



WATERBURY
Public Schools

Today's Students, Tomorrow's Leaders

Reopening Plan for the 2020-2021 School Year

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LEA Name:	Waterbury Public Schools
Reopening Plan Point of Contact:	Dr. Verna D. Ruffin
Contact Email:	vruffin@waterbury.k12.ct.us
Contact Phone:	203-574-8000
LEA COVID-19 Health and Safety Compliance Liaison:	Will Clark
Liaison Email:	wclark@waterbury.k12.ct.us

Based on the plan released by the Connecticut State Department of Education (CSDE) in late June, Waterbury Public Schools has devised three *preliminary* plans outlined below. Each plan *will be further developed and is subject to change* based on the latest state guidance, health trends with input from teachers, administrators, staff, students, parents and community stakeholders.

PLAN 1: ALL students return to school.

Option A: In-Person Learning

Health Practices and Protocols

Cleaning Protocols

- Soap and paper towels will be readily available at each school for stocking and restocking bathrooms.
- Sanitizing stations in high-traffic areas, such as entry points, cafeteria and other common areas, to be made available in each school building.
- Maintenance staff will conduct supply checks throughout the day in order to ensure appropriate levels of soap, hand sanitizer and paper towels.
- HVAC systems will be monitored to utilize outside air where possible.

- Maintenance staff will utilize sanitizing chemicals and cleaning equipment in order to engage in cleaning and disinfecting as needed throughout the buildings.
- Maintenance staff will be trained in all recommended cleaning guidelines issued by OSHA and CDC.
- Regular inspections of all buildings and adherence to cleaning protocols and expectations will be conducted.
- Protocols regarding work orders and other cleaning needs will be reviewed at each school in order to maintain accountability and clear communication among the Administration, staff and Maintenance team.

Health and Safety Isolation Room(s)

- Each school will have a dedicated isolation room(s) as required by the CSDE for any student or staff member who may be experiencing COVID-19 symptoms.
- Each isolation room will be marked with appropriate signage.
- Personal Protective Equipment (PPE) will be provided for the staff member assigned to the isolation room.
- If a student or staff member is sent to the isolation room they will be monitored consistent with guidance provided by the Waterbury Department of Public Health
- Tracking and contact tracing of the student/staff member will be undertaken consistent with guidance provided by the Waterbury Department of Public Health
- The student will be released to the custody of a parent or guardian or otherwise approved to leave the premises consistent with guidance provided by the Waterbury Department of Public Health.
- The isolation room will be cleaned and disinfected after each use.
- Containment plans and protocols will be followed based upon the review and diagnosis of the student or staff member including but not limited to recommendations of quarantine of individuals and or closure of rooms, programs or buildings for cleaning and disinfecting as may be appropriate.
- Return to school or work will be dictated based on medical review and appropriate guidance including but not limited to quarantine and/or asymptomatic factors being confirmed.

Face Coverings

- All students, teachers, Administrators, staff and visitors/vendors will be *required* to wear a face covering (mask) that covers the nose and mouth while in school and during all school activities consistent with CSDE requirements.
- Staff and parents are encouraged to supply a clean cloth mask to wear daily. Any student or staff member who needs a mask will be provided with a disposable mask before entering the school. ***The District will honor specific medical exceptions for students, teachers and staff who are unable to wear a mask. In such cases, face shields may be utilized if applicable.***

Social Distancing

- Each school or District building will maximize social distancing by reconfiguring available space consistent with current public health guidelines.
- Social distancing signage will be placed in highly visible areas in all school and District buildings.
- Staff and students will avoid sharing materials and belongings.
- No outside visitors to be allowed in school buildings.
- No field trips will be permitted.
- In the event of a student emergency, parents/guardians must sign-in at the main office. They will be managed accordingly to minimize interaction with students and staff within the building.
- Assemblies and large group meetings or gatherings will be limited where possible to support social distancing efforts or conducted virtually when possible.

