

WESTPORT BOARD OF EDUCATION

SPECIAL MEETING

AGENDA *

(Agenda Subject to Modification in Accordance with Law)

SPECIAL NOTICE ABOUT PROCEDURES FOR THIS ELECTRONIC MEETING:

Pursuant to the Governor’s Executive Order No. 7B, there will not be a physical location for this meeting. This meeting will be held electronically and live streamed on westportps.org and shown on Optimum Government Access Channel 78 and Frontier Channel 6021. Emails to BOE members can be sent to BOE@westportps.org. Comments to be read during the public comment period must be submitted to the meeting’s Googledoc during the submission period. Please see the following link for instructions and guidelines: https://www.westportps.org/uploaded/Procedures_and_Guidelines_for_Public_Participation_in_Remote_Board_Meetings.pdf. We will use our best efforts to read public comments if they are received during the public comment period and if they state your full name and address. Meeting materials will be available at westportps.org along with the meeting notice posted on the Meeting Agenda page.

PUBLIC SESSION/PLEDGE OF ALLEGIANCE

7:00 p.m., Held Remotely Via Zoom Pursuant to Executive Order 7B

ANNOUNCEMENTS FROM BOARD AND ADMINISTRATION

PUBLIC QUESTIONS/COMMENTS ON NON-AGENDA ITEMS (15 MINUTES)

MINUTES: July 13, 2020

DISCUSSION

- | | | |
|--|---------|--------------------------------------|
| 1. Update from the School Reopening Committee, <i>pages 1-46</i> | (Encl.) | Dr. Anthony Buono
Mr. John Bayers |
| 2. Enrollment Report, <i>page 47</i> | (Encl.) | Mr. John Bayers |

DISCUSSION/ACTION

- | | |
|--|---|
| 1. Approval of Technology Purchases | Mr. Elio Longo
Ms. Natalie Carrignan |
| 2. Purchase of Plexiglass Desktop Dividers | Dr. Anthony Buono
Mr. Elio Longo |

ADJOURNMENT

* A 2/3 vote is required to go to executive session, to add a topic to the agenda of a regular meeting, or to start a new topic after 10:30 p.m. The meeting can also be viewed on Cablevision on channel 78; Frontier channel 6021 and by video stream @www.westportps.org

PUBLIC PARTICIPATION WELCOME USING THE FOLLOWING GUIDELINES:

- Public comment will be accepted via a Google doc and the comments will be read aloud at the meeting. A link will be provided on Monday, prior to the meeting.
- There will be no in-person public comment due to public health concerns.
- A maximum of 15 minutes will be provided for public comments.
- Comments on agenda items are limited to 1 minute each.

It is the policy of the Town of Westport that all Town-sponsored public meetings and events are accessible to people with disabilities. If you need assistance in participating in a meeting or event due to a disability as defined under the

Americans with Disabilities Act, please contact Westport's ADA Coordinator at 203-341-1043 or eflug@westportct.gov at least three (3) business days prior to the scheduled meeting or event to request an accommodation.



WESTPORT
REOPENING OUR SCHOOLS
FALL 2020
Working Draft



**Based on Guidelines from the Connecticut State Department of Education
and Recommendations from the Westport Reopening Schools Committee**

A MESSAGE FROM THE SUPERINTENDENT

For decades, public schools have been called on to respond to societal challenges. Each generation has faced seminal moments, and in turn, public schools have done their part to answer that call. In the early 20th Century, manufacturing began to replace the agricultural industry while employment opportunities shifted from rural to urban centers. In turn, public schools transitioned their role to prepare students for this transformation. In the 1960s and 1970s, as the war for civil and equal rights raged, public schools joined the front lines and responded with desegregation, busing, and inclusion efforts. Currently, as the information age and global economy conspire to shape the skills and capacities required of all learners in the modern era, public schools continue to answer by reshaping the educational experiences in their classrooms.

Today, as a polarized nation struggles to maintain basic civil discourse in most affairs, while simultaneously confronting the unhealed wounds of years of systemic and institutional racism, COVID-19 presents an unprecedented disruption to the public school institution. Yet again, public schools are called to respond, and we will.

The “Westport: Reopening Our Schools” document is intended to serve as a guide as we prioritize the health and safety of our students and staff in our reopening plan for the 2020-2021 school year. It is expected that this document will to evolve over time as we continually improve our approach in light of new information and guidance from public health and medical experts.

The “Westport: Reopening Our Schools” plan prioritizes:

- ▶ safeguarding the health and safety of students and staff,
- ▶ safely returning to on-site schooling,
- ▶ actively monitoring the health of our students and staff,
- ▶ ensuring equity, access, and support for all students,
- ▶ reopening with instructional models and schedules that allow for a seamless transition to alternative approaches (e.g. hybrid, distance learning models),
- ▶ fostering effective two-way communication with families, educators, and staff, and
- ▶ conforming with all federal and state laws and mandates.

Just as previous generations before us, this is our moment to respond to profound societal challenges. We welcome the return of our students this fall. This is our calling. Though our response may feel unnatural at times, the structures we provide will offer the necessary guardrails for this moment, a moment that will indeed pass, as we fulfill the essential societal role we play in the lives of children and families.

Thomas Scarice: *Superintendent of Schools*



TABLE OF CONTENTS

Foreword	2
District Reopening Schools Committee	4
Guiding Principles	5
State Guidelines & Expectations	6
Health and Safety Procedures	8
Facilities and Operations	17
Teaching and Learning	20
Co-Curricular Activities	41
Additional Resources	46

DISTRICT REOPENING SCHOOLS COMMITTEE

We would like to express our sincere gratitude to everyone who contributed to this document. This work reflects the input and work of classroom teachers, school counselors, principals, facilities staff, school nurses, parents, secretaries, paraprofessionals, Dr. Norman Weinberger, Westport Public Schools' medical advisor, and the Westport Weston Health District. Their input was instrumental in the development of this document. Additionally, we would like to extend our appreciation to the thousands of parents who participated in the school reopening surveys.

WESTPORT PUBLIC SCHOOLS REOPENING STEERING COMMITTEE

Chairs	Anthony Buono, Ph.D. , <i>Assistant Superintendent of Teaching and Learning</i> John Bayers , <i>Director of Human Resources</i>
Board of Education	Candice Savin , Board of Education Chair
Westport Weston Health District	Mark Cooper , Director of Westport Weston Health District
Westport PTA	Elena Caggiano , District PTA Co-president
Westport Special Ed. PTA	Sivan Hong , Special Education PTA Co-president
Westport Education Association (WEA)	Stacey Delmhorst , Mathematics Teacher & WEA Representative
Westport Intermediate Administrators Assoc. (WIAA)	Jackie Mellin , Assistant Principal Bedford Middle School & WIAA Representative
Technology	Natalie Carrignan , Director of Technology
Workgroup - Health and Safety	Sue Levasseur , Supervisor of Health Services
Workgroup - Facilities and Operations	Elio Longo , Chief Financial Officer
Workgroup - Teaching and Learning	Lauren Francese , Coordinator of Social Studies 6-12 Ali Moran , Coordinator of Elementary Education
Workgroup - Co-curricular	Jim Farnen , Assistant Principal Staples High School

WESTPORT PUBLIC SCHOOLS GUIDING PRINCIPLES

As Westport schools plan to reopen, the guidance and considerations outlined in this document are grounded in the following guiding principles:

- ▶ **Safeguarding** the health and safety of students and staff;
- ▶ Returning to **in person schooling** is a priority;
- ▶ **Monitoring** the school, students, and staff and, when necessary, potentially canceling classes in the future to appropriately contain COVID-19 spread;
- ▶ Emphasizing **equity, access, and support** for all students, especially cohorts with specific educational and developmental needs;
- ▶ Reopen with instructional models and schedules that allow for a **seamless transition to alternative approaches** (e.g. hybrid, distance learning models) in the event the spread and prevalence of COVID19 reemerges;
- ▶ Fostering effective **two-way communication** with families, educators, and staff; and
- ▶ Ensuring plans **conform with federal, state and local mandates**.

Our plan focuses on the goal of reopening schools in the fall, but also incorporates contingency plans that provide robust blended learning and distance learning for all grades in the event that a school or the district has to cancel or limit in-person classes due to health precautions.

STATE OF CONNECTICUT GUIDELINES

From ADAPT, ADVANCE, ACHIEVE: Connecticut's Plan to Learn and Grow Together

Due to positive containment efforts in Connecticut, reopening schools in person can be successfully achieved based upon current data. Connecticut has determined it is appropriate to plan a consistent approach to the operating model (schedule), but be prepared to modify plans as necessary. Maximizing in-person instructional time after the current period of disruption is critical. However, given the uncertainty planning for reopening months from now, schools must be prepared to modify their reopening model to support a partial reopening if the public health data changes.

Connecticut Department of Education - Fall Reopening Model

LEAs should plan to have all students, in all districts, return to schoolhouses for full-time instruction at the beginning of 2020–2021, so long as public health data continues to support this model. This model will be supported with more intensive mitigation strategies and specific monitoring, containment and class cancellation plans.

In addition to full-time instruction plans as indicated above, LEAs must be prepared to modify their plans to support a partial reopening or to allow for scaling back at a future date if the public health data changes.

Operational Model

- ▶ Prepare to initiate in-school instruction accessible to the full student population.
- ▶ Plan for educational opportunities to be primarily in-person, but allow for students and parents to choose not to participate based upon individual considerations.
- ▶ Establish a continuum of strategies for implementation of in-person schooling that anticipates potential alternative programs and robust blended learning if future public health data requires class cancellations. This will require engagement of contingent plans for blended learning, including but not limited to a mix of remote blended learning, synchronous and asynchronous class meetings, and other educator and staff outreach to students. Remote learning is defined as situations where students and educators are not physically present in a traditional classroom environment, and where instruction is relayed through technology, e.g., learning management systems.



Equity

- ▶ 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.





Cohorts

- ▶ Emphasize grouping students by the same class/group of students and teacher (into a cohort) so each team functions independently as much as possible.
- ▶ Consider this methodology by grade levels. Placing students in cohorts is strongly encouraged for grades K–8, and encouraged where feasible for grades 9–12.



