



Fairfield Public Schools 2020 - 2021 Reopening Plan

March 8, 2021

**Updated as needed*

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Dear Members of the Fairfield Public Schools Community:

I hope this communication finds you and your loved ones healthy and well.

I am proud to provide you with the Fairfield Public Schools' *Reopening Plan*. As noted in previous communications this is the first of what we expect to be several draft plans that will be produced between now and the start of the school year. Our plans will be modified by two forces, the changing nature of health data in the face of the COVID-19 pandemic and the questions, concerns, and ideas generated by this initial draft. We are committed to a plan that is practical and responsive to the needs of students, staff, and the community. Future iterations of this plan will reflect that commitment.

As stated previously our plan is bound by the parameters of the state of Connecticut's Department of Education document, *Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together* (<https://portal.ct.gov/-/media/SDE/COVID-19/CTReopeningSchools.pdf>). In constructing this plan we used those parameters in conjunction with knowledge of our community, schools, and resources. Our plan reflects our realities.

As the plan was developed we had many conversations about how the appearance of classrooms and schools will change as a result of these parameters. We have tried to convey those changes to you as clearly as possible and we will continue to work in the coming weeks to make those changes apparent.

There are other changes in our schools but these are not the changes of more sparse classrooms, or cancelled school events. This is a positive change that we must remember and take as a source of pride. In the past five months we have become a stronger, more resourceful, and more dedicated school community. The work to move into *remote learning* last year was just the beginning. Our educators have found within themselves new depths of creativity, care, and compassion. We have all developed a greater appreciation for our social and emotional well-being. And in the midst of being forcibly disconnected we have become connected in other, multiple and meaningful ways.

Ultimately our commitment to our students is that the Fairfield Public Schools are an improved school system and that we carry into the 20-21 school year our commitment to provide your child with the best education, no matter the circumstances in which that education is delivered.

The plan before you will change in time, that commitment is unwavering.

In this document you will find a list of staff, parents, and community members who helped develop this plan. In your rush to review the plan you will quickly flip past it. Please come back to that page however and review the names. You know these good people. Our great appreciation is due them for their tireless work on this plan.

Please take care and be well.

Sincerely,



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Reopening Planning Committee

Updated 2/3/2021

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Anna	Wood	Past President, PTA Council
Dr. Henry	Yoon	Board Member, Fairfield Board of Health
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Introduction

Keeping our schools open...is everyone's responsibility!

The Fairfield Public Schools will rely on the cooperation of families, students, and staff members to reopen and ***stay open***.

The Fairfield Public Schools and the Fairfield District Reopening Committee have identified **four priority areas** that must be in place to safely reopen schools and maintain instruction in the 2020-21 school year. These are:

- 1) the safety of the students and staff
- 2) the development of appropriate educational opportunities
- 3) the awareness of social and emotional well-being of students, families, and staff
- 4) the expectation that all children will achieve at the expected grade level by June 2021

1) Safety of Students and Staff

Our schools will be prepared to reinforce healthy practices among our staff and students, take preventative actions to prevent the spread of all respiratory illnesses, and prepare for any potential cases or increased transmission of COVID 19.

2) Development of Appropriate Educational Opportunities

Our schools will reopen with instructional schedules and model options that are flexible and based on current transmission levels, understanding that we may start the school year with one model, and as new information becomes available about health and safety, may transition to different models. All schedules will meet state expectations for student instructional hours.

3) Awareness of Social and Emotional Well-Being

Our schools will reopen knowing that the COVID-19 pandemic has created different types of traumatic experiences and high levels of stress for many of our staff, students, and families. The pandemic has shown the importance of social/emotional well-being for all. In addition, there is a growing body of research proving that social/emotional learning (SEL) is fundamental to academic success.

4) Achievement at Expected Grade Level by June

Our schools will address student learning needs through the development of level-based instructional plans that emphasize student-teacher connections, strong instructional practices and formative assessments that inform instructional planning.

Guiding Principles

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

- A. Safeguard the health & safety of students and staff
- B. Allow all students the opportunity to return into the classrooms full time as soon as safely possible
- C. Monitor the school populations and, when necessary, consider cancelling classes and move to remote learning to appropriately contain COVID-19 spread
- D. Emphasize equity, access, and support to the students and communities who are emerging from this historic disruption
- E. Foster strong two-way communication with our partners: families, educators and staff
- F. Factor into decisions about reopening the challenges to the physical safety and social-emotional well-being of our students when they are not in school

The Fairfield Public Schools are expected to follow the guidelines of the State Department of Education, *Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together*, published on June 29, 2020, as well as all subsequent addendums and updates. In this document the Department of Education acknowledges that the plans of the Fairfield Public Schools are likely to change due to changes in health data. Specifically, it states that plans are “intended to be a fluid document that will evolve based on the public health data trends as well as the understanding of the best way to mitigate spread. As we proceed toward the fall, we will continue to receive input from our educational partners, students, and families and will continue to work toward providing the best opportunities for our greatest resource—the students in the State of Connecticut.”

Connecticut State Department of Education Expectations

The Connecticut State Department of Education initially expected school districts to plan to have all students return to schools for full time instruction at the start of the 20-21 school year. Subsequent guidance allowed for start in a hybrid model. This model is supported with intense mitigation strategies including social distancing, the wearing of masks and face coverings, the establishment of learning cohorts, frequent and effective cleaning procedures, and continual monitoring of student, staff, and community health.

Due to positive containment efforts within Connecticut schools, returning more students to more in person learning can be successfully achieved based upon current data. Connecticut has revised its guidance to plan for a more fluid model which will allow us to modify plans as necessary. Maximizing in-person instructional time remains critical. However, given the ongoing uncertainty, schools must be prepared to modify their learning model if the public health data changes.

Main Operational Considerations to Maintain Safety and Well-being

Cohorting: Emphasize grouping students by the same class/group of students and teacher (into a cohort) so each team functions independently as much as possible. Consider this methodology by grade levels. Placing students in cohorts is strongly encouraged for grades PK-5, and encouraged where feasible for grades 6-12. In the full in-person learning model, each K-5 class will be a cohort. K-12 students will retain their Hybrid cohort designation (i.e., A1, B1), in the event that a return to hybrid is required.

Transportation: Buses will operate close to capacity and continue to require all students and operators wear face coverings. Students will be distanced as much as possible and buses will continue to load from back to front.

Social Distancing and Facilities: Review building space and reconfigure available classroom space, such as gymnasiums and auditoriums, to maximize social distancing, consistent with public health guidelines in place including when teachers are providing instruction.

Face Coverings: All staff and students will be expected to wear a protective face covering or face mask that completely covers the nose and mouth when inside the school building, and on school grounds, except for certain exceptions (e.g. mask breaks), where social distancing is observed.

The Support of Families and the Community

There is a clear consensus from both education and medical groups that we must keep in mind not only the risks associated with COVID-19 for in-person school programs, but also the known challenges and consequences of keeping students out of school. While *remote learning* has provided the best possible alternative during school closures, there is no substitute for in-person instruction when it comes to the quality of students' academic learning. In-person school plays an equally important role in our ability to support students' social-emotional needs, including their mental and physical health, and in mitigating the impacts of trauma. We also recognize how disruptive the school closures have been to families trying to maintain regular work schedules and manage household needs, including childcare, while also facilitating remote learning.

Families play a critical role in supporting the new culture of health and safety that each of our schools will establish. Most importantly, families can help mitigate the transmission of COVID-19 in our schools by checking their children daily for any COVID-19 symptoms and keeping them home from school if they are sick, are awaiting test results, and/or have had close contact with a person diagnosed with COVID-19. Families can also contribute by supporting the use of face coverings or masks in school and on the bus, communicating concerns with teachers and school leaders, and continuing to follow state guidance on health and safety outside of school.

The expectations for families include:

1) *Stay home if feeling ill.*

2) Students must stay home if they are feeling sick, have any symptoms consistent with COVID-19, have had close contact with a person diagnosed with COVID-19, or are awaiting test results.

3) Morning health check by parents is required.

In order to prevent transmission among the school population, parents are instructed to screen students before leaving for school. Check to ensure temperature is below 100.0 degrees Fahrenheit and observe for symptoms associated with COVID 19 as defined by CDC guidelines. Parents will contact the school nurse and or principal directly if their child has symptoms of COVID-19, is awaiting test results, or if any close contact has tested positive for COVID-19.

4) Face coverings or masks required

Students must wear face coverings or masks that completely cover the nose and mouth while on school grounds, inside the school and on the bus, with exceptions only for those students for whom it is not safe to do so due to medical conditions. Students who cannot wear a mask will need to provide documentation from their doctor.

5) Mask Breaks will be provided during the day. Parents will be responsible for providing students with face coverings or masks. Schools will have backup disposable masks available for students who forget them.

6) Social distancing required.

Students must maintain social distancing to the greatest extent possible. Students are expected to practice social distancing when on school grounds, entering and exiting the building, in classrooms, and moving throughout the school. Sharing of school supplies and materials will not be allowed.

7) Frequent hand washing or hand sanitizing is expected.

Students must engage in frequent hand washing or sanitizing upon arrival, before and after meals, after bathroom use, and after coughing or sneezing.

8) Students may not change buses.

Students will be expected to ride the same bus to school in the morning and the same bus to home in the afternoon every day. Face coverings or masks should be in place prior to entering the bus.



With adherence to the State of Connecticut's comprehensive set of critical health and safety requirements along with the Fairfield Public Schools commitment to a safe and appropriate education, we can bring our students, staff, and families safely back to school!



If, and When, Conditions Change:

The Fairfield Public Schools are committed to as much in person learning as is safely possible, following all guidelines and expectations of the State and maintaining health standards in accordance with the Fairfield Health Department. However, if there is a surge of COVID-19, an increase of local cases, or the occurrence of in-school cases, the learning models may need to be adjusted as a result. Learning model changes will follow guidance from the State Department of Education ([Addendum 4](#)), in consultation with the Fairfield Health Department, the State Department of Public Health, and the Board of Education.

Scenarios

On June 29, 2020, the State Department of Education (CSDE) published *Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together*. This plan outlines Local Education Agencies (LEA) requirements, commitments, and procedures to safely open schools for the 2020-2021 academic year. Addendum 12: Reimagining CT Classrooms: Planning the Instructional Time for Remote Learning in Hybrid and Full Remote Models provides further guidance. Additionally, CSDE publishes Addendums and FAQs as follow up to their reopening guidance document for LEAs.

The Connecticut state plan requires Fairfield to create three models for the upcoming year:

- 1 FULL AND ON-SITE/IN PERSON SCHOOL DAY
- 2 A HYBRID MODEL
- 3 REMOTE LEARNING.

Guidance on what will necessitate the change from one model to another is addressed in Addendum 4, which was updated on October 22, 2020. Importantly, the revised guidance shows the need for fluidity between models, rather than hard cut-offs or single indicators, as seen in the table on the following page.

Please see Appendix F for a full listing of Addendums and FAQs.

**In Concert with Adapt, Advance, Achieve
Connecticut's Plan to Learn and Grow Together**

Table 1: Leading and Secondary Indicators of COVID-19 Infection Levels in Communities for Consideration of Learning Models for School Reopening in Connecticut.*

Leading Indicator	MORE In-Person Learning	Re-assess strategies to determine appropriate balance of in-person and remote learning (hybrid learning)	LESS In-Person Learning
Number of new cases of COVID-19 (14-day average of new cases per 100,000 population per day)	< 10 new cases per 100,000 per day	10 to < 25 cases per 100,000 per day	25+ cases per 100,000 per day

Reduce Person-Density in School Buildings

Secondary Indicators	MORE In-Person Learning	Re-assess strategies to determine appropriate balance of in-person and remote learning (hybrid learning)	LESS In-Person Learning
Percent positivity rate (# of positive tests/ # of total tests, 14-day average)	Secondary Indicators trending down to flat	<u>Direction of Change:</u> Secondary Indicators trending flat to upward	Secondary Indicators trending upward
Number of new COVID-19 hospitalizations per 100,000 population (14-day average)		<u>Speed of Change:</u> Any statistically significant changes upward to Secondary Indicators	
COVID-like and Influenza-like Illness (CLI and ILI) Syndromic Surveillance		Consistent, statistically significant changes upward to Secondary Indicators	

* Originally adapted from: the Harvard Global Health Institute's publication *The Path to Zero and Schools: Achieving Pandemic Resilient Teaching and Learning Spaces*, July 2020 and revised in consideration of the Centers for Disease Control and Prevention (CDC) guidance document *Indicators for Dynamic School Decision-Making*, updated September 15, 2020

Educational Scenarios Defined

	1 In Person Learning	2 Hybrid Learning	3 Remote Learning
Learning Model	Adapt in-person expectations to address ongoing pandemic.	Alternate model if there is a surge of COVID-19 cases	Alternate model if school buildings cannot remain open*
Leading Indicator	<10 cases per 100,000 per day	10 - 25 cases per 100,000 per day	25+ cases per 100,000 per day
In-person / Remote Instruction	100% in-person instruction	50% in-person instruction, 50% <i>remote learning</i> on days not in school (% does not refer to cohort capacity)	0% in person instruction; 100% <i>remote learning</i>
Operational procedures: <ul style="list-style-type: none"> • Social distancing • PPE • Cohorts • Cleaning 	<p>Schools operating up to 100% capacity, remote learning option for 20-21</p> <p>Buses up to full capacity with face coverings/masks in place during transit, controlled loading/unloading of riders</p> <p>Face coverings/masks for students and staff while inside school buildings and on school grounds</p> <p>Identification/isolation of sick students/staff</p> <p>Student cohorts, particularly in Grades K-8, restrictions on group activities</p> <p>Maximize spacing of seating; minimum of 3 feet, measure front seat center to seat center; use of polycarbonate workspace dividers</p> <p>Increased cleaning and sanitization protocols</p>	<p>Schools operating at reduced capacity. Capacity may range from 25% - 80% depending on level.</p> <p>Buses at reduced capacity, face coverings/masks in place during transit, controlled loading/ unloading of riders, assigned seating</p> <p>Face coverings/masks for students and staff while inside school buildings and on school grounds</p> <p>Identification/isolation of sick students/staff</p> <p>Student cohorts, restrictions on congregating, staggered start/end times</p> <p>Maximize spacing of seating up to six feet or more when feasible with reduced class sizes</p> <p>Specific and increased cleaning and sanitization protocols</p>	<p>School buildings closed*, 100% <i>remote learning</i></p> <p>Bus transportation suspended</p> <p>All in-person extracurricular activities, including sports, suspended.</p> <p>*Necessary services (e.g., meal pick-up) will be provided as permitted by state guidance.</p>
Learning Options for Parents	All students come to school for face-to-face instruction; cohort students when possible <i>OR</i> 100% Remote learning - students whose parents opt not to send them to school are provided asynchronous and synchronous instruction via Remote Learning Academy or Remote Sync with current class	Students cohorts alternate in-person days with remote learning at home days <i>OR</i> 100% Remote learning - students whose parents opt not to send them to school are provided asynchronous and synchronous instruction via Remote Learning Academy or Remote Sync with current class	100% Remote learning - all students are provided asynchronous and synchronous instruction via Remote Learning Academy or Remote Sync with current class

Educational Scenarios Defined (Cont'd)

	1 In Person Learning	2 Hybrid Learning	3 Remote Learning
High School			
Remote Learning	Live Video Guidelines and Expectations		
Daily Schedule	5 days/week in-person	2 days in-person/2 days remote, with alternating early dismissal Wed.	50% synchronous / 50% asynchronous
Electives/Labs	NA	Remote learning is independent preparation or follow-up to in-person in-class activity.	Synchronous and asynchronous instruction.
Arrival/Dismissal	See Appendix H		NA
Lunch	In-school lunch at 100% capacity. Use of cafeteria tables. Students less than 6 ft apart. Use of portable polycarbonate trifold barriers. Use of outdoor space/tents in the spring as alternative spaces.	In-school lunch at 50% capacity.	Meal pick up available
Middle School			
Remote Learning	Middle School Blended Learning Expectations		
Daily Schedule	5 days/week in-person	Cohort A: in-person Mon/Th Cohort B: in-person Tue/Fri Alternating early dismissal Wed	50% synchronous / 50% asynchronous
UA Classes	NA	Remote learning is independent preparation or follow-up to in-person in-class activity.	Synchronous and asynchronous instruction.
Arrival/Dismissal	See Appendix I		NA
Lunch	In-school lunch at 100% capacity. Use of cafeteria tables. Students less than 6 ft apart. Use of portable polycarbonate trifold barriers. Use of outdoor space/tents in the spring as alternative spaces.	In-school lunch at 50% capacity.	Meal pick up available
Elementary Schools			
Remote Learning	Elementary Blended Learning Expectations		
Daily Schedule	5 days/week in-person	5 days/week in-person 9:00 -1:00 Cohorts (A1, A2, B1, B2, C1) adjust to 3 or 4 days/week in-person to reduce building capacity	50% synchronous / 50% asynchronous

Specials	In-person	Synchronous remote.	Synchronous and asynchronous.
Arrival/ Dismissal	See Appendix J		NA
Lunch	In-school lunch at 100% capacity. Use of cafeteria tables. Students less than 6 ft apart. Use of portable polycarbonate trifold barriers. Use of outdoor space/tents in the spring as alternative spaces.	No in-school lunch. Snack scheduled. Grab and Go meals available.	Meal pick up available
Recess/ Playgrounds	Building-level schedules, playgrounds closed to the public during school hours.		NA

Grade level details are in [Appendix A](#), (High School), [Appendix B](#) (Middle School), and [Appendix C](#) (Elementary)..

Parent Expectations

- (1) Students will arrive at school with an appropriate face covering.
- (2) Students riding on the bus will have face covering on before entering the bus.
- (3) Only students with a doctor's note will be exempt from wearing face coverings.
- (4) Face covering is a cloth covering that completely covers the nose and mouth.
- (5) Parents are instructed to screen students before leaving for school, including a temperature check and an assessment of symptoms associated with COVID 19 as defined by CDC guidelines.
- (6) Parents will contact the school nurse and/or principal directly if their child has symptoms of COVID-19, is awaiting test results, or if any close contact has tested positive for COVID-19.
- (7) If a student has had close contact with a positive COVID-19 case, they will:
 - a. Quarantine for 10 days and will continue to be monitored for COVID-19 symptoms
- (8) If a student is out sick with COVID-19 related symptoms they will:
 - a. Contact Health Care Provider for further assessment.
 - b. Self-isolation for at least 10 days since the onset of symptoms and until at least 24 hours have passed with no fever (without fever-reducing medications) and with improvement in other symptoms.
 - c. The student may return to school if they provide a note from a provider with alternative diagnosis.
- (9) If a student has a positive test, or has symptoms and is presumed positive, they may return to school if the following criteria are met:
 - a. No fever without fever-reducing medicines for 24 hours.
 - b. Symptoms have subsided in severity.
 - c. 10 days have passed since symptoms have first occurred.
- (10) Parents will follow all state travel guidelines and observe required quarantines.

