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OPENING

Background

The Weston Public Schools is pleased to submit to the Connecticut State Department of Education (CSDE) the required plans for reopening schools in Fall 2020. The following plans have been prepared to be responsive to *Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together* (CSDE, June 29, 2020) and its supplemental planning framework, the *Connecticut LEA Reopening Template*. Weston's planning addresses all "Requirements" in the framework, as well as the vast majority of the "Guidance" elements. These requirements and guidelines crosscut District and school plans. As a result, they are woven through our presentation. Wherever possible, we make specific reference to the two CSDE planning documents. (The *Template* is included as Exhibit #1 in the Attachments for public reference.)

We have organized this document into two major parts.

- First, we outline the plans for each of our four schools (Hurlbutt Elementary School-HES, Weston Intermediate School-WIS, Weston Middle School-WMS and Weston High School-WHS). The two elementary level schools have similar approaches, so their plans are presented in unison. The middle and high schools, while sharing commonalities, are presented separately. All four schools address the CSDE's required three scenarios for reopening: Full Reopening for five days for all students; Hybrid (blending in-person and Distance Learning on an alternating days basis); and Full-on Distance Learning.¹
- Second, we address a range of districtwide educational, operational, health and safety, and financial factors. These elements connect and bolster the individual school plans for each of the required scenarios for reopening.

As the CSDE has stressed, the plans for Full Reopening and Hybrid account for all the required mitigating strategies to maximize the health and safety of Weston students and staff. These include, *Cohorting, Maximize Social Distancing, Frequent Hand Washing, Face Coverings that Completely Cover the Nose and Mouth, and Enhanced Cleaning of Spaces/Surfaces*.

We also outline how a return to full-on Distance Learning, if necessitated, would be a step forward from the experience of Spring 2020. Based on surveys of parents and families, we did well with Distance Learning, and can do a lot better. We found that the majority of families were satisfied with the Distance Learning, and yet flagged a number of areas for improvement. We highlight those planned improvements in this document.

¹ Commissioner of Education, Dr. Miguel A. Cardona, sent a memorandum to all superintendents in Connecticut on Tuesday, July 21, 2020, reiterating that the July 24 submission must include plans for the three scenarios listed here. He went on to stress that a full reopening option must be included: **"Any plan submitted to the Connecticut State Department of Education on July 24, 2020 that does not include a full reopening option as one of the three models, where all public school students have the opportunity to access school in-person 5 days a week, will not be in compliance with current state law regarding the number of school days, or the expectations of State leadership.** Current statutes do not anticipate that remote learning programming "counts" toward the required number of days in the school year. The CSDE expects to issue further guidance on this issue should it become necessary for districts to move to remote learning models in some capacity during the 2020-21 school year, should public health data require it." (A full copy of the Memorandum is included as Exhibit #2 in the Attachments.)

The plans, as submitted here, are preliminary due to the fundamental reality that any final decision on the scenario for reopening schools will be based on public health indicators, reviewed in coordination with Connecticut and local public health authorities. We continue to work closely with Mark Cooper, of the Westport/Weston Health District, and the WPS's Medical Advisor, Dr. Laura Marks.²

Plan Development

The *CSDE Submission* (July 24, 2020) has been developed by the Leadership Team (District and school administrators). Leaders worked collaboratively within and across each school and with District administrators to ensure strong and coherent plans districtwide. Teacher leaders, in particular the Curriculum Instructional Leaders, have been central to the planning process. In addition, the results of the *June 2020 Distance Learning Survey* for parents and family, were reviewed closely and have been highly influential to planning for reopening. A brief on the results of the survey was shared with all WPS families and staff on July 16, 2020 (see Exhibit #3 in the Attachments).

In May 2020, the District established a *Fall 2020 Task Force* as an advisory body for planning and implementation of the reopening plans. The Task Force is representative of staff, administrators, parents, community leaders and BOE members. Meeting weekly or at least twice monthly, the Task Force gave critical feedback to the emerging plans, and led the development, analysis and communication on the *June 2020 Parent Survey*. The Task Force will continue to meet twice monthly through at least the early Fall to provide feedback, as well as to mount regular “quick surveys” of parents and staff. (The membership and operating guidelines for the Task Force are listed with Exhibit #4 in the Attachments.)

The Weston Board of Education reviewed the final draft of the CSDE Submission on July 22, 2020 in a Special Meeting. It also was shared with the leadership of the Weston Teachers Association, as well as Mark Cooper of the Westport/Weston Health District and Dr. Laura Marks, our Medical Advisor.

Decision Timeline

We have focused the Weston staff and families on July 24, 2020--the submission of this preliminary set of plans to the CSDE--as a critical mile-marker in preparing for Fall 2020. It has helped our staff and families focus on a timeline that gives some clarity in what is an uncertain and turbulent time.

The Weston Board of Education has set a new mile-marker for the Weston staff and families. The Board intends to decide during the first week of August on the most likely mode for Fall 2020 reopening. The selected mode will be based first and foremost on public health indicators and the expert advice of Connecticut and regional medical experts.

At this point, the Leadership Team anticipates recommending to the Board of Education that a Hybrid model, as outlined in this planning document, will maximize the academic, social-emotional and health opportunities for Weston students. We will keep assessing the merits of this approach as we move towards early August 2020, with public health indicators as the lead criteria for shaping recommendations and decisions. To be clear, our

² Late on July 23, 2020, the CDC released new guidance and resources for reopening schools nationwide. All of the new guidelines and materials match the CSDE requirements and guidance, and are being addressed by WPS in its planning. The major caveat is that under a Full Reopening Scenario, WIS, WMS and WHS would not meet the CDC recommended social distancing metric of six feet (<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>).

deepest hope is to be back in school fully in-person; that is the magic of teaching and learning in Weston. At the same time, we are cognizant of the rapid increases in COVID-19 infection rates in all but several Northeast states this summer, and realize this could become a hard reality for Connecticut over the next several months.

Weston's Shared Commitment to Health & Well-Being

Schools will reopen and stay open if we all act responsibly. Controlling the spread of COVID-19 is within our power; all of us in Weston have to act on that power. Specifically, we are calling for all Weston students, parents/guardians, teachers and staff to do the following.³

Student & Parent/Guardian Responsibilities:

- 1) **Stay home if you feel ill.** Morning health checks with your family are required. Temperatures below 100.0 degrees Fahrenheit are a must, as well as no symptoms associated with COVID-19 or the Flu. Families are required to advise the school nurse of the reason for a student being held home for illness. Privacy will be protected.
- 2) **Students with temperatures or other evidence of not feeling well will be separated and then sent home.** Return will be allowed only after testing shows the student is negative for COVID-19 or other illnesses, such as the Flu.
- 3) **Parents and other visitors to the school will not be allowed** through at least January 2021. The exception will be for medical or emergency situations, including parents coming to the schools to pick up an ill child. Parent and other meetings and visitations will be conducted virtually, unless an exception is granted by the building principal.
- 4) **Face covering or masks** are required. They must completely cover the nose and mouth while inside the school and on the bus. (Exceptions will be made for students with documented medical conditions.) Parents will be responsible for providing students with face coverings or masks. (The District will have disposable masks for students to use on a one-time basis.)⁴
- 5) **Social distancing** will be required. We will strive for six feet, with four feet as the minimum. Classrooms have been organized to have students four to six feet apart with seats and desks forward-facing in rows (students have to respect a big change for classrooms in Weston). Social distancing will be required around and in school at all times. Food, school supplies and materials may not be shared.
- 6) Frequent **hand washing or hand sanitizing** will be required--upon arrival at school, before and after meals, after restroom use, and after coughing or sneezing.
- 7) **Transportation** is a part of the solution. Students must ride the same bus to and from schools, and have face coverings before and during the full bus ride. Parents are encouraged to drive their children to school each day (while this will result in longer lines of cars, it will be a boost to everyone's health).
- 8) Per CT Executive Order 7BBB, individuals returning to Connecticut from specific states are required to **self-quarantine for 14 days**. The list of these states may be found at the following link: <https://portal.ct.gov/Coronavirus/Travel>. If students or family members visit states on the Governor's quarantine list, they are required to stay home until they have personally verified they have met the 14 day requirement. Medical notes are not required. Families are required to advise the school nurse if a student

³ While now common internationally in the effort to stop COVID-19 spread, the organization and wording of these requirements model a specific set established by the East Hampton (CT) Public Schools.

⁴ We are determining how to provide students "mask breaks." We are seeking public health and medical guidance on the merits of face shields. "Mask breaks" may be best achieved medically through social distancing of greater than six feet. We will have a decision by July 29, 2020.

is home for self-quarantine. Privacy will be protected. During any quarantine, students may participate in school via Distance Learning, as coordinated with the respective school principal.

Adult Responsibilities:

- 1) Teachers and staff must **stay home if feeling ill**. A morning self-screening at home is required before leaving for school. Temperatures below 100.0 degrees Fahrenheit are a must, as well as no symptoms associated with COVID-19 or the Flu. Teachers and staff are required to report their absence in AESOP and advise their building's Assistant Principal of the reason for staying home for illness. Privacy will be protected.
- 2) **Teachers or staff with temperatures or other evidence of not feeling well will be separated and then sent home**. Return will be allowed only after testing shows the individual is negative for COVID-19 or other illnesses, such as the Flu.
- 3) **Visitors to the school will not be allowed through at least January 2021**. Exceptions will be for medical or emergency situations, and managed by each building principal. Parent and other meetings and visitations will be conducted virtually, unless an exception is granted by the building principal.
- 4) Teachers and staff must wear **face coverings or masks** that completely cover the nose and mouth while inside the school. (Exceptions will be made only for teachers, staff and volunteers with documented medical conditions.) The District will provide face shields for all teachers, as well as desk shields for every teacher desk. The District also will have disposable masks and shields for teachers, staff and volunteers on a one-time use basis.⁵
- 5) **Social distancing** will be required. We will strive for six feet, with four feet as the minimum. Classrooms have been organized to have students 4-6 feet apart; teachers and staff will have to respect what will be a big change for classrooms in Weston. Desks in the main office, as well as teacher desks, will have plastic barriers to help provide safe space.
- 6) Frequent **hand washing or hand sanitizing** by teachers and staff is required--upon arrival at school, before and after meals, after restroom use, and after coughing or sneezing.
- 7) Per CT Executive Order 7BBB, individuals returning to Connecticut from specific states are required to **self-quarantine for 14 days**. The list of these states may be found at the following link: <https://portal.ct.gov/Coronavirus/Travel>. If staff members visit states on the Governor's quarantine list, they are required to stay home until they have personally verified they have met the 14 day requirement. Medical notes are not required. Staff are required to advise their supervisor of the self-quarantine. Privacy will be protected. During any quarantine, employees may work from home on a voluntary basis if their work can be accomplished remotely.

Weston, we have the power to act responsibly and control the spread of COVID-19, and multiply our chances of keeping schools open this year. Let's commit to acting responsibly.

⁵ We are determining how to provide teachers and staff "mask breaks." We are seeking public health and medical guidance on the merits of face shields as an option. "Mask breaks" may be best achieved medically through social distancing of greater than six feet. We also are obtaining public health and medical advice on when and by what protocol (i.e, extent of social distancing and/or wearing face shields) teachers may remove their masks to allow for more effective instruction. We will have a decision by July 29, 2020.

SCHOOL REOPENING PLANS

Goal: To provide a high level of instruction and learning and to support the social emotional well being, health and safety of students and staff in whatever learning models necessary for the 2020-21 school year.

We outline at length the plans for each of our four schools (Hurlbutt Elementary School, Weston Intermediate School, Weston Middle School and Weston High School). The two elementary level schools have similar approaches, so their plans are presented in unison. The middle and high schools, while sharing commonalities, are presented separately.

All four schools include the CSDE's required three scenarios for reopening: **Full Reopening** for five days for all students; **Hybrid** (blending in-person and Distance Learning on an alternating days basis); and **Full-on Distance Learning**. Each school also addresses what is known at this point as to how we will provide for **Voluntary Distance Learning**. (The CSDE is allowing families to choose to have their student(s) educated via Distance Learning, simultaneous to school being in a Full Reopening or Hybrid mode. Families would have the flexibility to have their student(s) return to Full Reopening or Hybrid.)⁶

HURLBUTT ELEMENTARY SCHOOL (HES) & WESTON INTERMEDIATE SCHOOL (WIS)

FULL REOPENING SCENARIO

Tier One: All students back on campus every day on an early dismissal day schedule (1:15pm dismissal), with necessary classroom and program modifications to maximize health and safety.

Key Features

1. All students attend every day in a socially distanced model. K-1 classes at HES will be in classes with desks approximately five to six feet apart. Classes in grades 2-5 will be spaced three to five feet apart due to larger class sizes.
2. Teachers will be moving from classroom to classroom to maintain cohort integrity. Special area class teachers as well as service providers will move to the students when possible. Some service providers will need to bring students to other locations to provide services including but not limited to speech, reading instruction, OT/PT services, and math intervention. Appropriate precautions will be followed during these times (to be determined by districtwide protocols).
3. At HES, lunch will be eaten in the classroom. Students will wash hands using classroom sinks. Recess will be provided outdoors, when weather permits, in seven different locations of the campus to maintain cohort integrity.

⁶ Late in the day on July 23, 2020, the CSDE released guidance regarding "Voluntary Remote Learning Due to COVID-19" (Memorandum from Commissioner Cardona, July 22, 2020). The WPS will factor this guidance into planning for the required provision of what the District will call "Voluntary Distance Learning" and have updates for staff and families by July 31, 2020.

4. At WIS, due to the size of the cafetorium, classes will rotate between having lunch in their classroom or in the cafetorium. Students will wash their hands using classroom sinks. Recess will be provided outdoors, when weather permits, and locations will be scheduled to maintain cohort integrity and social distancing of the cohorts.
5. At WIS, the teaming model in grade 5 remains essential, however students will remain in the “homeroom cohort” to the greatest extent possible. Teachers in grade 5 will move between classes while students will remain in their homeroom classroom.

Highlighted Aspects of Compliance with *Connecticut LEA Reopening Template*

- Operations Plan -- Facilities (*CT LEA Reopening Template, p. 3*)
 - Utilize classrooms and space that provide optimal learning conditions when possible.
 - Maximize spacing between desks in classrooms as much as possible.
 - Utilize desks/tables as best suited to healthy seating arrangement (forward-facing, socially distanced).
 - Eliminate any extra furniture.
 - Schedule classes only in rooms with windows/proper ventilation.
 - Provide hand sanitizer in every classroom and large spaces.
 - Put signage in the building indicating traffic flow direction.
 - Leave interior doors open where possible to avoid touch contact.
 - Reconfigure nurse’s office to ensure health and safety of students in confinement.
- Operations Plan -- Daily Operations (*CT LEA Reopening Template, p. 3*)
 - Morning meetings will teach public health practices, protocols and policies and support the SEL of students.
 - Students and staff always stay to the right in the hallways.
 - Train substitutes in protocols. Minimize outside substitutes by utilizing existing staff when possible.
 - Provide clear barriers for personnel in offices, library, security station.
 - Delivery of books to classrooms. Students will not be allowed to browse for books in the LLC. The LLC may be used for classroom space or teacher planning.
 - Monitor the wearing of masks/shields and traffic patterns in hallways.
- Communications (*CT LEA Reopening Template, p. 2*)
 - COVID-19 Health and Safety Compliance Liaison: Assistant Principal.
 - Communication to parents of policies and protocols will be done via Swift K12 email alert system. Communication to students and staff via school email.
 - Weekly communication from principal to families to start the year, adjust as needed.
 - Changes of policies and protocols communicated immediately.
 - Reopening plans, policies, and protocols available on the main page of the Intermediate school website.