Facilities

- ▶ Prioritize collection of data from families to confirm the intent to participate, as that may affect facilities and operations planning.
- ▶ 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.
- ▶ Review community and municipal spaces with local stakeholders to determine additional capacity and availability if school building space is inadequate. Technical support will be available as needed.



Transportation

- ▶ Plan for buses to operate close to capacity with heightened health and safety protocols, including requiring all students and operators wearing face coverings. Plans must be developed to activate increased social distancing protocols based upon community spread.



Health & Safety Policies & Protocols

- ▶ Expect all students and staff to wear a protective face covering or face mask that completely covers the nose and mouth when inside the school building, allowing for certain exceptions.



Monitoring, Containment & Class Cancellations Plan

- ▶ Develop robust monitoring and containment protocols, and class cancellation plans, in the event there are public health indicators that may require temporary closure of the building, such as evidence of community transmission in the school.
- ▶ If public health data requires partial reopening, or if schools' containment efforts require partial closure, prioritize the return of vulnerable learner groups, with specific protocols to increase the in-school population over time until full in person instruction is achieved.

STATE OF CONNECTICUT GUIDELINES Connecticut Department of Education - Schools 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.

HEALTH AND SAFETY PROCEDURES

Introduction

The health and safety of students and staff are a top priority when deciding to open school to in person learning. The Westport Public School District will work closely with the Westport/Weston Health Department to monitor current disease levels and establish practices that support equity, student and staff health and limit the transmission of disease while also supporting social/emotional health. These recommendations are based on current guidance from the Centers of Disease Control (CDC) and Governor Ned Lamont’s Plan for operating Summer School during COVID-19.

Opening School Decision Tree During the Covid-19 Pandemic

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf>

SCHOOLS DURING THE COVID-19 PANDEMIC



The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

Should you consider opening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at higher risk for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

ANY NO



Are recommended health and safety actions in place?

- ✓ Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible
- ✓ Intensify cleaning, disinfection, and ventilation
- ✓ Encourage social distancing through increased spacing, small groups and limited mixing between groups, if feasible
- ✓ Train all employees on health and safety protocols

ANY NO



Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for signs and symptoms of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to stay home
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor student and employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ANY NO



ALL YES

OPEN AND MONITOR



[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

HEALTH AND SAFETY PROCEDURES

Health and Safety Procedures for Students and Families

	<p>Stay home if you have symptoms associated with COVID-19</p> <p>Students must stay home if they have any symptoms consistent with COVID-19, or have had close contact with a person diagnosed with COVID-19.</p>
	<p>Morning health check by parents is required</p> <p>In order to prevent transmission among the school population, parents are instructed to screen students before leaving for school. Check to ensure temperature is below 100.0 degrees fahrenheit and observe for the symptoms associated with COVID 19 outlined in this document.</p>
	<p>Face coverings or masks are required</p> <p>Students must wear face coverings or masks that completely cover the nose and mouth while inside the school and on the bus, with exceptions only for those students for whom it is not safe to do so due to medical conditions. "Mask Breaks" will be provided during the day. Parents will be responsible for providing students with face coverings or masks. Schools will have backup disposable masks available for students who forget them.</p>
	<p>Social distancing is required to the extent possible</p> <p>Students must maintain social distancing to the greatest extent possible. Students are expected to practice social distancing when entering and exiting the building, in classrooms, and moving throughout the school.</p>
	<p>Frequent hand washing and/or hand sanitizing</p> <p>Students must engage in frequent hand washing or sanitizing upon arrival, before and after meals, after bathroom use, and after coughing or sneezing.</p>
	<p>Students may only ride their assigned buses</p> <p>Students will be expected to ride the same bus to school in the morning and the same bus to home in the afternoon every day. Face coverings or masks should be in place prior to entering the bus.</p> <p><i>*Parents are encouraged to drive their children to school each day.</i></p>

HEALTH AND SAFETY PROCEDURES

Healthy Hygiene Practices



Hand Washing: Washing hands with soap and water for at least 20 seconds and if not available the use of an alcohol based sanitizer with at least 60 % alcohol is one of the most effective ways to prevent the spread of infection. Hand washing with soap and water will be encouraged with the addition of portable sinks at all schools. Handwashing and hand sanitizing will be required;

1. Prior to entering school
2. Before and after recess
3. Before and after lunch
4. Before and after entering the health office
5. After using the bathroom

Additional hand sanitizer stations or bottles will be placed;

1. At school entry points
2. In every classroom
3. Outside the health office

Signage In High Traffic Areas Will Educate Students And Staff And Serve As Reminders Of Ways To Prevent The Spread Of Covid-19: Signs will be placed throughout schools in highly visible locations such as at school entrance and bathrooms that promote healthy protective measures such as handwashing and social distancing.



Isolation & Caring For Students & Staff Who Are Sick At School

In order to decrease transmission of illness in the health office and school setting the use of an area for isolation will be utilized. The CDC defines the term "isolation" as "separation of sick people with a contagious disease from people who are not sick."

Room Setup

1. A designated room or area that allows for the isolation of an ill person.
2. Signage on the door or curtain of the isolation space stating that the room is in use to maintain strict limitation of entry and exit at all times.
3. A closed door when staff or student is in isolation.
4. The health room bathroom will be used for any individual exhibiting symptoms while in school. No other students or staff will be allowed to use that bathroom during this time.
5. An isolation cart outside the room should include the following:
 - a. Latex free gloves
 - b. Masks, gowns and face masks, N95 or KN95 masks (for Health Office Staff)
 - c. Face shields

HEALTH AND SAFETY PROCEDURES

Procedures for Isolation Room Use: As feasible, the teacher will call the health office to report when a student is being sent to the health office with a description of the presenting complaint. If student or staff begins to exhibit symptoms indicative of a potential infectious disease or symptoms specifically related to COVID-19 illness such as:

1. Fever of 100 F or greater, chills
2. Persistent cough
3. Shortness of Breath, chest tightness (not related to asthma)
4. Significant rash, malaise, headache, body aches
5. New onset loss of smell or taste
6. Sore throat
7. O2 saturation below 95%

The Following procedures will be put into effect:

- a. The student will sanitize/wash hands upon arrival to the health office.
- b. The student will be met at the door to be evaluated for symptoms consistent with an infectious process including symptoms consistent with COVID-19;
- c. A new mask should be given to the student upon arrival and the old mask if cloth will be placed in a baggie to be taken home.
- d. Health Office staff should utilize a N95 or KN95 mask, gown and gloves and face shield as indicated for close contact and respiratory secretions.
- e. The student or staff member should be taken directly to the isolation room for a more comprehensive assessment. A designated staff member should remain with the student at all times.
- f. If indicated appropriate disposition will be determined. If a student or staff has any of the above symptoms they will be immediately dismissed from school.
- g. If indicated, the parent/guardian will be contacted for pick up
- h. If a staff member is ill and in isolation they will be asked to leave school and not return to their classroom. It will be recommended that they call their health care provider.
- i. A building administrator will be notified regarding the staff member being sent home.
- j. Health Office staff will arrange for personal belongings of student or staff to be brought to the Health Office.
- k. Health Office staff should remove PPE outside of the isolation room. New PPE should be utilized to escort the student/staff out of the building.
- l. A Health Office staff member will exit the building with the ill student/staff member to ensure that they exited from the proper location and did not have any encounters with others in the building.

Pick Up of Student/Staff

1. The parent/guardian will be instructed to not enter the building and notify the health office when arriving.
2. The parent/guardian will be asked to wear a mask and remain in their car for pick up at a designated exit.

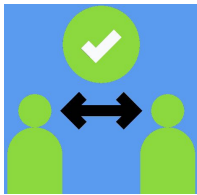
HEALTH AND SAFETY PROCEDURES

Health Office Staff - Upon Returning From Pick Up

1. Staff should properly dispose of PPE, sanitize hands with soap and water and replace mask prior to returning to the health office
2. The custodian will be contacted to clean the isolation room
3. If there is a suspicion of symptoms consistent with Covid-19 the Supervisor of Health Services should be notified.

Exit Instructions for Staff/Parents

1. Parent/guardian will be instructed to contact their health care provider and will not return to school without a return to school note from a health care provider or negative COVID-19 test



Physical Distancing And Implementing Multiple Social Distancing Strategies

Classroom and Hallways: Each classroom will be evaluated to determine maximum capacity to allow for physical distancing, optimally 6 feet when feasible. Desks should be arranged in a way that minimizes face to face contact such as arranging desks facing the same direction and if at a table students sitting on one side of the table. Items in the classroom that are not essential for teaching and learning could be removed from the classroom to allow more space. Other school spaces such as the auditorium and gym could be considered as additional space. While teaching, teachers should maximize space between students. If a face mask is removed while teaching, spacing should be beyond six feet. Hallways can be marked to direct foot traffic. Passing time should be staggered. In addition, the staggering of arrival times and dismissal times or utilizing multiple entrances may allow for physical distancing when arriving or leaving school.



Lunch: Lunch may be served in the school cafeteria, classroom or outdoors where physical distancing can be utilized. The number of students in the lunchroom should not exceed state guidelines. Masks should be worn before and after eating. Hands should be washed before and after lunch. Assigned seating should be utilized.

Sanitation for school kitchens will follow safety protocols as determined by the public health department.



Recess: Recess should be offered daily to children when they are physically present at school. Recess should be offered outdoors if possible and provide different play activities to allow for natural physical distancing. Staff members should be available to monitor students and provide reminders about physical distancing as needed. The number of children at recess at one time should also be limited and students should remain in cohorts. Playground equipment use should be limited unless cleaning between cohorts can be done. The use of equipment that would be shared by students should be eliminated. During active play, when social distancing is possible, specifically outdoors, masks may not be required.

HEALTH AND SAFETY PROCEDURES



Limiting Sharing of Objects: Student's belongings should be kept as separate from others as possible utilizing a specific area to store things and students should be encouraged to bring as few items from home as possible. Individual supplies should be kept in individually labelled containers. Shared toys and equipment should be avoided. Students should each have separate bins for books and supplies.



