

Roadmap to Reopening Our Schools Fall 2020, Version 1.0



**East Lyme Public Schools
East Lyme, Connecticut**

Based on Requirements and Guidance from the Connecticut State Department of Education



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Message from the Superintendent of Schools

July 24, 2020

Dear ELPS Parents/Guardians,

The Connecticut State Department of Education has issued requirements and guidance for a return of all students to our school buildings in the early fall. To do this and ensure success, our district has fully engaged in the development of an ELPS Reopening Plan. This plan was drafted through the work and effort of over one-hundred and sixty staff members, administration, Board of Education, and input from our parent community. It comprises five core areas of focus (Communications, Social and Emotional Learning and Support, Operation, Logistics, and Instructional Pathways). The five core area committees worked with the state requirements responding to how East Lyme Public Schools will successfully engage in a full reopening, use of a hybrid model for reopening, and how we will engage in distance learning if required. We have developed a plan based first and foremost on the safety of students and staff. This is paramount in all that we do to ensure the most appropriate support is in place for the return of students and staff back to our buildings.

As we look ahead to a new year, we must focus our efforts on working together as a school community now more than ever. We will embrace the change and 'new normal' before us, while taking advantage of an opportunity to further grow as a school system and bring forth ongoing success, achievement and growth for our students.

It has been six long months since our staff and children have seen each other within the walls of our classrooms. It will be imperative that we support the social and emotional needs of everyone as we engage in this reentry process. It is our job collectively to listen to each other, provide supports as necessary and make sure our children and staff are provided the opportunity and support to reacclimate themselves to a scheduled school day.

Again, safety for all is paramount through this reopening process. We will be prepared for the first day of school and we will ensure our obligation to inspire, engage, and educate our children remains at the forefront of all that we do.

Thank you to all our staff and our parent community for your patience and collaboration as we collectively move forward. Together we are united, and this is the reason why East Lyme Public Schools is such a magical place and remains one of the best educational institutions in the state!

Sincerely,

Jeffrey R. Newton
Superintendent of Schools



EAST LYME PUBLIC SCHOOLS
Quality Education in a Beautiful Town
East Lyme, Connecticut

Guiding Principles

Experts are continuing to learn more about COVID-19 and the conditions surrounding the pandemic are continually changing. This preliminary guidance will likely evolve and be amended or supplemented. Individualized considerations based upon unique circumstances within our district may be required. Stakeholders should use this document as a guide to determine the best way to proceed consistent with the state requirements. As Connecticut schools plan to reopen and we adhere to state requirements and guidelines, the guidance and considerations outlined in this plan are grounded in five East Lyme Public Schools guiding principles surrounding our continued focus on equity:



Communications

Fostering strong two-way communication with Stakeholders such as families, educators, and staff.



Social and Emotional Learning and Support

Factoring into decisions about reopening the challenges to the physical safety, social emotional well-being, and the mental health needs of our students when they are not in school.



Operations

Safeguarding the health and safety of students and staff.



Logistics

Monitoring the school, students, and staff and, when necessary, potentially canceling classes in the future to appropriately contain COVID-19 spread.



Instructional Pathways

Allowing all students the opportunity to return to school full time starting in the fall.

The above identified focal areas were created through the work of five outstanding ELPS sub-committees who engaged in hours of work in preparation for the reopening of the East Lyme Public Schools. These sub-committees comprised of over one-hundred-and-sixty district individuals in total were the catalyst for the reopening plans, protocols, and safety measures that we will have in place for a successful reopening of our schools. These individuals and sub-committees should be commended for their hard work, dedication, and commitment to the excellence that makes up our outstanding district.



Reopening Model Priorities

The East Lyme Public Schools and the East Lyme District Reopening Committees have identified priority areas that must be in place to reopen, including (1) the safety of the students and staff; (2) the development of appropriate educational opportunities; (3) the awareness of social emotional well-[being] of students, families, and staff; and (4) the expectation that all children will achieve at the expected grade level by June 2021.

	<p>Operations</p> <p>Establish a continuum of strategies for implementation of in-person schooling that anticipates potential alternative programs and robust distance learning if future public health data requires class cancellations.</p>
	<p>Cohorts</p> <p>Emphasize grouping students by the same class/group of students and teacher (into a cohort) so each team functions independently as much as possible. Placing students in cohorts is strongly encouraged for grades K–8 and encouraged where feasible for grades 9–12.</p>
	<p>Social Distancing in Our Facilities</p> <p>Review building space and reconfigure available classroom space, such as gymnasiums and auditoriums, to maximize social distancing, consistent with public health guidelines in place at that time.</p>
	<p>Transportation</p> <p>Plan for buses to operate close to capacity with heightened health and safety protocols, including requiring all students and operators wearing face coverings. Plans will be developed to activate increased social distancing protocols based upon community spread. Parents are strongly encouraged to drive their children to school each day.</p>
	<p>Building Access</p> <p>Non-essential visitors will be restricted in schools.</p>
	<p>Stay home if you are feeling ill.</p> <p>Students, faculty, and staff must stay home if they are feeling sick, have any symptoms consistent with COVID-19, or have had close contact with someone diagnosed with COVID-19.</p>



	<p>Complete a daily morning health check</p> <p>Parents must check their students, and staff perform a self-check. In order to prevent transmission among the school population, parents are required to screen their student(s) before leaving for school. All staff must perform a self-check.</p> <p>Check to ensure a temperature below 100.4 degrees Fahrenheit, and observe for symptoms associated with COVID 19 outlined by public health officials.</p>
	<p>Face coverings or masks must be worn in school and on the bus</p> <p>Students, faculty, and staff must wear face coverings or masks that will completely cover the nose and mouth while inside the school and on the bus, with exceptions only for those students for whom it is not safe to do so due to medical conditions.</p> <p>“Mask Breaks” will be provided during the day. Parents will be responsible for providing their students with face coverings or masks. Schools will have backup disposable masks available for students or staff who forget them.</p>
	<p>Social distancing required</p> <p>Students, faculty, and staff must maintain social distancing to the greatest extent possible. Students are expected to practice social distancing when entering and exiting their schools, in classrooms, and moving throughout the school. Sharing of school supplies and materials will be minimal.</p>
	<p>Frequent hand washing or hand sanitizing expected</p> <p>Students, faculty, and staff must engage in frequent hand washing or sanitizing upon arrival, before and after meals, after bathroom use, and after coughing or sneezing.</p>



Stages of Reopening

East Lyme Public Schools plan to have all students return to in-person learning for full-time instruction at the beginning of 2020–2021, as long as state and local guidelines and public health data continues to support this model.

Full Opening (Fall Reopening Plan)

Minimal/No Spread of Virus

- Schools operate at up to 100 percent capacity, as part of full fall reopening.
- Buses operate at up to full capacity with bus monitors until December break at which time the need will be reassessed, facial coverings in place during transit, and a controlled loading/unloading of riders.
- Students/staff wear face masks or coverings while inside school buildings.
- Sick students/staff will be identified and isolated.
- Cohorts of students will be the norm, particularly in younger grades.
- Students/staff will be restricted from congregating.
- We will maximize spacing of seating up to six feet when feasible.
- We will increase cleaning and sanitization protocols.

