

# *Stronger Together:*

## **A Working Plan for a Responsive Return to the Granby Public Schools**



**2020-2021**



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## **A Working Plan for a Responsive Return to the Granby Public Schools**



### **Granby Board of Education Members**

Melissa Migliaccio - Board Chair  
Mark Fiorentino - Vice Board Chair  
Rosemarie Weber - Secretary  
Jenny Emery  
David Peling  
Sarah Thrall  
Brandon Webster

### **Granby Public Schools Administration**

Jordan E. Grossman, Ed.D. - Superintendent of Schools  
Jennifer M. Parsons - Assistant Superintendent of Schools  
Aimee Martin - Director of Pupil Services  
Mike Dunn - Principal, Granby Memorial High School  
Kimberly Calcasola, Ed.D. - Assistant Principal, Granby Memorial High School  
Julie Groene - Assistant Principal, Granby Memorial High School  
Taylor Wrye - Principal, Granby Memorial Middle School  
Pauline Greer - Principal, Wells Intermediate School  
Susan Henneberry - Acting Principal, Kelly Lane Primary School  
John Lambert - Director of Technology  
Anna Robbins - Business Manager  
Shannon Sullivan - Director of Facilities

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## **A Working Plan for a Responsive Return to the Granby Public Schools**



### **Granby Public Schools Reopening Taskforce Members**

Co-Chair: Mike Dunn – Principal, Granby Memorial High School

Co-Chair: Jennifer M. Parsons – Assistant Superintendent of Schools

Co-Chair: Rosemarie Weber – Board Member

Jordan E. Grossman, Ed.D. – Superintendent of Schools

Kim Becker – Community Member, Granby Education Foundation

Spencer Bennett – Student

Shannon Branda – Teacher

Imma Canelli – Superintendent of Schools, Hartland Public Schools

Jenny Emery – Board Member

Melanie Gibson – Human Resources Specialist

Kristina Gilton – Community Member, Secondary Parent

Pauline Greer – Principal, Wells Road Intermediate School

Susan Henneberry - Acting Principal, Kelly Lane Primary School

Jennifer Kertanis - Farmington Valley Health District

Dr. Betty Kupracz – Community Member, Medical Advisor

Jon Lambert – Director of Technology

Aimee Martin – Director of Pupil Services

Jodi French – Nursing Supervisor

David Peling – Board Member

Kathryn Petruzzi – Teachers’ Union President

Anna Robbins – Business Manager

Shannon Sullivan – Director of Facilities

Eileen Swan – Community Member, SEPTO

Jessica Tsaptinos – Community Member, PTO

Eric Vincent – Community Member, Emergency Management Services

John Ward - Town Manager

Taylor Wrye - Principal, Granby Memorial Middle School

Amber Wyzik – Teachers’ Union Vice President

Anne Zummo – Community Member, Elementary Parent

## ***Stronger Together:***

### **A Working Plan for a Responsive Return to the Granby Public Schools**



July 23, 2020

Dear Connecticut State Department of Education:

The **Stronger Together: A Working Plan for a Responsive Return to the Granby Public Schools** is a major step in welcoming our students and staff back to school-house learning. The Connecticut State Department of Education released a document to guide the full reopening of schools titled "Adapt, Advance, Achieve: Connecticut's Plan to Learn & Grow Together" and requested that districts submit a plan based on these guidelines by July 24, 2020.

Our **Stronger Together: A Working Plan for a Responsive Return to the Granby Public Schools** meets or exceeds all guidelines established by the Connecticut State Department of Education. It is important to note this document is a work in progress and will continue to be refined based on new knowledge, guidance, and feedback. This working plan is organized and ordered in accordance with the template provided in the state document. State requirements are listed and below each set of requirements are the District Common Expectations that detail how the requirements will be carried out in the Granby Public Schools.

The Granby Public Schools' Reopening Task Force and Administration have been hard at work completing district/school plans. Individual school plans based on our **Stronger Together: A Working Plan for a Responsive Return to the Granby Public Schools** document will be released in the beginning of August.

In the near future, a **Stronger Together: A Responsive Return to the Granby Public Schools** website that includes resources for families with regard to our reopening of our schools will be released.

Please let me know if you are in need of additional information.

Respectfully,

A handwritten signature in black ink, appearing to read "Jordan E. Grossman", written over a light blue horizontal line.

Jordan E. Grossman, Ed.D.  
Superintendent of Schools

# ***Stronger Together:***

## **A Working Plan for a Responsive Return to the Granby Public Schools**



### **Table of Contents**

#### **Priorities:**

Temporarily Choosing Not to Participate .....	6
School Liaison, Communications Plans and Data Collection .....	7

#### **Operations:**

Facilities .....	9
Daily Operations .....	14
Child Nutrition .....	16
Transportation .....	18

#### **Health Practices and Protocols:**

Health Practices and Protocols .....	21
Reporting Illnesses and Addressing Vulnerable Populations .....	23
Social Distancing .....	25
Use of Face Coverings, Masks, and Face Shields .....	27

#### **Health Monitoring Plan:**

Planning and Distribution of Information .....	30
--	----

#### **Containment:**

Containment .....	31
-------------------	----

#### **Cancellation of Classes, Remote Learning and Reopening Plans:**

Cancellation of Classes, Remote Learning and Reopening Plans .....	33
Future Planning for Remote Blended Learning .....	34

#### **Academics:**

Special Education .....	36
English Learners (ELs) .....	38

#### **Family and Student Engagement:**

Family Support and Communication .....	40
Social-Emotional Learning (SEL) and Mental Health .....	41
After-school Programming .....	42

#### **Career And Technical Education:**

Career and Technical Education .....	43
--------------------------------------	----

#### **Staffing And Personnel:**

Certification and Personnel Planning .....	44
Professional Development .....	45

# ***Stronger Together:***

## **A Working Plan for a Responsive Return to the Granby Public Schools**



### **PRIORITIES**

<b>Temporarily Choosing Not to Participate</b>	
State Requirements	Plan for parents and students who may temporarily choose not to participate in the return to school.
District Common Expectations	<ul style="list-style-type: none"><li>● The Superintendent of Schools, on behalf of the Granby Reopening Task Force and the entire administrative team, will share this plan with families and staff and will communicate that all state guidance has been thoughtfully addressed with the health and safety of students and staff at the forefront of planning.</li><li>● By creating confidence in the community and continuing ongoing two-way communication, it is expected that the majority of students and staff will return to the physical school environment.</li><li>● Parents/guardians have replied to a questionnaire indicating their initial plans for returning to school. Upon review of the district plan and school specific details, parents/guardians will have an opportunity to finalize their decisions.</li><li>● School staff will follow up with all families that are indicating they do not plan to return to school or are unsure about returning.</li><li>● Students that opt-out will be provided online learning that is aligned to grade level curriculum and have regular check-ins with school staff. Published platforms for online learning and collaborative efforts across towns may be utilized. Students with verified medical reasons for not returning to school should discuss and plan for return with their building principals and appropriate planning teams.</li></ul>