[Addendum 5: Guidance for Responding to COVID-19 Scenarios in Connecticut School Districts](#)



District Expectations

- (1) Keep an adequate supply of face masks. Disposable face masks will be provided to those entering the building/bus who do not have a mask available.
- (2) Hand sanitizer will be available in each classroom and point of entry into the building.
- (3) Face shields will be provided for those with a medical release from wearing face covering.
- (4) If staff are not feeling well, or are awaiting test results, they are expected to stay home.
- (5) All staff members will report sick absences to the building administrator.
- (6) If staff are out sick with COVID-19 related symptoms they will:
 - a. Contact their Health Care Provider for further assessment
 - b. Staff may return to school if they provide a note from a provider indicating clearance for return to school or documentation of a negative test.
- (7) If staff have a positive test or they have symptoms and are considered a presumed positive case, they may return to school if the following criteria are met:
 - a. No fever without fever-reducing medicines for 24 hours.
 - b. Symptoms have subsided in severity.
 - c. 10 days have passed since symptoms have first occurred.

[Addendum 5: Guidance for Responding to COVID-19 Scenarios in Connecticut School Districts](#)



Planning Domains

The State of Connecticut's framework for re-opening schools requires local education agencies to plan for three models: (a) in person schooling; (b) *remote learning*; and (c) a hybrid model. The domains listed below will identify the practices that will best adhere to the State's guidelines in consideration of the three different models when appropriate.

Facilities and Operations

- ✓ Signage
- ✓ Classroom Design, Layout, and Materials
- ✓ Building Cleaning Protocols
- ✓ Ventilation
- ✓ Staff Training and Development
- ✓ Food Services
- ✓ Transportation

Health Practices, Protocols, and Monitoring

- ✓ Health Screening
- ✓ Student Screening
- ✓ Staff Screening
- ✓ Response to Symptomatic Students and/or staff
- ✓ Student Cohorts and Social Distancing
- ✓ Immunizations and Health Records
- ✓ Reporting Illness and Absences
- ✓ Face Masks and Other Personal Protective Equipment

Containment

- ✓ Class Cancellation and Reopening of Schools

Academics

- ✓ Parents Opting Out of In-Person Learning
- ✓ Technology
- ✓ Assessments & Assignments
- ✓ Attendance
- ✓ Special Education
- ✓ Social Emotional Learning
- ✓ Electives and Special Classes
- ✓ English Language Learners

Family and Student Engagement

- ✓ Communication
- ✓ Stakeholder Feedback
- ✓ Athletics and Student Activities
- ✓ Before and After School Programming

Facilities & Operations

Policies and protocols related to facilities and operations will be reviewed regularly by the Superintendent of Schools and the Executive Director of Maintenance and Facilities with the understanding that schools may need to react quickly to changing conditions. Given the possibility of changes in public health data, there may be an increase or a relaxation of restrictions throughout the school year to respond effectively to health concerns.

Facility Expectations for Reopening the Fairfield Public Schools

- 1) The Executive Director of Maintenance and Facilities and School Administrators will ensure that schools meet **high cleanliness standards** prior to reopening and maintain a high level of cleanliness during the school year.
- 2) The Executive Director of Maintenance and Facilities will oversee the reopening for each school building that specifically addresses **high standards of cleanliness** for all classrooms, bathrooms, hallways, and offices in the school.
- 3) The Superintendent of Schools, the building Principal, and the Executive Director of Maintenance and Facilities will review cleanliness expectations as well as conduct a review of reopening plans specific to each building.
- 4) The Executive Director of Maintenance and Facilities and School Administrators will communicate cleaning and hygiene protocols as recommended by the State of Connecticut and the CDC to staff and families.
- 5) The Executive Director of Maintenance and Facilities will use products that are approved for the State of Connecticut that are labeled as effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times.
- 6) The Executive Director of Maintenance and Facilities will ensure that hand washing and sanitizing stations will be readily available for staff and students.
- 7) The Executive Director of Maintenance and Facilities and School Administrators will oversee a rapid response plan for suspected or confirmed cases of COVID-19, including a plan to close off areas used by any sick person and not reopening those areas or using areas before cleaning and disinfection.
- 8) The Executive Director of Maintenance and Facilities will oversee the proper cleaning of any such area.
- 9) The Executive Director of Maintenance and Facilities will ensure that the schools comply with DPH guidelines including:
 - a) Guidance for Cleaning and Disinfecting of Schools during COVID-19
 - b) Return to Service Guidance for Building Water Systems
 - c) Guidance for School Systems for the Operation of Central and non-Central Ventilation Systems

Signage

Signs are posted in school so that they are highly visible as well as being accessible for students with disabilities. Signs will represent the following messages:

- ✓ Keeping one's hands away from one's face
- ✓ Frequent hand washing and proper technique
- ✓ Confidentiality around health recording and reporting

The Executive Director of Maintenance and Facilities, Director of Nursing, and Principals will work together to ensure the regular and timely distribution of information and regular communication about the actions school communities can take to stop the spread.

Classroom Design, Layout, and Materials

Restrictions on the Shared Use of Materials

- 1) Sharing of educational materials will be limited. Paper materials can be shared.
- 2) Electronic devices, toys, books, and other games or learning aids will be disinfected per district procedure.
- 3) Classrooms will be designed to maximize social distancing.
- 4) Each student's belongings/school supplies will be separated and in an individually labeled storage container.
- 5) Students will be encouraged to take home belongings each day to be cleaned.
- 6) Personal belongings should be kept home.

Building Cleaning Protocols

(Bathrooms, cafeterias, classrooms, hallways, playgrounds, traffic patterns)

Bathroom Protocols

- 1) Bathrooms should be sanitized at least twice a day.
- 2) Handicapped bathrooms will be cleaned after use
- 3) Where possible, schools will consider designating separate bathrooms for different classes or establishing shifts for classes to use the bathroom (and thus avoid mixing of classes).
- 4) Cleaning logs will be used in each building to track cleaning frequency of areas including bathrooms.
- 5) Schools will continue to use disposable towels.
- 6) As appropriate by age, schools will place a trash can and paper towel roll by the bathroom door to allow students and staff to use it in order to prevent the touching of the door handle with hands.

Cafeterias

1) Middle and High School Cafeterias

- a) Hybrid: Will have reduced capacity. Desks and alternative spaces will be used to maximize capacity while maintaining 6 foot distance
- b) In-person: Use of cafeteria tables. Students less than 6 ft apart. Use of portable polycarbonate trifold barriers. Use of outdoor space/tents in the spring as alternative space. Lunch schedules and locations will be determined by the building principal, considering [BOE Policy C-19.10 and 5141.25 Students-With-Special-Healthcare-Needs and Life-Threatening Allergies.](#))

2) Elementary Cafeterias

- a) Hybrid: No lunch in school. Grab and go lunches will be available.
- b) In-person: Use of cafeteria tables. Students less than 6 ft apart. Use of portable polycarbonate trifold barriers. Use of outdoor spaces in the spring as alternative space. Lunch schedules and locations will be determined by the building principal, considering [BOE Policy C-19.10 and 5141.25 Students-With-Special-Healthcare-Needs and Life-Threatening Allergies.](#)

Classroom Cleaning Protocols

1) High touch surfaces will be disinfected, including:

- a) Door handles
- b) Handrails
- c) Bottle filling stations (water fountains will not be used)
- d) Sink handles
- e) Restroom surfaces
- f) Instructional materials that cannot be supplied to a specific student
- g) Playground equipment

2) Buildings will have a plan for disinfecting materials/equipment, including but not limited to:

- a) Desks, tables, and chairs that are used throughout the day
- b) Classroom/office items, such as phones, headsets, copy machines, etc.

3) Schools will work to enable no-touch usage of items such as doors, trashcans, and bathroom fixtures, where possible. (Where no touch technologies are not available, doors will be propped open, in accordance with fire and safety codes and trash lids will be removed.)

Hallways

- 1) Students will have access to lockers. Locker use should be staggered to allow for social distancing and time limited to prevent congregating.
- 2) Hallways will be disinfected on a rotating basis throughout the day

- 3) High touch surfaces will be disinfected, including:
 - a) Door handles
 - b) Handrails
 - c) Bottle filling stations (water fountains will not be used)

Playgrounds

- 1) In person: Buildings will have a plan for use of playgrounds, equipment, and any recess materials to ensure social distancing. Masks will be required during recess. Students will wash hands or use hand sanitizer before and after playground use. Playgrounds are closed to the public during school hours.
- 2) Hybrid: Buildings will have a plan for use of playgrounds, equipment, and any recess materials to ensure social distancing. Masks will be required during recess. Students will wash hands or use hand sanitizer before and after playground use. Playgrounds are closed to the public during school hours.
- 3) During outdoor mask breaks, social distancing must be maintained.

Traffic Patterns

- 1) Hallway traffic patterns will be established for each building based on travel to:
 - a) Reduce crowds in hallways
 - b) Reduce crowds from crossing paths
 - c) Create one-way traffic patterns where possible

Ventilation

Analysis of HVAC systems and dedicated outdoor air (DOA) systems at each building was completed to align with American Society of Heating, Refrigerating and Air-Conditioning Engineer guidelines (ASHRAE).

- [Ventilation Review and Compliance](#)
- [Guidance for School Systems for the Operation of Central and non-Central Ventilation Systems during the COVID-19 Pandemic](#)
- [FINAL - Elementary Schools - HVAC Systems Ventilation and Filtration Analysis](#)
- [FINAL - Middle Schools - HVAC Systems Ventilation and Filtration Analysis](#) (and Sherman Elementary)
- [FINAL - High Schools - HVAC Systems Ventilation and Filtration Analysis](#)

The preventive maintenance contractor has completed all filter replacements and repair tasks.

Staff Training and Development

Training and Procedures

- 1) The Nursing Supervisor identified the training needs of staff and collaborated with the Executive Director of Instruction, Curriculum and Assessment to develop and provide such training prior to the first day of classes.
- 2) The Nursing Supervisor and School Nurses will promote all mitigating interventions including social distancing, hand hygiene and mask wearing.
- 3) A protocol practice day ran on one of the three days provided by the CSDE to provide students an opportunity to practice the procedures developed to allow schools to make adjustments as needed.
- 4) The Executive Director of Instruction, Curriculum, and Assessment will plan in-person or online training that includes: social distancing; cleaning protocols; and hygiene practices. Principals will ensure access for all students and staff, as well as for family members who are interested.
- 5) A “No Visitors Policy” is posted at each school that includes the following wording, “Visitors will not be permitted into school facilities unless scheduled to enter, or required by law, or otherwise required by a student’s individualized educational plan.”
 - a) **Self-screening at home:** Visitors/parents with prior approval to enter the building are instructed to self- screen before leaving for school by checking to ensure temperatures below 100.0 degrees Fahrenheit and to observe for symptoms consistent COVID-19. Visitors/parents are to stay at home if they are feeling sick, have any symptoms associated with COVID-19, have had close contact with a person diagnosed with COVID-19, or are awaiting test results.
 - b) **Self-screening at school:** Visitors/parents with prior approval to enter the building will complete the COVID-19 checklist. Visitors/parents will be observed for illnesses including cough or respiratory distress. Visitors/parents may be asked about COVID-19 symptoms within the last 24 hours, whether anyone in their home has had COVID-19 symptoms or a positive test, and whether they are awaiting test results..
- 6) Each school’s Main Office will maintain a log for those visitors allowed into the building. The log will include name, contact phone number, and arrival/departure time of each individual.
- 7) There are procedures at each school site developed by the Executive Director of Maintenance and Facilities and custodial staff for accepting deliveries in a safe manner.
- 8) Training will be provided to substitutes or other district staff who may enter the school.
- 9) School principals will designate, in addition to the School Nurses, an additional 1 to 2 people in each school to assist with training as needed.
- 10) Principals and teachers will review guidance and training on proper handwashing techniques with students, including the following:

- a) Scrub with soap for at least 20 seconds or use hand sanitizer if soap and water are not accessible.
- b) Dry hands thoroughly.
- c) Wash/sanitize hands when: arriving and leaving home or school; after playing outside; having close contact with others; using shared surfaces/tools; blowing nose, coughing, and sneezing; and before/after using restroom; eating and preparing foods.

11) Signage on proper handwashing techniques will be posted throughout the school.

12) Principals and teachers will ensure that students receive ongoing education in the expectations related to all public health policies and protocols. Students will be educated about how coronavirus is spread, and how preventative actions help avoid the spread. Training will take place on a daily basis for the first two weeks of school and as necessary in the following weeks.

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

- a) social distancing,
- b) use of face coverings that completely cover the nose and mouth,
- c) respiratory and cough etiquette, and
- d) enhanced cleaning/disinfection of surfaces.

14) Schools provided required staff training on the following prior to the start of school:

- a) Social distancing of staff and students
- b) Symptom screening, including temperature checks by the school nurse
- c) Proper use of protective equipment
- d) Hand washing protocols and use of hand sanitizer, when hand washing is not readily accessible
- e) The correct use of cloth face coverings / masks
- f) Cough and sneeze etiquette

15) Staff training on the health and wellness of students will be available throughout the year, including but not limited to:

- a) social/emotional learning expectations,
- b) training on trauma-informed practices,
- c) confidentiality around health recording and reporting.

Food Services

- The Executive Director of Finance and Business Services will ensure compliance with federal guidelines and local health official guidelines and any additional guidelines introduced regarding child nutrition, including [Addendum 13: Guidance and Considerations for School Nutrition Programs for School Year 2020-21](#).

Food service expectations for reopening the Fairfield Public Schools.

- (1) The Executive Director of Finance and Business Services will actively promote and determine eligibility for and make available free and reduced-price meals to all eligible students.
- (2) The Executive Director of Finance and Business Services will comply with the U.S. Department of Agriculture's (USDA) regulations and policies (and any changes occurring) for school meals and milk including the meal pattern requirements.
- (3) The Executive Director of Finance and Business Services will ensure that the schools claim meals/milk provided to eligible students using accurate counting and claiming methods. Additionally, the number of free and reduced-price meals served and claimed for reimbursement must have adequate documentation on file to support the claim.
- (4) The Director of Food Services will proactively plan and be prepared at all times throughout the year for expedited meal access including a short period (2-5 days) and a longer period (2 weeks) of closure.
- (5) Food service workers will comply with PPE requirements for food service operations such as masks, gloves, face shields, or physical barriers in serving areas, etc.

Food Service Standards

- 1) Students will eat in the cafeterias using cafeteria tables. Students less than 6 ft apart. Use of portable polycarbonate trifold barriers. Use of outdoor space/tents in the spring as alternative spaces.
- 2) Students with allergies will eat with a friend in locations considering [BOE Policy C-19.10 and 5141.25 Students-With-Special-Healthcare-Needs and Life-Threatening Allergies](#)
- 3) Students will wash hands after eating lunch and sanitize when returning from recess.
- 4) School cafeteria and meal service plans will be adjusted based on level of concern of transmission.
- 5) There will be no "share tables" or self-service buffets for food and condiments.
- 6) Physical barriers, such as sneeze guards and partitions at point of sale and other areas, will be installed where maintaining physical distance of 6 feet is difficult.
- 7) Where meals are provided in classrooms or alternate locations, sufficient trash removal and cleaning will be in place.

The Executive Director of Finance and Business Services, Executive Director of Maintenance and Facilities, and Principals will determine the appropriate meal distribution method (Cafeteria

Pick-up Model, Classroom Delivery Model, or a Hybrid Delivery Model) of meal service based on social distancing, physical location, student traffic, space, staffing, etc.

Each school will communicate age-appropriate and school-appropriate strategies to families about school meal service and options. Meals service communications will communicate social distancing requirements and include any additional school options as follows:

- (1) Additional lunch waves to separate classroom cohorts
- (2) Staggering cafeteria use throughout the late morning/early afternoon
- (3) Increasing the number of meal service access points
- (4) Serving meals in cafeteria and then returning to classrooms or alternate locations
- (5) Serving meals in classrooms and alternate locations

Transportation

Transportation Status

Transportation status will be determined by the State of Connecticut and/or DPH.

LOW STATUS - Bus transportation can operate at up to full capacity with mask requirements and loading and unloading restrictions

- ⇒ Student passengers will be required to wear a face covering or mask that completely covers the nose and mouth during transit.
- ⇒ Passenger's face covering must be in place prior to boarding the bus and must be kept in place while at school.
- ⇒ Passengers should load into the bus from the back row to the front (the first passengers entering 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 STATUS - Student passenger density will be significantly reduced because schools will be employing a hybrid model of learning

- ⇒ Passengers should be spaced with family members sitting together.
- ⇒ Non-family members should be spaced 6 feet apart utilizing alternating diagonal seating.
- ⇒ Face covering and loading procedures will remain the same.

Student Pick-up and Drop-off Process

- (1) Transportation to and from school by parents/guardians will be encouraged.
- (2) Fairfield Public Schools will conduct a survey to find out which students will be driven by parents at the start of the school year.
- (3) The Executive Director of Maintenance and Facilities will work with the Fairfield Police Department to plan vehicle flow and logistics particularly if there are more family transport vehicles.

- (4) The Executive Director of Maintenance and Facilities, Principals, and building teams will develop arrival/departure procedures to limit unnecessary entrance of parents/ guardians.
- (5) Each school will allow for minimal contact of parents with school personnel and students while dropping off and/or picking up students during the day.
- (6) The use of a face mask will be required for all parents who are picking up or dropping off students during the school day.

Bus Safe Hygiene Practices

- 1) Buses will be disinfected daily.
- 2) Parents of students in younger grades will be asked to secure masks on students at bus stops prior to students entering the bus.
- 3) Students will be required to wear a face covering or mask that completely covers the nose and mouth during transit.
- 4) Seating arrangements will be adjusted on buses to prevent students from passing one another while loading/unloading as much as possible.
 - a) First students to load on the bus sit in the back, filling seats toward the front of the bus.
 - b) Students in front unload first.
 - c) Loading process at school based on route to promote limited passing in aisles.
 - d) Assigned seats will be arranged for students in Grades K-5.
 - e) Students are not allowed to change seats once seated.
 - f) Masks will be available for students who do not have one.
- 5) The **Bus Cohort Model** will be expected in all grades, K-12. Stable groups help to mitigate the risk of spreading the virus. Students will only be permitted on the bus to which they have been assigned in order to minimize cross-contamination of student groups. Students will be expected to ride the same bus to school in the morning and the same bus to home in the afternoon every day.

Protocol for Transportation Staff

- 1) Bus Drivers, Aides, and Monitors will follow the expectations for school employees regarding health and screening.
- 2) Bus Drivers, Aides, and Monitors are instructed to self-screen before leaving for school by checking to ensure temperatures below 100.0 degrees Fahrenheit and to observe for symptoms outlined by public health officials. Drivers, Aides and Monitors are to stay at home if they are feeling sick, have any symptoms associated with COVID-19, have had close contact with a person diagnosed with COVID-19, or are awaiting test results.
- 3) Bus Drivers, Aides, and Monitors with a temperature greater than 100.0 degrees Fahrenheit are not permitted to come to work. Bus Drivers, Aides, and Monitors will be allowed to return to work after completion of the CDC self-quarantine guidelines, with a note from their healthcare provider, or with a documented negative COVID-19 test.