Consistent Teams: In grades K-8, stable student/educator cohorts, by grouping students, where each team functions independently, should be created to the extent possible and consistent with the need to implement appropriate programs and services to minimize the mixing of student groups throughout the day. Students will be allowed to attend specials outside of their classroom and in their cohorts while practicing physical distancing if the area is able to be cleaned between use. In the event this is not feasible, special area teachers will teach cohorts in the classroom. In grades 9-12 cohorts will be encouraged where feasible. Demographics or disability criteria would not be used as an indicator for cohort groups



The Use of PPE: Per CDC recommendations and State guidelines, it is required that all staff and students wear face coverings, when feasible, while at school and on the bus. When students are eating, drinking, during active PE or when students are outside practicing social distancing masks may be omitted. Mask breaks should occur periodically throughout the day when students can physically distance and ideally be outside. Medical exemptions, which will require a note from the primary care provider, will be made for those students or staff for whom it is not safe to do so due to medical conditions or other considerations. Face coverings are most essential when physical distancing is not possible.

Face Covering - A cloth, paper or disposable face covering that covers the nose and mouth

Face Shield - A clear plastic shield that covers the forehead, extends below the chin, and wraps around the side of the face

Parents/Guardians and staff will be encouraged to bring their own face coverings from home but will be provided a face covering in the event one is needed. In addition, the following PPE will be utilized:

1. N95 or KN95 masks for health office staff which includes fit testing when caring for students and staff who have symptoms c/w symptoms of COVID-19
2. Face shields with face masks for staff/students who are unable to practice physical distancing, where close contact is highly likely, such as those receiving related services such as occupational therapy, physical therapy, and speech
3. Gloves (non-latex) when it can be reasonably anticipated that contact with bodily fluids or other potentially infectious material
4. Gowns when bodily fluids may come in contact with an employee's clothes
5. with students who are deaf or hard of hearing or when visual cues are needed.

HEALTH AND SAFETY PROCEDURES



Self Screening of Students and Staff Prior to School Entry: Parents/guardians and all staff should self-screen daily before coming to school or entering the school bus. This self screening may be done using the web based application checklist <https://howwefeel.org/> How We Feel will include a temperature check as well as any symptoms consistent with COVID-19 such as a non-productive cough, shortness of breath, headache, sore throat, new loss of smell or taste. Any student or staff member with any of these symptoms or a fever over 100 F should remain at home, notify the health office and call their primary care provider. A negative COVID-19 test or a note from the primary care provider will be required prior to return to work or school.



Visitors: Visitors will not be allowed in the building unless required by a student's educational plan. Contractors will also be limited unless essential for building operations. Virtual meetings will be considered for Planning and Placement Team meetings, Section 504 meetings, and other required meetings.



Specialized Health Care Procedures: Students who may require nebulizer treatments, suctioning or other procedures that create uncontrolled respiratory secretions must provide treatment authorizations. Students should receive medication via MDI with a spacer whenever possible. If nebulizer treatment is medically necessary these treatments should be done in an area separate from the health office and gloves, face shields, masks and gowns should be worn by the school nurse. The area should undergo cleaning after use and before it is used by other staff or students.



Case Protocols and Notification: In the event that a student, staff member or a member of their household tests positive for COVID-19 or has had an exposure to COVID-19, the Westport/Weston Health District as well as the Medical Advisor will be notified. The health office will assist by providing requested information to the Health District and assist with contact tracing as needed. The District will collaborate with the Health District and Medical Advisor to determine if school closure is warranted as well as the length of time of the closure. Notification procedures will be established with the Westport/Weston Health District while maintaining confidentiality in accordance with FERPA and the Americans with Disabilities Act (ADA). The below CDC guidance will be utilized to help determine exposure and follow-up precautions.

HEALTH AND SAFETY PROCEDURES

PERSON	EXPOSURE TO	RECOMMENDED PUBLIC PRECAUTIONS
Individual who has had close contact (< 6 feet)** for ≥15 minutes***	<ul style="list-style-type: none"> • Person with COVID-19 who has <u>symptoms</u> (in the period from 2 days before symptom onset until they meet criteria for <u>discontinuing home isolation</u>; can be laboratory-confirmed or a clinically compatible illness) • Person who has tested positive for COVID-19 (laboratory confirmed) but has not had any <u>symptoms</u> (in the 2 days before the date of specimen collection until they meet criteria for <u>discontinuing home isolation</u>) 	<ul style="list-style-type: none"> • Stay home until 14 days after last exposure and maintain social distance (at least 6 feet) from others at all times • Self-monitor for symptoms • Check temperature twice a day • Watch for fever*, cough, or shortness of breath, or other <u>symptoms</u> of COVID-19 • Avoid contact with <u>people at higher risk for severe illness</u> from COVID-19 • Follow <u>CDC guidance</u> if symptoms develop
All U.S. residents, other than those with a known risk exposure	<ul style="list-style-type: none"> • Possible unrecognized COVID-19 exposures in U.S. communities 	<ul style="list-style-type: none"> • <u>Practice social distancing</u> and other <u>personal prevention strategies</u> Be alert for symptoms • Watch for fever*, cough, or shortness of breath, or other <u>symptoms</u> of COVID-19 • Check temperature if symptoms develop • Follow <u>CDC guidance</u> if symptoms develop



Attendance and Illness Monitoring: Absenteeism of staff and students will be monitored daily for trends in illness. A template in SNAP the district's health maintenance program as well as specific coding in power school will be used for monitoring COVID-19 related symptoms. Staff and families will be asked to call the health office directly to report any signs/symptoms related to COVID-19.

Increases or trends will be communicated to the Westport/Weston Health Department and Westport School District Medical Advisor.



Students and Staff in High Risk Groups: Students who have medical conditions documented by a healthcare provider, that puts them at higher risk for severe symptoms associated with COVID-19 or cannot safely distance from household contacts at higher risks will be provided options for virtual learning.

HEALTH AND SAFETY PROCEDURES

Staff members who may be at higher risk of severe illness from COVID-19 should speak to their own health care provider for guidance regarding when returning for in-person school may be inadvisable.

Staff members who have documented healthcare needs that put them at higher risk for severe symptoms associated with COVID-19 should notify the Director of Human Resources and General Administration. The [Families First Coronavirus Response Act: Employee Paid Leave Rights](#), currently effective through December 31, 2020, will be used as guidance in addressing employee needs.

[Families First Coronavirus Response Act: Employee Paid Leave Rights \(PDF\)](#)

[Ley Familias Primero de Respuesta al Coronavirus: Derechos del Empleado Sobre Licencia Laboral Pagada \(PDF\)](#)



Training and Education: All school staff will be trained in healthy behaviors that limit the spread of infection, proper use of protective equipment, self screening practices including COVID-19 specific symptom identification and when to stay home when ill. Students and families will be provided with educational materials through videos and written materials on the District website. In addition, students will receive messaging through school TV programming and PA systems.



Immunizations and Health Assessments: We recognize the importance for all students to attend school and immunizations remain critical in protecting students from vaccine preventable diseases. We will continue to require that all students are up to date on required physicals and immunizations. If families have been unable to obtain necessary immunizations or physicals the school health office will assist families as needed to receive these services. The flu vaccine will be highly recommended for all students and staff.



Preschool: In preschool the use of face masks and social distancing are required to the extent possible. There will also be a strong emphasis placed on mitigating strategies such as hand washing and hygiene, adults wearing face coverings, classroom organization and setup, and maintaining 6 foot physical distancing from other adults. In addition, the use of cohorts to minimize crossover among children will be implemented, and the school will explore schedule adjustments as necessary to decrease cohort size.

FACILITIES AND OPERATIONS PROCEDURES



Cleaning Procedures

Infection Control Measures:

1. Alcohol based hand sanitizer will be available at all schools and in all classrooms.
2. Signage in high traffic areas that will educate students and staff and serve as reminders of ways to prevent the spread of COVID-19. Signs will be placed throughout schools in highly visible locations such as at school entrances and bathrooms that promote healthy protective measures such as hand washing and social distancing.



Cleaning and Disinfection Efforts: High touch surfaces including door handles, handrails, keyboards, desks and tables will be cleaned at least daily utilizing disinfectant products approved by the FDA and effective against COVID-19. If surfaces are dirty they should be cleaned using soap and water prior to disinfection. Bathrooms will be cleaned twice daily. Thorough

cleaning should be done when children are not present. A disinfecting atomizer treatment will occur at the end of the school week and immediately following any known outbreaks. Cleaning log with dates and types of cleaning will be maintained.

If an individual is ill with COVID-19 the area will be closed off for up to 24 hours or as long as possible prior to cleaning and disinfection. If possible windows should be opened to increase circulation.

Facilities Modifications:

1. No touch bathroom fixtures
2. Removal of hand drying blowers
3. Elimination of all water fountains
4. An isolation area for sick students and staff in all schools
5. Assure optimal ventilation in the health office, bathrooms and other areas
6. Social distancing in front offices and cafeteria kitchen
 - a. Additional space needs
 - b. Wireless phone sets
 - c. Plexiglass partitions
 - d. Visitors counter



Buses/Transportation

Parents/guardians should provide transportation when possible. Students should not change seats while on the bus. A supply of masks and hand sanitizer will be kept on all buses.

Arrival and departure procedures for parent transportation will be developed to plan vehicle flow and eliminate the need for parents/guardians to enter the building. This may include staggered arrival and departure times.

FACILITIES AND OPERATIONS PROCEDURES



Safe Status

Bus transportation can operate with no restrictions.



Low Status

Bus transportation can operate up to full status with mask requirements and loading and unloading restrictions.



Moderate Status

Bus transportation can operate with seating and spacing restrictions, mask requirements, and loading and unloading restrictions.

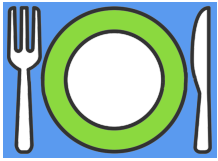
Where either a vaccine is available or effective treatments for COVID-19 are available, bus transportation can operate as it did prior to the pandemic, with no restrictions.

Where there is low transmission risk in the community and some restrictions are in place in schools, buses will be able to operate up to full capacity. Passengers will be required to wear a face mask or cloth face covering that completely covers the nose and mouth during transit. The passenger's face covering must be in place 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. This will reduce the number of people passengers walk by as they get on the bus and will prevent crowding in the center aisle when the bus arrives for unloading.

Passenger density will be significantly reduced when there is moderate spread, because schools will be employing remote blended learning when in this status. Bus passengers will be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating. Passengers will be required to wear a face mask or cloth face covering that completely covers the nose and mouth during transit. The rider's face covering must be in place prior to boarding the bus and must be kept in place until they are completely off the bus. Students 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. This will reduce the number of people passengers pass by as they get on the bus and will prevent crowding in the center aisle when the bus arrives for unloading.

