

**2020-2021**



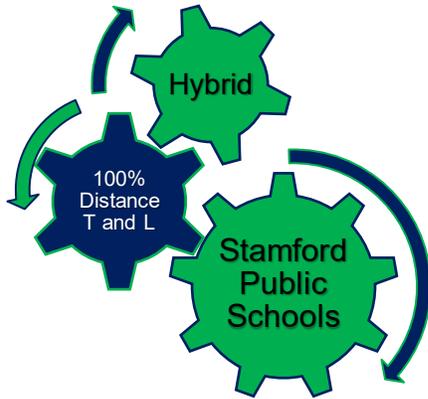
**Stamford Public Schools**

EXCELLENCE IS THE POINT.

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## Executive Summary



After much thought and consideration, I want to share with you our recommendation that Stamford Public Schools return to school in September following a Hybrid Model, allowing for approximately half the number of students to attend school in-person every other day. Please note that additional days may be provided to students who require extra support, including our special education students, English Learners and others who require further interventions and support. Families will also have the option to select a 100% Distance Teaching

and Learning Academy for students with underlying health conditions or who simply prefer this educational model at this time. A process will also be put in place to allow families to adjust their preference when circumstances change.

I am sure that many of you are asking, “Is it Safe?” At the moment, the answer is “yes”. Given the current [public health data](#) in Connecticut, schools can reopen if we are able to mitigate the risk of transmission; through social distancing, the wearing of a mask and practicing a regular hand washing and sanitizing routine.

Many of you know that since late May Stamford has had eight different committees diligently working to plan the reopening of our schools. Our committee members include parents, teachers, staff, city board members, administrators, paraeducators, business leaders and community members. The committees are looking at health and safety, teaching and learning, child nutrition, transportation, family and community engagement, technology, facilities, and childcare.

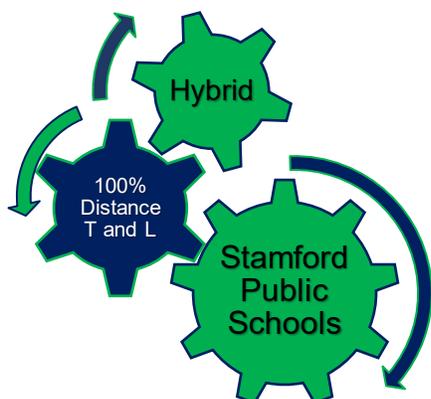
We have been reviewing and evaluating procedures, standards and best practices from across the state and country, while developing the best solutions for our school community and individual buildings. After listening to families and conferring with Dr. Henry Yoon, Medical Advisor for City of Stamford, medical professionals from the Stamford Health Department and Stamford Hospital made the decision to recommend moving to a Hybrid Model based solely on the health and safety of our staff and students.

Moving forward, we will continue to work closely with the Stamford Department of Health, the Connecticut Department of Public Health (DPH), and The Connecticut State Department of Education (CSDE) to determine if or when offering in-person classes is no longer safe. If this occurs, we will transition to a robust 100% Distance Teaching and Learning Model that will include asynchronous (recorded) and synchronous (live) learning.

One of the main reasons that I believe that we need to announce this decision now is that I recognize how complicated it can be for many families and staff to manage the fluid scheduling associated with a hybrid model, including arrangements for childcare and transportation. While families begin their planning, we will continue to finalize the details to reopen our schools. The attached document provides insights into key highlights of the plan. Further details, including policies, procedures and training materials will be shared the week of August 17, 2020. We will

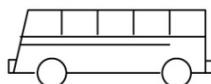
be hosting a Parent Pop-up Webinar on Monday, August 17, 2020, to answer your questions. In addition, in the coming weeks you will be receiving school, grade level and class specific details from your building administration.

In closing, please know that the entire Stamford Public Schools community is working together to create a solution that will work for our students. I am confident that by working together and embracing the opportunities presented by the Hybrid Model we will provide all students with a safe and successful school year.



The goal of the Stamford Public Schools **Hybrid Model** is to have 50% of the students in our buildings and classrooms each day. This model will reduce building capacity and enable us to adhere to all social distancing guidelines.

All students in grades K-12 (pre-k will have a slightly altered schedule) will be divided into two groups; the blue group and the green group, and attend school in-person every other day. On the distance teaching and learning day, the student may still participate in scheduled instruction in their classroom virtually.

 <b>Health and Safety</b>	<p>SPS will work in collaboration with the Stamford Health Department to identify health and safety processes, procedures, professional development, and training for staff and students.</p> <ul style="list-style-type: none"> <li>• 6 ft. Social Distancing (Level 1 – Required)</li> <li>• Wear Mask (Level 2 – Required)</li> <li>• Increased hand washing and sanitizing (increased number of locations at each site)</li> <li>• Face shield or protections (Level 3 - Available)</li> <li>• Students and Staff complete health self-assessment each morning before leaving home</li> <li>• Access and protocol for exposure testing for staff and families</li> <li>• Process for reporting illness or positive test</li> </ul>
 <b>Childcare</b>	<p>SPS will work to identify childcare options for families and staff as well as attempt to identify funding to subsidize the added expense.</p>
 <b>Child Nutrition</b>	<p>SPS will offer meals for students participating in a Hybrid or Distance Teaching and Learning Model.</p> <ul style="list-style-type: none"> <li>• Lunch served in classrooms as much as possible</li> </ul>
 <b>Technology</b>	<p>SPS will ensure all students have access to technology and are able to access learning from home.</p> <ul style="list-style-type: none"> <li>• Provide access to technology devices and Wi-Fi hotspots for all students, as needed</li> </ul>
 <b>Transportation</b>	<p>SPS will implement safety protocols to transport students in need of transportation.</p> <ul style="list-style-type: none"> <li>• Implement a cleaning and sanitizing protocol for buses</li> <li>• Implement mask wearing and other on-bus safety protocols</li> <li>• Implement a specific procedure for loading and unloading buses</li> <li>• Shuttle bus available for families without transportation who inadvertently arrive at school on an incorrect day. Buses however will not transport ill students.</li> </ul>

 <p><b>Facilities</b></p>	<p>SPS will create a safe and healthy learning environment. In addition, buildings will have an isolation room for students or others who exhibit symptoms after arriving at school.</p> <ul style="list-style-type: none"> <li>• Implement a cleaning and sanitizing protocol for during the day and evening</li> <li>• Post Health and Safety signage and provide training</li> <li>• Comply with State COVID-19 Guidelines for Ventilation</li> <li>• Properly space furniture within learning environments</li> <li>• No visitors in building and limited approved building use forms</li> </ul>
 <p><b>Teaching and Learning</b></p>	<p>SPS will implement a schedule and educational model that allows for students to be educated, and teachers and staff to work in a safe and healthy environment.</p> <ul style="list-style-type: none"> <li>• All teachers will teach from their classrooms (unless approved by HR)</li> <li>• Schedules will include synchronous (live) and asynchronous (recorded) requirements by grade level</li> <li>• Students will remain in cohorts in grades Pre-K-8 when possible</li> <li>• Staff will prepare, and train for a transition to a robust 100% Distance Teaching and Learning plan</li> </ul>
 <p><b>Family Engagement and Community</b></p>	<p>SPS will engage with our families and communities and foster opportunities for regular two-way communication.</p> <ul style="list-style-type: none"> <li>• Host Parent Pop-up Webinars on reopening procedures and other important topics</li> <li>• Encourage all to abide by mitigating risk practice at home and in the community</li> </ul>
 <p><b>Social Emotional Learning and Mental Health Supports</b></p>	<p>SPS will work to engage and reengage all students, staff and families with the goal of supporting positive development in social emotional and mental health needs.</p> <ul style="list-style-type: none"> <li>• Create safe, supportive, and equitable learning environments that promote all students' social and emotional development</li> </ul>



## Mitigate the Risk of Transmission of COVID-19

1. Hybrid or Distance Teaching and Learning Model options only
2. COVID-19 testing for staff will be available
3. COVID-19 exposure testing for staff and families
4. Students and Staff complete health self-assessment in morning before leaving home
5. Eliminate any procedures or benefits for coming to work or school sick and require staff and students to stay home when feeling ill
6. Ensure that parents have a comprehensive plan for immediate pick-up if child is exhibiting symptoms or are ill
7. Move students with symptoms to identified Isolation Room
8. Process for reporting illness or COVID-19 positive test
9. 6 ft. Social Distancing (Level 1 – Required)
10. Wear Mask (Level 2 – Required)
11. Face shield (Level 3 - Available)
12. Increased hand washing and sanitizing (increased number of locations at each site)
13. Health and Safety signage and training
14. Work with state through requesting technical support to comply with DPH Guidance for Ventilation Systems
15. Work in conjunction with Stamford Health Department, Department of Public Health and CDC recommendations to redesign or cancel classes such as PE, Labs, and Music as necessary.
16. Students will remain in cohorts in grades Pre-K-8 when possible
17. Reduce number of transitions during the day for students when possible
18. Lunch served in classrooms as much as possible
19. No visitors in building
20. Implement a cleaning and sanitizing protocol for day and evening (i.e. buses and school facilities)
21. Implement a specific procedure for loading and unloading buses
22. Implement specific school-based procedures for arrival and dismissal
23. Encourage staff and families to abide by mitigating risk practice at home and in the community
24. We will be minimizing the use of shared items within the classroom. Instead, we will be increasing the use of digital instructional resources and 1:1 materials.



