Placed a trash can and paper towel rolls by each bathroom door to allow students and staff to use the facilities without the need for them to touch the handle directly with their hands.
  - Maintained the use of touch-free single-use paper towel dispensers. We will use disposable towels in lieu of hand dryers.
  - Installed touch-free soap dispensers and faucets, to the extent feasible.
- Signs and floor markings display and illustrate social/physical distancing and everyday protective measures at both schools within classrooms, bathrooms, hallways, and shared spaces.

Daily Operations: Flexibility and Compartmentalization of Protective Measures

- The Hebron ReEntry Team has planned for enhanced protective measures and anticipated needs for flexibility should a diagnosed COVID-19 case occur within our school community. See 'Cancellation of Classes, Remote Learning, and Reopening Plans' section found on page 20.

Daily Operations: Class Groupings and Teams (Cohorts)

- Connecticut's 'Adapt, Advance, Achieve' reentry document strongly encourages using a cohorting strategy in Grades K-8.

- The purpose of a cohorting strategy is to limit the number of students who are exposed to or may be diagnosed with COVID-19 if there is a community transmission in one of our schools. Maintaining stable cohorts helps to mitigate the risk of spreading COVID-19.
  - A 'cohort' is defined as a group or team of students and educators with consistent members that stay together throughout the school day.
- Hebron's two school principals have led the effort to establish a stable cohorting model in our two schools in close collaboration with our district ReEntry Team. Cohorts are not based upon any specific demographic or disability criteria. Mixing of cohorts has been restricted, paying particular attention to eating times, common hallway passing times, and recess.
- Mixing of cohorts is restricted. When cohorts may have contact (e.g., hallways, recess, arrival/dismissal), safety precautions have been maximized, including monitoring face covering usage, hand washing, and sanitizing between cohorts.
- Students will only leave the classroom to access restrooms, the health office, special education/related services, music class, physical education class, recess, the cafeteria, and outdoor learning. Teachers would otherwise travel to students.
- Hebron's Superintendent of Schools has been in close communication with Hebron's Parks and Recreation department and related before/after-school clubs/programs, and AHM Youth and Family Services/FRC in order to determine ways to safely allow access for these programs to operate, as appropriate.

Daily Operations: Foot Traffic, Hallways, and Shared Areas

- Foot-traffic patterns have been designed and marked with signage/floor markings to limit face-to-face encounters such as one-way hallways and entrance/exit doors.
- Signs and floor markings have been installed to illustrate social/physical distancing within the classrooms, hallways, and common spaces.
- Offices and workrooms will be utilized on an as needed basis only.
- Break rooms will be used with additional precautions in place (e.g., social distancing/reduced capacity, PPE use, regular hand cleaning with soap/water or hand sanitizer).

Daily Operations: Outside Time and Playgrounds

- Hebron's ReEntry team has assessed ways to minimize student and staff exposures from playground and fitness equipment use. These efforts include, but are not limited to: (a) ensuring specific cohorts use equipment at the same time; (b) hand washing before and after use and/or hand sanitizer; and (c) ongoing enhanced cleaning and disinfecting procedures to equipment.
- Recess times will be staggered to minimize cohort mixing.
- Playscapes are maintained and cleaned by the Town of Hebron. They are not cleaned regularly and thus handwashing and the use of hand sanitizer will be ensured after students access the playscape.

Daily Operations: Other Individuals Entering the School Building

- As noted above, Hebron Public Schools will continue to work and communicate closely with partner community agencies and groups. Until such time as all restrictions are lifted, access to the school buildings will be limited to childcare programs due to custodial staff shifting to day

shift work for regular cleaning.
- See Hebron's Board of Education Policy 1008 related to school visitation. During the COVID-19 pandemic, this policy will be adhered to with close monitoring of who is requesting access and why an individual is accessing our school buildings. *Nonessential volunteers* and *visitors* access may be limited while individual access for required reasons (e.g., Planning and Placement Team meetings, 504 meetings) will be prioritized if other virtual options are not feasible. Families will also be offered, as appropriate, the option to meet virtually with Hebron staff for required team meetings.
- Parents and visitors accessing Hebron school buildings will be required to adhere to all safety measures students and staff are also held accountable for (i.e., face masks, social distancing, frequent hand cleaning/sanitizing, etc.), which comply with CDC and other public health recommendations.

Child Nutrition

- Hebron Public Schools participates in the National School Lunch Program (NSLP), and School Breakfast Program (SBP). As such, the district will continue to determine student eligibility for and make available free and reduced-priced meals, milk and snacks to all eligible students.
- Hebron Public Schools will continue to comply with the U.S. Department of Agriculture's (USDA) regulations and policies for school meals and milk including the meal pattern requirements.
- Hebron Public Schools will continue to claim meals/milk provided to eligible students using accurate counting and claiming methods.
- Parents and the school community will continue to receive ongoing communication related to school meal service and options. A variety of communication will be used, including social media, School Messenger, and the district website.
- Breakfast and lunch will be consumed in the classroom, outside when possible, or in the lunchroom where conditions allow for classroom cohorting where students are not seated across from each other at lunch tables. Service will be designed to ensure social distancing.
- In the event of school closure or implementation of our Hybrid Operating Plan, we will serve meals to the extent feasible using the same protocol utilized during the spring closure and this past summer.

Transportation: Preparation

- Providing student transportation to schools is an important legal mandate that requires ensuring that ALL students have access to education at school.
- Data from families has been gathered via surveys, e-mails, and phone correspondence to inform the proper planning for classes resuming in the fall, which has included an assessment of the number of students expected to attend, and whether families plan to transport their children.
  - Based on gathered data, local officials have been consulted to plan for the safe drop-off and pick-up of students each school day.
  - Outcomes and plans for daily transport have been shared with all transportation providers, including public and contracted bus/van company representatives.

Transportation: Pick-Up/Drop Off

- Arrival and Departure procedures will be developed and implemented prior to the start of the school year to limit unnecessary entrance of parents and guardians into the building.
- In consultation with local officials, vehicle flows will be planned for and clearly communicated to families and marked on our schools sites at each of our two school buildings.

Transportation: Family or Guardian Transport

- Parents and/or guardians will be encouraged to transport their children to schools, although if they are unable, Hebron Public Schools will continue to provide daily public transport. Based upon anticipated daily transport patterns, Hebron Public Schools will continue to work closely with local officials to safely and efficiently accommodate daily traffic patterns.

Transportation: Buses, Vans, and Student Transportation Vehicles

- Hebron Public Schools will continue to work with our transportation providers to ensure appropriate protective strategies for bus transportation are upheld. These strategies align with the tiered transportation system established by the Department of Public Health (DPH), which was developed to assist school districts define the decision-making approach applied from day-to-day and week-to-week. This three tiered system includes three transportation levels: "**Safe Status**, **Low Status**, and **Moderate Status**."

Safe Status	Low Status	Moderate Status
Bus transportation can operate with no restrictions	Bus transportation can operate up to full status with mask requirements and loading and unloading restrictions	Bus transportation can operate with seating and spacing restrictions, mask requirements, and loading and unloading restrictions
Low Transmission Risk • Plan to operate at full capacity or close to while maximizing health and safety protocols.	**Low Transmission Risk** • Plan to operate at full capacity or close to while maximizing health and safety protocols.	**Moderate Transmission Risk** ● Plan to operate at significantly reduced capacity while maximizing health and safety

• Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus. • Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat.	• Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus. • Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat.	protocols. ● Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating. ● Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus. ● Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat.

- Bus monitors will be on all buses to an extent feasible to start the 2020-2021 school year. This will continue if deemed necessary for student safety.
- Students observed to have COVID-19 Symptoms will be isolated on the bus to the extent feasible. The bus driver will contact the school and the school nurse or LPN will meet the bus upon arrival.
- Bus drivers will wear masks and have disposable masks available for students upon boarding the bus.
- Buses will be disinfected between student runs by the bus company.

Fiscal and Budgetary Considerations

- Hebron Public Schools will continue to work closely with our local municipality and health department (i.e. Chatham Health). These collaborations will directly support the development and monitoring of our budget.
- Funding will likely be needed to support multiple areas of our district's operations, including but not limited to student equipment, protective materials and cleaning supplies, increased staffing, and enhanced health and safety measures.
- Funds will be leveraged and strategically braided, as allowable, to ensure our efforts provide equity and access to all of our students.

Health Practices and Protocols/Health Monitoring Plan/Containment Plan

- Hebron Public Schools expects all students and staff to wear a protective face covering or face mask that completely covers the nose and mouth when inside the school building, allowing for certain exceptions. Disposable face coverings will be available for any student or staff member who arrives on-site without one.
- Students will be taught the new expectations related to all public health policies and protocols. As part of this requirement, this information will be communicated in an age appropriate manner, before school resumes through shared videos and documents, in-person at the beginning of the school year, as well as frequent reminders, to review the new policies and protocols.
- All participants will be informed 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.

- Families may opt to use this '*Symptom and Temperature Log*' (page 9) provided from the CDC for at-home symptom and temperature tracking.
- **Wellness expectations:**
  - The school nurses will oversee high standards of hygiene in our two school buildings (hand washing/sanitizing) and training for all in each school.
  - School nurses will ensure, in accordance with CDC guidance, that hand washing/sanitizing includes:
    - Opportunities for students and staff to meet hand washing/sanitizing frequency guidance.
    - Sufficient access to handwashing and sanitizer stations.
    - Hebron Public Schools will provide adequate supplies, including soap, hand sanitizer with at least 60% ethyl alcohol or 70% isopropyl alcohol (for staff and older students who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible), and no-touch/foot-pedal trash cans.
    - Children under age nine will use hand sanitizer under adult supervision.
  - The School Nurses will identify and provide for the training needs of staff related to health and safety protocols and work with the Director of Educational Services who will oversee such training prior to the first day of classes. Training will include: face coverings, social distancing, clearing protocols, and hygiene practices. Principals will help ensure all students and staff, as well as families/community members have access to training. Training will also be provided to substitutes or others who may enter the school outside of the first day or typical calendar start.
  - Principals and Teachers will ensure that students receive ongoing education in the expectations related to all public health policies and protocols. Students will be educated about how coronavirus is spread, and how preventative actions help

avoid the spread (for example, that masks keep droplets out of the air and hand hygiene keeps the virus out of one's mouth/nose/eyes).
- ○ Principals will assess the best approach to communicating wellness information for each age group, and plan to set aside time at the beginning of the school year, as well as scheduling frequent reminders, to review the new policies and protocols. These practices include, but are not limited to:
    - ■ social distancing,
    - ■ use of face coverings that completely cover the nose and mouth,
    - ■ respiratory and cough etiquette, and
    - ■ enhanced cleaning/disinfection of surfaces.
- ○ Principals and teachers will review guidance/training and post signage on proper handwashing techniques with students, including the following:
    - ■ Scrub with soap for at least 20 seconds or use hand sanitizer if soap and water are not accessible.
    - ■ Staff and students should dry hands thoroughly.
    - ■ Wash/sanitize hands when: arriving and leaving home; arriving at and leaving school; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods.