# ***Stronger Together:***

## **A Working Plan for a Responsive Return to the Granby Public Schools**



### **School Liaison, Communications Plans and Data Collection**

<p>State Requirements</p>	<ol style="list-style-type: none"><li>1. 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).</li><li>2. Put systems in place to communicate the most up-to-date policies and protocols related to the considerations herein, for staff, students and families.</li><li>3. Make communication plans available in relevant languages to families in the community, as well as accessible to those with visual and/or hearing impairments.</li><li>4. 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.</li><li>5. Develop expectations around frequency of communication, and ensure detailed updates are provided when critical information regarding policies, protocols or health data changes.</li><li>6. 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.</li><li>7. Make plans easily accessible including, but not limited to, being visible on the main landing page of the LEA and school websites.</li><li>8. Prioritize gathering information from families prior to reopening. Collect information from families to properly plan for resuming classes in the fall.<ol style="list-style-type: none"><li>a. This should align with the forthcoming CSDE District Reopen Survey</li></ol></li></ol>
<p>District Common Expectations</p>	<ul style="list-style-type: none"><li>● The Assistant Superintendent of Schools will serve as the COVID-19 Health and Safety Compliance Liaison for the district and will consult the Superintendent of Schools, Business Manager and District Health Advisors as needed.</li><li>● At each of the school buildings, the school nurse will serve as the School-Based COVID-19 Health and Safety Compliance Liaison.</li></ul>

## ***Stronger Together:***

### **A Working Plan for a Responsive Return to the Granby Public Schools**



- Communication around the COVID-19 pandemic has been regularly shared with the school community through regular updates from the Superintendent of Schools and Building Principals.
- A Granby Public Schools Reopening Task Force was established in May 2020 to begin reviewing state guidance and planning to return to the Granby Public Schools. All meetings are recorded and posted on the Granby Public Schools website.
- A Granby Public Schools Stronger Together: A Responsive Return to the Granby Public Schools webpage will be created.
- Upon submission of this reopening plan, the Superintendent of Schools will communicate the plan to the school community through an e-blast and the plan will be posted on the Granby Public Schools' website.
- Building-based principals will reinforce this communication through additional e-blasts.
- All communication materials will be translated into Spanish or made available in audio format with closed captioning upon request from the Assistant Superintendent's office. At the current time, the need for general translation of materials is minimal based on our knowledge of the school community.
- Prior to reopening, families will be notified of all new policies and procedures through e-blasts from the Superintendent of Schools and building principals.
- All plans and policies will also be posted on the district website.
- School-based staff will develop videos that walk parents/guardians and students through new regulations and procedures and what the school environment will look like.
- Changes throughout the school year and upon re-entry from a closure will be handled through the same channels.
- Information that is timely in nature will be distributed through the School Messenger alert system.
- Families will be encouraged to reach out to staff with questions and concerns and the Granby Reopening Task Force will meet as needed as a forum for a wide range of community voices.
- A questionnaire asking families about their intentions for sending their children back to the physical school buildings and ability to transport their children to and from school, in accordance with the information requested by CSDE by July 17th, 2020, was sent home to families with an explanatory letter via e-blast on Wednesday July 8th, 2020 and was due back by July 14th, 2020. Parents will be able to alter their initial responses based on details contained within the final plan in August.



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## **A Working Plan for a Responsive Return to the Granby Public Schools**



### **OPERATIONS**

#### **Facilities**

<b>State Requirements</b>	<ol style="list-style-type: none"><li>1. Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout.</li><li>2. 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.</li><li>3. Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction.</li><li>4. Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population.</li><li>5. Identify the training needs of staff related to health and safety protocols; perform such training prior to the first day of classes.</li><li>6. Consider having training days and days to practice new protocols with staff only prior to having students enter the building.</li><li>7. 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.</li><li>8. Ensure training is provided to substitutes or others who may enter the school outside of the first day or typical calendar start.</li></ol>
<b>District Common Expectations</b>	<ul style="list-style-type: none"><li>● Each student and staff space within the Granby Public Schools has been reviewed by the Building Principal and the Director of Facilities to establish a recommended layout and capacity.</li><li>● Classrooms, student workstations will be spaced out with a minimum of 3 feet of physical space on center (from student chair to student chair) per the state guidance and current <a href="#">American Academy of Pediatrics</a> guidance and will</li></ul>

## ***Stronger Together:***

### **A Working Plan for a Responsive Return to the Granby Public Schools**



be spaced up to six feet where possible.

- Clear plastic barriers will be available for student desks.
- Larger classes will need to be matched to larger spaces and moved if needed.
- Student workstations will face in the same direction using either desks or one side of the table. Many classrooms are replacing tables with desks from storage or through new purchases. In the event that students cannot face in the same direction, plexiglass barriers will be utilized. Examples of this may include conferencing tables or larger work tables in fine or practical arts.
- Main teacher workstation will be positioned at the front of the classroom in a highly visible location at least six feet from students.
- Teacher workstations may have a plexiglass barrier so that the teacher can take his/her mask off behind the barrier when located at this workstation. If the teacher leaves this workstation to circulate throughout the classroom, he/she should wear a face shield in addition to a face covering.
- Teachers may move to within three feet of students for short periods of time such as leading a line down the hallway, assisting an individual child, circulating the classroom, or working with a small group of children.
- Teachers that work with small groups or in close proximity such as interventionists and special education teachers and service providers will increase layers of protection by utilizing plexiglass barriers in these spaces between themselves and the students.
- All non-essential furniture that cannot be positioned along a wall and soft furnishings, such as pillows, bean bag chairs and rugs, will be removed to ease with cleaning and to facilitate social distancing.
- Additional spaces in town such as Kearns School will be used to store materials and furniture that is temporarily removed from classrooms.
- Surfaces that are used by multiple students or adults throughout the school day including desks, lunch tables and any barriers in these areas will be sanitized between uses.
- Classrooms will be stocked with EPA approved sanitizing wipes and disposable gloves.
- Each classroom will have a designated sink or set of sinks for handwashing and/or access to hand sanitizer.
- Where possible, the floor will be marked to indicate space boundaries and paths to access doors, sinks and other commonly used spaces.