- Use extended class time to communicate expectations to students during the first week of school.
- Child Nutrition (CT LEA Reopening Template, p. 3)
 - Lunch in classrooms or rotating through the cafeteria when possible.
 - Design distribution system.
- Transportation (CT LEA Reopening Template, p. 4)
 - Protocols will be District designed. See Transportation section below.
 - Unloading of students will be managed by building, and multiple entrances will need to be utilized and staffed.
- Containment Plan (CT LEA Reopening Template, p. 6)
 - Isolation Room: at HES - Computer Lab; at WIS - side room in Nurse's office
 - Call home. Students wait in the isolation room until their parent arrives. Parent notifies security desk when leaving.
- Teaching and Learning Plan (CT LEA Reopening Template, pp. 7-8)
 - Academics
 - Modify the current schedule to allow for special area teachers to travel to classrooms.
 - Possible that students learning at home will be able to work with teachers after the in-school students have been dismissed (1:30-3:30 p.m.). This time may also be needed for teacher prep time.
 - Social Emotional
 - Continue to implement RULER instruction and approaches in the classroom. Health classes and classroom teachers will teach proper handwashing and social distancing protocols as well as other safety measures.
 - Continue to provide individual and group counseling following appropriate social distancing and safety protocols determined by the District.
 - After School Activities
 - After school programs need to be scheduled into rooms that have been properly cleaned before and after their use. This will limit the amount of space that outside groups can use. Districtwide protocols will need to be determined and implemented.

Decision Considerations for Full Reopening as HES/WIS Scenario

- Positives
 1. All students attend school every day.
 2. Early dismissal (1:15pm) allows for students to reduce the time they are wearing masks.
 3. An early dismissal model will allow for teachers to maximize instructional time during the day with some planning time and distance learning instruction for students at home occurring between 1:30 and 3:30.

- Challenges

1. Students and staff wearing masks for long periods of time. This will be a challenge for all students and staff. An additional challenge will be the lack of air conditioning in parts of HES, which will make wearing a mask more of a challenge.
2. Buses are not air conditioned. Mask wearing is more challenging when temperatures are high.
3. Inability to maintain pure cohorts, especially with students arriving on buses.
4. Elementary classrooms will be sparse. Containing only desks. Not an optimal elementary classroom learning environment. Challenging to provide group instruction when we cannot fit reading tables in the classrooms.
5. Maintaining safe and healthy learning environments will be a challenge with a full staff and student body. Social distancing will not always be feasible.
6. Additional space will be needed for classroom teachers to plan. This is due to the special area teachers traveling to the classrooms.
7. Special area teachers will be traveling across cohorts.
8. Storage needed for classroom furniture that has to be removed from classrooms to allow for social distancing.
9. Arrival and dismissal will take longer with a full student body. Additional entrances may be utilized, increasing supervision and security considerations.

VOLUNTARY DISTANCE LEARNING

Based on guidance received from the CSDE on July 23, 2020, the District will be planning the required provision of “Voluntary Distance Learning” and have updates for staff and families by July 31, 2020. We know the following as of now.

1. Utilizing the Teacher Technology Toolkit, students will have access to live or pre-recorded live instruction, which will be posted on the teacher’s online classroom. Students will be expected to complete all assignments that are posted by teachers.
2. Staff will utilize Zoom to engage students in small groups as appropriate.
3. The District will be reviewing how to deploy WPS staff to effectively implement Voluntary Distance Learning for individual students.
4. The District will be developing protocols for how families opt into Voluntary Distance Learning, as well as indicate their plans for returning to campus-based teaching and learning.
5. If the District shifts into Full On Distance Learning (for all students), the Voluntary Distance Learning program would become part of the district wide approach (not be a separate Distance Learning scenario).

HYBRID SCENARIO

Two Hybrid models have been designed, with the primary difference being length of the school day. In either of the two models, cohorts would alternate daily based on a districtwide design whereby all students are assigned to a **Blue or Gold cohort** based on the alphabet. It produces nearly an even split of students. Every other day: Blue Cohort is families with last names A-K, Gold Cohort is families with last names L-Z.

[Hybrid Scenario -- Option One](#)

Half of the students on campus each day have early dismissal option (8:15 a.m. - 1:15 p.m.).

Decision Considerations for Hybrid One as HES/WIS Scenario

- Positives
 1. Teachers will have time after early dismissal to work with students learning at home. This will help maintain the classroom community for students who are unable to physically be in the building.
 2. Teachers will have planning time together and PD time as needed.

- Challenges
 1. Reduces the amount of time students receive in-person instruction.
 2. Special area classes will need to be scheduled during the day and while students are at home on their home learning day based on a focus on academics as well as staffing restrictions. This will impact the experience for students if in-person classes are not feasible for special area classes. The other option is to have in-person classes for all special area classes while students are at school which reduces the amount of time for core academics.
 3. Adhering to emergency drill requirements while still remaining within social distancing protocols.

[Hybrid Scenario -- Option Two](#)

Combination of in-person and distance learning, with half of the students on campus each day, for a full day (8:15 a.m. -3:15 p.m.).

Decision Considerations for Hybrid Two as HES/WIS Scenario

- Positives
 1. Reduces the amount of students in the classroom and building at the same time. This will allow for more flexibility and implementation of social distancing.
 2. Reduces the amount of time students and staff need to wear masks.
 3. Shrinks cohort size which allows for more social distancing and higher student-teacher interaction.
 4. All students meet with the teacher in person every other day.
 5. In school time allows teachers to send home materials with students for their at home day.
 6. Limits exposure of teachers/staff to fewer students at a time.
 7. Fewer students on the buses allowing greater social distancing. Drop-off and pick-up times for students being driven to school will be shorter.
 8. Fewer students may allow for students to be outside, socially distanced with breaks from wearing masks/shields if health guidelines allow for this.

9. Possible that all ELC students could return everyday depending on the size of the classes. (Most ELC classes fall within the 10-12 range of students to teacher.)

- Challenges

1. Reduces time students are in the building to every other day.
2. If teachers have students all day, there is no time for them to work with the students learning at home. This need might be addressed by teachers who are unable to return to in person instruction. This makes a classroom community difficult to maintain as students will be grouped across homerooms.
3. Adhering to emergency drill requirements while still remaining within social distancing protocols.

FULL-ON DISTANCE LEARNING SCENARIO

Full-on Distance Learning will involve a series of modifications from what was offered in Spring 2020. A major change to highlight is the addition of live classes with the teachers. The student day will be a blend of synchronous and asynchronous learning. We are considering a revised schedule from Spring 2020. While still to be finalized for both HES and WIS, we are weighing the daily schedule versus a modified version. The schedule below is a possible template from which we will build each individual elementary classroom schedule including the addition of special area classes. Consideration will also need to be given to the appropriate amount of screen time for our elementary students.

- 9:00- All class morning meeting
- 9:30- Reading mini lesson
- 9:45- Students will read independently, teachers will meet with groups, individual students.
- 9:45- Small group 1 for reading (15-20 minutes)
- 10:00- Small group 2 for reading (15-20 minutes)
- 10:30-11:00 ---- Break/planning
- 11:00- Whole class math lesson
- 11:15- Small group math (15-20 minutes)
- 11:30- Small group math (15-20 minutes)
- 12:00- Lunch
- 12:30- Recess for students/planning for teachers
- 1:00- Writing mini lesson
- 1:15- Breakout group for writing
- 1:30- Break out group for writing
- 2:00- Whole class science or social studies.
- 2:30-3:30 -- Planning for teachers

Decision Considerations for Full-On Distance Learning Scenario

- Positives

1. All students present in morning meetings and mini lessons.
2. Continue to implement RULER lessons in Morning Meetings and in health classes.

3. Continue to provide individual and group counseling using on-line video meets.

- Challenges

1. No in-person time.
2. A lot of screen time for younger students.
3. Pressing Questions to Resolve for Distance Learning --
 - a. How do we schedule special area classes while still maintaining a focus on academics?
 - b. Should students stay on Zoom while the teacher is working in a breakout group with a para monitoring independent work?
 - c. How will we schedule special services?

WESTON MIDDLE SCHOOL (WMS)

FULL REOPENING SCENARIO

All students in person, full days (7:45am-2:30pm).⁷

Adjustments to our master schedule to create an eight period day, with lunch continuing to be by grade level but not assigned to a numbered period.

	Monday A	Tuesday B	Wednesday A	Thursday B	Friday A/B
All day (7:45am - 2:30pm)	All students in person.				

Highlighted Aspects of Compliance with Connecticut LEA Reopening Template

- Communications (CT LEA Reopening Template, p. 2)
 - COVID-19 Health and Safety Compliance Liaison: Assistant Principal.
 - Communication to parents of policies and protocols will be done via Swift K12 email alert system. Communication to students and staff via school email.
 - Weekly communication from principal to families to start the year, adjust as needed.
 - Changes of policies and protocols communicated immediately.
 - Reopening plans, policies, and protocols available on the main page of the middle school website.
 - Use extended first period (homeroom) to communicate expectations to students during the first week of school.
- Facilities (CT LEA Reopening Template, p. 3)
 - Lunch service in the cafeteria and gymnasium. Tables spaced out and half capacity.
 - Modifications to ensemble rehearsal and performances will be necessary.

⁷ Simplified schedules for purposes of the CSDE Submission are shown in this section. Detailed schedules for each WMS Learning Model (reopening scenario) are provided in Exhibit #5 in the Appendix.

- At least six feet between teacher and closest student during direct instruction.
- Health and safety training provided to all staff during PD days prior to school opening.
- Extended first period (homeroom) to provide time to address social-emotional needs of students throughout the school year.
- Social Distancing and PPE (*CT LEA Reopening Template, p. 5*)
 - Cohorting of students to greatest extent possible with increased health and safety protocols when breaking cohorts, as feasible.
 - Social distance maximized in classrooms. Desks in rows facing the teacher, less than six feet.
 - Students proceed directly from dropoff to first period classroom - no congregating.
 - Lockers will not be utilized in order to maintain social distancing to the best of our ability.
 - One-way system in the hallways with appropriate signage, and staff members in hallways to enforce.
 - Utilize classrooms and spaces that provide optimal social distancing and learning conditions.
 - Plexiglass shields provided for the security desk and desks (2) in the main office, counseling staff, SRO, administrators, nurse, and library (2).
 - Teacher desk shields provided for all teachers.
- Containment Plan (*CT LEA Reopening Template, p. 6*)
 - Isolation Room: Waiting room.
 - Call home. Student remains in the waiting room until the parent arrives. Parent/student notifies the security desk when leaving.
- Supports for Students (*CT LEA Reopening Template, p. 8*)
 - Continue to implement DBT (emotional intelligence program) lessons in health and advisory/extended homeroom.
 - Continue to provide individual and group counseling, by appointment.
 - Continue OST (Organization and Study Skills Time) as part of student schedules as appropriate.
 - Provide academic support including math lab, writing advantage, math advantage and reading advantage as part of the student's regular schedule, as appropriate.
 - For those students that temporarily choose not to participate daily, in-person schooling:
 - Students may access CT Learning Hub
 - Students may keep up with assignments via Google Classroom
- Co-Curriculars (*CT LEA Reopening Template, p. 8*)
 - Clubs meet after school in classrooms and library. Maximum social distancing.

Decision Considerations for Full Reopening as WMS Scenario

- Positives
 1. All students in school every day, normal schedule.
 2. In-person instruction daily.
 3. Meet the social-emotional needs of students in person.
 4. Student-to-students daily in person interactions.
- Challenges
 1. Cannot meet social distancing requirements.
 2. Students and staff wearing masks for long periods of time.

3. Serving lunch to all students. (Health risk)
4. Old gym will not be available for PE as it will be needed for lunch and possibly for relocation of other classes.
5. Scheduling large ensembles (band, orchestra, and chorus).
6. Morning drop off with a large number of students.
7. Meet the needs of families who choose distance learning.
8. Forty percent (20 of 50) of classrooms, cafeteria, and two gymnasiums are not air conditioned. Mask wearing is more challenging when temperatures are high.
9. Even with cohorting, staff and students move to different classrooms and other areas throughout the day.
10. Students and staff wearing masks for long periods of time.
11. Need to find ways for mask breaks.
12. Increased supervision needed in hallways and large group areas to ensure distancing and mask-wearing.
13. Buses are not air conditioned.

VOLUNTARY DISTANCE LEARNING

Based on guidance received from the CSDE on July 23, 2020, the District will be planning the required provision of “Voluntary Distance Learning” and have updates for staff and families by July 31, 2020. We know the following as of now.

1. Utilizing the Teacher Technology Toolkit, students will have access to live or pre-recorded live instruction, which will be posted on the teacher’s online classroom. Students will be expected to complete all assignments that are posted by teachers.
2. Staff will utilize Zoom to engage students in small groups as appropriate.
3. The District will be reviewing how to deploy WPS staff to effectively implement Voluntary Distance Learning for individual students.
4. The District will be developing protocols for how families opt into Voluntary Distance Learning, as well as indicate their plans for returning to campus-based teaching and learning.
5. If the District shifts into Full-On Distance Learning (for all students), the Voluntary Distance Learning program would become part of the district wide approach (not be a separate Distance Learning scenario).

HYBRID SCENARIO

Two Hybrid models have been designed, with the primary difference being length of the school day. In either of the two models, cohorts would alternate daily based on a districtwide design whereby all students are assigned to a **Blue or Gold cohort** based on the alphabet. It produces nearly an even split of students. Every other day: Blue Cohort is families with last names A-K, Gold Cohort is families with last names L-Z.

Hybrid Scenario -- Option One

In-person schooling in the mornings, with students alternating days (~50% attendance each day). All students engaged in synchronous distance learning each afternoon.⁸

Four class periods each morning, ~50% of students in attendance, increased health and safety protocols, as feasible.

	Monday	Tuesday	Wednesday	Thursday	etc.
Morning	Last names A-K in person	Last names L-Z in person	Last names A-K in person	Last names L-Z in person	Continues to alternate
Afternoon	All students distance learning	All students distance learning	All students distance learning	All students distance learning	Continues every day

Highlighted Aspects of Compliance with Connecticut LEA Reopening Template

- Communications (*CT LEA Reopening Template, p. 2*)
 - COVID-19 Health and Safety Compliance Liaison: Assistant Principal.
 - Communication to parents of policies and protocols will be done via Swift K12 email alert system. Communication to students and staff via school email.
 - Weekly communication from principal to families to start the year, adjust as needed.
 - Changes of policies and protocols communicated immediately.
 - Reopening plans, policies, and protocols available on the main page of the middle school website.
 - Use extended first period (homeroom) to communicate expectations to students during the first week of school.
- Facilities (*CT LEA Reopening Template, p. 3*)
 - No Lunch
 - Modifications to ensemble rehearsal and performances will be necessary.
 - At least six feet between teacher and closest student during direct instruction.
 - Health and safety training provided to all staff during PD days prior to school opening.
 - Extended first period (homeroom) to provide time to address social-emotional needs of students throughout the school year.
- Social Distancing and PPE (*CT LEA Reopening Template, p. 5*)
 - Cohorting of students to greatest extent possible with increased health and safety protocols when breaking cohorts, as feasible.
 - Social distance maximized in classrooms. Desks in rows facing the teacher, approximately six feet apart.
 - Students proceed directly from dropoff to first period classroom - no congregating.

⁸ Simplified schedules for purposes of the CSDE Submission are shown in this section. Detailed schedules for each WMS Learning Model (reopening scenario) are provided in Exhibit #5 in the Appendix.

