

REVISED SAYLES SCHOOL
REOPENING PLAN
AS OF AUGUST 11, 2020



School Plan

Sayles School will implement a hybrid learning model for the beginning of the 2020-2021 school year. At the end of September, the reopening committee will reassess available public health data and the ability of the Sprague Public Schools to transition to in person learning 5 days/week starting in early October.

The Sprague Public Schools will utilize a cohort calendar (A cohort attending Mondays and Tuesdays, B cohort attending Thursdays and Fridays.) On days when students are not in attendance within the school building, students will participate in synchronous and asynchronous learning opportunities. Students in preschool and kindergarten will participate in in-person learning 4 days/week, and specific students requiring special education services on a case-by-case basis will participate in in-person learning 4 days/week.

The district will survey parents to determine the number of students who will be actively participating and returning to school, taking part in online distance learning, and home schooling. Survey will be sent out no later than August 7th, 2020.

Students whose parents may temporarily choose not to participate in the return to school will participate in weekly learning activities posted online (distance learning, both synchronous and asynchronous.) If a parent/guardian elects to move their child from distance learning to in-person learning at Sayles School, the change will be made as quickly as possible. Families should anticipate a change to take place within 48 hours.

Reopening survey being sent to parents in late July / early August.



Facilities:

Where possible, maximize social distancing. (3-6 feet)

- Custodians will be available to staff the week of August 17th to help teachers move materials and furniture

Whenever possible, students will be kept in cohort groups.

In classrooms with tables, students seated at tables will be limited, clear barriers will be utilized to separate student/student and students/teachers contact.

Weather permitting, gym classes will be held outside.

Signs with COVID-19 mitigation strategies will be posted throughout the school. (All restrooms, classrooms and common areas). All staff members will monitor bathrooms.

Teachers will teach hand sanitization protocols to all students.

Staff will be trained on protocols and procedures during August professional development days. (August 24th & 25th).

- Staff will be given written protocols and procedures to be reviewed with students.
- Staff will meet on August 28th to make needed adjustments to protocols and procedures

Bathrooms and common areas will be disinfected at least twice a day. Classrooms will be disinfected at least twice a day.

All classrooms will have available hand sanitizer.

Outside groups will not be allowed to use school facilities.

Fall sport programs will be intramural only.

The school chorus will be discontinued for the duration of pandemic protocols. Status will be reviewed in January, 2021.

School afterschool programs will be held to the same protocols as school.

Hand sanitizer will be placed throughout the school.

Outside adult visitations will be limited.

Preschool students will enter and exit their classroom for arrival and dismissal directly into their classroom.

Outside visitors (including deliveries) to the school building will be limited. All visitors must wear a mask.

The use of restrooms by classroom will be staggered.

School Plan

Facilities (Continued):

When possible, windows will remain open in classroom. Fans will not be allowed.

During all emergency drills, students will wear masks.

Recess:

During recess, students will be kept in cohorts. Each cohort will be assigned to an area of the playground. Each cohort will rotate through each area during recess.

Students will not be required to wear masks during recess. At the end of recess students returning to the building will use hand sanitizer or wash their hands.

Outside groups will not be allowed to use the school facilities (with the exception of Board of Education Activities).

Where possible, Open House and Conferences will be conducted virtually.



School Plan

Child Nutrition: Cafeteria/Lunch/Breakfast:

Low Transmission Risk

- Social distancing will be maximized. Students will not be permitted to sit next to each other or directly across from each other, but will leave an empty space between students, and across from students.
- Students will verbally provide lunch code to cafeteria staff instead of entering into a keypad.
- Cafeteria staff will be separated from students by clear barriers.
- Tables and high use areas will be disinfected after each lunch.
- Students who are not attending school may pick up a meal by drive-up.

Moderate Transition Risk

- Students will stay in classrooms. Food will be delivered to each classroom using insulated carrying bags.
- Rooms will be cleaned after each lunch.

High Transition Rate

- Families and students may obtain meals from two established locations during school closure.

Students in grade PK – 6 will maintain class-level cohorts.

Students in grade 7 – 8 will maintain grade level cohorts.

Teachers have the discretion to provide outside mask-breaks as needed. This plan will be presented to the Safety Committee at their next scheduled meeting in September.

