

CREC RSS Reopening Plan



This document identifies the critical “REQUIREMENTS” needed for each local educational agency (LEA) or school operator to submit a reopening plan in accordance with the Connecticut School Reopening Plan

— *Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together*. In providing the LEA’s response, it is imperative to work through the Connecticut School Reopening Plan, which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing the unique local approach.

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

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

Additional Details:

Plans should be submitted in font size no greater than

11pt, in PDF format. Due: July 24, 2020

Submit to: SDE.REOPEN@ct.gov

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

Date of Submission:	July 24, 2020
LEA Name:	Capitol Region Education Council: River Street School
Reopening Plan Point of Contact:	Tom Parvenski, Director RSS
Contact Email:	tparvenski@crec.org
Contact Phone:	860 298-9079
LEA COVID-19 Health and Safety Compliance Liaison:	Dave Cusick
Liaison Email:	dcusick@crec.org

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

This document reflects preliminary guidance and considerations as of the date published, and should not be interpreted as mandates, except where there is indication of a requirement. The Connecticut School Reopening Plan

— *Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together* may be updated due to the rapidly changing response to this pandemic emergency and ongoing updates from Centers for Disease Control and Prevention (CDC) and/or changes to federal and state orders and guidance. The Connecticut State Department of Education will provide any such updates to Superintendents.

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

Priorities
<p>Fall Reopening Model</p>
<ul style="list-style-type: none"> • LEAs should plan to have all students, in all districts, return to schoolhouses for full-time instruction at the beginning of 2020-2021, so long as public health data continues to support this model. This model will be supported with more intensive mitigation strategies and specific monitoring, containment and class cancellation plans. <ul style="list-style-type: none"> – In addition to full-time instruction plans as indicated above, LEAs must be prepared to modify their plans to support a partial reopening or to allow for scaling back at a future date if the public health data changes. • Identify gaps and develop action plans for reopening that specifically address inclusion, equity, and access for all learners with strategies and clearly defined action steps.
<p>CREC River Street School will have three (1,2,3) levels of opening. Available data for the region and guidance from the SDE and DPH will determine the level under which the district operates. Levels 1 and 2 will include the use of mitigation strategies including the requirement to wear a mask, social distancing, and frequent hand-washing.</p> <p>Level 1 (All in-person learning)</p> <ul style="list-style-type: none"> • All students and staff are invited back to school to learn on a full time basis. School will run each day identified on the school calendar during normal operating hours. • August 31, 2020, will open for all students at the level of their contracted hours. • Class sizes will not be reduced from the normal number unless students choose not to attend. • Students will be assigned to cohorts to reduce student interaction with other students and staff interactions will be limited to essential interactions. Some classes or activities, such as assemblies, field trips, and the use of student interns, may be discontinued temporarily based on the recommendation from CREC’s health advisor. • Classroom activities will be modified as needed to reduce student interaction when appropriate. • Some families may opt out of in-person learning and instead will be offered the opportunity to continue their learning through their child’s Individual Learning Plan. • Some staff may ask for the opportunity to work from home and they will be considered for assignment to be a Distance Learning Teacher. This is dependent upon the number of students that will be engaging in distant learning and a process negotiated with the teachers’ union, CREC-EA. <p>Level 2 (Hybrid Model)</p> <ul style="list-style-type: none"> • Students who are attending school will be divided into two groups (Red & Blue). On a designated red day, students in that group will attend school in a fashion similar to Level 1; similarly on a designated blue day, students in that group will attend. Given the complexity of our students, students would attend in person school for one week, then engage in remote learning for the following week and vice versa. Scheduling would occur in conjunction with the classrooms paired cohort. <p>Level 3 (All distance learning)</p> <ul style="list-style-type: none"> • All staff and students will be home utilizing distance learning technology in a synchronous and asynchronous mode with their teachers, para educators, and related service providers. At this point students participating in Distant learning may join their classmates in the classrooms as they would exist in level 1 if school returns to normal.

Temporarily Choosing Not to Participate

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

CREC River Street School parents/caregivers who choose not to participate in an in-person return to school will be afforded the opportunity to continue with Distant Learning that is designed for their child in the Individual Learning Plan. Parents and students who may temporarily choose not to participate in the return to school will be offered an opportunity to resume in-person instruction prior to the start of the new marking period.

Teachers for Distance Learning will be chosen among those who apply for the positions. Teachers will be chosen based on an agreement with CREC-EA that takes into consideration student demand, certification, health needs, and seniority. Teachers who are assigned to Distant Learning will get their full pay and benefits without using FMLA or other benefit time. The length of the assignment for teachers will be determined by the Executive Director based on student need. Teachers are expected to spend their work day on line, participate in school based meetings, professional development and conduct parent meetings. Teachers will be issued CREC equipment, materials and curriculum to conduct their classes and are expected to participate in training prior to the start of the school year. Teachers will be observed and evaluated by an administrator at CREC and have access to the same support as any other teacher at CREC. At the conclusion of their service all teachers assigned to Distant Learning will report back to the original school for reassignment.

School Liaison, Communications Plans, and Data Collection

- Designate an employee to serve as a COVID-19 Health and Safety Compliance Liaison. This designated person will be responsible for engaging with students, parents, faculty, staff, and administrators to answer questions or concerns about health and safety requirements regarding COVID-19 concerns (e.g., school nurse).
- Put systems in place to communicate the most up to date policies and protocols related to the considerations herein, for staff, students, and families.
- Make communications plans available in relevant languages of families in the community, as well as accessible to those with visual and/or hearing impairments.
- Ensure the development of plans for ongoing two-way communication with the school community (staff, families, and students) about any new policies and/or protocols *prior* to reopening, any time there is a significant policy change, and upon re-entry if a school closes temporarily during the year.
- Develop expectations around frequency of communication, and ensure detailed updates are provided any time critical information regarding policies, protocols, or health data changes.
- Put in place a plan for how the community will be notified of any changed policies, need to cancel classes, or other changes or restrictions.
- Make plans easily accessible, including but not limited to being visible on the main landing page of the LEA and school websites.
- Prioritize gathering information from families prior to reopening. Collect information from families to properly plan for resuming classes in the fall.

– This should align with the forthcoming CSDE District Reopen Survey

- CREC's Director of Health Services will serve as the COVID-19 Health and Safety Compliance Liaison. This individual directly supervises the school nurses, and will be in constant communication with them regarding policies, procedures, and protocols as they relate to health and safety requirements.
- CREC has a robust employee portal that is the hub for all important employee communications. A dedicated COVID-19 page was created when the schools first closed, and is updated frequently as new information and new policies and procedures emerge. The employee portal also contains an FAQ document related to COVID-19 that is updated as new questions come to the agency from employees.
- There are several ways that CREC communicates with families: direct communication from the Superintendent, SchoolMessenger, and the district and school websites. Currently CREC River Street School's website has a pop up window that links to a COVID-19 informational page which will be updated with the school's reopening plan. The expectation is that each school's webmaster will keep these pages updated as new information becomes available. Changes to policies, procedures, or school operations in general will either be communicated to families directly from the Superintendent or the Program Director or Designee via SchoolMessenger (both voice and email messages), while at the same time the new information will be posted on the websites.
- CREC will communicate its reopening plans to parents at the end of July, after the district plan and each school's plans have been vetted by stakeholders.