## *Stronger Together:*

### A Working Plan for a Responsive Return to the Granby Public Schools



- Teachers must confer with building principals before making any changes to the approved layout of their classroom or shared spaces established at the beginning of the school year.
- Any existing classrooms or other rooms that may currently serve other purposes will be considered as potential classroom spaces.
- Additionally, library media centers, gymnasiums and cafeterias will be reviewed and layouts and capacities will be established.
- Larger spaces will be divided by physical distance, and permanent or temporary boundaries, such as curtains and plexiglass.
- Outdoor spaces will also be used for instruction, lunch, mask breaks, and other activities.
- Two (2) 20' x 40' tents and ten picnic tables have been ordered for each building.
- All hallways, entryways and shared spaces will utilize floor markings to encourage social distancing measures.
- Signage will be posted to remind students and staff of proper handwashing, the proper way to wear a face covering, social distancing procedures, and other methods of reducing the spread of COVID-19. Where needed, signage will be posted in additional languages and with visual supports.
- The Director of Facilities worked with the Department of Public Health to establish cleaning, sanitizing and disinfecting protocols and cleaning schedules for all buildings.
- The Director of Facilities trained custodial staff and additional staff throughout the district on all health and safety protocols including the proper cleaning and disinfection methods.
- Individuals using cleaning and disinfecting products will be trained in appropriate application including the use of personal protection equipment and proper ventilation when cleaning.
- Prior to school opening, and upon school closures of seven days or longer, routine cleaning and a review of the water and ventilation systems will be completed.
- There will be **daily routine cleaning** of all areas of the school used during that day.
- “High-touch” indoor areas that are routinely touched by different individuals such as desks and chairs, doorknobs, countertops, copiers/scanners/fax machines, computer equipment, physical education equipment, shared break room appliances, handrails, door knobs, and light switches will be **cleaned and disinfected daily**.
- Bathroom surfaces will be **cleaned and sanitized or disinfected twice per day**, especially during times of full

## ***Stronger Together:***

### **A Working Plan for a Responsive Return to the Granby Public Schools**



- occupancy in the school and in high-traffic bathrooms that are in areas where they are more commonly used.
- In shared student and staff spaces, desks/tables and plastic barriers will be **sanitized between each use** in addition to the daily cleaning and disinfecting.
  - A comprehensive review of Ventilation Protocols has been completed by the Director of Facilities and outside contractors with the goal of refreshing the air in spaces as often as possible and avoiding recirculating air.
  - Specific building-based ventilation plans have been developed based on each building's existing HVAC system to optimize airflow in conjunction with the suggested protocols.
  - Head custodians have been trained to execute these plans.
  - All staff will be made aware of Ventilation Protocols and directed not to alter any equipment.
  - Windows fans and ceiling fans will be set to draw air out of a room if allowable by the fire marshal.
  - No free-standing fans may be used.
  - Windows may be opened to refresh stale air where deemed safe.
  - The Director of Facilities will monitor room temperatures for extreme heat or cold and consult with the Superintendent of Schools and the Farmington Valley Health District if temperatures approach unhealthy levels.
  - Where possible, physical spaces will be arranged to support hygiene practices.
  - Doors will be propped open, removed or altered to allow for touch-free entry into spaces where permissible by fire code.
  - The use of touch-free fixtures in bathrooms and by sinks will be encouraged and garbage baskets will be set by doors to dispose of paper towels.
  - The staff only professional development days prior to classes resuming will be an optimal time for staff to test out the cleaning and disinfecting schedules.
  - Additionally, during this time, all staff will have training on appropriate social distancing, hygiene practices and cleaning protocols.
  - Training will be made available on the Granby Public Schools' website for staff that may not attend the professional development days or want to review and revisit the information.
  - Time will also be embedded on the professional development days for staff to practice what they learn in the training and review written protocols.

## ***Stronger Together:***

### **A Working Plan for a Responsive Return to the Granby Public Schools**



- Substitute teachers will be required to watch on-line training videos and review written protocols before they can be placed on the approved substitute list for Granby Public Schools.
- Materials will be shared with Kelly Services and placed in substitute teaching binders. Given the sensitivity of the situation, in the case that a substitute cannot be found, trained Granby Public Schools staff without classroom duties may need to be utilized to cover classrooms.
- Information for families and students around cleaning protocols will be made available on the district website and included in communications.

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## **A Working Plan for a Responsive Return to the Granby Public Schools**



### **Daily Operations**

#### State Requirements

- 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.

#### District Common Expectations

- Building Principals will develop stable cohorts, where feasible, at each level.
- At the elementary level the primary cohort for each student will be their classroom teacher and classmates and the secondary cohort will be their grade level. Students that receive services outside of the general education classroom (primary cohort) will be grouped within their secondary cohort. The secondary cohort may be utilized for lunch/recess groupings and times in which movement beyond the primary cohort is necessary. Where possible, specialists and support teachers should work within a secondary cohort.
- At the secondary level the student day will be divided into four (4) longer class “blocks.” Each class of the day will compose a class-level cohort. The secondary cohort will be their team or grade level and classes will be scheduled or grouped within this secondary cohort where possible. Extended passing time will allow for sanitizing of shared surfaces between cohorts. Students may arrive late or leave early at the high school without penalty if they have a study hall in the first or last block of their day.
- Cohorts will have assigned zones of the school for shared spaces and traffic patterns, including bathroom use.
- Shared spaces will be scheduled at reduced capacity, sanitized between waves of students and scheduled in a staggered way where possible to reduce the flow of traffic.
- Teachers and staff will follow the cohorts of their students as much as possible.
- Where the cohort model cannot be maintained in spaces such as the main office and nurse’s office, additional layers of protection and increased safety measures such as visitor logs will be utilized.
- Visitors to the schools will be granted access on an appointment basis only and all policies and procedures including

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### **A Working Plan for a Responsive Return to the Granby Public Schools**



the use of face coverings will be enforced.

- Parents/Guardians picking up and dropping off students and/or materials should utilize the vestibules.
- Outside organizations are not currently permitted to reserve space in the Granby Public Schools until further notice.
- School-sponsored clubs and activities can be run in person with permission from the building principal if appropriate social distancing, cohorting, and face coverings policies can be enforced. In the case that these requirements cannot be met, clubs and activities may be held virtually, if possible.
- Established sports teams will serve as an additional cohort group and operate under CIAC guidance.
- If guests are invited onto school grounds for after-school activities, policies and procedures around social distancing and hygiene practices will be clearly posted and enacted.
- Open conversations will be held with the Hartland Superintendent of School and Open Choice Director to best accommodate unique needs for our students who live outside of Granby.