## Teaching and Learning Requirements

1. All teachers will teach from their classrooms during a Hybrid or Distance Teaching and Learning Model (unless approved by Human Resources)
2. Schedule that must include synchronous (live) and asynchronous (recorded) requirements by grade level
3. Develop, prepare, and train for a transition to a robust 100% Distance Teaching and Learning

## Hybrid Education Model

The goal of the Hybrid model is to have 50% of the students in our buildings and classrooms each day in order to reduce capacity and adhere to all social distancing guidelines. All students in grades K-12 will be divided into the blue group or the green group and attend school in-person every other day. On the distance teaching and learning day, the student may still participate in the instruction in their classroom virtually. **For Example:** A student placed in the blue group will participate in instruction in-person on all blue days. On a green day, the student in the blue group may participate in the instruction that is happening in the classroom from their device at home.

### 2020 School Calendar

#### September

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

#### October

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

#### November

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

#### December

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

#### January

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**Schools across the district will work collaboratively with families to assign students living in the same household together into the blue or green group.**

### **Cohorting – K-8**

According to the CSDE reopening plan, a “cohort” is a group or team of students and educators with consistent members that stay together throughout the school day. The purpose of cohorting is to limit the number of students who are exposed to, or may be diagnosed with COVID-19, if there is community transmission in a school. Maintaining stable cohorts helps to mitigate the risk of spreading COVID-19. As such, SPS will be adopting a cohort approach to in-person learning. Teachers, support staff, and the administration will be developing each cohort. An enormous amount of time, energy, thought and discussion goes into the classroom placement assignment of each child. We strive to create balanced classrooms, while paying close attention to each student’s individual learning needs and style. Every building is developing a schedule and procedures to:

- Limit the number of students interacting with other students
- Limit the number of teachers interacting with groups of students
- Know who has been in class with whom, should there be someone who tests positive for COVID-19

### **Cohorting – High Schools**

Due to the nature of high school class scheduling, cohorting is not feasible. The following is guidance for mitigating the risk of transmission of COVID-19:

- Desks and work areas at least 6 feet apart
- Assigned seating in every class
- COVID-19 health and safety signage throughout the buildings to remind students of expectations
- Provide face masks and shields to students who need them
- Provide appropriate markings throughout the school to help with traffic flow and speedy movement in hallways
- Provide ample hand sanitizing stations in classrooms, entryways, entrances to stairwells
- Provide ample cleaning/sanitizing materials
- Ensure Daily cleaning/sanitizing of School Building (e.g. high touch areas, restrooms, etc.)

### **Temporarily Opting into Voluntary Distance Teaching and Learning Model**

Stamford Public Schools is creating a safe and healthy learning environment for 100% of students and staff to have the option to attend in-person school within the Hybrid model. However, we know that the health data in the Stamford community may require that some students and staff will need to participate in a robust Distance Teaching and Learning Academy during the 2020-2021 academic year, especially students and staff with underlying health conditions. On the Return to Learn reopening form, parents will be offered the opportunity to opt into the Distance Teaching and Learning Academy. Students with special needs are welcome to participate in our Distance Teaching and Learning Academy.

### Distance Teaching and Learning Academy

- While each student will remain enrolled in their school, students in the Distance Teaching and Learning Academy will be grouped across the district by grade level K-12.
- Curriculum will be parallel to that which is provided in our schools with adjustments made to structures, instructional practices and assessment strategies designed specifically for distance teaching and learning. Specific magnet programming will not be offered.
- Our range of course offerings at the middle and high school level will be determined by the number of students choosing the Distance Teaching and Learning Academy option. Edgenuity, an on-line platform for middle and high school courses, including AP courses, may be utilized for courses that are not fully enrolled.
- This option is only available as a full day option; students cannot attend any part of the school day.
- The student’s family is expected to supervise and support the student’s attendance and engagement in learning.
- While a final decision has not been made on the particulars of all these activities, if sports and after-school activities are offered, all students will be allowed to participate.
- The Distance Teaching and Learning Academy will function as its own school. Even if the entire district moves to a full distance teaching and learning model, the students will remain in the Distance Teaching and Learning Academy for consistency in academic programming and building school community. There will be a two-week period at the beginning of the school year, for a parent to change their mind and return their child to school in the Hybrid in-person model. While a family may make a request to change their student’s educational model from one to another at any time, it is recommended that they do so at the end of a quarter, trimester, or semester, in an effort to minimize any disruption to learning for your student. Each family must complete a request to Transition Educational Models form located on the SPS website. Please note that due to time required to create student schedules, arrange bus transportation (if needed), as well as updating emergency contacts, lunch accounts and other information it may take approximately 7-10 days to process this request.
- Public health data may indicate that there is no longer a need for this temporary option. In that case, parents will be notified that their students will need to re-enter in-person instruction.

### Distance Teaching & Learning Academy (Sample High School Schedule)

Monday	Tuesday	Wednesday	Thursday	Friday
7:10-8:00 Office Hours/Student Support	7:10-8:00 Office Hours/Student Support	7:10-8:00 Office Hours/Student Support	7:10-8:00 Office Hours/Student Support	7:10-8:00 Office Hours/Student Support

8:00-9:00 Per. 1 Live Teaching	8:00-9:00 Per. 5 Live Teaching	8:00-9:00 Per. 1 Live Teaching	8:00-9:00 Per. 5 Live Teaching	8:00-9:00 Per. 1 Live Teaching
9:10-10:10 Per. 2 Live Teaching	9:10-10:10 Per. 6 Live Teaching	9:10-10:10 Per. 2 Live Teaching	9:10-10:10 Per. 6 Live Teaching	9:10-10:10 Per. 2 Live Teaching
10:20-11:20 Per. 3 Live Teaching	10:20-11:20 Per. 7 Live Teaching	10:20-11:20 Per. 3 Live Teaching	10:20-11:20 Per. 7 Live Teaching	10:20-11:20 Per. 3 Live Teaching
11:30-12:00 Lunch	11:30-12:00 Lunch	11:30-12:00 Lunch	11:30-12:00 Lunch	11:30-12:00 Lunch
12:00-1:00 Per. 4 Live Teaching	12:00-1:00 Per. 8 Live Teaching	12:00-1:00 Per. 4 Live Teaching	12:00-1:00 Per. 8 Live Teaching	12:00-1:00 Per. 4 Live Teaching
1:00-2:20 Office Hours/Student Support	1:00-2:20 Office Hours/Student Support	1:00-2:20 Office Hours/Student Support	1:00-2:20 Office Hours/Student Support	1:00-2:20 Office Hours/Student Support

**Distance Teaching & Learning Academy  
(Sample Middle School Schedule)**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00-8:50 Per. 1 Live Teaching				
9:00-9:50 Per. 2 Live Teaching				
10:00-10:50 Per. 3 Live Teaching				

11:00-11:50 Per. 4 Live Teaching				
11:50-12:20 Lunch	11:50-12:20 Lunch	11:50-12:20 Lunch	11:50-12:20 Lunch	11:50-12:20 Lunch
12:20-1:10 Per. 5 Live Teaching				
1:20-2:10 Per. 6 Live Teaching				
1:40-3:00 Office Hours/Student Support	1:40-2:55 Office Hours/Student Support	1:40-2:55 Office Hours/Student Support	1:40-2:55 Office Hours/Student Support	1:40-2:55 Office Hours/Student Support

**Distance Teaching & Learning Academy  
(Sample Elementary School Schedule)**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00-8:45 Teacher Responsibilities	8:00-8:45 Teacher Responsibilities	8:00-8:45 Teacher Responsibilities	8:00-8:45 Teacher Responsibilities	8:00-8:45 Teacher Responsibilities
8:45-9:10 Morning announcements/ meeting with teacher and classmates				
9:20-10:20 Literacy Block - Small group instruction/ learning stations	9:20-10:20 Literacy Block - Small group instruction/ learning stations	9:20-10:20 Literacy Block - Small group instruction/ learning stations	9:20-10:20 Literacy Block - Small group instruction /learning stations	9:20-10:20 Literacy Block - Small group instruction/ learning stations