Immunizations and Health Assessments
- School Nurses will oversee and monitor changes and updates to the State of Connecticut Requirements for Immunizations and Health Assessments   **Immunizations:** [Guidance from the Department of Public Health was issued dated June 17, 2020](#) emphasizing the importance of protecting students by staying up to date on immunizations.   ○ Hebron Public Schools requires its pupils to be up to date with their immunizations at the beginning of the school year. When appropriate, the school board will work with parents and guardians to have an appointment scheduled as soon as possible for the vaccinations rather than deny attendance.   **Health Assessments:** [Guidance from the CSDE was issued dated June 26, 2020](#) outlining the requirements for Health Assessments prior to students enrolling in school.   ○ Hebron Public Schools will require each pupil enrolled to have a health assessment prior to school enrollment and in Grades that are in accordance with Connecticut General Statutes (C.G.S) Section 10-206. When appropriate the school board will work with parents and guardians to have an appointment scheduled as soon as possible rather than deny attendance.

Reporting Illnesses and Addressing Vulnerable Populations
Hebron Public Schools will 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.

- - **Student Passive Screening:** Parents are instructed to screen students before leaving for school by checking to ensure temperatures below **100.4 Degrees** Fahrenheit and to observe for symptoms consistent with COVID-19. Parents are asked to keep students at home if they are feeling sick, have any symptoms associated with COVID 19, or have had close contact with a person diagnosed with COVID-19.
  - **Staff Passive Screening:** Staff and regular approved volunteers are instructed to self-screen before leaving for school by checking to ensure temperatures below **100.4 F degrees** Fahrenheit and to observe for symptoms consistent with COVID-19. Staff and regular approved volunteers are to stay at home if they are feeling sick, have any symptoms associated with COVID-19, or have had close contact with a person diagnosed with COVID-19.
  - **Student Active Screening:** Schools will screen students as they enter school consistent with state and local health guidance, which includes visual wellness checks and any necessary follow-up temperature checks with no-touch thermometers (checking to ensure temperatures below **100.4 F degrees** Fahrenheit). Students will be observed for illnesses including cough or respiratory distress. Students may be asked about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.
  - **Staff Active Screening:** Schools will screen staff and regular approved volunteers as they enter school consistent with state and local health guidance, which includes visual wellness checks and any necessary follow up temperature checks with no-touch thermometers (checking to ensure temperatures below **100.4 F degrees** Fahrenheit). Staff and regular approved volunteers will be observed for illnesses including cough or respiratory distress. Staff may be asked about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.
  - *NOTE:* **Screening procedures for all children are not required at the point of entry to the school at this time.** However, school staff will observe students throughout the day and refer students who may be symptomatic to the School Nurse.
    - *NOTE: Temperature checks for all children at the point of entry will not be included due to the high likelihood of potential false positive and false negative results, but will be available in the school under the supervision of the School Nurse.*
    - *NOTE:* Hebron will also follow OEC guidance where applicable (e.g., daily *temperature checks* for all staff and students within our *PreSchool program*).
    - *NOTE: Temperature checks for all staff and children at the point of entry may be required at a later date upon the recommendation of Chatham Health based on changes in local transmission of COVID-19.*
- Students and Staff with a temperature greater than **100.4 F** are not permitted into the school. The School Nurse will monitor screening information / data of students while complying with relevant privacy and health laws.
- The School Nurse will monitor symptoms in students and staff that could be related to

COVID-19, with the goal of decreasing the risk of spreading or contracting the virus while complying with relevant privacy and health laws.

- Staff and families will be educated about when to stay home. The School Nurse will communicate the content of this and any updated guidance.
  - − Expectations will be shared with parents in communications from school leadership and will self-certify that they have completed web-based resources trainings
  - -- Staff and students (or their parents and guardians) will perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms. These expectations will be communicated and Hebron Public Schools will provide parents with reminders about the symptoms consistent with COVID-19 that require keeping their students at home.
- Hebron Public Schools have established and will communicate a school-wide sick policy in regards to the exact list of signs and symptoms of COVID-19 that will require isolation and removal of a student or staff member from school. The Sick Day and return to school policy is found in appendix C and subject to change with updated guidance from DOH and/ or CDC .https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html.

Social Distancing

- Hebron Public Schools will assist staff and students to maintain maximum social distance between individuals to reduce the transmission of the virus per the public health guidelines at that time.
- Training for students and staff to demonstrate and practice social distancing expectations (e.g., hallway passing times, classroom spacing, line etiquette) will be completed in person at the beginning of the school year.
- All school employees will assist in the expectation that physical distancing / social distancing is maintained as much as possible.
- The School Principals and Deans will be prepared to assist staff and students in determining and maintaining safe social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time.
- Principals will be prepared to communicate and adjust the approach to social distancing if guidance from the CDC or DPH changes due to shifting public health data or evolving understanding of COVID-19 disease, including transmission.
- Even with social distancing expectations in the classroom, school spaces, hallways, students and staff members will wear face coverings / masks in school and on the bus.
- To the extent possible the schools will create **student/teacher classroom cohorts** to minimize the mixing of student groups throughout the day. Consistent teams/cohorts will minimize cross-contamination of student groups.
- Traffic patterns in hallways will be designed to promote social distancing during passing times. Strategies will include staggered passing times or one-way traffic in hallways.

Material Sharing

- Each of our schools and classrooms will restrict the sharing of educational materials between individuals to the greatest extent possible. These materials include such items as books, manipulatives, computers, calculators, writing utensils, and art

supplies.

Use of Face Coverings, Masks, and Face Shields

- Hebron Public Schools require the use of face coverings for all students and staff when they are inside the school building. All school employees will assist in this expectation from the State of Connecticut. **Parents are expected to provide their child/ren with an appropriate face covering each school day. Hebron will provide appropriate face coverings for those students and staff who arrive at school without one.**
    - The only exceptions for face coverings or masks are as follows:
        - 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.
        - Students requiring an exemption from mask use for the above reason must have an exemption letter found in Appendix C signed by a Physician.
    - All students and staff will undergo training on the safety benefits of masks, expectations of mask use in schools, and how to properly wear and remove them via web-based materials and will self-certify to their completion of training materials.
    - Students will receive scheduled and as-needed training to reinforce learning.
    - For students, face coverings/masks may be removed while eating, drinking, in Physical Education, or when students are outside, and effectively practicing social distancing. During these activities other mitigating practices will be in place, such as social distancing. Exceptions may also be necessary for certain special education students or other special populations.
    - Parents will be responsible for providing students with face coverings or masks. Schools will have backup disposable masks available for students and staff who forget them.
    - Staff members and volunteers will wear masks that completely cover the nose and mouth inside the schools and will be assigned all necessary PPE as required for their role.
    - For teachers and staff, face coverings/masks may be removed while teaching if the following conditions are in place: enhanced social distancing; remaining static behind a physical barrier of some sort; while eating, drinking, or when outside, effectively practicing social distancing; and any other mitigating practices.
    - Staff working with students who are not wearing face coverings due to one of the exceptions and also cannot maintain social distancing will be provided increased protective equipment.
- The school will teach and reinforce the use of cloth face coverings and provide staff and families on the proper use, removal and washing of cloth face coverings.
- The school will provide a mask to any student or staff member who does not have one.
- Face shields will be provided by the school for staff in the following scenarios:

- ○ When medically appropriate, nurses should wear a face shield in aerosol generating procedures that cannot be avoided.
  - ○ Face shields will be worn with face masks by staff who support students with special health care needs (who are not able to wear masks and who may need assistance with activities of daily living, such as toileting and eating).
- If medically required or where services provided pursuant to an Individualized Education Program (IEP) would require it, including but not limited to for speech and language services, evaluations, language acquisition activities etc., students and staff will wear face shields and clear masks, or remove masks and face coverings/masks when not appropriate for the activity. Any other possible mitigating strategy will be implemented in these cases, including but not limited to maximum social distancing.

Planning and Distributing Information

- Hebron Public Schools will inform parents and staff of the COVID -19 symptoms that would require absence from school and when it is safe to return to school, based on CDC guidelines.
  https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html.
- Parents will be encouraged to self assess students and staff themselves for those symptoms at home, and if found to stay at home and report symptoms to the School Nurse. Details on staff, student, and visitor passive and active screening can be found in the containment plan.

Attendance Monitoring

- Absences of students and staff will be monitored by the School Nurse. Any student or staff member that is absent will be instructed to inform the School Nurse of the reason for the absence and that will include answering a self assessment questionnaire that is found in appendix C.
- The School Nurse will inform the staff member or students parent/guardian of when to return to school, following recommended CDC guidelines.
  https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html.

Containment Plan: COVID-19 Cases in School

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.

- If a student, staff member, volunteer, or visitor has been present in school has a **confirmed diagnosis** of COVID-19, the School Nurse and the building Principal contact the Central Office and the Superintendent of Schools. In addition, the Superintendent will be notified by school personnel that a student is suspected of being sick, maintaining confidentiality in accordance with FERPA, privacy expectations, and the Americans with Disabilities Act (ADA).
- The Superintendent of Schools notifies the local health officials (Chatham Health District)

immediately.

- Decisions are made concerning:
  - CONTACT TRACING
  - CLOSURE
  - CLEANING
  - CONTINUITY OF EDUCATION
  - REOPENING OF SCHOOL
- The decision to suspend or close a school (or the entire school district) will be made by the Superintendent or designee based on information and recommendation from local health officials (Chatham Health District). Board of Education members and town officials are notified of closure as well as the State Department of Education.
- Schools will likely implement a short-term closure (2-5 days) or longer regardless of community spread if an infected person has been in a school building. The CDC recommends dismissal of students and most staff for 2-5 days. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the Superintendent, in consultation with the local health officials, to determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.
- All communications to the school community including staff and families are made through the Central Office.

> **A confirmed case in the school building:**
>
> **Assess risk with local health officials.**
>
> **Plan for short (2-5 days) or longer (10 days) closure**
>
> **to clean, disinfect, and contract trace**
>
> **in consultation with the Chatham Health District.**

- Additionally, procedures have been established should there be a COVID-19 case in our schools or in the community that could possibility impact our schools:
  - The Principals and school building nurses have procedures for **isolating an area** of the school for a length of time based on (1) a positive COVID-19 case or cases in the school and (2) the risk level within the school/community as determined by the Chatham Health District.
  - **Students:** Each of our schools have identified and staffed an "**isolation room**" per school building to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives.
    - Students who are symptomatic while entering school or become symptomatic during the school day will be separated from others right away by the school nurse.

- Students exhibiting symptoms will be required to continue to wear masks and wait in a supervised, designated isolated area through which others do not enter until students can be transported home.
- If more than one student is in the isolation area, physical distancing will be maintained.
- The school nurse will have a plan for triaging students, recognizing that not all symptoms are COVID-19 related.
- The school nurse will advise parents of sick students that students are not to return until they have met CDC criteria to discontinue home isolation. https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html.