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## **A Working Plan for a Responsive Return to the Granby Public Schools**



### **Child Nutrition**

#### **State Requirements**

1. 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.
2. 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.
3. Schools and institutions that participate in the NSLP are required to claim meals/milk provided to eligible students using accurate counting and claiming methods.

#### **District Common Expectations**

- The Granby Public Schools will work in collaboration with families and state agencies to determine student eligibility for free and reduced-price meals and make such meals available.
- The Business Manager will work with the on-site manager of the food service company, Fresh Picks, to follow meal pattern requirements and create a “grab and go” menu for bagged/boxed breakfast and lunches.
- Limited contact procedures for ordering, counting and claiming meals/milk provided to eligible students are under development.
- A letter drafted by the Business Manager explaining the “grab and go” meals and ordering information will be sent home and posted on the website along with information from the Building Principal explaining the building’s lunch routines.
- Eating areas will be established in the cafeteria, gymnasiums, courtyards, and outdoor spaces as needed so that students can be spaced six feet apart.
- Procedures for seating, collecting meals, and hand hygiene after removing and replacing face coverings will be taught to students.
- The Food Service Manager will train cafeteria staff in all new hygiene practices and cleaning protocols and will review the kitchen and serving spaces to make recommendations on socially/physically distanced work stations.
- The Business Manager will work to predict and monitor the financial impact of the new procedures.



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### **A Working Plan for a Responsive Return to the Granby Public Schools**



- Methods for accessing food services on days when students are not in school in the hybrid and remote learning models are being established.
- In a full remote model, the Granby Public Schools would need fiscal support and leniency with requirements to provide meals. In the case that meals could not be provided within the district, families would be directed to the nearest food service access points.
- Water fountains will be closed throughout buildings for sanitary purposes although water bottle fillers will remain open. Single-use disposable cups will be provided for use at these fillers. Students will be encouraged to bring refillable water bottles with built-in straws.

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## **A Working Plan for a Responsive Return to the Granby Public Schools**



### **Transportation**

#### **State Requirements**

#### **Low Transmission Risk**

1. Plan to operate at full capacity or close to while maximizing health and safety protocols, as well as considerations outlined in the plan.
2. 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.
3. 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.

#### **Moderate Transmission Risk**

1. Plan to operate at significantly reduced capacity while maximizing health and safety protocols, as well as considerations outlined in the plan.
2. Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating.
3. 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.
4. 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.

#### **District Common Expectations**

- Families were issued a questionnaire on July 8th to assess their willingness to drive their children to and from school. Initial responses indicate about 65% of families will be willing to drive their children.
- The Superintendent of Schools will work with the Granby Police Department to assist with traffic flow at the schools.
- The possibility of hiring and using a security service to direct traffic at these times is being explored.
- Building Principals will work with the Director of Facilities and Public Safety Officials to review parent drop-off/pick-up routes and alter the traffic flow if possible to accommodate increased traffic.
- Building Principals will establish a staggered drop-off/pick-up schedule at the family level and communicate this

## ***Stronger Together:***

### **A Working Plan for a Responsive Return to the Granby Public Schools**



schedule to parents along with modified drop-off/pick-up procedures that minimize contact and keep parents from exiting the car.

- District Administration will work collaboratively to establish start and end times for each school that minimizes the amount of time students are waiting to enter/exit their classrooms while taking into account the bus runs and contractual obligations.
- The Business Manager worked with our transportation companies to establish cleaning protocols so that high-touch surfaces will be sanitized between bus runs and busses will be thoroughly cleaned and disinfected each night.
- The Business Manager and our transportation company will collaboratively train bus drivers and monitors (where possible) in cleaning methods between runs, documentation of such cleaning, the appropriate use of personal protective equipment (and how to handle non-compliance), loading and unloading procedures, and visible signs of COVID-19 symptoms.
- The transportation companies will be responsible for the personal protective equipment and health and safety measures for drivers while Granby Public Schools will provide personal protective equipment and other needed supplies for students and monitors, including disposable face coverings for students that do not have one.
- Bus Monitor positions have been posted and will be filled as possible, starting with elementary runs.
- Signage will be posted on busses reminding passengers to wear face coverings, stay seated and keep personal space.
- Students will be encouraged to wash their hands or use hand sanitizer before leaving home and upon arrival at school.
- Upon review of the need for bus transportation, building-based staff will develop seating charts that allow for maximum spacing based on projected capacity. Where possible, family members or secondary cohort members will be seated together if students are required to share seats.
- Students will be assigned seats based on their bus stop with students at the first stops in the back of the bus and last stops in the front of the bus where possible.
- Seating should be assigned by bus run and may vary based on pick-up and drop-off routes.
- Students who cannot be seated in the back of the bus due to documented safety concerns, should be accommodated in the seating plan.
- If the Granby Public Schools need to transition to a hybrid model that has students scheduled to attend school on an every other day basis, new routes and seating plans may need to be developed.

## ***Stronger Together:***

### **A Working Plan for a Responsive Return to the Granby Public Schools**



- When creating the attendance groups for the hybrid model, families and physical location in town will be considered so that the bussing needs would be reduced on each bus to a limited capacity.
- If the need arises for additional busses or bus runs at this time, modifications will be made wherever possible.
- The Business Manager and our transportation company will draft a letter to parents reviewing the safety measures for the busses.
- Building Principals will establish and communicate additional bus procedures to families and students around assigned seating, accommodating bus changes, rules and responsibilities on the bus, and health and safety protocol.