10:30-10:50 Teacher Read Aloud	10:30-10:50 Teacher Read Aloud	10:30-10:50 Teacher Read Aloud	10:30-10:50 Teacher Read Aloud	10:30-10:50 Teacher Read Aloud
11:00-11:45 Writing -Small group instruction/ learning stations	11:00-11:45 Writing Small group instruction/ earning Centers			
11:50-12:20 Lunch	11:50-12:20 Lunch	11:50-12:20 Lunch	11:50-12:20 Lunch	11:50-12:20 Lunch
12:20-12:35 Recess	12:20-12:35 Recess	12:20-12:35 Recess	12:20-12:35 Recess	12:20-12:35 Recess
12:40-1:40 Math Small Group Lessons/Stations	12:40-1:40 Math Small Group Lessons/Stations	12:40-1:40 Math Small Group Lessons/Stations	12:40-1:40 Math Small Group Lessons/Stations	12:40-1:40 Math Small Group Lessons/Stations
1:50-2:35 Science or Social Studies lesson	1:50-2:35 Science or Social Studies lesson			
2:40-3:10 Special	2:40-3:10 Special	2:40-3:10 Special	2:40-3:10 Special	2:40-3:10 Special

### Homeschooling

Homeschooling is another alternative offered to families. If a family chooses homeschooling, the student is unenrolled from Stamford Public Schools and parents accept full responsibility for the education of their child in accordance with the requirements of State law. SPS does not monitor or provide feedback on the quality of homeschool curriculum or instruction. Parents who wish to withdraw their child from SPS and homeschool should contact their child's school or the Office of Family and Community Engagement [ofce@stamfordct.gov](mailto:ofce@stamfordct.gov) or 203-977-5312.

Here is a link to the CSDE website for more information on Homeschooling:

<https://portal.ct.gov/SDE/Homeschooling/Homeschooling-in-Connecticut>

**Please Note: Knowing that the Connecticut public health data continues to evolve, the teaching & learning committees continue to develop robust plans for full distance teaching & learning for our staff and students at all grade levels.**



## Health and Safety

### Health Practices and Protocols

#### Training Students and Staff on New Health and Safety Expectations

1. Stay at least six feet (about two adult arms' length) from other people.
2. Cover your cough or sneeze with a tissue, then throw the tissue in the trash, and wash your hands.
3. When in school or on a bus, wear a face covering over your nose and mouth.
4. Do not touch your eyes, nose or mouth.
5. Clean and disinfect frequently touched objects and surfaces (see Facilities COVID-19 cleaning plan).
6. Stay home when you are sick, and seek medical care as needed.
7. Assumptions should not be made that all health symptoms (cough, sneeze, etc.) are related to COVID-19. However, during this pandemic, health professionals, through a building principal, may request a person have a doctor confirm the source of persistent symptoms prior to returning to work or school for staff and students.
8. Wash your hands often with soap and water for at least 20 seconds or use hand sanitizer.
9. If a staff or student tests positive, or is in contact with a person who tested positive, a risk assessment will be conducted and impacted individuals will be contacted adhering to all HIPAA Privacy Rules and FERPA Regulations.

**\*\*PowerPoint for staff and students regarding health and safety guidelines.**

#### Reporting Illnesses and Addressing Vulnerable Populations

##### Staying at Home

1. Students and staff must 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 had contact with the school population.
2. Staff and Students must stay home when they are sick, especially if they have COVID-19 symptoms, such as fever and cough. During a pandemic, it is permissible to ask employees and students, if they are experiencing symptoms of the pandemic virus (such as fever, chills, cough, shortness of breath, or sore throat); to report information to identified school personnel (e.g. school nurse and principal). Identified school personnel must maintain all information about employee or student illness as a confidential medical record.
3. Stamford Nurse Supervisor will support SPS in developing 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.
4. Educate staff and families about when to stay home. Schools should properly communicate the content of this or any updated guidance.

5. Stamford Public Schools staff and students (or their parents and guardians) are 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. Examples include a checklist for parents or a web-based application such as Connecticut How We Feel.
6. Establish and communicate school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home when sick.
7. The return to work after a confirmed or suspected case of COVID-19 must be in collaboration with a student or employees medical doctor.

*\*Adapted from 2020 [Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together Plan](#).*

### Vulnerable Students and Staff

1. Students who have health conditions or general concerns about returning to school will have the opportunity to participate in Distance Teaching and Learning option.
2. Staff with health conditions that would prevent returning to in-person teaching should contact the SPS Human Resources Department for directions.

### Isolation Room

The School Facilities Department will review each building floor plan and identify a proposed isolation room. Each isolation room should be located separate from the nurse's office in each building. In addition, the room should be reasonably close to a rest room and an exit to the building. The final location of the proposed isolation room will be reviewed with the Nurse Supervisor, Associate Superintendent assigned to the building and Principal.

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

***Draft Policy***

P4118.237(e)  
4218.237  
P5141.8

#### **Personnel -- Certified/Non-Certified**

##### **Students**

##### **Face Masks/Coverings**

This policy pertains to students, faculty, staff, and visitors. It has been developed to fulfill the guiding principles contained in the Framework for Connecticut Schools, specifically to safeguard the health and safety of students and staff and to allow all students the opportunity to return into classrooms. Evidence shows that the proper wearing of facial masks or coverings helps stop the spread of the virus.

The Board of Education (Board) is implementing this masking requirement to promote the safest possible learning, teaching and work environment for students, faculty, staff and visitors during the COVID-19 pandemic. The first priority of the Board is the health and well-being of students and staff as the District prepares for and implements the safe reopening of schools.

The Center for Disease Control (CDC) and the Connecticut Department of Health (DPH) and the Connecticut State Department of Education, as outlined in [Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together](#) requires the wearing of face coverings for all students and staff when they are inside school buildings and while riding school transportation vehicles, with certain exceptions.

In consultation with the DPH, upon the recommendation of the Department of Health for the City of Stamford that masks are required, the following policy shall apply.

The Superintendent shall have the authority to limit access to public school grounds and district buildings.

### **Definitions**

**Mask.** – A cloth, paper, or disposable face covering that covers the nose and mouth. It may or may not be medical grade. Masks that have an exhalation valve or vent are prohibited. This definition is subject to change if necessary in order to conform with future guidance issued by the CDC and DPH.

**Face shield** – a clear, plastic shield that covers the forehead, extends below the chin and wraps around the sides of the face, protecting the eyes, nose and mouth from contamination from respiratory droplets, which may be used along with masks or respirators.

**Clear plastic barrier** – a clear plastic or solid surface that can be cleaned and sanitized often.

### **Preschool**

Children in preschool shall not be required to wear masks.

### **Transportation**

All persons riding transportation provided by the district, including student passengers, are required to wear a face mask that completely covers the nose and mouth during transit. The individual's mask must be in place prior to boarding the vehicle and must be kept in place until they are completely off the vehicle. The Board shall provide back-up masks if students do not have masks when boarding school transportation. These requirements are also applicable to the drivers of the vehicle, monitors (if any), and any other individual on the vehicle.

## **School Buildings and Grounds**

All students, staff, and visitors are required to use a mask that completely covers the nose and mouth, when they are inside the school building or on school grounds, even when social distancing is maintained.

Mask breaks may be provided throughout the day, subject to this policy and associated regulations. In an emergent situation, if an individual is having trouble breathing; is unconscious; is incapacitated; or cannot remove the mask or face covering without assistance, that individual may be temporarily excused from the requirement to wear a mask or face covering without formally requesting an exemption.

Transparent (clear) masks may be used by teachers in situations where it is important for students to see how a teacher pronounces words (e.g. reading instruction, English learners, early childhood, foreign language, deaf or hard of hearing students, etc.) and a separating distance of six feet is consistently maintained. .

Parents/guardians may not excuse their child from the requirement to wear a mask by signing a waiver. If an individual has a medical condition or disability that makes it unsafe to wear a mask, that individual may request a medical exemption from the requirement to wear a mask. A written notification from a physician is required in order for the Board to permit a medical exemption.

The physician's note must state the medical reason for the requested exemption, and must comply with the requirements contained in associated regulation. Requests for exemption shall be made in accordance with the regulation associated with this policy.

The Board shall provide to any student, staff member or visitor a face mask if such individual does not have one. Training shall be provided as necessary regarding the proper use of face coverings. I

Information shall be provided to staff, students and students' families regarding the proper use, removal and washing of cloth face coverings.

## **Limited Exceptions to Use of Masks – Eating and Drinking**

Masks are required in all dining areas while entering and leaving or getting food and drinks. Subject to the provisions of this policy and associated regulation, when other and appropriate mitigating practices are in place, such as maintaining a consistent separating distance of six (6) feet, students will not be required to wear face masks while eating or drinking. .