- **Staff:** Each school building has developed a uniform procedure for all symptomatic staff and volunteers:
  - Adults who are symptomatic while entering school or become symptomatic during the school day will be sent home and advised to seek medical care.
  - The School Nurse will advise adults not to return until they have met CDC criteria to discontinue home isolation. https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html.
  - If a staff member or volunteer has been present in school and has a **confirmed diagnosis** of COVID-19, the School Nurse and the building Principal contact the Central Office and the Superintendent of Schools notifies the local health officials (Chatham Health District) immediately. In addition, the Superintendent will be notified by school personnel that a staff member or a volunteer is suspected of being sick, maintaining confidentiality in accordance with privacy expectations and the Americans with Disabilities Act (ADA).

- **Visitors:** Outside visitors or groups will have very limited or no access to schools during the school day.
  - Access to our school buildings by visitors will be extremely limited and only for specific educational purposes.
  - **Visitor Passive Screening:** Visitors/parents with prior approval to enter the building are instructed to self-screen before leaving for school by checking to ensure temperatures below 100.4 degrees Fahrenheit and to observe for symptoms consistent COVID-19. Visitors/parents are to stay at home if they are feeling sick, have any symptoms associated with COVID-19, or have had close contact with a person diagnosed with COVID-19.
  - **Visitor Active Screening:** Schools will screen visitors/parents with prior approval to enter the building as they enter school consistent with state and local health guidance, which includes visual wellness checks and any necessary follow up temperature checks with no-touch thermometers (checking to ensure temperatures below **100.4 F degrees** Fahrenheit). Visitors/parents will be observed for illnesses including cough or respiratory distress. Staff may be asked about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had

COVID-19 symptoms or a positive test.
- Each school's Main Office will maintain a log for those visitors allowed into the building. The log will include name, contact phone number, and arrival/departure time of each individual.
- The Superintendent of Schools will review all requests for use of the schools – before and after school. There will be limited access to outside organizations' use of school sites and schools' resources after school hours.
- The Central Office and Superintendent of Schools will ensure that external community organizations (including those that sponsor before- or after-school childcare) that are allowed use of the facilities also follow the school's health and safety plans, as well as the expectations of local health officials (Chatham Health District).
- The Superintendent of Schools has a procedure for the **closure of schools** for a length of time based on (1) a positive COVID 19 case or cases and (2) the risk level within the school/community as determined by the local health officials.
- The Board of Education has granted the Superintendent the authority to limit access to public school grounds and school buildings during school closures or elevated levels of transmission in the area.
- Under the supervision of the Superintendent of Schools and our Building Principals, our schools are able to provide for a continuity of instruction / distance learning, if necessary.
- Under the supervision of the Director of Educational Services, the schools will be prepared for any special or unique needs for students with disabilities related to planned district or school wide procedures.
- Under the supervision of the School Business Manager, the schools will be prepared to provide for continuity of meal service, if necessary.

Cancellation of Classes, Remote Learning, and Reopening Plans

- We must be prepared to adjust plans based on health indicators and guidance from health officials. Partial reopen plans must prioritize vulnerable populations, including but not limited to special education, those with barriers to remote learning, English Learners, and students in transition years. DPH will be developing specific community and school-based indicators to assist leaders and define the appropriate decision-making approach.
  - LOW Community Spread
    - Schools operating up to 100% capacity, students/staff with underlying medical conditions should consider restrictions and blended/remote learning.
    - Buses up to full capacity with bus monitors recommended, facial coverings in place during transit, controlled loading/unloading of riders.
    - Face coverings for students and staff while inside school buildings.
    - Identification/isolation of sick students/staff. See additional information within the '*Containment Plan: COVID-19 Cases in School*' section of this document beginning on page 25.
    - Cohorting of students encouraged, particularly in younger grades,

restrictions on congregating.
              - Maximize spacing of seating up to six feet, when feasible.
              - Increased cleaning and sanitization protocols.
          - MODERATE Community Spread
              - Schools operating at reduced capacity, with more reliance on hybrid model, blended/remote learning, prioritize access to school building for students who need more learning support, including but not limited to those receiving special education, ELs or limited access due to devices or connectivity issues.
              - Buses at reduced capacity with bus monitors strongly recommended, facial coverings in place during transit, controlled loading/unloading of riders, spaced seating between unrelated riders.
              - Face coverings for students and staff while inside school buildings.
              - Maximize spacing of seating up to six feet or more when feasible with reduced class sizes.
              - Identification/isolation of sick students/staff.
              - Cohorting of students, restrictions on congregating, staggered start/stop times and hallway transit.
              - Indoor extracurricular activities should be suspended, sports and other outdoor activities should consider restrictions on activities.
              - Increased cleaning and sanitization protocols.
          - HIGH Community Spread
              - Schools closed, 100% remote learning, bus transportation suspended, extracurricular activities, including sports, should be suspended.
- Any decision about school closure, reopening, or cancellation of school events will be made in coordination/collaboration with local health officials, and with the advice of the school nursing staff.
- Anticipate that recommendations for the geographic scope (e.g., a single school, multiple schools, the full district, regionally), whether it will be partial or total, and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.
- CSDE will be notified immediately by the Superintendent of Schools if we are contemplating class cancellations.
- Decisions will be communicated following the communications section of this plan above.
- [Distance Learning](#) and our Hybrid Learning are detailed in the below section and the in Appendix A. Staff responsibilities are detailed within these plans. Ongoing educational opportunities were prioritized when drafting the plan for shutdown. Materials for continuity of learning will be made available to allow for school sessions to continue remotely.
- CDC cleaning procedures following a confirmed COVID-19 case would be initiated if needed.
- Decisions of which, if any, staff should be allowed in the school will be made in collaboration with Chatham Health. When possible, we will allow time to lapse between dismissal and cleaning procedures.

Future Planning for Remote Blended Learning

- See Appendix A for our Distance Learning Plan 2.0. This plan was updated this June after gathering feedback from families, students, teachers, and leaders on experience with remote learning. This plan would be immediately reactivated in the event of a full school closure.
- Our Hybrid Learning Plan will consist of an in-person rotation of approxiamtely 50% of the student body following the below schedule.
  - While in school, students will follow their regular day. Social Distancing will be increased with less students riding the bus and in the classroom. Students will be positioned in a checkerboard pattern whenever feasible to aid in social distancing. Classroom teachers will provide at home assignments for home learning with hardcopy or digital resources. Siblings, including those at RHAM, would attend school on the same day whenever feasible.
  - Alternate school schedules that could be used if the State of Connecticut and/or local health officials place limits on student access to schools/busses due to surge of COVID 19 are listed below. When students are not in school, they are working at home with materials provided from the teacher and school.

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

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

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

Reopening Plan

- In the event of school cancellations, the most up to date decision tree related to reopening schools from the CDC would be used in consultation with Chatham Health and our School Nurses.

Academics and Student/Family Engagement

- Our educators have been thinking a lot about what students will need in terms of emotional and academic support when we return to school. There are lessons learned from the extended school closures after Hurricane Katrina that we have turned to. It is helpful that we have a spiral curriculum approach where we revisit topics throughout the school year so we can reinforce skills and also address skill gaps. While we always anticipate some learning loss after summer, it will be an even more important focus as our students have been away from us for so much longer this year. We also know that gaps will be more pronounced for our youngest learners who are on their way to
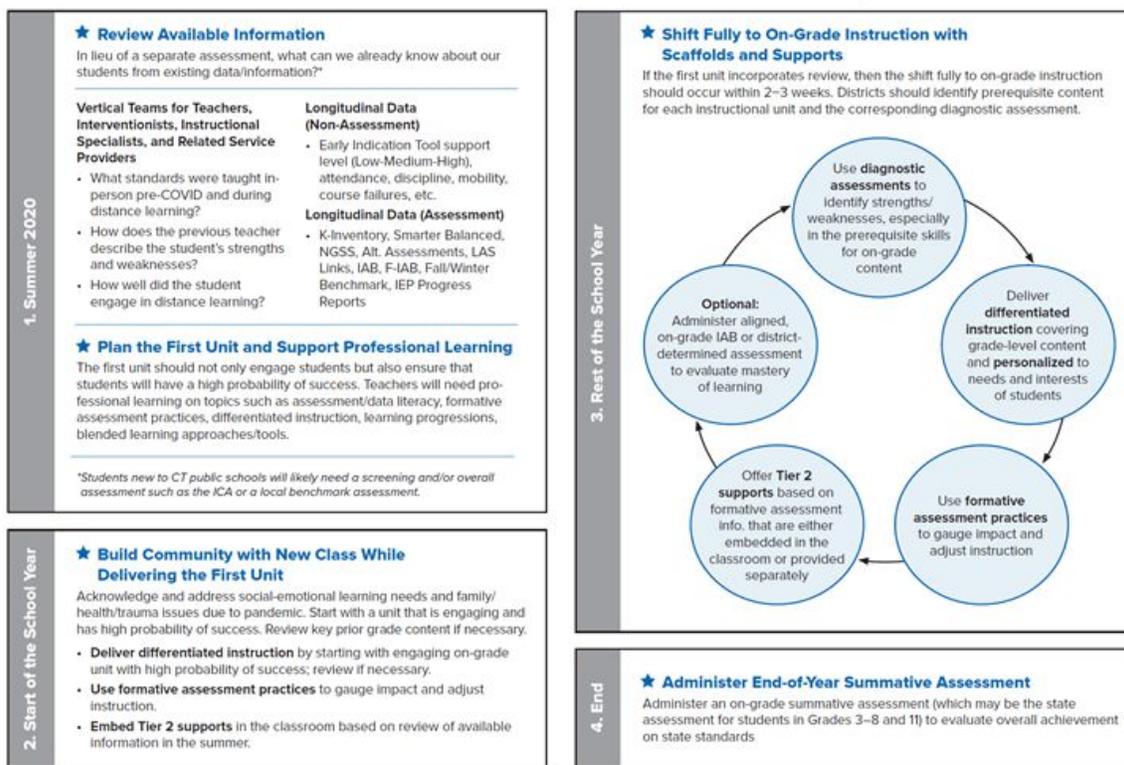
developing strong reading skills as well as math and social skills. When we return, we plan to move forward with the following approaches:
  - ○ Implement a Social Emotional Learning curriculum to address the needs of all students.
  - ○ Complete immediate and ongoing checks of students' emotional and academic needs so we can put in place any needed supports quickly.
  - ○ Begin our grade level curriculum, once we have established strong classroom communities and established relationships with students and reviewed all available existing data
- As we continue throughout the year, we will need to be mindful that at any moment we could be switching to Hybrid or Distance Learning. This will require us to be thinking about how learning from one day in school would shift to at home learning the next day. It will also require us to think about our balanced approach to utilizing digital tools. We want students to have tools they are familiar with and have practiced using for at home learning but we also want to limit screen time and focus more on hard copy resources for at home learning moving forward.
- The role of formative assessment and feedback will be important both for in school learning and for any distance learning. We will be making this a focus of our professional development plan for staff for next year.
- Students engaged in challenge and enrichment or intervention services will begin the year reengaged in these programs.