Limited Capacity (Hybrid Model)

Moderate Spread of Virus

- Schools operate at reduced capacity, with more reliance on a hybrid model.
- Buses will operate at reduced capacity with bus monitors until December break at which time the need will be reassessed, facial coverings in place during transit, a controlled loading/unloading of riders, and restricted/spaced seating between unrelated riders.
- Students/staff wear face masks or coverings while inside school buildings.
- We will maximize spacing of seating up to six feet when feasible, or more, when feasible with reduced class sizes.
- Sick students/staff will be identified and isolated.
- Cohorts of students will be the norm, particularly in younger grades.
- Students/staff will be restricted from congregating.
- Indoor extracurricular activities may be suspended, and we will consider restrictions to sports and other outdoor activities.
- We will increase cleaning and sanitization protocols

Full Closure (Distance Learning)

High Spread of Virus/Quarantine

- Schools will be closed.
- Students participate in 100-percent distance learning at home.
- Bus transportation will be suspended.
- Extracurricular activities, including sports and outdoor activities, will be suspended.



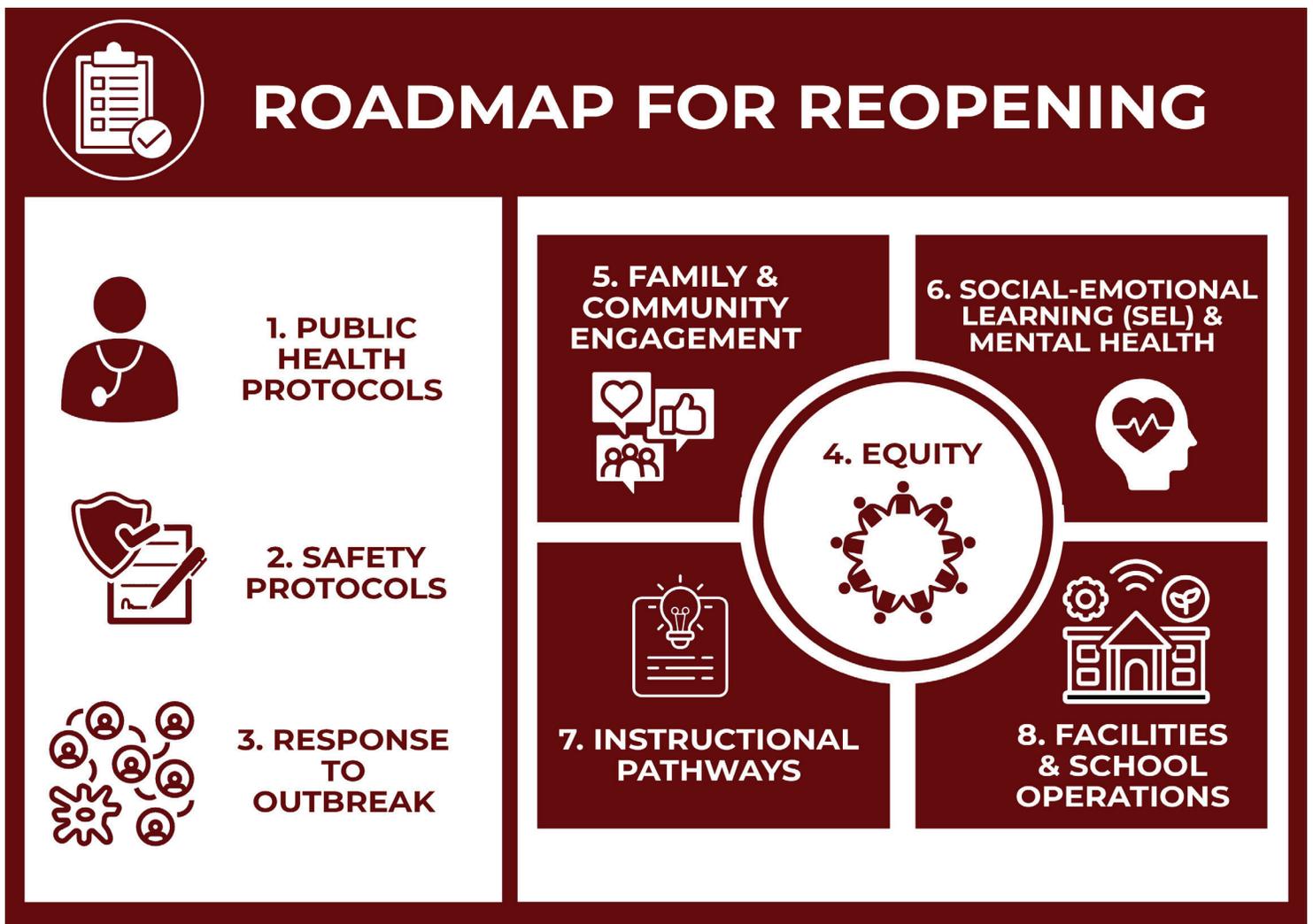
East Lyme Public Schools journey to reopening involves eight key areas. Each are identified below and will be discussed at length in the pages that follow. As new information, guidance and requirements become available each area will evolve.

The following are **foundational** areas:

- Public Health Protocols
- Safety Protocols
- Response to Outbreak
- Equity

The following are **strategic** areas to meet the foundational needs:

- Family & Community Engagement
- Social-Emotional Learning (SEL) & Mental Health
- Instructional Pathways
- Facilities & School Operations





1. Public Health Protocols

The Board of Education will adopt temporary COVID-19 policies including requiring the use of face coverings for all students and staff when they are inside the school building unless directed to remove them by a supervising adult or during a supervised mask break. The following exceptions shall apply:

- For anyone who has trouble breathing, or anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance, face coverings and masks should not be required, per CDC guidance.
- For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required.

Principals will assess the best approach to communicating wellness information for each age group, and plan to set aside time at the beginning of the school year, as well as scheduling frequent reminders, to review the new policies and protocols. These practices include, but are not limited to:

- social distancing,
- use of face masks or cloth face coverings that completely cover the nose and mouth,
- respiratory and cough etiquette, and
- enhanced cleaning/disinfection of surfaces

Principals and Teachers will ensure that students receive ongoing education in the expectations related to all public health policies and protocols. Students will be educated about how coronavirus is spread, and how preventative actions help avoid the spread.