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

Operations Plan
<p>Facilities</p> <ul style="list-style-type: none"> • Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout. • Where necessary, assess other space that may be repurposed for instruction in the school, in municipal or other community space, or if the school will require additional modular space. • Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction. • Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population. • Identify the training needs of staff related to health and safety protocols; perform such training prior to the first day of classes. • Consider having training days and days to practice new protocols with staff only prior to having students enter the building. • Plan an in-person or online training that includes: social distancing; cleaning protocols; and hygiene practices. Require attendance by all students and staff, and make available to families who are interested. Consider repeating this training during the first months that school reopens, and as needed. • Ensure training is provided to substitutes or others who may enter the school outside of the first day or typical calendar start.
<p>General Provisions</p> <ul style="list-style-type: none"> • CREC River Street School will provide spaces that allow for movement within the building for those students with allergies, asthma or other medical conditions who are unable to access the outside environment • Health office will be designated as a clean space • Virtual tour will be available prior to school formally opening to support students and families in understanding differences in the environment and anticipated changes in routine. These could be augmented with social stories, photos, or visuals. • Visitors will not be allowed within the school building unless required to deliver IEP services. Telehealth will be considered as a viable alternative when appropriate. • Playground surfaces will be cleaned/disinfected by each cohort following use. Playground schedules will be structured and depicted on student schedules to avoid confusion, as free access will not be allowed. • Handwashing routines will be built into students’ schedules before leaving or returning to classrooms (e.g., playground use).
<p>Social Distancing and proactive operations in Classrooms</p> <p>CREC River Street School will reconfigure classrooms to allow for maximum distance between student workstations, with 6 feet being the goal. In cases where 6 feet is not feasible, rooms will be reconfigured so that workstations are facing the same direction, with maximum allowable space between the workstations. Face shields were ordered for every teacher.</p> <ul style="list-style-type: none"> • Environmental modifications to include dividers, physical barriers (e.g., cubbies, tables, partitions) to help support students and staff maintain social distancing • Considerations for students who require 1:1 staffing and physical prompting may include prompting from behind, elbow guiding from behind during transitions to avoid face to face contact, use of gloves and extra space allotments in settings and halls to avoid upsetting students with sensory processing issues.

- Maximum room capacities will be posted for each space with capacities lowered and adequate space allotted for those students who may need an emergency intervention necessitating additional staff support

Signage

CREC River Street School is outfitted with multiple signs in bright colors and easy to see with supporting graphics. Signs include reminders to wear face coverings, wash hands frequently, cough into your elbow, and maintain 6 feet of distance between individuals. Signs are also used to indicate any hallways and stairwells that are one-way, and the limitations on occupancy in bathrooms. Visual signage will be used to support flow of traffic in hallways, mark instructional spaces, support social distancing as appropriate.

Training

CREC River Street School has three days before the first day of school dedicated to teacher training and professional development. The District Central Office will mandate that education related to health and safety amid COVID-19 occur on one of these days. CREC’s Health Services Division will provide videos that cover social distancing, the proper use of PPE, hand hygiene, and cleaning protocols for staff to view before the first day of school. Additional trainings will be provided to address managing student behavior, Student Personal Care procedures/routines/mealtime support programs as appropriate, Training will be provided to building substitutes.

Daily Operations

- Implement the key strategy of establishing stable cohorts within the school population, when feasible. Placing students in cohorts is **strongly encouraged** for grades K-8, and **encouraged where feasible** for grades 9–12.
- Develop consistent policies to address when clubs, before- and after-school programs, or other voluntary groups may be allowed to use school space. Include ways to safely allow access for before- and after-school and childcare programs.

CREC River Street School will develop and implement a plan to place students into cohorts, to the greatest extent possible, for the purposes of social and academic interaction. Students will be restricted to their cohort as much as possible without interfering with their educational program or their need to find social and emotional well being in the school. The school will maintain lists of cohorts so families can be notified in the event of a reported case of COVID.

- **Classroom Cohorts-** For the purpose of student coverage, 2 classrooms will be cohorted together. Where possible all classroom rosters will remain consistent with no transitions. Students will remain with their classmates in their assigned classroom and staff from the 2 cohorted classrooms will work together to cover students throughout the day among the 2 rooms. Individual programming might be considered based on student need.
- **Related Services** will be offered along a continuum of methods (e.g., telehealth, in-person) based on student need. Families opting to keep their students home, related services will be conducted via telehealth (i.e., synchronous and asynchronous options). In the school environment, related services will be conducted in one of three ways (or any combination of the three): telehealth in the classroom, in-person in the classroom, or in-person in a related service room or designated workspace. Practitioners will follow safety procedures (e.g., social distancing guidelines, wash hands before and after sessions, disinfect equipment, wear PPE in accordance with contact). Scheduling will be developed to minimize travel throughout the day and to allow for cleaning/disinfecting procedures between students.
- **BCBAs and Interventionists** will be assigned rooms (or sections of the building) in which they will be expected to only come in contact with those designated rooms on any given day. For example, BCBA 1 will cover room 3 and 4- changing PPE between crisis situations.
- **Adaptive Physical Education-** Programming will be provided through a continuum of options (e.g., outside groupings, in classroom stations).
- **Extended Service Model (ESM) and Extended Day Program (EDP)-** Both programs will be in operation for identified students (i.e., programs are part of IEP) and previously stated training

procedures and protocols will be followed.

External organizations will not be permitted in schools to run before or after school programming. Any such programming will be led by a member of the school staff. Before and after care, and after school clubs and activities, will follow the same health and safety protocols as during the school day.

Child Nutrition

- Schools and institutions that participate in the National School Lunch Program (NSLP), School Breakfast Program (SBP), Afterschool Snack Program, and Special Milk Program (SMP) as applicable, must continue to determine eligibility for and make available free and reduced-price meals and snacks and free milk to all eligible students.
- Schools and institutions must comply with the U.S. Department of Agriculture's (USDA) regulations and policies for school meals and milk including the meal pattern requirements.
- Schools and institutions that participate in the NSLP are required to claim meals/milk provided to eligible students using accurate counting and claiming methods.

CREC River Street School does not provide meals for students.