Assessment Practices

- Our focus to start the year will be on short, teacher generated checks for understanding. This will guide our initial work with students. As the year progresses, we will also initiate benchmark assessments when students show us they are ready. Using this data, we will address skill gaps in context throughout the year revisiting previous grade level skills as needed.
- Teachers will focus much attention on providing feedback for students to revise their work to meet high-levels of accuracy/quality.
- The schools will base assessment practices for 2020-21 on the Connecticut Department of Education model found in: *Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together.*

Sensible Assessment Practices in 2020–21 and Beyond

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 prerequisite content for each instructional unit and the corresponding diagnostic assessment.

- Use **diagnostic assessments** to identify strengths/weaknesses, especially in the prerequisite skills for on-grade content
- Deliver **differentiated instruction** covering grade-level content and **personalized** to needs and interests of students
- Use **formative assessment practices** to gauge impact and adjust instruction
- Offer **Tier 2 supports** based on formative assessment info. that are either embedded in the classroom or provided separately
- **Optional:** Administer aligned, on-grade IAB or district-determined assessment to evaluate mastery of learning

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

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Social-Emotional Learning (SEL) and Mental Health

While much uncertainty surrounds how and when school will reopen, we know that social and emotional learning (SEL) will be critical to re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. This unprecedented shift to a new type of learning experience may have a lasting and profound impact on young people's academic, social, emotional, and life outcomes. School leaders will need to bring together administrators, teachers, school staff, families, youth, and community partners to co-create supportive learning environments where all students and adults can enhance their social and emotional competencies, feel a sense of belonging, heal, and thrive. From "Leveraging the Power of Social and Emotional Learning" (casel.org)

- Hebron Public Schools has developed a detailed plan to re-engage all students, staff and families through the implementation of a Social Emotional Learning curriculum. This will be launched immediately when resuming school.
  - Hebron's Deans of Students, School Psychologists, and Social Workers will work with the school community to ensure the inclusion of Social/Emotional Learning (SEL) for all.
- We will also be training staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements.

- Additionally, Hebron Public Schools will:
  - Plan for experiences that ensure that the schools place adult and student wellness first to establish a positive, safe, and supportive learning environment. Strategies will be identified to engage populations and specific students that have been disengaged.
  - Develop programming designed to help children and adults in the school community to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
  - Plan for SEL that is integrated into academic content through building essential self-management skills, resilience, and connections.
  - Lens on **Racial and Social Justice**:
    - Hebron Public Schools understands that discussions around racial and social injustice can be challenging. Earlier this month, Dr. Miguel Cardona, Connecticut State Department of Education (CSDE) Commissioner, wrote a letter entitled "*Moving Forward Together*," which focused on race and racism. In our schools, we will be making conscious efforts to weave in conversations that support self-awareness and empathy towards all individuals, communities, and cultures. If you need additional support around this topic, feel free to reference our letter posted on Hebron Public Schools Website earlier this year which includes resources on how to appropriately discuss and support conversations around social justice with your children and families.
      - https://sites.google.com/hebron.k12.ct.us/sel-resources/home
  - **Coordinate** SEL activities prior to the reentry:
    - Communicate to the school community that SEL is foundational to the holistic success of the school community and a necessary aspect of a highly functioning school community.
    - Provide professional development as available prior to the start of school.
    - Share resources on SEL and update the whole staff on SEL programming and curricular options.
  - **Integrate** SEL activities upon reentry:
    - Consider how staff can coordinate to check in regularly with small groups of students and families; and how counselors, social workers, school psychologists, and nurses can connect with students and families.
    - Intentionally build structures that promote supportive adult-student relationships and a sense of belonging, significance, and joy. Ensure every student has at least one caring adult at the school who checks in regularly with them and whom they can reach out to.
    - Weave in opportunities for students to practice and reflect upon social and emotional competencies throughout the day.
    - Assist staff in engaging students in developmentally appropriate conversations and lessons to discuss past, current, and future impacts of the pandemic on themselves, their families, their communities, and the broader world. Include discussions that will elevate racial consciousness as students were not present

together in school during recent events in the U.S.

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

Special Education
While reopening may present challenges for all, students with disabilities may experience these challenges to a greater extent than their peers and take longer to remediate lost skills. Hebron Public Schools recognizes that students with disabilities face many challenges, including health concerns and may be disproportionately affected by changes in their education, requiring flexibility in how their re-entry occurs. As such, we continue to monitor available guidance from the Connecticut State Department of Education, the Office of Special Education Programs (OSEP), and related experts from the field. The provision of special education and related services operates within the broader context of the general education curriculum and instruction, which continues to be a driver. Though this situation has impacted the ability of local public agencies to fully implement some students' Individualized Education Programs (IEPs), it is important to remember that a Free Appropriate Public Education (FAPE) continues to be the touchstone for the IEP process, including special education eligibility and services during the extended school closures through the return to school and recovery programming. Now and during recovery, it is essential to provide FAPE and the provision of early intervention and special education services (IDEA) to the greatest extent possible. During COVID-19 school closures, schools were required to provide FAPE consistent with the need to protect the health and safety of students, as well as those individuals providing education, specialized instruction, and related services to these students. Schools may not have been able to provide all services in the same manner that they are typically provided. Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services. **General Considerations for Recovery Efforts for Students with Disabilities**

- **ALL Students.** Hebron Public Schools fully recognizes that students eligible for special education and other special populations are general education students first. Guidance and policies related to school reopening plans apply to ALL of our students, including students with special needs who qualify for individual education programs under the IDEA and accommodation plans for eligible students under section 504 of the Rehabilitation Act. If students with disabilities are unable to access the reopening plan as designed, Hebron Public Schools will work closely with families to facilitate individualized and alternative means of re-entry based upon student individual needs, present levels of functioning, developmental levels, and student/parent input.
- **The role of the family** in the teaching/learning process. Parents of students with disabilities have always had a decision-making voice and required participation at the Planning and Placement Team (PPT). In recovery efforts, parent/guardian knowledge and skills will be highly valued and important in accelerating student progress.
- **Integration of technology**. Hebron will leverage any and all technological options to support student access to the curriculum, community, family engagement, community building, and strong connections..
- **Maintained a focus on Social/Emotional Wellbeing**. In recovery efforts, now more than ever, it is evident that schools play a critical role in the overall whole-child development process and quality of life for families. Research makes it clear that, compared to adults, children are more vulnerable to the emotional impact of traumatic events that disrupt their daily lives. Hebron has prioritized our social/emotional learning efforts and will continue to do so for all of our young learners.
- **Safety Measures.** Mask and face covering will be expected to be worn by all students and staff upon school reentry this fall. For students who present a medical or specialized need and who are unable to wear face covering and related PPE, individualized considerations will be made. Additionally, there may be cases when masks will need to be removed in order to provide appropriate student programming/support. In these cases, other mitigating strategies will be implemented. For example, during a speech/language individualized learning session, the speech/language provider may remove their mask to model a speech sound to a student. In this scenario, the provider should wear a face shield and practice safe social distancing strategies.
    - In communication with families, case managers will identify students who may be unable to wear protective personal equipment, practice social distancing, or adhere to other CDC or CSDE guidelines. In consultation with Hebron's local health department (Chatham Health), we will consider the following:
        - Environmental modifications
        - Use of alternative face coverings (clear)
        - Assign staff to specific students to limit exposure.
        - Toileting/ADL protocols

Special Education Guiding Principles

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

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

For staff:

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

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

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

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

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

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

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

English Learners (ELs)

While reopening may present challenges for all, English Learners may experience these challenges to a greater extent than their peers, as their transition back to a school setting from remote learning and continue to develop their English language proficiency concurrently with learning grade-level academic content. Hebron Public Schools recognizes these challenges and will make every effort to provide support to ELs to allow these learners to access academic content and supplemental language instruction, as needed. English language development is a part of universal instruction. Grade level content will be provided with adequate scaffolds and supports, so that our ELs may access the grade level content being provided in the classroom while developing their language proficiency.

General Considerations for Recovery Efforts for English Language Learners

- **ALL Students.** Hebron Public schools fully recognizes that English Language Learners are general education students first. 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 At (1965) provide guidance on the services to which ELs are entitled. Guidance and policies related to school reopening plans apply to ALL of our students. If EL students are unable to access the reopening plan as designed, Hebron Public Schools will work closely with families to facilitate appropriate supports are provided.
- **Communication.** Hebron Public Schools will continue to 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.
- **Supports and Services.** Hebron Public Schools will continue to provide ELs who are also identified as students with disabilities support for their EL needs, as well as support 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.

Scientific Research Based Interventions

- Hebron Public Schools offers a school-wide, multi-tiered approach to academic support and interventions known as 'Scientific Research-Based Intervention' or SRBI. This three-tiered approach uses ongoing student outcome data to provide timely, matched supports to our students individual needs. Students may meet in small groups or individually with our staff to receive these supports. These supports will be continued upon school reentry.
- **Supports and Services.** Hebron Public Schools will make every effort to uphold and implement our typical SRBI model of supports across both of our schools to the maximum extent possible while observing the health and safety expectations outlined within this document.
- **Integration of technology**. During this period technology has presented new uncharted opportunities for educators, school administrators, and families to leverage the benefits of technology to support learning. Hebron will leverage any and all technological options to support student access and progress with our curriculum.

Challenge and Enrichment

- Hebron Public Schools has long offered a continuum of 'Challenge and Enrichment' opportunities for our students, which will continue upon reentry. We support the Schoolwide Enrichment Model, which provides varied learning opportunities to address the diverse abilities and strengths of our students.

- **Supports and Services.** Hebron Public Schools will make every effort to uphold and implement our typical 'Challenge and Enrichment' opportunities across both of our schools, while maintaining the health and safety expectations outlined within this document.

Physical Education, Athletics, Arts, and Extracurricular Activities

- Staff will follow all CDC, state, and local guidelines related to social distancing and disinfecting areas and equipment used for physical education and physical activity, including recess.
- Lessons will be developed for the implementation of a physical education, fine arts, and music curriculum that consider the needs of all students, including focusing on activities, adaptations, and modifications of all education decisions to ensure the full inclusion by all students.
  - Physical Education
    - Physical education will be instructed outside whenever possible.
    - Physical education will be provided through a combination of in-classroom instruction and activities tailored according to available spaces, restrictions on gatherings, and use of shared equipment.
    - Focus will be on activities, fitness, exercises, and sports that are teacher led but performed individually and focus on lifetime fitness, utilizing alternative environments, land based activities, and individual sports/activities such as mindfulness, tai chi, meditation, taekwondo, fitness-based activities, step aerobics, Pilates, yoga, individual sports, strength development, target activities, backyard games, dance (creative/modern dance, aerobic dance, traditional dance), power walking, orienteering, geocaching, outdoor education, hiking/reading trail signs, hoop games, track and field, singles racket games, etc.
    - Physical education will support social-emotional learning through classroom instruction and utilizing appropriate games and activities.
    - Instructional design will be matched to the available space; use stations, marked off areas, and staggered participation to ensure separation and distancing between students during activities. For example, the use of hula hoops on the ground or floor provide visual cues for maintaining distance to engage in learning.
    - Regular cleaning and disinfecting will be completed for all indoor and outdoor facilities, and equipment between use by students.
    - Loss of water fountain usage could affect physical activity delivery as hydration is important for student health and safety. We will promote student use of personal water bottles and provide water bottles as needed while guarding against sharing water bottles.
  - Arts and Music Education
    - Music class will be shifted outside or in the Activity Room (Gilead) or Cafeteria (Hebron Elementary School) to increase social distance. Art, STEAM, Library Media, and Spanish classes will travel to the students' classroom or hold class outside.