Students qualifying for National School Lunch Program, School Breakfast Program, and Special Milk Program will continue to be determined as eligible or ineligible. Meals/snacks/milk will continue to be free/reduced for all eligible students.

USDA regulations and policies will be complied with for all meals served.

Meals and milk will continue to be counted and claimed according to established methods. Parents will be strongly encouraged to either send in a personal check at the beginning of the week, or to use the online service to load money onto students' accounts for the purchase of breakfast, lunch, snacks, and a la carte items from the cafeteria. Cash use is discouraged.

On days when students are not scheduled for in-person learning, nutrition will be provided by parent pickup at the cafeteria entrance between the hours of 11:00 am and 12:00 pm.

School Plan

Transportation:

Low Transmission Risk:

School will operate at full capacity with all PPE requirements as recommended by the State Department of Education and the CDC. Bus passengers will load from the back row forward with the exception of single-child lower elementary students, who will load into the front of the bus first. All passengers will wear a face mask at all times while on the bus. Students will be provided with masks should they forget, lose, soil, or otherwise not have their mask upon entering the bus. The district will provide a bus monitor for the first 10 days of school to ensure students are following proper protocols.

Parent drop-off and pick-up will take place in the front of the building. Parents must wait in their car for their child to be brought from the school building.

Moderate Transmission Risk:

Busses will operate at reduced capacity. Passengers will sit with family members from the same household only, and 6 ft distance will be made by offering alternating diagonal seating. All passengers will wear a face mask at all times when on the bus. Students will be provided with masks should they forget, lose, soil, or otherwise not have their mask upon entering the bus. Bus passengers will load from the back row forward with the exception of single-child lower elementary students, who will load into the front of the bus first. The district will provide a bus monitor to ensure students are following proper protocols.

Parent drop-off and pick-up will take place in the front of the building. Parents must wait in their car for their child to be brought from the school building. Parents must either keep vehicle windows rolled up, or must have mask on when interacting with staff.

Any student entering the district from a state listed as having a travel advisory from the State of Connecticut (<https://portal.ct.gov/Coronavirus/travel>) will not be permitted entry into school for a period of 14 days due to mandatory quarantine.



School Plan

Health Practices and Protocols:

The district will survey parents to determine the number of students who will be actively participating and returning to school, taking part in online distance learning, and home schooling. Survey will be sent out no later than August 7th, 2020. As part of the survey, the district is soliciting feedback on the reopening plan from parents.

Initial communication with new COVID information/protocols (August 12, 2020)

1. Masks
2. Hand washing
3. Distancing
4. Not sharing supplies
5. To discuss with children before school starts
6. When not to send your child to school due to illness

Additional correspondence with parents will be sent the week of August 17th.

Continue education within the first week of school for all students at an age-appropriate level to inform:

1. Social distancing
2. Hand washing
3. Use of face coverings and PPE.
4. Respiratory and cough etiquette.

School Plan

Health Practices and Protocols

Reporting Illnesses & Addressing Vulnerable Populations:

Teaching students/parents about proper COVID protocols e.g.:

Initial mailing with COVID information/protocols (First week of August)

1. Masks
2. Hand washing
3. Distancing
4. Not sharing supplies
5. To discuss with children before school starts
6. Transportation protocols
7. Circumstances under which students/staff are required to remain home:

If students/staff are exhibiting **ANY** of the following symptoms, they are required to stay home:

- a. Fever of 100 degrees or greater
- b. Cough
- c. Sore throat
- d. Vomiting
- e. Diarrhea
- f. Rash
- g. Shortness of breath
- h. Sudden loss of taste or smell

Students/staff sent home from school, or kept home by parents/guardians with any of the above symptoms should call their physician and should be kept home until they are free of symptoms for 24 hours without the use of medication.

In addition to being symptom free for 24 hours without the use of medication, students/staff who test positive for COVID-19 will be required to quarantine for 10 days from the onset of symptoms.

School Plan

Health Practices and Protocols

Reporting Illnesses & Addressing Vulnerable Populations:

Second mailing (Second Week of August)** To both families and staff:
Information on parental assessment/self-assessment of students & staff prior to coming to school each morning.

1. Temperature
2. Cough
3. Body aches etc.

The district will utilize a variety of modalities to disseminate information to parents/caregivers. This includes mailings, digital backpacks, emails, school messenger, notices home, and telephone calls.