- All students will bring their lunch to school with them. Use of a communal refrigerator/freezer and microwave will be discouraged. Families are encouraged to provide students with a cool pack or thermos in their individual lunch box to keep their meals the appropriate temperature.
- Meals and utensils will be brought to school in a lunch box or container (closed receptacle) and labeled with the student's name. The lunch box will be placed in the student's individual cubby/locker until mealtime. Breakable plastic utensils are discouraged as they pose a swallowing risk. Garbage and disposable items will be placed in a closed receptacle and removed from student access. Utensils will be wiped clean following use and placed in the student's lunch box to return home. Students who need designated adaptive equipment will have their own and each item will be labeled. Following use, items will be cleaned, sanitized and stored for subsequent use.
- Mealtime supports – When assisting students feeding or implementing oral motor programs or mealtime supports, staff will wear PPE as indicated by guidelines.
- Edible reinforcers and snack items will be placed in individual containers and remain in the student's individual work area/eating area.

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Operations Plan, continued
<p>Transportation</p> <p>Low Transmission Risk</p> <ul style="list-style-type: none"> • Plan to operate at full capacity or close to while maximizing health and safety protocols, as well as considerations outlined in the plan. • Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus. • Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat. <p>Moderate Transmission Risk</p> <ul style="list-style-type: none"> • Plan to operate at significantly reduced capacity while maximizing health and safety protocols, as well as considerations outlined in the plan. • Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating. • Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus. • Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat. <p>CREC River Street School uses a variety of transportation contractors; CREC has asked the following of them:</p> <ul style="list-style-type: none"> • Follow disinfecting guidelines before and after bus runs • Provide PPE for drivers • Follow the SDE recommended loading and unloading procedure <p style="padding-left: 40px;">Bus monitors will be assigned as needed to assist with ensuring students keep their masks on at all times, and with loading and unloading procedures.</p> <ul style="list-style-type: none"> • Districts or parents will provide transportation to and from school. • If parents transport, they will be asked to remain outside the school building and in the bus line to ensure the student does not show signs of being ill. Parents will be required to wear a face mask at all times when interacting with staff. • Staff will wear PPE prior when assisting students in and out of vehicles • Transportation companies will be alerted prior to school opening regarding any new traffic and drop off patterns in the parking lot.

Health Practices and Protocols

- Ensure that students are educated and engaged in the new expectations related to all public health policies and protocols. As part of this requirement, assess the best approach to communicating the information for the age group, and plan to set aside time at the beginning of the school year, as well as frequent reminders, to review the new policies and protocols.
- Familiarize all participants of the standard public health practices used to prevent the spread of diseases. These practices include, but are not limited to:
 - social distancing,
 - frequent hand washing and use of hand sanitizer,
 - use of face coverings that completely cover the nose and mouth,
 - respiratory and cough etiquette, and
 - enhanced cleaning/disinfection of surfaces.
- Provide adequate supplies, including soap, hand sanitizer with at least 60% ethyl alcohol or 70% isopropyl alcohol (for staff and older students who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible), and no-touch/foot-pedal trash cans.

CREC’s Health Services will provide age appropriate educational videos related to hand hygiene, social distancing and proper use of masks for students. CREC Nursing staff will be available to answer any health related concerns of staff, students and their families.

The recommended signage will be placed throughout all school buildings indicating the importance of using face coverings, the importance of hand hygiene, and social distancing reminders. We will also utilize our internal and external websites, as well as, send home important informational updates and reminders to families through school messenger services, backpack reminders, school newsletters and social media, Hallways will be marked regarding foot traffic directions and 6 foot markers will be placed where appropriate.

Face coverings. CREC will provide face covering to any student or staff member who does not have one. Face covering includes cloth face covering or face masks.

Face masks. Surgical or procedure masks should be reserved for healthcare professionals (HCP), such as the school nurse.

Face Shields

Face shields worn with face coverings, will also be provided to staff who support students with special healthcare needs (who are not able to wear masks and who may need direct assistance with activities of daily living, such as toileting, eating)

Face shields may also be worn by students or direct service provider when the student is unable to wear one during direct contact or close interaction or when face coverings/masks are not appropriate for the activity (e.g., mealtime supports, oral motor programs, speech interventions).

N95 respirators

N95 respirators will be primarily reserved for school nurses who may be involved in aerosol-generating procedures such as, provision of oxygen via high-flow nasal cannula, nebulizer treatments, and open suctioning. These masks must be fit tested to the wearer to ensure the effectiveness of the mask.

Protecting high-risk educators

In cases where close contact between educators and students is highly likely (such as when interacting with certain students with disabilities who cannot socially distance), CREC will provide educators with the appropriate PPE as needed based on CDC and OSHA guidelines and in consultation with the Medical Advisor.

CREC will reinforce to staff and children, regular hand washing with soap and water for at least 20 seconds should be done. Alcohol based hand sanitizers will be available throughout the school

building at every school entrance and in every classroom. Sanitizers will be kept secured in classrooms where children cannot safely use sanitizer without supervision.

- All students will be assessed with regard to the health and safety skills which if not learned will significantly limit their access to life during this pandemic. Some of these include: wearing a mask, tolerating others wearing masks, ability to socially distance, hygiene protocols such as use of tissue and coughing in elbow, waiting in line, and following directional cues. For students who are unable to practice social distancing and/or wear facial coverings other mitigating strategies should be implemented.
- Teaching plans will be developed with regard to each of the critical life skills mentioned above, staff trained in implementation, baseline data collected and programs implemented.
- Students will have their own designated materials, cubbies or lockers in order to discourage sharing of materials. When materials must be shared (e.g., pass a communication picture to staff for the purpose of communication), they will be cleaned and disinfected prior to initial use, between users, and prior to storing at the end of the day. Reusable paper materials will be laminated so they can be cleaned. For shared items such as a communication device, staff will wear disposable gloves while activating the device. The number of staff using the device with the student will be limited.
- No materials will be stored in bathrooms but rather in designated areas.
- Teaching materials and lesson plans will be developed to instruct students on COVID 19 health practices as appropriate. This may include but not be limited to video modeling, teaching stories, social equations, visual supports role playing and direct instruction. Reinforcement systems for students implementing safety practices may be helpful in motivating students to use and generalize skills across persons and environments. Teaching plans and strategies for generalizing skills to home will be critical. This may encompass parent training, modeling and videotaping students involved in safety practices to support home generalization. Training content will include general information related to COVID-19 from the CDC as well as content to ensure students are familiar with changes to their regular school practices, such as routines for entering and exiting the school, snacks/meals, assembling, passing in hallways, being transported via bus or van, and accessing the bathroom. Additionally, students must be explicitly trained on how to use protective equipment, as appropriate. Training should include how to put it on, take it off, dispose of it, and where it should be placed in instances where it needs to be cleaned by staff.