Other

- Designated school liaison- “Designate an employee to serve as a COVID-19 Health and Safety Compliance Liaison. This designated person will be responsible for engaging with students, parents, faculty, staff and administrators to answer questions or concerns about health and safety requirements regarding COVID-19 concerns. All school staff and families should know and have the contact information for the designee. This role can be assigned to an administrator or someone with the authority to address compliance issues.”
- The district will implement innovative ways for students to be able to wash hands frequently, such as portable hand-washing stations and retrofitting existing resources in schools.
- A Nurse/Health Aide will be assigned to each school.
- The feasibility of conducting temperature checks with touchless thermometers is under consideration where practicable.
- A system to allow for students to wash their hands prior to eating will be established.
- The district will communicate and disseminate guidance for families and staff about when they should stay home.
- The district will develop guidance for teachers regarding management students who do not comply with the mask mandate.
- Up to date and accurate emergency contact information for all students and families will be a priority at all schools.
- Physicals and immunization requirements will be enforced and all health records must be up to date consistent with state requirements.

Child Nutrition

- Different configurations for providing food service and meals will be developed based on the school schedule, student participation and building logistics.
- Compliance with governing regulations will be implemented while collaborating with school based leaders and stakeholders to confirm appropriate service options at each school and program.

Staffing and Personnel

- District will regularly review state and federal guidelines concerning COVID-19-related employer health and safety practices and update District practices as needed.
- District will continue to comply with all laws governing anti-discrimination and anti-retaliation in the workplace.
- District will train supervisory staff to identify and comply with accommodation and leave entitlements as such relate to COVID-19.
- District will comply with and administer [FFCRA](#) (Families First Coronavirus Response Act).
- District will analyze student and staff data and information collected regarding return to school in order to appropriately staff in-person and virtual classrooms and prepare space for in-person learning.
- The district will explore staffing and assignment efficiency.
- The district will identify additional substitute staffing providers and or/services to ensure adequate staffing.

Teaching and Learning (Aligns closely with operational plan for return to school)

- Students will be grouped in cohorts to the greatest extent possible (grouping same students and teacher(s) throughout the course of a day) at Pre-K-5 and Pre-K-8 campuses. Due to the complexity of scheduling at the middle and high schools, cohorting is not possible.
- Student arrival and departure, meals and movement/schedule during the academic day will be planned and managed by maximizing distancing while utilizing building spaces, staff and available supports where possible.
- Parents will have the opportunity to access teachers by phone, email and in a virtual setting for a one-on-one meeting.
- Physical configuration for individual classrooms will be continually monitored to ensure students are social distancing.
- Guidance will be provided for teachers in regards to best practices for student collaboration, working in small groups and sharing of materials.

Career and Technical Education

- CTE courses assign tasks to students who assist in cleanup at the end of class, and the students should be trained in all safety processes and procedures. Include a properly labeled spray bottle or disinfectant wipe near the equipment along with a small trash receptacle. Include a process for collection, sanitation, and logging of equipment and tools.
- Apply the standards outlined above for cleaning and disinfecting high touch areas
- Anticipate that student-run early child programs and school stores will need to comply with all relevant public health guidance outlining the enhanced cleaning, sanitizing, social distancing, face covering use, and hygiene requirements for these programs.
- Determine the appropriate safety measure for the Culinary Foods labs while food is being prepared and consumed. This may include, but is not limited to, repurposing of space, use of gloves, increased hand washing protocols, and prioritizing “to go” options for food.
- Consider ways to minimize exposure when exchanging payment in any CTE program.
- Ensure students are actively accessing their CTE curriculum by considering the following:
 - Incorporate tools and materials that students can access at home
 - Focus on Instruction and Engagement: Acknowledge the challenges and constraints of home-based, remote learning. Remain flexible and open to improvisation. Provide clear instructional goals and keep CTE lessons relevant
 - Use online, interactive simulators (e.g., CAD, online welding simulators, safety lessons and fabrication mathematics)
 - Provide short, online learning videos that are integrated into lessons to explain concepts or demonstrations (e.g., Motor Oil on YouTube).
 - Offer online OSHA 10 training
- In an instructional laboratory, such as a shop, equipment is used numerous times during a class period and may need to be sanitized according to the health and safety guidance.
- Extra time will be spent at the beginning of the year to review typical safety precautions with additional time reviewing special circumstances centered on cleanliness to avoid exposure to COVID-19.
- A process will be developed to ensure all equipment is clean and safe every time a class occurs. Many CTE courses assign tasks to students who assist in cleanup at the end of class, and the students should be trained in all safety processes and procedures.
- Each period equipment will be assigned to unique students to ensure that equipment is properly cleaned following each use.