Third mailing/messenger first few weeks of school.

Additional mailings/messenger throughout school year when needed.

Any reporting of possible exposure to COVID 19/symptoms/positive tests will be reported to the school nurse. The school nurse will maintain strict privacy protocols per HIPPA regulations.

Students will be provided with a lanyard in order to keep their mask on their persons when not being worn.



School Plan

Social Distancing:

Social guidelines as determined by public health guidance will be followed: masks/face coverings, shields, Plexiglas dividers for classrooms using tables, desk spacing etc.

Any persons that are unable to wear a mask due to a medical condition will provide a written exemption on the medical provider's letterhead.

The school will provide any masks to students or staff who do not have one.

Use of Face Coverings, Masks, and Face Shields:

All students/staff/visitors will wear a mask when within the school building in accordance with CDC and state guidance.

Mask will not be required for any student who has medical documentation indicating wearing of a mask is unsafe.

School will provide masks for any student who does not have one, or to any student whose mask becomes soiled/unusable throughout the course of the day.

Health Monitoring Plan/Planning and Distribution of Information:

Any reporting of possible exposure to COVID 19/symptoms/positive tests will be reported to the school nurse. The school nurse will maintain strict privacy protocols per HIPPA regulations.

The school nurse and administration will consult with medical advisers and health districts as needed.

School personnel will contact families of absent students who have not followed the absentee protocol.

School Plan

Containment Plan:

Written protocols for containment and immediate response.

Goal decrease risk of spreading.

If individual has signs of COVID-19, there is known exposure, or a member of the school community has a confirmed diagnosis of COVID-19.

Immediate coordination with the local health department - be ready to comply with information requested.

Identify a response team within the school with specific responsibilities.

Consideration of what signs and symptoms require immediate dismissal and for what period.

1. If person that has been present in school has a confirmed diagnosis, the local health department must be notified immediately, (Nurse)
2. Isolation room for students exhibiting symptoms. Notify the parent/guardian that student must be picked up immediately. Students must be supervised - person supervising must have proper PPE. (All people who have had contact must be logged for contact tracing.)
3. Initiate recommended CDC cleaning procedures following a confirmed case.
4. Must review CDC guidance to ensure compliance and be aware of up to date information.
5. Have a consistent policy for dismissing of students or staff that exhibit signs. Must have input from the local health department and school nurse.



School Plan

Cancellation of Classes, Remote Learning, and Reopening Plans:

Blended Learning Students will attend school Mon/Tues or Thurs/Friday. Attempts will be made so all siblings attend on the same days.

Students will be expected to complete assignments on the 3 days they are not attending school by distance learning.

In grades 1-6, students will be placed in cohorts, sorted by a variety of factors including siblings, gender and access to services. When possible, these cohorts will operate under the multi age philosophy.

Wednesday will be a teacher distance learning prep day. This is also a day that classrooms can be cleaned. Teachers will be required to be at school where they may record lessons, have team/administration/support meetings, meet with students using google hangout.

Student work will be graded – grades will be posted on PowerSchool.

Specials teachers (art, music) will see students in class cohorts for a 2-week period. Specials (art, music) will take place in the music room and art room accordingly.

Direct instruction will, where possible, be recorded for live viewing and/or later viewing.

Students who choose to stay at home and receive distance learning will be provided on line instruction 2 days per week by our support staff. The support staff Team will be given guidance and support by the classroom teachers. Classroom teachers will provide the same distance learning materials for these students as they will the students they instruct. Classroom teachers will be responsible for grading those students, using input from the support staff.

Remote Learning

Grades prek to 4

All students will be expected to complete assignments - due dates will be flexible depending on parent participation.

All teachers will be available to students at the same time (9:00- 2:00).

Teachers will meet with students at least 4 times per week to check in.

School Plan

Teachers will tape lessons using screencastify when possible. The school will need to purchase screencastify or Zoom unlimited for all staff.

Teachers will schedule a team meeting with administration and support staff weekly to discuss issues. Students that are not participating, or minimally participating, will be discussed.

School Social Worker / Psychologist will be the liaison between parents and school to help with students not participating.

All teachers will use google classroom as their platform.

Grades 5-8

Core subject area teachers / special ed teachers will teach students using google meet and/or screencastify or Zoom. The school will need to purchase screencastify or Zoom unlimited for all staff.