FACILITIES AND OPERATIONS PROCEDURES

Food Service



On-site Meal Service (for students while in school):



Appropriate meal distribution method(s) are being examined at each level based on social distancing, physical location, student traffic, space, and staffing.



Off-site Meal Service (for days students who are remote learning or for unanticipated school closures): Model(s) of meal service delivery options are under consideration (i.e., Parent/student Pick-up on Remote Learning Days; Dismissal Time Distribution, and School Bus/School Vehicle Delivery).



Financial Considerations: Determine the probability of increased costs to operate the school nutrition programs and the financial impact to the district if there is a decrease in revenue because of the inability to offer a la carte sales, catering and a potential decrease in meal counts and increases in expenses related to the costs of food, supplies and labor.



Cleaning and Sanitation: Working with Westport Weston Health District on updated safety protocols, including standard operating procedures for sanitation of school kitchens, cafeterias, food warehouses, alternative meal distribution locations, and central production kitchens.



Communication with Families: Parents and the school community will be notified about school meal service and options.



Personal Protective Equipment (PPE): Currently assessing the need for PPE in food service operations such as masks, gloves, physical barriers in serving areas, etc.

Ventilation

In its effort to promote a healthy and safe building environment, and mitigate the potential spread of germs, bacteria and virus the district will continue to implement the Environmental Protection Act Tools for Schools (TfS) protocols. Center for Disease Control recommendations calling for increase in ventilation (open doors and open windows) will need to be carefully balanced with the TfS protocols, the district's safety & security standards, and the energy performance systems improvements made in recent years. The district will explore additional air filtration options such as higher-rated Minimum Efficiency Reporting Values (MERV) filters, and the efficacy of ultraviolet light as an air purification system.

TEACHING AND LEARNING

Introduction

The mission of Westport Public Schools is to prepare all students to reach their full potential as life-long learners and socially responsible contributors to our global community. The district recognizes and supports that this is most effectively achieved in a face-to-face environment. For that reason, our goal is to reopen schools, providing students with in-person learning experiences whenever possible.

However, in the event schools are unable to safely open or can only open on a modified schedule, we have established distance learning and blending learning models that will provide students with robust, meaningful learning experiences. The focus being to provide purposeful, regular interactions between teachers and students. This requires an adaptation of traditional teaching practices which makes it important to reframe our thinking about instruction, assessment, and learning. Our goal is not to replicate traditional educational practices, but rather focus on what we want students to know and be able to do and then design activities and tasks that will make learning meaningful, engaging, and relevant in a distance learning setting. This is most effectively achieved through a thoughtful and deliberate blend of synchronous and asynchronous learning experiences with a deliberate and significant focus on live learning sessions.

- ▶ Asynchronous, where teachers post instructional activities online and students engage in class materials and complete work at their own pace within a given time period.
- ▶ Synchronous, where students and teachers are working together and interacting in real time

Continuum of Learning

Westport Public Schools are planning for in-person learning 5 days a week with heightened health and safety protocols. However, if the spread in prevalence of COVID 19 increases locally we are prepared to quickly and efficiently shift to alternate instructional models. Alternative instructional models include a blended/hybrid scenario and a full distance learning approach. Decisions to transition from one model to another will be done in consultation with the Westport Weston Health District, Westport's medical advisor, and the State of Connecticut.



TEACHING AND LEARNING

Based on the current state guidance (6/29/2020), **the following models have been developed for scheduling**. In addition to scheduling scenarios, monitoring attendance is emphasized in order to monitor safety, wellbeing, and learning for all students.

Attendance will be addressed as follows:

- ▶ A district-wide attendance policy for remote and hybrid learning environments is under development.
- ▶ Students will be required to attend live class sessions on Zoom or other common platforms identified by the district.

Types of Schedules

Full-In Person with Heightened Protocols	Hybrid Model	Full Remote Learning	Temporary Support Option
Students attend school in person 5 days a week, full time.	Students attend school in-person 2 days a week and access remote learning at home 3 days a week.	Students access remote learning at home 5 days a week due to a high level of health and safety concerns at the state or district level. School buildings are closed.	Students access remote learning at home due to personal and family health and safety concerns. School buildings are open in a full in person or hybrid model. Enrollment in this model will be considered for each trimester (K-5) or quarter (6-12).

A Vision for Hybrid & Remote Learning 2020-2021 School Year: *Based on the state plan for reopening schools (6/29/2020), the district will need to be prepared to deliver instruction in-person and online in the event of increased social distancing guidelines or closure of schools during the course of the year. The district will also need to offer online instruction for students who must remain at home due to health concerns or opt out of in-person schooling.*

The district advocates for an approach to hybrid and remote learning models that involves direct instruction designed to establish meaningful social emotional connections between students and staff, between students, and amongst staff members. The district will utilize the Distance Learning by Design Framework, a backwards design approach to planning, where teachers clearly identify which learning experiences are best for online and offline student learning, as well as authentic opportunities for student application of learning.

TEACHING AND LEARNING

Each level has outlined expectations for frequency of live meets and clear guidelines for student attendance during remote learning experiences. In an effort to improve communication and efficiency, the district supports a select group of online platforms and tools for use in a hybrid or remote learning environment so students and families can have more streamlined experiences than what was provided in the spring. The district also supports dedicated time for staff, students, and families to be trained in the use of these platforms and tools.

Each level will have a set school schedule. Additionally, the district supports ongoing professional development for all staff to implement best practices and maintain the high quality of instruction in a hybrid or remote learning environment.

Mission and Vision: *Our Mission is to prepare all students to reach their full potential as life-long learners and socially responsible contributors to our global community. To achieve this in a hybrid or remote learning environment the following are essential:*

Strong learning communities must support social emotional wellbeing and the social endeavor of learning.

- ▶ In a hybrid or remote learning environment, all stakeholders establish meaningful connections with each other to promote [strong social emotional relationships](#).
- ▶ In a hybrid or remote learning environment, a variety of opportunities exist for building [collaborative learning communities](#). Collaboration can occur both online and offline and occur synchronously and asynchronously.
- ▶ In a hybrid or remote learning environment, [clear expectations and norms are established for participation and collaboration](#). Students, parents, and staff have a collective understanding of these expectations for both online and offline environments.

Instruction And Learning Targets Must Engage All Learners.

- ▶ In a hybrid or remote learning environment, instruction is well planned, efficient and clear, and includes student voice and choice. [Intentional decisions are made regarding online and offline tasks](#). Live instruction maximizes personalized feedback and deepens connections. Tasks outside of live meets are meaningful opportunities to further student learning and independent application of that learning, and include more than just skill reinforcement.
- ▶ In a hybrid or remote learning environment, [units are collaboratively designed and modified](#) to best meet the needs of a diverse population. [Assessment of learning targets](#) can go beyond traditional formats and take advantage of the many dynamic online options. [Time for collaboration and reflection](#) on student progress is designated to plan for differentiated opportunities.

Technology Must Support Student Learning And Provide Equitable Access.

- ▶ In a hybrid or remote learning environment, technology is a tool for augmenting learning and **does not supplant the role of the teacher**. Individual student needs may require different forms of support in accessing an online environment.

TEACHING AND LEARNING

- ▶ In a hybrid or remote learning environment, a [select group of online platforms and tools are utilized](#) so that students and families can have streamlined experiences. [Time is dedicated for staff, students, and families to be trained](#) in the use of these platforms and tools.

ELEMENTARY SCHOOL INSTRUCTIONAL MODELS AND SCHEDULES

Full In-Person Model with Heightened Protocols

Follow health and safety and facilities guidelines for students' return to school. Maintain cohorts and minimize cross-cohort contact between students by implementing modifications to recess, lunch and attend band/orchestra lessons. Use remote learning approaches for programs/courses that remain limited due to state guidelines. Special education and related services will be implemented in a manner consistent with a student's IEP and the need to maintain public health and safety in the school setting.

Special Area Classes

- ▶ In general, all special areas classes will occur once a week for 40 minutes. The purpose of this change is to ease transitions between in-person, hybrid, and fully remote models. Fridays offer an opportunity for an added special. Special area teachers will maintain their current FTE (based on enrollment). If special area teachers have a reduced number of sections they may serve in a distance learning capacity or pick up additional duties.
- ▶ Students will attend specials in their classrooms with special area teachers rotating into rooms. Transition time is built into the schedules to accommodate this movement. If specific equipment is required and not feasibly transported to the classroom, the class may use the special area room. The room must be cleaned between classes (cohorts).
- ▶ General Music will be outside (weather permitting) if singing or dancing is involved in the lesson. Otherwise, music will be held in the classroom (homeroom).
- ▶ Instrumental Music will continue with small group lessons. Instrumental teachers should avoid grouping students from different classrooms whenever possible. Whole group practice for band, chorus, and orchestra will be on pause unless it can be done remotely.
- ▶ PE will be outside (weather permitting). When inside, PE may use the gym and/or classroom. No double classes will be held in the gym unless there is a dividing wall.
- ▶ The district will review itinerant staff and attempt to limit the number of schools/grades teachers service to the greatest extent possible.



Lunch & Recess

- ▶ Students eat lunch in the classroom.
- ▶ Students will have two 15-minute recesses daily with their own class. Students will not be permitted to mingle with other cohorts/classes. Sharing of recess equipment will be limited and closely monitored.

Supplies, Materials & Workspaces

- ▶ Students will not share instructional supplies to the extent possible. When there is a need to share materials/supplies students will wash hands before and after activity.
- ▶ Library Media specialists will bring carts of books to classrooms each week. When books are returned they will be quarantined for 72 hours before being shelved and reused.
- ▶ Efforts are underway to designate large and unused spaces, such as the cafeteria, as teacher work spaces. Such spaces can be utilized by staff during planning time and lunch, provided staff is socially distanced (i.e. one adult per table) and surfaces are cleaned after use.
- ▶ Additional guidance is provided in the Health and Safety and Facilities sections of this plan.