Reporting Illnesses and Addressing Vulnerable Populations

The District has developed uniform procedures for all schools for symptomatic students:

- Students showing any signs of illness are kept home and not sent to school.
- Students who are symptomatic while entering school or become symptomatic during the school day will be separated from others right away by the school nurse and wait in a designated isolation area.
- If more than one student is in the isolation area, physical distancing will be maintained
- We will work closely with local health officials to follow all state and CDC guidelines for class and school closure and return to school protocols for sick students and staff.
- The school nurse will advise parents of sick students that children are not to return until they have met CDC criteria to discontinue home isolation.
- Students will be allowed to return 24 hours after a fever has broken, or with a note from their health care provider, or with a documented negative COVID-19 test.
- The district will not test students for COVID-19. Local testing site information is available by calling 211 or visiting <https://www.211ct.org/search>. The schools' nursing offices will monitor testing results of staff and volunteers, complying with relevant privacy and health laws.
- If a student has been present in school and has a confirmed diagnosis of COVID-19, the School Nurse and the building Principal will contact the Superintendent of Schools. The Superintendent/Designee will notify local health officials (Ledge Light Health District) and Connecticut State Department of Education immediately.



- Each school has a response team coordinated by the Principal with designated responsibilities including monitoring of attendance, symptoms, and screening; communications to families; overseeing cleaning procedures; and responding to suspected confirmed cases.
- The school nurse will have a plan for triaging students in the health office, recognizing that not all symptoms are COVID-19 related.

The District has developed a uniform procedure for all schools for symptomatic staff and authorized visitors.

- Adults who are symptomatic while entering school or become symptomatic during the school day will be sent home and advised to seek medical care.
- The school nurse will advise adults not to return until they have met CDC criteria to discontinue home isolation. <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>
- Staff and authorized visitors will be allowed to return 24 hours after a fever has broken, or with a note from their healthcare provider, or with a documented negative COVID-19 test.
- The district will not test staff or authorized visitors for COVID-19. Local testing site information is available by calling 211 or visiting <https://www.211ct.org/search> The schools' nursing offices will monitor testing results of staff and volunteers, complying with relevant privacy and health laws.
- There will be no COVID-19 testing of staff and authorized visitors at school. Local testing site information will be shared with staff (call 211 or visit <https://www.211ct.org/search>). The schools' nursing offices will monitor absences and return to work documentation related to the testing results of staff, complying with relevant privacy and health laws.
- If a staff member or authorized visitor has been present in school and has a confirmed diagnosis of COVID-19, the School Nurse and the building Principal will contact the Superintendent of Schools. The Superintendent/Designee will notify local health officials (Ledge Light Health District) and the Connecticut State Department of Education immediately.

The Superintendent of Schools and Principals have organized a screening procedure for STUDENTS at home and to the extent possible, at school.

Passive Screening: Parents are instructed to screen students before leaving for school by checking to ensure temperature is below 100.4 degrees Fahrenheit (CDC Guidelines) and to observe for symptoms consistent with COVID-19. Parents are asked to keep students at home if they are feeling sick, have any symptoms associated with COVID-19, or have had close contact with a person that has tested positive for COVID-19.

Active Screening: Schools will screen students as they enter school consistent with state and local health guidance, which includes visual wellness checks and any necessary follow-up temperature checks with thermometers (checking to ensure temperature is below 100.4 degrees Fahrenheit). Students will be observed for illnesses including cough or respiratory distress. Students may be asked about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test. NOTE: Screening procedures for all children are not required at the point of entry to the school. However, school staff will observe students throughout the day and refer students who may be symptomatic to the school nurse. NOTE: Temperature checks for all children at the point of entry will not be included due to the high likelihood of potential false positive and false negative results but will be available in the school under the supervision of the school nurse.



In screening students who appear ill, only the nurse shall use a thermometer requiring a touch method (under the tongue or arm, forehead, etc). Caution will be taken by the nurse wearing appropriate PPE. Students with a temperature greater than 100.4 degrees are not permitted into the school. Students will be allowed to return 24 hours after a fever has broken, or with a note from their healthcare provider, or with a documented negative COVID-19 test.

The school nurse will monitor screening information/data of students while complying with relevant privacy and health laws.

The school nurse will monitor symptoms in students and staff that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus while complying with relevant privacy and health laws.

The Principals will ensure procedures are in place for all students to sanitize hands at the start of the school day.

The Principals will ensure procedures are in place to avoid large gatherings. Upon entering school, students will proceed directly to classrooms or small group designated areas.

The Superintendent and Principals have established protocols for screening of STAFF at home and to the extent possible, at school.

Passive Screening: Staff and authorized visitors are instructed to self-screen prior to entering school by checking to ensure temperature is below 100.4 degrees Fahrenheit and observing for symptoms consistent with COVID-19 as outlined by CDC Guidelines. Staff and authorized visitors/guests are to stay at home if they are feeling sick, have any symptoms associated with COVID-19, or have had close contact with a person diagnosed with COVID-19.

Active Screening: Schools will screen staff and authorized visitors/guests as they enter school consistent with state and local health guidance, which includes visual wellness checks and any necessary follow up temperature checks with no-touch thermometers (checking to ensure temperatures is below 100.4 degrees Fahrenheit). Staff and authorized visitors/guests will be observed for illnesses including cough or respiratory distress. Staff may be asked about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.

Staff and authorized visitors with a temperature greater than 100.4 degrees are not permitted into the school. Staff and authorized visitors/guests will be allowed to return 24 hours after a fever has broken, or with a note from their healthcare provider, or with a documented negative COVID-19 test.



2. Safety Protocols

Training & Professional Development

All building occupants will be required to complete training related to proper health and safety protocols. School faculty and staff will complete training prior to the first day of student classes or the first day on site for new employees or substitute staff. Training will be conducted online using the District's training application.

Faculty and staff training and review of protocols will be conducted during the professional development days preceding the first day of classes. Students will receive training in the classroom during the first day of school. Periodic refresher or new training topics will be introduced and conducted as required by changing conditions or public health guidance.



Supplies

The Facilities Department will manage Personal Protective Equipment procurement, inventory and distribution to the schools. Personal Protective Equipment includes, but is not limited to face masks, hand sanitizer, gloves, gowns, paper towels, disinfectant wipes, eye protection, gloves and barriers, as applicable. Procured PPE will meet CDC, state and other applicable government guidelines and requirements.

The Facilities Department will ensure sufficient PPE is on hand to replace lost, damaged, soiled or unserviceable items, such as face masks, on an as needed basis.

Building Operations

The Facilities Department will comply with the state Department of Public Health (DPH) *Building Water System Return to Service Guidance*, as applicable. Although the school buildings have remained continually occupied and operational during the pandemic, all systems, fixtures, and appliances will be thoroughly flushed, cleaned and sanitized before staff and students return.

The Facilities Department will implement the DPH *Guidance for Operation of Ventilation Systems* as applicable for our given systems and to the extent allowable by equipment and supply chain constraints. All buildings have central ventilation systems which have remained continually maintained and in operation during the pandemic.

Social Distancing

The Facilities Department will work with the staff of each building to develop and implement plans for maximizing social distancing within the school buildings and on school properties to the extent feasible. The Facilities Department will assist the staff of each building with placing appropriate and necessary visual cues, signs and reminders to aid occupants in maintaining proper social distance. These measures will be in multiple languages and accessible for individuals with disabilities.

The Facilities Department and School Principals will adopt and implement procedures for disinfecting.