- 4) All Bus Drivers, Aides, and Monitors will sanitize hands upon entering buses.
- 5) Bus Drivers, Aides, and Monitors must wear face masks at all times.

Social Distancing Protocols for Buses

- 1) Numbers of students on each bus will be driven by the State and/or local health officials' determination of threat level.
- 2) Schools will ideally adjust schedules with as little impact as possible to meet transportation requirements. Bus routes will not initially be based on survey results from parents whether they will drive students to school; however, this information will be important if the State indicates that the number of students on buses must be reduced. If extra runs are required to accommodate students and distancing expectations, students will not be penalized for arriving late to school

Adjustments to Social Distancing by the State of Connecticut Due to COVID-19 Surge

- 1) The number of students on each bus may be adjusted.
- 2) The schools will limit the number of students on buses based on guidelines issued from the State of Connecticut.
- 3) Reduced size bus runs may result in adjusted bus routes resulting in staggered arrival times and dismissal times for students.
- 4) If the school schedule needs to be adjusted based on guidelines issued from the State of Connecticut, the bus schedule will need to be adjusted.



Safe Status

Bus transportation can operate with no restrictions.



Low Status

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



Moderate Status

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

Courtesy of Adapt, Advance, Achieve (2020) - CT State Department of Education

Fire and School Safety

Emergency drill and other safety protocols will be implemented in compliance with [Addendum 8: Fire and School Safety during COVID-19](#).

Health Practices, Protocols, and Monitoring

The health and safety of students and staff is the top priority in planning for the Fairfield Public Schools' reopening. The Fairfield Public Schools will work in collaboration with local health officials (Fairfield Health Department), the Connecticut State Department of Education, the Connecticut State Department of Health (DPH), and the Office of the Governor in planning for health and wellness procedures, as well as making decisions regarding the status of school.

Health Protocol Expectations for reopening the Fairfield Public Schools

- 1) Conditions for reopening have been confirmed by the State of Connecticut and/or local health officials (Fairfield Health Department).
- 2) The State of Connecticut has lifted, adjusted, or removed any school closure or Executive Order allowing schools to physically reopen.
- 3) The local health officials (Fairfield Health Department) have determined that local conditions safely allow for schools to physically reopen.
- 4) Planning guidelines for reopening have been issued by the State of Connecticut. Plans for the Fairfield Public Schools have been developed and approved at the local level under the supervision of the Superintendent of Schools.
- 5) The State of Connecticut and State Department of Education have issued guidelines on which school reopening plans are to be based.
- 6) The Fairfield Public Schools Reopening Plan has been developed in consultation with the local Health Department.
- 7) The Fairfield Public Schools Reopening Plan has been reviewed by the Fairfield Public Schools District Reopening Committee and approved by the Superintendent.
- 8) The Fairfield Public Schools Reopening Plan has been reviewed by the Fairfield Board of Education.
- 9) The Fairfield Public Schools Reopening Plan has been reviewed by the Emergency Operations Committee of the Town of Fairfield.
- 10) There is protective equipment (including masks and PPE) for staff appropriate for each classification or duty.
- 11) There is a plan for an ongoing supply of protective equipment.
- 12) There is a sufficient number of no-touch thermal scan thermometers for symptom screenings.
- 13) There is sufficient PPE for the staff of various populations of students with disabilities (i.e., for those requiring medical procedures, toileting, lifting and mobility assistance).
- 14) There is a sufficient supply of school-appropriate cleaning supplies to continuously disinfect the school site in accordance with State of Connecticut & DPH guidance.

- 15) There are sufficient supplies that include hand sanitizers, soap, handwashing stations, tissues, and no-touch trash cans.
- 16) The Superintendent of Schools has established a procedure should there be COVID 19 cases in the schools or in the community that could possibly impact the schools.
- 17) The Superintendent and the Executive Directors have updated the Fairfield Pandemic Response Plan that includes procedures for a case or cases of COVID-19. This procedure includes communication to the local health officials (Fairfield Health Department) when a student, teacher, or staff member or a member of their household has tested positive for COVID-19 and has possibly exposed others at the school.
- 18) The Executive Director of Maintenance and Facilities has procedures for isolating an area of the school for a length of time and initiating a disinfecting protocol.
- 19) The Superintendent of Schools has a procedure for the closure of schools for a length of time based on (1) a positive COVID 19 case or cases ,and (2) the risk level within the school/community as determined by the local health officials.
- 20) The Superintendent has restricted access to public school grounds and school buildings during school closures or elevated levels of transmission in the area.
- 21) Under the supervision of the Executive Directors, the schools are able to provide for a continuity of instruction / remote learning, if necessary.
- 22) Under the supervision of the Executive Director of Special Education, the schools are prepared for any special or unique needs for students with disabilities related to planned district or school wide procedures.
- 23) Under the supervision of the Executive Director of Finance and Business Services and the Food Services Manager, the schools are able to provide for continuity of meal service, if necessary.

Health Screening

School Access Restricted to Students and Staff

- 1) Access to the schools by the public will be limited.
- 2) The Superintendent has restricted access to the school buildings during the school day by nonessential visitors and minimal use of school buildings outside of school hours.
- 3) Access to the buildings by visitors/parents will be extremely limited (by appointment only) and only for specific educational purposes.
- 4) Students, parents, caregivers, volunteers, and staff are excluded from school facilities if showing symptoms of COVID-19, if a member of their household has tested positive for COVID-19, or they are awaiting test results.

Student Screening

The Assistant Director of Public Health has organized a screening procedure for students at home and to the extent possible, at school. The screening checklist is available on the front and COVID-19 pages of the [FPS website](#) and has been distributed to all families and staff.

Self-Screening At Home

Parents are instructed to screen students before leaving for school by checking to ensure temperatures below 100.0 degrees Fahrenheit and to observe for symptoms of COVID-19. Students are to stay at home if they are feeling sick, have any symptoms associated with COVID-19, have had close contact with a person diagnosed with COVID-19, or are awaiting test results.

Self-Screening At School

Students who report feeling ill or students who are observed for illnesses including cough or respiratory distress will be asked about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.

NOTE: *Screening procedures for all children are not required at the point of entry to the school. However, school staff will observe students throughout the day and refer students who may be symptomatic to the school nurse.*

NOTE: *Temperature checks for all children at the point of entry will not be conducted due to the high likelihood of potential false positive and false negative results, but will be available in the school under the supervision of the School Nurse, as deemed necessary.*

- 1) In screening students who appear ill, only the nurse shall use a no-touch thermometer. The School Nurse will take appropriate precautions including the use of gloves, eye protection, and a mask.
- 2) Students with a temperature greater than 100.0 degrees Fahrenheit are not permitted in school. Students will be allowed to return 24 hours after they are fever-free (without fever-reducing medications) and with improvement in other symptoms, with a note from their healthcare provider.
- 3) The School Nurse will assess symptoms in students and staff that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus while complying with relevant privacy and health laws.
- 4) Staff members will oversee procedures for all students to sanitize hands upon entering schools.
- 5) The Principals will oversee that upon entry to school, large gatherings are avoided. Students will proceed directly to classrooms or small group designated areas.

Staff Screening

The Nursing Supervisor and the Principals have organized a screening of staff at home and to the extent possible, at school.

Self-Screening At Home

Staff are instructed to self- screen before leaving for school by checking to ensure temperatures below 100.0 degrees Fahrenheit and to observe for symptoms consistent COVID-19.

Self-Screening At School

Staff who report feeling ill or staff who are observed for illnesses including cough or respiratory distress will be asked about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.

- 1) Staff with a temperature greater than 100.0 degrees Fahrenheit are not permitted in school. The School Nurse will monitor screening information/data of staff, while complying with relevant privacy and health laws.
- 2) The School Nurse will assess symptoms in staff that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus while complying with relevant privacy and health laws.
- 3) The Principals will oversee procedures for all staff to sanitize hands upon entering schools.

Response to Symptomatic Students and/or Staff

Symptomatic Students

The Superintendent of Schools has developed a uniform procedure for all schools for symptomatic students.

- 1) Students who are symptomatic while entering school or who become symptomatic during the school day will be separated from others right away by the School Nurse.
- 2) Parents will provide reliable, accurate and prompt emergency contacts including alternate contacts.
- 3) Students exhibiting symptoms will be required to continue to wear masks and wait in a supervised, designated isolated area through which others do not enter until students can be transported home.
- 4) If more than one student is in the isolation area, social distancing will be maintained.
- 5) The School Nurse will have a plan for triaging students in the health office, recognizing that not all symptoms are COVID-19 related.
- 6) “Rest time” in the HS Health Offices will no longer be permitted.
- 7) The School Nurse will advise parents of symptomatic students that students are not to return until they have met criteria to discontinue home isolation as per CDC guidelines described in [Addendum 5](#). The School Nurse will advise parents of symptomatic students to consult with

their health care provider. Students may return to school with a note from their provider indicating an alternative diagnosis. If the COVID-19 test result is positive, the parent will inform the Principal and School Nurse and the student will be allowed to return to school after isolation has completed as per CDC guidelines.

- 8) There will be no COVID-19 testing of students at school. Local testing site information will be shared with families. The schools' nursing offices will monitor testing results of students through the Fairfield Health Department or as made available by parents, complying with relevant privacy and health laws.
- 9) If a student has been present and the school has a confirmed diagnosis of COVID-19, the School Nurse and the Principal will contact the Central Office, the Superintendent of Schools, and the Nursing Supervisor who will then notify the Fairfield Health Department immediately. In addition, the Superintendent will be notified by school personnel that a student is suspected of being sick, maintaining confidentiality in accordance with FERPA, privacy expectations, and the Americans with Disabilities Act (ADA).
- 10) Each school has a response team coordinated by the Principal with designated responsibilities including monitoring of attendance, symptoms, and screening; contact tracing, communications to families; overseeing cleaning procedures; and responding to suspected confirmed cases.

Symptomatic Staff

The Superintendent of Schools has developed a uniform procedure for all schools for symptomatic staff.

- 1) Adults who are symptomatic while entering school or who become symptomatic during the school day will be sent home and advised to seek medical care.
- 2) Staff will be advised to consult with their Health Care Provider and should not return to school until the criteria from the DPH and CDC per have been met as described in [Addendum 5](#). A note from the health care provider allowing return to work may be required for return to work.
- 3) There will be no COVID-19 testing of staff at school. Local testing site information will be shared with staff. The schools' nursing offices will monitor testing results of staff, complying with relevant privacy and health laws.
- 4) If a staff member has been present in school and has a confirmed diagnosis of COVID-19, the School Nurse and the building Principal will contact the Central Office and the Superintendent of Schools. They will then notify the Fairfield Health Department immediately. In addition, the Superintendent will be notified by school personnel that a staff member is suspected of being sick, maintaining confidentiality in accordance with privacy expectations and the Americans with Disabilities Act (ADA).

Student Cohorts and Social Distancing

- 1) All school employees will assist in reinforcing the expectation that physical distancing/social distancing is maintained as much as possible.
- 2) The school administration will be prepared to assist staff and students in determining and maintaining social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time.
- 3) Principals will be prepared to communicate and adjust the approach to social distancing if guidance from the CDC or DPH changes due to shifting public health data or evolving understanding of the COVID- 19 disease, including transmission.
- 4) Each school will plan for the number of people that can be in all school spaces (library, cafeteria, gymnasium, counseling centers, and school offices) based on maintaining reasonable social distancing prior to use by a classroom or group.
- 5) Even with social distancing expectations in classrooms, school spaces and hallways, students and staff members will wear face coverings/masks in school and on the bus.
- 6) To the extent possible, the schools will create student/teacher classroom cohorts to minimize the mixing of student groups throughout the day. Consistent teams/cohorts will minimize cross-contamination of student groups.
- 7) Students may be a part of more than one cohort. For example, their classroom and bus cohort which may be two different groups of students.
- 8) Traffic patterns in hallways will be designed to promote social distancing during passing times.
- 9) Classroom seating shall be assigned to students at all times during the day. Any alternate seating or shared seating in reading nooks, group centers, and other areas will not be allowed.
- 10) Schools will limit the sharing of educational materials such items as books, manipulatives, computers, calculators, writing utensils, and art supplies. No two individuals should use the same materials in a given school day without appropriate cleaning in between use. Teachers should use technology to distribute learning materials when possible. Sharing paper materials is allowed.
- 11) Students will have access to lockers. Locker use should be staggered to allow for social distancing and time limited to prevent congregating.
- 12) The Superintendent of Schools will oversee school activities/athletics, which will be allowed in a limited capacity on a case by case basis.



If The State Of Ct Adjusts Social Distancing Guidelines Due To A Surge In Covid-19

- 1) Schools will determine the student and staff capacity of classrooms and school spaces based on state or local guidelines, limiting existing class groups/sizes in every classroom.
- 2) Classrooms will be arranged in a manner that minimizes face-to-face contact and increases the space between desks and/or providing barriers between children at tables. Desks/tables will be separated and turned to face in the same direction, rather than facing each other.
- 3) Other spaces in the building may be used for instructional activities to allow for appropriate distancing including gyms, cafeterias, libraries, larger rooms, and outdoors.
- 4) Schools may need to limit the number of students present in classrooms and/or limit the number of students physically reporting to school each day based on guidelines issued from the State of Connecticut.
- 5) The school schedule may be adjusted to meet the needs of social distancing (in classrooms) based on adjusted guidelines issued from the State of Connecticut.
- 6) If student numbers are to be limited, the schedule will be modified to allow decreases to building occupancy.
- 7) Adjusted State guidelines may result in an extended period of *remote learning* by all students.

Social Distancing Provisions

- 1) The Executive Director of Maintenance and Facilities will develop a reopening plan for each building that specifically addresses social distancing for all classrooms, bathrooms, hallways, and offices in the school.
 - a) Maximize social distancing between student workstations, achieving 6 feet if feasible (not required) when determining the classroom layout. Students at desks or tables will not be closer than 3 feet apart (measured from middle of one seat to the middle of the next). Each student will have a 3-sided polycarbonate barrier for their workspace. Desks should face in the same direction (rather than facing each other) or students should sit on only one side of tables, spaced apart.
 - b) Where necessary, other spaces may be repurposed for instruction in the school.
 - c) Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction. A six foot area is to be marked off in the front of the classroom to provide teachers with a safe workspace. If a teacher removes face covering or mask during instruction, spacing should be increased beyond six feet.
 - d) Floor markings in classrooms and school will illustrate social/physical distancing.
- 2) The Superintendent of Schools, the building Principal, and the Executive Director of Maintenance and Facilities to review distancing expectations as well as conducting a review of reopening plans specific to each building.

- 3) The Executive Director of Maintenance and Facilities and Principals will work together to ensure that classroom furniture, including but not limited to, desks are adjusted to create the maximum amount of space between students.
- 4) Classroom bookcases, reading nooks, storage cabinets will be removed/repositioned to create the maximum amount of space between students.
- 5) The Executive Director of Maintenance and Facilities and Principals will ensure that a dedicated medical isolation room has been identified in every school building.

Immunization and Health Records

- 1) The Director of Nursing and School Nurses will oversee and monitor changes and updates to the State of Connecticut Requirements for Immunizations and Health Assessments
- 2) Guidance from the Department of Public Health was issued on June 17, 2020 emphasizing the importance of protecting students by staying up to date on immunizations.
- 3) Guidance from the CSDE was issued on June 26, 2020 outlining the requirements for Health Assessments prior to students enrolling in school.

Reporting Illnesses and Absences

- 1) Staff will contact the school principal to notify them if they are sick with COVID-19 related symptoms.
- 2) Staff and students (or their parents/guardians) will perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms. (See Health Monitoring Plan.)
- 3) Students and staff must stay home when they are sick, especially if they have COVID-19 symptoms such as fever and cough.
- 4) Staff and students (or their parents and guardians) 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 also had contact with the school population.
- 5) Parents will notify the school of their child's absence on the attendance line and inform the School Nurse directly of this illness so appropriate isolation and quarantining may be instituted.
- 6) Parents will provide reliable contact information for prompt pick-up of students.
- 7) In the event a staff member or student has been diagnosed with COVID-19 or were in contact with someone who was diagnosed with COVID-19, FPS will follow the procedure outlined in the COVID-19 Notification Plan located in the appendix.

Face Masks and other Personal Protective Equipment

- 1) All school employees will assist in the expectation from the State of Connecticut that face coverings/masks are in place during the school day by all, following guidelines in [Addendum 11: Interim Guidance for the Use of Facemasks](#).
- 2) The following communication will appear in school email, website, and social media: *“For the safety of all students and all staff, the State of Connecticut guidelines for returning to schools and the Fairfield Public Schools require that all students must wear face coverings or masks that completely cover the nose and mouth while inside the school and on the bus and on school grounds.”*
- 3) The only exceptions for face coverings or masks are as follows:
 - 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.
 - c) For students, face coverings/masks may be removed while eating, drinking, during PE, or when students are outside, and effectively practicing social distancing. Exceptions may also be necessary.
 - d) For certain special education students or other special populations.
 - e) For students who have trouble breathing or for other medical reasons, reasonable accommodations will include a face shield

NOTE: Face shields alone are not a sufficient alternative to the wearing of face masks, but rather both should be worn for additional protection.

- 4) Parents will be responsible for providing students with face coverings or masks.
- 5) Schools will have backup disposable masks available for students who forget them.
- 6) Principals will establish times for “Mask Breaks” to be provided during the school day. Breaks will occur when students can practice social distancing and/or when they are outside.
- 7) Staff members will wear masks that completely cover the nose and mouth inside the schools and will be assigned all necessary PPE as required for their role.
- 8) For teachers and staff, face coverings/masks may be removed while teaching if the following conditions are in place: Enhanced social distancing; remaining static behind a physical barrier of some sort; while eating, drinking, or when outside and effectively practicing social distancing.
- 9) Face shields worn with face masks may also be used by staff who support students with special healthcare needs (who are not able to wear masks and who may need assistance with activities of daily living, such as toileting, eating).