- Lockers will not be utilized in order to maintain social distancing to the best of our ability.
- One-way system in the hallways with appropriate signage, and staff members in hallways to enforce.
- Utilize classrooms and spaces that provide optimal social distancing and learning conditions.
- Plexiglass shields provided for the security desk and desks (2) in the main office, counseling staff, SRO, administrators, nurse, and library (2).
- Teacher desk shields provided for all teachers.
- Containment Plan (*CT LEA Reopening Template, p. 6*)
 - Isolation Room: Waiting room.
 - Call home. Student remains in the waiting room until the parent arrives. Parent/student notifies the security desk when leaving.
- Supports for Students (*CT LEA Reopening Template, p. 8*)
 - Continue to implement DBT (emotional intelligence program) lessons in health and advisory/extended homeroom.
 - Continue to provide individual and group counseling, by appointment.
 - Continue OST (Organization and Study Skills Time) as part of student schedules as appropriate.
 - Provide academic support including math lab, writing advantage, math advantage and reading advantage as part of the student's regular schedule, as appropriate.
 - For those students that temporarily choose not to participate in morning in-person schooling:
 - Students may participate in afternoon distance learning activities (which comprise $\frac{2}{3}$ of student-teacher contact time).
 - Students may access CT Learning Hub.
 - Students may keep up with assignments via Google Classroom.
- Co-Curriculars (*CT LEA Reopening Template, p. 8*)
 - Clubs meet via Distance Learning. No clubs in person.

Decision Considerations for Hybrid Option One as WMS Scenario

- Positives
 1. Higher total synchronous contact time (in person + Distance Learning) than Hybrid 2.
 2. Reduces the number of students in the classroom and building at the same time, increasing social distancing.
 3. Every student in person every other day.
 4. Student-to-student in-person interactions.
 5. Meets the social-emotional needs of students in person.
 6. Reduces the amount of time students and staff need to wear masks.
 7. No lunch service (avoids health risk).
 8. Allows struggling students to remain in school for afternoon to complete Distance Learning while supervised.
 9. Daily synchronous contact with teachers (in person and/or Distance Learning).
 10. Eases transition to full Distance Learning if it becomes necessary.
 11. Students and staff wearing masks for less time compared to Hybrid 2.

- Challenges

1. Less in-person time than Hybrid 2.
2. Blend of in-person and Distance Learning will be challenging for teachers.
3. Blue/Gold sections may not be evenly balanced, resulting in varied levels of social distancing.
4. Forty percent (20 of 50) of classrooms, cafeteria, and two gymnasiums are not air conditioned. Mask wearing is more challenging when temperatures are high.
5. Even with cohorting, staff and students move to different classrooms and other areas throughout the day.
6. Increased supervision needed in hallways and large group areas to ensure distancing and mask-wearing.
7. Buses are not air conditioned.

Hybrid Scenario -- Option Two

Full day in-person schooling, with students alternating days (~50% attendance each day). Students provided with asynchronous tasks for days not present in school.⁹

Eight class periods each day, ~50% of students in attendance, increased health and safety protocols, as feasible.

	Monday	Tuesday	Wednesday	Thursday	etc.
All day (7:45am - 2:30pm)	Last names A-K in person	Last names L-Z in person	Last names A-K in person	Last names L-Z in person	Continues to alternate

Highlighted Aspects of Compliance with Connecticut LEA Reopening Template

- Communications (*CT LEA Reopening Template, p. 2*)
 - COVID-19 Health and Safety Compliance Liaison: Assistant Principal.
 - Communication to parents of policies and protocols will be done via Swift K12 email alert system. Communication to students and staff via school email.
 - Weekly communication from principal to families to start the year, adjust as needed.
 - Changes of policies and protocols communicated immediately.
 - Reopening plans, policies, and protocols available on the main page of the middle school website.
 - Use extended first period (homeroom) to communicate expectations to students during the first week of school.
- Facilities (*CT LEA Reopening Template, p. 3*)
 - Lunch service in the cafeteria and gymnasium. Tables spaced out and half capacity.
 - Modifications to ensemble rehearsal and performances will be necessary.
 - At least six feet between teacher and closest student during direct instruction.
 - Health and safety training provided to all staff during PD days prior to school opening.

⁹ Simplified schedules for purposes of the CSDE Submission are shown in this section. Detailed schedules for each WMS Learning Model (reopening scenario) are provided in Exhibit #5 in the Appendix.

- Extended first period (homeroom) to provide time to address social-emotional needs of students throughout the school year.
- Social Distancing and PPE (*CT LEA Reopening Template, p. 5*)
 - Cohorting of students to greatest extent possible with increased health and safety protocols when breaking cohorts, as feasible.
 - Social distance maximized in classrooms. Desks in rows facing the teacher, approximately six feet apart.
 - Students proceed directly from dropoff to first period classroom - no congregating.
 - Lockers will not be utilized in order to maintain social distancing to the best of our ability.
 - One-way system in the hallways with appropriate signage, and staff members in hallways to enforce.
 - Utilize classrooms and spaces that provide optimal social distancing and learning conditions.
 - Plexiglass shields provided for the security desk and desks (2) in the main office, counseling staff, SRO, administrators, nurse, and library (2).
 - Teacher desk shields provided for all teachers.
- Containment Plan (*CT LEA Reopening Template, p. 6*)
 - Isolation Room: Waiting room.
 - Call home. Student remains in the waiting room until the parent arrives. Parent/student notifies the security desk when leaving.
- Supports for Students (*CT LEA Reopening Template, p. 8*)
 - Continue to implement DBT (emotional intelligence program) lessons in health and advisory/extended homeroom.
 - Continue to provide individual and group counseling, by appointment.
 - Continue OST (Organization and Study Skills Time) as part of the student schedule as appropriate.
 - Provide academic support including math lab, writing advantage, math advantage and reading advantage as part of the student's regular schedule, as appropriate.
 - For those students that temporarily choose not to participate daily, in-person schooling:
 - Students may access CT Learning Hub.
 - Students may keep up with assignments via Google Classroom.
- Co-Curriculars (*CT LEA Reopening Template, p. 8*)
 - Clubs meet after school in classrooms and library. Maximum social distancing.
 - Lunch service in the cafeteria and gymnasium. Students eat at individual desks spaced 6ft apart.
 - Clubs meet via distance learning. No clubs in person.

Decision Considerations for Hybrid Option Two as WMS Scenario

- Positives
 1. More in-person time than Hybrid 1.
 2. Every student in person every other day for the full day.
 3. Simplified teacher planning (one day in person + one day distance learning).
 4. Student-to-student in person interactions.
 5. Meets the social-emotional needs of students in person.

- Challenges

1. Less total synchronous time than Hybrid 1 (in person + Distance Learning) - no synchronous contact with teacher on off days.
2. Teachers are not available to provide distance learning for students who temporarily choose not to participate.
3. Lunch service (health risk).
4. Old gym will not be available for PE as it will be needed for lunch and possibly for relocation of other classes.
5. Need to find ways for mask breaks.
6. Blue/Gold sections may not be evenly balanced, resulting in varied levels of social distancing.
7. Forty percent (20 of 50) of classrooms, cafeteria, and two gymnasiums are not air conditioned. Mask wearing is more challenging when temperatures are high.
8. Even with cohorting, staff and students move to different classrooms and other areas throughout the day.
9. Students and staff wearing masks for long periods of time.
10. Increased supervision needed in hallways and large group areas to ensure distancing and mask-wearing.
11. Buses are not air conditioned.

FULL-ON DISTANCE LEARNING SCENARIO

All students Distance Learning, full days.

Synchronous learning in the morning, blend of synchronous and asynchronous in the afternoon.¹⁰

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	All students distance learning, synchronous				
Afternoon	All students distance learning, blend of synchronous and asynchronous				

Highlighted Aspects of Compliance with Connecticut LEA Reopening Template

- Communications (*CT LEA Reopening Template, p. 2*)
 - COVID-19 Health and Safety Compliance Liaison: Assistant Principal.
 - Communication to parents of policies and protocols will be done via Swift K12 email alert system. Communication to students and staff via school email.
 - Weekly communication from principal to families to start the year, adjust as needed.
 - Changes of policies and protocols communicated immediately.
 - Distance Learning plans, policies, and protocols available on the main page of the middle school website.
 - Use first period (homeroom) to communicate Distance Learning expectations to students during the first week of school.

¹⁰ Simplified schedules for purposes of the CSDE Submission are shown in this section. Detailed schedules for each WMS Learning Model (reopening scenario) are provided in Exhibit #5 in the Appendix.

- Co-Curriculars (CT LEA Reopening Template, p. 8)
 - Clubs meet via distance learning.
- Supports for Students (CT LEA Reopening Template, p. 8)
 - Students will access CT Learning Hub.
 - Students will keep up with assignments via Google Classroom.
 - As feasible, bring students that are struggling with distance learning (Distance Learning) into school, where they can attend Distance Learning classes while supervised by WMS staff.
 - Continue to implement DBT (emotional intelligence program) lessons in health and homeroom via Distance Learning.
 - Continue to provide individual and group counseling using online video meets, by appointment.
 - Continue OST (Organization and Study Skills Time) as part of student Distance Learning schedules as appropriate.
 - Provide academic support including math lab, writing advantage, math advantage and reading advantage as part of the student's regular Distance Learning schedule, as appropriate.

Decision Considerations for Distance Learning as WMS Scenario

- Positives
 1. All students present in every synchronous class meeting.
 2. Ensures health and safety of students and staff.
 3. Afternoon time dedicated by the department for teachers to give assessments to all sections simultaneously, could be used to address social-emotional needs, or to provide extra help to individual students or groups of students.
- Challenges
 1. No in person instructional time.
 2. Ensuring active engagement of all students.
 3. No student-to-student in person interactions.

WESTON HIGH SCHOOL (WHS)

FULL REOPENING SCENARIO

All students in person, full days (7:45am-2:30pm).¹¹

Traditional schedule with increased health and safety protocols, as feasible.

	Monday	Tuesday	Wednesday	Thursday	Friday
All day (7:45am - 2:30pm)	All students in person.				

Highlighted Aspects of Compliance with *Connecticut LEA Reopening Template*

- Communications (*CT LEA Reopening Template, p. 2*)
 - COVID-19 Health and Safety Compliance Liaison: Assistant Principal.
 - Communication to parents of policies and protocols will be done via Swift K12 email alert system. Communication to students and staff via school email.
 - Weekly communication from principal to families to start the year, adjust as needed.
 - Changes of policies and protocols communicated immediately.
 - Reopening plans, policies, and protocols available on the main page of the high school website.
 - Use the advisory period to communicate expectations to students in the first week of school.
- Facilities (*CT LEA Reopening Template, p. 3*)
 - Lunch service in the cafeteria and gymnasium. Students eat at individual desks, spread apart.
 - Ensemble music classes scheduled in the auditorium to maximize social distancing.
 - At least six feet between teacher and closest student during direct instruction.
 - Health and safety training provided to all staff during PD days prior to school opening.
 - Trojan Time advisory on first days of school to teach students health and safety protocols. Repeat during the school year as necessary based on compliance.
 - One-page document outlining health and safety protocols distributed to all students, staff, families, and substitute teachers.
- Social Distancing and PPE (*CT LEA Reopening Template, p. 5*)
 - Social distance maximized in classrooms. Desks in rows facing the teacher, less than six feet apart.
 - Students proceed directly from dropoff to first period classroom - no lobby congregating.
 - One-way system in the hallways with appropriate signage, and staff members in hallways to enforce.
 - Maximum spacing between desks in classrooms.
 - Utilize classrooms and spaces that provide optimal social distancing and learning conditions.
 - Eliminate any extra furniture.

¹¹ Simplified schedules for purposes of the CSDE Submission are shown in this section. Detailed schedules for each WHS Learning Model (reopening scenario) are provided in Exhibit #6 in the Appendix.

- Schedule classes only in rooms with windows/proper ventilation.
- Plexiglass shields provided for the security desk and desks (2) in the main office, school counseling (2), and athletic office. (1)
- Provide desk shields in common areas so that if students can remove masks behind them, they have that in flexible areas including: library, library classroom, lobby tables, College and Career Center, Cafeteria (quiet study) approximately 200?
- Provide special bins for disposal of PPE.
- Identify times/situations/areas where students and staff may take a “mask break”. For example:
 - When a staff member is alone in a room.
 - When staff or students are spaced at least 6 feet apart and not talking.
 - Outdoors and at least 6 feet apart.
 - All staff members/rooms provided with extra masks for staff and students that need them.
- Containment Plan (*CT LEA Reopening Template, p. 6*)
 - Isolation Room: To be determined.
 - Call home. Student waits in an isolation room until the parent arrives. Students may drive themselves home if symptoms are mild. Student notifies the security desk when leaving.
- Supports for Students (*CT LEA Reopening Template, p. 8*)
 - Continue to implement DBT (emotional intelligence program) in grade 9/10 health and advisory.
 - Continue to provide individual and group counseling, by appointment.
 - Implement revised CASE program.
 - Provide academic support, including math lab and writing center by appointment.
- Athletics/Co-Curriculars (*CT LEA Reopening Template, p. 8*)
 - Full-In Person with Heightened Protocols: Follow health, safety and facilities guidelines supplied by CIAC, Weston/Westport Health Department, and Weston EOC. Use hybrid/remote coaching approaches for sports that are deemed high risk if they remain limited due to state guidelines.
 - Clubs meet after school in classrooms and library. Maximized social distancing as feasible.

Decision Considerations for Full Reopening as WHS Scenario

- Positives
 1. All students in school every day, normal schedule.
- Challenges
 1. Cannot meet social distancing requirements in classrooms, large group areas, hallways.
 2. Forty-three percent (26 of 60) of classrooms and one of two gymnasiums are not air conditioned. Mask wearing is more challenging when temperatures are high.
 3. Of the 26 non-air conditioned rooms, five have no windows and cannot be used for instruction.
 4. Unable to cohort. Staff and students move to different classrooms and other areas throughout the day.
 5. Students and staff wearing masks for long periods of time.
 6. Open campus system limits ability to adhere to safety requirements and to monitor social distancing.

7. Ability to engage in group work and collaboration will be extremely limited, not optimal for learning.
8. Arrival and dismissal will require additional entrances, increasing supervision and security requirements.
9. Increased supervision needed in hallways and large group areas to ensure distancing and mask-wearing.
10. Buses are not air conditioned.
11. Storage needed for classroom furniture that has to be removed from classrooms to allow for social distancing.

VOLUNTARY DISTANCE LEARNING

Based on guidance received from the CSDE on July 23, 2020, the District will be planning the required provision of “Voluntary Distance Learning” and have updates for staff and families by July 31, 2020. We know the following as of now.

1. Utilizing the Teacher Technology Toolkit, students will have access to live or pre-recorded live instruction, which will be posted on the teacher’s online classroom. Students will be expected to complete all assignments that are posted by teachers.
2. Staff will utilize Zoom to engage students in small groups as appropriate.
3. The District will be reviewing how to deploy WPS staff to effectively implement Voluntary Distance Learning for individual students.
4. The District will be developing protocols for how families opt into Voluntary Distance Learning, as well as indicate their plans for returning to campus-based teaching and learning.
5. If the District shifts into Full-On Distance Learning (for all students), the Voluntary Distance Learning program would become part of the district wide approach (not be a separate Distance Learning scenario).

HYBRID SCENARIO

Two Hybrid models have been designed, with the primary difference being length of the school day. In either of the two models, cohorts would alternate daily based on a districtwide design whereby all students are assigned to a **Blue or Gold cohort** based on the alphabet. It produces nearly an even split of students. Every other day: Blue Cohort is families with last names A-K, Gold Cohort is families with last names L-Z.

Hybrid Scenario -- Option One

In-person schooling in the mornings, with students alternating days (~50% attendance each day). All students engaged in synchronous distance learning each afternoon.¹²

Four class periods each morning, ~50% of students in attendance, increased health and safety protocols, as feasible.