- Educators should rely on YouScience and Virtual Job Shadow for career pathway information and virtual work based learning.
- Work with business and industry partners to develop a plan to maintain distancing requirements while students are on site for work based learning
- Holding monthly meetings in a way that enhances the distancing requirements for career and technical student organizations

English Learners

- Waterbury Public Schools will ensure that English Learners will continue receiving general education content in addition to EL supports, and that they are provided accommodations and linguistic supports to the greatest extent possible through Distance Learning.
- Supports will include activities provided by ESL/Bilingual staff as well as extended content from grade level or content areas.
- All ESL and Bilingual Teachers will provide instruction that address language barriers and linguistic needs.
- Assignments and tasks will be developed based on linguistic needs and accommodations provided based on levels of English proficiency.
- Additional support staff, such as Bilingual Reading Teachers, Basic Skills Teachers, and Bilingual Instructional Aides, will provide supplemental support.
- Students enrolled in Bilingual Education programs will continue to receive instruction in both English and the native language (during Distance Learning as necessary) in accordance with the designated Bilingual Education Model.
- Waterbury Public Schools will continue to provide information to parents in English, Spanish and Albanian. Bilingual staff is available to facilitate communication with families that are limited English proficient.

Social-Emotional Learning

- All Health and Physical Education curricula and instruction will elevate its Social and Emotional Learning (SEL) Crosswalks to priority learning target status for the 2020-2021 school year.
- Secondary Health in grades 6 to 10 will begin the year with our Mental Wellness unit in order to give students an opportunity to share/process/provide closure to their COVID experience over the past six months.
- Elementary PE teachers will replicate themed Virtual Field Days as appropriate to create opportunities for school community rebuilding.
- Access to school counselors, social workers, and school psychologists as needed
- The first four units of Health & PE instruction to start the school year will focus exclusively on community-building; we will use peer pairings, small and large

group real and/or virtual/hybrid/blended projects, as well as collaborative instruction strategies for re-socialization purposes.

- Google Meet HPE instruction will allow for recording live teaching sessions to share in a synchronous Google Meet with students signed in to their classes. Teachers can stop and start the video tutorials while teaching to accommodate student participation and respond to student questions.
- Real/virtual/hybrid/blended PE units in yoga, Tai Chi, individual fitness, individual sport activities, dance, etc. will be offered to provide creative outlets for students and introduce calming influences that contribute to de-escalation of charged emotions.
- Offer professional development on stress reduction, self-care and resilience and the Employee Assistance Program for support to teachers who, in turn, may become more available to effectively attend to the social and emotional learning needs of their students
- Collaborate with Safe Haven to provide professional development updates on mandated curriculum and instruction regarding abuse, neglect, sexual health, dating violence, substance abuse prevention, etc. including mandated reporter requirements
- Mandated Reporter training/DCF website information for access to training materials

Special Education

- Student IEPs will be aligned with the overall district plan for re-opening and guidance from the Department of Public health and the CDC.
- The district will ensure that students with disabilities will continue receiving access to general education content in addition to special education services and supports, and that they are provided services, accommodations, and supports as identified in their IEPs.
- Student supports include activities provided by special education teachers, related service providers, Board Certified Behavioral therapists (BCBAs) and non-certified staff (including but not limited to: paraprofessionals, Registered Behavioral Technicians (RBTs) and Assistant Behavior Analysts (ABAs).
- All special education teachers and related service professionals will provide instruction based on Individualized Education Plan (IEP) goals and objectives derived from general education curriculum and content.
- Non-certified staff will assist in the delivery of services through multiple means including, facilitating online learning within the general education environment as well as the carrying over of skills within the general education environment.
- Inclusion and resource services will be provided to students 1-2 times per week, and through distance learning (where applicable) within the general education classroom for the practice of these skills.