- 10) Staff working with students who are not wearing face coverings due to one of the exceptions and also cannot maintain social distancing will be provided increased protective equipment, including but not limited to medical-grade masks and disposable gowns.
- 11) Schools will have backup disposable masks available for staff members who forget them.
- 12) Staff members will receive guidance/training on proper use of PPE required for their role: <https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html>.
- 13) School Nurses and any staff member engaged in symptom screening will be provided surgical masks, face shields, and disposable gloves.
- 14) Staff who assist the school nurse in monitoring individuals in isolation will be provided with full PPE including the above plus a protective gown. Those staff who assist the school nurse will receive training in donning and doffing this specific PPE.
- 15) Custodial staff will be provided equipment and PPE for cleaning and disinfecting.
- 16) For regular surface cleaning, gloves appropriate for all cleaning and disinfecting will be provided.
- 17) Classified staff engaged in deep cleaning and disinfecting will be equipped with proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and mask) in addition to PPE as required by product instructions.
- 18) Visitors and those making deliveries to the school must wear face coverings or masks that completely cover the nose and mouth.
- 19) Information will be given to staff, students, and parents on proper use, removal, and washing of face coverings. <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>

Use of Face Coverings, Masks, and Face Shields



Face Covering

A cloth, paper, or disposable face covering that covers the nose and mouth; may or may not be medical grade



Face Shield

A clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face



Clear Plastic Barrier

A clear plastic or solid surface that can be cleaned and sanitized often

Courtesy of Adapt, Advance, Achieve (2020) - CT State Department of Education

Containment

Class Cancellation And Reopening Of Schools

To be determined by the Superintendent of Schools, in consultation with the Fairfield Health Department, in conjunction with state guidelines, including [Addendum 4](#) and [Addendum 9](#).

Academics

Parents Opting Out of In-Person Learning

Plans For Parents and Students Who May Temporarily Choose To Not Participate In The Return To School

- 1) Parents initially notified Fairfield Public Schools of their choice for their child through a commitment form in Infinite Campus, August 2020. K-8 students choosing remote learning were placed in the Remote Learning Academy. High school students (Grades 9-12) are provided remote learning via synchronous and asynchronous instruction.

Parents of K-5 students were asked to notify Fairfield Public Schools of their choice through a second commitment form in Infinite Campus, October 2020.
- 2) This opt out of in-person instruction commitment allows Fairfield Public Schools to:
 - a) Identify the number of students by school and grade level who will and will not be participating in the in-person return to school plan.
 - b) Identify the number of teachers, paraprofessionals and ed. trainers needed to provide remote learning instruction.
- 3) Revised schedules were presented to the Board of Education December 8, 2020 ([Appendix B](#)).
 - a) Updated High School and Middle School Schedules went into effect on January 4, 2021.
 - b) Updated Elementary School Schedules went into effect on January 19, 2021. Parents notified their principals by December 18, 2020 to elect remote learning.
 - c) Students who need to isolate/quarantine can remote into their current classes.
- 4) [Reopening Timeline](#) was presented to the Board of Education February 25, 2021
 - a) Parents were asked to notify their building administrators if they were opting for full remote learning by March 5, 2021.
 - b) Students in Remote Learning Academy (K-8) and those already enrolled in full time remote synchronous instruction may continue in remote learning through the end of the school year. Students opting to return to in-person instruction were asked to notify their building administrators by March 5, 2021.

Remote Learning Programs For Those Opting Not To Return

- 1) Students who are not returning to school will be provided with instruction via our remote learning program(s). These include the K-8 Remote Learning Academy, and/or Remote Instruction with Current Teacher/Class. The Remote Learning Academy will continue for the full 2020-2021 school year, regardless of changes to the overall district learning model. Students currently enrolled in Remote Learning Academy will stay in Remote Learning Academy. Students opting for full remote instruction for the remainder of the 20-21 school year will be provided Remote Instruction with Current Teacher/Class.
- 2) During remote learning, teachers will design learning opportunities for students using technology as the primary means of instructional delivery.
- 3) Specialized instruction will be provided for students, as appropriate, including as English Language Learners (ELL) or students with Individualized Education Programs (IEPs). Note: The amount of special education services provided will be based on the individual student needs, as determined by their IEP.
- 4) Teachers will use a combination of synchronous (live/direct/interactive), and asynchronous (independent) instruction. Fairfield Public Schools has defined those terms as follows:
 - a) **Synchronous:** Students and teachers are working together and interacting in a digital space concurrently. Synchronous learning must consist of the most appropriate instructional format to meet the lesson objectives and student learning needs. Some examples and guidelines are below:
 - Use scheduled class time for synchronous learning, teacher-student conferencing, student cohort work and other instructional strategies that require teacher contact in the blended learning environment.
 - Consistent form of check-in with students to determine level of comprehension.
 - Embed executive functioning skills throughout the lesson (e.g. time management).
 - Modeling, guided practice, and independent practice for students.
 - Purposeful grouping (e.g. small groups to check-in; make student connections).
 - Provide exemplars for assessments within each subject area and ideally, within courses (for teachers and students).

Teacher and student interactions should occur in the format best suited for the desired learning outcome. These will include the use of live video for both whole and small group and individual instruction, pre-recorded lessons, and demonstrations, written and oral guidance and feedback, and other forms of communication and sharing as needed.

- b) **Asynchronous:** Teachers post instruction and learning materials online. Students engage with class materials and complete work at their own pace within a given timeframe.

Notification To Fairfield Public Schools To Opt Back Into In-Person Learning

Initially, parents were provided the option of moving between the Remote Learning Academy and in-person instruction given sufficient notice to Fairfield Public Schools. Once school began, this proved to be operationally unsustainable given the need to schedule students and reallocate classes and resources, as needed to support adequate social distancing in classrooms, as well as provide transportation if eligible. Now that Remote Learning with Current Teacher/Class is available at all levels, revised schedules went into effect January 2020 ([Appendix B](#)). Full time, in-person instruction resumed March 8 (elementary), and 9 (secondary), 2021.

- 1) Parents were asked to notify their building administrators if they were opting for full remote learning by March 5, 2021.
- 2) Students who need to isolate/quarantine can remote into their current classes.

Technology

Remote Learning Platform

- 1) The remote learning platform for Fairfield Public Schools is Google Classroom.
- 2) Instruction, support sessions and meetings with students will be conducted via Google Meets including live video. Google Meets allows for the use of break out rooms, which can be used for small groups of students.
- 3) Teachers will communicate with students via the students' .net accounts
- 4) Access to additional online platforms, such as Padlet, Wixie, RAZ-Kids, will be provided by teachers, as needed and be available through ClassLink.

Devices and Wi-Fi

- 1) Access to technology will be 1-to-1 for students in Grades 6-12 at the start of the 2020-2021 school year, with plans to expand to Grades 3-5.
- 2) Students in grades 7-12 will retain the device issued to them during the 2019-2020 school year. Grade 12 students will return their devices in June prior to graduation.
- 3) Grade 6 students will receive Chromebooks upon their return to school and students in grades 3, 4, and 5 will receive Chromebooks assigned to them as soon as available. (There is currently a global shortage based on demand and production delays).
- 4) Students in grades 6 to 12 who are new to the district will receive Chromebooks upon their entry to school.
- 5) If schools are closed or for parents who choose to participate in remote learning in lieu of in-person instruction, distribution of Chromebooks to grades 3, 4, 5, and 6 and for new students will be conducted at designated pick up dates, times and locations specified in district communication.

The capacity of internet access that supports schools across the district has been doubled in order to accommodate the increased number of devices and use of internet-based resources being used by students and staff.

- 6) Chromebooks have been purchased for paraprofessionals and ed. trainers to enable flexibility to work from school or home as needed.
- 7) Technology staff are preparing devices to be made available within school buildings for PreK-2 students to take home in the event of closures of short or long duration.
- 8) Technology staff have assessed the number of devices currently present in elementary schools and ensured their readiness for usage and/or deployment.
- 9) In the event schools launch directly into remote learning, distribution of devices will be conducted at designated pick up dates, times and locations specified in district communication.
- 10) The district will provide mobile hotspots or state-sponsored internet access through Altice to any student who requires it so that they have access to high-speed Wi-Fi. Wi-Fi quality is subject to cellular tower technology and environmental factors, including weather related events and home construction materials.
- 11) Buildings have been audited to determine needed upgrades to support remote synchronous instruction. Equipment has been purchased and installations completed January 2021.
- 12) Technology to support remote learning in current classrooms (webcams/sound bars) have been purchased and distributed. Professional learning on November 2 and 3 provided support for teachers to integrate this technology into their instruction. There will be on-going professional learning provided throughout the year, as deemed necessary at the building level.

Academic Practices

Hybrid and Full Remote learning plans have been developed in consideration of [Addendum 12: Planning the Instructional Time for Remote Learning in Hybrid and Full Remote Models](#). As described in Addendum 12, we will “provide students with learning opportunities aligned to state and national standards, which move everyone closer to mastery. Onsite and remote learning plans must include forward movement along standards aligned learning progressions or through grade level outcomes, as well as acceleration and reinforcement of prior learning and necessary intervention.” Building-level logistics, such as specials' schedules will be communicated by school principals.

The CSDE requires:

Districts and schools should develop a full school day (approximately 6.50 Hours, including lunch) schedule to include age-appropriate engagement expectations for students; live daily contact between teachers and students (and/or caregiver); direct instruction (either synchronously or asynchronously); independent student work; opportunity for questions and feedback during teacher office hours.

CSDE has previously recommended that hours of direct engaged learning should be 50% synchronous.

Length of the PK–12 remote instructional day of direct engaged learning should not be less than the allocated hours listed below:

Grade Band	Minimum Instructional Hours of Engaged Learning
Elementary (PK–5, K–5)	4.50 Hours
Secondary (6–8, 9–12)	5.00 Hours

The additional time before, after, or between can be considered “flex time”, similar to a typical in-person school day. The flex time before and after the allocated hours or periods for engaged learning can include, but is not limited to independent or small group learning opportunities that include reading, writing, performance-based tasks and activities, explorations, and social emotional experiences that develop transferable executive skills. Students with unfinished learning or in need of support, can use flex time to meet with their teacher(s).

It is important to set reasonable, yet rigorous expectations for remote and at-home learning. As families work through extended remote learning, the routines of learning can provide some stability. The following guidelines have been adapted from Addendum 12.

- 1) Parents have a valued and important role in supporting virtual learning, no matter the learning model.
- 2) It is important to communicate any concerns to teachers, related service staff, and/or support staff. Parents are not expected to assume the role of teacher, but should inform teachers/staff so concerns can be addressed.
- 3) Not all learning activities will be technology or screen-based. Alternative activities will be in place for all learners and families to engage.
- 4) Teachers should identify the essential learning targets, skills, and ideas students need to engage with while at home, just as they do in the classroom.

- 5) Maintaining teacher-to-student relationships is critical for connecting and engaging learners, delivering feedback, and demonstrating learning. The simplest solutions can be the most powerful (e.g., teacher-to-student phone calls).
- 6) Plan for consistency and flexibility. Suggest day-by-day schedules with recommended durations for activities (e.g., 10 minutes of math fluency) and clear and consistent routines. Consistency in the structure of the remote learning day can support engagement and connectedness.
- 7) When planning synchronous learning, consider the length of sessions, structure, and flexibility (e.g., web-based video, recordings). Daily contact between teachers and students (and/or caregiver) is key.
- 8) Consider what instructional routines need to be supported by a teacher directly (e.g., student discussion or feedback), and what can be done independently.
- 9) Consider the needs of all students, including English Language Learners and students with IEPs, to ensure goals and objectives are addressed.
- 10) As physical distancing and extended remote learning continues, provide opportunities for caregivers, students and their siblings, and staff to engage with others socially, share their learning, and solve problems together.

Instructional Platform

All levels will use individual platforms to respond to individual student work and provide feedback. In person, virtual, written, and oral feedback will continue to be used in all learning scenarios

- 1) Although there are a variety of programs that the Fairfield Public Schools use and manage for student engagement in various academic disciplines, each teacher will be using Google Classroom as the main platform for instruction.
- 2) Links will be added to the Google Classroom when students are expected to use a different program or submit work through it.
- 3) All classroom work, programs of study, and expectations will be delivered through the Google suite, including the individual Google Classrooms.
- 4) All middle and high school students will have an individual Google Classroom for each class in which they are enrolled. Elementary students will have an integrated classroom with all teachers located in the same platform. Special educators and other support personnel will work within classrooms and with students who require their services.
- 5) These expectations will be for all scenarios: in person, hybrid, and remote learning.

Grouping

- 1) Student grouping will be digital in all three learning scenarios (in-person, hybrid, and remote) in order to maintain, to the furthest extent possible, physical distancing between students. These groups will be designed by the classroom teacher. Some groups will be permanent, and others will be dynamic based on the task, procedure, or assignment required.
- 2) There are a number of technological tools which will aid in student collaboration on academic work.

- 3) While students are in a full in-person or hybrid model of learning, teachers will harness technology to create stable and mixed small groups, use larger spaces for in person discussions, have online study groups, and socially distanced peers.

Communication

- 1) Regardless of scenario (in-person, hybrid, and remote), teachers and parents will use Fairfield Public Schools' district email account and Infinite Campus Teacher Messenger to send and receive messages from parents in addition to traditional communication forums such as phone and video conferencing.
- 2) Teachers will communicate with students via the students' .net accounts.
- 3) Emails and classroom or school communications that come from Infinite Campus will have a common subject line when sent by school personnel. The subject line will be: ***School Name_Person_Topic***. For example, a message from Fairfield Warde High School about upcoming assignment expectations would be: ***Fairfield Warde High School_Mr. Smith_Science Expectations for the week of September 8.***
- 4) Fairfield Public School employees will be expected to respond to parents and students within a twenty-four-hour timeframe. Students can expect routine questions about specific assignments or lessons to be addressed by the following school day. Larger concerns or issues may take longer to resolve, so this does not indicate that a final decision, answer, or outcome will be produced in twenty-four hours.
- 5) Grades and progress on assignments will be managed in the following format:
 - a. Middle and High Schools: Infinite Campus gradebook will manage summative assessments, progress reporting, and final grades.
 - b. Elementary Schools: Infinite Campus will manage final standards based grades for the trimester.
- 6) Students will be required to follow assignment structures, due dates, and expectations set forth by each classroom teacher. Course work will be graded using checklists, rubrics, and correct/incorrect responses. Teachers will report feedback to students through these mechanisms.
- 7) Feedback will consist of commenting, clarifying, confirming, developing, correcting, and using criteria and standards to judge students' performance.
- 8) Feedback should be considered within multiple perspectives including developing new learning, demonstrating what the next steps in a particular area may be, matching next steps to particular learners, promoting reflection to improve practice or look at alternative scenarios, and engaging in conversation with the teacher to improve practices, understandings, and adherence to goals.
- 9) Assignments are required to be multi-faceted. Written responses may be the main feature of demonstrating learning in school, however, teachers will expect students to be able to demonstrate learning in the form of projects, video, oral reports and demonstrations, live demonstrations, collaborative efforts with peers, and performance based assessments.

- 10) Students will be assessed on course- and skill-specific assessments at the beginning of the school year. Data from these assessments will be used by classroom teachers to plan instruction and intervention as necessary. Assessments include, but not limited to: STAR testing, running records, exemplars, reading comprehension assessments, end of unit assessments, formative assessments after learning new content and skills, project assessments, oral reports, performance assessments, and visual demonstrations.

Assignment and Course Expectations

- 1) Teachers will make every effort to post and share upcoming and future assignments, expectations, and projects as far in advance as possible, in keeping with current homework policies.
- 2) In all three scenarios (in-person; hybrid; remote), teachers will share this information with students and/or parents through traditional classroom practice (syllabus, etc.) or via technology.
- 3) [Rules and Guidelines for Participation in Live Video Instruction](#) have been shared with students and parents/guardians.

Teacher Interactions

- 1) During in-person learning, students will be engaged with their teacher in whole-group and one-to-one classroom teaching and discussion.
- 2) During hybrid learning, students will be engaged with their teacher in whole class, small group (virtual grouping), and one-to-one discussions.
- 3) During remote learning, students will engage with teachers in live synchronous learning sessions virtually and asynchronous assignment feedback and communication as determined by student needs, curriculum considerations, and scheduling.
- 4) All teachers will use a variety of synchronous and asynchronous learning in all three models (in-person; hybrid; remote). During in person and hybrid, social distancing will be adhered to at the greatest extent possible.

Programs

- 1) Fairfield Public Schools is committed to a variety of programs to support students at different levels. Those programs will be directly linked to each individual teacher's Google classroom for student use.
- 2) Instruction, support sessions and meetings with students will be conducted via Google Meets. Google Meets allows for the use of break out rooms, which can be used for small groups of students.
- 3) Google has multiple user friendly video tutorials for parents and students who wish to deepen their learning on a particular aspect of classroom usage.

- 4) Students in grades 3-12+ will have access to a Chromebook. This will be used at home and in school.
- 5) To-go bags will be available for students in our elementary schools. These will include books and other materials that are expected to go home with children in the event of hybrid or remote learning.

Schedules

Students will resume full-time, in-person instruction the week of March 8, 2021.

- 1) For in-person learning, at 100% capacity.
- 2) For hybrid learning, students will be placed in cohorts. Middle and High School students will continue with A/B cohorts allowing in-person schedules at 50% or 75% building capacity. Elementary students will move to five cohorts (A1, A2, B1, B2, C1), allowing in-person schedules at 60% or 80% building capacity.
- 3) For remote learning, all students will engage in learning through virtual lessons, assignments, lectures, videos, and other formats, as necessary, using the same schedule for synchronous learning.

Attendance

- 1) Attendance will be taken daily in person or remotely, as updated in [Virtual Attendance Procedures \(updated 11/23/20\)](#), following guidance from [Addendum 14: Supporting Student Attendance and Engagement during Hybrid or Remote Learning](#)
- 2) If your child is sick and cannot attend school, the school should be called, and the sickness reported.
- 3) Missing work is expected to be completed by all students.
- 4) If a student is absent due to quarantine, or other valid medical reason, they will be able to access *remote learning with their current class/teacher*.
- 5) All travel advisories and required quarantines would remain in effect as dictated by the state.
- 6) All Board of Education policies remain in effect for the duration of the plan, as amended by [C-19.1 Temporary Policies and Regulations Related to the COVID-19 Pandemic](#), and [C-19.8 Attendance/Excuses/Dismissal \(5113\)](#).

Special Education Reopening Plan For Special Education And Related Services

Guiding Principles

Fairfield Public Schools will utilize a blended instructional model to create learning opportunities for students with disabilities aligned with general education and based on present levels of performance and needs identified in students' IEPs. Students will be provided FAPE with the intent to protect the health and safety of students, as well as those individuals providing education, specialized instruction and related services to students. Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services. All identified elementary students (IEPs/504s) have been offered live, in-person learning five days per week. By March 9, 2021, all identified Middle School and High School students with disabilities (IEPs/504s) have been offered live, in-person learning five days per week. We will continue to prioritize bringing back our highest needs students full-time, including ELs and struggling learners.