¹² **Simplified schedules for purposes of the CSDE Submission are shown in this section. Detailed schedules for each WHS Learning Model (reopening scenario) are provided in Exhibit #6 in the Appendix.**

	Monday	Tuesday	Wednesday	Thursday	etc.
Morning	Last names A-K in person	Last names L-Z in person	Last names A-K in person	Last names L-Z in person	Continues to alternate
Afternoon	All students distance learning	All students distance learning	All students distance learning	All students distance learning	Continues every day

Highlighted Aspects of Compliance with *Connecticut LEA Reopening Template*

- Communications (*CT LEA Reopening Template, p. 2*)
 - COVID-19 Health and Safety Compliance Liaison: Assistant Principal.
 - Communication to parents of policies and protocols will be done via Swift K12 email alert system. Communication to students and staff via school email.
 - Weekly communication from principal to families to start the year, adjust as needed.
 - Changes of policies and protocols communicated immediately.
 - Reopening plans, policies, and protocols available on the main page of the high school website.
 - Use the advisory period to communicate expectations to students in the first week of school.
- Facilities (*CT LEA Reopening Template, p. 3*)
 - No lunch service.
 - Ensemble music classes scheduled in the auditorium to maximize social distancing.
 - At least 6 ft between teacher and closest student during direct instruction.
 - Health and safety training provided to all staff during PD days prior to school opening.
 - Trojan Time advisory on first days of school to teach students health and safety protocols. Repeat during the school year as necessary based on compliance.
 - One-page document outlining health and safety protocols distributed to all students, staff, families, and substitute teachers.
- Social Distancing and PPE (*CT LEA Reopening Template, p. 5*)
 - Social distance maximized in classrooms. Desks in rows facing the teacher, approximately 6ft apart.
 - Students proceed directly from dropoff to first period classroom - no lobby congregating.
 - One-way system in the hallways with appropriate signage, and staff members in hallways to enforce.
 - Maximum spacing between desks in classrooms.
 - Utilize classrooms and spaces that provide optimal social distancing and learning conditions.
 - Eliminate any extra furniture.
 - Schedule classes only in rooms with windows/proper ventilation.
 - Plexiglass shields provided for the security desk and desks (2) in the main office, school counseling (2), and athletic office. (1)
 - Provide desk shields in common areas so that if students can remove masks behind them, they have that in flexible areas including: library, library classroom, lobby tables, College and Career Center, Cafeteria (quiet study) approximately 200?
 - Provide special bins for disposal of PPE.

- Identify times/situations/areas where students and staff may take a “mask break”. For example:
 - When a staff member is alone in a room.
 - When staff or students are spaced at least 6 feet apart and not talking.
 - Outdoors and at least 6 feet apart.
 - All staff members/rooms provided with extra masks for staff and students that need them.
- Containment Plan (*CT LEA Reopening Template, p. 6*)
 - Isolation Room: To be determined.
 - Call home. Student waits in an isolation room until the parent arrives. Students may drive themselves home if symptoms are mild. Student notifies the security desk when leaving.
- Supports for Students (*CT LEA Reopening Template, p. 8*)
 - Continue to implement DBT in 9/10 grade health and advisory.
 - Continue to provide individual and group counseling, by appointment.
 - Implement revised CASE program.
 - As feasible, allow students that are struggling with distance learning (Distance Learning) to remain in school during afternoons, where they can attend Distance Learning classes while supervised by WHS staff.
 - Provide academic support, including math lab and writing center, by appointment (in person as well as remotely).
- Athletics/Co-Curriculars (*CT LEA Reopening Template, p. 8*)
 - A combination of online/virtual coaching will be utilized along with limited in-person sessions. In-person sessions would consist of the following:
 - No more than 10 athletes per cohort.
 - No athlete may be added to a cohort once the cohort has been formed.
 - Substitutions are prohibited. If an athlete is absent on a given day, the cohort should work with fewer numbers.
 - All check-in guidelines will be followed for each cohort.
 - All Health and Safety Protocols will be followed.
 - Clubs meet remotely.

Decision Considerations for Hybrid Option One as WHS Scenario

- Positives
 1. Reduces the number of students in the classroom and building at the same time, increasing social distancing.
 2. Reduces the amount of time students and staff need to wear masks.
 3. Higher total synchronous contact time (in person + Distance Learning) than Hybrid 2. Every student in person every other day.
 4. No lunch service (avoids health risk).
 5. Allows struggling students to remain in school for afternoon to complete Distance Learning while supervised.
 6. Daily synchronous contact with the teacher (Distance Learning and/or in person).
 7. Eases transition to full Distance Learning if it becomes necessary.

- Challenges

1. Less in-person time than Hybrid 2.
2. Blend of in-person and Distance Learning will be challenging for teachers.
3. Blue/Gold sections may not be evenly balanced, resulting in varied levels of social distancing.
4. Forty-three percent (26 of 60) of classrooms and one of two gymnasiums are not air conditioned. Mask wearing is more challenging when temperatures are high.
 - a. Of the 26 non-air conditioned rooms, 5 have no windows and cannot be used for instruction.
5. Unable to cohort. Staff and students move to different classrooms and other areas throughout the day.
6. Students and staff wearing masks for long periods of time.
7. Open campus system limits ability to adhere to safety requirements, monitor social distancing.
8. Arrival and dismissal will require additional entrances, increasing supervision and security requirements.
9. Increased supervision needed in hallways and large group areas to ensure distancing and mask-wearing.
10. Buses are not air conditioned.
11. Storage needed for classroom furniture that has to be removed from classrooms to allow for social distancing.

Hybrid Scenario -- Option Two

Full day in-person schooling, with students alternating days (~50% attendance each day). Students provided with asynchronous tasks for days not present in school.¹³

Eight class periods each day, ~50% of students in attendance, increased health and safety protocols, as feasible.

	Monday	Tuesday	Wednesday	Thursday	etc.
All day (7:45am - 2:30pm)	Blue (last names A-K) in person	Gold (last names L-Z) in person	Blue (last names A-K) in person	Gold (last names L-Z) in person	Continues to alternate

Highlighted Aspects of Compliance with Connecticut LEA Reopening Template

- Communications (*CT LEA Reopening Template, p. 2*)
 - COVID-19 Health and Safety Compliance Liaison: Assistant Principal
 - Communication to parents of policies and protocols will be done via Swift K12 email alert system. Communication to students and staff via school email.
 - Weekly communication from principal to families to start the year, adjust as needed.

¹³ Simplified schedules for purposes of the CSDE Submission are shown in this section. Detailed schedules for each WHS Learning Model (reopening scenario) are provided in Exhibit #6 in the Appendix.

- Changes of policies and protocols communicated immediately.
 - Reopening plans, policies, and protocols available on the main page of the high school website.
 - Use the advisory period to communicate expectations to students in the first week of school.
- Facilities (*CT LEA Reopening Template, p. 3*)
 - Lunch service in the cafeteria and gymnasium. Students eat at individual desks, spread apart.
 - Ensemble music classes scheduled in the auditorium to maximize social distancing.
 - At least 6 ft between teacher and closest student during direct instruction.
 - Health and safety training provided to all staff during PD days prior to school opening.
 - Trojan Time advisory on first days of school to teach students health and safety protocols. Repeat during the school year as necessary based on compliance.
 - One-page document outlining health and safety protocols distributed to all students, staff, families, and substitute teachers.
- Social Distancing and PPE (*CT LEA Reopening Template, p. 5*)
 - Social distance maximized in classrooms. Desks in rows facing the teacher, approximately 6 ft apart.
 - Students proceed directly from dropoff to first period classroom - no lobby congregating.
 - One-way system in the hallways with appropriate signage, and staff members in hallways to enforce.
 - Maximum spacing between desks in classrooms.
 - Utilize classrooms and spaces that provide optimal social distancing and learning conditions.
 - Eliminate any extra furniture.
 - Schedule classes only in rooms with windows/proper ventilation.
 - Plexiglass shields provided for the security desk and desks (2) in the main office, school counseling (2), and athletic office. (1)
 - Provide desk shields in common areas so that if students can remove masks behind them, they have that in flexible areas including: library, library classroom, lobby tables, College and Career Center, Cafeteria (quiet study) approximately 200?
 - Provide special bins for disposal of PPE.
 - Identify times/situations/areas where students and staff may take a “mask break”. For example:
 - When a staff member is alone in a room.
 - When staff or students are spaced at least 6 feet apart and not talking.
 - Outdoors and at least 6 feet apart.
 - All staff members/rooms provided with extra masks for staff and students that need them.
- Containment Plan (*CT LEA Reopening Template, p. 6*)
 - Isolation Room: To be determined.
 - Call home. Student waits in an isolation room until the parent arrives. Students may drive themselves home if symptoms are mild. Student notifies the security desk when leaving.
- Supports for Students (*CT LEA Reopening Template, p. 8*)
 - Continue to implement DBT in 9/10 grade health and advisory.
 - Continue to provide individual and group counseling, by appointment, in person or via video conferencing.
 - Implement revised CASE program.
 - As feasible, bring in students that are struggling on their “off” day.

- Provide academic support, including math lab and writing center< by appointment (in person as well as remotely).
- Athletics/Co-Curriculars (*CTLEA Reopening Template, p. 8*)
 - A combination of online/virtual coaching will be utilized along with limited in person sessions. In person sessions would consist of the following:
 - No more than 10 athletes per cohort.
 - No athlete may be added to a cohort once the cohort has been formed.
 - Substitutions are prohibited. If an athlete is absent on a given day, the cohort should work with fewer numbers.
 - All check-in guidelines will be followed for each cohort.
 - All Health and Safety Protocols will be followed.
 - Clubs meet via distance learning.

Decision Considerations for Hybrid Option Two as WHS Scenario

- Positives
 1. Reduces the number of students in the classroom and building at the same time, increasing social distancing.
 2. More in-person time than Hybrid 1. Every student in person every other day for the full day.
 3. Simplified teacher planning (one day in person + one day distance learning).
 4. Struggling students may come to school on off days for supervised Distance Learning.
- Challenges
 1. Less total synchronous time than Hybrid 1 (in person + Distance Learning) - no synchronous contact with teacher on off days.
 2. Lunch service (health risk).
 3. Need to find ways for mask breaks.
 4. Forty-three percent (26 of 60) of classrooms and one of two gymnasiums are not air conditioned. Mask wearing is more challenging when temperatures are high.
 - a. Of the 26 non-air conditioned rooms, 5 have no windows and cannot be used for instruction.
 5. Unable to cohort. Staff and students move to different classrooms and other areas throughout the day.
 6. Students and staff wearing masks for long periods of time.
 7. Open campus system limits ability to adhere to safety requirements, monitor social distancing.
 8. Ability to engage in group work and collaboration will be extremely limited, not optimal for learning.
 9. Arrival and dismissal will require additional entrances, increasing supervision and security requirements.
 10. Increased supervision needed in hallways and large group areas to ensure distancing and mask-wearing.
 11. Buses are not air conditioned.
 12. Storage needed for classroom furniture that has to be removed from classrooms to allow for social distancing.

FULL-ON DISTANCE LEARNING PLAN

All students distance learning, full days. Synchronous learning in the morning, blend of synchronous and asynchronous in the afternoon.¹⁴

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	All students distance learning, synchronous				
Afternoon	All students distance learning, blend of synchronous and asynchronous				

Highlighted Aspects of Compliance with *Connecticut LEA Reopening Template*

- Communications (*CT LEA Reopening Template, p. 2*)
 - COVID-19 Health and Safety Compliance Liaison: Assistant Principal
 - Communication to parents of policies and protocols will be done via Swift K12 email alert system. Communication to students and staff via school email.
 - Weekly communication from principal to families to start the year, adjust as needed.
 - Changes of policies and protocols communicated immediately.
 - Reopening plans, policies, and protocols available on the main page of the high school website.
- Supports for Students (*CT LEA Reopening Template, p. 8*)
 - Continue to implement DBT in 9/10 grade health and advisory.
 - Continue to provide individual and group counseling, via video conference.
 - Implement revised CASE program.
 - If allowable, bring students that are struggling with distance learning (Distance Learning) into school, where they can attend Distance Learning classes while supervised by WHS staff.
 - Provide academic supports including math lab and writing center by appointment via video conference.
- Athletics/Co-Curriculars (*CT LEA Reopening Template, p. 8*)
 - Online coaching would take place per the guidelines accepted for Spring 2020.
 - A combination of online/virtual coaching will be utilized along with limited in person sessions, as allowable. In person sessions would consist of the following:
 - No more than 10 athletes per cohort.
 - No athlete may be added to a cohort once the cohort has been formed.
 - Substitutions are prohibited. If an athlete is absent on a given day, the cohort should work with fewer numbers.
 - All check-in guidelines will be followed for each cohort.
 - All Health and Safety Protocols will be followed.
 - See Exhibit #7 for discussion of WHS and CT Athletics in Fall 2020.
 - Clubs meet remotely.

¹⁴ Simplified schedules for purposes of the CSDE Submission are shown in this section. Detailed schedules for each WHS Learning Model (reopening scenario) are provided in Exhibit #6 in the Appendix.

Decision Considerations for Distance Learning as WHS Scenario

- Positives
 1. Ensures health and safety of students and staff.
 2. All students present in every class meeting. Afternoon time dedicated by the department for teachers to give assessments to all sections simultaneously.
 3. Allows for use of collaborative instructional strategies (i.e. group work)

- Challenges
 1. No in person instruction.
 2. Ensuring active engagement of all students.

DISTRICTWIDE REOPENING PLANS

We address in this section a range of district wide responsibilities for reopening: public health guidance & indicators for decisions, teaching and learning, Pupil Personnel Services (PPS) and Special Education, communications, Personal Protective Equipment (PPE), operations, facilities, transportation, and financial. These responsibilities intertwine with and bolster individual school plans, regardless of the option for reopening.

Public Health Guidance & Indicators for Decisions

The Governor and Commissioner have been explicit in all communications to school districts that public health indicators will drive the decision on the reopening scenario for the state and each district. Indeed, as recently as July 21, the Commissioner wrote to superintendents statewide saying, “As the Governor has indicated, careful analysis of public health data will drive the final determination regarding which models school will implement when reopening for the 2020-2021 school year. We anticipate additional communications on this topic from the Office of the Governor and myself related to the most appropriate model to adopt during August.”

Moreover, *Adapt, Advance, Achieve: CT’s Plan to Learn and Grow Together* and the *CT LEA Reopening Template* stress that the state will provide detailed public health guidance and indicators:

The Connecticut Department of Public Health (CDPH) 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 (CT LEA Reopening Template, p. 6).

The Connecticut Department of Public Health will be developing specific community and school-based indicators to assist leaders and define the appropriate decision-making approach (CT LEA Reopening Template, p. 6).

We understand that the CSDE is working with the CDPH to develop the indicators, especially as it relates to the “thresholds or triggers” of infection that would prompt a change in District or school scenarios. We strongly encourage the CSDE and CDPH to provide the “thresholds or triggers,” so that we have public health measures and standards that are consistently applied across the state, or at least across regions of the state.

As noted several times in this document, we are working closely with the Westport/Weston Health District and our Medical Advisor. We meet weekly with the Director of the Westport/Weston Health District, and as needed are in close consultation with our Medical Advisor. (They were essential to us in Spring 2020 when we had to close and transition to Distance Learning.) Both experts are aptly conservative in their approach to COVID-19 and the critical need to abide by the mitigating strategies central to controlling the spread of the virus. At the same time, they aim to collaborate with us on decisions, as opposed to dictating directions (unless we are going outside the necessary guardrails of the mitigating strategies).

As required by the CSDE, we have set several criteria for guiding our decisions related to public health and safety. The criteria come directly from the *CT LEA Reopening Template*.

Containment Plan (CT LEA Reopening Template, p 6)

1. Our reopening plan will include written protocols for containment and immediate response if an individual has signs or symptoms of COVID-19, there is a known exposure, or a member of the school community has a confirmed diagnosis of COVID-19. These will be finalized in coordination with the Westport/Weston Health District and Medical Advisor. The containment plan will include:

- a. Immediate coordination with the Westport/Weston Health District and Medical Advisor, including being ready to comply with requests for information from the Health District to assist with contact tracing.
 - b. A response team within the schools and District with specific responsibilities.
 - c. Consideration of what signs and symptoms exhibited by students or staff would require their immediate dismissal from school; for what period of time; and conditions for their re-admittance to school.
2. Identification of “isolation rooms” (besides the health office) in each school to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives.
 3. Create a consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19 and must be dismissed from school.