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

Health Practices and Protocols, continued

Reporting Illnesses and Addressing Vulnerable Populations

- Instruct students and staff to inform the school if they are sick with COVID-19 related symptoms, particularly if they had a known contact with someone diagnosed with COVID-19 and have also had contact with the school population.
- Develop consistent protocols for information reporting, and a point person to appropriately receive and safeguard this information, such as the school nurse, district nursing supervisor, or principal.
- Educate staff and families about when to [stay home](#). Schools should properly communicate the content of this or any updated guidance.
 - Instruct staff and students (or their parents and guardians) to perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms. Communicate this expectation and provide parents with reminders about the [symptoms consistent with COVID-19](#) that require keeping their students at home.
- Establish and communicate school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home.

Although Screening Practices are not required under current guidance, CREC River Street School provides education for a high risk population and screening is necessary to mitigate potential risk.

Staff Screening

- All staff will be asked to self-report symptoms and temperature checks will be available upon request.

Student Screening

- All students will be observed upon arrival and throughout the day for signs or symptoms of illness (e.g., fever shortness of breath, cough, chills, muscle aches, sore throat, new loss of taste or smell).

Health Practices and Protocols

Standard public health practices will be embedded in the curriculum as educationally appropriate for the students at River Street School. The topics would include, social distancing, frequent hand washing, face coverings as appropriate and respiratory and cough etiquette.

Immunizations and Health Assessments

Parents will be reminded to have their child’s immunization and Health Assessments as current as possible, noting that at this time many appointments were canceled due to COVID 19. Parents will be encourage to rescheduling these appointments to maintain current health records

Case Protocols and Notification:

If a child or staff member who has been present in school has a confirmed diagnosis of COVID-19, the local health department will be notified per protocol. The school superintendent or designee (such as the

school nurse or school medical advisor) based on a risk assessment and Department of Public Health guidance, will notify those staff and/or students that may have been exposed to anyone suspected of being sick, while maintaining confidentiality in accordance with FERPA, privacy expectations, and the Americans with Disabilities Act (ADA).

When staff and students should stay home:

Symptoms that require absence:

- Active vomiting
- Diarrhea
- Fever (temp of 100.4 F or above) / chills / generalized body ache
- The first 24 hours of various antibiotic treatment (e.g., strep throat, pink eye)
- Undiagnosed, new and or untreated rash or skin condition (e.g., generalized hives, wound with purulent drainage)
- Doctors note requiring an individualized plan of care to stay home.

Symptoms of COVID-19 to be considered are:

Fever

Shortness of Breath

Cough

Chills

Muscle Aches

Sore Throat

New loss of taste or smell

- Any staff or student who has been in close contact with someone diagnosed with COVID-19 should stay home for 14 days from exposure.

Staff or students with signs or symptoms of COVID-19 may only return to school with a documented negative COVID-19 test result or a note from a healthcare provider clearing them to safely return to the school program. For individuals who tested positive for COVID-19, they may return to school when 10 days have passed since the test and depending on their healthcare provider's advice and availability of testing, they should get tested to see if they still have COVID-19. If they will be tested, they can be around others after they receive two negative test results in a row, at least 24 hours apart.

Social Distancing

- Assist staff and students to maintain maximum social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time.

Arrival Procedure: Staff will remain in their classrooms until students are called

- Arrival begins at 8:05
- Students will be unloaded from the vehicles by their designated staff from one of their cohorts
- Staff will wear PPE to retrieve the student from the vehicle
- Staff and student will go directly to their assigned classroom

Bus transport

- Buses will be called 2-3 at a time depending on the number of students transitioning from the vehicle.

Parent transport

- When parent transports student, they will be asked to remain outside of the school building to ensure the student does not show signs of illness. Parents will be required to wear a face mask at all times when interacting with staff.

Dismissal Procedure:

- Dismissal begins at 2:15, 4:00, 5:00, 7:00 respective to their programs

- Teachers will have all students prepared for dismissal 5 minutes prior to their scheduled departure
- Buses will be loaded 2-3 at a time

Transitions- Transition will be limited throughout the school day to limit contact with other students

- All individuals will walk on the right side of the hallway in single file to the best of their ability
- Classrooms will schedule all transitions ahead of time, and a representative will call each class for major transitions signaling it is ok to transition - (e.g., EDP, ESM)

Outdoor- Physical exercise and breaks are an important part of our student's school day. Weather permitting, students will have access to the outdoor space, and walking space on our grounds. Staff will be expected to disinfect contact surfaces used during recess (e.g., swing chain, hanging bars)

Lunch Schedule: All students will eat meals and snacks in their classrooms

Student Belongings- All student personal belongings will either be placed in their issued cubby space or remain in their individual workspace within the classroom.

- Student should have their own dedicated materials
- Material sharing should be limited and will be cleaned/disinfected between users
- Communication partners will wear disposable gloves, face shields when activating the device with students

Staff belongings- Staff must use their issued locker to store their personal belongings. Staff with their own office space will store their personal belongings in their dedicated work space.

- Staff will have access to staff break areas, which will be located in the staff lounge and an area of the student cafeteria, outdoor pavilion.
- All staff are encouraged to bring their lunch to work (deliveries will be discouraged to minimize traffic and disruption). Use of a communal refrigerator/freezer and microwave will be discouraged. Employees are encouraged to use cool packs or thermoses to keep their meals the appropriate temperature.

Use of Face Coverings, Masks, and Face Shields

- Adopt policies requiring use of face coverings **for all students and staff when they are inside the school building, with certain exceptions listed below.**
 - For anyone who has trouble breathing, or anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance, face coverings and masks should not be required, [per CDC guidance](#).
 - For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required.
- Be prepared to provide a mask to any student or staff member who does not have one.

All staff and students who are not exempt are expected to wear a mask while on the bus or on campus. CREC River Street School will provide a mask at the start of the school year to anyone who needs one and offer masks to staff and students on an as needed basis. Schools will plan times periodically through the day for mask breaks when proper social distancing can be observed. Students or staff who remove their masks will be reminded of its importance and be spoken with by school officials.

CREC River Street School recognizes that some students will have difficulty with a mask based on age, medical or emotional disability/need. Care will be taken with these individuals to assure their inclusion in school, while trying to maintain a safe environment for the larger community.

- Given that a majority of our students will not be able to social distance, will require adults in close proximity, and will need assistance with basic life skills, staff will wear a mask and a face shield when working with students.
- For those students who can wear a mask, use of a face shield are at the discretion of the staff member
- Students may participate in toleration programs while at home and in school, under the

consultation of the school team to increase tolerance of wearing a mask. Mask toleration programs will be conducted with all students upon return to in-person classes if permitted by parents/caregivers and physician

- Staff members may conduct telehealth sessions and online instruction while wearing PPE to desensitize students to staff in PPE

Health Monitoring Plan

Planning and Distribution of Information

- Include in the LEA reopening plan written protocols for monitoring of symptoms that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus and maintaining oversight related to the pandemic while complying with relevant privacy and health laws.