- 1) This reopening plan was developed with guidance provided in the *Connecticut State Department of Education (CSDE) Adapt, Advance, Achieve* document dated June 29, 2020, follow-up *Addendums 1, 2 and 3* dated July 27, 2020, and *Addendum 6* dated August 12, 2020.
- 2) All service providers who are assisting students with high needs with activities of daily living will wear Personal Protective Equipment (PPE) as indicated in Table 1 of Addendum 3. This may include, but is not limited to face coverings/masks, face shields, disposable gloves, and disposable gowns.
- 3) This is a plan that will leverage the use of technology to enhance high quality instructional practices whether instruction is provided in person or remotely.
- 4) Safety remains a top priority. Implementation of this plan will consider cohorting of students for services whenever deemed to be feasible.
- 5) Certified special education staff, related services staff and non-certified staff will:
 - a) Design and implement educational opportunities to address the needs of individual students with disabilities as identified in their IEP to be delivered through blended learning
 - b) Employ district technology guidelines and approved procedures for use
 - c) Continue to collaborate with general education teachers to accommodate for the needs of students with disabilities within the general education curriculum
- 6) For students whose parents elect to not participate in a return to in-school instruction the district will utilize two models for remote learning:
 - a) **Synchronous:** Students and teachers are working together and interacting in a digital space concurrently. Examples of synchronous learning may include live video instruction, phone consultation and coaching, live audio interaction.

- b) **Asynchronous:** Certified staff post instruction and learning materials online. Students engage with class materials and complete work at their own pace within a given timeframe.

Ex: Student logs onto Google Classroom to access posted assignments at any time.

Protocol for Students with Disabilities Use of Face Coverings/ Masks

Students are exempt from wearing face coverings/masks under the following conditions:

- 1) If they have trouble breathing
- 2) If they are unconscious, incapacitated or otherwise unable to remove the mask without assistance
- 3) If they have a medical reason making it unsafe to wear as face covering/mask

Face coverings/masks may be taken off when other mitigating factors are in place when:

- 1) Students are eating, drinking, participating in PE or when outside and practicing social distancing and any other possible mitigating strategy (exemptions may also be necessary for certain special education students or other special populations).
- 2) Teachers and Staff are teaching when practicing social distancing or remaining static behind a physical barrier or while eating, drinking, or when outside and practicing social distancing and any other possible mitigating strategy.

A plan for consistent mask breaks will be implemented throughout the school day.

Additional Precautions:

- 1) Students unable to wear masks should be offered face shields
- 2) Staff working with the students unable to wear masks with special healthcare needs and who are in need of assistance with activities of daily living, such as toileting and eating/feeding should wear face shields in addition to masks.
- 3) Staff working with students who are unable to wear masks or face shields due to one of the exceptions and who also cannot practice social distancing should be provided increased protective equipment including but not limited to a medical grade mask and disposable gown.
- 4) If students are unable to wear masks due to medical requirements or where services provided pursuant to a student's IEP are required then students and/or staff may wear face shields or clear masks, or remove masks when face coverings/masks are not appropriate for the activity. Maximum social distancing should be practiced in these situations along with other possible mitigating strategies.

Early Childhood Center Preschool Programs

*Preschoolers learn through relationships and active, hands-on exploration. To the extent possible, services should prioritize on-site opportunities or the coaching and facilitation of hands-on active learning at home. ([Addendum 2: Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together](#))

All Preschool Students

- 1) Preschool students will be strongly required to wear masks.
- 2) Students and adults should wash their hands upon entry into classrooms. If a sink, with soap and water is not available, then hand sanitizer with at least sixty percent alcohol shall be provided.
- 3) Preschool classrooms will function as cohorts (groups) or teams of students and educators with consistent members that stay together throughout the school day. Each cohort of students will be as strictly maintained as possible.
- 4) The number of students in a single class will not exceed sixteen, due to the unrealistic nature of asking preschool children and preschool teachers to maintain social distancing.
- 5) Daily living skills for personal health and safety will be modeled, taught and practiced.
- 6) Enhanced cleaning and disinfecting protocols will be followed.
- 7) Playground times will be staggered so that classrooms do not commingle. Increased cleaning and sanitizing of outdoor equipment will be implemented.
- 8) Staffing patterns will minimize the movement of staff through groups of children throughout the school day.
- 9) Drop off and pick up procedures will be modified to reduce exposure and to keep children, families and staff safe.
- 10) Sharing of high touch materials between students such as toys, books and supplies will be monitored and limited. Materials shall not be shared with other classrooms or cohorts unless they are thoroughly cleaned, sanitized and disinfected.
- 11) Sharing of sensory materials (e.g., play dough, sand and water), should be eliminated unless enhanced hand washing and cleaning protocols are used. Individual sensory materials may be provided for sensory activities and discarded or sanitized after use.
- 12) Shared supplies will be disinfected between uses if used by multiple students.
- 13) During snack and/or meal times students ideally should be seated six feet apart.
- 14) Staff and students should wash their hands before and after snacks and/or meals.
- 15) Staff should wash their hands during snack and/or meals if they assist a child with eating.
- 16) Staff should follow personal care protocols including use of face covering/masks, face shields and disposable gloves and gowns when supporting adaptive living skills such as feeding or toileting.

Preschool Teachers

Preschool teachers and classroom staff will provide instruction to all enrolled students in alignment with Fairfield's PreK curriculum and the Early Learning and Development Standards while adhering to state requirements in the *CSDE Adapt, Advance, Achieve document dated June 29, 2020* and the *Office of Early Childhood Guidance for Childcare Centers dated June 24, 2020*.

Special education services will be provided per the requirements of your child's IEP, while allowing for flexibility in determining how to meet the individualized needs given health and safety guidelines. This determination should be made by those with the greatest knowledge of the student's individual needs.

Identify students who are unable to wear protective personal equipment, practice social distancing, or adhere to CDC and CSDE guidelines. In consultation with health officials the following may be considered:

- Environmental modifications
- Use of alternative face coverings including clear masks, face shields or medical grade masks
- Use of disposable gowns and gloves
- Plexiglass barriers
- Consideration of cohorts/limited mixing between classrooms
- Assign staff to specific students/instructional environments to limit exposure
- Toileting/ADL protocols
- Other mitigating strategies

CLC Teachers for Students with High Needs/ BCBAs

- Students with High Needs generally present with global developmental deficits and delays that significantly impact their ability to access the preschool learning environment.
- CLC teachers and BCBAs will continue to support student Applied Behavior Analysis (ABA) programming and access to inclusive environments.
- Students with complex needs and their families will be supported in developing skills related to personal health and safety.
- Student and staff schedules will be developed in a manner that limits student movement throughout the building.
- Staff assisting high needs students that cannot maintain social distance will use additional PPE as appropriate.

SLP

Services will be provided per the requirements of your child's IEP, while adhering to state requirements in the *CSDE Adapt, Advance, Achieve document dated June 29, 2020* and the *OEC Guidance for Childcare Centers dated June 24, 2020*.

To limit student movement throughout the building, when feasible, speech and language services should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs. This determination should be made by those with the greatest knowledge of the student's individual needs.

Psych/SW

Services will be provided per the requirements of your child's IEP, while adhering to state requirements in the *CSDE Adapt, Advance, Achieve document dated June 29, 2020* and the *OEC Guidance for Childcare Centers dated June 24, 2020*.

To limit student movement throughout the building, when feasible, counseling services should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs. This determination should be made by those with the greatest knowledge of the student's individual needs.

Psych/SW will continue to work with all students and families in supporting social/emotional and behavioral needs of students to facilitate access to all learning environments.

OT / PT

Services will be provided per the requirements of your child's IEP, while adhering to state requirements in the *CSDE Adapt, Advance, Achieve document dated June 29, 2020* and the *OEC Guidance for Childcare Centers dated June 24, 2020*.

To limit student movement throughout the building, when feasible, OT/PT services should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs. This determination should be made by those with the greatest knowledge of the student's individual needs.

Assistive Technology (AT)

Services will be provided per the requirements of your child's IEP, while adhering to state requirements in the *CSDE Adapt, Advance, Achieve document dated June 29, 2020*.

When feasible, AT consult services should be provided remotely to minimize student exposure to non-direct service providers.

Special Education: Kindergarten through Grade 5

Students with Disabilities

To limit student exposure to multiple cohorts, when feasible; students with disabilities who have similar learning needs may be grouped together. Additionally, when possible, limit the sharing of high touch materials between students such as books, computers, calculators, writing utensils, computer keyboards, headphones and art supplies. Shared supplies should be disinfected between uses if used by multiple students.

Special Education Teachers

Services will be provided per the requirements of each child's IEP while allowing for flexibility in determining how to meet the individualized needs given health and safety guidelines while adhering to state requirements in the *CSDE Adapt, Advance, Achieve document dated June 29, 2020*:

To limit student movement throughout the building, when feasible, instructional support should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs. This determination should be made by those with the greatest knowledge of the student's individual needs.

CLC Teachers for Students with High Needs/BCBA's:

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achieve document dated June 29, 2020*.

- Students with High Needs generally present with global deficits and developmental delays.
- Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achieve document dated June 29, 2020*.
- Students with complex needs and their families will be supported through teaching plans in developing skills related to personal hygiene, social distancing, mask wearing, hand washing, following directional cues, etc.
- Identify students who are unable to wear protective personal equipment, practice social distancing, or adhere to CDC or CSDE guidelines. In consultation with our local health department, the following will be considered:
 - Environmental Modifications
 - Use of alternative face coverings including clear masks, face shields, or medical grade masks
 - Use of disposable gowns and gloves

- Plexiglass barriers
- Consideration of cohorts/limited mixing between classrooms
- Assign staff to specific students/instructional environments to limit exposure
- Toileting/ADL protocols
- Other mitigating strategies

SLP

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achievement document dated June 29, 2020*.

To limit student movement throughout the building, when feasible, speech and language services should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs. This determination should be made by those with the greatest knowledge of the student's individual needs.

Psych/SW

Services will be provided per the requirements of your child's IEP, while adhering to state requirements in the *CSDE Adapt, Advance, Achieve document dated June 29, 2020*.

To limit student movement throughout the building, when feasible, counseling services should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs. This determination should be made by those with the greatest knowledge of the student's individual needs.

Psych/SW will continue to work with all students and families in supporting social/emotional and behavioral needs of students to facilitate access to all learning environments.

District BCBA

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achieve document dated June 29, 2020*.

When feasible, behavioral consultation services should be provided remotely to minimize student exposure to non-direct service providers

OT/PT

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achieve document dated June 29, 2020*

To limit student movement throughout the building, when feasible, OT/PT services should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs. This determination should be made by those with the greatest knowledge of the student's individual needs.

Assistive Technology (AT)

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achieve document dated June 29, 2020*.

When feasible, AT consult services should be provided remotely to minimize student exposure to non-direct service providers.

Special Education Grade 6 Through Grade 8

Students with Disabilities

To limit student exposure to multiple cohorts, when feasible, students with disabilities who have similar learning needs may be grouped together. Additionally, when possible, limit the sharing of high touch materials between students such as books, computers, calculators, writing utensils, computer keyboards, headphones and are supplies. Shared supplies should be disinfected between uses if used by multiple students.

Special Education Teachers

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achieve document dated June 29, 2020*.

To limit student movement throughout the building, when feasible, instructional support should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs. This determination should be made by those with the greatest knowledge of the student's individual needs.

CLC Teachers for Students with High Needs

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achievement document dated June 29, 2020*.

- Students with High Needs generally present with global developmental deficits and delays.
- Services will be provided per the requirements of your child's IEP, while adhering to state requirements in the *CSDE Adapt, Advance, Achieve document dated June 29, 2020*.
- Students with complex needs and their families will be supported through teaching plans in developing skills related to personal hygiene, social distancing, mask wearing, hand washing, following directional cues, etc.

- Identify students who are unable to wear protective personal equipment, practice social distancing, or adhere to CDC or CSDE guidelines. In consultation with our local health department, the following will be considered:
 - Environmental Modifications
 - Use of alternative face coverings including clear masks, face shields or medical grade masks
 - Use of disposable gowns and gloves
 - Plexiglass barriers
 - Consideration of cohorts/limited mixing between classrooms
 - Assign staff to specific students/instructional environments to limit exposure
 - Toileting/ADL protocols
 - Other mitigating strategies

SLP

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achieve document dated June 29, 2020*.

To limit student movement throughout the building, when feasible, speech and language services should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs. This determination should be made by those with the greatest knowledge of the student's individual needs.

Psych/SW/School Counselors

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achievement document dated June 29, 2020*.

To limit student movement throughout the building, when feasible, counseling services should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs. This determination should be made by those with the greatest knowledge of the student's individual needs.

Psych/SW/School Counselor will continue to work with all students and families in supporting social/emotional and behavioral needs of students to facilitate access to all learning environments.

BCBA

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achieve document dated June 29, 2020*.

When feasible behavioral consultation services should be provided remotely to minimize student exposure to non-direct service providers.

OT/PT

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achieve document dated June 29, 2020*.

To limit student movement throughout the building, when feasible, OT/PT services should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs. This determination should be made by those with the greatest knowledge of the student's individual needs.

Assistive Technology (AT)

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achievement document dated June 29, 2020*.

When feasible, AT consult services should be provided remotely to minimize student exposure to non-direct service providers.

Special Education Grades 9 through Grade 12/ CPP

Students with Disabilities

To limit student exposure to multiple cohorts, when feasible, students with disabilities who have similar learning needs may be grouped together. Additionally, when possible, limit the sharing of high touch materials between students such as books, computers, calculators, writing utensils, computer keyboards, headphones and art supplies. Shared supplies should be disinfected after use.

Special Education Teachers

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achieve document dated June 29, 2020*.

To limit student movement throughout the building, when feasible, instructional support should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs. This determination should be made by those with the greatest knowledge of the student's individual needs.

CLC/CPP Teachers for Students with High Needs

- Students with High Needs generally present with global developmental deficits and delays.
- Services will be provided per the requirements of your child's IEP, while adhering to state requirements in the *CSDE Adapt, Advance, Achieve document dated June 29, 2020*.
- Students with complex needs and their families will be supported through teaching plans in developing skills related to personal hygiene, social distancing, mask wearing, hand washing, following directional cues, etc.
- Identify students who are unable to wear protective personal equipment, practice social distancing, or adhere to CDC or CSDE guidelines. In consultation with our local health department, the following will be considered:
 - Environmental Modifications
 - Use of alternative face coverings including clear masks, face shields or medical grade masks
 - Use of disposable gowns and gloves
 - Plexiglass barriers
 - Consideration of cohorts/limited mixing between classrooms
 - Assign staff to specific students/instructional environments to limit exposure
 - Toileting/ADL protocols
 - Other mitigating strategies
 - Protocols for community-based experiences - To be determined as per student needs and environmental /health department guidelines when return to community settings is appropriate.

SLP

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achieve document dated June 29, 2020*.

To limit student movement throughout the building, when feasible, speech and language services should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs. This determination should be made by those with the greatest knowledge of the student's individual needs.

Psych/SW/School Counselors

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achieve document dated June 29, 2020*.

To limit student movement throughout the building, when feasible, counseling services should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs. This determination should be made by those with the greatest knowledge of the student's individual needs.

Psych/SW/School Counselor will continue to work with all students and families in supporting social/emotional and behavioral needs of students to facilitate access to all learning environments.

BCBA

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achieve document dated June 29, 2020*.

When feasible behavioral consultation services may be provided remotely to minimize student exposure to non-direct service providers.

OT/PT

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achieve document dated June 29, 2020*.

To limit student movement throughout the building, when feasible, OT/PT services should be provided fluidly within the student's general education setting, special education setting or remote learning setting as deemed appropriate based upon the student's individual needs. This determination should be made by those with the greatest knowledge of the student's individual needs.

Assistive Technology (AT)

Services will be provided per the requirements of your child's IEP while adhering to state requirements in the *CSDE Adapt, Advance, Achieve document dated June 29, 2020*.

When feasible, AT consult services should be provided remotely to minimize student exposure to non-direct service providers.

Social and Emotional Learning

The Fairfield Public Schools understands the adverse effect that this extended school closure and global pandemic has had on students, families and staff. As a result, the District plans to prioritize the re-engagement of students and families as well as broadening and strengthening existing social-emotional and mental health supports for students, families, and staff.

For students in remote learning, expanded efforts to engage students and families in live video to provide opportunities to participate in class meetings, mindfulness activities with their peers, and meeting with teachers and mental health support staff will be provided. Additional opportunities for live interaction between school staff and each student will also be provided to meet individual needs.

The FPS Re Engagement Plan, provided below, has been developed for all students, families and staff. The focus of this plan is to collaborate with students and families, to re-engage students with the educational process, and to identify those students and families most negatively impacted by this pandemic. A universal screener will be utilized to identify students most traumatized over the past several months in order to develop individual student intervention plans to support their social-emotional well-being at this time. Staff training for all on recognizing signs of trauma will be provided along with additional training in Restorative Practices throughout the 2020-2021 school year.

The Fairfield Public Schools will also focus on expanding and strengthening existing social-emotional supports for all students. Each school climate committee will establish specific goals around social-emotional learning and will continue to strengthen existing social-emotional practices, such as Mind-Up, high school advisory, and dialectical behavior therapy (DBT). Parent training and presentations focused on social-emotional and mental health topics will also be scheduled throughout the 2020-2021 school year. The district will also seek to provide additional training opportunities to staff and parents in the use of Restorative Practice in collaboration with districtwide PTAC.

Pre K-12+ Social Emotional Learning (SEL) Supports

Each building's school improvement plan will establish specific targets/goals for school climate, in support of SEL, utilizing existing and new supports in order to respond to the current pandemic.