Cancellation of Classes [and Closing of District or Schools] (CT LEA Reopening Template, p 6)

1. Develop a plan for school class cancellations and reopening to be implemented in the event that the Superintendent, their designee, or state government suspends or cancels in-school classes for some or all participants.
2. Notify and consult with the CSDE immediately if the District is contemplating class cancellations.
 - a. Include a communication plan and clear policies for faculty and staff regarding individual roles and responsibilities in the event of a shutdown occurring during the school year.
 - b. Prioritize ongoing educational opportunities when drafting the plan for shutdown. Materials for continuity of learning must be made available to allow for school sessions to continue remotely.

Teaching and Learning

This discussion is a direct response to the portion of the CSDE submission pertaining to Guidance included in the section on “Academics” in *Adapt, Advance, Achieve: CT’s Plan to Learn and Grow Together* (pp. 28-31). It also pertains to required aspects of the *CT LEA Reopening Template* regarding “Future Planning for Remote Blended Learning” (p. 6) and “Staffing and Personnel” (p. 8). It confirms the individual school plans.

Boosts to WPS Hybrid and Distance Learning Scenarios

We have taken several important steps to improve Hybrid and Distance Learning for the reopening of school.

1. The District has made a significant investment in technology hardware and software to provide teachers with the essential resources to enhance face-to-face, Hybrid and Distance Learning.
2. All of the new hardware and software was selected with the goal of it being used in whichever scenario is deemed appropriate for the reopening of school. Therefore, resources were identified based on the need to be flexible and adaptable if we need to shift between various scenarios due to health conditions.
3. WPS has established a teacher technology toolkit; comprised of essential hardware and software tools to facilitate blended and remote learning. The toolkit consists of a District-issued laptop, portable document camera, iPad, a Zoom Pro account, as well as other online software subscriptions that can be used in any environment.
4. Collectively, these resources will be used to increase the quality of learning, student engagement, student-student interaction, and student-teacher interaction.
5. Additional enhancements to Distance Learning include:
 - a. Increasing the amount of live instruction across grades K-12 based on feedback from our parent survey.

- b. Streamlining the number of electronic platforms teachers use to communicate with students and families.
- c. Providing all students with one-to-one devices in grades K-8, while giving the option for students in grades 9-12 to take home a device if they do not have a personal device.

Professional Learning Plan

1. WPS will provide time for staff training for safety protocols, technology integration and curricular planning.
2. This training will begin in August guided by curriculum instructional leaders who will work with their respective departments or grade levels on curricular planning.
3. The technology department will provide summer training on the use of the teacher technology toolkit to enhance teaching and learning.
4. There likely will be a two-day delay to the start of the school year to provide additional time for professional learning. (The Board of Education will vote on this recommendation at its July 27, 2020 Monthly Meeting.)
5. The District's Professional Growth Committee will provide input into the plan for professional learning for the fall.
6. Ongoing professional learning for technology integration, Distance Learning, curriculum planning and health safety will be built into the school's schedule through common planning time and professional learning days.

Pupil Personnel Services & Special Education

This discussion is a direct response to the portion of the CSDE submission pertaining to Special Education, English Learners, Social-Emotional Learning and Mental Health, and Vulnerable Populations in *Adapt, Advance, Achieve: CT's Plan to Learn and Grow Together* (pp. 32-39). It also pertains to required aspects of the *CT LEA Reopening Template* (pp. 7-8). It confirms the individual school plans outlined above in many critical areas.

Social-Emotional Learning (SEL)

The social-emotional wellbeing of all members of the school community will continue to be a priority during the reopening process. In supporting the social-emotional learning needs of both students and staff, schools at each level will continue their work with RULER and/or DBT strategies and instruction. There will be particular emphasis placed on re-engaging students who had difficulty accessing instruction during spring 2020 distance learning.

- At the start of the school year, the emphasis will be placed on helping all students acclimate back to school. The focus will be on the whole child and helping to reestablish routines and relationships.
- Communication with families will be ongoing and additional supports will be provided to students who are struggling or at risk.

English Learners (EL)

While returning to school will present challenges for all, English learners (ELs) may experience these challenges to a greater extent than their peers as they transition back to a school setting from remote learning and continue to develop their English language proficiency concurrently while learning grade-level academic content. To mitigate these challenges, schools must make every effort to provide support to ELs to allow them to access academic content as well as providing them with their supplemental language instruction program. English language development is a part of universal instruction. It is paramount that grade level content be provided with adequate

scaffolds and supports, so that ELs may access the grade level content being provided in the classroom while developing language proficiency.

- Like all other students, ELs are entitled to FAPE. The Civil Rights Act of 1964, Title IV, the Equal Educational Opportunities Act (1974) and the Elementary and Secondary Education Act (1965) provide guidance on the services to which ELs are entitled. ELs must have access to the general education curriculum as well as to a supplemental language instruction education program. During school closures due to COVID-19, ELs continue to be entitled to receive their supplemental EL instructional program in addition to their general education program of mainstream, grade-level and content-area instruction. Such language instructional education programs may consist of a range of services, including bilingual education, English as a Second Language (ESL), Sheltered Instruction and others. When returning to school buildings, language instruction education programs must continue.
- The District will communicate with parents and guardians who have limited proficiency in English in a language they understand as required by Title III of the Elementary and Secondary Education Act. As during traditional schooling, communications during school closures due to COVID-19 may be provided through translation and/or interpretation.
- The District 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.

Vulnerable Populations

Each school will track students who have pre-existing health conditions and might require accommodations during Full Reopening and Hybrid instruction. School staff will reach out to families of students who have known health conditions if plans (IEPs or 504s) require modifications. If you have a specific health concern about your child that you feel might require new or different accommodations given the global health crisis, please reach out to your child's school nurse in advance of the reopening so that school team members can plan accordingly.

Reporting Illnesses

Each school will need to institute new systems for reporting illnesses. In order to obtain important medical information, the process for reporting illnesses has been updated for the 2020-2021 school year. In order to report an absence, parents/family will call the school's absence line. In reporting an absence, parents/family will need to provide the following information in their voice message:

- Child's name
- Child's classroom cohort teacher
- Child's bus number (if applicable)
- Any specific symptoms the child is experiencing
- Any additional school programs the child has participated in
- If the child is experiencing symptoms that are consistent with COVID, parents/family will need to provide the date of the child's doctor appointment as well as the anticipated timeline for receiving test results.

In addition to leaving a voice message, parents/family of a child who has been diagnosed with COVID must also contact their child's school nurse directly.

Special Education¹⁵

As was the case for Distance Learning in Spring 2020, many of the decisions regarding special education will be made on an individual basis. The purpose of the bullets below is to provide general guidance and information for students receiving special education services. Special education administrators, case managers and service providers are all appropriate points of contact for individual questions or concerns regarding re-entry and/or your child's special education program during in school, hybrid or distance learning instruction.

1. Weston Public Schools will plan for fall programming with the understanding that there has been no waiver of requirements under IDEA for provision of a free and appropriate public education (FAPE) in the least restrictive environment (LRE). During the spring 2020 COVID-19 school closure, Weston was 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. Weston 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.
2. Weston Public Schools will treat students eligible for special education and other special populations as general education students first. Guidance and policies related to school reopening plans apply to all students, including students with special needs who qualify for individual education programs under the IDEA and accommodation plans for eligible students under section 504 of the Rehabilitation Act. If students with disabilities are unable to access the reopening plan as designed, the Weston Public Schools will facilitate individualized and alternative means of re-entry based upon student need, present levels of functioning, developmental levels, and student/parent input.
 - a. Special education teams at the building level, working in conjunction with families, will determine if specific students require re-entry plans and develop and implement those plans for in person instruction.
3. Weston will not make programming decisions based on a student's disability category. However, the nature and/ or severity of a student's disability may require unique considerations. In the case of a unique consideration, Weston will develop protocols to consider the student's developmental level and skills.
 - a. Individual student needs also might warrant individualized schedules and instructional models. Information regarding these recommendations will be communicated directly with families.
4. Special education case managers and related services providers will communicate directly with families regarding Continued Education Opportunity Plans during distance learning experiences.
 - a. During hybrid and full in person instruction, the goal will be to implement IEPs as much as possible while prioritizing mitigating measures to protect the health and safety of students and staff.
5. During in person instruction, PPTs, 504 meetings and parent team meetings will continue to be held virtually. Families will receive invites and links to the Google Meet prior to the PPT.
6. Progress reports will continue to be completed in accordance with the expectations set forth in the IEP.
7. Collaboration between general education and special education team members will continue virtually or in person in order to support individual student needs.

¹⁵ Additional guidance from the CSDE Bureau of Special Education is expected in the coming weeks and relevant information will be incorporated into this District plan.

Health & Safety Considerations for Sp. Ed., 504, SRBI & EL Supports During In Person Instruction

Receiving Supports and Services Outside of Classroom Cohorts

1. All students will be expected to wear masks during transitions to and from their classrooms.
2. All students will be expected to wash their hands and/or use hand sanitizer before entering a new classroom.
3. Social distancing guidelines will be adhered to in small group instruction outside of the cohort classrooms.
4. In some cases, it might be appropriate for students to access instruction virtually, even from within the school building, to maintain cohorts.

Staff Members Delivering Supports Across Cohorts

1. Staff members transitioning between different cohorts will be expected to wear masks during transitions.
2. Staff members will be expected to wash their hands and/or use hand sanitizer before entering each classroom.
3. Social distancing guidelines will be adhered to in small group instruction outside of the cohort classrooms.
4. For staff members providing direct, hands-on support to students, including support with activities of daily living, masks, gowns, gloves and face shields must be worn at all times. Staff members will be required to wash their hands after completing these tasks.
 - a. PPE materials needed for these tasks will be provided by the District.

Communications

WPS concurs with the CSDE guidance that “reopening schools is an opportunity to deepen relationships and engage families in authentic partnerships to support evolving models of teaching and learning” (*Adapt, Advance, Achieve: CT’s Plan to Learn and Grow Together* (p. 38). Since shifting to Distance Learning in Spring 2020, the Board and administration have sought to provide frequent, clear and substantive (and honest) communications to WPS families and staff. The communications have been via emails from the Board, Superintendent, Assistant Superintendent for Curriculum & Instruction and building Principals. Nearly all emails and memorandum have been posted on the WPS Website.

Going forward, communications will follow the same frequency and come from the same mix of sources. The primary change is that the District’s new Website (effective July 1, 2020) will be deployed more actively as an information hub. Indeed, we intend to launch a new Webpage following the release of this planning document, designed to provide focused and crisp information.¹⁶

As required by the CSDE, we have set several criteria for guiding our communications and gauging its value. We have drawn the criteria directly from the *CT LEA Reopening Template*.

School Liaison, Communications Plans & Data Collection (*CT LEA Reopening Template*, p. 2.)

1. We have designated the Superintendent as the LEA COVID-19 Health and Safety Compliance Liaison, who will work in close coordination with the Assistant Principals, who will serve as the Building

¹⁶ We are modeling the new Webpage on an effective web-based approach the United Nations International School (NY, NY) is using to communicate “Reopening Guidelines.”. See: <https://www.unis.org/reopening-guidelines>.

COVID-19 Health and Safety Compliance Liaisons. A lead task will be communications within and across the District, as well as with families. We will have systems to communicate the most up to date policies and protocols related to COVID-19 and District and school operations, for staff, students, and families.

2. We will develop plans for ongoing two-way communication with the school community (staff, families, and students) about any new policies and/or protocols *prior* to reopening, any time there is a significant policy change, and upon re-entry if a school closes temporarily during the year. We will establish expectations for timely communications.
3. We will have a plan for how the community will be notified of any changed policies, need to cancel classes, or other changes or restrictions.
4. We will ensure that plans are easily accessible, including but not limited to being visible on the main landing page of the LEA and school websites.
5. We have prioritized gathering information from families prior to reopening through regular, short surveys.

Family Support & Communication (CT LEA Reopening Template, p. 8.)

1. We are providing 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.
2. 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.
3. We will make reopening plans available on the WPS Website and clearly identify the District and school liaisons.

Visitors & Outside Groups

Parents and other visitors to the school will not be allowed through at least January 2021. The exception will be for medical or emergency situations, including parents coming to the schools to pick up an ill child. Parent and other meetings and visitations will be conducted virtually, unless an exception is granted by the building principal.

Outside groups that have historically used WPS facilities for youth programming and recreation will be allowed access. The type of access and the required protocols to maximize health and safety will be determined based on the reopening scenario guiding the WPS. Full Reopening and Hybrid Reopening will allow for facility use by outside groups, but in varied ways that will be finalized during early August. If Distance Learning is our scenario, either for reopening or later in the school year, all access to the facilities by outside groups would be ended. Each group will have their access reviewed on a case-by-case basis by the Director of Finance & Operations, with a report to the Superintendent.

Personal Protective Equipment (PPE) Planning

This discussion is a direct response to the required portion of the CSDE submission pertaining to “Health Practices and Protocols” in the *CT LEA Reopening Template* (p. 5). It confirms the individual school plans.

- All students and staff will be required to wear a mask when it is not possible to effectively social distance.
- All students and staff will be required to bring their own face coverings (mask and face shield). In cases when a student or staff member does not have a face covering, one will be provided by the District.

Face Covering -Supplies Needed for 45 Days			
Group	Quantity-100% Attendance	Quantity-50% Attendance	Assumption
Students	30,699	15,350	30% of students may need a supplemental mask daily
Teachers	2,430	1,215	15% of staff may require a supplemental mask daily.
Reusable Face Shield	3,160	1,580	Will be provided to all staff and students as needed. (We are asking students to have their own Face Shield. Supply here is back-up.)
Other Personal Protective Equipment (PPE)			
Disposable Gloves	TBD	TBD	TBD
Disposable Gowns	TBD	TBD	TBD
N-95/KN-95	TBD	TBD	TBD
Non-touch digital thermometer	TBD	TBD	TBD

Facilities & Operations

This discussion is a direct response to the required portion of the CSDE submission pertaining to “Operations Plans” in the *CT LEA Reopening Template* (p. 3). It expands on points made in the individual school plans.

1. Schools will be open following the guidelines established by the CDC, CSDE and our local health agency.
2. Prior to school reopening our HVAC and water systems will be checked to comply with the State's Department of Public Health guidelines. This includes:
 - i. Perform required preventative maintenance
 - ii. Changing of filters
 - iii. Changing the occupancy mode to full
3. When the buildings have been reopened:
 - i. The systems will be regularly inspected to ensure that they are operating as required.
 - ii. Fresh air intake will be maximized as much as is mechanically feasible.
 - iii. In areas where air conditioning is unavailable, windows will remain open as outside temperature allows.
4. Signs will be placed in restrooms that demonstrate proper hand washing techniques.
5. Educational materials about COVID-19 will be conspicuously placed in all buildings.
6. Hand sanitizing stations will be placed in high traffic areas and in areas where a hand sink is unavailable.
7. To reduce the number of touch points, doors will be propped open where feasible and in accordance with safety and fire codes.
8. Where feasible, foot-traffic patterns will be one way in hallways.
9. Multiple entrances & exits will be established.

Cleaning & Sanitizing

1. Our facilities will be cleaned and sanitized to promote the continued health of all stakeholders. To help accomplish this we will:
 - a. Clean and sanitize the restrooms at least twice daily.
 - b. High touch surfaces will be cleaned throughout the day using CDC approved cleaners. Example of high touch surfaces include:
 - i. Door handles
 - ii. Handrails
 - iii. Restroom surfaces
 - iv. Light switches
2. To reduce touchpoints, doors will be propped open when possible in accordance with fire and safety codes.
3. Fitness equipment will be cleaned frequently.
4. Each classroom will be provided hand sanitizers and disinfectant wipes.
5. In the event of a confirmed case, the facility will be deep cleaned.