Students will be given schedules for times that they must be on their computer.

Grades 5/6

45 min per day Math

45 min per day Reading

45 min per day Writing

45 min per day Social Studies or Science

Grades 7/8

45 min per day Math

45 min per day LA

45 min per day Social Studies

45 min per day Science

All students will be expected to attend classes on the computer daily / attendance will be taken.

Teachers will schedule a team meeting with administration and support staff weekly to discuss issues. Students that are not participating, or minimally participating, will be discussed.

School Social Worker / Psychologist will be the liaison between parents and school to help with students not participating.

Students will be graded and grades will be posted on PowerSchool.

All teachers will use google classroom as their platform.

Teachers will be available on computers for student and/or parent feedback or help from 9:00-2:00 daily.

School Plan

Cancellation of Classes, Remote Learning, and Reopening Plans:

Remote Learning

Reopening

During the first week of school, the emphasis will be on reviewing new protocols and procedures.

Plan classroom / instruction for social distancing

Teachers will use instruction time to teach students how to use programs that may be utilized during remote learning or blended learning.

Teachers will utilize google classroom so parents/students are comfortable with the platform.

Programs that will need to be purchased:

Screencastify or Zoom Unlimited

IXL for math grades 6-8

School Plan

Blended Learning

School Administration:

- Oversee implementation of reopening plan, professional development, communication with educational stakeholders, and instruction to students.
- Complete staff evaluations in accordance with district teacher evaluation plan.
- Oversee school building daily operations.
- Oversee district and state level assessments and interventions.
- Oversee the distribution of technology to students/families for use within the home environment.
- Oversee the planning of instruction for students receiving regular and special education services.
- Oversee scheduling and implementation challenges for blended learning modalities.

Regular Education Teachers:

- Provide daily instruction (synchronous) to all students participating in learning from home.
- Provide daily activities (asynchronous) to all students participating in learning from home.
- Provide in-person learning for students participating in learning within the classroom environment.
- Collect data regarding student performance, assessments, and participation.

Special Education Teacher / Case Manager:

- Provide instruction and consultation in accordance with the students' individual education plans.

School Plan

Blended Learning

Special Education Teacher / Case Manager: (continued)

- Attend all scheduled PPT/504/SAT meetings to provide input and inform the team.
- Complete all component requirements of initial and triennial educational evaluations and complete reports.
- Collaborate with fellow team members to implement individual education plans and 504 plans with fidelity.
- Complete / Amend individual education plans correctly and in a timely fashion.
- Follow all guidelines as set forth by the Connecticut State Department of Education and federal guidelines.

School Psychologist:

- Provide instruction and consultation in accordance with the students' individual education plans through a mix of in-person, synchronous, and asynchronous learning modalities.
- Attend all scheduled PPT/504/SAT meetings to provide input and inform the team.
- Complete all component requirements of initial and triennial psychological evaluations and complete reports.
- Collaborate with fellow team members to implement individual education plans and 504 plans with fidelity
- Complete specific sections of all individual education plans correctly and in a timely fashion.
- Follow all guidelines/standards as set forth by the National Association of School Psychologist, state, and federal guidelines.

School Plan

Blended Learning

School Social Worker:

- Provide instruction and consultation in accordance with the students' individual education plans through a mix of in-person, synchronous, and asynchronous learning modalities.
- Attend all scheduled PPT/504/SAT meetings to provide input and inform the team.
- Complete all component requirements of initial and triennial educational evaluations and complete reports.
- Collaborate with fellow team members to implement individual education plans and 504 plans with fidelity.
- Complete specific sections of all individual education plans correctly and in a timely fashion.
- Follow all guidelines/standards as set forth by the National Association of Social Workers, state, and federal guidelines.

Speech-Language Pathologists:

- Provide instruction and consultation in accordance with the students' individual education plans through a mix of in-person, synchronous, and asynchronous learning modalities.
- Attend all scheduled PPT/504/SAT meetings to provide input and inform the team.
- Complete all component requirements of initial and triennial speech/language evaluations and complete reports.
- Collaborate with fellow team members to implement individual education plans and 504 plans with fidelity.
- Complete specific sections of all individual education plans correctly and in a timely fashion.