- For handling musical instruments, we will consult the National Association for Music Education's COVID-19 Instrument Cleaning Guidelines.
- Current program of studies and course offerings will be maintained to the extent feasible, within safety precautions.
- Proper spacing of at least 12 feet when students are singing or performing wind instruments will be maintained by scheduling ensembles outdoors, cafeterias, gyms or other large spaces.
- Distancing for instruments that require blowing or for singing, compared with string and percussion instruments, will be maximized.
- Large ensembles will be broken up into smaller groups throughout the day and shift curriculum focus to solo and small ensemble work.
- We will shift from a concert format to a recital format utilizing virtual performance experiences and assessments.
- Individual art supply kits for each student will be provided whenever possible with increased sanitization between all uses.

Career and Technical Education (STEAM and Library Media)

- Our STEAM Classrooms and MakerSpaces will be closed during all phases (low, moderate, severe). STEAM and Library/Media classes will be instructed within the regular classroom with individual student supplies whenever feasible. Shared supplies will be disinfected between use. Books from the library collection will be placed in quarantine for three days after collection before being placed back in circulation.

Family Support and Communication

- We will continue to comply with all state and federal family engagement requirements (e.g., School Governance Councils and Title I requirements) during the COVID-19 pandemic.
- We will continue 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.
- We will continue to engage with families and students as the reopening moves forward to ensure they are informed and have the ability to provide feedback.
- We will make reopen plans available on our website, accessible, and clearly identify the school liaison.
- We will continue to strengthen our partnership with families regarding learning at home strategies to support student academic achievement.

Before and After-School Programming

- Our Before and After School Program (PREP) will operate out of both schools next year to aid in cohorting. Students in PREP will be considered a cohort of students. The PREP program will follow our safety protocols during the operation of their program. PREP program supervisors will stay in regular contact with the school principals.

Staffing and Personnel

Certification and Personnel Planning

- Hebron Public Schools complies with all legal and regulatory requirements related to personnel, including but not limited to the EEOC guidance related to the ADA and the COVID-19 pandemic.
- We are exploring how to engage a full roster of staff, including potential substitute teachers.

Professional Development

- Hebron's ReEntry Team has discussed and identified the training needs of staff related to health and safety protocols and will provide such training to all staff prior to the first day of classes.
  - The School Nurse at each building has been designated as the lead trainer for their building staff. Developed and ongoing training will cover topics including, but not limited to: social distancing, cleaning protocols, and hygiene practices. Training will also be shared with building substitutes.
  - Training will also be shared with families and our students.
  - Additional training days for staff will be added to the school calendar.
  - In-person training for students at orientations/meet and greets will be offered.
- There will be 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. We will have ongoing training as changes occur in recommendations and public health data. Educators will have advanced training in SEL, ways to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements, formative assessment, and digital learning tools.

Appendix A

Distance Learning 2.0

July 2020

Hebron Public Schools

High Expectations, Bright Futures

DISTANCE LEARNING

        Hebron Public Schools aims to provide high-quality learning experiences for all of our students. In the event of a widespread emergency situation requiring the closure of physical school buildings, distance learning provides the potential for continued support to minimize interruption to student progress. This document is designed to describe the actions and approach Hebron Public Schools will take during an extended closure. It does not detail specific emergency protocols. While every emergency situation is different, this Distance Learning plan is designed to provide a flexible structure of support for our families while we are all at home with guidelines that can be implemented in a variety of circumstances.

'Lessons Learned' and Document Updates from Distance Learning 1.0	
1	• Hebron public schools will move towards a more consistent virtual meeting platform for live instruction. Beginning in the fall, 2020 ZOOM will be used exclusively (vs. ZOOM and Google Hangouts). We will enhance our distance learning program with live instruction (mini lessons) that will be recorded and archived for viewing at a later time. These will likely be done by our academic specialists rather than the classroom teachers. This will allow classroom teachers more time to focus on providing feedback on assignments and checking in with students.
2	• Hebron public schools will promote consistent scheduling across grades, utilizing a master schedule which will be shared with all staff.
3	• Hebron public schools will coordinate a more routined, consistent pick-up schedule for families to access physical materials at both school buildings.
4	• Hebron public schools will develop and disseminate tutorial videos for staff and families to help support access of materials, navigation of learning platforms, and various applications.
5	• Technology: Student's will now have personal gmail accounts activated with set restrictions and controlled settings.
6	• Staff will be able to access their classrooms during virtual learning days as long as they are able to maintain the safety of themselves and those also in the building.

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

Assumptions When Developing a Distance Learning Plan

Hebron's Distance Learning Plan was designed based on the following assumptions or criteria:

- Staff will be working a full day to support student distance learning. All staff that are expected to work will be available by email or other form of acceptable electronic communication to support students, assist families, or reply to questions or requests.
- The lens of equity for students must be applied to decision making related to Hebron's Distance Learning plan. For example, not all students or staff have internet access at home. In addition, in some emergency situations internet access may not be working or be reliable. Our Distance Learning plan must provide options for students to learn online, through phone calls, or other available mediums. We must be creative and exhaust all possible avenues to engage all students in this plan.
- When planning instruction, educators will stick with the familiar. While there are many creative and innovative ideas for Distance Learning, this plan relies on systems and structures that are already in place. Unfortunately, during a time of emergency, resources (time, funds, personnel, etc.) and support to implement new software or to try new ideas may be limited.
- Flexibility is key! During emergency situations the Connecticut State Department of Education will provide ongoing guidance. Statutory requirements for the number of required school days, special education laws, and other areas will be provided by the state or federal government. We must remember to be flexible in our thinking and our work as we must make modifications to our decisions and work as guidance is provided.
- We look forward to learning from our Distance Learning plan. We fully expect to have notable successes, anticipated road bumps and questions that are not expected.
- Staff will be in contact with students electronically via means such as email, Google Classroom, Seesaw, Zoom, or personal cell phones. Should teachers choose to use their personal phone, teachers are strongly encouraged to utilize *67 to block their phone number and are strongly discouraged from texting with families.
- Hebron Public Schools Distance Learning approach begins with the assertion that the learning experiences that teachers design when school is in regular session cannot simply be replicated through our best efforts. In particular, the invaluable social interactions and discourse that occur naturally among students and between teachers and students cannot be recreated in the same way. Consequently, teachers must find new methods for providing timely and specific feedback to support student growth and learning. Accordingly, this Distance Learning Plan provides guidelines and insights about how Hebron's staff can leverage interim, remote educational opportunities for students to engage in while at home. One of Hebron's goals is for students to read, communicate, and engage in authentic learning experiences, while continuing to be physically active.
- As teachers reflect on how to best develop their support materials, we encourage them to consider the following questions:
  - How can I leverage digital platforms to provide learning experiences rich in engagement, social interaction (as appropriate), and feedback?

- How can I help my students manage the worry, fear, or isolation they may be experiencing as a result of this emergency or crisis?
- What are the most important understandings and skills I can help my students develop at this time? How can I help my students construct their own understandings?
- What are the authentic learning opportunities that have resulted from this emergency or crisis?
- Where might my students' curiosity and motivation open other new possibilities?
- How can I design learning experiences that address the needs of different types of learners who need different kinds of support and guidance?
- How will I assess student learning in meaningful ways?
- How do we communicate to ensure we are sensitive to individual family situations? We can't assume that families and/or staff are not under additional stressors. How do we ensure we are sensitive to diverse needs?
- At the core of Hebron's approach to Distance Learning is the belief we can think differently about our priorities when responding to challenging circumstances, and we will embrace new opportunities for students to learn in authentic, meaningful ways.

Classroom Platforms:

- Pre-Kindergarten - Grade 3: Seesaw
- Grade 4 - Grade 6: Google Classroom

Definitions: There are two models for online teaching and learning:
- <u>Synchronous</u>: Students and teachers working together and interacting in a digital space concurrently.
- <u>Asynchronous</u>: Teachers post direct instruction videos and learning materials online. Students engage with class materials and complete work at their own pace within a given one week interval.

Hebron Public Schools Teacher/Staff Guidelines:

Teachers and staff need to think differently about how to communicate, give instruction, provide feedback, and assess; how to design lessons and assignments that are authentic and meaningful; and how to ensure students continue to collaborate and communicate with one another; how to focus instruction on key concepts and ideas. Staff may also be under their own personal stressors and will need to think about how to manage their personal and family obligations at the same time. The following guidelines provided below are intended to help teachers and staff across our two schools reflect on challenges they'll confront while providing Distance Learning:

1. **Maintaining Relationships:** In the event of a crisis that leads to implementation of this Plan, students, staff and families may be stressed or worried. Before diving into curriculum, teachers should take the time to assess their students' mental, physical, and emotional wellbeing. How are they doing? How are their families? Teachers should check-in with their students, as long as this Plan is in place. Like when school is in-person in school buildings, if teachers are concerned about students, they should reach out to support staff and administration.

2. **Evaluate students' conditions for distance learning:** While most students will have reliable online access at home and the necessary devices to shift to distance learning, others will not. Teachers will consider that each family's circumstances will vary and they should avoid assumptions about limitations or restrictions students are facing. Teachers should open a dialogue with families and avoid assumptions that all students' circumstances are the same. There may be a situation where lesson plans need to be communicated via phone to families. Staff will need to provide other ways to provide individualized lessons when students do not have online access.

3. **Stick with the familiar:** Teachers should continue using existing communication channels and familiar learning platforms. In other words, teachers would stick with what is familiar to their students. All online platforms that teachers suggest for student use must be in compliance with Student Data Privacy Laws.

4. **Less is more:** One challenge confronting teachers will be how to best streamline content and elevate the most essential learning for students. In other words, teachers would need to take a less-is-more perspective, including the pacing of lessons and assignments. It could also be hard to know exactly how long school closure might last, which makes longer-term planning difficult.

5. **Seize the moment; embrace new opportunities and possibilities for students:** Years or decades from now, how will students remember the emergency that resulted in school closure? Teachers should not ignore the opportunities resulting from school closure. Teachers might ask students to keep a daily journal or diary for the duration of the crisis. Personal journaling and/or other creative writing assignments could help students process their thoughts, worries, and emotions, particularly in times of crisis. Students might use other media as well, including video, drawing, painting, and music. Moreover, the crisis might also provide other real-life opportunities to study scientific phenomena associated with the crisis, how the media is reporting the incident,

how governments are responding, and many other opportunities to seize the moment and design new learning transdisciplinary experiences for our students.