Transportation

This discussion is a direct response to the required portion of the CSDE submission pertaining to "Transportation" in the *CT LEA Reopening Template* (p. 4). It draws on the guidelines presented in *Adapt, Advance, Achieve: CT's Plan to Learn and Grow Together* (pp. 14-15).

1. The transportation status for the start of the year will be low as defined in *Adapt, Advance, Achieve*. A low status means, “Bus transportation can operate up to full status with mask requirements and loading and unloading restrictions” (p. 15).¹⁷
2. To alleviate social distancing pressure on the buses, the District will strongly encourage parents/guardians to transport their child to school.
3. Students, drivers and monitors (where provided) will be required to wear covering at all times during transit.
4. Back-up masks will be provided as needed.
5. Students will not be allowed to change seats during transit.
6. To maintain bus cohorts, students will be required to ride with the same cohort in the morning and afternoons.
7. All vehicles will be cleaned and sanitized frequently.

Budget Estimates

This discussion is a direct response to the Guidance portion of the CSDE submission pertaining to “Fiscal and Budgetary Considerations” in *Adapt, Advance, Achieve: CT’s Plan to Learn and Grow Together* (pp. 16-17).

The following chart lists the solid estimates of additional FY 21 costs (not budgeted for FY 21), which will be required for any of the three reopening scenarios.

- **Transportation** costs are due to the possible need to hire bus monitors to ensure that students, especially younger students, are abiding by required health protocols while on the bus (i.e., wearing face coverings/masks and social distancing).
- **Cleaning & PPE** includes additional staff to ensure buildings and classrooms are cleaned to necessary standards to mitigate COVID-19 spread. The PPE expenditures covers disposable masks for students and staff (as back-up supplies), hand sanitizers free-standing, hand sanitizer for dispensers, hand soap, disinfecting wipes, main office protective screens, and teacher desk screens.
- **Technology** purchases include document cameras, Zoom licenses, iPads, Screencastify, Seesaw, Kami, Kahoot, Smart Music, Soundtrap, WeVideo, Viewpure. As highlighted in the Teaching & Learning section above, these purchases are all designed to advance the quality of student:teacher interactions in any of the three opening scenarios.
- **Instructional Personnel** and **Legal Fees** are potentially significant costs, but solid estimates are not yet available.

¹⁷ Depending on public health indicators, the transportation status for the start of schools could be changed to “Moderate Status,” which increases seating and spacing restrictions, mask requirements, and loading and unloading requirements (*Adapt, Advance, Achieve: CT’s Plan to Learn and Grow Together*, p. 15). These added requirements may necessitate the use of bus monitors, at least for younger students.

Weston Public Schools FY21 Estimated Additional Cost		
Item	Amount	Reopening Scenario
<u>Transportation:</u>		Full Return & Hybrid
Bus Monitors	261,272	
<u>Cleaning & PPE:(1)</u>		Full Return & Hybrid
Additional Staff	106,634	
PPE, Cleaning & Disinfecting Products	262,5744	
<u>Technology:</u>		All Three Scenarios
Hardware	92,693	
Software	30,779	
<u>Other:</u>		
Instructional Personnel	TBD	Full Return & Hybrid
Legal Fees	TBD	All Three Scenarios
Grand Total	\$753,952	

EXHIBITS & ATTACHMENTS

EXHIBIT #1 -- Copy of Connecticut LEA Reopening Template



This document identifies the critical "REQUIREMENTS" needed for each local educational agency (LEA) or school operator to submit a reopening plan in accordance with the Connecticut School Reopening Plan — **Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together**. In providing the LEA's response, it is imperative to work through the Connecticut School Reopening Plan, which elaborates on certain requirements with additional considerations and also includes "GUIDANCE" to consider while developing the unique local approach.

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

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

Additional Details:

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

Due: July 24, 2020

Submit to: SDE.REOPEN@ct.gov

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

Date of Submission:	
LEA Name:	
Reopening Plan Point of Contact:	
Contact Email:	
Contact Phone:	
LEA COVID-19 Health and Safety Compliance Liaison:	
Liaison Email:	

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

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

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

Priorities
<p>Fall Reopening Model</p> <ul style="list-style-type: none"> • LEAs should plan to have all students, in all districts, return to schoolhouses for full-time instruction at the beginning of 2020-2021, so long as public health data continues to support this model. This model will be supported with more intensive mitigation strategies and specific monitoring, containment and class cancellation plans. <ul style="list-style-type: none"> – In addition to full-time instruction plans as indicated above, LEAs must be prepared to modify their plans to support a partial reopening or to allow for scaling back at a future date if the public health data changes. • Identify gaps and develop action plans for reopening that specifically address inclusion, equity, and access for all learners with strategies and clearly defined action steps.
<p>Temporarily Choosing Not to Participate</p> <ul style="list-style-type: none"> • Plan for parents and students who may temporarily choose not to participate in the return to school.
<p>School Liaison, Communications Plans, and Data Collection</p> <ul style="list-style-type: none"> • Designate an employee to serve as a COVID-19 Health and Safety Compliance Liaison. This designated person will be responsible for engaging with students, parents, faculty, staff, and administrators to answer questions or concerns about health and safety requirements regarding COVID-19 concerns (e.g., school nurse). • Put systems in place to communicate the most up to date policies and protocols related to the considerations herein, for staff, students, and families. • Make communications plans available in relevant languages of families in the community, as well as accessible to those with visual and/or hearing impairments. • Ensure the development of plans for ongoing two-way communication with the school community (staff, families, and students) about any new policies and/or protocols <i>prior</i> to reopening, any time there is a significant policy change, and upon re-entry if a school closes temporarily during the year. • Develop expectations around frequency of communication, and ensure detailed updates are provided any time critical information regarding policies, protocols, or health data changes. • Put in place a plan for how the community will be notified of any changed policies, need to cancel classes, or other changes or restrictions. • Make plans easily accessible, including but not limited to being visible on the main landing page of the LEA and school websites. • Prioritize gathering information from families prior to reopening. Collect information from families to properly plan for resuming classes in the fall. <ul style="list-style-type: none"> – This should align with the forthcoming CSDE District Reopen Survey

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

Operations Plan
Facilities
<ul style="list-style-type: none"> • Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout. • Where necessary, assess other space that may be repurposed for instruction in the school, in municipal or other community space, or if the school will require additional modular space. • Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction. • Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population. • Identify the training needs of staff related to health and safety protocols; perform such training prior to the first day of classes. • Consider having training days and days to practice new protocols with staff only prior to having students enter the building. • Plan an in-person or online training that includes: social distancing; cleaning protocols; and hygiene practices. Require attendance by all students and staff, and make available to families who are interested. Consider repeating this training during the first months that school reopens, and as needed. • Ensure training is provided to substitutes or others who may enter the school outside of the first day or typical calendar start.
Daily Operations
<ul style="list-style-type: none"> • Implement the key strategy of establishing stable cohorts within the school population, when feasible. Placing students in cohorts is strongly encouraged for grades K-8, and encouraged where feasible for grades 9-12. • Develop consistent policies to address when clubs, before- and after-school programs, or other voluntary groups may be allowed to use school space. Include ways to safely allow access for before- and after-school and childcare programs.
Child Nutrition
<ul style="list-style-type: none"> • Schools and institutions that participate in the National School Lunch Program (NSLP), School Breakfast Program (SBP), Afterschool Snack Program, and Special Milk Program (SMP) as applicable, must continue to determine eligibility for and make available free and reduced-price meals and snacks and free milk to all eligible students. • Schools and institutions must comply with the U.S. Department of Agriculture's (USDA) regulations and policies for school meals and milk including the meal pattern requirements. • Schools and institutions that participate in the NSLP are required to claim meals/milk provided to eligible students using accurate counting and claiming methods.

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

Operations Plan, continued
Transportation
<p>Low Transmission Risk</p> <ul style="list-style-type: none"> • Plan to operate at full capacity or close to while maximizing health and safety protocols, as well as considerations outlined in the plan. • Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus. • Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat. <p>Moderate Transmission Risk</p> <ul style="list-style-type: none"> • Plan to operate at significantly reduced capacity while maximizing health and safety protocols, as well as considerations outlined in the plan. • Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating. • Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus. • Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat.
Health Practices and Protocols
<ul style="list-style-type: none"> • Ensure that students are educated and engaged in the new expectations related to all public health policies and protocols. As part of this requirement, assess the best approach to communicating the information for the age group, and plan to set aside time at the beginning of the school year, as well as frequent reminders, to review the new policies and protocols. • Familiarize all participants of the standard public health practices used to prevent the spread of diseases. These practices include, but are not limited to: <ul style="list-style-type: none"> – 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. • 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.

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

Health Practices and Protocols, continued
Reporting Illnesses and Addressing Vulnerable Populations
<ul style="list-style-type: none"> • Instruct students and staff to inform the school if they are sick with COVID-19 related symptoms, particularly if they had a known contact with someone diagnosed with COVID-19 and have also had contact with the school population. • Develop consistent protocols for information reporting, and a point person to appropriately receive and safeguard this information, such as the school nurse, district nursing supervisor, or principal. • Educate staff and families about when to <u>stay home</u>. Schools should properly communicate the content of this or any updated guidance. <ul style="list-style-type: none"> – Instruct staff and students (or their parents and guardians) to perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms. Communicate this expectation and provide parents with reminders about the <u>symptoms consistent with COVID-19</u> that require keeping their students at home. • Establish and communicate school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home.
Social Distancing
<ul style="list-style-type: none"> • Assist staff and students to maintain maximum social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time.
Use of Face Coverings, Masks, and Face Shields
<ul style="list-style-type: none"> • Adopt policies requiring use of face coverings for all students and staff when they are inside the school building, with certain exceptions listed below. <ul style="list-style-type: none"> – 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, <u>per CDC guidance</u>. – For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required. • Be prepared to provide a mask to any student or staff member who does not have one.
Health Monitoring Plan
Planning and Distribution of Information
<ul style="list-style-type: none"> • Include in the LEA reopening plan written protocols for monitoring of symptoms that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus and maintaining oversight related to the pandemic while complying with relevant privacy and health laws.

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

Containment Plan
<ul style="list-style-type: none"> • <i>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.</i> • Include in the LEA reopening plan written protocols for containment and immediate response if an individual has signs or symptoms of COVID-19, there is a known exposure, or a member of the school community has a confirmed diagnosis of COVID-19. The purpose of containment plans are to decrease the risks of spreading COVID-19, and shall include the following: <ul style="list-style-type: none"> – Immediate coordination with the local health department, including being ready to comply with requests for information from the local health department to assist with contact tracing. – Identification of a response team within the school and LEA with specific responsibilities. – Consideration of what signs and symptoms exhibited by students or staff would require their immediate dismissal from school; for what period of time; and conditions for their re-admittance to school. • Identify an “isolation room” (besides the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives. • Create a consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19 and must be dismissed from school.
Cancellation of Classes, Remote Learning, and Reopening Plans
<ul style="list-style-type: none"> • <i>The Connecticut Department of Public Health will be developing specific community and school-based indicators to assist leaders and define the appropriate decision-making approach.</i> • Develop a plan for school class cancellations and reopening to be implemented in the event that the superintendent, their designee, or state government suspends or cancels in-school classes for some or all participants. • Notify and consult with the CSDE immediately if the LEA is contemplating class cancellations. • Include a communication plan and clear policies for faculty and staff regarding individual roles and responsibilities in the event of a shutdown occurring during the school year. • Prioritize ongoing educational opportunities when drafting the plan for shutdown. Materials for continuity of learning must be made available to allow for school sessions to continue remotely.
Future Planning for Remote Blended Learning
<ul style="list-style-type: none"> • Be prepared to provide remote blended learning opportunities immediately upon cancellation of in-school classes. <ul style="list-style-type: none"> – Consider implementing a plan to gather feedback from families, students, teachers, and leaders on experience with remote learning. Incorporate any feedback into a revised remote learning plan and incorporate into hybrid learning model. • Develop a plan for extended absences and communicate it with parents or guardians in the event of a second extended closure.

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

Academics
<p>Special Education</p> <ul style="list-style-type: none"> • Prepare with the understanding that there has been no waiver of requirements under the IDEA for provision of a free and appropriate public education (FAPE) in the least restrictive environment (LRE). During COVID-19 school closures, schools were required to provide FAPE consistent with the need to protect the health and safety of students, as well as those individuals providing education, specialized instruction, and related services to these students. Schools may not have been able to provide all services in the same manner that they are typically provided. Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services. • Treat students eligible for special education and other special populations as general education students first. Guidance and policies related to school reopening plans apply to all students, including students with special needs who qualify for individual education programs under the IDEA and accommodation plans for eligible students under section 504 of the Rehabilitation Act. If students with disabilities are unable to access the reopening plan as designed, facilitate individualized and alternative means of re-entry based upon student need, present levels of functioning, developmental levels, and student/parent input. Consider blended learning schedules if needed. • Do not make programming decisions based on a student's disability category. However, the nature and/or severity of a student's disability may require unique considerations. Protocols should consider the student's developmental level and skills. • Address mask and face covering use for the population of special education students, including cases where masks may need to be removed to provide appropriate services, and the approach to implementing any other possible mitigating strategy, including but not limited to maximum social distancing.
<p>English Learners (ELs)</p> <ul style="list-style-type: none"> • Understand that like all other students, ELs are entitled to FAPE. The Civil Rights Act of 1964, Title IV, the Equal Educational Opportunities Act (1974) and the Elementary and Secondary Education Act (1965) provide guidance on the services to which ELs are entitled. ELs must have access to the general education curriculum as well as to a supplemental language instruction education program. During school closures due to COVID-19, ELs continue to be entitled to receive their supplemental EL instructional program in addition to their general education program of mainstream, grade-level and content-area instruction. Such language instructional education programs may consist of a range of services, including bilingual education, English as a Second Language (ESL), Sheltered Instruction and others. When returning to school buildings, language instruction education programs must continue. • Comply with the requirement that eligible students in bilingual mandated districts are offered bilingual education programs. During COVID-19, school districts that are mandated to provide bilingual education remain required to offer a bilingual program to eligible students who have opted into the program. While program implementation may be altered during COVID-19 as compared to traditional in-building schooling, students in bilingual programs are still entitled to receive native language support as part of their school's designated bilingual program model. As with other language instruction education programs, when returning to traditional schooling, bilingual programs must continue. • Communicate with parents and guardians that have limited proficiency in English in a language they understand as required by Title III of the Elementary and Secondary Education Act. As during traditional schooling, communications during school closures due to COVID-19 may be provided through translation and/or interpretation. • Provide ELs who are also identified as students with disabilities supports for their EL needs, as well as supports for their disabilities. During COVID-19, these dually identified students must continue to receive these supports. As in times with traditional schooling, dually identified students should have their language needs represented in their annual meetings about their IEP.