Cleaning & Disinfection

Custodial staff will follow the CDC Reopening Guidance for Cleaning and Disinfecting Schools to the extent possible. These practices will comply with “Green Cleaning” requirements.

Custodial staff will adopt schedules and practices to allow for more frequent cleaning and disinfection of high touch areas, common areas and restrooms.

The Facilities Department and School Principals will adopt and implement procedures in accordance with CDC and DPH guidance for disinfecting equipment, materials and supplies used for physical education, physical activities, and recess.

Custodial staff will adopt procedures for deep cleaning and disinfection of schools in the event of confirmed cases or building closure in accordance with local health district and applicable CDC or other guidance.





3. Response to Outbreak

CANCELLATION OF CLASSES, DISTANCE LEARNING AND REOPENING PLANS

If a student, staff member, or authorized visitor has been present in school and has tested positive for COVID-19, the School Nurse and the building Principal will contact the Superintendent of Schools. The Superintendent of Schools notifies the local health officials (Ledge Light Health District) and Connecticut State Department of Education immediately.

The Ledge Light Health District will assist with the assessment of risk of further transmission in the school/district.

Decisions are made concerning:

- **CONTACT TRACING**
- **CLOSURE**
- **CLEANING**
- **CONTINUITY OF EDUCATION**
- **REOPENING OF SCHOOL**

The decision to suspend or close a school (or the entire school district) will be made by the Superintendent or designee based on information and recommendation from local health officials. Board of Education members and Town officials are notified of closure as well as the Connecticut State Department of Education.

Schools will likely implement a short-term closure (2-5 days) or longer regardless of community spread if an infected person has been in a school building. The CDC recommends dismissal of students and most staff for 2-5 days. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the Superintendent, in consultation with the local health officials, to determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.

All communications to the school community including staff and families will be made by Central Office through Infinite Campus Messenger and District website.

During school closures, all extracurricular activities, athletics, and school-based afterschool programs are canceled.

The Superintendent of Schools has established a procedure should there be COVID 19 cases in the schools or in the community that could possibly impact the schools.

The district has in place an Emergency Response Plan which includes communication with local health officials when a student, teacher, or staff member or a member of their household has tested positive for COVID – 19 and has possibly exposed others in district.

The Principals and Director of Facilities have procedures for isolating an area of the school for a length of time based on (1) a positive COVID-19 case or cases in the school and (2) the risk level within the school/ community as determined by Ledge Light Health District.



The Superintendent of Schools has a procedure for the closure of schools for a length of time based on (1) a positive COVID 19 case or cases and (2) the risk level within the school/community as determined by Ledge Light Health District.

The Board of Education has granted the Superintendent the authority to take any lawful actions necessary to ensure the continuation of public education, provide for the health and safety of students and employees, and to respond to direction from the State of Connecticut and/or Ledge Light Health District.

The Board of Education has granted the Superintendent the authority to limit access to public school grounds and school buildings during school closures or elevated levels of transmission in the area.

Under the supervision of the Assistant Superintendent, the schools can provide for a continuity of instruction/distance learning, if necessary.

Under the supervision of the Director of Student Services, the schools will be prepared for any special or unique needs for students with disabilities related to planned district or school-wide procedures.

Under the supervision of the Food Services Director and the Director of Finance, the schools can provide for continuity of meal service, if necessary.



4. Equity

It is our core responsibility as educators to do everything we can to foster environments that ensure equity and inclusion across our schools. The return to school is being contemplated amidst a global pandemic, economic crisis, and ongoing diversity challenges across our state and country. It is critically important that we deeply examine policies, practices, and pedagogy through a culturally responsive and equity lens. Further, inequities such as access to devices/technology, access to high quality curriculum, access to social-emotional and mental health supports must be addressed in an ongoing fashion. Only by addressing these issues head-on, The East Lyme Public Schools will provide professional learning for all staff and explicit engagement of students and families. We will make positive progress and create truly equitable schools.

The CSDE along with partnering educational organizations throughout the state will continue to provide extensive resources, guidance, and support to school districts in our work to reduce the negative effects of inequity and to assert our roles as equity leaders and supporters of ongoing student achievement and growth for all children.





5. Family & Community Engagement

East Lyme Public Schools will continue to comply with all state and federal family engagement requirements, to include Title 1 requirements and School Governance Councils.

Family Engagement

1. East Lyme will continue to comply with all state and federal family engagement requirements during the COVID-10 pandemic. This work will include utilizing the following resources to support our work.
Connecticut's Definition of Family Engagement is a full, equal, and equitable partnership among families, educators and community partners to promote children's learning and development from birth through college and career.
 - [Connecticut's Definition and Framework for Family Engagement](#)
 - [Connecticut State Department of Education website – Full, Equal, and Equitable Partnerships with Families](#)
2. Families will receive 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.
3. East Lyme will continue to engage with families and students as the reopening moves forward to ensure they are informed and have the ability to provide feed-back. This will occur via multiple methods including, but not limited to surveys, dedicated email address, elpsreopen@elpsk12.org, for reopening questions, and letters home.
4. East Lyme will make reopen plans available on our district website. The plan will provide accessible options as embedded tools with the document.

East Lyme Public Schools is committed to supporting full equal, and equitable engagement for all families. This value is woven into the plan to support instruction, communication, and operations.

Communication Methods

- The East Lyme Public Schools District Website will be the primary location for all 2020-2021 Reopening Information. This will be available in multiple languages and located under a designated banner on the District home page.
- Information of a time sensitive nature will be distributed through Infinite Campus Messenger. Please ensure that your contact information is up to date in Infinite Campus.
- Building level communications will continue through building-based administrators.
- The district will continue to utilize surveys of stakeholders to gather information before and during the 2020-2021 school year in order to provide for the needs of all stakeholders.



6. Social-Emotional Learning & Mental Health

East Lyme Public Schools has adopted *REUNITE, RENEW, THRIVE: Social and Emotional Learning (SEL) Roadmap for Reopening School*, from CASEL as the anchor tool for framing our reopening work.



A dedicated SEL committee for reopening has been developed with the goal of providing teachers with a Tool Kit that will support incorporation of strategies for SEL into instruction for the first 2 to 4 weeks of school. The committee is made up of teachers and district staff PreK to grade 12. The committee is charged with not only supporting students, but also staff. The committee has focused on the 4 SEL Critical Practices of the Roadmap.

The State of CT defines Social Emotional Learning as: The process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Public Act 19-166).

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY



Based on the four critical practice areas, East Lyme Public Schools will engage in the following action steps to support social-emotional learning and mental health for all students.

SEL Critical Practice 1

Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.

- Complete a parent/student survey
- Review data from Spring 2020 to identify targeted student need for engagement support during distance learning
- Create Welcome Back activities for students, families, and staff
- Clearly articulate communication methods for staff and families
- Identify building space & staff to support students and staff to process feelings and take breaks if needed upon return to the building
- Work with building leadership teams to personalize SEL plan for each school

SEL Critical Practice 2

Design Opportunities where adults can connect, heal, and build their capacity to support students.