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## **A Working Plan for a Responsive Return to the Granby Public Schools**



### **HEALTH PRACTICES AND PROTOCOLS**

<b>Health Practices and Protocols</b>	
State Requirements	<ol style="list-style-type: none"><li>1. 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 communicate 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.</li><li>2. Familiarize all participants of the standard public health practices used to prevent the spread of diseases. These practices include, but are not limited to:<ol style="list-style-type: none"><li>a. social distancing,</li><li>b. frequent hand washing and use of hand sanitizer,</li><li>c. use of face coverings that completely cover the nose and mouth,</li><li>d. respiratory and cough etiquette, and</li><li>e. enhanced cleaning/disinfection of surfaces.</li></ol></li><li>3. 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.</li></ol>
District Common Expectations	<ul style="list-style-type: none"><li>● The Nursing Supervisor for the Granby Public Schools, will develop, in conjunction with CDC guidance and Farmington Valley Health District, protocols for social distancing, frequent hand washing and use of hand sanitizer, use of face coverings, and respiratory and cough etiquette.</li><li>● Our Director of Facilities and Business Manager are developing the enhanced cleaning/disinfection/sanitizing schedules to comply with guidance in the previous section of the plan.</li><li>● For shared spaces, students and staff will sanitize in and sanitize out including hands and surfaces.</li><li>● These protocols will be pushed out to the school community and will be posted on our websites and in visible places throughout school buildings.</li></ul>

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### **A Working Plan for a Responsive Return to the Granby Public Schools**



- Staff will post both written documents and videos that walk students and families through these new protocols.
- The first two student days will be early release days in which teachers and staff will instruct students in person on these new protocols and practice them together. Upon student release on these days, staff will take time to reflect and refine protocols.
- Signage will be posted to remind all students of these protocols and there will be time dedicated in the school schedules and routines for them.
- The Director of Facilities has worked with the custodial staff to ensure that soap, hand sanitizer, paper towels, tissues and sanitizing wipes are readily available through established supplier pipelines and regularly stocked.
- The Granby Public Schools will provide each staff member and student with two cloth face coverings and a pouch to store the masks in.
- Schools and busses will be provided with disposable face coverings and the Director of Facilities will maintain this inventory.
- Trash cans do not/will not have covers and will be placed close to hand washing stations and near doors going in and out of bathrooms.

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## **A Working Plan for a Responsive Return to the Granby Public Schools**



### **Reporting Illnesses and Addressing Vulnerable Populations**

#### **State Requirements**

1. 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.
2. 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.
3. Educate staff and families about when to stay home. Schools should properly communicate the content of this or any updated guidance.
4. 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.
5. Establish and communicate school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home.

#### **District Common Expectations**

- The Granby Public Schools will work with the Farmington Valley Health Department to develop a one-page overview for staff and families on when to stay home.
- The criteria for staying home will be communicated to families and staff prior to the school year and will be posted within our district plan (including online) and building level communication.
- Staff and families will be reminded regularly of these criteria in weekly communications and through posted signage.
- Staff and families will be directed to self-assess for symptoms and signs of COVID-19 prior to leaving their homes in the morning utilizing either the one page checklist mentioned above.
- Reminders to self-assess will be a part of regular communications at the building level.
- Where possible, school-based staff should verbally remind parents at pick-up and upon entry to the bus to self-assess and signage will be posted upon school and bus entry.
- Each building-based nurse will complete a daily report (with non identifiable information) and share this with both

## ***Stronger Together:***

### **A Working Plan for a Responsive Return to the Granby Public Schools**



the building principal and nursing supervisor. The nursing supervisor will compile a district level overview daily for the superintendent and assistant superintendent to review.

- Our nursing staff, in conjunction with health advisors and the Department of Public Health, will recommend school-wide sick protocols.
- Each school will have an isolation room in addition to the routine health space. This isolation room will have a dedicated bathroom as well. The isolation room will be used for students or staff with suspected symptoms of COVID-19 as indicated by the school nurse.
- Students will remain in the isolation room until they can be picked up from school.
- Parents will be advised of this and will be notified that they will have to pick up their child as soon as possible. All emergency contact information should be up-to-date.
- School nursing staff will have training in these protocols and appropriate personal protective equipment to work with suspected COVID-19 cases as well as symptoms that could be commonly mistaken for COVID-19.



# ***Stronger Together:***

## **A Working Plan for a Responsive Return to the Granby Public Schools**



### **Social Distancing**

State Requirements	1. 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.
District Common Expectations	<ul style="list-style-type: none"><li>● The Granby Public Schools addresses the health and safety of students and staff with the utmost importance.</li><li>● The protective factors of social distancing, cohorting and face coverings work in concert and when one factor is decreased the others should be increased.</li><li>● In general classrooms, student workspaces will be spaced at least three feet apart and up to six feet apart where possible as students will be wearing face coverings, facing in a similar direction and traveling in their cohorts.</li><li>● In classroom settings where students cannot face in a similar direction, or students may be medically exempt from wearing a mask, plastic protective barriers will be used (example might include: small group settings or interactive workstations such as science labs, practical and fine arts.)</li><li>● When eating in the cafeteria or taking off masks for mask breaks, recess or physical education, students should be spaced at least six feet apart from one another.</li><li>● One classroom or cohort will be assigned to designated outdoor space (field/playground/blacktop) at a time.</li><li>● Based on the number of students riding the busses, seating will be assigned to maximize space between family groups.</li><li>● In music classrooms, students will be spaced at least 12 feet apart when singing and playing wind/brass instruments. Where possible, larger groups will be broken down into smaller “recital” groups. Non-singing/blowing instruction including general music, percussion, keyboards, and strings should involve students spaced at least three feet apart with face coverings.</li><li>● Bathrooms will be limited in capacity to the number of stalls.</li><li>● Traffic patterns will be designed to flow in one direction and will be clearly marked with signage and floor signals that encourage students and staff to socially distance.</li><li>● Teachers and staff should space themselves at least three feet away from students when behind a plastic barrier or</li></ul>

## ***Stronger Together:***

### **A Working Plan for a Responsive Return to the Granby Public Schools**



face shield and wearing a mask. If a teacher removes their mask, they need to be at least six feet away from students and a plastic barrier or face shield is recommended.

- Staff should maintain six feet of social distancing between adults at all times.
- Common adult spaces such as the office and copy room should contain visual reminders to maintain socially/physically distance.
- Staff rooms and spaces will be arranged so that seating is six feet apart. Seating should not be moved.
- Staff may remove their mask when in a private office or a closed-door space occupied by a single adult.
- Mask break spaces for adults without individual offices or classrooms will be established.
- Groups of larger than 10 adults should not convene inside for longer than 15 minutes unless the space allows six feet between adults. Virtual meeting methods should be utilized.
- Meetings including visitors outside of Granby Public Schools Staff should be held virtually.
- Education, training and reminders will be issued around social distancing.
- Students and staff will be issued reminders as needed.
- All social distancing protocols are subject to change based on health information and changes from the CSDE and DPH. Changes will be widely communicated through e-blasts and posted announcements.

# ***Stronger Together:***

## **A Working Plan for a Responsive Return to the Granby Public Schools**



### **Use of Face Coverings, Masks, and Face Shields**

#### **State Requirements**

1. Adopt policies requiring use of face coverings for all students and staff when they are inside the school building, with certain exceptions listed below.
  - a. 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.
  - b. For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required.
2. Be prepared to provide a mask to any student or staff member who does not have one.