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

Family and Student Engagement
<p>Family Support and Communication</p> <ul style="list-style-type: none"> • Comply with all state and federal family engagement requirements (e.g., School Governance Councils and Title I requirements) during the COVID-19 pandemic. • Prepare to provide families with clear and ongoing communication about what to expect, during and prior to reopening. This includes, but is not limited to, guidance on the school protocols related to health and safety guidelines. • Continue to engage with families and students as the reopening moves forward to ensure they are informed and have the ability to provide feedback. • Make reopen plans available on the LEA website, accessible, and clearly identify the school liaison.
<p>Social-Emotional Learning (SEL) and Mental Health</p> <ul style="list-style-type: none"> • Develop a detailed plan to reengage all students, staff and families. Particularly identify strategies to identify and engage populations and specific students that have been disengaged. • Prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements.
<p>After-school programming</p> <ul style="list-style-type: none"> • Programs receiving funding from the CSDE through the State After School, Extended School Hours (ESH) and 21st Century Community Learning Centers (21CCLC) programs, consult with the CSDE for individual grant-specific guidance. • Follow the requirements outlined in this document, as applicable, including but not limited to requiring the use of face coverings that cover the nose and mouth, and maximizing social distancing.
Career And Technical Education
<ul style="list-style-type: none"> • Develop a plan for cleaning and disinfecting shared equipment in the shop or lab, before and after each use.
Staffing And Personnel
<p>Certification and Personnel Planning</p> <ul style="list-style-type: none"> • Prepare with school human resources and board counsel to comply with legal and regulatory requirements related to personnel, including but not limited to the EEOC guidance related to the ADA and the COVID-19 pandemic. • Assess how to engage a full roster of staff, including potential substitute plan, and whether stipends or changes in substitute pay is required to support the needs of the school.
<p>Professional Development</p> <ul style="list-style-type: none"> • Prioritize mandatory training for staff, before the beginning of the school year, that covers signs and symptoms of COVID-19, Standard Public Health protocols, Hygiene Practices, PPE, Reporting Illnesses, and supporting SEL. Plan ongoing trainings as changes occur in recommendations and public health data.

EXHIBIT #2 -- Copy of Commissioner Cardona Memorandum, July 21, 2020



**STATE OF CONNECTICUT
STATE BOARD OF EDUCATION**



TO: Superintendents of Schools
FROM: Dr. Miguel A. Cardona, Commissioner of Education *MAC*
DATE: July 21, 2020
SUBJECT: Clarified Expectations for Connecticut School District Reopening Plans

The [*Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together*](#) document, and the directive from Governor Lamont and Commissioner Cardona, require that all school districts develop plans for three scenarios for fall of 2020:

1. A plan to provide for in-school instruction *for all students on a full-time basis*, unless a family voluntarily opts into temporary remote learning;
2. A plan to provide both in-person and remote learning support options (hybrid) accessing instruction and curriculum online resulting in limited student population on school premises at any given time; *and*
3. A plan for total remote learning to provide a strategy for the potential of future cancellation of school or a certain class requiring all students to access instruction and curriculum online for a period of time.

At this time, Connecticut state law requires that access to public school class be offered to students for 180 days and 900 hours, unless the district avails itself of the recent Connecticut State Board of Education waiver for 3 additional planning and training days, to hold school for a total of 177 days. Excluding public school students for certain days of the week (for example, having certain grades only attend school on Mondays and Tuesdays, with remote learning the other days) is not appropriate under the first model.

Any plan submitted to the Connecticut State Department of Education on July 24, 2020 that does not include a full reopening option as one of the three models, where all public school students have the opportunity to access school in-person 5 days a week, will not be in compliance with current state law regarding the number of school days, or the expectations of State leadership. Current statutes do not anticipate that remote learning programming "counts" toward the required number of days in school year. The CSDE expects to issue further guidance on this issue should it become necessary for districts to move to remote learning models in some capacity during the 2020-21 school year, should public health data require it.

As the Governor has indicated, careful analysis of public health data will drive the final determination regarding which models school will implement when reopening for the 2020-2021 school year. We anticipate additional communications on this topic from the Office of the Governor and myself related to the most appropriate model to adopt during August. To further support school district teams developing plans for the upcoming school year, and to provide technical and operational support for those districts wrestling with unique local issues, we have established the CSDE Reopen Schools Support Team, which is described in detail in the accompanying attachment.

cc: Charlene Russell-Tucker, Deputy Commissioner of Education
Desi Nesmith, Deputy Commissioner of Education

P.O. Box 2219 • Hartford, Connecticut 06145
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EXHIBIT #3 -- Parent Survey Brief, July 16, 2020



Weston Public Schools
Office of the Superintendent
William S. McKersie, Ph.D.

MEMORANDUM

To: WPS Families and Staff
Date: July 16, 2020
Subject: June 2020 Parent Survey Brief

SURVEY BRIEF

Many school districts nationally and locally have actively sought feedback from parents regarding reopening of school for Fall 2020. With guidance from the Board of Education (BOE), Weston's *June 2020 Parent Survey* focused on: 1) the operational impact of returning to school in Fall 2020; and 2) Distance Learning satisfaction levels. The survey was issued over a one-week period starting on roughly June 13, 2020.

We received a total of 1,343 completed surveys, which is a very good response rate (58.5%) for the district. The response rate for each school was as follows: HES - 75%, WIS - 69%, WMS - 58% and WHS - 44%.

KEY TAKEAWAYS

Of the 1,343 District respondents:

- 76% INTEND to send their child back to the physical campus in the fall (73% K-5 families INTEND to send their child back, while 78% 6-12 grade families INTEND to send their child back). 5% DO NOT INTEND to send their child back and 19% are UNDECIDED.
- 63% of respondents WILL PERMIT their child to participate in after school activities, 12% WILL NOT and 25% are UNDECIDED.
- More than half of the respondents indicated that it was difficult to "monitor your child's progress during DL."
- Synchronous Learning: 61% of K-5 grade respondents received <1 hr per week, 51% of 6-12 grade respondents received 1-6 hrs per week.

- Childcare continues to be a challenge for many District parents: 34% of parents will not be able to or are not sure if they will be able to secure childcare for distance learning and 30% feel that way under a hybrid model.
- 71% of parents felt their kids were involved in less academic learning than pre-COVID
- 88% of parents felt their kids were connecting less with friends than pre-COVID
- The largest challenges facing parents were: not having enough TIME to help their children (35% of parents said this “a lot” or a “great deal”); not having the CONTENT KNOWLEDGE to help their children (23% of parents said this “a lot” or a “great deal”).
- 70% of parents said their children could sustain more live instruction in distance learning
- Regarding technology and assistance, parents felt their children were able to (“often” or “very often”): maintain a routine (64%); participate in live classes (70%); check online classroom consistently (83%); complete assignments consistently (74%). But office hours were less utilized (19% “often” or “very often”).
- In terms of satisfaction levels with Distance Learning generally, while dissatisfaction levels ran high, the majority of parents were either extremely satisfied/satisfied, or neither satisfied/dissatisfied.
 - Amount of Classwork: 41% extremely dissatisfied/somewhat dissatisfied; 34% extremely satisfied/somewhat satisfied; 25% neither satisfied/dissatisfied.
 - Amount of Homework: 38% extremely dissatisfied/somewhat dissatisfied; 32% neither satisfied/dissatisfied; 30% extremely satisfied/somewhat satisfied
 - Amount of Assistance Needed: 39% extremely dissatisfied/somewhat dissatisfied; 34% neither satisfied/dissatisfied; 28% extremely satisfied/somewhat satisfied

GO FORWARD STRATEGY

As parents and families are aware, we are required to submit three options for Fall 2020 reopening to the Connecticut State Department of Education (CSDE) on July 24, 2020. The three options must include Full Opening for five days per week; Hybrids blending in-person and Distance Learning; and, total Distance Learning. For both the Full Opening and Hybrid options, we are required to provide all students the option of Distance Learning, which would run parallel to the in-school programs.

We will share the 7.24.20 CSDE submission widely, to be followed as quickly as possible with succinct explanations of the options, ideally including helpful visuals.

We intend to solicit additional feedback from parents at the end of July. This feedback would not be “a vote” on the options; instead, it would be a short set of questions designed to gauge the extent to which families will decide to have students in-district for learning or opt for Distance Learning.

Highlighted here are the lead themes and priorities in the emerging plans, many of which are designed to address the findings of the June 2020 Parent/Family Survey.

(Not included in this summary are the major health and safety strategies that will be a central part of either the Full Opening or Hybrid options. These strategies will significantly affect the delivery of education and the schedule and organization for students and staff every day. These elements will be laid out in the 7.24.20 CSDE submission and made clear to all families and staff.)

Districtwide:

- To support all reopening models, the District is investing in the following:
 - Teacher Digital Learning Toolkit -- including document cameras, Zoom license and iPads (which will be interactive with white boards for synchronous learning).
 - Purchase additional software that will optimize delivery of the three reopening models to give a boost to teacher:student interactions and student learning.
 - Additional PD days prior to the first day of school, both during the summer and immediately before the official start of school. The Board of Education will be voting on July 22 on a recommended two-day delay to the start of school to allow school leaders and teachers five days to be prepared for any of the three opening options. (Many area districts are taking the same approach, and the State Board of Education voted last week to reduce the required number of days of school from 180 to 177, solely to allow for additional preparation time for an effective opening.)
 - Adjusting curriculum to best fit each of the three reopening models, including the requirement to allow students a Distance Learning option parallel to the Full Opening and Hybrid models.

HES/WIS:

- The elementary schools will be prioritizing cohorting to limit exposure risk. We recognize mask requirements and social distancing are challenges for young children and we are planning for measures to minimize discomfort and promote social distancing while engaging with peers and staff. If classes are taught through a combination of in-person and distance learning, there will be an increase in the length of time per class and per day for live instruction during the Distance Learning component.

- Two themes stood out from the survey responses for HES and will be a focal point for continued improvement in the Distance Learning platform:
 - The consistent request for increased synchronous instruction or for more recorded content. The responses that focused on this appeared to stem from a desire for more teacher interaction that would alleviate the burden on parents.
 - The other notable theme centered around the consistency of instruction and the availability of teachers. Collaborative planning and professional development has been a priority, and will be intensified as we head into Fall 2020.
- The following additional concerns came across from WIS parents, and are being addressed:
 - Increase level of accountability from students to ensure they are grasping necessary concepts. Partnering with parents with detailed progress reports.
 - Address social/emotional/psychological impact of Distance Learning through small group activities, social on-line gatherings, and potential health units.
 - The need to consolidate classwork/homework in one central area for parents to easily help their children manage expectations.

WMS/WHS:

- The upper schools will move the curriculum forward through a combination of in-person and live Distance Learning. The schools are increasing the length of time per class and per day for any Distance Learning component.
- Areas for concern and improvement in Distance Learning at WMS focused on communication, the navigation of online platforms, inconsistency in online platforms, a need for better coordination of work, and consistent live instruction. WMS is working to improve in these areas.
 - Over one-third (36%) of parents reported “rarely” receiving communication and 22% reported “never” receiving communication from classroom teachers, which indicates that more than half of parents received little to no teacher-initiated outreach.
 - Parents expressed confusion and frustration regarding how to navigate online platforms, help children manage assignments, and monitor schoolwork, which was likely heightened by the lack of proactive communication from teachers.

- Parents also noted inconsistency among the various distance learning platforms and tools, communication frequency and modes, and teachers' technical fluency and communication.
- Parents also requested teachers better coordinate and streamline how work is assigned, collected, recorded and graded.
- Parents were also concerned that the synchronous live instruction was not consistent and focused on providing instructions for homework and projects rather than "actual lessons."
- At WHS, Distance Learning concerns centered around a perceived inadequacy in teaching time and lack of student engagement during live learning. WHS is working to improve in these areas.
 - Parents wanted to see more hours in a day devoted to teaching time.
 - Parents also wanted to see more interaction between teachers and students to help promote engagement, especially during office hours.
 - Parents also felt that the online classes needed to be more interactive and called for students to be required to turn on their cameras for zoom classes.
 - Roughly one-third of parents reported that their children were independent and did not require any assistance.
 - Frequent and regular email communication from staff was praised

CONCLUSION

We thank you for taking the time to complete the *June 2020 Parent Survey*. We know uncertainty levels are high right now. Soliciting feedback from parents is a vital ingredient to help shape Fall 2020 in the safest, most productive way.

Lastly, the Board of Education intends to make a decision no later than early August on the Fall 2020 opening plan. We must repeat that the decision on which option is implemented will depend on public health indicators. The status of public health indicators also will influence how long we persist with any one of the options.

EXHIBIT #4 -- WPS Fall 2020 Task Force -- Purpose, Structure & Guidelines

(Excerpt from: **Fall 2020 Reopening Planning Master Document**, Updated June 17, 2020)

Purpose of Reopening Process

Prepare and implement plans for the 2020-21 school year that ensure healthy, safe and effective teaching and learning for all WPS students, and ensure WPS staff are working in healthy and safe environments.

Structure of Reopening Process

Overarching Task Force -- Plan and guide the Reopening Process

Task Force Basic Guidelines

- Advisory body to the Superintendent, who will make final recommendations based on input from the Task Force.
- All final decisions on recommendations, highlighted opportunities or concerns will be determined through consensus (this a non-voting Task Force).
- Members will be required to bring to the Task Force the broad perspective of their respective roles (they should strive to not speak or act solely for their individual perspective).
- Members will be required to be present for all Task Force meetings and public forums. Focus groups are likely to be held; for those, we will determine which Task Force members need to be present.
- Work within the priority criteria set forth in this framework, with public health as first priority, and an understanding that final decisions will be dependent on state and local public health requirements.

Task Force Members

- Bill McKersie, Superintendent
- BOE Officers
 - Tony Pesco, Chairperson
 - Melissa Walker, Vice Chairperson
 - Ruby Hedge, Secretary
- Cabinet-Plus
 - Ken Craw, Assistant Superintendent for Curriculum & Instruction
 - Tracy Edwards, Director of Pupil Personnel Services
 - Phil Cross, Director of Finance & Operations
 - Dan DiVito, Director of Digital Learning & Technology
- Principals
 - Lisa Wolak, Weston High School (Upper School perspective)
 - Pattie Falber, Weston Intermediate School (Lower School perspective)
- Sheryl Zulkowski, Nursing Supervisor
- Joseph Miceli, Sergeant, Weston Police Department, Emergency Operations Center (EOC)
- Teachers -- (WTA Selected)
 - Elizabeth Davies, High School (Upper School perspective)
 - Kate Graham, WIS (Lower School perspective)

- Staff -- (AFSCME Selected)
 - Jodi Sacchetta, High School (Upper School perspective)
 - Kristin McCarthy, HES (Lower School perspective)
- Parents -- (PTO Selected)
 - Eduardo Abreu, HES & WIS Parent Representative
 - Michelle Albright, WHS & WMS Parent Representative
 - Craig Brownell, HES & WIS Parent Representative
 - Alison McElhone, WHS & WMS Parent Representative

EXHIBIT #5 -- WMS Detailed Bell Schedules

WMS -- Full Reopening

<u>Grade 6</u>			
Period	Time	Grade 6 A	Grade 6 B
1	7:45-8:45	Academic	Academic
2	8:45-9:30	Academic	Academic
3	9:30-10:15	PFA	PFA
4	10:15-11:00	Extended Learning Time	Extended Learning Time
Lunch	11:00-11:30		
5	11:30-12:15	Academic	Academic
6	12:15-1:00	PFA	PFA
7	1:00-1:45	Academic	Academic
8	1:45-2:30	Academic	Academic
<u>Grade 7</u>			
Period	Time	Grade 7 A	Grade 7 B
1	7:45-8:45	Academic	Academic
2	8:45-9:30	Academic	Academic
3	9:30-10:15	Academic	Academic
4	10:15-11:00	PFA	PFA
5	11:00-11:45	Extended Learning Time	Extended Learning Time
Lunch	11:45-12:15		

6	12:15-1:00	Academic	Academic
7	1:00-1:45	PFA	PFA
8	1:45-2:30	Academic	Academic
Grade 8			
Period	Time	Grade 8 A	Grade 8 B
1	7:45-8:45	Academic	Academic
2	8:45-9:30	PFA/Extended Learning Time	PFA/Extended Learning Time
3	9:30-10:15	Academic	Academic
4	10:15-11:00	Academic	Academic
5	11:00-11:45	Academic	Academic
6	11:45-12:30	PFA/Extended Learning Time	PFA/Extended Learning Time
Lunch	12:30-1:00		
7	1:00-1:45	Academic	Academic
8	1:45-2:30	PFA	PFA

WMS -- Hybrid Option 1

In Person (Morning) - Blue and Gold cohorts attend morning classes on alternating days