- Plan Wellness opportunities for staff such as cohorts to connect with routinely, check-ins with peers, and/or monthly activities
- Provide Professional Development to include Trauma Informed practices, social justice, restorative practices, and the impact of SEL on academic success
- Weekly office hours available with building and/or central office administrator

SEL Critical Practice 3

Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.

- Create schedules with daily time to meet with students (morning meeting, advisory, end of day wrap up/check out)
- Ensure teachers build classroom routines and expectations that remain consistent between Onsite learning and Distance learning
- Integrate SEL resources such as the SEL Playbook into daily activities
- Use literature to teach SEL concepts
- Create Tiered system for support
- Seek family input on SEL needs and partner with community resources as feasible.

SEL Critical Practice 4

Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff

- Continue to use DESSA as universal screening tool
- Support educator reflection with resources such as EdSert tools from Aperature education
- Review data such as office discipline referrals, attendance, and other related data to identify trends and target further supports.





7. Instructional Pathways

East Lyme Public Schools Instructional Model

2020-2021 School Year

High Quality Instruction-----Accelerated Learning-----Individual Student Learning and Growth

ON-SITE Blended Learning Model	HYBRID Blended Learning Model
	
Students Safely Learn in School	Students Safely Learn in School and Away from School
All students have access to in-person instruction in accordance with public health requirements. Blended learning instruction is both synchronous and asynchronous.	Student groups have access to in-person instruction and distance learning using staggered schedules in accordance with public health requirements. Blended learning instruction is both synchronous and asynchronous.
DISTANCE LEARNING Remote Learning Model	VIRTUAL VIKING Temporary Distance Learning Model
	
Students Safely Learn Away	TEMPORARY: Students Safely Learn in School and Away from School
All students are engaged in learning through distance learning. Instruction is both synchronous and asynchronous.	Virtual Viking provides temporary educational programming and support options for students.

East Lyme Public Schools will flexibly plan to use these models throughout the school year to meet evolving health conditions. Even when the primary plan is through an On-Site or Hybrid model, short-term Distance Learning model may be required due to outbreaks.



East Lyme Public Schools Temporary Instructional Model

2020-2021 School Year

High Quality Instruction-----Accelerated Learning-----Individual Student Learning and Growth

VIRTUAL VIKING Temporary Distance Learning Model



TEMPORARY: Students Safely Learn Away from School

Participation of a student on site is limited due to a verified medical reason.

Parents and guardians choose for students to temporarily engage in learning from home for a specific reason.

Virtual Viking provides temporary educational programming and support options for students

All students are engaged in learning through distance learning.

Instruction is both synchronous and asynchronous. Daily schedule will be dependent on individual student need that aligns to reason for temporary distance learning instruction.

- Synchronous and Asynchronous Instruction in Instructional learning blocks
- One hundred percent of the instructional experience is facilitated online with time, path and pace determined by student and teacher
- Instructional materials will be online
- Student task completion will be online
- Instructional breaks will be planned during the instructional day to support connectedness and wellbeing
- Weekly communication to ensure student-parent-teacher partnership
- Learning Management Platform will be Seesaw for grades PK-4 and Google Classroom 5-12.
- Student learning and growth will be assessed formatively and summative online



EAST LYME PUBLIC SCHOOLS

Quality Education in a Beautiful Town

East Lyme, Connecticut

ON-SITE Blended Learning Model



FULL OPENING: Students Safely Learn in School

Schools Operate with Traditional Schedule

All Students Attend Every Day

Health and Safety Monitoring will take place

Classroom cohorting will be in place as much as possible.

Specialized instruction will be provided, as appropriate, such as tier, language, or special education services required by an IEP, 504 individualized plan, ELL Supplemental plan or multi-tiered instructional plan.

All students have access to in-person instruction in accordance with public health requirements.
Blended learning instruction is both synchronous and asynchronous.

- Synchronous and Asynchronous Instruction during instructional learning blocks
- Fifty percent of each instructional block is facilitated online with time, path and pace determined by student and teacher
- Fifty percent of each instructional block is facilitated in person with time, path and pace determined by teacher
- Learner Focused Blended Instructional Framework will be implemented in this model
- Instructional materials will be online and on site
- Student task completion will be online and on site
- Instructional breaks will be planned during the instructional day to support connectedness and wellbeing
- Weekly communication to ensure student-parent-teacher partnership
- Learning Management Platform will be Seesaw for grades PK-4 and Google Classroom 5-12.
- Student learning and growth will be assessed formatively and summative online and on site

Sample Elementary Student Schedule (K- 4th Grade)	
Min	MONDAY-FRIDAY
5	School-Wide Morning Message
30	Small-Group/Circle Time
120	ELA and Social Studies
50	Elective (Art, Music, PE/Health)
55	Lunch and Recess
90	Mathematics and Science

Sample Middle School Student Schedule (5-8th Grade)	
Min	MONDAY-FRIDAY
5	School-Wide Morning Message
42	English Language Arts
42	Science
42	Mathematics
42	Social Studies
84	Life Arts
25	Lunch and Recess
55	Flex Time

Sample High School Student Schedule(9-12th Grade)	
Min	MONDAY-FRIDAY
85	Individual schedule based on graduation credit and course registration
40	Lunch



HYBRID Blended Learning Model



LIMITED CAPACITY: Students Safely Learn in School and Away from School
Moderate Spread of Virus

Schools operate at reduced capacity, with more reliance on a hybrid or distance learning model.
Students will be cohorted into Groups A and B by alpha.

All PK-12 students will receive at least two full days of instruction in person at each of our schools each week. Specialized instruction will be provided, as appropriate, such as tier, language, or special education services required by an IEP, 504 individualized plan, ELL Supplemental plan or multi-tiered instructional plan.

Wednesday will be a distance learning day for all students, and this will allow for additional cleaning and disinfection.

Student groups have access to in-person instruction and distance learning using staggered schedules in accordance with public health requirements.

Blended learning instruction is both synchronous and asynchronous.

- Wednesdays are facilitated online with time, path and pace determined by student and teacher (Synchronous and Asynchronous Instruction in Instructional learning blocks when on site)
- Two days are facilitated in person with time, path and pace determined by teacher (Synchronous and Asynchronous Instruction in Instructional learning blocks when on site)
- Two days are facilitated online with time, path and pace determined by teacher and student (Asynchronous learning will occur during this time)
- Learner Focused Blended Instructional Framework will be implemented in this model
- Instructional materials will be online and on site
- Student task completion will be online and on site
- Instructional breaks will be planned during the instructional day to support connectedness and wellbeing
- Weekly communication to ensure student-parent-teacher partnership
- Learning Management Platform will be Seesaw for grades PK-4 and Google Classroom 5-12.
- Student learning and growth will be assessed formatively and summative online and on site

Sample In-Person Model by Cohort (Hybrid Model)

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A (In Person) Alpha A-M	Cohort A (In Person) Alpha A-M	All on Distance Learning	Cohort A (Distance)	Cohort A (Distance)
Cohort B (Distance) Alpha N-Z	Cohort B (Distance) Alpha N-Z		Cohort B (In Person)	Cohort B (In Person)



DISTANCE LEARNING Remote Learning Model



FULL CLOSURE: Students Safely Learn Away from School

High Spread of Virus/Quarantine

Schools will be closed with comprehensive distance learning engage by students at home.