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 alternate to the wearing of face mask for source control.

## **Mask Breaks**

Subject to the provisions of this policy and associated regulation, breaks from wearing masks shall be scheduled throughout the school day, by the teacher, provided that a consistent separating distance of six (6) feet is maintained and limitations are enforced regarding student and staff mobility. Members of staff may participate in any or all scheduled mask breaks.

Mask use will not be required by staff when they are alone in private offices. However, they are required to mask when anyone enters a private office space and are required to wear a mask if their office space is physically shared with others and does not allow for 6 feet of physical distancing or if the work area is frequented by others (such as a reception area).

## **Violations of this Policy**

Violations of this policy, whether by students or staff, shall be handled in the same manner as other violations of applicable Board policy.

For the health and safety of students and staff, students who refuse to wear a mask without an approved exemption will be subject to appropriate disciplinary action which may include a required period of remote learning. In the event such student refuses to wear a mask after having been prompted to do so, the student shall be sent to a designated location and the parent/guardian shall be contacted to rectify the situation, school personnel to explain the options available regarding schooling and for the possible removal of the child from the in-person school setting.

If a visitor refuses to wear a face covering and has not been granted a medical exemption, entry to the school/district facility may be denied.

Teachers or schools may provide incentives for compliance with the face mask requirement.

## **Community Outreach**

The District shall engage in community education programs including signage, mass and targeted communication, and positive reinforcement that will actively promote mask use consistent with CDC, DDH, CSDE and OSHA guidance. Community members will be reminded that mask use does not replace the need for social distancing, washing of hands and other preventative practices recommended by all appropriate authorities.

Until further notice, the Board will require the wearing of masks as prescribed in this policy. The Board reserves the right to interpret the provisions of this policy and to modify any or all matters contained in this policy at any time, subject to applicable law.

(cf. 5141.1 – Communicable/Infectious Diseases)  
(cf. 6110 – Emergency Closings)

Legal Reference:  
Connecticut General Statutes

10-154a Professional communications between teacher or nurse and student.  
 10-207 Duties of medical advisors.  
 10-221 Boards of education to prescribe rules.  
 19a-221 Quarantine of certain persons.  
 52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.  
 The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.  
 Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together  
 Connecticut LEA School Reopening Template  
 CDC Considerations for Schools  
 CDC Symptoms of Coronavirus  
 CDC Quarantine & Isolation  
 CDC Use of Cloth Face Coverings to Help Slow the Spread of COVID-19  
 CDC Interim Guidance for Administrators of US K-12 Schools and Child Care Programs  
 CDC Schools Decision Tree for Schools Reopening

**Health Monitoring Plan**

Stamford must be prepared to adjust plans based on health indicators and guidance from the Stamford and State of Connecticut Departments of Health officials.

**Containment Plan- Cancellation of Classes, Remote Learning, and Reopening Plans**

The Superintendent and Stamford Department of Health will review attendance of staff and students and nurse office records (# of students and staff with COVID-19 type symptoms and students and staff reporting testing positive for COVID-19 or requiring self-quarantine due to exposure). This information will be used to determine whether Stamford Public Schools will remain at a moderate or high risk requiring a change in instructional model of Hybrid, with a combination of in-person and Distance Teaching and Learning to reduce the number of students in the building at one time, or Full Distance Teaching and Learning.

**MODERATE RISK**

- Schools operating at reduced capacity, with more reliance on hybrid model, blended/remote learning, prioritize access to school buildings for students who need the more in-person learning support, including but not limited to those receiving special education, ELs or limited access due to devices or connectivity issues.
- Buses at reduced capacity with bus monitors strongly recommended, facial coverings in place during transit, controlled loading/unloading of riders, and spaced seating between unrelated riders.
- Face coverings for students and staff while inside school buildings when social distancing is impossible.
- Maximize spacing of seating up to six feet or more when feasible with reduced class sizes.
- Identification/isolation of sick students/staff.

- Cohorting of students, restrictions on congregating, staggered start/stop times and hallway transit.
- Indoor extracurricular activities should be suspended; sports and other outdoor activities should consider restrictions on activities.
- Increased cleaning and sanitization protocols.

Stamford Department of Health will be developing specific community and school-based indicators to assist leaders and define the appropriate decision-making approach.

### HIGH RISK

- School buildings closed, 100% Distance Teaching and Learning, bus transportation suspended, extracurricular activities, including sports, should be suspended.
- The Superintendent will notify and consult with the CSDE immediately if SPS is contemplating class cancellations.

*\*Adapted from 2020 [Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together Plan](#).*



## Child Nutrition

Stamford Public Schools will provide meals for students utilizing the following methods:

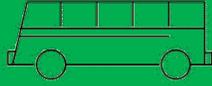
- **For grades K-8**, a combination of 3 food service models will be utilized depending on the zone of operation (normal, in-person with stipulations, hybrid, or distance teaching and learning) and the school site including:
  1. Classroom delivery
    - a. Food will be delivered to and eaten in the classroom.
  2. Cart distribution in hallway and common areas
    - a. Food will be available on carts and students will pick up items from the cart and take to the classroom or other location in the school to eat.
  3. Grab and Go school and community sites
    - a. Food will be available for pick up to take home to eat.
  
- **For grades 9-12**, a combination of 2 food service models will be utilized depending on the zone of operation (normal, in-person with stipulations, hybrid, or distance learning) and the school site including:
  1. Cart distribution in hallway and common areas
    - a. Food will be available on carts and students will pick up items from the cart and take to the classroom or other location to eat.
  2. Grab and Go school and community sites
    - a. Food will be available for pick up to take home to eat.
  
- **Meals for Distance Learners**
  1. Grab and Go school and community sites
    - a. Students may pick up meals at schools and/or at community sites during distance teaching and learning days.
  
- As required, water will be available to students during lunch meal service.
- All meals will be prepackaged.



## Technology

The District has made a significant investment in technology hardware and software to provide teachers and students with the necessary technology, tools, and resources to enhance traditional in-person, hybrid, and distance learning options. Each SPS student will have access to a Tablet (Pre-K), Chromebook (K-8), or laptop (high school) or have the option to bring his/her own comparable device to school (a mobile device - iPhone or Android - is not recommended for this purpose). We currently do not have enough devices for every student and thus, encourage parents to have students use their own devices when possible. These devices will travel between school and home as per SPS guidelines, and as directed by the classroom teacher.

1. **Digital Learning Platform:** All SPS teachers will utilize Google Classroom as the district approved digital learning platform. A number of companion online products will be used to enhance and provide subject-specific resources. These will vary based on grade level and subject.
2. **Video Conferencing:** All SPS teachers will utilize Google Meet as the district approved video conferencing platform. Students are expected to dress appropriately when video conferencing, display their full name in the conferencing tool profile, and have their cameras on during instruction. Teachers are encouraged to record instructional conferencing sessions and post them for students who cannot attend the live session.
3. **Internet Access:** Each family without Internet access will be provided Internet connectivity via a voucher program offered by the State or a Wi-Fi Hotspot. Parents/guardians who wish to request a device or Internet connectivity should contact their child's school.
4. **Technology Support:** If a parent has a technology issue, they should contact their school's Technology Integration and Support Specialist. A list of specific names will be provided.
5. **PowerSchool** will be the primary way for parents and students to access information including school schedules, class information, assignments, bus assignments, grades and more. If you do not already have a PowerSchool Parent Portal account, you can quickly and easily create an account at <https://sis.stamfordpublicschools.org/public/home.html>.
6. **Technology Training:** Technology video tutorials are being developed to assist parents, teachers, and students with utilizing technology to support their students (e.g., best practices for utilizing Google Classroom, Do's and Don'ts of supporting my child with a Chromebook, etc.)



## Transportation

The SPS Transportation Department has developed a transportation plan based on the CT State Department of Education Reopening Schools requirements and guidance. Below are the essential health and safety requirements for students who will ride a school bus. We encourage parents, if at all possible, to provide transportation for their child during the COVID-19 pandemic to limit the number of students on buses.

- Students, drivers, and monitors will be required to wear a face mask or cloth face covering that completely covers the nose and mouth during transit. The student's face covering must be in place prior to boarding the bus and must be kept in place until they arrive at home. Back-up masks will be available if students do not have face coverings when boarding the bus or van.
- Students will be required to load into the bus from the back row to the front (where the first students 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. Students will not be allowed to change seats during the route.
- Buses will be cleaned with EPA approved chemicals to include spraying and wiping down of high touch areas between tiered routes. A deep cleaning will occur at the end of each day.
- If cases of COVID-19 increase in Stamford, a modified transportation plan will be implemented that requires students to be spaced with family members sitting together and non-family members spaced 6 feet apart utilizing alternating diagonal seating.
- We are in the process of securing bus monitors for elementary buses for the first 3 weeks of school to ensure these new protocols are implemented.
- Bus assignments will be published through PowerSchool. If you do not already have a PowerSchool Parent Portal account, you can quickly and easily create an account at <https://sis.stamfordpublicschools.org/public/home.html>
- Training will be provided to bus drivers on the protocols above.