6. **Provide space for personalized learning:** Hebron's Plan can provide opportunities for students to personalize what, how, and when they learn. Students can move flexibly and freely through content when teachers develop creative learning opportunities. This Plan can also provide students with the opportunity to learn at different paces. Teachers and staff should consider how they will maximize educational opportunities for all of their students.

7. **Designers of experience:** In shifting to Hebron's Distance Learning Plan, it is especially important for teachers to think of themselves as designers of experiences and facilitators of learning (as opposed to distributors of knowledge). This approach places a premium on a teacher's ability to think more deeply about how to introduce content, design experiences, and coach students/families with thoughtful, specific feedback.

8. **Design asynchronous (not at the same time) learning experiences:** When school is closed, teachers can still connect them asynchronously.

9. **Design synchronous (at the same time) learning experiences:** When it comes to student engagement and learning, relationships matter as much online as they do in person. Collaboration remains important and there are many ways teachers could foster it through synchronous learning.

10. **Think differently about assessment:** Assessment is one of the most challenging adjustments for teachers. Distance Learning should be seen as an opportunity for students, individually and collaboratively. Teachers should view assessment as a mechanism to offer insights into student learning and appropriate follow-up supports. Teachers are encouraged to think differently about the end goal instead of forcing a traditional assessment method that doesn't fit distance learning. Thinking differently about assessment will positively influence the experience for students, leverage the strengths of distance learning, and prevent frustration on the teacher's part when traditional methods do not work. It is highly recommended that teams meet virtually to review resources and plan for the coming week.

11. **Collaborate:** Grade level/department teams should invite support staff such as special education teachers, interventionists, related service providers, innovation team members, interventionists, unified arts, paraprofessionals, and/or other colleagues to participate in the planning and provision of support. This will be beneficial in streamlining the work and determining how team members can each contribute to our student and family support options.

School Roles and Responsibilities	
	During Distance Learning
Administration	● Create and distribute the Distance Learning Plan (DLP) ● Support faculty and students/families shifting to a distance learning environment ● All district updates will be delivered through the superintendent ● Establish an organizational structure to support team efforts (e.g., Shared Google Drive of materials, resources, and related documents) ● Establish clear channels of communication between all stakeholders (administration, staff, students/families) ● Facilitate standing team meetings via ZOOM ● Support certified and non-certified staff and students/families in transitioning to prolonged school closure and accessing/providing home-support options - help teachers implement DLP ● Share resources, updated guidance, and strategies ● Maintain essential district functions
	During Distance Learning
Technology Department	● Provide at least one device per household as requested and possible ● Support faculty shifting to a distance learning environment ● Provide written/video support to assist faculty using district identified resources
	During Distance Learning
Academics Team	● Create templates and guidelines for distance learning plans ● Hold regular online meetings with all teachers during building closures ● Create live video mini-lessons with follow-up assignments ● Share completed weekly planning templates by noon on Friday (update google doc) ● Create weekly grade level plans ● Conference with students using video platforms ● Provide tiered interventions with students using video platforms and digital learning tools
	During Distance Learning
Teachers	● Collaborate with members of your team or department to create

	meaningful distance learning instruction
	● Use district curriculum and resources to communicate and deliver content
	● Share completed weekly planning templates by noon on Friday (update google doc)
	● Collaborate with special education staff (co-teacher or case manager) as necessary
	● Make sure parents are aware which online resources your students will access.
	● Communicate with and provide timely feedback to students on a regular basis.
	● Reach out to parents with concerns about attendance/participation, work completion, and any other behavioral/social-emotional concerns
	   ○ Include counselors and case managers on any electronic communications
	● Communicate with parents, as necessary (ex. email, Seesaw, etc)
	● Be available online for students and families
	   ○ Check email at least three times per day and respond within 24 hours
	   ○ Create video mini-lessons and conference with students using video platforms as needed
	● Communicate with the technology department over any tech issues that arise (Help Desk)
	● If out for the day, set out of office settings on email (lessons should be posted on Google Classroom or Seesaw)
	● Virtually attend meetings with Team/Curriculum/Admin as scheduled

	During Distance Learning
Special Education	● Communicate regularly with the subject or classroom teachers who teach the students on your caseload. ● Provide virtual support opportunities for students on your caseload ● Complete a Daily Service Log for students on your caseload ● Communicate, as needed, with related service staff who provide services to students on your caseload (Psych, SW, SLP, PT, OT, BCBA, etc.) ● Communicate regularly with students on your caseload and/or their parents to ensure they receive appropriate supports during this prolonged closure. Please keep in mind the amount of special education/related service service time designated on page 11 and page 8 accommodations. Use this level of support as a guide when communicating with families as you plan for e-learning.

	- Some examples of learning activities include: (*not an exhaustive list)
	   ○ Video of read aloud
	   ○ Retelling with graphic organizer
	   ○ Independent reading
	   ○ Decoding and fluency practice
	   ○ Math fluency activities
	   ○ Videos (via email, Seesaw, Google Classroom, etc.)
	   ○ ZOOM video sessions (1:1 basis ONLY at this time)
	   ○ Phone calls *use *67 to block your personal number
	   ○ Learning websites (see resource on our shared Drive)
	   ○ Learning Apps
	   ○ Social Stories
	   ○ Kindness lesson
	   ○ Social Skills videos
	   ○ Suggested daily schedule
	   ○ Daily living practice skills
	- Recommended: develop a weekly schedule of activities/supports during closure
	- Communicate with Support Staff (Paraprofessionals), as appropriate
	- Per initial family consults, design and provide learning and support opportunities that address services and the specific IEP goals of students on your caseload
	- Collaborate with classroom teachers to embed 'Support Considerations' to ongoing classroom/grade-level 'Interim Educational Opportunities'
	- Prepare for and "attend" virtual/distance PPT meetings for students on your caseload
	- Provide individual coaching and feedback to caregivers via phone and/or online format (video conference, email, etc), as appropriate
	- Teachers/BCBA will provide ongoing phone and/or online format consultation to caregivers with ABA/DTI support, as appropriate
	- Provide additional materials and resources as needed. Weekly team meetings are strongly encouraged, both at the district- and team-based levels.

	During Distance Learning
Special Education Paraprofessionals	- Under the guidance and supervision of a certified faculty member, Paraprofessionals will, when appropriate: o Collaborate with classroom teachers and case managers to provide support for students

	o Participate in online professional development activities o It is likely the building principals will be assigning Paras to specific duties ● Paraprofessionals will communicate (email, Google Classroom, phone call, etc.) with Supervising Case Managers, as needed, Monday-Friday. ● Collaborate with other members of your team or within and across grade levels - Collaboration is key!
	During Distance Learning

Speech and Language Pathologists (SPL)	● Communicate regularly with the subject/classroom teachers who teach the students on your caseload
	● Provide virtual support opportunities for students on your caseload
	● Complete a Daily Service Log for students on your caseload
	● Provide virtual support opportunities for students on your caseload/virtual service delivery
	● Communicate regularly with students and parents from your caseload
	● Design and implement support opportunities that address the specific IEP/504 goals of students on your caseload
	● Communicate and collaborate, as needed, with case managers
	● Collaborate with classroom teachers, as needed
	● Provide families/parents resources/lessons/activities to foster students' speech and language development while at-home
	● Weekly team meetings are strongly encouraged, both at the district- and team-based levels.
	● Please keep in mind the amount of special education/related service time designated on page 11 and page 8 accommodations. Use this level of support as a guide when communicating with families as you plan for e-learning.
	● Some examples of learning activities include: (*not an exhaustive list)
	  ○ Videos (via email, Seesaw, Google Classroom, etc.)
	  ○ ZOOM video sessions (1:1 basis ONLY at this time)
	  ○ Phone calls *use *67 to block your personal number
	  ○ Learning websites (see resource on our shared Drive)
	  ○ Learning Apps
	  ○ Suggested daily schedule
	● Recommended: develop a weekly schedule of activities/supports during closure.

	During Distance Learning

School Social Worker	● Communicate regularly with students on your caseload and/or their parents
	● Design and implement support opportunities that address the specific IEP/504 goals of students on your caseload
	● Complete a Daily Service Log for students on your caseload
	● Please keep in mind the amount of special education/related service time designated on page 11 and page 8 accommodations. Use this level of support as a guide when communicating with families as you plan for e-learning.
	● Some examples of learning activities include: (*not an exhaustive list)
	  ○ Videos (via email, Seesaw, Google Classroom, etc.)
	  ○ ZOOM video sessions (1:1 basis ONLY at this time)
	  ○ Phone calls *use *67 to block your personal number
	  ○ Learning websites (see resource on our shared Drive)
	  ○ Learning Apps
	  ○ Social Stories
	  ○ Kindness lesson
	  ○ Social Skills videos
	  ○ Suggested daily schedule
	  ○ Daily living practice skills
	● Recommended: develop a weekly schedule of activities/supports during closure.
	● Serve as a liaison for communication with students/families in crisis
	● Communicate and collaborate, as needed, with case managers
	● Collaborate with classroom teachers, as needed
	● Provide virtual support to students as needed in collaboration with families
	● Contact students who are not engaging in Distance Learning (absences)
	● Serve as a liaison for communication with students/families in crisis
	● Prepare for and "attend" virtual/distance PPT meetings for students on your caseload
	● Provide classroom teachers resources/lessons/activities to foster students' social-emotional development
	● Weekly team meetings are strongly encouraged, both at the district- and team-based levels.

	During Distance Learning
School Psychologists	● Serve as a liaison for communication with students/families in crisis; maintain bank of social-emotional supports/lessons

	- Communicate with teachers and case managers so learning expectations can be adjusted, as needed
	- Communicate regularly with students and parents from your caseload
	- Communicate and collaborate, as needed, with case managers
	- Design and implement support opportunities that address the specific IEP/504 goals of students on your caseload
	- Complete a Daily Service Log for students on your caseload
	- Please keep in mind the amount of special education/related service time designated on page 11 and page 8 accommodations. Use this level of support as a guide when communicating with families as you plan for e-learning.
	- Some examples of learning activities include: (*not an exhaustive list)
	   ○ Videos (via email, Seesaw, Google Classroom, etc.)
	   ○ ZOOM video sessions (1:1 basis ONLY at this time)
	   ○ Phone calls *use *67 to block your personal number
	   ○ Learning websites (see resource on our shared Drive)
	   ○ Learning Apps
	   ○ Social Stories
	   ○ Kindness lesson
	   ○ Social Skills videos
	   ○ Suggested daily schedule
	   ○ Daily living practice skills
	- Recommended: develop a weekly schedule of activities/supports during closure.
	- Collaborate with classroom teachers, as needed
	- Prepare for and "attend" virtual/distance PPT meetings for students on your caseload
	- Provide classroom teachers resources/lessons/activities to foster students' social-emotional development
	- Serve as a liaison for communication with students/families in crisis
	- Contact students who are not engaging in Distance Learning (absences)
	- Weekly team meetings are strongly encouraged, both at the district- and team-based levels.