Current Supports

- 1) Continue already established practices/resources (e.g., Second Step, MindUP, Stop, Breathe & Think, high school advisory, DBT, etc.)
- 2) At elementary, continue practice of established SEL day/focus (e.g., Just for Fun Friday), with materials posted by teachers, with possible live instruction
- 3) Expand MindUP training model to be inclusive of all elementary staff, students and families (virtual training model being refined currently)

- 4) Continue DBT consultation with CBC to support student growth in target skills, and possibly expand to support building-wide SEL practices
- 5) Ongoing presentations for staff & parents regarding self-care, emotional regulation and coping skills at district and/or building level
- 6) Continue to provide families with opportunities to seek support from school-based staff

Additional Supports

- 1) Introduce the CASEL framework across levels to highlight supports that target key areas of social-emotional functioning (e.g., self-awareness, self-management, social awareness, interpersonal relationships, responsible decision-making)
- 2) Middle/High School - Establish dedicated time for SEL with established focus/topics for discussion

Re Engagement Plan

Particularly identify strategies to identify and engage populations and specific students that have been disengaged

- 1) The District Climate Team will establish and implement a multi-tiered system of strategies and interventions to support all staff, students and families with re-engaging and thriving in learning. The plan will address issues and concerns highlighted in feedback received through surveys and various methods of outreach. This plan will be shared proactively with all stakeholders (e.g., webinar, review of plan, PSA).
- 2) As the school year begins and unfolds, each school will acquire knowledge and develop structures to implement Restorative Practices as a foundational element of the school culture.
- 3) School-based staff will identify students in each school that had the most difficulty engaging in remote learning by collecting multiple data points between March-June 2020, including: attendance, declining achievement, completion of assignments, response to efforts to communicate with students, etc.
- 4) Each school will have students complete screening(s) to assess stressors/trauma in students and staff upon return in fall. All screenings were completed in December 2020.
- 5) The following steps in an effort to re-engage all target students/families are:
 - a. Per building, students will be assigned a designated point person (e.g., psych/SW/school counselor) for communications and/or support
 - b. School-based staff (e.g., school counselor, school psychologist, social worker, special education teacher, dean, classroom teachers) will work collaboratively with

students and families to establish attainable short-term goal(s) that ensure likelihood of student success, and increased engagement

- c. Gather parent and student input into the development of the plan, family needs, and preferred methods of contact
 - d. Re-engagement efforts may include: daily contact via email, telephone, Google Meet, live chat, individual and/or group counseling, consultation with students and/or families, team meetings, referral to community-based providers/supports, etc.
- 6) Provide all district staff with training in the following areas:
- a. Creating connections with students and parents to engage students in the new school year and develop trusting relationships using Restorative Practices.
 - b. As part of district wide school culture supports, provide all staff with training and skills to respond to signs of trauma, trauma informed care (TIC) in the school setting, differentiating between temporary situational stressors and chronic stress/trauma
 - c. Establish additional/advanced training for all school-based mental health professionals as follow up to training conducted in the 2018-19 school year to address trauma informed care in the current climate

Electives, Special Classes, Recess, and Technical Education

Specialist/Humanities Classes, Assemblies, and Recess

- 1) Building plans will be developed by school principals to determine supervised and scheduled recess time and use of playgrounds to ensure physical distancing.
- 2) Recess time will be adjusted for specific classrooms and/or cohorts.
- 3) The Executive Director of Instruction, Curriculum, and Assessment will work with the Physical Education Teachers in adapting curriculum and activities to be in line with guidance found in *Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together*. In general, activities will be limited to those that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.
- 4) The Executive Director of Instruction, Curriculum, and Assessment will work with the Art and Music Teachers in adapting curriculum and activities to be in line with guidance found in *Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together*. Updates to music instruction follow [Addendum 7: COVID-19 Reopening Considerations for Connecticut K-12 Music Programs](#) (revised March 1, 2021).
- 5) Courses and activities that may involve any potential risk to students and staff will be approved in advance by the Executive Director of Instruction, Curriculum and Assessment and the Superintendent of Schools.
- 6) School assemblies, concerts, and other programs with a larger number of students will be limited at the start of the school year and require approval of the Executive Director of Instruction, Curriculum, and Assessment and the Superintendent of Schools. Decisions will be made based on size of activity, ability to maintain proper distancing, and safety expectations.
- 7) Field trips and off campus experiences will not be permitted until further notice.
- 8) Beginning of the year open house programs will be held virtually for the 2020-2021 school year.

English Language Learners

English Language Learners (ELL) will continue to receive services as required and entitled by FAPE, the Civil Rights act of 1964, Title IV, the EEOA, and the ESSA. ELL will have access to general education instruction and supplemental language instruction in the following manner:

- 1) Continued screening through LAS links assessment to indicate individual achievement levels resulting in general education and supplemental instruction delivered:
 - a) By a Teacher of English to Students of Other Languages (TESOL) outside of the general education classroom.
 - b) By a TESOL teacher in the classroom through the general education program.
 - c) By gaining access to reading and numeracy support through the district's scientifically research based instruction programming.
- 2) A range of instructional support will be offered to our English Language Learner population, including:
 - a) Push-in and pull out services in individual and small groups by a certified TESOL teacher.
 - b) Tiered instruction with identified objectives to improve language and numeracy performance.
 - c) Sheltered Instruction Observation Protocol (SIOP) and professional development for teachers in SIOP through the University of Connecticut.

State requirements in bilingual education will be offered.

Fairfield will continue to provide translation services to families who speak a language other than English as their primary/home language. Student's teachers in the TESOL program will continue to support families with translation and other accommodations as necessary for student success in Fairfield.

Students who have been identified through evaluation as both a second language learner and a student with a disability will continue to receive both services levels (see Special Education Plan for more information).

Tiers 2 and 3 services will remain during in-person and hybrid learning for all students including students classified as ELL. Referrals for special education continue to be permitted by classroom teachers and parents to evaluate students for specific disabilities as articulated through the Individual with Disabilities Education Act.

Family and Student Engagement

Communication

- 1) The Superintendent of Schools will oversee communications regarding planning and reopening.
- 2) Families, staff, and the community will receive updates via email, website, and social media during the school year directly from the Superintendent of Schools regarding the most up to date policies and protocols related to all considerations and aspects of this plan and future COVID-19 planning.
- 3) Families, staff, and the community will be invited to the Board of Education meetings for updates, discussions, input, and suggestions on reopening and the ongoing status of school. These meetings will also take place over the summer prior to the opening of the school year.
- 4) Changes to planning, changes in the status of the schools' schedules, and any school closures will be communicated directly from the Superintendent or his designee to the school community.

Stakeholder Feedback

- 1) Feedback was collected from parents and students in June 2020 to identify strengths and challenges with specific issues being identified for instruction, technology, communication, social/emotional learning, and special education services.
- 2) Feedback was collected from central office administrators, building level administrators and teacher leaders in July 2020 was used to identify best practices in blended learning.
- 3) Feedback collected from various stakeholders was analyzed and used to support the recommendations in this plan.
- 4) Future opportunities for feedback can be collected via surveys and/or webinars.

Athletics and Student Activities

- 1) The school district will follow all CIAC (Connecticut Interscholastic Athletic Conference) guidelines for middle school and high school sports after approval of such activities by the Superintendent of Schools.
- 2) Athletic guidance and expectations will be provided in a separate document by the CIAC.
- 3) After school clubs, activities, and events will be approved in advance by the Superintendent of Schools. Approval will be based on the ability to meet the safety expectations of students and staff members involved.

Before and After School Programming

- 1) There will be before- and after-school care for Elementary students, as offered by outside agencies at specific school locations.
- 2) Due to the need to ready school facilities for the start of the school day, other before-school programs will not be allowed at the present time.
- 3) The Superintendent of Schools and Executive Director of Facilities will review all requests for use of the schools for after school programs limiting to no more than 30 students in larger spaces when appropriate.
- 4) There will be limited access to outside organizations' use of school sites and schools' resources after school hours.
- 5) The Central Office and Superintendent of Schools will ensure that external community organizations (including those that sponsor after-school childcare) that are allowed use of the facilities also follow the school's health and safety plans, as well as the expectations of local health officials (Fairfield Health Department).
- 6) Fully remote students may have the opportunity to participate in sports and club activities offered by their home school, as available.



<https://portal.ct.gov/-/media/SDE/COVID-19/CTReopeningSchools.pdf>

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Appendix A: High School Transition to Full In-Person Learning Plan

Welcome Back Schedule - Monday March 8 - Friday March 12

- Monday March 8: Remote learning day for all students ([click link for schedule](#)); Staff will report to the building to conduct their classes remotely and view their classrooms
- Tuesday March 9: Day 2 Schedule; **All Cohorts report** (except always remote and authorized remote)
- Wednesday March 10: Day 3 Schedule, full day
- Thursday March 11: Day 4 Schedule, full day
- Friday, March 12: Day 1, full day

Rotation Calendar and Daily Schedule

- [The previously published rotation calendar without cohorts will be used](#)
- [The regular high school bell schedule will be utilized](#)

Student Classification/Status in the Different Learning Models

- We will no longer be using the hybrid model.
- All students currently in the hybrid learning model (Cohort A or B) or currently attending 5 days will be considered a full in-person learner. These students will be classified by their Cohort A or B designation in IC, in the event we need to transition back to the hybrid learning model.
- All students who are currently “always remote” will continue to be classified as “always remote.”
- Parents/guardians may request a classification change in learning model by emailing their school counselor. There are only two scenarios:
 - Student is always remote and want to return to in-person school (5 days)
 - Student is currently in person but want to go to always remote
- Students who are classified as full in-person learners and are directed to quarantine or isolate by the Fairfield Health Department or the school nurses will be classified as “**Authorized Remote**” until the return to school date designated by the nurses.

Transportation

If you **now** require bus transportation or if there is an issue, you must email busservice@fairfieldschools.org to make a request. Requests will be handled on a first come, first served basis, so it may take a few days to process any changes. You will know the status has been changed when the bus stop and time is indicated under “Transportation” in the Infinite Campus portal.

Appendix A (con't): High School Transition to Full In-Person Learning Plan

Attendance

Note: This is proposed wording being presented to the Board of Education for consideration at their March 9, 2021 regular meeting. Changes will be communicated, as needed.

- In-person:
 - Attendance is defined as physical presence in the assigned classroom and should be recorded in Infinite Campus per the protocol
 - If a student is unable to attend class in person for non-COVID-19 related reasons, they are encouraged to participate from home but they will be marked absent from class. The absence will be excused if a parent/guardian notifies the school's absentee line; otherwise, the absence will be unexcused.
 - The absence will be excused if a parent/guardian notifies the house office
 - Otherwise, the absence will be unexcused
- Remote Only:
 - Attendance is defined as logging into the assigned class during its scheduled period for the time required by the teacher and should be recorded in Infinite Campus per the protocol
- Quarantining or isolating:
 - Students who are classified as Full In-person learners and are directed to quarantine or isolate by the Fairfield Health Department or the school nurses will be eligible to participate remotely for attendance credit
 - The student designation in IC will change to "Authorized Remote"
 - For attendance purposes follow the Always Remote Learning protocol

Important notes about attendance:

While under the conditions of the pandemic, the attendance offices are aware of the need to be more accommodating regarding illness, medical appointments, college visits, etc. As usual, we ask that families communicate the reasons for their child's absence to the house office. We are continuing to track excused and unexcused absences for our records in our efforts to monitor student progress and support students and their families.

Appendix A (con't): High School Transition to Full In-Person Learning Plan

Physical Classroom Setup

- Desks will be separated as much as possible, with a minimum distance of 3 feet apart
 - This is measured from the middle of one chair to the middle of the next
 - Teachers may use collaborative grouping strategies with mitigation techniques such as maintaining 3 ft. distances, tight wearing masks, use of dividers, hand sanitation, and frequent cleaning of high touch areas.
- Teacher workstations will maintain a 6 foot distance from students.
- Teachers will maintain a seating chart for contact tracing purposes.
- Dividers are available for student use. They may obtain one to carry with them permanently from their house office. They will be required to clean it each night.

Contact Tracing

- Quarantining:
 - Anyone who has been within 6 ft. of a positive case for a total of 15 minutes or more in a 24-hour period will need to quarantine for 10 days.

We need student and parent **full cooperation** to provide names of people who meet the quarantining protocol during our contact tracing process. This is the most effective way to keep everyone safe and contain a potential spread of the disease. This will also help us avoid moving to full remote instruction.

If staff members need to quarantine, they will teach remotely whenever possible. When this occurs, proctors are placed in the classroom so students can meet in their classes. If a proctor is unavailable, students are directed to a supervised common area and will participate remotely.

Lunch, Large Spaces and Learning Commons

- The Fairfield Health Department's recommendation allows for a 3 foot distance between students without masks during lunch
- Cafeteria tables will be utilized and seats will be labeled to identify student seating to ensure social distancing.
- We will continue to use multiple locations (cafe, gym, tents, and outside seating).
- Each table will have a table number/QR code for student sign-in.
- Students will be required to scan the QR code each day to indicate where they sit for contact tracing purposes. Students can use their cell phone or chromebook to scan the QR code.
- Dividers are available for student use. They will be turned in at the end of lunch for cleaning.
- All tables in all designated eating areas will be cleaned and disinfected between lunch waves.
- Administrators, Deans, and staff will be present in the cafeteria and large spaces for supervision

Appendix A (con't): High School Transition to Full In-Person Learning Plan

Instruction & Online Expectations

- Staff will continue to use Google Classroom and the entire G-Suite platform as the primary mode of instruction and communication
- Synchronous learning will continue for remote learners.
 - Teachers still have professional discretion about student camera use
- Assessment practices:
 - “Always Remote” students will continue to take remote versions of assessments
 - In-person students will only be allowed to take assessments in the building
 - Make-up assessments must be scheduled with the teacher and take place when the student returns if the absence is excused

Meetings

- All parent meetings including 504s, PPTs, parent, and case conferences will continue to be held virtually and by appointment only.

Masks

- All students and staff must continue to wear a mask:
 - Student masks must align with the dress code stated in the Student Handbook
- If students refuse to adhere to the mask policy:
 - They will be offered a mask should they not have one
 - If the student still refuses, they will be sent to their dean
 - Student will be sent home should they continue to refuse

Student Parking

Fairfield Ludlowe: On March 9, the Deans will be distributing directions to all seniors regarding the application process for a parking sticker. On March 10, students may begin to submit their applications, accompanied by a valid driver' license and student ID. The deans will then assign a parking spot number and distribute a sticker. Stickers will not be required in the lot until Friday, March 12.

The first five days of sticker distribution will be open only to seniors. After that, the application process will be open to juniors until we run out. We have 305 spots that will be designated for stickers.

There will be NO CHARGE for parking stickers.

For any student who is unable to obtain a sticker, we set aside spots 260-289 (the back row of the lot facing Sturges) where no sticker is required. These are first come, first served every school day. Once filled, there is no other space on campus for students to park without a sticker (Mill Plain Road near Sturges Park does have some allowed parking for the public).

[Fairfield Warde Parking Information](#)

Appendix B: Middle School Transition to Full In-Person Learning Plan

Schedule Updates

- Our first full day return for all in person students will be Tuesday, March 9th (March 8 will be a [remote learning day](#) for all students).
- All students will be attending their classes per their [regular bell schedule](#) as of Tuesday, March 9th.
- Wednesdays will no longer be an early dismissal day.

Expectations

- Strict adherence to mask wearing.
- Anyone who is feeling ill, or waiting on a test result **MUST** stay home.
- Maintaining social distancing of at least 3 feet, or more whenever possible.
- Strict adherence to state travel protocols.

Student Learning Models

All students currently in hybrid will be designated as “always in.”

- Some students may opt into full remote (Email from parent/guardian to school counselor to request a change).

All students currently on always remote will remain “always remote”

- Some students may opt into full in-school (Email from parent/guardian to school counselor to request a change).

We will continue the practice of “Authorized Remote” for students who are isolating or those who have to quarantine.

- Students currently in full-time remote synchronous learning may continue through the rest of the school year.
- Parents who wish to now have their students in remote synchronous instruction full-time need to contact their child’s school counselor no later than Thursday, March 4.
- Students on “always remote” wanting to return to “always in” after the March 4th deadline, can return after notifying their school counselor. It may take 3 days to process student returns.
- There will be no more cohorts and no hybrid option.

Appendix B (con't): Middle School Transition to Full In-Person Learning Plan

Attendance

The administration and faculty of the Fairfield Public Schools would like to emphasize the importance of regular school attendance. We are concerned about the number of families who take their children out of school for planned family vacations during school time. Short-term remote learning MAY NOT be used for travel, vacations, or self imposed quarantines (e.g., self-quarantine in advance of travel).

- In-person:
 - Attendance is defined as physical presence in the assigned classroom and will be recorded in Infinite Campus.
 - Parents are advised to read the [Board of Education policy #5113](#), paying particular attention to the definitions of excused and unexcused absences.
 - *If a student is unable to attend class in person for non-COVID-19 related reasons, they are encouraged to participate from home but they will be marked absent from class. The absence will be excused if a parent/guardian notifies the school's absentee line; otherwise, the absence will be unexcused.*
Note: *This is the proposed language being presented to the Board of Education for consideration at their March 9th meeting. If changes occur, we will send a separate communication with details.*
- Always Remote Only:
 - Attendance is defined as logging into the assigned class during its scheduled time for the time required by the teacher. This will be recorded in Infinite Campus.
- Authorized Remote - Quarantining or isolating:
 - The only in-person students who participate remotely and can be marked present are those directed to quarantine or isolate by the Health Department or the school nurses.

Transportation

As you can imagine, traffic patterns at each of our middle schools will increase with parent drop off and pick up. **We encourage all families to consider putting your child on the bus.** This will help with our overall arrival and departure process. All eligible students currently in the hybrid model will be provided with transportation. Students currently enrolled in the "Always Remote" learning model will need to notify their school counselor if they choose to move to "in person" learning. Please note that it may take several days for transportation to be added for "always remote" students to "in person" students.

Appendix C: Elementary Transition to Full In-Person Learning Plan

School Hours	
Holland Hill	8:10 am - 2:45 pm
All Other Elementary	8:55 am - 3:30 pm
Arrival/Dismissal	
All	<ul style="list-style-type: none"> Parents are encouraged to put their children on the bus. Buses will run at full capacity. Students will have assigned seats and mask wearing is mandatory. You must send in a written note if your child will not be following their regular dismissal plan for the day. If there is an emergency change, please call the school office. No changes to arrival/dismissal procedures for Jennings, Mill Hill, North Stratfield, Osborn Hill, Riverfield, and Roger Sherman.
Burr	Dismissal: Pick up begins at 3:20 pm. We will continue with the car line (with numbers).
Dwight	<p>Arrival: Please pull all the way up and around to the dumpster. Pull up close to the car in front of you and be sure your child is ready to exit the car.</p> <p>Dismissal: Pick up begins at 3:25 pm. Please have your family name plate visible on your car dash or visor.</p>
Holland Hill	Please do not pull out of the drop off or pick up line and drive through the parking lot. It is causing major backups. We will be closing access to it soon.
McKinley	<p>Arrival: Kindergarten students will enter through exterior classroom doors. Grade 1: Enter door #12 next to the basketball court Grade 2: Enter main entrance using doors on the right Grade 3: Enter door #2 between the cafeteria and gym Grade 4: Enter main entrance using doors on the left Grade 5: Enter door #11 next to the basketball court</p> <p>Walkers: Dismissal: Kindergarten students will exit through exterior classroom doors. Grade 1: Exit door #12 next to the basketball court Grade 2: Exit door #2 in back of building Grade 3: Exit door #8 Grade 4: Exit main entrance Grade 5: Exit door #11 next to the basketball court</p> <p>Bus students: Exit via gym doors. Parents please do not cut across students lines exiting to a bus.</p>

Appendix C (con't): Elementary Transition to Full In-Person Learning Plan

Stratfield	<p>Blacktop open for parking as of March 8. Change in dismissal locations:</p> <p>Grade K: No change (cafeteria door, dismissed on sidewalk near gate)</p> <p>Grade 1: No change (Peace Garden)</p> <p>Grade 2: Side of building near K windows</p> <p>Grade 3: Side door near Pre K playground</p> <p>Grade 4: No change (front of school)</p> <p>Grade 5: Side door (walk down back steps from blacktop)</p> <p>Older siblings in grades 3, 4, and 5 will go to younger siblings class for dismissal.</p>
Snack	
All	<ul style="list-style-type: none"> • Snack will continue to be in the classroom using tri-fold barriers. • Snacks must follow BOE policy and be nut-free. • Classroom teachers will determine when snack is scheduled depending on their lunch schedule.
Lunch	
All	<ul style="list-style-type: none"> • Free lunch has been extended through the end of the school year and all children 18 years old or younger are eligible. • Parents will no longer order lunch in advance on Infinite Campus. Students will place their lunch order first thing in the morning with their classroom teacher. Menus are posted on the district website • Lunch for remote students and siblings will still be ordered on IC each day and picked up from 9:45-10:15. • Students may also bring lunch from home. • There will continue to be designated nut-free tables. • Students will sit in assigned seats at least 3 ft apart and will use tri-fold dividers. • Lunches will be “grab and go” and delivered to the tables. • Hand washing/sanitizing will be done before and after lunch. • Each grade level will have its own 20 minute lunch wave and cleaning will occur between lunch waves.
Burr	<p>10:30-10:50 Grade 1</p> <p>11:05-11:25 Kindergarten</p> <p>11:40-12:00 Grade 2</p> <p>12:15-12:35 Grade 4</p> <p>12:50-1:10 Grade 5</p> <p>1:25-1:45 Grade 3</p>
Holland Hill	<p>Breakfast will be available, but students will need to eat in the APR and may miss some instruction. No “Grab and Go” lunch or breakfast at the end of the day.</p>
Jennings	<p>Cafeteria will accommodate 6 ft distancing, so barriers will not be used.</p>