#### **District Common Expectations**

- All students, staff and visitors of the Granby Public Schools are required to use face coverings that completely cover the nose and mouth when they are inside the school building or on school grounds, even when social distancing is maintained.
- An individual shall be excused from this requirement for the following listed reasons, per CDC guidance. The individual has trouble breathing, is unconscious, is incapacitated, or cannot remove the mask or face covering without assistance.
- In addition, masks or face coverings shall not be required for anyone who has a medical reason making it unsafe to wear a face mask or face covering. A written notification from a physician is required in order to permit a medical exemption. The note should state the medical reason for the requested exemption.
- Parents/guardians may not excuse their child from this face mask requirement, by signing a waiver, because such wearing is a mandated requirement that the Office of the Governor, the Connecticut State Department of Education, and/or the Connecticut State Department of Public Health have defined as necessary for school districts to comply with in order to open schools from the COVID-19 caused closure.
- Face shields may be an option for those students with medical, behavioral or other challenges who are unable to wear face masks or coverings. The Board recognizes that face shields are not as effective for source control and should be used only when other methods are not available or appropriate. Therefore, the use of face shields for those with

## ***Stronger Together:***

### **A Working Plan for a Responsive Return to the Granby Public Schools**



medical conditions is done with the understanding of their limitations and a heightened need for strict adherence to social distancing.

- The district will provide to any student, staff member or visitor a face mask if such an individual does not have one.
- Training will be provided as necessary regarding the proper use of face coverings.
- Information shall be provided to staff, students and students' families regarding the proper use, removal, and washing of cloth face coverings.
- When other and appropriate mitigating practices are in place, such as social distancing, students will not be required to wear face masks or coverings while eating, drinking, during physical education classes, or when students are outside and effectively practicing social distancing and any other possible mitigants.
- Breaks from wearing masks will be scheduled throughout the school day, by the teacher, provided that strict social distancing requirements are maintained and limitations are enforced regarding student and staff mobility. The student day should be considered as whole so that students and staff do not go much more than an hour without at least a 2-3 minute mask break.
- Masks are required in all dining areas while entering and leaving or getting food and drinks. They may be removed at appropriately socially distanced tables in order to eat but must be replaced after eating.
- Recess will be used as a break from wearing masks when social distancing requirements are maintained to the greatest degree feasible.
- Teachers and staff may be excused from wearing a face mask or covering while teaching provided they are properly socially distancing or remaining static behind a physical barrier.
- Face shields may be useful in situations where it is important for students to see how a teacher pronounces words (e.g., English Learners, early childhood, foreign language, etc.) and social distancing is maintained; however, face shields alone are not a sufficient alternative to the wearing of face masks for source control. An alternative would be a clear mask.
- Violations of this mask wearing expectation, whether by students or staff, shall be handled in the same manner as other violations of school rules.
- Proactively students will be provided with regular mask breaks both scheduled and self-selected.

## ***Stronger Together:***

### **A Working Plan for a Responsive Return to the Granby Public Schools**



- If a student is having repeated difficulty wearing a face covering, steps will be taken to figure out why and tiered supports should be added.
- If a student refuses to wear a face covering, even with supports and reminders, the student will be isolated and parents/guardians will be notified.

(Wording in this section is modeled after language in the CAFE Model Policy on Mask Wearing.)

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## **A Working Plan for a Responsive Return to the Granby Public Schools**



### **HEALTH MONITORING**

<b>Planning and Distribution of Information</b>	
State Requirements	Included 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.
District Common Expectations	<ul style="list-style-type: none"><li>• School nurses will internally monitor confirmed and suspected cases and will work with the Farmington Valley Health District and Department of Public Health to monitor and report illness in concert with privacy laws and considerations.</li></ul>

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## **A Working Plan for a Responsive Return to the Granby Public Schools**



### **CONTAINMENT**

#### **Containment Plan**

State Requirements	<ol style="list-style-type: none"><li>1. 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 cancellations become necessary. Anticipate this will be available at the time decisions will need to be made related to containment and possible school class cancellations.</li><li>2. Included in the LEA reopening plan are 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:<ol style="list-style-type: none"><li>a. 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.</li><li>b. Identification of a response team within the school and LEA with specific responsibilities.</li><li>c. Consideration of what signs and symptoms exhibited by students or staff would require their immediate dismissal from school; for what period of time; and conditions for their re-admittance to school. • Identify an “isolation room” (besides the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives.</li></ol></li><li>3. Create a consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19 and must be dismissed from school.</li></ol>
District Common Expectations	<ul style="list-style-type: none"><li>● Once received, the Granby Public Schools will utilize the Connecticut Department of Public Health’s tiered system to monitor illness rates and make decisions regarding movement between full in-person, hybrid and remote learning models.</li><li>● Recommendations from the Department of Public Health will be used to determine criteria for when to utilize the isolation room and/or send students and staff home and when they can return after being sent home.</li><li>● Symptoms and exposure will be considered as well as confirmed cases of COVID-19.</li></ul>

## ***Stronger Together:***

### **A Working Plan for a Responsive Return to the Granby Public Schools**



- Close collaboration with the Farmington Valley Health District will be maintained for both guidance and contact tracing.
- Each school will establish an isolation room space with a designated bathroom and cleaning and supervision schedules.
- Nurses will be provided with the appropriate personal protective equipment to treat suspected cases of COVID-19.
- Building-based response teams will be established to respond to suspected and confirmed cases and will be in regular communication with the district level response team (superintendent, assistant superintendent, FVHD, nursing supervisor, and business manager) to monitor suspected and confirmed cases and disseminate communications to families and staff as indicated.
- Containment planning will be posted on the district website and pushed out to families. Families and staff will be provided with regular reminders and ongoing education on signs and symptoms of COVID-19