We would appreciate your support in reinforcing these important health and safety protocols with your child.



## Facilities

Following guidance from the State of Connecticut Department of Public Health, we are currently conducting deep cleaning of our schools during the summer months. We are also developing cleaning protocols for identifying which areas will require routine daily cleaning and which will require cleaning, followed by disinfection. Building plans for cleaning and disinfecting high touch surfaces will include:

Door handles  
Handrails  
Sinks, toilets and fixtures  
Light switches and cover plates

All efforts will be made to minimize contact with common surfaces. SPS will continue the training and implementation of cleaning and disinfecting procedures recommended by the CDC and Department of Public Health. Please refer to information provided by your school principal for building specific details.

\*\*\*Click on the following headers to review the CSDE facilities reopening Requirements and subsequent Action.

### [Classroom Layout](#)

1. Maximize social distancing between student workstations, achieving 6 feet (required), when determining classroom layout.
2. Desks face same direction or students sit on only one side, spaced apart.
3. 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.
4. Maximize space between teacher and students due to risk of increased droplets from teachers during instruction

### [Isolation Room](#)

1. Identify an "isolation room" (besides the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives.
2. Isolation Room supervisor must be equipped with proper personal protective equipment (PPE).

### [Signage](#)

1. Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population.

## Ventilation

1. Comply with Department of Public Health (DPH) Guidance for Schools Systems for the Operation of Central and Non-Central Ventilation Systems
2. Before School Opens - Item 1 - Commission building mechanical systems
3. Before School Opens - Item 2 - Operate all ventilation systems at full capacity for one (1) week prior to reopening of school buildings
4. Before School Opens - Item 3 - Communicate with school staff the importance of not making any adjustments to the mechanical system inside school buildings
5. After School Opens - Item 1 - Flush the air inside the building for a minimum of 2 hours prior to occupancy and one hour after occupancy
6. After School Opens - Item 2 - Program and lock fan schedules to align with building occupancy scheduled
7. After School Opens - Item 3 - Develop a system for building users to notify facilities if building need not be open longer than usual so the fan schedule can be altered for day
8. After School Opens - Item 4 - Keep ventilation system running during all hours that building occupied
9. After School Opens - Item 5 - Do not allow occupants to make changes to ventilation system controls in their respective rooms
10. After School Opens - Item 6 - Keep bathroom exhaust systems running all day, every day (24 hours a day/7 days a week)
11. After School Opens - Item 7 - For isolation rooms to be used for holding sick students prior to dismissal, consider adding supplemental filtration, such as portable air cleaner
12. After School Opens - Item 8 - Develop a specific plan for performing routine inspections and maintenance of mechanical systems, as specified in commission process
13. After School Opens - Item 9 - Building without central ventilation system.
14. After School Opens - Item 9 - Bullet 1 - At a minimum, where temperature allows and no other means of ventilation is available, windows should be opened to allow for some minimum level of fresh air exchange into occupied spaces
15. After School Opens - Item 9 - Bullet 2 - Window air conditioning units should be adjusted to maximize fresh air intake into the system. Air conditioner blower fans should be set on low speed and pointed away from room occupants to the extent possible
16. After School Opens - Item 9 - Bullet 3 - Ceiling fans should be adjusted so that fins are rotating in a direction that draws air up toward the ceiling rather than down onto occupants
17. After School Opens - Item 9 - Bullet 4 - Window fans should be turned to exhaust air out of the window in the direction of the outdoors. Ensure fans are not blowing out of windows directly into walking paths or areas where individuals may congregate
18. After School Opens - Item 10 - Bullet 5 - Window fans that blow air into a room or freestanding fans that only serve to circulate existing air around a room should not be used.
19. After School Opens - Item 11 - Bullet 6 - In addition, we do not recommend separate, freestanding air cleaner or high efficiency particulate air (HEPA) filter units for individual classrooms. These units are highly variable in their effectiveness in larger open spaces such as classrooms and in general, any effect on indoor air quality is likely insignificant and greatly outweighed by the additional costs to school systems.

### **Cleaning & Disinfecting**

1. Comply with DPH Guidance for Cleaning and Disinfecting of Schools during COVID-19
2. Before School Opens - Item 1 - Perform routine cleaning
3. Before School Opens - Item 2 - Develop a Plan
4. After School Opens - Item 1 - Identify which areas need only cleaning and which areas need cleaning, followed by disinfection
5. After School Opens - Item 2 - Develop schedules for cleaning and disinfection
6. After Schools Opens - Item 3 - Identify and procure appropriate cleaning and disinfection products for your facilities
7. After School Opens - Item 4 - Train staff about how to use cleaning and disinfection products safely
8. Comply with DPH Return to Service Guidance for Building Water Systems
9. Before School Opens - Item 1 - Flush Water
10. Before School Opens - Item 2 - Check Equipment/Devices

### **Bathroom Protocols**

1. Comply with DPH Guidance for Cleaning and Disinfecting of Schools during COVID-19
2. After School Opens - Item 2 - Bullet 2 - Plan to clean and disinfect bathroom surfaces twice per day, especially during times of full occupancy in the school and in high-traffic bathrooms that are in areas where they are more commonly used
3. Maximize use of disposable towels in lieu of hand dryers, due to ventilation considerations. Turn off and avoid use of hand dryers



## Family and Student Engagement

Stamford Public Schools will utilize [Connecticut's Framework for Family Engagement Guiding Principles](#) to engage families and community partners as full collaborators in education and involve them in advance planning and decision-making. We will engage in two-way communication by sharing information frequently with families, prioritizing what families say about their children's interest and challenges, engaging students in conversations about how they want teachers and families to support their learning, and supporting parents to become effective leaders and advocates for their children.

### Communications

SPS will use a variety of communications platforms to ensure that staff, families and our community have access to the most-up-to-date information, policies and protocols related to the reopening plan and ongoing district operations. Parents are encouraged to check the district and school websites often, as information will be updated on a regular basis. In addition, SPS will utilize the following platforms as appropriate:

- Parent Pop-Up Webinars – SPS will host regularly scheduled live events held virtually to provide information and answer questions on topics of interest to our school community. Whenever possible, Parent Pop-Up Webinars will be provided in English and Spanish, as well as recorded and posted on the district website for later viewing.
- Broadcast Messaging – SPS will send urgent and timely information via voice mail, e-mail and other available digital platforms. Whenever possible, these messages will be provided in the family's preferred language.
- Flyers – various safety and security protocols, as well as some training materials will be provided to families via digital flyers distributed via PeachJar and posted on the district and building websites.
- School Open House / PTO Meetings / Town Hall Meetings – when safety allows, SPS will host in-person events to engage families and ensure productive collaborative conversations about our school community.
- Building Specific Communications – Recognizing that a child's teacher and building staff know the needs of your family best, whenever possible personalized information will be communicated directly from your building administrator or individual teacher.

PowerSchool will be the primary way for parents and students to access information including school schedules, class information, assignments, grades and more. District correspondence, including voice-mails and emails will be distributed based on the information provided in the Contact Form of PowerSchool. To ensure accurate and timely receipt of information, all families are encouraged to login to PowerSchool and review and update the Contact section of the Parent Portal. If you do not already have a PowerSchool Parent Portal account, you can quickly and easily create an account at <https://sis.stamfordpublicschools.org/public/home.html>. All parents should [subscribe to District News and Urgent Alerts](#) on the district website to receive e-mail notifications when new information is posted on the District website.

### **Community Engagement**

When the COVID-19 pandemic forced us to close our schools last Spring, our community came together in support of all things Stamford — inspiring us with their cooperation and teamwork. As we move forward with the reopening plan, SPS will continue to partner with our community and provide an education that cultivates productive habits of mind, body and heart in every student.

- Encourage all to abide by mitigating risk practice at home and in the community.
- Continue to partner with community-based organizations to provide support to students and families to overcome barriers to school engagement.
- Model high-quality learning practices.
- Build collaborative, trusting relationships focused on learning.
- Listen to what families say about their children’s interests and challenges.
- Model high-quality learning practices.
- Share information frequently with families about how their children are doing.
- Talk with students about how they want teachers and families to support their learning.
- Co-develop cultural competence among staff and families.
- Support parents to become effective leaders and advocates for children.

### **School Liaison**

Stamford Public Schools has identified Dr. Michael Fernandes as the COVID-19 Health and Safety Compliance Liaison. He will work with the City of Stamford nurse supervisor and school nurses to ensure health and safety compliance requirements are met and that questions and concerns about health and safety requirements regarding COVID-19 by students, parents, and staff are answered.