- Resource services will be provided to small groups of children (number of students will be determined by the size of the space being utilized in order to promote social distancing).
- Where teachers share a room, building administrators will determine the number of individuals who can be present in all classrooms at one time as set forth in the District plan.
- Inclusion services and support (whether provided by a special education teacher or related services professional) will be provided by special education staff as indicated in the IEP and as safe social distancing allows.
- Students in self-contained classrooms will remain in their classrooms per their IEP.
- For any student with IEP required time in the general education environment, services will be provided to the extent that this is possible.
 - For example, if students are to be included only at lunch time, PPTs, including parental input, will determine if this meets with the health and safety protocols put into place by the district.
- Students will participate in their specials/Unified Arts as dictated by their IEPs.
- Clear face masks will be utilized to allow for oral motor and articulation of words to be observed by students in speech therapy.
- All related services materials used by the student, including technology, will require sanitization between uses.
- Where related services professionals share a room, there will be no more than one group of children in a room at a time, unless available space allows for social distancing to be observed appropriately.
- Alternative spaces, such as the media center or cafeteria, will need to be available for related services professionals.
- Itinerant related services staff will be encouraged (to the greatest extent possible) to remain in one building each day.
- Evaluations will be conducted through both remote (for students unable to attend in-person) and in-person means in accordance with evaluation administration protocols.
- PPTs and 504 conferences will continue to be held virtually to reduce the number of outside individuals entering the school buildings.
 - All documentation of what will be discussed and presented at the meeting will be provided to parents ahead of the PPT (3 school days) via electronic means. Hard copies can also be sent home upon parental request.
- Due to medical safety, disability related sensory issues, and limited cognitive understanding of the need to wear masks, some students will not tolerate or be able to wear face masks.
 - We have been and will continue to provide students with social stories surrounding the need to wear masks.

- As needed, the District will require the use of face shields over face masks (either disposable or cloth) by staff.
- In cases where staff will need to be in direct contact with students as dictated by IEP and student need, proper PPE, i.e. gloves, will be worn and changed with each student.
- Clear face masks will be used with staff who service students who are hard of hearing/Deaf and who may rely on reading lips.

Health and Physical Education

- Teacher professional development for rolling out revised curriculum and instruction frameworks that align with necessary modifications due to changes in instructional spaces, blended learning, and alternative physical fitness activities will be provided in August 2020.
- The Health & PE curriculum will reflect a focus on activities, fitness, exercises, and sports that are teacher led but performed individually. Examples include lifetime fitness, utilizing alternative environments, land-based activities, and individual sports/activities such as mindfulness, tai chi, meditation, taekwondo, fitness-based activities, step aerobics, Pilates, yoga, individual sports, strength development, target activities, backyard games, dance (creative/modern dance, aerobic dance, traditional dance), power walking, orienteering, geocaching, outdoor education, hiking/reading trail signs, hoop games, track and field, singles racket games, etc.
- Support for social-emotional learning through classroom instruction and utilizing appropriate games and activities will continue to be prioritized in all lessons.
- HPE instructional designs will match to available spaces; the use of stations, marked off areas, and staggered participation to ensure separation and distancing between students will all be utilized as appropriate during activities. For example, the use of hula hoops on the ground or floor provide visual cues for maintaining distance to engage in learning
- Regular cleaning and disinfecting of all indoor and outdoor facilities, playscapes, and equipment between use by students is a priority of the highest order
- Reorganization of the sequence of units to provide content and learning opportunities that can be delivered outdoors in appropriate weather and other content delivered later in the year through a blended approach in homerooms or online is in process of development and will be rolled out at August 2020 PD
- If health and hygiene measures limit locker room use, this may affect hygiene needs associated with vigorous physical activity, which may limit the ability to fitness train and/or test. However, fitness/training concepts will still be taught though didactic instruction and reinforcing skill development and individual fitness goals using all means available.

- Loss of water fountain usage could affect physical education activity delivery since hydration is important for student health and safety. Teachers will be authorized to allow students to use personal water bottles.
- Sharing of personal water bottles will be actively discouraged

After-school Programming

- Before school and after school care are essential components to serve Waterbury Public Schools' students and families during this unprecedented time and will be available to the maximum extent possible.
- Programs receiving funding from the CSDE through the State After School, Extended School Hours (ESH) and 21st Century Community Learning Centers (21CCLC) programs will consult with the CSDE for individual grant-specific guidance to ensure compliance.
- Programs will follow all procedures and protocols outlined in this reopening plan, including, but not limited to requiring the use of face coverings that cover the nose and mouth, and maximizing social distancing.