Appendix C (con't): Elementary Transition to Full In-Person Learning Plan

McKinley	Breakfast will be available to bring home at the end of the school day for the following morning. We will not host breakfast at arrival.
North Stratfield	11:00-11:20 Grade 5 11:30-12:00 Kindergarten 12:10-12:30 Grade 2 12:40-1:00 Grade 3 1:10-1:30 Grade 1 1:40-2:00 Grade 4
Roger Sherman	11:00-11:20 Kindergarten 11:30-11:50 Grade 1 12:00-12:20 Grade 5 12:30-12:50 Grade 3 1:00-1:20 Grade 2 1:30-1:50 Grade 4
Recess	
All	<ul style="list-style-type: none"> • Students will have recess daily for 20 minutes. • Students will still need to wear their masks during recess. • Students will use school equipment/balls and should not bring anything from home. • Students will continue to have recess with only their class, in assigned zones that will rotate. • Hand washing/sanitizing will be done before and after recess.
Holland Hill	Recess will be before lunch
Mill Hill	Grades 2 and 5 have separate recess and lunch time. All other grades have recess and lunch back to back.
North Stratfield	10:00-10:20 Kindergarten 10:40-11:00 Grade 3 11:50-12:10 Grade 1 12:40-1:00 Grade 5 1:10-1:30 Grade 4 1:40-2:00 Grade 2
Roger Sherman	Recess will be after lunch

Appendix C (con't): Elementary Transition to Full In-Person Learning Plan

Specials	
All	<ul style="list-style-type: none"> • Specials include Art, Music, Physical Education, Library Media, and Spanish (grades 3-5) • Classes will be in-person, and for the most part, in specialist rooms with masking and social distancing • Hand washing/sanitizing will be done before and after specials.
Burr	<ul style="list-style-type: none"> • Art will be covered by substitutes • Spanish grades 3-5 will be taught remotely by Mrs. Williams
Osborn Hill	<ul style="list-style-type: none"> • PE will take place in half the gym. There will be more outdoor activities, as weather permits. • Music is moving down the upper wing hall to allow for spacing. • Art will take place in classrooms (art on a cart)
Contact Tracing/Quarantine	
All	<ul style="list-style-type: none"> • If a student or staff member tests positive for COVID-19, we will follow our current protocol and work with the Health Department to engage in contact tracing. • To the extent we can reliably determine close contacts (exposure within 6 ft for at least 15 minutes in a 24 hour period), quarantine will be limited to those individuals. In classes where we are unable to determine specific contacts, the entire class (cohort) will be quarantined.
Short Term Remote Instruction (Live streaming)	
All	<ul style="list-style-type: none"> • Only students in school-directed quarantine/isolation will be able to live stream into the classroom (with 24 hour notice for teachers to prepare), for the following district approved conditions: <ul style="list-style-type: none"> ○ Waiting for test results ○ Positive test result ○ Exposure to positive case • In the cases listed above, please inform the school nurse. • There is NO option to live stream into the classroom during travel, vacation, or for students kept home at parent request. • Students exhibiting COVID-like symptoms should stay home and inform the school nurse. • If a student calls out “sick” they are not expected to “stream” into the classroom, they are sick. Please do not call in the morning and ask for your child to be able to live stream that day. Materials can be organized and available for families to pick up at the end of the day. • For non-COVID medical absences, contact your school principal.

Appendix C (con't): Elementary Transition to Full In-Person Learning Plan

Visitors	
All	<ul style="list-style-type: none">• Buildings will continue to limit visitors.• Meetings will continue to be virtual.
Stamina	
All	<ul style="list-style-type: none">• Our children have experienced many changes this year and we will need to pay close attention to their stamina, especially during the first few weeks of full days, as they readjust to the new schedule.• Teachers will prioritize social emotional learning to help students make a smooth transition.• Teachers will keep this in mind as they plan afternoon lessons and assign homework for these first weeks.

Appendix D: Updated January 2021 Schedule Overview

High School		Middle School	Elementary
Full day schedule (Wednesdays on early dismissal)			Extended day schedule
7:30 am - 2:10 pm Wed 7:30 am - 11:00 am		8:10 am - 2:50 pm Wed 8:10 am - 12:00 pm	In-person: 8:55 am - 1:00 pm (HH 8:00 am - 12:05 pm) Live remote: 2:00 pm - 3:30 pm
2 cohorts: 3/2 days/week rotation			5 cohorts: 5 days/week
In-school lunch (except on Wednesdays)			Scheduled snack/mask break/recess; Grab and Go lunch

Appendix E: High School Cohorts/Sample Schedule

High School Hybrid Cohort Rotation

Two Week Pattern

2 Cohorts (50% building capacity)

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A Day 1	Cohort A Day 2	Cohort A Day 3	Cohort B Day 4	Cohort B Day 1
Cohort A Day 2	Cohort A Day 3	Cohort B Day 4	Cohort B Day 1	Cohort B Day 2

- High School would alter the cohort rotation to balance the number of times each cohort saw all their teachers and the number of days they are in school and out of school.
- Monthly 4-day schedule will be published.

High School Hybrid Cohort Rotation

January through April 2020

January																				
S	M	T	W	T	F	S														
					1	2														
3	4	5	6	7	8	9														
	1	2	3	4	1															
10	11	12	13	14	15	16														
	2	3	4	1	2															
17	18	19	20	21	22	23														
	X	3	4	1	2															
24	25	26	27	28	29	30														
	3	Grade 10 PSAT	4	1	2															
31																				
February							March							April						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
31	1	2	3	4	5	6	28	1	2	3	4	5	6	28	29	30	31	1	2	3
	3	4	1	2	3			4	1	2	3	4						2	X	
7	8	9	10	11	12	13	7	8	9	10	11	12	13	4	5	6	7	8	9	10
	4	1	2	X	X			1	2	3	4	1			3	4	1	2	3	
14	15	16	17	18	19	20	14	15	16	17	18	19	20	11	12	13	14	15	16	17
	X	3	4	1	2			2	3	4	1	2			X	X	X	X	X	
21	22	23	24	25	26	27	21	22	23	24	25	26	27	18	19	20	21	22	23	24
	3	4	1	2	3			3	4	SATS	1	2			4	1	2	3	4	
							28	29	30	31				31	25	26	27	28	29	30
								3	4	1					1	2	3	4	1	

For In person/Hybrid (50%)

Through April

Days out

Days in

Cohort A = Red

B

37

36

Cohort B = Blue

A

36

37

Appendix E (cont'd): High School Cohorts/Sample Schedule

Sample High School *Wednesday* Schedule

	Start time	End time
Period 1	7:30	8:15
A	7:30	7:51
B	7:54	8:15
Period 2	8:20	9:05
A	8:20	8:41
B	8:44	9:05
Homeroom	9:10	9:20
Period 3	9:25	10:10
A	9:25	9:46
B	9:49	10:10
Period 4	10:15	11:00
A	10:15	10:36
B	10:39	11:00
Dismissal/After School Help	11:00	11:30
Student and Teacher Lunch	11:30	12:00
Office Hours*/Remote Help	12:00	12:45
Staff PD/Planning Time	12:45	2:10

* Teachers will provide Google Meet codes so administrators, counselors and special education teachers can help connect students with extra help.

High School Hybrid Reduced Cohort Rotation

4 Cohorts (75% building capacity)

Cohort	Day 1	Day 2	Day 3	Day 4
A1	In-person	In-person	Remote	In-person
A2			In-person	Remote
B1	Remote	Remote		In-person
B2		In-person		

Appendix F: Middle School Cohorts/Sample Schedule

Middle School Hybrid Cohort Rotation

Two Week Pattern

2 Cohorts (50% building capacity)

Monday	Tuesday	Wednesday	Thursday	Friday
A	B	A	A	B
A	B	B	A	B

- Middle School cohorts fixed: A on M/Th; B on T/F with cohorts alternating Wednesdays (except 4-day weeks).

Sample Middle School *Wednesday* Schedule

Period Schedule	Duration*	Grade 6	Grade 7	Grade 8
Period 1	30	8:10 – 8:40	8:10 – 8:40	8:10 – 8:40
Period 2	30	8:43 - 9:13	8:43 - 9:13	8:43 - 9:13
Period 3	35/30/30	9:16 – 9:48**	9:16 - 9:46	9:16 - 9:46
Period 4	30/35/30	9:51 – 10:21	9:49 - 10:21**	9:49 - 10:19
Period 5	30/30/35	10:24 – 10:54	10:24 - 10:54	10:22 - 10:54**
Period 6	30	10:57 – 11:27	10:57 – 11:27	10:57 – 11:27
Period 7	30	11:30 – 12:00	11:30 – 12:00	11:30 – 12:00
Teacher Lunch Period Individual Planning Time	30 25	12:05 - 12:35 12:35 - 1:00		
Student Dismissal & Lunch at Home	60	12:00 - 1:00		
Student Support Time***	45 each	Unified Arts Classes 1:00 - 1:45 Specialists & Support Staff 1:30 - 2:15 Special Education Support 1:30 - 2:15 Core Classes 2:15 - 3:00		
Staff PD/Planning Time	75 total each	Special Education 1:00 - 1:30 and 2:15 - 3:00 Core Classes 1:00 - 2:15 Specialists & Support Staff 1:00 - 1:30 and 2:15 - 3:00 Unified Arts Classes 1:45 - 3:00		

Appendix G: K-5 School Cohorts/Sample Schedule

Beginning January 19, 2021
all K-5 cohorts will attend 5 days a week.

- Cohort percentages may be adjusted based on health data

K-5 students can opt for
full remote into their current classes.

- Parents must notify their schools by December 19 if they intend to elect full remote (no survey forms)
- Return from remote to in-person will require three days' notice
- Students in RLA will remain in RLA

Sample Elementary Schedule

In-person and Synchronous Remote 8:55 am - 1:00 pm Snack break; recess 30 m	Morning Meeting	15 Minutes Synchronous
	Reading 60 minutes total	10-15 whole class synchronous 50 minutes independent/rotation
	Writing 50 minutes total	10-15 whole class synchronous 40 minutes independent/rotation
	Math 50 minutes total	10-15 whole class synchronous 45 minutes independent/rotation
	Science/Social Studies/Health 30 minutes total	10-15 whole class synchronous 20 minutes independent/ rotation
1:00 pm - 2:00 pm	Student Transportation / Lunch at home	
All Remote 2:00 pm - 3:40 pm	Specials	30 minutes synchronous (If 2 specials, 1 is asynchronous)
	Word Work/Number Corner Extension Activities	35 minutes synchronous 35 minutes asynchronous

Appendix G (con't): K-5 School Cohorts/Sample Schedule

Elementary School Hybrid Cohort Rotation

3 Cohorts (60% building capacity)

Cohort	Monday	Tuesday	Wednesday	Thursday	Friday
A1	In-person	In-person	Remote	In-person	Remote
A2	Remote		In-person	Remote	In-person
B1	In-person	Remote		In-person	Remote
B2	Remote	In-person	Remote		In-person
C1	In-person	Remote	In-person	Remote	

4 Cohorts (80% building capacity)

Cohort	Monday	Tuesday	Wednesday	Thursday	Friday
A1	In-person	In-person	In-person	In-person	Remote
A2	Remote				In-person
B1	In-person	Remote	Remote		
B2		In-person		Remote	
C1				In-person	

Appendix H: High School Arrival and Departure Plans

Fairfield Ludlowe High School

Fairfield Warde High School

Walter Fitzgerald Campus

All students will arrive daily no earlier than 7:25 a.m. and report directly to their first period unless otherwise approved by their school administrator. There will be no allowance for students to congregate in any part of the building or in common areas. Arrival door assignments will be forthcoming from the school.

Procedures for arrival and dismissal at the high schools will be forthcoming.

All procedures will follow expectations for maintaining social distancing. Student and staff safety will guide procedure development and implementation.

Appendix I: Middle School Arrival And Departure Plans

Fairfield Woods Middle School

All Students will arrive daily at 8:10 a.m. and report to their homeroom classroom.

STUDENTS ARRIVING BY BUS

Dropped off in the bus loop in front of the building.

Grade 6 enter through doorway 2

Grade 7 enter through doorway 1

Grade 8 enter through doorway 1

STUDENTS BEING DROPPED OFF BY PARENT/GUARDIAN OR WALKING

Grade 6: use the drive through loop on the left side of the building,
Enter through doorway 5.

Grade 7 and 8: use the drop-off loop on the right side of the building.

Grade 7 enter through doorway 23

Grade 8 enter through doorway 23

All students will report to their homerooms at the end of the day.

Students will be dismissed from their homeroom by bus.

Staff will call three busses at a time for dismissal.

Appendix I (Cont'd): Middle School Arrival and Departure Plans

Roger Ludlowe Middle School

All Students will arrive daily at 8:10 a.m. and report to their homeroom classroom.

STUDENTS ARRIVING BY BUS

Dropped off on the side in the bus loop.

Grade 6 enter through doorway 31

Grade 7 enter through doorway 30

Grade 8 enter through doorway 29

STUDENTS BEING DROPPED OFF BY PARENT/GUARDIAN

Arrive via the back drive-thru loop

Grade 6 enter through doorway 10

Grade 7 enter through doorway 10

Grade 8 enter through doorway 10

All students will report to their homerooms at the end of the day.

Dismissal Times

Grade 6: 2:30 p.m.

Grade 7: 2:40 p.m.

Grade 8: 2:50 p.m.

Appendix I (Cont'd): Middle School Arrival and Departure Plans

Tomlinson Middle School

All Students will arrive daily at 8:10 a.m. and report to their homeroom classroom.

STUDENTS ARRIVING BY BUS

Dropped off in the bus loop in back of the building

All Student enter through doorway 10

STUDENTS BEING DROPPED OFF BY PARENT/GUARDIAN

Students in homerooms on the 1st floor:
Use the drive through loop in the front of the building.
Enter through doorway 17.

Students in homerooms on the 2nd floor:
Use the left side of the building.
Enter through doorway 9

Students in homerooms on the 3rd floor:
Use the left side of the building
Enter through doorway 6

All students will report to their homerooms at the end of the day.

Students in 6th grade will be dismissed at 2:30 p.m.

Students in 7th grade will be dismissed at 2:40 p.m.

Students in 8th grade will be dismissed at 2:50 p.m.

Appendix J: Elementary School Arrival and Departure Plans

K – 5 ARRIVAL FOR:

Dwight ☐ Holland Hill ☐ Jennings ☐ North Stratfield
Osborn Hill main building* ☐ Riverfield ☐ Sherman's main building^
(*see Annex instructions below)

- ❓ All parents will drop-off students in the drive thru line.
- ❓ All bus students will exit at the bus loop.
- ❓ All students will enter the building through the door outside of their classroom, on the sidewalk marked with lines 6 feet apart. Teachers will open the doors 15 minutes prior to the first school bell and allow the students to enter into their classrooms. Teachers should perform a visual evaluation of kids and check to see if the child is wearing a face mask. Staff will have face masks to provide if students do not have one. An email should be sent home to the families in order to prevent this from happening in the future.
- ❓ Staff members will be assigned outside duty to assist K-2nd grade to get to the correct classroom doors. All outside doors will be labeled with the grade and teacher's initial. Example: (1D)
- ❓ All classrooms will be issued hand sanitizer that will be used under adult supervision.
 - ✓ Hand sanitizer will be used every time someone enters the classroom
 - ✓ Hand sanitizer will be used before lunch
 - ✓ Hand sanitizer will be used after coughing or sneezing
 - ✓ Hand sanitizer will be used when returning from recess
 - ✓ Hands will be washed after lunch

K – 5 ARRIVAL FOR:

Burr ☐ McKinley ☐ Osborn Hill Annex ☐ Sherman Annex ☐ Stratfield

- ❓ Same as instructed above except teachers` will meet students at their designated line up areas outside the building. Teachers will visually evaluate the students to be sure that facemasks are on. Teachers will then direct the students through the assigned doors to their classrooms.
- ❓ Students who appear to be showing signs of or state that they are not feeling well will be directed to the nurse.

Pre-K ARRIVAL & DISMISSAL AT STRATFIELD

Students will enter and exit through door

K – 5 ARRIVAL FOR: Mill Hill

Established based on construction zones

Appendix J (Cont'd): Elementary School Departure Plans

K – 5 DISMISSAL FOR:

**Dwight □ Holland Hill □ Jennings □ North Stratfield
Osborn Hill's main building^ □ Riverfield □ Sherman's main building^
(^ see Annex instructions below)**

All students will be dismissed through their classroom outside doors.

- Bus students will be dismissed 10 minutes early and make their way to the bus and line up area.
 - Staff will line up students based on bus stop before entering the bus.
 - Staff will be at each bus to compare the rider list with students entering the bus (No riders will be allowed unless assigned to the bus.)
- Parents will pick up their children at their classroom doors.
- Walkers will be expected to leave schools grounds when dismissed.

K – 5 DISMISSAL FOR:

Burr □ McKinley □ Osborn Hill Annex □ Sherman Annex □ Stratfield

- For each class, students will be walked out by their teacher to the morning assembly area. Each teacher will exit during an established time to prevent overcrowding the hallways.
- Dismissal from assembly areas will follow above guidance

K – 5 ARRIVAL FOR: Mill Hill

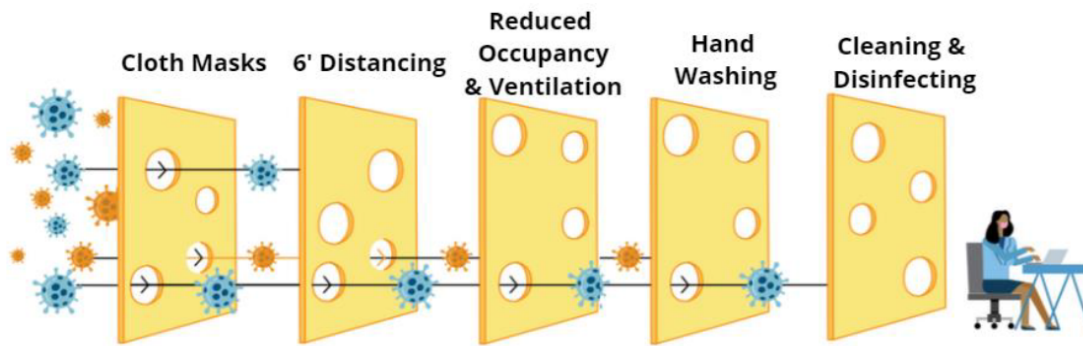
Established based on construction zones.