School Plan

Blended Learning:

Speech-Language Pathologists (Continued):

- Follow all guidelines/standards as set forth by the American Speech Language and Hearing Association, state, and federal guidelines.

Physical Therapist / Occupational Therapist:

- Provide instruction and consultation in accordance with the students' individual education plans through a mix of in-person, synchronous, and asynchronous learning modalities.
- Attend all scheduled PPT/504/SAT meetings to provide input and inform the team.
- Complete all components requirement of initial and triennial motor/sensory evaluations and complete reports.
- Collaborate with fellow team members to implement individual education plans and 504 plans with fidelity.
- Complete specific sections of all individual education plans correctly and in a timely fashion.
- Follow all guidelines/standards as set forth by the American Physical Therapy Association, the American Occupational Therapy Association, state, and federal guidelines.

McKinney-Vento Homelessness Liaison:

- Determine initial eligibility for education in Sprague for students experiencing homelessness.
- Confirm initial eligibility (with 8 weeks) or continuing eligibility for students experiencing homelessness.
- Assist homeless children and youth who do not have immunizations or immunization or medical records to obtain necessary immunizations or immunization or medical records.

School Plan

Blended Learning:

McKinney-Vento Homelessness Liaison (continued):

- Help unaccompanied youth choose and enroll in a school, after considering the youths' wishes, and provide youth with notice of their right to appeal an enrollment decision that is contrary to their wishes.
- Ensure that unaccompanied youth are enrolled in school immediately pending the resolution of any dispute that may arise over school enrollment or placement.
- Collaborate and coordinate with State Coordinators for Homeless Education and community and school personnel responsible for the provision of education and related services to children and youth in homeless situations.

Instructional Assistants:

- Assist with the daily/weekly instruction of students in the content areas and to maintain emotional regulation under the direct supervision of a certified staff member.
- Collaborate with certified staff regarding behavior plans, student goal setting, best practices, and academic concepts.
- Provide assistance with students/staff should a student begin to escalate and require verbal de-escalation or physical restraint / seclusion.

Roles and Responsibilities (In-Person Learning):

School Administration:

- Oversee the implementation of reopening plan, professional development, communication with educational stakeholders, and instruction to students.
- Complete staff evaluations in accordance with district teacher evaluation plan.
- Oversee school building daily operations.
- Oversee district and state level assessments and interventions.

School Plan

Roles and Responsibilities (In-Person Learning):

Special Education Teacher / Case Manager:

- Provide instruction and consultation in accordance with the students' individual education plans.
- Attend all scheduled PPT/504/SAT meetings to provide input and inform the team.
- Complete all components requirements of initial and triennial educational evaluations and complete reports.
- Collaborate with fellow team members to implement individual education plans and 504 plans with fidelity.
- Complete / Amend individual education plans correctly and in a timely fashion.
- Follow all guidelines as set forth by the Connecticut State Department of Education and federal guidelines.

School Psychologist:

- Provide instruction and consultation in accordance with the students' individual education plans.
- Attend all scheduled PPT/504/SAT meetings to provide input and inform the team.
- Complete all components requirement of initial and triennial psychological evaluations and complete reports.
- Collaborate with fellow team members to implement individual education plans and 504 plans with fidelity.
- Complete specific sections of all individual education plans correctly and in a timely fashion.
- Follow all guidelines/standards as set forth by the National Association of School Psychologist, state, and federal guidelines.

School Plan

Roles and Responsibilities (In-Person Learning):

School Social Worker:

- Provide instruction and consultation in accordance with the students' individual education plans.
- Attend all scheduled PPT/504/SSAT meetings to provide input and inform the team.
- Complete all components requirement of initial and triennial educational evaluations and complete reports.
- Collaborate with fellow team members to implement individual education plans and 504 plans with fidelity.
- Complete specific sections of all individual education plans correctly and in a timely fashion.
- Follow all guidelines/standards as set forth by the National Association of Social Workers, state, and federal guidelines.

Speech-Language Pathologist:

- Provide instruction and consultation in accordance with the students' individual education plans.
- Attend all scheduled PPT/504/SAT meetings to provide input and inform the team.
- Complete all components requirement of initial and triennial speech/language evaluations and complete reports.
- Collaborate with fellow team members to implement individual education plans and 504 plans with fidelity.
- Complete specific sections of all individual education plans correctly and in a timely fashion.
- Follow all guidelines/standards as set forth by the American Speech Language and Hearing Association, state, and federal guidelines.