	Time	Blue A1	Gold A1	Blue A2	Gold A2	Blue B1	Gold B1	Blue B2	Gold B2
	7:45-8:40	Period 1A	Period 1A	Period 5A	Period 5A	Period 1B	Period 1B	Period 5B	Period 5B
	8:40-9:20	Period 2A	Period 2A	Period 6A	Period 6A	Period 2B	Period 2B	Period 6B	Period 6B
	9:20-10:00	Period 3A	Period 3A	Period 7A	Period 7A	Period 3B	Period 3B	Period 7B	Period 7B
	10:00-10:40	Period 4A	Period 4A	Period 8A	Period 8A	Period 4B	Period 4B	Period 8B	Period 8B
	BUS								
DL	11:40-12:15	Period 5A	Period 5B	Period 1A	Period 1B	Period 5A	Period 5B	Period 1A	Period 1B

DL	12:25-1:00	Period 6A	Period 6B	Period 2A	Period 2B	Period 6A	Period 6B	Period 2A	Period 2B
DL	1:10-1:45	Period 7A	Period 7B	Period 3A	Period 3B	Period 7A	Period 7B	Period 3A	Period 3B
DL	1:55-2:30	Period 8A	Period 8B	Period 4A	Period 4B	Period 8A	Period 8B	Period 4A	Period 4B

(All students engage in Distance Learning each afternoon)

WMS -- Hybrid Option 2

In Person (Full Day) - Blue and Gold cohorts attend full day sessions on alternating days

WMS					
<u>Grade 6</u>					
Period	Time	Grade 6 Blue A	Grade 6 Gold A	Grade 6 Blue B	Grade 6 Gold B
1	7:45-8:45	Academic	Academic	Academic	Academic
2	8:45-9:30	Academic	Academic	Academic	Academic
3	9:30-10:15	PFA	PFA	PFA	PFA
4	10:15-11:00	Extended Learning Time	Extended Learning Time	Extended Learning Time	Extended Learning Time
Lunch	11:00-11:30				
5	11:30-12:15	Academic	Academic	Academic	Academic
6	12:15-1:00	PFA	PFA	PFA	PFA
7	1:00-1:45	Academic	Academic	Academic	Academic
8	1:45-2:30	Academic	Academic	Academic	Academic
<u>Grade 7</u>					
Period	Time	Grade 7 Blue A	Grade 7 Gold A	Grade 7 Blue B	Grade 7 Gold B
1	7:45-8:45	Academic	Academic	Academic	Academic
2	8:45-9:30	Academic	Academic	Academic	Academic

3	9:30-10:15	Academic	Academic	Academic	Academic
4	10:15-11:00	PFA	PFA	PFA	PFA
5	11:00-11:45	Extended Learning Time	Extended Learning Time	Extended Learning Time	Extended Learning Time
Lunch	11:45-12:15	(in classroom)	(in classroom)	(in classroom)	(in classroom)
6	12:15-1:00	Academic	Academic	Academic	Academic
7	1:00-1:45	PFA	PFA	PFA	PFA
8	1:45-2:30	Academic	Academic	Academic	Academic
Grade 8					
Period	Time	Grade 8 Blue A	Grade 8 Gold A	Grade 8 Blue B	Grade 8 Gold B
1	7:45-8:45	Academic	Academic	Academic	Academic
2	8:45-9:30	PFA/Extended Learning Time	PFA/Extended Learning Time	PFA/Extended Learning Time	PFA/Extended Learning Time
3	9:30-10:15	Academic	Academic	Academic	Academic
4	10:15-11:00	Academic	Academic	Academic	Academic
5	11:00-11:45	Academic	Academic	Academic	Academic
6	11:45-12:30	PFA/Extended Learning Time	PFA/Extended Learning Time	PFA/Extended Learning Time	PFA/Extended Learning Time
Lunch	12:30-1:00				
7	1:00-1:45	Academic	Academic	Academic	Academic
8	1:45-2:30	PFA	PFA	PFA	PFA

WMS -- Distance Learning

Synchronous Lessons

WMS					
		A-Day	A-Day	B-Day	B-Day
	8:00-8:50	Period 1	Period 5	Period 1	Period 5
	9:00-9:50	Period 2	Period 6	Period 2	Period 6

	10:00-10:50	Period 3	Period 7	Period 3	Period 7
	11:00-11:50	Period 4	Period 8	Period 4	Period 8
Break					
	12:30-1:30	VPA	SCI	SS	MA
	1:40-2:40	ENG	TECH	WL	Support/GUI

Afternoon blocks: Extended homeroom/departmental assessments/extra help/instrumental lessons/counseling sessions/etc.

EXHIBIT #6 -- WHS Detailed Bell Schedules

WHS -- Full Reopening

	A	B	C	D	E	F	G	H
7:45 - 8:41	3	1	2	1	4	2	1	2
8:46 - 9:42	4	2	1	2	3	1	2	1
9:47 - 10:43	5	6	3	3	6	5	3	3
10: 52 - 12:28*	6	5	4	4	5	6	4	5
12:33 - 1:29	7	8	7	5	8	7	8	4
1:34 - 2:30	8	7	8	6	7	8	7	6
1st lunch: 10:52 - 11:22								
2nd lunch: 11:25 - 11:55								
3rd lunch: 11:58 - 12:28								

WHS -- Hybrid Option 1

<i>In Person (Morning) - A/B alternating days</i>								
	A - Blue	A - Gold	B - Blue	B - Gold	C - Blue	C - Gold	D - Blue	D - Gold
7:45 - 8:25	1(A)	1(A)	5(B)	5(B)	1(C)	1(C)	5(D)	5(D)
8:30 - 9:10	2(A)	2(A)	6(B)	6(B)	2(C)	2(C)	6(D)	6(D)
9:15 - 9:55	3(A)	3(A)	7(B)	7(B)	3(C)	3(C)	7(D)	7(D)
10:00 - 10:40	4(A)	4(A)	8(B)	8(B)	4(C)	4(C)	8(D)	8(D)

Distance Learning (Afternoon) - all students attend all periods

11:40 - 12:15	5(A)	5(A)	1(B)	1(B)	5(C)	5(C)	1(D)	1(D)
12:25 - 1:00	6(A)	6(A)	2(B)	2(B)	6(C)	6(C)	2(D)	2(D)
1:10 - 1:45	7(A)	7(A)	3(B)	3(B)	7(C)	7(C)	3(D)	3(D)
1:55 - 2:30	8(A)	8(A)	4(B)	4(B)	8(C)	8(C)	4(D)	4(D)

WHS -- Hybrid Option 2

In Person (Full Day) - A/B alternating days

	A - Blue	A - Gold	B - Blue	B - Gold	C - Blue	C - Gold	D - Blue	D - Gold
7:45 - 8:25	1(A)	1(A)	1(B)	1(B)	1(C)	1(C)	1(D)	1(D)
8:32 - 9:12	2(A)	2(A)	2(B)	2(B)	2(C)	2(C)	2(D)	2(D)
9:19 - 9:59	3(A)	3(A)	3(B)	3(B)	3(C)	3(C)	3(D)	3(D)
10:06 - 10:46	4(A)	4(A)	4(B)	4(B)	4(C)	4(C)	4(D)	4(D)
10:53 - 11:33	5(A)	5(A)	5(B)	5(B)	5(C)	5(C)	5(D)	5(D)
11:40 - 12:56*	6(A)	6(A)	6(B)	6(B)	6(C)	6(C)	6(D)	6(D)
1:03 - 1:43	7(A)	7(A)	7(B)	7(B)	7(C)	7(C)	7(D)	7(D)
1:50 - 2:30	8(A)	8(A)	8(B)	8(B)	8(C)	8(C)	8(D)	8(D)
1st lunch: 11:40 - 12:10								
2nd lunch: 12:26 - 12:56								
NOTE: Lunch schedule still in flux....								

WHS -- Distance Learning

Synchronous Lessons

8:00 - 8:50	1(A)	5(A)	1(B)	5(B)	1(C)	5(C)	1(D)	5(D)
9:00 - 9:50	2(A)	6(A)	2(B)	6(B)	2(C)	6(C)	2(D)	6(D)
10:00 - 10:50	3(A)	7(A)	3(B)	7(B)	3(C)	7(C)	3(D)	7(D)
11:00 - 11:50	4(A)	8(A)	4(B)	8(B)	4(C)	8(C)	4(D)	8(D)

Blocks by department (assessments, etc.)

12:30 - 1:30	VPA	SCI	SS	MA	VPA	SCI	SS	MA
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1:40 - 2:40	ENG	TECH	WL	Sup/Gui	ENG	TECH	WL	PE/H
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EXHIBIT #7 -- WHS Athletics

CAS-CIAC believes that it is essential to the physical, mental, and social-emotional well-being of Connecticut students/youth to safely re-engage in extracurricular experiences, physical activity, and athletic competition. Returning to play does not mean a return to “normal”. While re-socializing to activity we are still responsible for doing our part in preventing the spread of COVID-19. Any consideration of returning to physical activity and athletic competition must adhere to all requirements set forth under the executive orders of Governor Lamont, account for the health and safety of all participants, and equitably provide opportunities for all Connecticut students/youth-athletes. CAS-CIAC’s guidelines have been vetted by the Connecticut State Medical Society, Sports Medicine Committee; the Connecticut Athletic Trainers’ Association (CATA); the Connecticut Association of Boards of Education (CABE); the Connecticut Association of Public School Superintendents (CAPSS); the Connecticut Association of Athletic Directors (CAAD); and the Connecticut High School Coaches Association (CHSCA).

Full-In Person with Heightened Protocols: Follow health, safety and facilities guidelines supplied by CIAC, Weston/Westport Health Department, and Weston EOC. Use hybrid/remote coaching approaches for sports that are deemed high risk and remain limited due to state guidelines.

CIAC Guidelines can be found by following this link:

[The Connecticut Interscholastic Conference Resocialization of Interscholastic Athletics and Activities Programs Guidelines](#)

Weston High School Fall Coaching Guidelines can be found in Appendix A.

Hybrid Model: If necessary, a combination of online/virtual coaching will be utilized along with limited in-person sessions. In-person sessions would consist of the following:

- No more than 10 athletes per cohort
 - No athlete may be added to a cohort once the cohort has been formed
 - Substitutions are prohibited. If an athlete is absent on a given day, the cohort should work with fewer numbers
- All check-in guidelines, which can be found as part of guidelines in Appendix A, will be followed for each cohort
- All Health and Safety Protocols, which can be found as part of the guidelines in Appendix A, will be followed.

Full Remote Coaching: If necessary, online coaching would take place per the guidelines accepted this past spring.

- Weston High school Spring Online Coaching Guidelines can be found in Appendix B and, other than changing the dates, would be followed if virtual coaching is warranted.

Appendix A -- WHS Athletics

2020 Weston High School -- Fall Coaching Guidelines

These guidelines are based on directives, guidelines, and information from CAS-CIAC. Coaches must also be familiar with and adhere to CAS-CIAC's Resocialization of Interscholastic Athletics and Activities Programs Guidelines, available at <http://www.casciac.org/pdfs/CIACResocializationofAthleticsGuidance.pdf>. Please carefully review CAS-CIAC's guidelines in addition to these guidelines.

Health Screening and Check-Ins

- All staff and students are required to self-screen for any observable illness, including cough or respiratory distress, and to confirm temperature below 100 degrees Fahrenheit.
- Coaches must verify that each participant has self-screened upon arrival by “checking in” each athlete from each cohort at the beginning of each session and recording this process on the attached screening form. Records of self-screening for each person should be maintained by the coach and turned over to Mark Berkowitz at the end of the Summer Session or upon request by the administration.
- Any person with positive symptoms reported should not be allowed to participate, should self-isolate, and should contact his/her primary care provider or other health-care professional.
- In the event that an athlete discloses that he/she has tested positive for COVID-19, notify Mark Berkowitz immediately.

Health and Safety Protocols

- Practice and require social distancing.
 - There should be a minimum distance of 6 feet between each individual whenever possible.
 - Physical contact such as high fives, fist bumps, and hugs is prohibited.
- Use face coverings.
 - Coaches, officials, and other contest personnel should always wear cloth face coverings. Artificial noisemakers such as an air horn or a timer system with an alarm can be used to signal in place of a traditional whistle.
 - Athletes are required to wear cloth or disposable face coverings throughout each phase when not engaging in vigorous activity, such as when sitting on the bench, during chalk talk, interacting with an athletic trainer, etc.
 - Face coverings should not be worn when engaging in high intensity aerobic or anaerobic workouts, distance running, or swimming.
 - Plastic shields covering the entire face (or attached to a helmet) shall not be allowed during contests.
 - Medical grade face coverings are not necessary. Cloth or disposable face coverings are acceptable.
- Practice and require sound personal hygiene. Inform athletes:
 - No sharing of athletic equipment (towels, clothing, shoes, or sports specific equipment).
 - School equipment may be used but it is encouraged that athletes bring/use their own equipment when possible. If using school equipment, check out to one individual for the entirety of the program when possible.

- Wash/shower at home before (if possible) and after each session. Wash workout clothing immediately upon returning to home.
 - Wash hands with soap and water for at least 20 seconds or use hand sanitizer, especially after touching frequently used items or surfaces.
 - Hand sanitizer should be available to individuals as they transfer from place to place.
 - Sneeze or cough into a tissue, or the inside of your elbow. Avoid touching your face.
 - Wear appropriate clothing/shoes to minimize sweat from transmitting onto equipment/surfaces.
- Practice and require food and hydration safety. Inform athletes:
 - Athletes must bring their own water bottles. Water bottles should be labeled for easy identification. Any water bottle left behind will be discarded.
 - Water bottles and food must not be shared.
 - Hydration stations (water cows, water trough, water fountains, etc.) will not be utilized.
- Keep the environment safe and clean.
 - Weight equipment should be wiped down thoroughly before and after each individual's use.
 - Disinfect frequently used items and surfaces as much as possible.
 - All athletic equipment, including balls, should be cleaned after each individual's use and prior to the next workout.

COVID-19 Athletic Monitoring Form

Any athlete who answers “yes” to any of the questions below should stay home, report it to their coach, and be cleared by a doctor before returning.

Date:	Circle Yes/No Below									
Name										
Fever or Chills	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
Cough	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
Nasal Congestion or Runny Nose	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No

Sore Throat	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
Shortness of Breath, Difficulty Breathing	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
Diarrhea	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
Nausea or Vomiting	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
Fatigue	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
Headache	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
Muscle or Body Aches	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
New Loss of Taste or Smell	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No	Yes No
Temp if higher than 100.3										

Appendix B -- WHS Athletics

2020 Spring Online Coaching Guidelines

- All training/practice suggestions MUST be done ALONE or with your parents or siblings from the same house. Absolutely no group training sessions.
 - We must remind our athletes that they are not to get together as a group until we are back in school.

- These training sessions are optional for all athletes registered for a sport. The primary purpose of this training is to keep our athletes engaged and connected and to help them prepare for their upcoming spring season if it were to occur.
- Dates of virtual contact will be Monday, March 30th through Friday, May 29th at a minimum but you are allowed to work with your athletes until June 13th.
 - Training sessions should not start before 3pm.
- All coaches must connect in some capacity at least 2 days a week but no more than 4 days. A Sample Week:
 - Monday- Meet with the members of your team/post a weekly plan (via Zoom, Google Meets/Hangout, group text/email, or social media)
 - Wednesday- Coach individual player or team check-in
 - Friday team meeting
 - Players must follow up with the coach(es) at a designated time during the week with the progress they have made.
 - The athletes can share video, ask questions or share the results of a workout planned out by the coach.
 - Include Director of Athletics and Athletic Trainer as Teachers in all Google Classes
- Keep a log of contact (with a full roster and with individual athletes).
 - Include in the log goals for individual athletes and progress towards their goals.