Case Protocols and Notification:

If a child or staff member who has been present in school has a confirmed diagnosis of COVID-19, the local health department will be notified per protocol. The school superintendent or designee (such as the Managing Director of Health Services or school medical advisor) based on a risk assessment and Department of Public Health guidance, will notify those staff and/or students that may have been exposed to anyone suspected of being sick, while maintaining confidentiality in accordance with FERPA, privacy expectations, and the Americans with Disabilities Act (ADA).

CREC Health Services has an electronic medical documentation system and will have all health office visits be documented within it. CREC Health Services will use identified templates for SUSPECTED COVID-19 or CONFIRMED COVID-19 or EXPOSURE TO COVID -19 in order to allow monitoring of trends.

Mitigation

The following are factors which can mitigate the spread of infectious disease; they will be taught and reinforced often. Nurses will post information visually with signs throughout the building as well as add information to websites and newsletters regularly such as those found within the CDC Guidelines

- a) Avoid contact with people who are sick
- b) Stay home if sick
- c) Cover cough or sneeze into your elbow or tissue, then throw the tissue in the trash. Follow hand hygiene. Follow CDC recommendations on face cloth coverings.
- d) Avoid touching your eyes, nose and mouth. If you do, wash your hands afterwards
- e) Wash hands often with soap and water (20 seconds)
- f) If you do not have soap, use hand sanitizer (60-95% alcohol based)
- g) Clean and disinfect frequently touched objects and surfaces using an approved cleaning spray or wipe.
- h) Ensure all vaccines are up to date of self and household members
 - i) We will teach and reinforce the use of cloth face coverings. Face coverings should be worn by staff and students as feasible and are most essential in times when physical distancing is difficult. We will provide information to staff, students and families on the proper use, removal and washing of cloth face covering.
 - j) We will utilize social distancing, as defined as staying 6 feet apart from others whenever possible. When it is not possible, we will reinforce the use of a cloth face covering.

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

Containment Plan
<ul style="list-style-type: none"> • <i>The Connecticut Department of Public Health will be providing a tiered system to assist leaders and define the decision-making approach should partial or full class-cancellation become necessary. Anticipate this will be available at the time decisions will need to be made related to containment and possible school class cancellations.</i> • Include in the LEA reopening plan written protocols for containment and immediate response if an individual has signs or symptoms of COVID-19, there is a known exposure, or a member of the school community has a confirmed diagnosis of COVID-19. The purpose of containment plans are to decrease the risks of spreading COVID-19, and shall include the following: <ul style="list-style-type: none"> – Immediate coordination with the local health department, including being ready to comply with requests for information from the local health department to assist with contact tracing. – Identification of a response team within the school and LEA with specific responsibilities. – Consideration of what signs and symptoms exhibited by students or staff would require their immediate dismissal from school; for what period of time; and conditions for their re-admittance to school. • Identify an “isolation room” (besides the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives. • Create a consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19 and must be dismissed from school.
<p>When conducting screenings, the following protocols will be followed:</p> <p>Health Office Point of Entry <i>Alternative areas within each school have been defined to be able to maintain and manage an isolation area</i></p> <ol style="list-style-type: none"> 1. Student requires further assessment and the nurse is notified by phone from the classroom. 2. Student enters the health office and follows the instructions toward SICK area or WELL VISIT area, as marked at the entrance. 3. Separate entrances for sick and well students are preferred, when possible. 4. Student performs hand hygiene upon entry <p>Triage Area</p> <ol style="list-style-type: none"> 1. Each health office will have a designated triage area at or near the point of entry. 2. Observing PPE guidelines, the nurse assesses students for fever and other symptoms indicative of COVID19 including, but not limited to fever, body aches, chills, sore throat respiratory difficulties or new loss of taste or smell. 3. Non-contact temporal thermometers are preferred and will be used for determining temperature. 4. Masks are given to students with respiratory symptoms if not already in place. 5. Based on guidelines, Nurse sends the student to a non-isolated area of the health office or to isolation. <p>Isolation Area</p> <ol style="list-style-type: none"> 1. Each Health Office is to have an isolation area. Preferably, this is a separate, well ventilated room with a closed door and near access to running water and a bathroom. If an adjacent room is not possible, curtains or a floor-to-ceiling barrier to designate such an area may be necessary.

2. Entry into the isolation area is restricted to the nurse/designee and requires donning of appropriate PPE.
3. All PPE is to remain within close proximity to the isolation area to prevent the spread of infectious material to non-isolated areas.
4. Nurse notifies the parent of the need for dismissal. Parents are required to pick up student as soon as possible.
5. Each Health Office will have a designated area for the performance of routine procedures such as medication administration, injury treatment, and diabetic testing that is physically separate from the isolation area.
7. There is to be a minimum of 6 feet between beds, desks and chairs within the Health Office. All persons within the Health Office are to maintain a distance of at least 6 feet from each other, except for the duration of assessments or treatments when necessary.
8. This area is to contain access to soap and water or 60% alcohol sanitizer for hand hygiene.

Dismissal to Home

1. Parent is to be instructed by the nurse to call the school when they have arrived
2. Upon parent or designee arrival, main office staff is to notify the nurse via phone or intercom. Parent/designee is requested to wait in car.
3. Nurse or designee is to escort the student from the health office or isolation area to parent car.

Students with signs or symptoms of COVID-19 may only return to school with a documented negative COVID-19 test result or a note from a healthcare provider clearing them to safely return to the school program. For individuals who tested positive for COVID-19, they may return to school when 10 days have passed since the test and depending on their healthcare provider’s advice and availability of testing, they should get tested to see if they still have COVID-19. If a student is to be tested, they can be around others after they receive two negative test results in a row, at least 24 hours apart.

Isolation and Personal Protective Equipment (PPE) Standards in the health office

- *They are subject to change based on national supply and infectious disease outbreak.*

Uniform and Standard PPE

In order to prevent cross-contamination between personal and professional environments, as well as easily identify health office personnel, medical scrubs may be worn. Appropriate PPE will be worn in the health office when caring for sick children and will wear a lab coat when leaving the health office to be in other parts of the building. Closed-toe shoes will be worn on a daily basis.

PPE for other purposes.

1. Separate PPE should be donned for the isolation room/area.
 2. For on-site calls, triage symptoms on telephone and prepare necessary PPE for on scene response.
- **The appropriate PPE will be utilized in conjunction with universal precautions and proper hand hygiene**
 1. Hand hygiene is required before and after each office encounter and after each Intervention.
 2. Soap and water scrubbing for 20 seconds is the preferred method. Hand sanitizer with at least 60% alcohol also is acceptable.
 3. Soap and water handwashing must be used in the case of gross soiling

Cleaning:

After a student is dismissed from the isolation area, the nurse will contact custodian for cleaning of the area

Cancellation of Classes, Remote Learning, and Reopening Plans

- *The Connecticut Department of Public Health will be developing specific community and school-based indicators to assist leaders and define the appropriate decision-making approach.*
- Develop a plan for school class cancellations and reopening to be implemented in the event that the superintendent, their designee, or state government suspends or cancels in-school classes for some or all participants.
- Notify and consult with the CSDE immediately if the LEA is contemplating class cancellations.
- Include a communication plan and clear policies for faculty and staff regarding individual roles and responsibilities in the event of a shutdown occurring during the school year.
- Prioritize ongoing educational opportunities when drafting the plan for shutdown. Materials for continuity of learning must be made available to allow for school sessions to continue remotely.