Full In-Person Model: Grade 1

First						
Period	First	Monday	Tuesday	Wednesday	Thursday	Friday
A	9:00-9:15	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting 9:00-9:15
B	9:20-10:00	Writing	Writing	Writing	Writing	Writing 9:20-9:50
C	10:10-10:50	Reading	Reading	Reading	Reading	Reading 9:55-10:25
D	11:00-11:40	Lunch 10:55-11:25/ Recess 11:30-11:45 (Zone B)				R:10:30-10:45 L: 10:55-11:25
E	11:50-12:30	Special	Special	Special	Special	Intervention 11:30-12:00
						Special 12:05-12:35
F	12:40-1:20	Intervention	Intervention	Intervention	Intervention	Math 12:40-1:10
G	1:30-2:10	Math	Math	Math	Math	Closing Circle 1:15-1:30
H	2:20-3:00	Sm.Grp. 2:15-2:35 pm/ Recess 2:45-3:00 pm (Zone A)				
I	3:10-3:40	Closing Circle	Closing Circle	Closing Circle	Closing Circle	

Hybrid Model

A hybrid model will provide all students, K-5, with two to three days per week of in-person learning and two to three days per week of distance learning. At the end of a two week (10 day) period, every student will have had five days of in-person learning and five days of distance learning. Additional and unique consideration will be given for students receiving special education services based on the nature and/or severity of their disabilities.

To ensure greater social distancing, classes will be split into Cohort A and Cohort B. Cohorts will be created alphabetically by last name. Plans will be made to address circumstances where students from the same household have different last names. This will allow for elementary students of the same household to be on the same in-person / distance learning schedule.

Students will attend school in-person on Monday and Wednesday (Cohort A) or Tuesday and Thursday (Cohort B). On Fridays, in-person attendance will alternate between Cohort A and B, so that at the end of two weeks, students will have attended school in-person for 5 days. Fridays will be shortened days to allow for professional activities including collaborative planning, professional development, and parent check-ins.

Students will engage in planned distance learning activities on “off” days. Live instruction, except as may be scheduled as part of an individualized education program, will be limited on these days as teachers will be present in-person with the other cohort.

Hybrid Model: Grade 1, Cohort A, Week 1

First						
Period	First	Monday	Tuesday	Wednesday	Thursday	Friday
A	9:00-9:15	Morning Meeting		Morning Meeting		Morning Meeting
B	9:20-10:00	Writing		Writing		Writing 9:20-9:50
C	10:10-10:50	Reading		Reading		Reading 9:55-10:25
D	11:00-11:40	Lunch 10:55-11:25/ Recess 11:30-11:45 (Zone B)				R: 10:30-10:45 L: 10:55-11:25
E	11:50-12:30	Live Special		Live Special		Intervention 11:30-12:00 Live Special 12:05-12:35
F	12:40-1:20	Intervention		Intervention		Math 12:40-1:10



G	1:30-2:10	Math		Math		Closing Circle 1:15-1:30
H	2:20-3:00	Sm.Grp. 2:15-2:35pm/ Recess 2:45-3:00pm (Zone A)				
I	3:10-3:40	Closing Circle		Closing Circle		

Hybrid Model: Grade 1, Cohort B, Week 1

First						
Period	First	Monday	Tuesday	Wednesday	Thursday	Friday
A	9:00-9:15		Morning Meeting		Morning Meeting	Morning Meeting
B	9:20-10:00		Writing Workshop		Writing Workshop	
C	10:10-10:50		Reading Workshop		Reading Workshop	
D	11:00-11:40	Lunch 10:55-11:25/ Recess 11:30-11:45 (Zone B)				
E	11:50-12:30		Live Special		Live Special	
F	12:40-1:20		Intervention		Intervention	
G	1:30-2:10		Math		Math	
H	2:20-3:00	Sm.Grp. 2:15-2:35pm/ Recess 2:45-3:00pm (Zone A)				
I	3:10-3:40		Closing Circle		Closing Circle	

Fully Remote Learning

Students attend classes on the established school schedule. The schedule will be blocked with specific times identified for subject areas, special area classes, and individualized instruction (intervention services, special education services, and enrichment).

In this model, Fridays are reserved for professional activities and therefore only independent work for students will be assigned from classroom teachers. A live special will still occur before 1:30 on Fridays and students receiving special education or response to intervention services may have live sessions with teachers providing such services.

Schedule

- ▶ A daily schedule class schedule will be determined at the building level.
- ▶ Schedules will be blocked with specific times identified for subject areas, special area classes, and individualized and small group instruction.
- ▶ Specials will be blocked to 40 minutes.
- ▶ Classes will run Monday through Thursday with Friday reserved for parent/student office hours and professional activities.



- ▶ Live instruction indicates that at least some portion of the class is live. For example, students may have a brief, live, introduction to a lesson before being sent off to do independent work.
- ▶ Live instruction will occur for literacy, math, and specials each day. This will take form as whole class or small group instruction and a common approach will be developed as curriculum is developed.
- ▶ Schedules for whole class and small group instruction will be considered as the curriculum is developed. In the sample schedules described to the Reopening Steering Committee (7/21/20), each student would experience seven live sessions (whole class and/or small group) across literacy and math each week. This amounts to classroom teachers providing approximately 3.5 hours of live instruction daily.

Full Remote Model: Grade 1

First						
Period	First	Monday	Tuesday	Wednesday	Thursday	Friday
A	9:00-9:15	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
B	9:20-10:00	Writing Whole Class Group E/Flex	Writing Whole Class Sm. Group A/B	Writing Whole Class Sm. Group C/D	Writing Whole Class Flex Groups	Lexia/Writing
C	10:10-10:50	Reading Whole Class Sm. Group A/B	Reading Whole Class Sm. Group C/D	Reading Whole Class Groups E/Flex	Reading Whole Class Flex Groups	Reading
D	11:00-11:40	Lunch 10:55-11:25/ Recess 11:30-11:45 (Zone B)				
E	11:50-12:30	Live Special	Live Special	Live Special	Live Special	Live Music
F	12:40-1:20	Intervention / Office Hours	Intervention / Office Hours	Intervention / Office Hours	Intervention / Office Hours	Intervention
G	1:30-2:10	Math Whole Class Groups E/Flex	Math Whole Class Sm. Group C/D	Math Whole Class Sm. Group A/B	Math Whole Class Flex Groups	Independent Math Practice
H	2:20-3:00	Sm.Grp. 2:15-2:35pm/ Recess 2:45-3:00pm (Zone A)				
I	3:10-3:40				Closing Circle	

Temporary Support Option

A fully remote model will be available to families who opt out of a full in person or hybrid model. More details will be established based on enrollment numbers.

- ▶ Classes will be formed for each grade level across the district. These classes would be staffed by distance learning teachers with the priority given to those who are in high risk categories. The initial survey results indicate 1-2 classes per grade level.
- ▶ Additional teachers will be required to staff this model.



- ▶ Schedules and expectations for live instruction will closely parallel the fully remote model described above.
- ▶ Students must remain rostered to a physical school building and opportunities for connecting with and participating in a school community are being explored.
- ▶ Parents are strongly encouraged to enroll in this option by trimester to ensure consistency of instruction.

MIDDLE SCHOOL INSTRUCTIONAL MODELS AND SCHEDULES

Full In-Person with Heightened Protocols

- ▶ The BMS facilities are open for all students to attend in-person classes
- ▶ BMS will implement heightened health and safety operating protocols where and when possible. These include, but are not limited to, effective handwashing, wearing of protective face coverings for all students and staff
- ▶ BMS will deploy protective measures, which include, but are not limited to face shields for staff, individual desktop barriers for students in most instructional spaces, countertop and floor-standing protective barriers for students and staff, widely dispersed hand sanitizing stations for students and staff, hallway foot traffic flow control.
- ▶ Special notices:
 - Due to the population density of the combined middle schools into the BMS facilities, we anticipate social distancing to be generally less than 3 feet in classrooms, hallways and common spaces.
 - Due to the fundamental design of the instructional program and the need to use all instructional spaces throughout the school day, cohorting of student groups will not be possible within this model. Anticipate utilization of Pod common rooms, the LMC for regularly scheduled daily instruction, and the use of the cafeteria, LMC and Auditorium to decrease student population density for the 5 lunch waves
- ▶ For the core academic courses, which are language arts, social studies, science, and math, students will attend these courses only with the students assigned to their teaching team; teams will range in size from approximately 75 to 95 students. Note, there will be some exceptions to this rule in math.
- ▶ There will be 5 teaching teams per grade level for a total of 15 teaching teams; each team will include 4 core academic teachers
- ▶ Encore classes will be composed of students blended together from each school's grade-level teaching teams. For example, a section of Grade 6 Art may include students from BMS's 3 grade 6 teams, however it will not include students from CMS's 2 grade 6 teams.



- ▶ School Hours: Monday-Thursday 8:30 am-3:15 pm; Friday 8:30 am-1:00 pm. Friday is shortened to provide time for teachers to work remotely with distance learning students
- ▶ Morning Arrival: Students may enter BMS starting at 8:00 am with a school start time of 8:30 am. Upon arrival, students will report to their 1st period classroom; daily morning attendance will be recorded during 1st period.
- ▶ Homeroom has been removed from the schedule to minimize hallway transitions; 1st period class has been lengthened to mitigate the effects of the removal of homeroom and to allow for morning attendance to be recorded.
- ▶ Afternoon dismissal: Students will be dismissed to the bus loop and parent drop off in a staggered approach to help minimize hallway traffic density
- ▶ Special signage will indicate the direction of hallway traffic flow for students and staff. Signage will remind students to wear their face covering, make best efforts to social distance, not touch each other, limit contact with common surfaces, and to wash and sanitize hands throughout the school day.
- ▶ Passing time between classes has been increased for students and staff to help mitigate hallway traffic density and the need to rush to get to the next classroom
- ▶ Student Hallway Lockers: Due to health and safety concerns, to limit student social proximity, students will not be assigned lockers at the start of the school year. Students will carry their school materials throughout the school day in their backpacks and bring everything home at the end of every school day. Note, this measure will help allow our custodial staff to more easily clean and sanitize the school building each night.
- ▶ All 5 Lunch waves will be separated into three locations; each location will include up to 100 students in each location: 1) BMS cafeteria; 2) Library Media Center; 3) Auditorium
- ▶ Lunch options will be limited and provided via lunch food cart stations for swift "grab n' go" of lunch. Families that have the ability to send their child to school with "bag" lunch from home are strongly encouraged to do so.
- ▶ Westport Schools is planning to install live streaming technology in all classrooms to allow for Core and Encore classes, with some exceptions, to be live streamed to students that elect Distance Learning instead of learning in the school facility. The live streaming technology includes cameras and teacher microphone; staff will be provided training to incorporate this technology into their instructional practice to engage distance learning students in learning.
- ▶ Limit sharing of school supplies, equipment, and materials and sanitize when possible.
- ▶ Before/After School Clubs & Activities TBD