	During Distance Learning
Physical Therapy (PT) and Occupational Therapy (OT)	- Communicate regularly with students on your caseload and/or their parents - Design and implement support opportunities that address the specific IEP/504 goals of students on your caseload - Complete a Daily Service Log for students on your caseload - Communicate and collaborate, as needed, with case managers - Collaborate with classroom teachers, as needed

	● Please keep in mind the amount of special education/related service time designated on page 11 and page 8 accommodations. Use this level of support as a guide when communicating with families as you plan for e-learning. ● Some examples of learning activities include: (*not an exhaustive list) 　○ Videos (via email, Seesaw, Google Classroom, etc.) 　○ ZOOM video sessions (1:1 basis ONLY at this time) 　○ Phone calls *use *67 to block your personal number 　○ Learning websites (see resource on our shared Drive) 　○ Learning Apps 　○ Suggested daily schedule 　○ Daily living practice skills ● Recommended: develop a weekly schedule of activities/supports during closure. ● Prepare for and "attend" virtual/distance PPT meetings for students on your caseload ● Provide families/parents resources/lessons/activities to foster students' gross motor and fine motor abilities ● Weekly team meetings are strongly encouraged, both at the district- and team-based levels.
Board Certified Behavior Analyst (BCBA)	**During Distance Learning** ● Communicate regularly with students and parents from your caseload ● Design and implement support opportunities that address the specific IEP/504 goals of students on your caseload ● Complete a Daily Service Log for students on your caseload ● Communicate and collaborate, as needed, with case managers ● Collaborate with classroom teachers, as needed ● Collaborate with multidisciplinary teams to create and monitor the implementation of comprehensive home-based Applied Behavior Analysis supports, as appropriate ● BCBAs will provide student materials and parent friendly instructional protocols for key skills ● Teachers/BCBA will provide ongoing phone and/or online format consultation to caregivers with ABA/DTI support, as appropriate. ● Weekly team meetings are strongly encouraged, both at the district- and team-based levels

Teacher Guidelines for Distance Learning	
Hours	- The workday will be 9:00 am - 3:00 pm for all staff - Teachers will check their email a minimum of three times a day - Staff will be able to access their classrooms during virtual learning days as long as they are able to maintain the safety of themselves and those also in the building.
Online Hours	- Be available to support students via email and/or digital platforms within 24 hrs - Attend meetings with Team/Curriculum/Admin
Feedback	- Provide timely feedback, as it is essential to student learning; this is especially so in online learning environments - Actively respond to questions and communications from students/families
Instruction	- Use district approved curriculum and resources to deliver instruction - Follow the guidelines for time and schedule provided by the district based on your grade level and subject area - Ensure that differentiation is provided to meet all students' needs - Consider how to use gradual release of responsibility to enhance learning for students - Collaborate with your grade level colleagues, interdisciplinary coordinators, and curriculum specialists regularly to plan instruction - Assessments as necessary to ensure students have the appropriate number of learning experiences
Deadlines	- Provide students ample time to complete assignments - more time than you would usually provide in class may be necessary for students - All weekly assigned student work should be completed and submitted by 3:00 pm Friday - Make sure that all directions for tasks are clear and detailed - Complete course weekly planning templates by Friday at noon for the following week
Offline Work	- Avoid requiring printing. All tasks will be completed on a device or uploaded as a picture - Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures and/or making a video

Online Learning Environment	● Use district supported platforms such as Google Classroom, Seesaw (K-2), online textbooks, Google Drive, etc. ● A video greeting and/or lesson should be uploaded at least once a week to promote community and guide/deliver instruction ● Provide both synchronous and asynchronous learning opportunities as detailed by the district based on your grade level and subject area

Synchronous Learning	● Create situations for students to interact with you and one another
	    ○ Zoom, responses in Google Classroom, Shared Google Docs, Seesaw (preK-3)
	● All video synchronous learning opportunities should be recorded and posted for students who are unable to make the live session
	● Students should be reminded of proper video conferencing guidelines and etiquette
	    ○ Dress code, appropriate location, background, earbuds

Hebron Public Schools Students and Families Guidelines

The transition to Distance Learning could be challenging for students and families. Students and families will need to think differently about how to best support their learning; how to create structures and routines that foster success; and how to monitor and support growth. Some students will thrive with this model of learning, while others may struggle. If parents/guardians have concerns about their child's mental health or safety, they should contact 911 or 211. The guidelines provided below are intended to help students and families think about what they could do to find success in a Schooling from Home environment.

1. **Establish routines and expectations:** Students and families should do their best to establish routines and expectations for continued learning. Hebron Public Schools would encourage students and families to establish times to complete school work and keep routines as typical as possible. Students should move regularly and take breaks as they complete work. Hebron Public Schools will also be using a universal schedule to support consistent routines across the district.

2. **Define the physical space for learning:** Students and families are encouraged to establish a space/location where students can learn best. Create or identify a comfortable, quiet space in your home where students can work effectively and successfully without interruption.

3. **Monitor communications from teachers, principals, and district administrators:** The home/school connection continues to be of utmost importance. Teachers will communicate with students and families primarily through email and/or Google Classroom. The frequency and detail of these communications would be determined by grade-level. Families should regularly check

online platforms to check for announcements and feedback from your teachers. School Messenger and Hebron's *new* facebook page are two excellent outlets for ongoing communication from the district. Hebron Public Schools would also encourage students and families to reach out to their teachers with any questions or concerns. Parents, please be aware that if you receive a blocked call, it may be an employee from the school district trying to reach you through their personal device, using the *67 feature.

4. **Begin and end each day with a check-in:** In the morning, students and families should discuss what they'll be learning. They could: identify goals, how they will spend their time, determine what resources they require, and plan for any support they may need. This brief grounding conversation matters. It allows students to process the instruction that has been/will be shared. It helps to stay organized and set priorities.

5. **Actively and collaboratively work to process learning:** We learn best when we have opportunities to process our learning with others. Beyond the check-ins recommended at the start and end of each day, students and families should regularly engage in discussion about what they're learning.

6. **Establish times for quiet and reflection:** A significant challenge for families with multiple children may be how to manage all of their childrens' needs, especially when those children may be different ages and have different needs. There may be times when siblings would need to work in different rooms to avoid distraction. Families may even experiment with noise-cancelling headphones to block out distractions.

7. **Encourage physical activity and/or exercise:** Remember to move and exercise! This is vitally important to health, well-being, and learning.

8. **Remain mindful of potential stress or worry:** It is imperative for students and families to help manage the worry, anxiety, and range of emotions they may experience. Students feel anxious, whether they admit it or not, and need as much of an expected routine as possible. Families may reach out to school social workers and/or psychologists for additional support.

9. **Monitor how much time is being spent online:** Hebron Public Schools does not intend for students to be staring at a computer screen for 7-8 hours a day. Principals, teachers, and/or Hebron staff will periodically check in to assess and receive feedback about what you may be seeing at home and what may need to be adjusted. We thank you in advance for your patience and partnership.

10. **Stay social, but set rules around social media interactions:** Families should help maintain contact with friends as appropriate, adhering to safe social-distancing practices. We would encourage parents/guardians to monitor social media use, especially during an extended school closure.

Student Roles and Responsibilities

Actively engage in distance learning by:
- Monitoring online platforms daily
- Establishing daily routines for engaging in the learning experiences
- Identifying a space in your home where you can work effectively and successfully
- Identifying a space in your home where you can participate in live online learning. Sit at a table with a wall behind you, if possible
- Being responsible for independent learning and maintaining a positive growth mindset
- Engaging in all learning with academic honesty
- Being an advocate and communicating with your teachers if you cannot meet deadlines or require additional support
- Complying with School Internet Safety policies including expectations for online etiquette
  - School dress code, appropriate location such as a table, neutral background, earbuds
- Completing work by Friday at 3:00pm which will serve as evidence of attendance

For questions about...	Contact
a course, assignment, or resource	the relevant teacher
help with research or how to use online resources	the relevant teacher or library media specialist
a technology related problem or issue	the relevant teacher or help@hebron.k12.ct.us
a personal, academic or social-emotional concern	your assigned counselor/mental health staff
special education/504 programs and support	special education/504 case manager

Family/Parent Roles and Responsibilities
Provide support for your children by: ● Establishing routines and expectations ● Defining the physical space for your child to study ● Monitoring and/or engaging in communications from your child's teachers ● Beginning and ending each day with a check-in ● Taking an active role in helping your child process his/her learning ● Establishing times for quiet and reflection ● Encouraging physical activity and/or exercise ● Remaining mindful of your child's stress or worry ● Keeping your child social, but set rules around their social media interactions

For questions about...	Contact
a course, assignment, or resource	the relevant teacher
a technology related problem or issue	the relevant teacher or help@hebron.k12.ct.us
a personal, academic or social-emotional concern	your child's assigned counselor/mental health staff
other issues related to distance learning	the school principal
special education/504 programs and support	special education/504 case manager

Hebron Public Schools
Elementary Guidelines

Priorities:
- Learning will be mainly focused around literacy and numeracy to maintain current skills and build knowledge around prioritized content found in DLP planning templates
- Students will have both online and off-line learning activities
- The primary tools for communication between teachers and families will be Zoom, Seesaw, or Google Classroom and parent provided email addresses
- Teachers will provide synchronous learning that will be recorded and made available to students to watch at any time.
- Teachers will provide learning conferences for students for Reading, Writing, and/or Mathematics.
- Teachers will collect a few pieces of student work per week and will provide feedback to students.
- Hebron Public Schools will utilize a universal schedule to promote consistent routines.

Approximate Time Frames for Learning:

Time	Content	Delivery
K-2: 30-45 minutes daily **3-6**: 45-60 minutes daily	**Math**	5 -10 minute teacher presentation - concept development 10-15 minutes application (Bridges activity, Splash Learn, Khan Academy) 10-15 minutes Reflex (grades 2-6), Xtramath (Grade 1)
K-2: 30-45 minutes daily **3-6:** 45-60 minutes daily	**ELA**	5-10 minute teacher presentation - Read Aloud/Listening Comprehension - Phonics/word work - Vocabulary - Presentation of Comprehension skill - Writing/Grammar 10-15 minutes to practice/apply skills - LexiaCore 5(K-2), abcya, Tumblebooks (3-6), Tumblebooks Jr. (PreK-2), abcmouse (PreK-2), Adventure Academy (3-6) - questions from texts, writing practice, word building, etc. 20-45 minutes of reading

		- Epic - Raz Kids - Newsela - PebbleGo (K-2) - PebbleGoNext (3-5) - Scholastic - Text of Choice
1 per week	**Social Studies**	Virtual Field Trips (Aligned to curriculum) Tasks/readings aligned to curriculum Brainpop (3-6) and Brainpop Junior (K-2) (Aligned to curriculum)
1 per week	**Science**	Mystery Science (Aligned to curriculum) Mystery Doug (Aligned to curriculum) Generation Genius (Aligned to curriculum) Brainpop (3-6) and Brainpop Junior (K-2) (Aligned to curriculum) Virtual Field Trips (Aligned to curriculum)
30 minutes each per week	**STEAM/Library** **Art** **Music** **PE/Heath** **Spanish**	Provide a range of activities that continue to support the current program and curriculum.