CREC River Street School will enter the year planning for the eventual use of all three levels of learning (in school, hybrid and distance learning). Through either executive order or through consultation with our health director, CREC will be ready to move between these three levels at the district, school and cohort levels. Once a decision has been enacted, notification will be transmitted to the impacted group of staff and families giving them a reason for the shift and the details of the change. When a decision is made to go to Level 3 (full distance learning), staff and students will be instructed to go to their checklist of materials they need to take home so they can continue their learning remotely. This checklist (a.k.a. "Go Bag" more information is in the next section of this plan) will include school owned equipment including devices, materials relevant to their grade level and mobile internet hot spots as needed.

Future Planning for Remote Blended Learning

- Be prepared to provide remote blended learning opportunities immediately upon cancellation of in-school classes.
 - Consider implementing a plan to gather feedback from families, students, teachers, and leaders on experience with remote learning. Incorporate any feedback into a revised remote learning plan and incorporate into hybrid learning model.
- Develop a plan for extended absences and communicate it with parents or guardians in the event of a second extended closure.

CREC River Street School will be ready to move to Level 3 (distance learning) as necessary. In order to do this, a series of steps have been taken at the district level to create consistency and predictability for students and staff across the three levels of school opening. Each student's educational team will work to create the most robust program that works for all members

The 2019-2020 school year "Interim Learning Plan" will be revised and ready based on spring 2020 implementation and feedback received by parents, students, and staff. The plan will reflect this feedback and current state recommendations and includes the following:

- Each student will have an individualized learning plan reflecting the goals and objectives outlined in their IEP
- Purchasing specific instructional online applications for all staff and students depending on content and grade level bands. The identification of these specific apps allow for focused, ongoing learning to support the integration of online applications in all three levels of school opening. In this regard, staff will be well prepared for a shift to Level 3. In addition, we will utilize the CT Remote Learning Hub (<https://portal.ct.gov/SDE/Academic-Office/CTLearning-Hub>) to provide high quality, high impact resources from experts in the field for academic content, social, emotional health and well-being.
- Creating and maintaining a "Go Bag" (a bag of essential school supplies for each student) and check list of materials students and teachers will need to take home so they can continue their learning remotely. This checklist and "Go Bag" may include school owned equipment including devices, materials relevant to their learning activities, and hot spots as needed.
- Incorporating regular student check-ins to assess social-emotional well-being in an online format.

- Setting expectations for synchronous and asynchronous experiences for students that reflect the school day with teachers available during this time less contractual breaks and other duties.

Each CREC school will develop a plan that will include how the school schedules will operate in each of the three levels of operation. These plans will be communicated to parents along with guidance of how parents will be notified if the levels of operation change.

Each CREC school will also develop a system to track attendance and follow-up with attendance issues; to track communication with students and parents and to report student progress.

- Daily attendance will occur via students response to posted work and/or participating in scheduled live sessions.
- Absences will be submitted to designate office staff.
- After 5 consecutive absences, the assistant director will be notified and the families will be contacted

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

Academics
<p>Special Education</p> <ul style="list-style-type: none"> • Prepare with the understanding that there has been no waiver of requirements under the IDEA for provision of a free and appropriate public education (FAPE) in the least restrictive environment (LRE). During COVID-19 school closures, schools were required to provide FAPE consistent with the need to protect the health and safety of students, as well as those individuals providing education, specialized instruction, and related services to these students. Schools may not have been able to provide all services in the same manner that they are typically provided. Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services. • Treat students eligible for special education and other special populations as general education students first. Guidance and policies related to school reopening plans apply to all students, including students with special needs who qualify for individual education programs under the IDEA and accommodation plans for eligible students under section 504 of the Rehabilitation Act. If students with disabilities are unable to access the reopening plan as designed, facilitate individualized and alternative means of re-entry based upon student need, present levels of functioning, developmental levels, and student/parent input. Consider blended learning schedules if needed. • Do not make programming decisions based on a student’s disability category. However, the nature and/ or severity of a student’s disability may require unique considerations. Protocols should consider the student’s developmental level and skills. • Address mask and face covering use for the population of special education students, including cases where masks may need to be removed to provide appropriate services, and the approach to implementing any other possible mitigating strategy, including but not limited to maximum social distancing. <p>CREC River Street School will following state law and SDE guidance, will continue to be determined through IEP meetings held in conjunction with, or under the direction of, the sending LEA.</p> <p>IEP Meetings:</p> <ul style="list-style-type: none"> • To the extent possible, and with the cooperation of the appropriate LEA, IEP meetings will be conducted virtually moving forward. • Issues of equity in terms of parental involvement will be addressed. • For the foreseeable future, the primary purpose of IEP meetings (for existing students) will be to identify student progress during the pandemic and develop appropriate recovery services through the IEP plan. • For students involved in virtual instruction; CREC River Street School will comply with all CSDE guidance regarding the development of IEPs for a virtual learning environment. <p>Direct Instruction:</p> <ul style="list-style-type: none"> • To the extent possible, all direct instruction of students will occur in the students’ cohort groups in the classroom. • Instruction will be delivered by certified special education teachers, substitute teachers, if available, and paraeducators working under the direction of special education teachers. • Those adults working with students will wear masks and/or face shields to the greatest extent possible • Materials for each student will be available and will be disinfected (to the extent possible) and bagged at the end of each instructional session. • Adults will wash their hands before and after each student instructional session.

- Direct instructional services will also be available through the identified Individual Learning Plan for those students needing to remain at home during any period of time, through CREC approved electronic platforms.
- Virtual special education teachers may work with students in cohort groups across several classrooms if necessary.

Assessments and Evaluations:

- Following guidance being issued from CSDE; CREC will purchase those assessments deemed appropriate for virtual administration. Virtual administration of assessments (as appropriate) will be conducted for those students in need who are remaining in distance learning.
- Adults and students working together to complete face-to-face assessments will wear masks, use face shields or Plexiglas dividers depending on the assessment tool itself and the content area being assessed.
- Adults conducting assessments involving hand-over-hand, touching of assessment materials or adult manipulation of the students' limbs or face may additionally wear gloves (and properly dispose at the conclusion of the session) based on current direction of the CREC Director of Health Services.
- At the end of each evaluation session all materials will be disinfected.
- Adults conducting assessments and students being evaluated will wash their hands before and after each session.