Transportation

From CSDE: "Local Educational Agencies (LEAs) should plan for buses to operate close to capacity with heightened health and safety protocols, including requiring all students and operators wear face coverings. Plans must be developed to activate increased social distancing protocols based upon community spread."

Riding Expectations

- Parents or Guardians must pre-screen students before bringing them to the bus stop.
- Any student with a fever or other COVID-19 symptoms should remain home and not ride the bus.
- Students should practice social distancing while waiting for, boarding and departing the bus.
- Students should load the bus from the back row to the front, i.e. where the first passengers sit in the back row.
- Students will unload the bus in a structured manner upon arrival at the school from front to back by seat.
- Students from the same household may ride together while other students will be encouraged to sit in open seats where possible filling the back rows first
- Students should remain seated once on the bus for the duration of the ride and should avoid congregating in the aisle or switching seats. District will employ

protocols such as assigned seating and not allowing changing seats during a route.

Bus Routes

- Bus routes and schedules may be adjusted with notice to align with school arrival and dismissal plans.
- Bus routes and ridership will be reviewed daily in order to adjust and align with school arrival and dismissal plans and to balance ridership where appropriate.
- Transportation services/ridership will be monitored and may be reduced or eliminated with proper notice based on applicable guidance and local circumstances.
- Bus Routes may be added, reduced or eliminated with proper notice based on applicable guidance and local circumstances.
- Special Education transportation will be provided consistent with IEPs.
- District will consider options to encourage parents/guardians to transport their children to school.
 - Parents/guardians may choose options for before/after school care should they choose this option.
 - Families choosing this option will be asked to commit to it through the fall.

Cleaning of Buses

- Bus Company and transportation vendors will sanitize all buses and vehicles daily and between runs, consistent with CDC guidance.
- In the event of a documented COVID-19 case, the bus or vehicle will be immediately removed from service in order to completely sanitize the bus or vehicle.

Face Coverings

- All drivers, students and other personnel will be *required* to wear a protective face covering (mask) that covers the nose and mouth while riding a bus or other transportation vehicle.
- Staff and parents are encouraged to supply a clean cloth mask to wear daily. Any child who needs a mask will be provided with a cloth or disposable mask before entering the school bus. ***The District will honor specific medical exceptions for students who are unable to wear a mask. In such cases, face shields may be utilized if applicable.***
- Crossing Guards will wear face masks and assist with any increased traffic related to walkers or parent drop off.

OPTION B: Distance Learning Opt-In

- Parents will be asked to **opt into** the Distance Learning option and **commit to** this model through the fall semester.
 - Based on staffing and capacity, students who would like to transition to in-person learning during the semester may not be at the same school or in the same classroom. Their placement would be at the discretion of the District based on capacity.
- Distance learning will transform and improve for the 2020-2021 school year. Students will be able to see their teachers and peers in a virtual setting on a daily basis. The district will transition to a blend of asynchronous and synchronous learning (access to “live” high-quality teacher support via office hours and instruction on a regularly scheduled basis) for the 2020-2021 school year.
- Students will use Google Classroom, in addition to online resources for Distance Learning, and commit to working vigorously in the virtual environment. This includes accessing content online, which may include videos posted by teachers.
- Teachers will continue to engage in professional learning activities that improve their distance learning skills, including the opportunity to become Google Certified Educators.

PLAN 2: *All students return to school.*

Option A: Hybrid Model (Students attend school for the full day). In-person Learning in A.M./Distance Learning for P.M.)

- All health and safety, teaching and learning and transportation procedures will be followed as laid out in Plan 1, Option A.
- Half-day of in-person instruction for students who choose to go to the physical school in the a.m. Students will leave the building after the ½ day and will engage in a “flipped classroom” for the rest of the school day.
- After School Programs will be offered where funding and logistics allow.
- Half-day of staff time dedicated to distance learning support for virtual students including office hours, scheduled Google Classroom meetings and updating content
- Depending on circumstances and participation, the District may adjust this Option including returning to a more traditional school schedule and/or leveraging more virtual options with proper notice.