Total Distance Learning Time: (K-2) approximately 2 hours/day; (3-6) approximately 2-3 hours/day

Hebron Public Schools

Distance Learning Plan during the Prolonged School Closure due to COVID-19
Special Education/Related Services

Special Education Guiding Principles

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

Under the current unprecedented events of a global pandemic, Hebron Public Schools has moved to interim educational opportunities per the Governor's executive order of closing all Connecticut schools and the Department of Education guidance for all schools to move to distance learning.

This plan has been developed during the prolonged school closure caused by the Coronavirus outbreak (COVID-19). Special Education and Related service providers have been and will continue to be in regular contact with families on their case-load in order to provide remote learning opportunities which align with students' IEP goals and objectives.

For staff:

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

<u>For Families and Staff:</u>

Individualized Education Program (IEP) goals and objectives for students must be implemented to the greatest extent possible as part of our Distance Learning Plan. We understand that there are challenges with this and we must make our best efforts to ensure individual student progress during this school closure. During this time, it is essential families and educators work together to develop individual supports while we are away from school. We have communicated that as we ramp up these services, special education services will continue; however under the current circumstances, our goal is to provide your student's special education and related services to the greatest extent possible. We will work hand-in-hand with Hebron families to support ongoing learning while we are all at home.

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

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

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

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

It is important for us all to maintain communication. Administrators and teachers will be available to assist with any questions or concerns as they arise.

Passive Consent Notice

Dear Parents and Guardians,

During the period of school closure, due to the health emergency related to COVID-19, the Hebron Public Schools will be providing a continuity of educational opportunities to meet the needs of all of our students to the greatest extent possible, including students with disabilities. We will be providing instruction and services through a variety of methods including group formats such as video conferencing, SeeSaw, Zoom, and Google Classroom. In some cases, instruction and services may be provided in a small group setting with multiple students participating in the video conference format. Please note this correspondence refers to any and all general education and special education related virtual settings your child may be participating in.

The names and images of students may be visible to the teacher and/or other participating students. Parents are encouraged to have their students participate in a location that is quiet and free of distraction, to the best of your ability. To protect student confidentiality, other individuals in the home are not permitted to participate in or be visible on video, or otherwise observe online session, other than to provide reasonable adult supervision of the student. Parents and students are prohibited from recording video conferencing sessions. All individuals shall comply with relevant Hebron Board of Education policies, including but not limited to those concerning the confidentiality of student records and acceptable use of district computer systems.

Student privacy and the confidentiality of student information is of utmost importance. Parents are reminded, however, that the District is not in direct control of individual homes of participating students. If you do not wish for your child to participate, please send an email to your building principal(s) Mrs. Uriano (kuriano@hebron.k12.ct.us) and/or Mr. Larkin (mlarkin@hebron.k12.ct.us) with a brief note to opt-out. In the opt-out email, please include your name, your child's name, your child's school and the reason you are opting out. Please note that these video-based supports, including special education and/or related services may not be able to be delivered in any other manner during the period of school closure.

Appendix B

Checklists

Hebron Public Schools - Daily Cleaning Checklist

Daily Opening of Building Tasks:	**Daily Evening Tasks:**
• Disarm building alarm • Unlock office foyer door • Turn hallway lights on • Disarm alarm in Superintendent's office • Check office copy paper • Do assigned daily task • Check equipment in Boiler Rooms • Run water every sink/water fountains for 3 minutes • Put flag out	• All trash and recyclables removed from assigned areas • All classrooms dry mopped • All classrooms checked for spot mopping and supplies checked • Vacuum classroom carpets, hallway rugs, and carpeted hallways • Check all supplies in bathrooms • Hallways dry mopped • Pull flag in

Supervisor Signature: _____

Please initial and write the time in the provided box once each JOB is completed.

Main Office/Classrooms/General										
	Monday		**Tuesday**		**Wednesday**		**Thursday**		**Friday**	
Job	*Time 1*	*Time 2*	*Time 1*	*Time 2*	*Time 1*	*Time 2*	*Time 1*	*Time 2*	*Time 1*	*Time 2*
Disinfect exterior door handles										
Disinfecting counters, desk areas, copiers, light switches, window handles, door handles and other high touch areas										
Check sanitizer dispensers and add additional sanitizer as needed										
Check PPE (masks, gloves) availability and replenish as needed										

Hebron Public Schools - Daily Cleaning Checklist

Supervisor Signature: _____

Please initial and write the time in the provided box once each JOB is completed.

Bathrooms										
	Monday		Tuesday		Wednesday		Thursday		Friday	
Job	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2
Clean and disinfect counters/sink, soap dispenser, towel dispenser toilet, and light switches										
Empty trash and remove any personal items left in the bathroom										
Check and add additional soap as needed										
Check and add additional paper towels as needed										

Appendix C

Sick Day and Return Guidelines

Sick day and Return to school Guidelines

The purpose of these guidelines is to outline the Hebron Public Health Office return to school guidelines and reopening of school due to the COVID-19 pandemic. These guidelines have been carefully considered to address and promote the safety, health, and welfare of our community. In terms of the signs and symptoms that would require isolation and being sent home from school, we are awaiting further guidance from the state and CDC. Until that time, we will be using the CDC list of signs and symptoms of COVID-19 as our reference.

Sick Day Guidelines
1. High Risk Symptoms requiring Absence and Immediate pick-up if at school:
    - Fever (above 100.4 degrees F per clinical judgement with or without fatigue/ body aches /chills.
    - Respiratory symptoms (cough, congestion, runny nose, sore throat, shortness of breath). Allergy and asthma symptoms are NOT acute respiratory illnesses.
    - Gastrointestinal symptoms (diarrhea or vomiting)
    - New unexplained loss of taste or smell
    - Had a close exposure to a confirmed COVID-19 case
    - Travelled out of state to a state that requires a quarantine upon returning to connecticut

When to return to school
1. Primary Strategies:
    - Refer to CDC "When You Can Be Around Others After You Had or Likely Had COVID-19"
    - Have parent/guardian to call their primary care provider and encourage televisit for notes clearing return to school
    - If a positive test is found "notify local health officials, staff and families immediately of a possible case while maintaining confidentiality consistent with the Americans with Disabilities act (ADA) and other applicable federal and state privacy laws"
    - Educate parents on recognizing warning signs about when to consult a higher level of care
    - Maintain communication with family and monitor symptoms while the student is home for a safe return to school. Notify division secretaries when students are sent home and when they can return.

2. Per CDC and the NSAN the following guidelines have been recommended for discontinuing home isolation for individuals who have tested positive:

- **Symptom- based Strategy** (for those with COVID-19 like symptoms but not tested)
    - At least 3 days (72 hours) have passed since recovery defined as resolution of fever without the use of fever-reducing medications **AND** improvement in respiratory symptoms (eg., cough, shortness of breath): **AND** 10 days have passed since symptoms first appeared.
- **Test- based Strategy** (per CDC contingent on the availability of ample testing supplies and laboratory capacity as well convenient access to testing) This strategy can be utilized for those who tested positive but are asymptomatic.
    - Resolution of fever without the use of fever-reducing medications **AND**,
    - Improvement in respiratory Symptoms(eg. Cough, shortness of breath) **AND**
    - Negative Results of an FDA Emergency use authorized COVID-19 molecular assay for detection of SARS-CoV-2 RNA from at least two consecutive respiratory specimens collected > 24 hours apart (total of two negative specimens).
- **Time -Based Strategy** (for those asymptomatic but tested positive)
    - At least 10 days have passed since the date of their positive COVID-19 diagnostic test assuming they have not subsequently developed symptoms since the positive test. If they develop symptoms, then the symptom-based or test -based strategy should be used.

* This is a Draft Sick Day and Return to School policy that will be edited when more specific guidance is given by the CDC, DPH and/or the Chatham Health Office.

Hebron Public Schools

High Expectations, Bright Futures

Mask Exemption form

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

I attest that the following student _____ has a documented

disability or medical condition that prevents them from safely wearing a mask.

Physician Signature: _____   Date_____

Physician Name: _____

Physician Stamp:

Parent Signature: _____   Date _____

Hebron Public Schools

High Expectations, Bright Futures

Absence Symptom Checking Questionnaire

1. Do you (or the student that requires an absence) have any of the following symptoms:
   [] Fever
   [] Chills
   [] Shortness of breath
   [] New cough
   [] New loss of taste or smell
   [] Muscle aches
   [] Headache
   [] Congestion
   [] Runny Nose
   [] Fatigue
   [] Diarrhea
   [] Vomiting

2. Have you been (or the student that requires an absence) in close contact (within 6 ft for 15 min) with someone who has tested positive for COVID-19 in the last 14 days? Or has the health department or health care provider been in contact to advise you to quarantine?
   [] Yes
   [] No

3. Since you (or the student who requires an absence) were last at school have you tested positive for COVID-19 ?
   [] Yes
   [] No

4. Have you or someone you have been in close contact travelled to an area that requires a 14 day quarantine when returning to Connecticut due to high community transmission.
   [] Yes
   [] No

5. If no is the answer to all the above questions, please state the reason for absence.

Appendix D

Sources

Please note that sections of this document have been taken from or based on the following sources:

- "Adapt, Advance, Achieve" Connecticut's Plan to Learn and Grow Together - Connecticut State Department of Education
- "CARE, Check and Record Everyday Version 3" U.S. Department of Health and Human Services CDC resource booklet.
- "Reopening Our Schools - East Hampton Public Schools" East Hampton Public Schools reentry plan
- "Reopen Connecticut" - Rules for operating Summer School during COVID 19 - State of Connecticut
- "Preparing for a Safe Return to Classroom Learning" - State of Connecticut
- "Stronger Together" - A Guidebook for the Safe Reopening of California's Public Schools - California Department of Education
- "Back to School RI" - Reopening RI: Health and Safety Guidance - State of Rhode Island
- "Guidance on Required Safety Supplies for Reopening Schools" - Massachusetts Department of Elementary and Secondary Education
- "Initial Fall School Reopening Guidance" - Massachusetts Department of Elementary and Secondary Education
- "Preliminary Guidance for Phased Reopening of Pre-K to 12 Schools" - State of Pennsylvania Department of Education
- K-12 Schools and Childcare Programs - FAQs for Administrators, Teachers, and Parents - CDC.gov/coronavirus
- Recommendations for Protections and Procedures Regarding Education and Connecticut's Public Schools – Connecticut Education Association, CEA
- Leveraging the Power of Social and Emotional Learning - CASEL

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10 Mannheim, J., Gretsch, S., Layden, J. E., & Fricchione, M. J. (2020). Characteristics of Hospitalized Pediatric COVID-19 Cases—Chicago, Illinois, March–April 2020. *Journal of the Pediatric Infectious Diseases Society*. Available at https://academic.oup.com/jpids/advance-article/**doi/10.1093/jpids/piaa070/5849922**