Roles and Responsibilities (In-Person Learning):

Physical Therapist and Occupational Therapist:

- Provide instruction and consultation in accordance with the students' individual education plans.
- Attend all scheduled PPT/504/SAT meetings to provide input and inform the team.
- Complete all components requirement of initial and triennial motor/sensory evaluations and complete reports.
- Collaborate with fellow team members to implement individual education plans and 504 plans with fidelity.
- Complete specific sections of all individual education plans correctly and in a timely fashion.
- Follow all guidelines/standards as set forth by the American Physical Therapy Association, the American Occupational Therapy Association, state, and federal guidelines.

McKinney-Vento Homelessness Liaison:

- Determine initial eligibility for education in Sprague for students experiencing homelessness.
- Confirm initial eligibility (within 8 weeks) or continuing eligibility for students experiencing homelessness.
- Assist homeless children and youth who do not have immunizations or immunization or medical records to obtain necessary immunization or medical records.
- Help unaccompanied youth choose and enroll in a school, after considering the youths' wishes, and provide youth with notice of their right to appeal an enrollment decision that is contrary to their wishes.
- Ensure that unaccompanied youth are enrolled in school immediately pending the resolution of any dispute that may arise over school enrollment or placement.

School Plan

Roles and Responsibilities (In-Person Learning):

- Collaborate and coordinate with State Coordinators for Homeless Education and community and school personnel responsible for the provision of education and related services to children and youth in homeless situations.

Instructional Assistants:

- Assist with the daily/weekly instruction of students in the content areas and to maintain emotional regulation under the direct supervision of a certified staff member
- Collaborate with certified staff regarding behavior plans, student goal setting, best practices, and academic concepts.
- Provide assistance with students/staff should a student begin to escalate and require verbal de-escalation or physical restraint / seclusion.

Distance Learning

Building-Level Administration:

- Oversee the distribution of technology to students/families for use within the home environment.
- Oversee the planning of instruction for students receiving regular and special education services.
- Oversee the process of closure and transition to distance learning modalities, communicate with education stakeholders the process by which students and families can gain access to educational materials and resources.

Regular Education Teachers:

- Provide daily instruction (synchronous) to all students participating in accordance with the district distance learning plan.

- Collect datum regarding student performance, assessments, and participation.

School Plan

Roles and Responsibilities (Distance Learning)

Special Education Teacher / Case Manager:

- Provide daily/weekly instruction (synchronous) to all students in accordance with their individual education plans to the maximum extent possible.
- Provide daily/weekly instructional activities (asynchronous) to all students in accordance with their individual education plans, with best practices in mind, and in alignment with state and local standards.
- Provide contact information (email, google phone number, contact link) to families to facilitate communication for special education resources.
- Revise/Amend Individual Education Plans as needed.

School Psychologist:

- Provide daily/weekly instruction (synchronous) to all students in accordance with their individual education plans to the maximum extent possible
- Provide daily/weekly instructional activities (asynchronous) to all students in accordance with their individual education plans, with best practices in mind, and in alignment with state and local standards.
- Provide contact information (email, google phone number, contact link) to families to facilitate communication for special education resources.

School Social Worker:

- Provide daily/weekly instruction (synchronous) to all students in accordance with their individual education plans to the maximum extent possible.
- Provide daily/weekly instructional activities (asynchronous) to all students in accordance with their individual education plans, with best practices in mind, and in alignment with state and local standards.
- Provide contact information (email, google phone number, contact link) to families to facilitate communication for special education resources.

School Plan

Roles and Responsibilities (Distance Learning)

Speech-Language Pathologists:

- Provide daily/weekly instruction (synchronous) to all students in accordance with their individual education plans to the maximum extent possible
- Provide daily/weekly instructional activities (asynchronous) to all students in accordance with their individual education plans, with best practices in mind, and in alignment with state and local standards.
- Provide contact information (email, google phone number, contact link) to families to facilitate communication for special education resources.

Physical Therapist / Occupational Therapist:

- Provide daily/weekly instruction (synchronous) to all students in accordance with their individual education plans to the maximum extent possible.
- Provide daily/weekly instructional activities (asynchronous) to all students in accordance with their individual education plans.
- Provide contact information (email, google phone number, contact link) to families to facilitate communication for special education resources.