Full In-Person Model: Grade 6

Period	Monday	Tuesday	Wednesday	Thursday	Period	Friday
8:30 - 9:11 41 minutes	Attendance CORE	Attendance ENCORE period 9	Attendance CORE	Attendance ENCORE period 9	8:30 - 9:26 56 minutes	Attendance CORE
9:15 - 9:56 41 minutes	CORE	ENCORE period 3	CORE	ENCORE period 3	9:30 - 9:56 26 minutes	ENCORE period 3
10:00 - 10:41 41 minutes	ENCORE period 3	CORE	ENCORE period 3	CORE	10:00 - 10:56 56 minutes	CORE & LUNCH
10:45 - 11:26 41 minutes	CORE	CORE	CORE	CORE	11:00 - 11:56 56 minutes	CORE
11:30 - 12:11 41 minutes	LUNCH	CORE	LUNCH	CORE	12:00 - 12:26 26 minutes	ENCORE period 8
12:15 - 12:56 41 minutes	CORE	LUNCH	CORE	LUNCH	12:30 - 1:00 30 minutes	ENCORE period 9
1:00 - 1:41 41 minutes	CORE	ENCORE period 8	CORE	ENCORE period 8		
1:45 - 2:26 41 minutes	ENCORE period 8	CORE	ENCORE period 8	CORE		
2:30 - 3:15 45 minutes	ENCORE period 9	CORE	ENCORE period 9	CORE		

Hybrid Model

- ▶ A hybrid model will provide all students, 6-8, with five days over two weeks of in-person learning and five days over two weeks of distance learning.
- ▶ Follow health, safety and facilities guidelines for students returning to school regarding effective handwashing, wearing of protective face covering all day (on school bus and in school).
- ▶ School Day Hours: Monday - Thursday 8:30am - 3:15pm and Friday 8:30am - 1:00pm is a shortened day. Teachers will work with distance learning students from 1:00pm to 3:30pm.
- ▶ Social distancing and cohorting to the extent possible. Cohort will be cut in half and attend school on alternate days. Core classes, with few exceptions for math, students will be grouped within their teaching team ranging in size from 38-48 on each ½ team.
- ▶ Students will be split alphabetically (2 groups across all grade levels) to allow for siblings to be on the same schedule.
- ▶ Cohort A will attend school in-person on Monday, Wednesday, and Friday week 1 and Tuesday and Thursday week 2.
- ▶ Cohort B will attend school in-person on Tuesday and Thursday week 1 and Monday, Wednesday, and Friday week 2.
- ▶ Westport Schools is planning to install live streaming technology in all classrooms to allow for core and encore classes, with some exceptions, to be



live streamed to students that elect Distance Learning instead of learning in the school facility. The live streaming technology includes cameras and teacher microphone; staff will be provided training to incorporate this technology into their instructional practice to engage distance learning students in learning.

- ▶ Limit sharing of school supplies, equipment, and materials and sanitize when possible.
- ▶ Before/After School Clubs & Activities TBD
- ▶ Hybrid model can be enacted immediately as students will follow the same schedule they have been since the start
- ▶ Hybrid model would follow the same Full in-person schedule below with 50% less students in the building at a given time

Hybrid Model: Full Day Schedule M-Th, Shortened Day F

M 8:30-3:15	Tu 8:30-3:15	W 8:30-3:15	Th 8:30-3:15	F Shortened Day 8:30-1:00
Group 1 In School	Group 2 On-Line at Home	Group 1 In School	Group 2 On-Line at Home	Group 1 In School
Group 2 On-Line at Home	Group 1 In School	Group 2 On-Line at Home	Group 1 In School	Group 2 On-Line at Home

Fully Remote Learning

- ▶ Students attend classes on the established school schedule with breaks for transitions.
- ▶ School Day Hours: Monday - Thursday 8:30am - 1:30pm and Friday 8:30am - 12:30pm
- ▶ Combination of synchronous and asynchronous learning
- ▶ The full remote learning model divides the school day into 5 learning blocks for live instruction. Instructional design may include direct instruction, modeling skills, read aloud, and support to students while students complete assigned work with teacher assisting.
- ▶ Monday - Thursday, daily 1 hour "office hours" opportunity for students to receive extra support and clarification of their learning directly from their teachers.



- ▶ Distance learning for all schedule grade 6 sample schedule below

Full Remote Model: Grade 6

6th Grade	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:00	Encore 3	Encore 3	Encore 3	Encore 3	Encore 3
9:05 - 9:35	Encore 8	Encore 8	Encore 8	Encore 8	Encore 8
9:40 - 10:40	Core A	Core C	Core A	Core C	Core A/C*
10:40 - 10:50	Break	Break	Break	Break	Break
10:55 - 11:55	Core B	Core D	Core B	Core D	Core B/D*
12:00 - 12:30	Encore 9	Encore 9	Encore 9	Encore 9	Encore 9
12:30 - 1:30	Independent work and conferences	Independent work and conferences	Independent work and conferences	Independent work and conferences	Teacher Professional Responsibilities

Temporary Support Option

- ▶ A fully remote learning model will be available to families who opt to keep their child home instead of sending their child to school when in Full in-person Session or Hybrid Session.
- ▶ More details will be established based on enrollment numbers.
- ▶ School Day Hours: Monday - Thursday 8:30am - 3:15pm and Friday 8:30am - 1:00pm is a shortened day. Teachers will be available to work with distance learning students every Friday from 1:00pm to 3:30pm. Students may set up appointments with specific teachers.
- ▶ Westport Schools is planning to install live streaming technology in all classrooms to allow for core and encore classes, with some exceptions, to be live streamed to students that elect Distance Learning instead of learning in the school facility. The live streaming technology includes cameras and teacher microphone; staff will be provided training to incorporate this technology into their instructional practice to engage distance learning students in learning.
- ▶ All students participating in Self Selected distance learning will be required to attend their daily classes as prescribed by their PowerSchool schedule by viewing in real time the live stream of each of their daily classes.
- ▶ All students will be required to check their Schoology and Google Classroom pages to review their assignments
- ▶ Since distance learning students will not be able to engage directly with



their teachers during real time instruction while viewing a live stream of their classroom, all students will be required to email their teachers to request additional help or ask clarifying questions relating to their assigned work.

HIGH SCHOOL INSTRUCTIONAL MODELS AND SCHEDULES

Full In-Person Model with Heightened Protocols

- ▶ Follow health and safety and facilities guidelines for students’ return to school.
- ▶ Use remote learning approaches for programs/courses that remain limited due to state guidelines.
- ▶ This schedule allows for all students to attend school at SHS for four periods each day.
- ▶ Students who opt to participate in distance learning will have the ability to access instruction and curriculum through a live stream into each of their classes.
- ▶ The rotation of classes allows for each period to cycle through a longer block of time (the second and fourth class period of each day is 70 minutes) to accommodate science labs and longer blocks of instruction.
- ▶ Passing time is extended to 10 minutes in order to reduce hallway traffic.

Full In-Person Model: A/B Schedule with Shortened Personalized Learning Day Every Friday

Time	A-1	B-1	A-2	B-2
8:00-8:50 (50)	Period 1	Period 5	Period 4	Period 8
9:00-10:10 (70)	Period 2	Period 6	Period 3	Period 7
10:20-11:10 (50)	Period 3	Period 7	Period 2	Period 6
11:20-1:10 (70 + 30 Lunch + 10 Passing)	Period 4	Period 8	Period 1	Period 5
1:10-3:00	Students will engage in their asynchronous learning, and school personnel will be available to assist students, hold office hours, and conference with students (both in-person and remotely)			



Friday Schedule: Personalized Learning Day; Either Virtual or In-Person

*Every Friday	*Fri-A(1)	*Fri-B(1)	*Fri-A(2)	*Fri-B(2)
8:00-8:45 (45)	Period 1	Period 5	Period 4	Period 8
8:55-9:40 (45)	Period 2	Period 6	Period 3	Period 7
9:50-10:35 (45)	Period 3	Period 7	Period 2	Period 6
10:45-11:30 (45)	Period 4	Period 8	Period 1	Period 5

Hybrid Model:

- ▶ Students would attend in-person for two full days per week and one half day every other week on a rotating basis.
- ▶ This schedule allows for a limited student population on school premises at one time.
- ▶ This schedule mirrors the full in-person schedule while allowing for two cohorts of students to come into the building on separate days for a four-period rotation.
- ▶ Students in the opposite cohort and those who opt to participate in distance learning entirely will have the ability to access instruction and curriculum through a live stream into each of their classes.
- ▶ The Two-Cohort Hybrid Model limits the number of students coming into contact with one another. Furthermore, it allows for increased social distancing in each classroom, hallways, and areas where students traditionally congregate.
- ▶ Students in Cohort 1 will attend school two days consecutively for four periods each day (an A Day periods 1-4 and a B Day periods 5-8). Following these two days, students in Cohort 2 will then attend school for two consecutive days with four periods each day. Students will be dismissed from school at 11:30 on Friday.

Hybrid Model with Two Cohorts: A/B Schedule with Two Cohorts; Personalized Learning Day Every Friday

Time	A-1 (Cohort 1)	B-1 (Cohort 1)	A-2 (Cohort 2)	B-2 (Cohort 2)
8:00-8:50 (50)	Period 1	Period 5	Period 4	Period 8
9:00-10:10 (70)	Period 2	Period 6	Period 3	Period 7
10:20-11:10 (50)	Period 3	Period 7	Period 2	Period 6
11:20-1:10 (70 + 30 Lunch + 10 Passing)	Period 4	Period 8	Period 1	Period 5



1:10-3:00	Students will engage in their asynchronous learning, and school personnel will be available to assist students, hold office hours, and conference with students (both in-person and remotely)
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Friday Schedule: Personalized Learning Day; Either Virtual or In-Person

*Every Friday	*Fri-A(1) Cohort 1	*Fri-B(1) Cohort 1	*Fri-A(2) Cohort 2	*Fri-B(2) Cohort 2
8:00-8:45 (45)	Period 1	Period 5	Period 4	Period 8
8:55-9:40 (45)	Period 2	Period 6	Period 3	Period 7
9:50-10:35 (45)	Period 3	Period 7	Period 2	Period 6
10:45-11:30 (45)	Period 4	Period 8	Period 1	Period 5

Full Remote Learning

- ▶ Students attend classes on the established school schedule on a four day rotation with a half-day on Friday.
- ▶ In the event that schools are closed and instruction and curriculum must be completely remote for a period of time, the Distance Learning Model mirrors the full-in person and hybrid schedules. Following the same four-period rotation and shortened day on Friday will allow for a more seamless transition from all students and staff physically being in the building to synchronous distance learning taking place on a set schedule and time frame.
- ▶ Note: There is a thirty-minute break between the third and fourth periods of the day for lunch.