All doors being opened for entrance will be manned by staff members.

Appendix K: Mitigation Strategies

Vigilant implementation of suite of mitigation strategies

The "Swiss Cheese" Model of COVID-19 Mitigation in Schools



PolicyLab adapted this graphic from the Cleveland Clinic's "Swiss Cheese Approach to COVID Mitigation"

Building Readiness Photos

- Hand sanitizer stations at all entry points and classrooms
- Social distance markers on floors and walls
- Hand washing signage
- Hallway lane markings showing one-way directions
- Furniture removed and spaces reconfigured to allow 6 foot social distancing in class
- Plexiglass partitions in shared offices and greeting areas
- Bathroom stalls blocked off to keep students apart
- Touchless paper towel dispensers
- HVAC evaluation, modification, and remediation for optimal airflow and filtering

High School Classroom Spacing



Clear*, trifold polycarbonate barriers when distance between students is less than 6 feet

*Blue protective film to be removed before use.

Current spacing at 6 feet



Middle School Classroom Spacing



Clear*, trifold polycarbonate barriers when distance between students is less than 6 feet

*Blue protective film to be removed before use.

Current spacing at 6 feet



K-5 Classroom Spacing



Clear*, trifold polycarbonate barriers when distance between students is less than 6 feet

*Blue protective film to be removed before use.

Current spacing at 6 feet



Appendix L: [Addendums and FAQs](#)

Addendums to: [Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together](#)

- Addendum 1: [Temporarily Opting into Voluntary Remote Learning Due to COVID-19 \(Memo previously sent via COVID-19 Update on July 23\)](#)
- Addendum 2: [COVID Guidance and Considerations for Preschool Located in Public Schools](#)
- Addendum 3: [Fall Reopening Resource Document for Students with High Needs](#)
- Addendum 4: [Interim Guidance for Decision-Making Regarding the Use of In-Person, Hybrid \(Blended\), or Remote Learning Models](#) (Revised October 21, 2020)
- Addendum 5: [Interim Guidance for Responding to COVID-19 Scenarios in Connecticut School Districts](#) (Updated January 4, 2021)
- Addendum 6: [Reopen Guidance for Educating Students with Disabilities](#)
- Addendum 7: [COVID-19 Reopening Considerations for Connecticut K–12 Music Programs](#) (Revised March 1, 2021)
- Addendum 8: [Fire and School Safety During COVID-19](#)
- Addendum 9: [Contact Tracing Scenarios in Schools](#) (Updated January 4, 2021)
- Addendum 10: [Reframing and Reopening School Discipline Amidst COVID-19 Guidance](#)
- Addendum 11: [Interim Guidance for the Use of Face Coverings in Schools during COVID-19](#)
- Addendum 12: [Reimagining CT Classrooms: Planning the Instructional Time for Remote Learning in Hybrid and Full Remote Models](#)
- Addendum 13: [Guidance and Considerations for School Nutrition Programs for School Year 2020-21](#)
- Addendum 14: [Supporting Student Attendance and Engagement during Hybrid or Remote Learning](#)

Frequently Asked Questions (FAQs)

- [Frequently Asked Questions Regarding Reopening K-12 Public Schools](#)
- [Frequently Asked Questions Regarding Reopening K-12 Public Schools, Volume 2](#)
- [Frequently Asked Questions Regarding Reopening K-12 Public Schools, Volume 3](#)

Appendix M: BOE Covid-19 Policies

Board of Education Policies

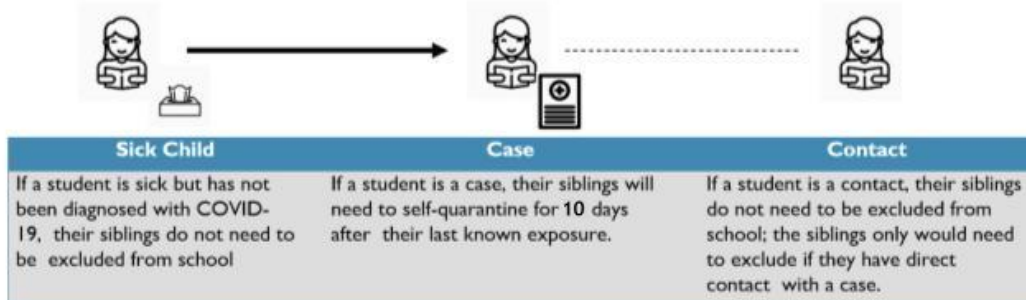
- [C-19.1 Temporary Policies and Regulations Related to the COVID-19 Pandemic](#)
- [C-19.2 Health and Safety Protocols Related to the COVID-19 Pandemic](#)
- [C-19.3 Families First Coronavirus Response Act Leave](#)
- [C-19.4 Green Cleaning Program \(3524.2\)](#)
- [C-19.5 Community Use of School Facilities \(3515\)](#)
- [C-19.6 Visits to the Schools \(1250\)](#)
- [C-19.6 Visits to the Schools Administrative Regulation \(1250AR\)](#)
- [C-19.7 School Volunteers \(1212\)](#)
- [C-19.8 Attendance/Excuses/Dismissal \(5113\)](#)
- [C-19.9 Transportation \(3541\)](#)
- [C-19.9 Transportation Administrative Regulation \(3541AR\)](#)
- [C-19.10 Students with Special Health Care Needs – Life-Threatening Allergies and Glycogen Storage Disease Management \(5141.25\)](#)
- [C-19.10 Students with Special Health Care Needs Administrative Regulation \(5141.25AR\)](#)
- [C-19-11 School Closing for Emergency Conditions](#)
- [C-19-11AR School Closing for Emergency Conditions](#)

Appendix N: [COVID-19 Protocols Overview](#)

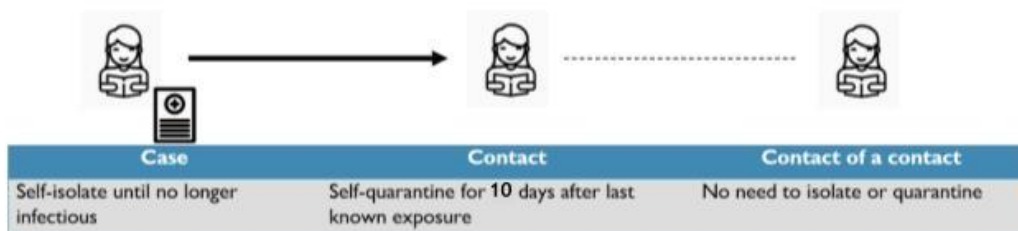


COVID-19 PROTOCOLS OVERVIEW FOR STUDENTS, FAMILIES, AND STAFF

- If your child or you (staff) are experiencing COVID-19 like symptoms or check any item on the COVID-19 Daily Self Checklist OR are waiting for test results:
 - **STAY HOME**
 - Call your school to notify them of your child's/your absence and let them know of any COVID-19 symptoms or exposure. Your school nurse will follow-up with you.
 - Call your Healthcare Provider to discuss the possibility of getting tested.
- If your child or you (staff) tests positive
 - Parents and staff are required to report a positive COVID-19 test result to their Principal and/or School Nurse.
 - School will follow the FPS COVID-19 Notification Plan (attached).
 - You will be contacted by the Fairfield Health Department Contact Tracing Team who will provide additional guidance.
 - Information related to case investigations is confidential and private health information will not be disclosed by FPS or the Fairfield Health Department.
- If your child or you (staff) becomes ill during the school day
 - The School Nurse will follow protocols as established by the State Department of Health, CT State Department of Education and Fairfield Health Department.
- What about siblings?



- Who needs to quarantine?



- Anyone with a known close or direct contact to a positive case will be contacted by their school nurse or the Fairfield Contact Tracing Team and given guidance at that time.
 - Anyone who is asked to quarantine cannot go to school and should stay home for 10 days after their last known exposure.
- If your child or you (staff) is ill with non-COVID-19 like illness
 - As always, your child/you must be fever free for at least 24 hours without fever-reducing medications and have an improvement in other symptoms before returning to school.

Appendix O: COVID-19 Daily Self Checklist



STUDENT AND STAFF COVID-19 DAILY SELF CHECKLIST

Complete this check each morning before you/your child leaves for school.
If you **CHECK** any item below, your child/you must **STAY HOME**, and you must notify your child's school nurse and principal.

Please check your child/yourself for these symptoms:

- ☐ Fever of 100.4 degrees or higher
- ☐ Chills or feeling feverish
- ☐ New, uncontrolled cough
- ☐ Shortness of breath or difficulty breathing
- ☐ Loss of sense taste or smell
- ☐ Sore Throat
- ☐ Significant fatigue, muscle or body aches
- ☐ New onset of severe headache, especially with fever
- ☐ Diarrhea, nausea, vomiting, abdominal pain

If your child/you have any of these symptoms, they/you may have an illness that puts them/you at risk for spreading illness to others. For a full list of COVID-19 symptoms, click here:
<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

Have your child/you had **close contact** (within 6 feet of an infected person for at least 15 minutes cumulative in a 24 hour period) with a person with confirmed COVID-19 in the last 14 days?

- ☐ Yes
 - ☐ No
-

Do you have a **household member** who has tested positive for COVID-19 or has had **symptoms** of COVID-19 in the last 14 days?

- ☐ Yes
 - ☐ No
-

Have you **traveled to any areas** identified in the State of Connecticut's Travel Advisory <https://portal.ct.gov/coronavirus/travel> in the past 14 days?

- ☐ Yes
 - ☐ No
-

This form is for at-home use and does not need to be submitted to the school.

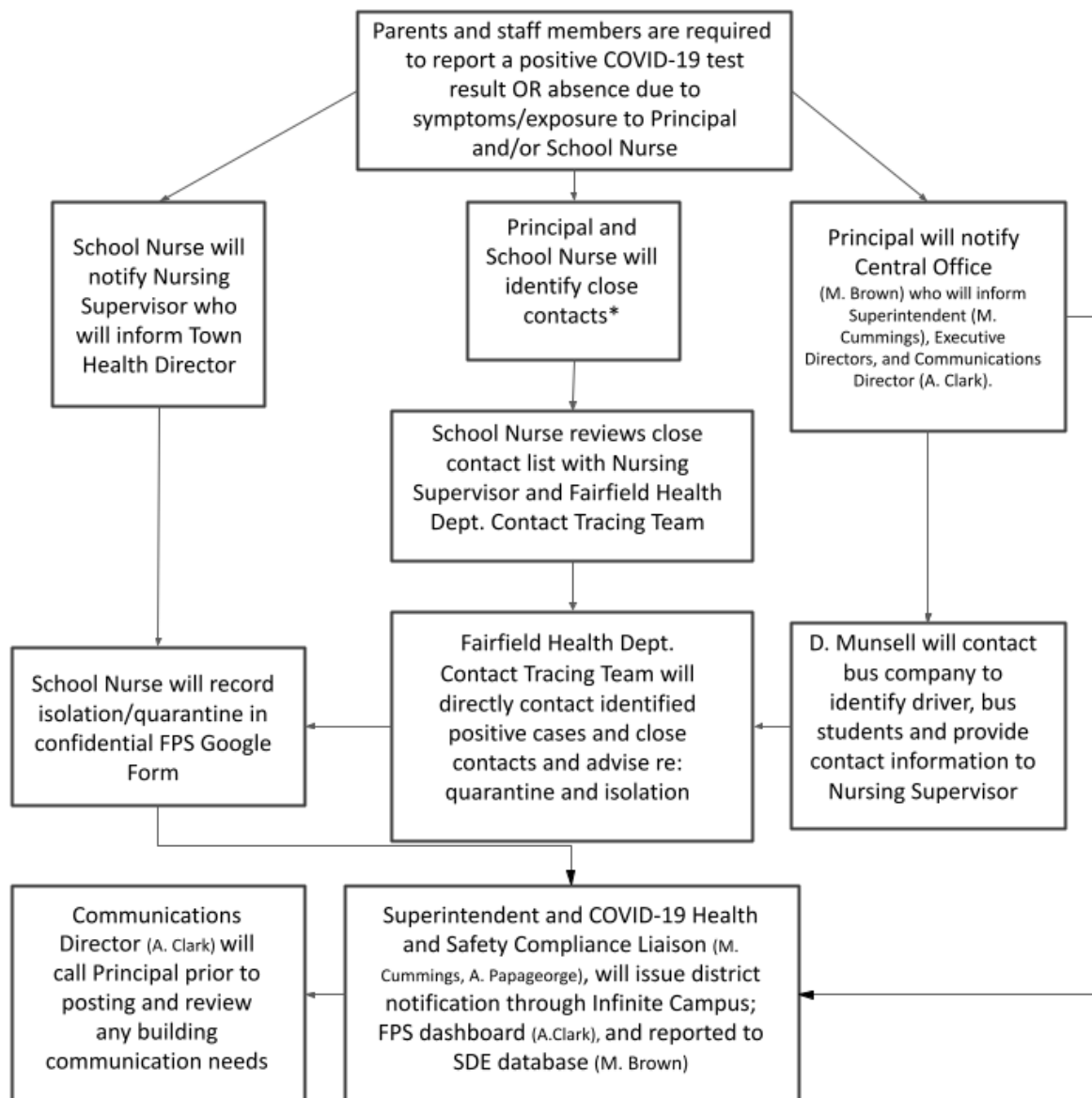
12/22/20

Appendix P: COVID-19 Notification Plan



COVID-19 NOTIFICATION PLAN 2020-2021

The goal of the COVID-19 Notification Plan is to provide a safe, rapid and efficient response to a report of a COVID-19 positive case in staff or students in our school community.



*Close contacts in the school setting as identified by CT DPH are defined as follows:
 Contact: A person exposed to a Case; 15 minutes or more (cumulative within 24 hours) within six feet of a Case.
 School setting: classroom, other interior school location, bus stop, bus or other form of transportation, school grounds, or school related event held at other locations.

12/22/20

District and School Contact Information

Central Office		
<p style="text-align: center;">Michael Cummings Superintendent of Schools (203) 255-8300</p>		
<p style="text-align: center;">Angelus Papageorge Executive Director of Operations & COVID-19 Liaison (203) 255-8373</p>	<p style="text-align: center;">Colleen Deasy Executive Director of Personnel and Legal Services (203) 255-8462</p>	<p style="text-align: center;">Robert Mancusi Executive Director of Special Education (203) 255-8379</p>
<p style="text-align: center;">Doreen Munsell Executive Director of Finance and Business Services (203) 255-8303</p>	<p style="text-align: center;">Zakia Parrish Executive Director of Operations and Processes (203) 255-8372</p>	<p style="text-align: center;">James Zavodjancik Executive Director of Instruction, Curriculum, and Assessment (203) 255-8372</p>
<p style="text-align: center;">501 Kings Highway East Fairfield, CT 06824</p>		

High Schools
<p style="text-align: center;">Greg Hatzis, Headmaster Fairfield Ludlowe High School 785 Unquowa Road Fairfield, CT 06824 (203) 255-7200- Phone (203) 255-7213 - Fax</p>
<p style="text-align: center;">Paul Cavanna, Headmaster Fairfield Warde High School 755 Melville Avenue Fairfield, CT 06825 (203) 255-8354 – Phone (203) 255-8212 – Fax</p>
<p style="text-align: center;">Gail Donowitz, Principal Walter Fitzgerald Campus 108 Biro Street Fairfield, CT 06825 (203) 255-8384 – Phone (203) 255-8245 – Fax</p>

Middle Schools
<p>Colleen Banick, Principal Fairfield Woods Middle School 1115 Fairfield Woods Road Fairfield, CT 06824 (203) 255-8334- Phone (203) 255-8210 - Fax</p> <p>Megan Tiley, Principal Roger Ludlowe Middle School 689 Unquowa Road Fairfield, CT 06824 (203) 255-8345 – Phone (203) 255-8214 – Fax</p> <p>Anthony Formato, Principal Tomlinson Middle School 200 Unquowa Road Fairfield, CT 06824 (203) 255-8336 – Phone (203) 255-8211 – Fax</p>
Remote Learning Academy (K-8)
<p>Steve Deangelo, Principal Remote Learning Academy (203) 255 – 8306 - Phone</p>

Elementary Schools	
<p>Jason Bluestein, Principal Burr Elementary School 1960 Burr Street Fairfield, CT 06824 (203) 255-7385 – Phone (203) 255-8244 – Fax</p>	<p>Deborah Jackson, Principal North Stratfield Elementary School 190 Putting Green Road Fairfield, CT 06825 (203) 255 – 8322 – Phone (203) 255 – 8206 – Fax</p>
<p>Mimi Maniscalco, Principal Dwight Elementary School 1600 Redding Road Fairfield, CT 06824 (203) 255-8312 – Phone (203) 255-8201 – Fax</p>	<p>David Hudspeth, Principal Osborn Hill Elementary School 760 Stillson Road Fairfield, CT 06824 (203) 255 - 8340 – Phone (203) 255 – 8213 – Fax</p>
<p>Molly Farrell, Principal Holland Hill Elementary School 105 Meadowcroft Road Fairfield, CT 06824 (203) 255-8314 – Phone (203) 255-8202 – Fax</p>	<p>Brenda Anziano, Principal Riverfield Elementary School 1625 Mill Plain Road Fairfield, CT 06824 (203) 255 – 8328 – Phone (203) 255-8207 – Fax</p>
<p>Anthony Vuolo, Principal Jennings Elementary School 31 Palm Drive Fairfield, CT 06824 (203) 255-8316 – Phone (203) 255-8203 – Fax</p>	<p>Kevin Chase, Principal Mill Hill Elementary School 635 Mill Hill Terrace Southport, CT 06890 (203) 255-8320 – Phone (203) 255 – 8205 – Fax</p>
<p>Teresa Gingrave, Principal McKinley Elementary School 60 Thompson Street Fairfield, CT 06824 (203) 255-8318 – Phone (203) 255-8204 – Fax</p>	<p>Ian Banner, Principal Roger Sherman Elementary School 250 Fern Street Fairfield, CT 06824 (203) 255 – 8330 – Phone (203) 255 – 8208 – Fax</p>
<p>Elizabeth McGoey, Principal Stratfield Elementary School 1407 Melville Avenue Fairfield, CT 06825 (203) 255 – 8332 - Phone (203) 255 – 8209 – Fax</p>	<p>Kristen Bruno Early Childhood Center at FWHS & Stratfield School Fairfield CT 06825 (203) 255- 8310 - Phone (203) 255 – 8290 – Fax</p>



FAIRFIELD
PUBLIC SCHOOLS