# ***Stronger Together:***

## **A Working Plan for a Responsive Return to the Granby Public Schools**



### **CANCELLATION OF CLASSES, REMOTE LEARNING AND REOPENING PLANS**

<b>Cancellation of Classes, Remote Learning and Reopening Plans</b>	
State Requirements	<ol style="list-style-type: none"><li>1. 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.</li><li>2. 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.</li><li>3. Notify and consult with the CSDE immediately if the LEA is contemplating class cancellations.</li><li>4. 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.</li><li>5. Prioritize ongoing educational opportunities when drafting the plan for a shutdown. Materials for continuity of learning must be made available to allow for school sessions to continue remotely.</li></ol>
District Common Expectations	<ul style="list-style-type: none"><li>● The Granby Public Schools will utilize the indicators provided by the Connecticut Department of Public Health and the Farmington Valley Health District to monitor the rates of COVID-19 in our schools and local and regional communities.</li><li>● If guidance is issued for a partial or total closure of the physical school buildings, the Granby Public Schools will notify all parties, including the State Department of Education, and the district administrative team will determine next steps.</li><li>● In considering options, the district team will first consider the extent of the impact (class, grade, school, district), the length of the impact (2-5 days, 14 days, indefinite), and the best method to continue instruction (hybrid model or remote learning).</li><li>● Once a plan is established, it will be communicated out to families and staff utilizing our core methods of communication: e-blasts, School Messenger and our district website.</li><li>● Prior to re-entry, the district administrative team will determine steps for reopening and communicate these out to families and staff.</li></ul>

# Stronger Together:

## A Working Plan for a Responsive Return to the Granby Public Schools



### Future Planning for Remote Blended Learning

#### State Requirements

1. Be prepared to provide remote blended learning opportunities immediately upon cancellation of in-school classes.
  - a. 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 a hybrid learning model.
2. Develop a plan for extended absences and communicate it with parents or guardians in the event of a second extended closure.

#### District Common Expectations

- The Granby Public Schools has spent time reflecting on the distance learning that occurred in the spring of the 2019-2020 school year.
- This reflection has involved surveying teachers, parents and students throughout the spring and engaging families and staff in an open thought exchange.
- The insight gained will be utilized in forming remote learning plans.
- In addition to a full reopening plan, we will develop both a hybrid learning model and a full remote learning model to be used in conjunction with the tiers of low, moderate and high transmission.
- Structures and logistics of these models will be detailed and communicated to families and staff upon opening of schools so that a transition could happen with little turnover time.
- Teachers will participate in professional development around best instructional practices that transcend all three models and can be utilized throughout the year in a continuous learning plan.
- Each school building will establish an advisory team to monitor the continuity of learning at the school level and address building specific needs as they arise.
- In the full reopening model, students will be assigned either an iPad (K-2) or Chromebook (3-12) and will utilize their device both in school and at home in all models. Teachers will introduce the key platforms of Seesaw (PK-2) and Google Classroom (3-12) for the first days of school and instruct students on the appropriate use of these platforms and their devices. Students will practice accessing and submitting learning which will aid in reducing

## ***Stronger Together:***

### **A Working Plan for a Responsive Return to the Granby Public Schools**



material exchange as well. Teachers will communicate with families around expectations for care and use of the device (including nightly charging) and provide access to training materials for families.

- In the hybrid model, students will have daily engagement expectations in a variety of settings. Students will be divided into two evenly sized groups based on family last name and assigned either a “maroon” or “gold” status that will indicate their weekly schedule. Two days a week, students will be required to attend school in-person, two days will be designed as off-campus learning experiences and one day a week will be designated as a remote learning day for all students. Students who exhibit a greater need for the physical school environment may be invited to spend additional time in school if space allows. In this model, teachers will be on-campus four days a week and the full remote learning day will be an opportunity for custodial staff to deep clean the facilities. Granby Public Schools will consult with the YMCA to explore childcare options for teachers’ school-aged children as guidelines allow and for Granby Public Schools families.
- In the full remote model, teachers and students will engage in online instruction. Instruction will follow a daily schedule that involves both synchronous and asynchronous learning. Instruction will be delivered using the common platforms of Seesaw (PK-2) and Google Classroom (3-12).
- In all models, students that receive additional supports will continue with their services to the greatest extent possible either in-person or virtually. In the full remote model, the schools will remain open as resource centers by appointment if allowable by current guidelines.

# ***Stronger Together:***

## **A Working Plan for a Responsive Return to the Granby Public Schools**



### **ACADEMICS**

#### **Special Education**

<b>Special Education</b>	
State Requirements	<ol style="list-style-type: none"><li>1. 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.</li><li>2. 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.</li><li>3. 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.</li><li>4. 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.</li></ol>
District Common Expectations	<ul style="list-style-type: none"><li>● All components of a comprehensive special education program will continue to operate within the Granby Public Schools under state and legal guidance which currently includes the provision that “there has been no waiver of requirements under the IDEA for provision of a free and appropriate public education in the least restrictive</li></ul>

## ***Stronger Together:***

### **A Working Plan for a Responsive Return to the Granby Public Schools**



environment.”

- Delivery of special education academic and related service hours will be planned for in the development of each reopening model.
- Flexibility in determining how to meet the individualized needs of students receiving special education services is allowable under federal disability law.
- Students with disabilities that cannot return to school in person will access general education instruction via synchronous streaming or through online instructional platforms and will have their designated services delivered through synchronous, remote instruction to the best of the district’s ability.
- Planning and placement team meetings will be convened as needed for programmatic changes.
- Due to the restrictions on visitors in the school building, planning and placement team meetings will be scheduled virtually unless otherwise indicated.
- When transitioning to the hybrid and remote learning models, the district will consider utilizing the physical school environment as a resource center if allowable by current health guidelines.
- The unique needs of individual students should drive the use of additional and/or specialized personal protective equipment as needed.
- For students who have notes from medical and mental health providers that state that the student cannot wear a mask, students experiencing difficulty with social distancing and students that need access to services that cannot be provided in a socially distanced way, additional layers of protection will be used to minimize and mitigate risks to both students and staff.

# ***Stronger Together:***

## **A Working Plan for a Responsive Return to the Granby Public Schools**



### **English Learners (ELs)**

#### **State Requirements**

1. 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.
2. 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.
3. 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.
4. 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.

#### **District Common**

- Granby Public Schools is a low incidence district with regard to our English Learner population and is not required

# ***Stronger Together:***

## **A Working Plan for a Responsive Return to the Granby Public Schools**



### Expectations

to offer a bilingual program.

- Identified English Learners will continue to be eligible for sheltered instruction within the general instructional model and for additional tutoring/pull-out support as needed.
- The Assistant Superintendent's office will carry out the required procedures for screening, notifying and assessing potential and identified English Learners.
- Plans and materials around reopening and the impacts of COVID-19 will be made available in Spanish, or any other languages that arise, as needed by contacting the Assistant Superintendent's office.
- Dually identified students and their families will continue to be supported with translation services upon request for all planning and placement team meetings.
- Students will continue to receive both English Learner supports and special education support hours as laid out in their individualized education plans.