#### Whom to contact if you have questions or concerns about health and safety requirements?

- Parents should first contact their school nurse or principal with any questions or concerns about health and safety. Questions that cannot be answered by the school nurse will be escalated to the Nurse Supervisor and discussed in consultation with the Liaison as required.



## Social Emotional Learning (SEL) and Mental Health

Stamford Public Schools will work to engage and reengage all students, staff and families with the goal of supporting positive development in social emotional and mental health needs. We will achieve this by the following actions:

1. Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.
2. Design opportunities where adults can connect, heal, and build their capacity to support students.
3. Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.
4. Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.

*\*From CASEL [Reunite, Renew, and Thrive: Social Emotional Learning \(SEL\) Roadmap for Reopening Schools 2020](#)*

*\*From [Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together Plan](#).*



## Special Education and Related Services

Decisions regarding special education and related services will be made on an individual basis. The purpose of the information below is to provide general guidance for students receiving special education services. Special education administrators, teachers, and service providers are all appropriate points of contact for individual questions or concerns regarding the reopening of school and/or your child's special education program during hybrid or distance learning instruction.

- Communication with parents/guardians of students with disabilities will be weekly, and may include telephone calls and/or Google Meets.
- Collaboration between general education and special education team members will continue virtually or in person in order to support individual student needs.
- Evaluations that were not completed because of the prior school closure are being scheduled. Moving forward, students will be evaluated in keeping with their regular evaluation timelines. Testing spaces will adhere to all health and safety protocols.
- Planning and Placement Team (PPT) meetings will continue in a virtual format using Google Meet.

**Please Note: Knowing that the Connecticut public health data continues to evolve, the teaching & learning committees continue to develop robust plans for full distance teaching & learning for our staff and students at all grade levels.**

### Hybrid Model

During hybrid instruction, the goal will be to implement IEPs as developed while prioritizing mitigating measures to protect the health and safety of students and staff.

- Special education and related services will be provided based on the IEP with some specially designed instruction and related services utilizing virtual instruction and teletherapy due to rotating schedules.
- 504 Accommodation Plans will be implemented per plan requirements when students are in school with adjustments when students are home.
- Some special education and related services will utilize virtual instruction and teletherapy. Related services that may be provided through teletherapy include:
  - Speech Therapy
  - Language Therapy
  - Occupational Therapy
  - Physical Therapy
  - Counseling
- Special Education staff will communicate expectations regarding the delivery of instruction and student schedules with families.
- General education students will attend school every other day. Students with disabilities would be eligible to attend school more than every other day based on the individual needs of the student. Parents will be consulted on these decisions.

- Staff that service students in environments that share equipment and materials (e.g., OT, PT) will be properly trained to clean and sanitize equipment and areas.
- In order to fully service students at school, enhanced safety protocols will be implemented for students with high needs.
- Families of students with high needs will be invited to visit the specialized program to ensure that all stakeholders are familiar with new protocols.
- Staff will communicate expectations regarding delivery of instruction and student schedules with parents.

## **Hybrid Plan for Students with Disabilities**

### **Distance Learning**

Per State and Federal guidelines, districts must provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students, and staff. During distance learning, SPS will make every effort to ensure that each student with an IEP is provided the special education and related services identified in the student's IEP developed pursuant to the IDEA, to the greatest extent possible. This will include structured lessons, teletherapy, video-based lessons, etc.

- Special education and related services will be provided through distance learning and teletherapy options based on the IEP developed pursuant to IDEA, to the greatest extent possible. Related services and supports that may be provided through teletherapy include:
  - Speech Therapy
  - Language Therapy
  - Occupational Therapy
  - Physical Therapy
  - Counseling
- 504 Plan accommodations will be implemented to the greatest extent possible during distance learning.
- All students with disabilities will have an Individual Distance Learning Plan that is developed and communicated with parents.
- Special education and related services staff will provide both synchronous (e.g., live instruction using Google Meet) and asynchronous (e.g., activities posted in Google Classroom) student options to deliver specialized instruction and related services.
- Staff will create and adhere to daily schedules and routines as much as possible and communicate with families about schedules and services in advance.
- Staff will support parents and students via regular office hours and weekly communication.

## English Learners (ELs)

While returning to school will present challenges for all, English learners (ELs) may experience these challenges to a greater extent than their peers as they transition back to a school setting from distance learning and continue to develop their English language proficiency concurrently while learning grade-level academic content. To mitigate these challenges, SPS will make every effort to provide support to ELs to allow them to access academic content as well as providing them with their supplemental language instruction program. Below is important information for parents of English Learners (ELs). If a parent has a question or concern about their child's program, they should contact the school's parent facilitator who can assist with interpretation.

1. EL students will continue to receive their supplemental EL instructional program in addition to their general education program of instruction in each of the three educational models. Such language instructional programs may consist of a range of services, including bilingual education, English as a Second Language (ESL), Sheltered Instruction, New Arrivals, and Native Language Support.
2. Parents will be communicated with in a language they understand. This includes translation of documents, as requested, and any other information necessary to ensure parents understand and can advocate for their child. Parents can contact the school parent facilitator, EL teacher, or school administrator for assistance.
3. SPS is in the process of securing a texting translation app that will support effective communication with parents that do not speak English. More information to follow.
4. Technology video tutorials are being developed in Spanish to assist parents with utilizing technology to support their students (e.g., best practices for parents to utilize Google Classroom, Do's and Don'ts of supporting my child with a Chromebook, etc.)

## Staffing and Personnel

### Certification and Personnel Planning

#### *Staffing and Personnel*

##### ***ADA and COVID-19***

Staff with health conditions that would prevent returning to in-person teaching should contact SPS Human Resources for direction. SPS will be following the Equal Employment Opportunity Commission (EEOC) [EEOC's guidance](#) related to the ADA and the COVID-19 pandemic.

##### ***Families First Coronavirus Response Act (FFCRA)***

The Human Resources Department will ensure that the provisions of the [FFCRA](#) related to employee leaves including the Emergency Paid Sick Leave Act (EPSLA) and the Emergency Family and Medical Leave Expansion Act (EFMLEA) are followed.

All requests for leave under the EPSLA and the EFMLEA should be directed to the Interim Director of Human Resources for review.

##### ***Substitutes***

Under normal circumstances, substitutes are able to accept assignments throughout the District. In order to limit interactions between buildings and reduce possible exposure, each substitute will be assigned to a specific building. This initiative is subject to change based on the needs of the District to cover classes.

### Facilities

#### ***Health and Safety Protocols***

Training regarding building specific health and safety protocols will be conducted by building administrators prior to the arrival of students in September, 2020. This training will be provided to all staff and will include review of the following:

- Mandatory wearing of facemasks by all students and staff
  - Review of SPS mask policy
- Reinforcement of stop the spread protocols
  - Social distancing
  - Cover your cough
  - Do not touch eyes, nose, mouth
  - Hand washing
  - Stay home when you are sick
- Changes in traffic patterns within the building
- Bathroom assignments by room (where applicable)
- Changes in classroom setup to reinforce social distancing
- Changes in room use
  - Isolation room(s)
  - Re-purposed rooms
- Procedures for requesting/obtaining PPE

- Lunch/recess procedures
- Overview of cleaning/disinfecting protocols [Link when available]
- Reporting Illnesses (student and staff)
- Supporting SEL

### ***Online Training***

The Human Resources Department will provide online, on-demand training using SafeSchools. Completion of the training will be required for all staff prior to the arrival of students at school. Staff will have the opportunity to begin this training voluntarily prior to the staff’s first day back to school. Principals will provide time for staff to complete the training before students report.

The training modules will include the following: [[Link to course descriptions attached](#)]

- Coronavirus Awareness (10 min.)
- CDC Guidelines for Making & Using Cloth Face Coverings (9 min.)
- Managing Stress and Anxiety (12 min.)
- Preparing Your Household (9 min.)
- Common Illness Prevention (15 min.)

Links to the publicly available versions of the above training will be made available on the SPS website and are accessible [here](#).

Written materials will be made available to students, families, and staff including:

- School Readiness Checklist for Parents
- School Readiness Checklist for Teachers
- Stay Home if You’re Sick
- Standard Public Health Protocols

<b>Professional Development</b>
---------------------------------

There is a significant need for professional development to ensure a healthy and safe return to school in which everyone is prepared to meet the teaching and learning, technology, and social-emotional needs of staff and students. The August and September school calendar has been changed to allow for three additional days of professional development for all staff in order to provide the training necessary for a successful 2020-2021 school year.

The Connecticut State Department of Education has provided flexibility to school districts in the 180-day requirement for students and will allow 177 days. The three additional days at the beginning of the school year will be used for the professional development of staff on coronavirus related training, acclimation to changes in the school environment, and other mandatory training.