Full Remote Model: A/B Schedule with Shortened Personalized Learning Day Every Friday

Time	A-1	B-1	A-2	B-2
8:00-8:50 (50)	Period 1	Period 5	Period 4	Period 8
9:00-10:10 (70)	Period 2	Period 6	Period 3	Period 7
10:20-11:10 (50)	Period 3	Period 7	Period 2	Period 6
*11:40-12:50 (70)	Period 4	Period 8	Period 1	Period 5



12:50-3:00	Students will engage in their asynchronous learning, and school personnel will be available to assist students, hold office hours, and conference with students (both in-person and remotely)
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***11:10-11:40: Lunch Break**

Friday Schedule: Personalized Learning Day

*Every Friday	*Fri-A(1)	*Fri-B(1)	*Fri-A(2)	*Fri-B(2)
8:00-8:45 (45)	Period 1	Period 5	Period 4	Period 8
8:55-9:40 (45)	Period 2	Period 6	Period 3	Period 7
9:50-10:35 (45)	Period 3	Period 7	Period 2	Period 6
10:45-11:30 (45)	Period 4	Period 8	Period 1	Period 5

Temporary Support Option

- ▶ A fully remote model will be available to families who opt out of a full in person or hybrid model.
- ▶ Students who participate in this option will have the ability to access instruction and curriculum through a live stream into each of their classes.

TEACHING AND LEARNING



Assessment and Grading

General Recommendations, K-12

- ▶ Provide professional development on best practices for formative assessment and feedback in a remote or hybrid learning model.
- ▶ Allow time for articulation between teachers to discuss student performance last year. Articulation should take place during opening professional days.
- ▶ Utilize formative assessment to provide students with real-time feedback and teachers with real-time anecdotal data to inform instruction.
- ▶ Review, and where necessary, modify curriculum, assessments, and progress reports to focus on priority standards.

Elementary Assessment Recommendations

- ▶ Consider time and location of formal assessments to maximize social learning experiences in school.
- ▶ Communicate assessment results and individual student progress to parents on a regular basis (i.e. after each unit of study).
- ▶ Provide release time for condensed parent/teacher phone or video conferences (in addition to the regularly scheduled formal conferences).

Secondary Assessment Recommendations

- ▶ Clarify the late work and participation policies by course and level through the syllabus for each class.
- ▶ Limit Pass/Fail grading to special circumstances that are aligned with existing school policies. Consider cumulative grading through a progress grading approach throughout the year.



Social and Emotional Learning

This process is applicable to both hybrid and fully remote learning scenarios.

Focus on Students

- ▶ Tier One: Practices to support all students on a classroom and schoolwide basis. This includes direct instruction in SEL competencies (ex: RULER curriculum) and providing time for student connection (ex: Connections, Homeroom, Morning Meeting). Ongoing data on students' well being will be collected through different methods (ex: Google Forms, Jamboard Mood Meter check ins).
- ▶ Tier Two: A more targeted approach where staff identifies students who may be having more difficulty such as social isolation, emotional regulation or academic disengagement. Strategies and supports are designed to meet individual students' needs. This warrants a team approach and communication with families.

TEACHING AND LEARNING

- ▶ Tier Three: Supports for students identified as having significant needs or requiring crisis intervention. This warrants a team approach, increased communication with families and collaboration with outside resources.

Focus on Staff and Families

- ▶ The team recommends focusing on the SEL needs of staff members and families by offering professional development, resources, and ongoing support through increased communication.
- ▶ Specific supports and strategies will be planned for each stakeholder group.



Professional Development and Training

Professional development and training recommendations are being developed. These recommendations may have an impact on the 2020-2021 school calendar as additional time is required.

Teachers and Staff

- ▶ Provide five full professional development days prior to the start of the 2020-21 school year.
- ▶ Provide professional development on best practices for formative assessment and feedback in a remote or hybrid learning model.
- ▶ Provide training in Distance Learning By Design Framework for all teachers and specialized training for Library Media Specialists to support key technologies.
- ▶ Establish protocols and professionally develop teachers and staff to support conversations about race, gender, sexual orientation, cultural background, consent etc. in a fully remote or hybrid model environment. Develop a plan for professional development work to address implicit bias, culturally responsive education, and trauma informed teaching.
- ▶ Conduct a full school overview of academic integrity policy and protocols at all secondary buildings and guided training for applicable departments in all buildings as well as video/flipped classroom reference materials for avoiding plagiarism and other academic integrity issues. Provide a training video or workshop for parents to increase their awareness of what is acceptable in a remote learning environment.
- ▶ Implement health and safety training for all staff (certified and non-certified), including opportunities to review new protocols for scheduling/cohorting/social distancing for any in-person learning. Such information will also be shared with all students and families.



Support for Students and Families

Parents

- ▶ Prepare parent training sessions on tech platforms, schedules, and supporting independence with at-home assessments.
- ▶ Consider providing an online orientation for new families enrolling students in the district.
- ▶ On the district website, publish a list of people and organizations in the community that support students and families in the Westport community.

TEACHING AND LEARNING

- ▶ Provide updates and information about any changes made to the Acceptable Use Policy and/or Agreement.

Students

- ▶ Establish clear guidelines and introductory materials for students (by grade level) about access to resources for live, online classes missed due to absence, including structures for 1:1 support in a fully remote or hybrid model environment.
- ▶ Consider providing an online orientation for new students enrolled in the district.
- ▶ Provide a student-friendly overview of any updates to the Acceptable Use Policy and/or Agreement.



Special Education

Students eligible for special education services are general education students first and will receive the benefits of all the mitigation measures in place for all students as part of this reopening plan. In addition, students eligible for special education services are entitled to a Free and Appropriate Public Education (FAPE) in the least restrictive environment under the IDEA. These mandates remain in place and the Westport Public Schools will provide FAPE in a manner consistent with protecting the health and safety of our students and staff during this public health crisis.

Eligible students may require unique and individual considerations based on their needs, functioning, development, and family input. These considerations and adjustments will be made on an individual basis in consultation with the members of that child's school-based team. The school teams will work with students and families of students unable to wear PPE, practice social distancing, or adhere to CDC and Connecticut State Department of Education guidelines, considering environmental modifications, alternative PPE, adjustments to class size, schedules, and protocols for activities of daily living.

Westport Public Schools will follow closely updated guidance on the implementation of special education programs from the Connecticut Bureau of Special Education and the federal government and is committed to ongoing communication and collaboration with families through the process of reopening and the school year.



Technology Devices

- ▶ Students in grades K-8 will be provided with Chromebooks from the district.
 1. Student expectations
 - a. Keep the Chromebook in the protective case at all times
 - b. Charge the Chromebook at home each night



TEACHING AND LEARNING

- c. Bring the Chromebook back and forth to school daily
 2. Families may have the students use a school Chromebook or other family device when students are at home. School devices will be routed through the school network and firewall from home after first connecting to the family Internet connection.
- ▶ Students in grades 9-12 are expected to continue to provide their own device
 1. Student expectations
 - a. Charge the device at home each night
 - b. Bring the device back and forth to school daily
 2. Students who qualify for free and reduced lunch or heating assistance from the Town of Westport can be loaned a school Chromebook if needed
 3. If a student's own device needs to be sent out for repair, a student can request a temporary Chromebook loan if any devices are available
 - ▶ If families do not have access to Wifi at home, families can contact a guidance counselor or school principal and the district can provide a cellular hotspot for access to educational resources.

Support

- ▶ If a school Chromebook malfunctions, a loaner will be provided to the student. The loaner should be kept in the protective case and charged at home if needed until the original device can be returned.
- ▶ Spares will not be available at school if they are forgotten. It is important that students remember to bring their devices daily.
- ▶ If a student is participating in the Temporary Support Option and his/her device malfunctions, the family can swap out the school computer for another one by making an appointment with the parent helpdesk by emailing parenthelpdesk@westportps.org.
- ▶ If parents or students need support with any of the software programs they should contact their school's library media specialist or classroom teacher and they will be directed further based on the specific resource.

CO-CURRICULAR PROCEDURES



Co-Curricular: 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 student/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).

► July 6, 2020 students will begin small group, in-person, contact while maintaining virtual coaching options. This date is subject to change based on information available as we approach the transition to this stage. July 6th coincides with the soft opening of school facilities for summer school. Consideration of the current phase in Governor Lamont’s Reopen plan, preparedness of facilities to sanitize and maintain social distancing standards, current executive orders, opportunity equity, and continued consultation with the Connecticut State Medical Society, Sports Medicine Committee will factor into CIAC’s guidance of moving to low/moderate risk competition experiences.

► Workouts will be conducted in cohorts of the same 5-10 students working out together weekly to limit exposures. Cohorts should not meet more than 3 times per week. Activities should focus on physical reconditioning of athletes, acclimation to exertional activity in warmer weather, and individual skill development. Workouts should not exceed 60 minutes. No team practices. There must always be a minimum distance of 6 feet between each individual. Physical contact such as highfives, fist bumps, and hugs are prohibited. Vulnerable individuals should not supervise or participate in any workouts. All activities are limited to outdoor areas. Adequate cleaning schedules should be created and implemented for all athletic facilities.

► 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. The coach or activity supervisor must confirm self-screening by all activity participants, upon arrival. Records of self-screening for each person should be recorded and stored (see COVID monitoring form). Any person with positive symptoms reported should not be allowed to



participate, should self-isolate, and contact their primary care provider or other health-care professional.