Classroom cohorting will be in place as much as possible.

Class schedules will be modified to combine opportunities for interactive and independent learning.

Specialized instruction will be provided, as appropriate, such as tier, language, or special education services required by an IEP or 504 individualized plans.

Schools will be deep cleaned and thoroughly disinfected.

All students are engaged in learning through distance learning. Instruction is both synchronous and asynchronous.

- Synchronous and Asynchronous Instruction during instructional learning blocks
- One hundred percent of the instructional experience is facilitated online with time, path and pace determined by student and teacher
- Instructional materials will be online
- Student task completion will be online
- Instructional breaks will be planned during the instructional day to support connectedness and wellbeing
- Weekly communication to ensure student-parent-teacher partnership
- Learning Management Platform will be Seesaw for grades PK-4 and Google Classroom 5-12
- Student learning and growth will be assessed formatively and summative online

Sample Early Elementary Student Schedule (Kindergarten - 2nd Grade)

Min	MONDAY-FRIDAY
10	School-Wide Morning Message
15	School-Group / Circle Time (SEL Focus)
25	Reading
30	Flex Time / Elective (Art, Music, PE/Health)
25	Writing
45	Lunch (Off Video)
35	Mathematics
30	Flex Time / Elective (Art, Music, PE/Health)
30	Social Studies (Mon, Wed) Science (Tue, Thurs) Social Studies/Science (Fri)
30	Small-Group/Circle Time (SEL Focus)



Sample Older Elementary Student Schedule (3rd - 4th Grade)

Min	MONDAY-FRIDAY
10	School-Wide Morning Meeting
15	School-Group / Whole-Class Advisory (Staff-led SEL Focus)
40	English/Language Arts
30	Flex Time / Elective (Art, Music, PE/Health)
45	Lunch (Off Video)
40	Mathematics
30	Flex Time / Elective (Art, Music, PE/Health)
35	Social Studies (Mon, Wed) Science (Tue, Thurs) Social Studies/Science (Fri)
10	Small-Group/Whole-Class Dismissal (Staff-led SEL Focus)

Sample Middle School Student Schedule (5th - 8th Grade)

Min	MONDAY-FRIDAY
10	School-Wide Morning Message
15	School-Group / Whole-Class Connections (Staff-led SEL Focus)
30	English/Language Arts
30	Flex Time / Life Arts
45	Lunch (Off Video)
30	Mathematics
30	Flex Time / Life Arts
30	Social Studies
30	Science
10	Small-Group/Whole-Class Dismissal (Staff-led SEL Focus)

Sample High School Student Schedule (9th - 12th Grade)

Min	MON, WED	TUE, THU	FRI
10	School-Wide Morning Message		
15	Small Group Advisory		
45	Block A	Block E	Period A/E (alternating)
35	Flex Time for Student Practice, Collaboration, Support		
45	Lunch (Off Video)		
45	Block B	Block F	Period B/F (alternating)
35	Flex Time for Student Practice, Collaboration, Support		
45	Block C	Block G	Period C/G (alternating)
45	Block D	Block H	Period D/H (alternating)
10	Small Group Advisory / Dismissal		



Instructional Pathways Individual Educational Goals

Each week, instructional staff collaborate to ensure weekly individual plans are meeting the needs of students with IEPs, and 504 plans, and English Learners.

Strategies for Students with Individualized Educational Plans

East Lyme Public Schools treat students eligible for special education and other special populations as general education students first. Our district 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 reentry based upon student need, present levels of functioning, developmental levels, and student/parent input.

Synchronous Support and Related Services: Students with IEPs will receive synchronous services and supports and related services as identified in the individual student's educational plan.

Family-Teacher Collaboration: Instructional staff and related service providers will work with families to model effective strategies that can be used to support student development at home. Additionally, teachers will work with families to monitor student progress on development and learning objectives.

Strategies for English Learners

East Lyme Public Schools ensures that all English Learners have access to the general education curriculum as well as to supplemental language instruction education program. It is imperative that English Learners continue to receive an individualized supplemental EL instructional program in addition to their general education program of mainstream, grade-level and content-area instruction. English Learners who are also identified as students with disabilities will receive supports for their EL needs, as well as supports for their disabilities. Dually identified students will have their language needs represented in their annual meetings about their IEP.

Accessibility: All family communications, including instructions for content learning, will be made available in the family's home language. Additionally, translators will be available for family-teacher check-ins.

Learning Acceleration: Instructional staff will meet with students to support English Learners and enable them to participate meaningfully in general education classes. These supports include providing multiple exposures to vocabulary and explicit language instruction, activating background knowledge, using home language strategically, modeling metacognitive strategies, pre-teaching texts to be taught in content areas, and other research-based strategies.

Practice and Collaboration: Through small-group and one-on-one synchronous learning opportunities, English Learners will continue regularly to engage in live speaking and listening practice and form relationships with educators and peers. Students will also collaborate to practice producing written and spoken components of content-specific projects.



Instructional Pathways Partnerships

All staff will recognize that families are more critical than ever as partners in providing high-quality distance learning; will break down boundaries between school and home; will build strong relationships and collaborate with families in new ways; and will communicate with families in caring, thorough, coordinated and predictable ways.



Weekly Check-in: Each week, or more often as needed, instructional staff will conduct a check-in with each family. Staff and families will discuss the student's weekly individual learning and student progress; how educators and families can support student learning; student social-emotional wellbeing; family wraparound needs; and connectivity and device issues.

Unit Overviews: Before beginning a new unit, instructional staff will provide families with a unit overview. The overview will describe what students will be learning and what lessons, assignments, and tasks to expect. Staff will also provide family resources to support and reinforce student learning at home.

Translated Communications and Student Instructions: All communications and instructions to families will be able to be translated into the family's home language.

Website and Email Update: The East Lyme Public Schools website will include an easily accessible ELPS Instructional Pathways Information page with district-wide announcements and resources. If public health or other considerations require immediate changes in school operations, building administration will update families via Infinite Campus messenger. Staff will communicate using the learning management system on a daily basis.

Professional Learning Parent/Guardian Series: Every other week, families will be invited to deepen learning associated to the Learner Focused Blended Instructional Framework via virtual professional development sessions facilitated by the Assistant Superintendent of Curriculum, Instruction and Assessment. These sessions will focus on effective teacher-family collaboration to support student learning in the ELPS Instructional Models and will include opportunities for families to share their experience supporting students at home. All sessions will be recorded for families who are unable to attend.

Coffee Hours: Every other week, Assistant Superintendent of Curriculum, Instruction and Assessment will host a virtual coffee hour for families to build relationships, including by answering questions, providing updates and soliciting feedback associated to ELPS Instructional Models. These sessions will be recorded for families who are unable to attend.