McKinney-Vento Homelessness Liaison:

- Initiate contact with any/all families who may face difficulty (food, hygiene, medical care, temporary shelter, and housing options for quarantine or recovery should they become ill.)
- Initiate contact with any/all families who may be facing difficulty accessing online learning.
- Continual check-in's with families who may be experiencing difficulties.
- Provide contact information (email, google phone number, contact link) to families to facilitate communication for special education resources.

School Plan

Roles and Responsibilities (Distance Learning)

Instructional Assistants:

- Staff not assigned to Sayles School will follow directives as assigned by the special education teacher at the area high school to which they are assigned.
- Assist with daily/weekly instruction of students in accordance with their IEP's under the supervision of a certified staff member.
- Assist with the daily/weekly modification of assignments to meet student need under the supervision of a certified staff member.
- Provide contact information (email, google phone number, contact link) to families to facilitate communication for special education resources.



School Plan

Special Education:

	Facilities	Staff	Students
Location (pull-out services)	Special Education classrooms, and related services/resource classrooms will have all commonly touched surfaces cleaned between groups of students (table tops, chairs, materials, door knobs, etc...)	Staff will be stationary in their service location. Staff will not leave their service location to collect students.	Students will receive appointment cards and reminders to the classroom of their service time, and will move from their classrooms to the resource/related service room independently.
Location (inclusion services)	Classroom facilities will follow the daily cleaning protocol	Staff will travel directly from their office/classroom to the regular	Students will maintain appropriate PPE requirements as outlined in the building-level plan and following state and CDC guidelines.

	outlined in the building-level plan.	education classroom, following all PPE recommendations outlined below and in accordance with the building-level plan.	
Students who may require direct physical assistance for safety, health and self-care (feeding, toileting, activities of daily living [ADL])	<p>Facility will be cleaned/sanitized if contaminated with bodily fluids.</p> <p>Seclusion room will be cleaned/sanitized after any seclusion takes place.</p>	<p>Pre: Staff will maintain appropriate PPE requirements as outlined in building-level plan and following state and CDC guidelines. (Mask, face shield as necessary, gloves as necessary and if contact with bodily fluids is likely, gown as necessary and if contact with bodily fluids is likely.</p> <p>Post: Staff will replace any soiled or damaged PPE in order to maintain safety.</p>	<p>Pre: Students will maintain appropriate PPE requirements (mask) as outlined in building-level plan and following state and CDC guidelines.</p> <p>Post: If PPE becomes soiled or damaged, replace.</p>

<p>Protocols for PPE and soiled clothing.</p>	<p>Soiled clothing will be stored in an airtight bag (zip-loc) to be sent home with the student.</p>	<p>Pre: Staff will maintain appropriate PPE requirements as outlined in building-level plan and following state and CDC guidelines. Gloves required for likely contact with bodily fluids. Post: Staff will discard and replace damaged or soiled PPE. Staff will discard and replace damaged or soiled PPE. Face shield will be cleaned/sanitized.</p>	<p>Students will be provided clean clothing (see school nurse) or contact with parent/guardian will be made for clean clothing to be made available.</p>
<p>Protocols for De-escalation and Restraint</p>	<p>All surfaces that have come into contact with bodily fluids during a restraint will be cleaned/sanitized.</p>	<p>Staff will maintain appropriate PPE requirements as outlined in building-level plan and following state and CDC guidelines. Gloves, mask, face shield,</p>	<p>Students will maintain a mask if possible during escalation or restraint. If not possible, students will resume mask use once deescalated.</p>

		<p>gown are recommended depending upon the type, location, and method of restraint. Staff will discard and replace damaged or soiled PPE. Face shield will be cleaned/sanitized.</p> <p>During verbal de-escalation, a clear mask is recommended. Staff will have a partner teacher to assist with student monitoring if de-escalation and restraining becomes necessary.</p>	
<p>Related Services (S/L, PT, OT, Counseling, Assessment)</p>	<p>Resource/Related services rooms will be cleaned/sanitized between groups (table tops, chairs, manipulatives, materials, door knobs, etc..)</p>	<p>Related Services staff will not collect students from their classrooms. Students will instead be provided with appointment cards and</p>	<p>Students will maintain mask use throughout therapy sessions.</p>