CO-CURRICULAR PROCEDURES

S Staples Athletes:

1. Understand that the summer conditioning program starting July 6 is not mandatory for athletes. **Volunteer Only.**
2. Must have a signed **Out of Season Fitness Form** signed by a parent in order to participate In workouts.
3. Understand that each conditioning workout is 1 hour long with a limit of 3 workouts each week.
4. Must stay home if sick, if anyone in the family is sick, or has a pending COVID test.
5. Must answer 10 self screening questions before each workout. Questions are attached.
6. Understand that if they did not pass the self screen assessment, they will be sent home and can not return to any conditioning workout until cleared by a doctor.
7. **Must bring their own mask**, and wear the mask covering to and from each workout and during the workout when not involved in a vigorous activity.
8. Must maintain social distancing during each workout.
9. Must remain in the same group for each workout.
10. Understand that physical contact such as high fives, fist bumps and hugs are prohibited.
11. Must bring their own water bottle to each conditioning workout.
12. Understand that there is no sharing of equipment and water bottles.
13. Must wear light covered clothing including socks, shorts, t-shirts and running shoes for each conditioning workout.
14. Must notify coach immediately if any symptoms develop while at conditioning

S Staples Coaches:

1. Understand that the summer conditioning program starting July 6 **is not** mandatory for coaches or athletes. **Volunteer Only.**
2. Understand that each conditioning workout is 1 hour long with a limit of 3 workouts each week.
3. Understand that a multi-sport Staples Athlete must work with one team only during summer conditioning.
4. Must stay home if sick, immediate family member is sick or has a pending COVID test.
5. Must answer 10 self screening questions before each workout. Questions are attached.
6. Understand that if they did not pass the self screen assessment, they will be sent home and can not return to any conditioning workout until cleared by a doctor.



7. Must bring their own mask, and wear the mask covering to and from each workout and during the workout when not involved in a vigorous activity or speaking to another coach or athletic trainer.

CO-CURRICULAR PROCEDURES

8. Must adhere to social distancing guidelines as much as possible between athletes and other coaches.
9. Must record and maintain the same groups of up to 10 athletes for each conditioning workout.
10. Understand that physical contact such as high fives, fist bumps and hugs are prohibited.
11. Understand that there is no sharing of equipment.
12. Understand that any equipment used must be cleaned after each use.
13. Understand that an **Out of Season Fitness Form** signed by a parent was to be collected and on file in order for any athlete to participate in summer conditioning workouts.
14. Must maintain attendance for all activities and a record to confirm all participants, including staff, were screened prior to engaging

S Staples Athletic Program:

1. Will have portables and outside restrooms by Staples baseball field available for use during summer conditioning workouts.
2. Will coordinate and schedule facility usage use and summer conditioning workouts in conjunction with the Westport Parks & Recreation Dept. and school administration.
3. Will have regular procedures in place for insurance coverage in the event of player injury.
4. Will have extra bottled water available for athletes as needed.
5. Will provide hand sanitizer along with disinfectant wipes for any equipment in use.

S Staples Athletic Parent:

1. Will keep their child home from summer conditioning workouts in the event they are sick or any family member is sick.
2. Will report to coach immediately if their child is diagnosed with or has been exposed to COVID.
3. Will sign an **Out of Season Fitness Form** in order for your child to participate in summer conditioning workouts.

S Plan And Prepare For Live Streaming Of Fall Sports

2 Live Streaming Broadcasts for Athletic Contests:

1. Provide LIVE STREAMING of Athletic Events
 - a. LIVE STREAMING NFHS



- 2. There are well over 150 schools providing LIVE STREAMING from NFHS partnership with Play On Sports
- 3. DRG - Darien, Wilton, New Canaan, & Weston
 - a. [Fact related NFHS and Staples - Q & A](#)

CO-CURRICULAR PROCEDURES

Next Steps

- ▶ Continue to monitor CDC & CIAC Recommendations for fall sports
- ▶ Finalize decision regarding participation in fall sports



Co-Curricular: Theatre and Music

Overview

Decisions are based on recommendations from the following organizations / groups:

- ▶ ACDA, American Choral Directors Association, CMEA, NAFME, The Educational Theatre Association, Musical Theatre Educators, iTheatrics
- ▶ Instrumental, ensemble, choral and theater teachers from the district and DRG

Findings

- ▶ There is an increased risk of Covid19 spread when singing, blowing into instruments, and vocal projection
- ▶ While there is no official safe distance for the above performers, 16 feet has been suggested by multiple sources.
- ▶ The longer people sing/project airflow and the more time people spend in a room together doing such activities, the greater the risk of transmission.

Decisions

1. [Theatre/Music](#)

- a. Virtual live online performances via googlemmeet / zoom
- b. Recorded performances assembled, edited, and distributed - via live stream or web
- c. Live or pre-recorded radio broadcasting
- d. In person small group that align with CDC guidelines
- e. An audience whose attendance aligns with CDC guidelines possible

2. [Theatre Specific](#)

- a. Small format recurring 60 minute workshop (30 students or less)- virtual learning
- b. Large format non-recurring 90-minute workshop - virtual learning
- c. Provide opportunities for small group and virtual individualized instruction
- d. Acting, Improv, MT audition technique, dance, puppetry, rap, playwriting, magic

3. [Music Specific](#)

- a. Small group ensembles (strings, percussion) could be rehearsed regularly and performed on stage and captured on video for distribution via live stream or web
- b. Winds and Brass concerns / recommendations still being discussed

Next Steps

- ▶ Continue to monitor CDC Health and Safety Recommendations

CO-CURRICULAR PROCEDURES

Resources

1. ACDA Covid19 Response Committee Report
2. Music Theatre Educators Alliance Webinar:
https://www.youtube.com/watch?v=niuQt_oR_jg&feature=youtu.be
3. Music Theatre International
 - a. Has an approved list for shows for streaming
 - b. Has opening up Broadway Jr. series to all ages
4. <https://www.showtix4u.com/#streaming>
 - a. Allows for streaming of shows & ticket sales
5. iTheatrics Zoomsical teaching intensive (June 30/July1)
6. Broadway Teaching Group
 - a. Professional Theatre Classes



Co-Curricular: Clubs and Activities

- ▶ Elementary: The Elementary School offerings will be largely consistent at all elementary schools. Information will be housed on the district website, but will also be made available via each building's Community Page. Information will be sent home to families with the clubs and activities, with synopsis and the meeting dates and times and a link to a Google Sign up Form. Parents and students will then be provided an access code for that club or activity.
- ▶ Middle: Develop the infrastructure to host Clubs and Activities remotely. Club advisors will be provided PD and technician support necessary to shift clubs to a Distance Learning model. Our belief is that a robust Distance Club and Activities program will be essential to the success of a hybrid model and/or our traditional model.
- ▶ High School: Develop the infrastructure to host Clubs and Activities remotely. Club advisors will be provided PD and technician support necessary to shift clubs to a Distance Learning model. Our belief is that a robust Distance Club and Activities program will be essential to the success of a hybrid model and/or our traditional model.

Next Steps

- ▶ Collaborate with scheduling committee to align our vision of offering clubs (days, times) aligned with the district Distance Learning vision
- ▶ Discuss and develop a club and activity meeting schedule in a hybrid model that would ensure an equitable experience for all members (in person and digitally)
- ▶ Develop expectations for club and activity advisors for facilitating and leading a club and or activity in a digital environment and hybrid. This includes stipend and non-stipend advisors.



ADDITIONAL RESOURCES

[American Academy of Pediatrics](#)

[CDC Considerations for Schools](#)

[CT SDE Reopening Schools Executive Summary](#)

[CT SDE Reopening Schools Slides](#)

		Projected Enrollment and Elementary Class Sections 2020-21																	
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total Enrollment	K-12 Enrollment	Total Sections	Average
Coleytown EI	Enrollment		72	73	75	72	61	66								419	419		
	Sections		4	4	4	3	3	3										21	
	Average		18.00	18.25	18.75	24.00	20.33	22.00											19.95
	Open Seats		16	15	13	3	14	9											
Greens Farms	Enrollment		68	66	67	66	69	71								407	407		
	Sections		4	4	4	3	3	3										21	
	Average		17.00	16.50	16.75	22.00	23.00	23.67											19.38
	Open Seats		20	22	21	9	6	4											
King's Highway	Enrollment		58	71	76	67	84	77								433	433		
	Sections		3	4	4	3	4	4										22	
	Average		19.33	17.75	19.00	22.33	21.00	19.25											19.68
	Open Seats		8	17	12	8	16	23											
Long Lots	Enrollment		77	80	85	107	79	115								543	543		
	Sections		4	4	4	5	4	5										26	
	Average		19.25	20.00	21.25	21.40	19.75	23.00											20.88
	Open Seats		11	8	3	18	21	10											
Saugatuck	Enrollment		53	59	74	71	68	74								399	399		
	Sections		3	3	4	3	3	4										20	
	Average		17.67	19.67	18.50	23.67	22.67	18.50											19.95
	Open Seats		13	7	14	4	7	26											
Stepping Stones	Enrollment	53														53			
Bedford	Enrollment							358	412	413						1183	1183		
Coleytown Middle	Enrollment							1	0	0	0					1	1		
Staples	Enrollment											435	451	466	474	1826	1826		
Total Enrollment		53	328	349	377	383	361	404	358	412	413	435	451	466	474	5264			
K-12 Enrollment			328	349	377	383	361	404	358	412	413	435	451	466	474		5211		
Total Sections			18	19	20	17	17	19										110	
Average			18.22	18.37	18.85	22.53	21.24	21.26											

Elementary Class Breakpoints:

	Number of Sections				
	1	2	3	4	5
Grades K-2	21	22 - 42	43 - 64	65 - 85	86 +
Grades 3-5	24	25 - 48	49 - 73	74 - 97	98 +

Color Legend: ■ Budgeted - Under Staffed Sections
■ Budgeted - Over Staffed Sections

07/22/2020 12:02 PM
Updated daily at 6:00 am & 12:00 pm.

Budgeted:

	K	1	2	3	4	5	Total
CES	3	4	4	3	3	3	20
GFS	3	3	3	3	3	3	18
KHS	4	4	4	3	4	4	23
LLS	4	4	4	5	4	5	26
SES	4	3	4	3	3	4	21
Total	18	18	19	17	17	19	108