Related Services:

- **Related Services** (e.g., OT, PT, SLP, MT, SW) will be offered along a continuum of methods (e.g., telehealth, in-person) based on need. Families opting to keep their students home, related services will be conducted via telehealth (i.e., synchronous and asynchronous options). In the school environment, related services will be conducted in one of three ways (or any combination of the three): telehealth in the classroom, in-person in the classroom, or in-person in a related service room or designated workspace. Practitioners will follow safety procedures (e.g., social distancing guidelines, wash hands before and after sessions, disinfect equipment, wear PPE in accordance with contact). Scheduling will be developed to minimize travel throughout the day and to allow for cleaning/disinfecting procedures between students.
- All telehealth services needing a HIPAA compliant platform will continue to be conducted virtually as necessary, through Zoom or other HIPAA compliant platform, following existing CREC guidelines.

Staff that are contracted to provide an IEP service or to implement a recommendation of the PPT will be allowed in the building on a case by case basis. This will include an agreement with the district/program and service provider regarding understanding of and abiding by the district/program COVID related precautions. The method of delivering the service will be based on the needs of the student and the current safety protocols in the building.

Need for Assistance to Prevent, Minimize and Manage Behavioral Challenges:

Prior to program entrance, staff will review each student's individual profile, previous functional behavior assessments, behavior intervention plans, and behavioral data available before and during COVID-19 school closure. This will allow staff to prepare by reviewing individualized procedures and, if necessary, provide additional training for staff.

Prior to opening, re-entry plans for students may need to be developed to build rapport, gradually increase demand, implement teaching plans to ensure comprehension of building and schedule changes as well as ensuring students are able to functionally communicate their feelings, wants and needs. For some who may be nonverbal, a communication dictionary would be developed and reviewed with team members to support their understanding of student's nonverbal communication

- Staff should attempt to minimize contacts when working with multiple students
- Student reinforcers will be kept in labeled, sealed containers. Staff will wear a face covering and gloves when administering. Use of non-edible reinforcers will be used as much as possible

- De-escalation training of staff will be emphasized and will be used at all times with students.
- Staff will be re-trained in use of emergency physical interventions with use of PPE as appropriate.
- Programs will consult with individual student teams and internal and external consultants, as appropriate, to evaluate responses to individual student's challenging behavior.
- Provide frequent opportunities for movement across the day maximizing outside environments as much as possible.

Restraint and Seclusion:

- De-escalation training of staff will be emphasized and will be used at all times with students.
- Staff will be re-trained in use of emergency physical interventions and use of PPE.
- Staff will wear face coverings and gloves. Staff will maintain a second set of clothing on-site in case it is necessary for them to change.
- If staff PPE is removed while administering an emergency physical restraint procedure, a second adult with PPE will be on call to replace staff.
- A student's mask must be removed prior to the use of an emergency restraint procedure or seclusion.
- Any room used to isolate a student will be cleaned once the student has exited the space.
- Any mats used during emergency restraint or seclusion will be cleaned once the student is no longer in contact with the mats.

Limiting Risk of Infection Prior to an Emergency Physical Intervention

- While administering an emergency physical intervention staff will wear PPE.
- A student's mask must be removed prior to the use of an emergency physical intervention.
- If staff PPE is removed while administering an emergency intervention, a second staff with PPE will be on call to replace staff.
- Protective gowns that can be easily ripped or torn are not advised as they may become a hazard.
- Ensure staff are wearing appropriate PPE.

Limiting Risk of Infection During an Emergency Physical Intervention

- Keep hands clear of eyes, mouth, and nose of self and others.
- Staff should be relieved as soon as possible if not wearing appropriate PPE and/or PPE is compromised or obvious exposure has occurred.
- Only staff required for safely intervening with a student should be involved; additional staff will monitor and address safety and PPE needs, as necessary.

Limiting Risk of Infection After an Emergency Physical Intervention

- Following these emergency interventions, staff will assist students with recommended hygiene practices.
- Remove and dispose of and/or clean PPE immediately following an emergency physical intervention according to guidelines.
- Avoid touching your face and limit contact with hard surfaces before immediately washing hands.
- To minimize exposure, it is recommended that staff have a change of clothes available in cases where their clothes become contaminated.
- Contaminated clothes shall be placed in a plastic bag or washed in a washing machine.
- Any rooms or areas that were used during an emergency physical intervention will be cleaned once the student has exited the space.
- Any mats used during an emergency physical intervention will be cleaned once the student is no longer in contact with the mats.
- Once all health and safety issues have been addressed, follow debriefing and reporting procedures for the emergency physical intervention.

English Learners (ELs)

- Understand that like all other students, ELs are entitled to FAPE. The Civil Rights Act of 1964, Title IV, the Equal Educational Opportunities Act (1974) and the Elementary and Secondary Education Act (1965) provide guidance on the services to which ELs are entitled. ELs must have access to the general education curriculum as well as to a supplemental language instruction education program.
During school closures due to COVID-19, ELs continue to be entitled to receive their supplemental EL instructional program in addition to their general education program of mainstream, grade-level and content-area instruction. Such language instructional education programs may consist of a range of services, including bilingual education, English as a Second Language (ESL), Sheltered Instruction and others. When returning to school buildings, language instruction education programs must continue.
- Comply with the requirement that eligible students in bilingual mandated districts are offered bilingual education programs. During COVID-19, school districts that are mandated to provide bilingual education remain required to offer a bilingual program to eligible students who have opted into the program. While program implementation may be altered during COVID-19 as compared to traditional in- building schooling, students in bilingual programs are still entitled to receive native language support as part of their school’s designated bilingual program model. As with other language instruction education programs, when returning to traditional schooling, bilingual programs must continue.
- Communicate with parents and guardians that have limited proficiency in English in a language they understand as required by Title III of the Elementary and Secondary Education Act. As during traditional schooling, communications during school closures due to COVID-19 may be provided through translation and/or interpretation.
- Provide ELs who are also identified as students with disabilities supports for their EL needs, as well as supports for their disabilities. During COVID-19, these dually identified students must continue to receive these supports. As in times with traditional schooling, dually identified students should have their language needs represented in their annual meetings about their IEP.

CREC River Street School currently has no EL students enrolled. Should an EL student enroll in the future, River Street School will follow CREC and SDE guidance.