Services for Families of Students with IEPs: Instructional staff will provide tailored supports to families of students with IEPs, including by making explicit in students' weekly plans to the instructional strategies used to help students meet learning goals, by sharing and modeling strategies families can use at home to reinforce student learning and growth, and by providing additional supports and instruction during flex time.



Instructional Pathways Professional Learning and Personnel



Professional Learning

Adapt, Achieve, Advance: Connecticut's Plan to Learn and Grow Together, the Connecticut State Department of Education requires ongoing mandatory training on COVID-19 and variety of health and safety topics. In addition, the state as well as the district's own Instructional Pathways Reopening Committee recommends significant professional learning on topics ranging from social-emotional learning to student-centered learning to cultural competencies, as well as technology integration, for faculty and paraprofessionals. Ongoing professional learning around public health and safety protocols will be facilitated on a monthly basis.

The focus of Wednesdays may include but are not limited to:

- Learner Focused Blended Instructional Framework
- Blended learning strategies
- Personalized learning strategies
- Universal Design for learning
- CASEL competencies
- Mandated training
- Best Practice for Synchronous and Asynchronous Teaching and Learning
- Curriculum Development
- Instructional breaks/transitions/routines strategies
- Effective student/parent communication strategies
- Learning Management System software
- Collaborative planning
- Assessment methodologies

Personnel

East Lyme Public Schools Human Resources department working in counsel with the Board of Education 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. Human Resources will continually assess engagement of our full roster of staff, including potential substitute plan, and whether additional cost is required to support the needs of the school.



Systems for Improvement

Administrators and staff will engage in ongoing improvement and learning to ensure that the quality of pedagogy, service provision, and family support and collaboration is strong and improving; to eliminate disparities in access and outcomes by race, income status, IEP status, and primary language spoken; and to facilitate progress toward the district’s vision. Information will be collected to assess the quality of service to date, and steps will be taken to make meaning of the information together with the Board of Education, Staff, families, students and key community partners.

At the individual, grade and content team level, administrators and staff will collect data to assess how well individuals and teams are serving students and families and whether doing so leads to intended social-emotional health and wellbeing and academic learning gains.

At the school and district level, administrators and staff will collect data to evaluate how well the district is implementing the instructional model and whether doing so leads to intended student outcomes.

To learn whether...	We will measure...	Using data from...
Our operations support students, families and staff	<ul style="list-style-type: none"> • Student and family satisfaction with school communications, engagement, support • Staff satisfaction with communications, engagement and support 	<ul style="list-style-type: none"> • Monthly student and family surveys • Monthly staff surveys
Our curriculum and pedagogy support effective, coherent, culturally responsive-sustaining student-centered instruction	<ul style="list-style-type: none"> • Student engagement and ownership • Quality of curriculum, instructional units, lesson plans, and LMS class pages • Quality of student-centered pedagogy • Quality of culturally responsive-sustaining pedagogy 	<ul style="list-style-type: none"> • Administrative records (e.g. attendance and engagement data from learning platforms and from synchronous sessions) • Ongoing student work • Ongoing virtual walk throughs and instruction coaching rounds



To learn whether...	We will measure...	Using data from...
We are developing a learning community that promotes social-emotional wellbeing	<ul style="list-style-type: none"> • Student comfort and satisfaction with learning model • Level and quality of student interactions and collaboration • Family comfort and satisfaction with learning model • Level and quality of school family interactions and collaboration • Staff comfort and satisfaction with learning model • Level and quality of staff interactions and collaboration 	<ul style="list-style-type: none"> • Monthly student survey • Ongoing teacher observations of student collaboration • Monthly family survey • Ongoing administrator virtual walk-throughs and instructional/coaching rounds • Monthly staff survey • Ongoing administrator observations of staff collaboration
Our continuous improvement systems are working	<ul style="list-style-type: none"> • Efficacy of collaborative problem-solving sessions • Improvement on student, family and staff experience metrics • Acceleration in student learning outcomes and closure of opportunity and outcome gaps (e.g. by race, income status, IEP status, and primary language spoken) 	<ul style="list-style-type: none"> • Monthly student, family and staff surveys • Ongoing mastery-based assessments

Within a reasonable timeframe after collecting data, schools, teams and individuals will (1) make meaning of the information by organizing and analyzing it to determine (a) whether there are disparities by race or ethnicity or by income, IEP, or primary language spoken; and (b) how actual results compare to expectations. They then will (2) work collectively and individually (a) to eliminate identified disparities and deviations between actual results and expectations; and (b) to spread practices and tools that work as or better than intended or otherwise show promise.



Accomplishing these goals will require three important activities:

Inquiry Based Problem-Solving and Improvement: Instructional teams, non-instructional teams, school-based teams, administrative teams, and individuals will identify and prioritize problems revealed by collected data, explore underlying causes, and hypothesize and try out responsive solutions. In acting on what initial testing of potential solutions shows about how the solutions work in different situations, teams and individuals may reanalyze problems and hypothesize and try out additional solutions. Teams and individuals will share effective practices and solutions with others at the district and school levels.

The success of this inquiry-based approach depends on participation by people with multiple informed perspectives on the problem identified. For example, families and students will need to participate in solving problems related to their distance learning experience. As appropriate, therefore, teams and individuals will engage additional stakeholders in the cycles of inquiry.

Trainings on Functionality and Effective Practices: In response to collected data and in anticipation of staff and family member needs, the district will also provide training to staff and family on the functionality (features and use) of the learning management system and other key platforms, websites, and e-based tools that will support students' learning and enhance family-staff communication. These trainings will be conducted by administrators or staff members when capacity allows, and by external providers in other cases as resources allow.

Before the start of the year and at regular intervals, the district and schools will provide trainings to staff and family on effective student-centered and culturally responsive-sustaining blended-learning pedagogy.

Finally, every other week, families at each school will be invited to learn in virtual professional development sessions. These sessions will be conducted by administrators and will focus on teacher-family collaboration to support student learning. Families will be invited to share their experiences.

Communicating Progress and Outcome Information with Stakeholders: The district will communicate information about its progress, improvements and accomplishments with all key stakeholders, including students and families, staff, the Board of Education, and key community partners. Information will be shared on a regular basis on the website and through email updates, in coffee hours, and in weekly family check-ins. Families engaged in cycles of inquiry will be encouraged to share their experience and insights with other families in PTA and other meetings. District and school administrators will report on key performance indicators at regularly scheduled Board of Education Meetings.





8. Facilities & Operations

Policies and protocols related to facilities and operations will be reviewed regularly with the understanding that schools may need to react quickly to changing conditions. Due to changes in public health data, there may be a need to increase restrictions or a relaxation of restrictions throughout the school year to respond to health concerns.

Use of School Facilities Outside of School Hours

The Superintendent will develop districtwide policy for use of facilities. Consistent with district wide policies, building principals, with assistance from the Facilities Department, will develop and implement building specific policies for these activities.

Use of School Facilities for Before and After Care Programs

The Superintendent will develop policies and protocols, consistent with applicable regulations and guidelines to enable safe and ongoing operation of before and after care programs.