	<p>Use of countertop acrylic partitions may be advantageous for direct therapies, where student(s) are on one side of the partition and staff on the other to enable view access but not direct particulate transmission.</p> <p>Use of computer/iPad/tablet</p>	<p>email/phone call reminders of service times. Staff will maintain appropriate PPE requirements as outlined in building-level plan and following state and CDC guidelines.(gloves as needed, required masks, face shields as needed, gowns as needed. Clear masks may be used for S/L therapy as needed.</p> <p>Schedule and participate in all related services in accordance the student IEP's and to the maximum extent possible.</p>	
<p>Students with cognitive or executive functioning deficits.</p>	<p>n/a</p>	<p>Staff will maintain appropriate PPE requirements as outlined in building-level plan and</p>	<p>Masks worn at all times, gloves worn whenever contact may be necessary with students, face shield optional and to be used based upon the situation at hand.</p>

		following state and CDC guidelines.	
Students who are unable to wear a mask.	n/a	Staff will maintain appropriate PPE requirements as outlined in building-level plan and following state and CDC guidelines.	Students will maintain appropriate PPE requirements as outlined in the building-level plan and following state and CDC guidelines to the maximum extent possible. Face shields, acrylic dividers, and other PPE may assist in mitigating the possible risk of infection for students who are unable to wear a mask for medical reasons or unable to wear a mask consistently due to their disability.

School Plan

English Learners (ELs):

Students receiving EL services will continue to be entitled to FAPE, and all services as outlined in the consortium agreement that the Sprague Public Schools maintains with the RESC, East Conn.

School Plan

Family Support and Communication:

The Sprague Public Schools enables community members to be present at all Board of Education meetings to observe and provide public comment.

The Sprague Public Schools will utilize local resources, email, and School Messenger, and our website (saylesschool.org) to keep families and community members apprised of the decision-making process, and aware of any/all changes taking place.

The Sprague Public Schools will make reopening plans and school liaison information available on the district website (saylesschool.org)

Computerized survey via survey monkey.

Social-Emotional Learning (SEL) and Mental Health:

The Sprague Public Schools will utilize staff mental health providers (School Psychologist and School Social Worker) to assist in the identification of specific students who have been disengaged and to provide consistent communication with families facing hardship.

The Sprague Public Schools will have open lines of communication with area high schools where students from Sprague attend in order to most effectively identify and engage populations and specific students who have been disengaged.

The Sprague Public Schools will utilize within the Sayles School building evidence-based social/emotional curriculums to assist students who may be facing mental health and social/emotional difficulties.

The Sprague Public Schools will utilize multiple methods of communication to ensure all stakeholders (students, staff, and families) have the information they need and the tools to make informed decisions regarding school outcomes.

After-School Programming:

After-school programming will operate according to the After School grant and in accordance with guidance provided by the CSDE. Students/ staff will follow all applicable safety guidelines as outlined in this plan for the duration of the after-school programming.

Career and Technical Education:

N/A

Staffing and Personnel Certification and Personnel Planning:

All legal and regulatory requirements related to personnel, including but not limited to, EEOC guidance related to the ADA and the COVID-19 pandemic will be followed.

Sayles School has assigned 4 full-time permanent substitute positions in order to support the needs of teachers/staff throughout the school year and in case of staffing changes. Additional substitutes may be required utilizing a staffing service. Any new staff member or substitute entering the building will be issued building protocols on:

Symptoms of COVID-19

Standard Public Health protocols.

Hygiene Practices / hand washing standards.

Use of facilities (bathrooms, interior areas, outdoor spaces)

Cleaning and disinfectant standards.

PPE / Mask and face covering standards.

Illness Reporting

Distance learning standards and expectations.

Technology/devices/online platform training.

Transportation protocols.

All staff will participate in professional development prior to the beginning of the school year on the following topics:

Symptoms of COVID-19

Standard Public Health protocols.

Hygiene Practices / hand washing standards.

Use of facilities (bathrooms, interior areas, outdoor spaces)

Cleaning and disinfectant standards.

PPE / Mask and face covering standards.

Illness Reporting

Distance learning standards and expectations.

Technology/devices/online platform training.

Transportation protocols.