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

Family and Student Engagement
<p>Family Support and Communication</p> <ul style="list-style-type: none"> • Comply with all state and federal family engagement requirements (e.g., School Governance Councils and Title I requirements) during the COVID-19 pandemic. • Prepare to provide families with clear and ongoing communication about what to expect, during and prior to reopening. This includes, but is not limited to, guidance on the school protocols related to health and safety guidelines. • Continue to engage with families and students as the reopening moves forward to ensure they are informed and have the ability to provide feedback. • Make reopen plans available on the LEA website, accessible, and clearly identify the school liaison. <p>Ongoing communications will occur with families in collaboration with Community based Organizations (e.g., Department of Developmental Services, Department of Children and Families, Beacon Health, group home providers and all other student/family services providers) when appropriate to facilitate understanding of on school protocols related to health and safety guidelines.</p> <p>CREC River Street School social workers along with other team members will continue engaging families, students and providers as the reopening moves forward to give families and others the opportunity to ask questions, express concerns and provide feedback through a variety modes of communication.</p> <p>CREC River Street School social workers along and other team members will continue to reach out to families who are not connecting to school in a variety of modes of communication in order to re-engage with these students and families as needed.</p> <p>The district and school websites will include links to reopen plans and FAQ documents, and will be available in English and Spanish.</p>
<p>Social-Emotional Learning (SEL) and Mental Health</p> <ul style="list-style-type: none"> • Develop a detailed plan to reengage all students, staff and families. Particularly identify strategies to identify and engage populations and specific students that have been disengaged. • Prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements. <ul style="list-style-type: none"> • CREC River Street School social workers and administrative teams will continue to track and connect with those families, whose students are not present for learning, either virtually or in person. • Working in conjunction with school-based teams, the social worker and administrative personnel will develop support plans for disengaged students. • If schools do not re-open in August; virtual circles will occur for students who wish to participate. • As in pre-pandemic times; support services will be available to students both virtually and face-to-face <p>Staff Engagement and Well-Being:</p> <ul style="list-style-type: none"> • CREC has a robust Employee Assistance Program for its employees. Staff will be reminded of this free service at the beginning of the school year. • CREC Human Resources and all Collective Bargaining Units will continue to work together to

provide a positive and healthy work environment.

Family Engagement:

- CREC River Street School social workers and school psychologists will continue to provide support and referral services to all CREC families.
- CREC River Street School in partnership with LEAs will ensure that all families have the necessary technology should we move back in a virtual environment. This includes assisting families in identifying “hotspots” as necessary and providing technical assistance.
- Video conferencing & phone meetings will continue to be utilized to engage families for: parent/teacher conferences, PPTs, and other opportunities to speak with families.

Mandated Reporter Obligations:

- CREC River Street School will provide a refresher course for all staff on mandated reporting responsibilities, as well as to ensure that all staff needing to take the on-line DCF Mandated Reporter Training do so.
- DCF 136 Reports will continue to be reviewed according to protocol.

After-school programming

- Programs receiving funding from the CSDE through the State After School, Extended School Hours (ESH) and 21st Century Community Learning Centers (21CCLC) programs, consult with the CSDE for individual grant-specific guidance.
- Follow the requirements outlined in this document, as applicable, including but not limited to requiring the use of face coverings that cover the nose and mouth, and maximizing social distancing.

CREC River Street School’s before and after care programs will follow SDE guidelines as they relate to health and safety; PPE will be made available to the staff working in these programs.

- River Street School Extend Day and Extend Service Models programs will follow the same procedures and protocol as the River Street School day program.
- Training for these programs and staff will be provided

Career And Technical Education

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

Classroom experiences for hands-on and work readiness activities will be embedded in classroom curriculum and modified to ensure social distancing and minimizing shared workspaces and equipment.

Staffing And Personnel

Certification and Personnel Planning

- Prepare with school human resources and board counsel to comply with legal and regulatory requirements related to personnel, including but not limited to the EEOC [guidance](#) related to the ADA and the COVID-19 pandemic.
- Assess how to engage a full roster of staff, including potential substitute plan, and whether stipends or changes in substitute pay is required to support the needs of the school.

A COVID-19 webpage is available to CREC employees with telephone numbers and general information as it relates to employment situations impacted by COVID-19. In addition, links are available to staff for external online resources that provide information on the coronavirus disease 2019 outbreak and prevention as well as the specific links to various US agencies.

CREC Human Resources, in consultation with legal counsel, developed a Frequently Asked Questions (FAQ) document that is available to all staff on the internal employee portal. The HR FAQs are updated as changes are made on a State and Federal level or as determined by CREC Leadership. The document serves as a resource for our administrators to assist and support their school community. The topics include:

- Pre-Opening Building Conditions
- Face Covering/Exposure
- Returning to the Workplace/Available Leave
- Hiring Process
- Educator Certification
- Telecommuting Policy

CREC Leadership, including Principals and Program Directors, along with HR staff continue to be educated on the legal requirements CREC must comply with by the Human Resources leadership as presented by Executive Orders, the CDC, and our legal counsel.

The *Intake Form Regarding Eligibility for FFCRA Leave* is utilized by Human Resources staff when an employee contacts CREC to inquire about eligibility for leave under the Families Coronavirus Response Act (FFCRA). The form, which is for internal use only, is a means for gathering initial information about whether an employee is entitled to leave under the Emergency Paid Sick Leave Act (EPSLA) or Emergency Family and Medical Leave Expansion Act (EFMLEA).

Should dedicated teachers including temporary substitute teachers be required for Distance Learning, a posting will be listed through the CREC posting and hiring processes followed. Prior to COVID, to remain competitive with the market, CREC made changes to its substitute rates to improve our ability to hire qualified candidates.

Professional Development

- Prioritize mandatory training for staff, before the beginning of the school year, that covers signs and symptoms of COVID-19, Standard Public Health protocols, Hygiene Practices, PPE, Reporting Illnesses, and supporting SEL. Plan ongoing trainings as changes occur in recommendations and public health data.

CREC River Street School has three days before the first day of school dedicated to teacher training and professional development. The District Central Office will mandate that education related to health and safety amid COVID-19 occur on one of these days. CREC’s Health Services Division will provide videos that cover social distancing, the proper use of PPE, hand hygiene, and cleaning protocols for staff to view before the first day of school.

1. Staff who will need to be trained and what that training (e.g., nursing interventions, use of PPE, physical restraint, physical prompting, activities including direct contact) should address will be identified
2. Trainers will be qualified to conduct associated trainings and will utilize resources from accredited organizations when possible.
3. A timeline for training needs including what trainings need to be conducted prior to the start of in-person instruction and what trainings need to be provided as ongoing support will be

developed.

4. A system for monitoring staff completion of required trainings will be developed and staff responsible for ensuring all staff have met the training requirements prior to beginning in-person instruction will be identified.
5. Current vendors and/or affiliated health and safety organizations will be consulted to determine what resources are readily available.
6. Other districts, collaboratives, and approved special education schools will be consulted to share resources related to training.
7. A mechanism for staff to communicate additional training needs will be developed.
8. It will be determined what training, if any, may be needed for families of students with disabilities
9. Training will include all staff who have contact with students, including but not limited to educators, support and related services staff, administrators, clerical staff, and custodial staff.