\*\*\*Click [here](#) to see the **CORONAVIRUS RELATED COURSE OFFERINGS** from **SafeSchools library of courses**

### **Teaching and Learning Professional Development**

- A technology professional development plan will be rolled out for administrators, certified staff and paraeducators to support differentiated needs of staff.
- A technology training opportunity plan for parents will be developed and rolled out this summer with ongoing support available throughout the 2020-2021 school year.

### **Special Education and Related Services Professional Development**

This following will be part of the opening of school professional development for staff:

- Federal Legal Requirements
- Implementation of IEPs
- Eligibility for Special Education and Other Special Populations
- Programming Decisions
- Guidance for Staff Mask and Face Covering

### **English Learners (ELs) Professional Development**

This following will be part of the opening of school professional development for staff:

- Access for EL learning
- Supplemental EL Instructional Program
- Bilingual Education Requirements during hybrid and distance learning
- Communication with EL families
- Dually Identified Students

### **Child Nutrition Professional Development**

- Ways to increase participation in the School Breakfast and Lunch Program
- Food Safety
- Heimlich Maneuver and Choking
- Food Allergies
- USDA Meal Requirements for reimbursable meals
- Civil Rights
- Meal Service Accounting Procedures

### **Mask Policy Professional Development**

- Professional Development will be provided to staff, students and students' families regarding the proper use, removal and washing of cloth face coverings.

### **Family and Student Engagement Professional Development**

- Family Engagement Strategies (staff)
- Fostering two-way communication (staff and families)
- New School Protocols regarding Health and Safety (families)

### **Social Emotional Learning (SEL) and Mental Health Professional Development**

- Supporting Social Emotional Learning (students, staff, families)
- Identifying Signs of Mental Health Disorders (staff and families)

- School-based and Community Resources to Support Social Emotional and Mental Health (staff and families)
- Strategies for Working With Disengaged Students and Families (staff)
- Fostering Health Relationships with Students and Families (staff)
- Restorative Practices (students, staff, families)
- De-escalation Strategies (students and staff)
- Social Justice (students, staff, families)
- Equity (staff)
- Race, Racism, Systemic Racism (students and staff)
- Implicit Bias (students, staff, families)
- PowerSchool Training (data reporting, monitoring, etc.)

## Addendum

On May 29, 2020, Stamford Public Schools (SPS) introduced a CORE Taskforce comprising parents, staff, teachers and community members. The goal of the CORE Taskforce is to develop a plan that meets the comprehensive needs of the SPS community. The CORE Taskforce members are also part of one of eight sub-committees responsible for developing a plan for a key area of focus. Following is a list of each subcommittee and its chairperson, as well as all of the members of the CORE taskforce along with the name of the subcommittee on which they serve.



### CORE Taskforce Subcommittees

Sub-committees	Chair
Childcare	Kendra Brown
Educational Plan	Amy Beldotti
Facilities	Cindy Grafstein
Family Community Engagement	Mike Meyer
Child Nutrition	Olympia Della Flora
Health and Safety	Pat Caldwell and Tamu Lucero
Technology	Michael Fernandes
Transportation	Pat Williams



**COVID-19 Taskforce CORE Committee**  
**Stamford Public Schools**

<b>Name</b>	<b>Title / Department</b>	<b>Committee</b>
Dr. Tamu Lucero	Superintendent	Health and Safety – Chair
Amy Beldotti	Associate Superintendent	Educational Plan – Chair
Olympia Della Flora	Associate Superintendent	Child Nutrition – Chair
Michael Fernandes	Associate Superintendent	Technology – Chair
Cindy Grafstein	Stamford Asset Management Group (SAMG)	School Facilities – Chair
Kendra Brown	Director of Early Childhood	Child Care – Chair
Mike Meyer	Director of Family and Community Engagement	Social Emotional – Chair
Patricia Caldwell	Stamford Department of Health	Health and Safety / School Facilities
Pat Williams	Transportation Manager	Transportation – Chair
Linda Darling	Administrator-Elementary School	Educational Plan
Charmaine Tourse	Administrator-Middle School	Family and Community Engagement
Ray Manka	Administrator-High School	Educational Plan
Jennifer Forman	Parent- Elementary School	Family and Community Engagement
Nicole Raucher	Parent- Middle School	Educational Plan
Michelle Lesser	Parent- High School	Child Care
Sean Hutchinson	Staff- Elementary School	Technology
Jennifer Laughlin	Staff- Middle School	Educational Plan / School Facilities
Kate Tobin	Staff- High School	Educational Plan
Bridget Fox	Community Partner	Family and Community Engagement
Debra Gibb	Paraeducator	Educational Plan
Paulette DeLeo	Paraeducator	School Facilities
Anka Badurina	Community Partner	Family and Community Engagement
Jackie Pioli	Board of Education	Health and Safety
Diane Lutz	Board of Representatives	Health and Safety

Geoff Alswanger	Board of Finance	Health and Safety
Joe Kennedy	Stamford Police Department Youth Bureau	Health and Safety / Transportation
Sue Bretthauer	Stamford Police Department	Health and Safety
Dr. Jennifer Calder	Director - Stamford Department of Health	Health and Safety
Dr. Henry Yoon	Medical Advisor	Health and Safety
Michael Hyman	Community Partner	Family and Community Engagement
Kathleen Quaglino	Assistant Director-Special Education	Educational Plan
Donna Arcuri	Community Partner	Child Care
Ryan Fealey	Director of Finance	Child Nutrition
Sharon Beadle	Public Affairs Officer	Educational Plan
Jackie Heftman	Member of the Stamford Board of Education	Educational Plan
Chris Soules	Interim Director of Human Resources	School Facilities / Health and Safety
Amy LiVolsi	Assistant Corporation Counsel	Transportation / Health and Safety
Thomas Wuennemann	Stamford Police Department	Health and Safety
Jody Bishop-Pullan	Stamford Health Department - Dental	Health and Safety / School Facilities
Moira Bryson	Stamford Health Department – School Nurse	Health and Safety / Transportation
Katherine Murphy	Community Partner	Family and Community Engagement
Jen DeRubeis	Administrator-Elementary School	Child Nutrition
Matt Laskowski	Administrator-Middle School	Educational Plan
Regan Allan	Community Partner	Child Care
Stephanie O'Shea	Community Partner	Facilities
Guy Fortt	Community Partner	Family and Community Engagement
Arnold Burton	Community Partner	Educational Plan
Diane Phanos	Stamford Education Association (SEA)	Health and Safety
Kathy Bennett	United Auto Workers union	TBD
Renford Whynes	Staff	TBD
Elyse Pastore	Paraeducator	Child Nutrition



**COVID-19 Taskforce CORE Sub-Committees  
Stamford Public Schools**

<b>Name</b>	<b>Title</b>	<b>Committee</b>
Kendra Brown	Director of Early Childhood	Child Care – Chair
Regan Allan	Community Partner	Child Care
Melissa Stanley	Director of Programs – Boys and Girls Club	Child Care
Anna Witkowski	Director of School Readiness – CLC (Children’s Learning Centers of Fairfield County)	Child Care
Audette Bisailian	Director, ROSSCO (Rogers School Community Center Organization)	Child Care
Michelle Lesser	Parent Middle School, High School	Child Care
Tammy Cole	Parent- Preschool	Child Care
Jill Chuckas	Parent-High School	Child Care
Donna Arcuri	School Readiness Liaison	Child Care
Lisa Cody	Assistant Director of Early Childhood	Child Care
Regan Allan	Community Partner/Parent – Middle School	Child Care
Tara Stickney	Parent- Multiple School Levels	Child Care
Yazmin Iglesias	Community Partner	Child Care
Erika Phillips	Community Partner	Child Care
Amy Beldotti	Associate Superintendent	Educational Plan – Chair
Gail Rosenthal	Staff-Elementary School	Educational Plan
Tricia Conduah	Staff-Elementary School	Educational Plan
Mark Goldsmith	Staff-Middle School	Educational Plan
Karen Weinstein	Staff - Elementary School	Educational Plan
Karen Richman	Staff - Elementary School	Educational Plan
Bettina Vaccaro	Staff - Elementary School	Educational Plan
PJ Wax	Administrator - High School	Educational Plan
Linda Darling	Administrator - Elem	Educational Plan
Rafael Escobar	Administrator - High School	Educational Plan
Matt Moynihan	Administrator - High School	Educational Plan
Claudia Berlage	Administrator - High School	Educational Plan
Ray Manka	Administrator - High School	Educational Plan