Outside Time and Playgrounds

Principals will assess and establish protocols to minimize exposure from playground and fitness equipment use. This may include ensuring all members of a cohort use one piece of equipment at the same time, ensuring hand washing or sanitizing occurs before and after use of the equipment, and ensuring fitness equipment or other smaller outside equipment are cleaned and disinfected in accordance with CDC or state DPH guidance after each group of students uses equipment.

Student Pick Up / Drop Off

Principals will assess, establish and communicate procedures for student pick up and drop off. Established procedures, times and locations for Car and Bus drop off and pick up will be clearly communicated to parents, students, and staff.

Food Services

The Director of Food Services will ensure compliance with federal guidelines and local health official guidelines and any additional guidelines introduced regarding child nutrition.

The Director of Food Services will actively promote and determine eligibility for and make available free and reduced-price meals to all eligible students. Communication with Families: Notify parents and the school community about school meal service and options. Use a variety of communication methods such as social media, newsletters, and school websites.

The Director of Food Services will comply with the U.S. Department of Agriculture's (USDA) regulations and policies (and any changes occurring) for school meals and milk including the meal pattern requirements.

The Director of Food Services will ensure that the schools claim meals/ milk provided to eligible students using accurate counting and claiming methods. Additionally, the number of free and reduced-price meals served and claimed for reimbursement must have adequate documentation on file to support the claim.



The Director of Food Services will plan throughout the year for expedited meal access including a short period and a longer period of closure. Off-site Meal Service (for days students who are Distance learning or for unanticipated school closures): Determine model of meal service delivery options to be implemented (i.e., Parent/student Pick-up on Distance Learning Days). Simultaneous Operation of Congregate and Non-Congregate meal Service in Hybrid Model.

The Director of Food Services will oversee district PPE for food service operations such as masks, gloves, physical barriers in serving areas, etc.

Food service in each school will be designed to promote social distancing.

The Director of Food Services working with Principals and Director of Facilities will determine the appropriate meal distribution method (Cafeteria Pick-up Model, Classroom Delivery Model, or a Hybrid Delivery Model) of meal service based on social distancing, physical location, student traffic, space, staffing, etc.

Each school will communicate age-appropriate and school-appropriate strategies to families about school meal service and options. Meals service communications will communicate social distancing requirements and include any additional school options as follows: additional lunch waves to separate classroom cohorts; staggering cafeteria use throughout the late morning/early afternoon; increasing the number of meal service access points; serving meals in cafeteria and then returning to classrooms or alternate location; serving meals in classrooms and alternate locations;

School cafeteria and meal service plans will be adjusted based on level of concern of transmission. There will be no self-service buffets for food and condiments.

Physical barriers, such as sneeze guards and partitions, at point of sale and other areas will be installed where maintaining physical distance of 6 feet is difficult.

If meals are provided in classrooms or alternate locations, sufficient trash removal and cleaning practices will be implemented.

Transportation

The Connecticut State Department of Education's Reopening plan states that districts should "plan to operate close to capacity with heightened health and safety protocols, including required all students and operators wearing face coverings. Plans must be developed to activate increased social distancing protocols based on community spread."

East Lyme will implement the safety measures listed below based on the tiered system established by the CT Department of Health.

Parents are encouraged to transport children to school when possible.





Connecticut Low Status
 Low transmission risk of
 COVID-19 in the community.



Connecticut Moderate Status
 Moderate or more severe
 spread of COVID-19

Low Status

- Low transmission risk of COVID-19 in the community.
- Parents/Guardians shall pre-screen students at home prior to bringing them to the bus stop.
- Any student with a fever or other COVID-19 symptoms must remain home and not ride the bus.
- Students should practice social distancing while waiting for, boarding and departing the bus.
- Face masks or cloth face coverings that completely covers the nose and mouth must be kept in place while riding the bus. Students will not be allowed to board the bus without a mask. Masks will be provided as needed.
- Students will be provided with hand sanitizer as they board the bus.
- High School and Middle School Students will load the bus back to front and unload front to back.
- Assigned seats will be arranged for elementary students.
- Switching seats after boarding bus is prohibited.
- Operate buses with window open when possible.
- First Student will sanitize all buses and vehicles daily and between runs, consistent with CDC guidelines.
- Bus Monitors will be utilized until the December break at which time the need will be reassessed.

Moderate Status

- Reduced number of students on the bus due to Hybrid schedule
- Same requirements as those listed above for Low transmission risk in addition to:
- Students will be seated with social distancing considerations
- Siblings and students from the same household will be seated together



Reference List

The pandemic has required greater flexibility for all East Lyme residents and the need to adjust to changes with limited notice, therefore, East Lyme Public School plans to continue to develop and update guidance documents and support our schools in their efforts to navigate educating our students while also prioritizing health and safety. The following resources were referenced throughout this document along with additional sites that were identified.

CDC

CDC Considerations for Schools
CDC Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes
CDC Cleaning & Disinfecting Guidance
CDC Symptoms of Coronavirus
CDC What You Do If You Are Sick
CDC Quarantine & Isolation
CDC Use of Cloth Face Coverings to Help Slow the Spread of COVID-19
CDC When and How to Wash Your Hands
CDC Planning for K-12 Schools and Child Care Programs
CDC Interim Guidance for Administrators of US K-12 Schools and Child Care Programs
CDC Schools Decision Tree for Schools Reopening
CDC Guidance Keeping Students Healthy While School's Out

CDC Communications & Print Materials

CDC Communications Resources
CDC COVID Print Resources, Multiple Languages
CDC COVID PSAs
CDC COVID Videos
CDC COVID Social Media Toolkit
CDC Child Posters, Multiple Languages
CDC What you Need to Know About Handwashing VIDEO

CSDE

Connecticut LEA School Reopening Template
COVID Resources for Educators
State Level Priorities: Sustaining Local School
District Capacity & Providing Equity and Access to a High Quality Education for All Children
Attendance Guidance and Ensuring Student Engagement during School Class Cancellations Due to COVID-19
Improving Attendance by Addressing School Health Assessments and Immunizations
Plan for Reimagining CT Classrooms for Continuous Learning
Sensible Assessment Practices 2020-21 and Beyond
Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement
edSight Active Endorsement Search Tool

Other

DPH: Guidance for the Cleaning and Disinfection of Schools during the COVID-19 Pandemic
DPH: Return to Service Guidance for Building Water Systems
DPH: Guidance for School Systems for the Operation of Central and non-Central Ventilation Systems during the COVID-19 Pandemic
U.S. Equal Employment Opportunity Commission COVID-19 Guidance
CIAC Resocialization of Interscholastic Athletics and Activities Programs Guidelines
NAFME COVID-19 Instrument Cleaning Guide
School Re-Entry Considerations: K-12 Physical Education, Health, Education & Physical Activity
Leveraging the Power of SEL as You Prepare to Reopen and Renew
Partner Resources (multiple languages)





EAST LYME PUBLIC SCHOOLS
East Lyme, Connecticut