OPTION B: Virtual K-12 Academy (Full Day)

- Parents will be required to **opt into** the Virtual K-12 Academy and **commit to** this model through the fall semester.

- Students will work asynchronously (presumably in the a.m.) and have access to the teacher on a consistent basis for instruction and office hours in the p.m.
- Distance learning will transform and improve for the 2020-2021 school year. Students will be able to see their teachers and peers in a virtual setting on a daily basis. We will transition to a blend of asynchronous and synchronous learning (access to “live” high-quality teacher support and instruction on a regularly scheduled basis) for the 2020-2021 school year.
- Students will use Google Classroom, in addition to online resources for Distance Learning, and commit to working vigorously in the virtual environment. This includes accessing content online, which may include videos posted by teachers. Teachers will continue to engage in professional learning activities that improve their distance learning skills, including the opportunity to become Google Certified Educators.

PLAN 3: *Virtual K-12 Academy (Cancellation of Classes, Remote Learning, and Reopening Plans)*

- Communication during a shutdown will occur most commonly in an electronic format. The district Distance Learning website and “Staff Only” page will provide the most comprehensive and up-to-date information for staff.
- Students will be able to see their teachers and peers in a virtual setting on a daily basis. The district will employ a blend of asynchronous and synchronous learning (access to “live” high-quality teacher support via office hours and instruction on a regularly scheduled basis) for the 2020-2021 school year during a closure.

Roles and Responsibilities During District Shutdown

Campus Administrators

- Conduct virtual IDTs for teachers to ensure data driven decision making continues
- Daily Google Classroom and Google Meet visits to ensure quality
- Define virtual staff meeting schedule and norms
- Follow district guidance regarding timelines and “blast” communication/s
- Communicate structures, timelines, expectations, and support resources to students and families
- Showcase student work
- Monitor and provide virtual professional learning as needed
- Monitor Student Participation
- Respond to staff’s questions, concerns, and needs
- Continuously reflect on practice and solutions.
- Celebrate small wins and provide encouragement to staff

Supervisors

- Ensure consistency of content delivery across the district.
- Conduct regular Google Classroom “walkthroughs” to ensure instruction is occurring at expected levels.
- Attend classroom Google Meets periodically.
- Communicate regularly with building administration regarding curricular matters.
- Attend school-based IDTs as appropriate.
- Provide guidance and support to faculty during Distance Learning.
- Provide teachers with tutorials and support needed in regards to Google Classroom.
- Hold consistent Virtual Office Hours in order to be available to teachers and school administration
- Respond to staff’s questions, concerns, and needs
- Continuously reflect on practice and solutions.
- Celebrate small wins and provide encouragement to staff
- Attend all virtual meetings as directed by the CAO.

Regular Education Teachers

- Create a Google Classroom for each class period following all district guidelines, including inviting building administration and content supervisor
- Design and implement daily lessons and student work in alignment with district curricula\
- Conduct daily synchronous Google Meet lessons according to the district-developed virtual schedule
- Provide daily office hours for student to interact with the teacher
- Provide comprehensive, meaningful, and timely feedback on student work
- Monitor student data on district and teacher-created assessments daily
- Modify/make accommodations for students per their IEP or 504 appropriately; communicate regularly with the special education teachers assigned to students in their classes
- Participate in collaborative planning meetings via Google Meet with colleagues of the same content/course
- Participate in bi-weekly Google Meet department meetings at the secondary level as scheduled by the department chair
- Participate in all Google Meet faculty meetings as scheduled by building administrator
- Submit grades to PowerSchool following all district grading protocols and policies
- Submit weekly lesson plans to administration and content supervisor.