Matt Laskowski	Administrator - Middle School	Educational Plan
Kathleen Quaglino	Assistant Director-Special Education	Educational Plan
Jackie Heftman	Board of Education	Educational Plan
Katherine Murphy	Community Partner	Educational Plan
Arnold Burton	Community Partner	Educational Plan
Debra Gibb	Paraeducator	Educational Plan
Kim DiBella-Farber	Parent - Elementary School	Educational Plan
Nicole Raucher	Parent - Middle School	Educational Plan
Sean O'Connell	Staff - High School	Educational Plan
James Zarra	Staff - High School	Educational Plan
Darin Tomaszewski	Staff - High School	Educational Plan
Kristina Lawson	Staff - High School	Educational Plan
Beth Gillin	Staff - High School	Educational Plan
Joe Cozza	Staff - High School	Educational Plan
Lauryn Margerum	Staff - High School	Educational Plan
Annalisa DiNucci	Staff - High School	Educational Plan
Elayne Cuttitta	Staff - High School	Educational Plan
Carley Grant	Staff - High School	Educational Plan
Sean Otterspoor	Staff - High School	Educational Plan
Paola Ochoa	Staff - High School	Educational Plan
Tom Pereira	Staff - High School	Educational Plan
Ronnit Nazarian	Staff - High School	Educational Plan
Kate Tobin	Staff - High School	Educational Plan
Camille Quattrocchi	Staff - High School	Educational Plan
John Corcoran	Staff-Middle School	Educational Plan
Laura Cruz	Staff-Middle School	Educational Plan
Rebecca Wilson	Administrator - Central Office	Educational Plan
Debra Gibb	Staff-Middle School	Educational Plan
Elisavet Kousidis	Staff-Middle School	Educational Plan
Steven Angelo	Staff-Middle School	Educational Plan
Stephen Serafino	Staff-Middle School	Educational Plan
Lee Heller	Staff-Middle School	Educational Plan
Jeffrey Bianco	Staff -Elementary	Educational Plan
Michael Macchio	Staff-Elementary	Educational Plan
Lilyana Auster	Staff-Middle School	Educational Plan
Sandra Schwoerer	Staff-Middle School	Educational Plan
Mary Enright	Staff-Elementary	Educational Plan
Reina DiNino	Paraeducator-Elementary/Parent	Educational Plan

Monica Hoherchak	Administrator - Central Office	Educational Plan
Mike Meyer	Director of Family Engagement	Family and Community Engagement – Chair
Kim Lapolla	Staff-Elementary School	Family and Community Engagement
Pat Kellogg	Staff-Elementary School	Family and Community Engagement
Alix Meza	Staff - Elementary School	Family and Community Engagement
Lisa Pomerance	Staff - Elementary School	Family and Community Engagement
Lorely Peche	Community Partner	Family and Community Engagement
Charmaine Tourse	Administrator-Middle School	Family and Community Engagement
Guy Fortt	Community Partner	Family and Community Engagement
Anka Badurina	Community Partner	Family and Community Engagement
Michael Hyman	Community Partner	Family and Community Engagement
Bridget Fox	Community Partner	Family and Community Engagement
Evelyn Simpson	Paraeducator-Elementary	Family and Community Engagement
Jennifer Forman	Parent- Elementary	Family and Community Engagement
Jacqueline Latif-Scully	Parent-Elementary	Family and Community Engagement
Lynn Rule	Parent-High School	Family and Community Engagement
Diana Negrón	Parent High School	Family and Community Engagement
Maribel Sanda	Community Partner	Family and Community Engagement
Bianca Shinn-Desras	Community Partner	Family and Community Engagement
Robert King	Community Partner	Family and Community Engagement
Nataly Coard	Parent Elementary	Family and Community Engagement
Dena Booker	Central Office Staff	Family and Community Engagement
John Zelinsky	Board of Representatives	Family and Community Engagement

Lisa Cody	Administrator Early Childhood	Family and Community Engagement
Pooja Dogra	Parent Elementary	Family and Community Engagement
Lucas Romero	Paraeducator	Family and Community Engagement
Terri Drew	Mayor's Youth Services	Family and Community Engagement
Jeff Pytlak	Community Partner	Family and Community Engagement
Jeff Wirz	Parent High School	Family and Community Engagement
Elba Sims	Staff - Middle School	Family and Community Engagement
Raquel Lemus	Customer Service	Family and Community Engagement
Carmen Selememcdermott	Community Partner	Family and Community Engagement
Olympia Della Flora	Associate Superintendent	Child Nutrition – Chair
Jamie Davies	Chartwells - District Manager	Child Nutrition
Paulette DeLeo	Paraeducator	Child Nutrition
Jen DeRubeis	Administrator-Elementary	Child Nutrition
Ryan Fealey	Director of Finance	Child Nutrition
Dawn McGinn	Chartwells - Food Service Director	Child Nutrition
Elyse Pastore	Paraeducator	Child Nutrition
Michael Rinaldi	Administrator - High School	Child Nutrition
Audrey Way	Executive Secretary	Child Nutrition
Dr. Tamu Lucero	Superintendent	Health and Safety – Chair
Mark Goldsmith	Staff - Middle School	Health and Safety
Ruth Walden	Staff - High School	Health and Safety
Larry Katz	Staff - High School	Health and Safety
Sibyl Brooks	Administrator-Elementary	Health and Safety
Amy LiVolsi	Assistant Corporation Counsel	Health and Safety
Jackie Pioli	Board of Education	Health and Safety
Geoff Alswanger	Board of Finance	Health and Safety
Diane Lutz	Board of Representatives	Health and Safety
Patricia Caldwell	Stamford Department of Health	Health and Safety
Dr. Jennifer Calder	Director - Stamford Department of Health	Health and Safety
Jody Bishop-Pullan	Stamford Department of Health	Health and Safety
Moira Bryson	Stamford Department of Health	Health and Safety
Chris Soules	Interim Director of Human	Health and Safety

	Resources	
Dr. Yoon	Medical Advisor	Health and Safety
Linda Briceno Ziegler	Parent-Elementary	Health and Safety
Sue Bretthauer	Stamford Police Department	Health and Safety
Thomas Wuennemann	Stamford Police Department	Health and Safety
Diane Phanos	Staff	Health and Safety
Joe Kennedy	Youth Bureau	Health and Safety
Dr. Asha Shah	Medical Advisor	Health and Safety
Arnold Burton	Community Partner	Health and Safety
Cindy Grafstein	Stamford Asset Management Group	School Facilities – Chair
Bettina Vaccaro	Staff - Elementary School	School Facilities
Samah Chadli-Thomas	Staff - High School	School Facilities
Patricia Caldwell	Stamford Department of Health	School Facilities
Stephanie O'Shea	Community Partner	School Facilities
Jody Bishop-Pullan	Stamford Department of Health	School Facilities
Gail Mcrae	Stamford Department of Health	School Facilities
Chris Soules	Interim Director of Human Resources	School Facilities
Paulette DeLeo	Paraeducator	School Facilities
Susan Kunin	Parent - High School	School Facilities
Kevin McCarthy	Stamford Asset Management Group	School Facilities
Andrew Glassman	Stamford Asset Management Group	School Facilities
John Perna	Stamford Asset Management Group	School Facilities
Josephine Carpanzano	Stamford Asset Management Group	School Facilities
Jennifer Laughlin	Staff - Middle School	School Facilities
Bettina Vaccaro	Staff - Elementary	School Facilities
Michael Fernandes	Associate Superintendent	Technology – Chair
Suzanne Rixon	Staff - High School	Technology
Shawn Marinello	Administrator - Elementary	Technology
Carmela Mercurio Kappler	Parent - Elementary	Technology
Gina Calabrese	Parent - Middle School	Technology
Sean Hutchinson	Staff - Elementary	Technology
Scott Clayton	Administrator - Middle School	Technology
Frank Rodriguez	Administrator - Elementary School	Technology
Jodi Flom-Nathanson	Staff - Elementary School	Technology
Elisavet Kousidis	Staff - Middle School	Technology
Melissa Correa	Staff - High School	Technology
Larry Keller	Staff - High School	Technology
Jesse Glaude	Staff - High School	Technology

Sean Otterspoor	Staff - High School	Technology
Paula Ward	Staff - Central Office	Technology
Anu Hooja	City of Stamford - IT Department	Technology
Michael Pensiero	City of Stamford - IT Department	Technology
Pat Williams	Transportation	Transportation – Chair
Bonita Maddox	Staff-Elementary School	Transportation
James Bradley	Staff-Elementary School	Transportation
Amy LiVolsi	Assistant Corporation Counsel	Transportation
Christina Harrison	Community Partner	Transportation
Chuck Crouse	Community Partner	Transportation
Moira Bryson	Health Department	Transportation
Leah Perl	Parent-APPLES	Transportation
Kayla Coker	Transportation Coordinator	Transportation
Joe Kennedy	Youth Bureau	Transportation