# ***Stronger Together:***

## **A Working Plan for a Responsive Return to the Granby Public Schools**



### **FAMILY AND STUDENT ENGAGEMENT**

#### **Family Support and Communication**

<b>State Requirements</b>	<ol style="list-style-type: none"><li>1. Comply with all state and federal family engagement requirements (e.g., School Governance Councils and Title I requirements) during the COVID-19 pandemic.</li><li>2. 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.</li><li>3. Continue to engage with families and students as the reopening moves forward to ensure they are informed and have the ability to provide feedback.</li><li>4. Make reopen plans available on the LEA website, accessible, and clearly identify the school liaison.</li></ol>
<b>District Common Expectations</b>	<ul style="list-style-type: none"><li>● The Granby Public Schools engage in regular and frequent communications with families at the district and school level.</li><li>● Information around reopening plans and the associated health and safety guidelines, as well as the names of the school liaisons, will be shared with families through both e-Blasts and on the district’s reopening webpage.</li><li>● Videos will be used to demonstrate health and safety protocols and familiarize students and families with the new school environment.</li><li>● Two-way communication will continue through additional thought exchanges and feedback gathered in interactive forums such as the Granby Public Schools’ Reopening Task Force.</li></ul>



# ***Stronger Together:***

## **A Working Plan for a Responsive Return to the Granby Public Schools**



### **Social-Emotional Learning (SEL) and Mental Health**

<b>State Requirements</b>	<ol style="list-style-type: none"><li>1. Develop a detailed plan to re-engage all students, staff and families. In particular, identify strategies to identify and engage populations and specific students that have been disengaged.</li><li>2. Prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements.</li></ol>
<b>District Common Expectations</b>	<ul style="list-style-type: none"><li>● Granby Public Schools’ staff will reach out to all families at both a school and classroom level to welcome students back to the classroom environment and help them acclimate to in-school instruction prior to the beginning of the school.</li><li>● Classroom teachers will contact families and invite them to virtual meet and greet sessions.</li><li>● Students that may have been disengaged in the spring distance learning will be contacted by support staff to determine how to best support a successful start to the school year.</li><li>● The addition of more “live” or synchronous instruction in the remote models will serve to support engagement and active participation of all learners.</li><li>● Staff will participate in training around trauma informed classrooms and how to create safe and welcoming environments for all learners.</li><li>● There is a renewed focus on social-emotional learning and mental health within the district and social-emotional instruction and supports such as Second Step, Responsive Classroom and Ross Greene’s Collaborative &amp; Proactive Solutions will be utilized in both the physical and virtual environments.</li><li>● School support staff including social workers, psychologists and counselors will collaborate with teachers to identify students that are having difficulty engaging or adjusting to the current environment. Where indicated, tiered interventions will be layered on to engage and support students.</li><li>● Upon return to work, staff will engage in annual training around mandated reporting requirements.</li></ul>

# ***Stronger Together:***

## **A Working Plan for a Responsive Return to the Granby Public Schools**



### **After-school Programming**

State Requirements	<ol style="list-style-type: none"><li>1. 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.</li><li>2. 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.</li></ol>
District Common Expectations	<ul style="list-style-type: none"><li>● There are no current after-school programs run by outside organizations on site within the Granby Public Schools.</li><li>● Students of Granby Public Schools can be bussed to local daycares or the YMCA for before- and after-school programming. We will reach out to these organizations and share with them our plans, including identified cohorts, so that they can be preserved off-site where possible.</li></ul>

# ***Stronger Together:***

## **A Working Plan for a Responsive Return to the Granby Public Schools**



### **CAREER AND TECHNICAL EDUCATION**

<b>Career And Technical Education</b>	
State Requirements	Develop a plan for cleaning and disinfecting shared equipment in the shop or lab, before and after each use.
District Common Expectations	<ul style="list-style-type: none"><li>● Career and technical education courses are offered at both Granby Memorial Middle and High School.</li><li>● Teachers in the practical arts departments at both schools will meet to review current guidance in their field and plan how to utilize their facilities and materials to the greatest extent possible within the health and safety guidelines.</li><li>● All shared materials and spaces will be sanitized between used by staff and students using products and methods approved by the Director of Facilities.</li><li>● Teachers will also review curriculum and determine changes that can be made to address similar standards and topics using alternate materials if needed. In the event of remote instruction, students may be provided with take-home materials.</li><li>● For students opting for online learning, online career and technical education courses will be available through platforms that will be utilized.</li></ul>

# ***Stronger Together:***

## **A Working Plan for a Responsive Return to the Granby Public Schools**



### **STAFFING AND PERSONNEL**

<b>Certification and Personnel Planning</b>	
State Requirements	<ol style="list-style-type: none"><li>1. 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.</li><li>2. Assess how to engage a full roster of staff, including potential substitute plans, and whether stipends or changes in substitute pay is required to support the needs of the school.</li></ol>
District Common Expectations	<ul style="list-style-type: none"><li>● Granby Public Schools' staff has been advised by the Superintendent and/or the leadership of their collective bargaining unit to contact the Human Resources Department with concerns around returning to work.</li><li>● Each individual situation will be handled in a private manner and evaluated in accordance with EEOC guidance.</li><li>● Ongoing conversations and memorandums of understanding will address whether compensation is required for specific duties to support the needs of the school.</li><li>● In order to address potential staff absences, the district will post for additional building-based substitutes and adult supervision for lunch and recess, and will support teachers who may need to instruct virtually.</li><li>● The existing partnership with Kelly Services for substitute staff will continue to be utilized.</li></ul>

# ***Stronger Together:***

## **A Working Plan for a Responsive Return to the Granby Public Schools**



### **Professional Development**

#### **State Requirements**

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 training as changes occur in recommendations and public health data.

#### **District Common Expectations**

- With the change from 180 to 177 student instructional days, Granby Public Schools will have an additional three (3) professional development days for a total of 7 adult learning days before students arrive.
- The first two (2) student days will be early release days to allow for reflection on implementation and adjustment of new routines and health and safety protocols.
- The priority within the 7 days of adult learning will be training related to signs and symptoms of COVID-19, Standard Public Health protocols including reporting illness, hygiene practices, the correct use of PPE, and supporting SEL. Additionally, time will be dedicated to adjusting the physical environment, establishing the daily schedule with new health and safety routines embedded and communicating with families.
- Professional learning sessions focused on structures to support continuous learning across models will be conducted and will include training on the common online platforms, methods to engage students, curriculum modifications, and assessment practices.