Special Education Teachers

- Create a Google Classroom for each class period following all district guidelines, including inviting building administration, content supervisor, and SpEd Supervisor
- For co-teaching settings, coordinate with your general education partner in order to have access to your shared Google classroom.
- Design and implement daily lessons and student work in alignment with district curricula
- Conduct daily synchronous Google Meet lessons according to the district-developed virtual schedule
- Provide daily office hours for student to interact with the teacher
- Provide comprehensive, meaningful, and timely feedback on student work
- Monitor student data on district and teacher-created assessments daily
- Modify/make accommodations for students per their IEP or 504 appropriately; communicate regularly with the regular education teachers assigned to students in your classes
- Participate in collaborative planning meetings via Google Meet with colleagues of the same content/course
- Participate in bi-weekly Google Meet department meetings at the secondary level as scheduled by the department chair
- Participate in all Google Meet faculty meetings as scheduled by building administrator
- Submit grades to PowerSchool following all district grading protocols and policies
- Submit weekly lesson plans to administration and content supervisor.

Department Chairs - All expectations of teachers as well as the following:

- Support teachers and administrators with content, programs, and Google Classroom
- Organize and plan bi-weekly department meetings via Google Meet (inviting department supervisors and building administration)
- Participate in regular weekly virtual meetings with content Supervisor
- Continually learn how to troubleshoot and support issues with Google Classroom
- Encouraged to obtain Level 1 Google Certification to enhance support for teachers in their respective department

Literacy Facilitators/STEM and Math Coaches

- Support teachers and administrators with content, programs, and Google Classroom
- Share supplemental resources to support lesson content with teachers (via email, Google Drive, or any other communication tool the school is using)

- Facilitate virtual instructional planning meetings by grade level as directed by content Supervisor
- Continually learn how to troubleshoot and support issues with Google Classroom
- Work on developing curriculum as directed by the content Supervisor
- This may include, but is not limited to, summer curriculum, fall supplemental (bridge) curriculum, general grade-level curriculum.

Reading/Title I Teachers

- Support Tier II and Tier III students
- Communicate with families
- Be available to provide expert reading advice to staff and families via email or phone
- Create and manage classes on virtual platforms as appropriate
- Download and assign or share supplemental lessons for Tier II and III students as appropriate using Google Classroom or other electronic means.

Tutors and Paraprofessionals

- Log into assigned Google classrooms throughout the day and provide support to students on caseload.
- Assist teachers in the delivery of instruction through Google Meet.
- Meet regularly via Google Meet with the assigned teachers or teams of teachers.
- Work collaboratively with teaching staff to arrange support via Google Meet for students in need.
- Provide feedback to teachers on student progress in individual sessions.

Prioritization of Materials

Upon a district shut down - all teachers need to have the following with them:

- Device that allows for video conferencing
- All teacher materials related to district curricula
- Teachers should reset their passwords prior to leaving campus for a shutdown to ensure they do not lose access to email, google, etc. during a closure.
- In the event of a sudden closure, principals will need to develop plans for easy and safe retrieval of these materials.

Future Planning for Remote Blended Learning

Through the use of ThoughtExchange, the district engaged families, students, teachers and leaders to gather feedback in regards to the three district plans, including the hybrid learning model. In addition, the Superintendent of Schools, held 4 virtual town halls in which the plans for

reopening were discussed and stakeholders had an opportunity to provide feedback. Finally, a presentation was delivered to the Board of Education on July 16, 2020

- Every teacher will engage in professional learning to enhance distance learning pedagogical practices as it relates to blended learning, Google Classroom, Google Meet, Google LiveStream and Kami.
- This includes an expectation that each teacher in the district will have a Google Classroom that will be ready to transition to virtual learning.
- In addition, the district has purchased vouchers to ensure all teachers and administrators have access to become a Google Certified Educator.

The district will utilize communication strategies that have the best possibility of engaging all stakeholders.

Extended Teacher Absence

- Collaboration among staff to ensure multiple individuals have access to learning platforms and plans should one teacher become unable to fulfill their responsibilities
- Building principals will immediately notify families of any decisions made to adjust for either teacher absence or school closure.
- Staff will set the expectation that if school closes, students should log on to Google classroom the next day to continue learning.

Tracking Student Attendance

- During times of distance learning, staff will prioritize engagement with students and families through various means including Google Classroom, phone, email, district-sponsored social media and other platforms.
- On a daily basis, schools will track contact with students and student participation in both synchronous and asynchronous learning.
- Schools will report to families the percentage of student's presence/participation in online classes in a timely manner.
- After three days of no contact in a week, a student will be referred to the building's support team/chronic absence team for further outreach efforts.
- Student support/chronic absence team will analyze engagement data and reasons for disengagement to inform interventions.
- Parent liaisons will work to connect with families and address documented needs.
- Weekly Google Classroom updates will be sent to parents.
- Identify protocol and person responsible for updating student contact information.
- Teachers communicate expectations for makeup work if students miss assignments.
- Parents will notify the school if a student is unable to attend synchronous learning sessions or otherwise unable to complete asynchronous learning.

- Continued collaboration with community partners to support the needs of students and families

Communications Plans/Family and Student Engagement

- The WPS website (*including a dedicated [Google Site](#) to COVID-19*) is updated several times a week with the latest information, including guidance from the Connecticut State Department of Education. Content posted on the District website can be quickly translated into multiple languages and PDF's are provided in Spanish and Albanian, the two predominant non-English languages spoken among our families. Any new or modified protocols/policies will be communicated in a timely manner to the school community via multiple modes of communication.
- **MODES OF COMMUNICATION:** Website (which includes a dedicated Google Site to COVID-19), social media, Robo call, individual schools sharing information, community organizations
- Several town halls have been held and the District has gathered concerns, ideas and questions from families via an online tool called Thoughtexchange. The results have been shared with the school community and a FAQ document based on the results is forthcoming.
 - Thoughtexchange- July 8th-July 14th
 - Virtual Town Halls- July 14th, 15th, 16th and 17th



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Today's Students, Tomorrow's Leaders

Guidelines and Communication Protocol for Student/Staff Member with Confirmed Case of COVID-19, COVID-19 Symptoms or Family Members with Confirmed Cases/Symptoms

****Any decision about specific school closures will be made in coordination with the City of Waterbury Health Department and communicated with the school community.****

<p>Signs or symptoms may appear 2 to 14 days after exposure to the virus.</p> <p>The following symptoms may be indicative of COVID-19: (CDC Symptoms)</p>	<ul style="list-style-type: none">➤ Cough➤ Shortness of breath/difficulty breathing➤ Chills/repeated shaking with chills➤ Muscle pain➤ Headache➤ Sore throat➤ Loss of taste or smell➤ Diarrhea➤ Fever $\geq 100.4^{\circ}\text{F}$ or feverish feeling➤ Known close contact with a person who has COVID-19
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If a student or staff member exhibits/develops symptoms of COVID-19 during the school day:

- Immediately separate student/staff member with COVID-19 [symptoms](#) (such as fever, cough, or shortness of breath) at school. Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are.
- Designated **isolation room** for students who exhibit symptoms consistent with COVID-19 until parent/guardian comes to pick-up student
- Separate staff member from others and send them home; consult with personal physician
- Principal will immediately notify the Waterbury Department of Public Health and Chief Operating Officer, who will make the appropriate notifications to Senior Cabinet members.

- In either case, the proper notifications will be made to the school community as quickly as possible via various communication methods while maintaining confidentiality.

If a student or staff member is confirmed to have a case of COVID-19, the following steps will be taken immediately to reduce transmission:

- Contact Maintenance for Standard Operating Procedures of cleaning/disinfection of student's classroom(s) and staff member's desk/workstation.
- Principal will immediately notify the Waterbury Department of Public Health to initiate contact tracing to determine other students and staff who may have been exposed as well as the Chief Operating Officer, who will make the appropriate notifications to Senior Cabinet members.
- In either case, the proper notifications will be made to the school community as quickly as possible via various communication methods while maintaining confidentiality.

If a student or staff member has close contact with individual confirmed to have a case of COVID-19 (i.e. family member), the following steps will be taken immediately to reduce transmission:

- The principal will immediately notify the Waterbury Department of Public Health as well as Chief Operating Officer, who will make the appropriate notifications to Senior Cabinet members.
- Student or staff member may be requested to quarantine in accordance with CDC guidelines
- In either case, the proper notifications will be made to the school community as quickly as possible via various communication methods while maintaining confidentiality.