



# Thompson Public Schools

## Reopening Our Schools

### Fall 2020

**Based on Guidelines from the Connecticut State Department of Education**

## Re-Entry Plan FY20-21

DRAFT July 2020

This document identifies the critical “REQUIREMENTS” needed for each local educational agency (LEA) or school operator to submit a reopening plan in accordance with the Connecticut School Reopening Plan



— ***Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together***. In providing the LEA’s response, it is imperative to work through the Connecticut School Reopening Plan, which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing the unique local approach.

While the submitted plans do not require approval by the Connecticut State Department of Education (CSDE), plans will be retained. Receipt and consideration of the plans will allow the CSDE to share best practices and provide technical support for those LEAs who require it.

LEAs should submit a reopening plan that clearly and specifically addresses the requirements outlined in each section below. The CSDE recommends plans be developed inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, nutrition services, transportation services, boards of education, local health officials, municipal leaders, parents and other relevant stakeholders.

**Additional Details:**

**Plans should be submitted in font size no greater than 11pt, in PDF format.**

**Due: July 24, 2020**

**Submit to:** [SDE.REOPEN@ct.gov](mailto:SDE.REOPEN@ct.gov)

Include the following completed table at the top of your submitted plan:

Date of Submission:	July 24, 2020
LEA Name:	Thompson Public Schools
Reopening Plan Point of Contact:	Melinda A. Smith
Contact Email:	Melindasmith@thompsonpublicschools.org
Contact Phone:	860-377-7581 Cell 860-923-9581 X 501 Office
LEA COVID-19 Health and Safety Compliance Liaison:	Shannon Grauer
Liaison Email:	Sgrauer@thompsonpublicschools.org

If schools plan to iterate and/or improve their plan as result of newly released guidance and/or changes in their local communities, those should also be submitted to the CSDE at the email listed above.

This document reflects preliminary guidance and considerations as of the date published, and should not be interpreted as mandates, except where there is indication of a requirement. The Connecticut School Reopening Plan — *Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together* may be updated due to the rapidly changing response to this pandemic emergency and ongoing updates from Centers for Disease Control and Prevention (CDC) and/or changes to federal and state orders and guidance. The Connecticut State Department of Education will provide any such updates to Superintendents.

## A Message from the Superintendent

The goal of Thompson Public Schools' Re-Entry plan is to align to the six guiding principles which are detailed in *Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together* document issued by the Connecticut State Department of Education, (CSDE) on June 29, 2020.

1. Safeguarding the health and safety of students and staff.
2. We are allowing all students the opportunity to return to school full time starting in the fall.
3. Monitoring the school, students, and staff when necessary, potentially canceling classes in the future to appropriately contain COVID-19.
4. Emphasizing equity, access, and support to our students and communities that are emerging from this historic disruption.
5. Fostering strong two-way communication with our partners including families, educators, and staff.
6. Factoring into decisions about reopening the challenges to the physical safety, social-emotional well-being, and the mental health needs of our students when they are not in school.

The district organized a core team consisting of key members of school personnel in April of 2020 to begin to develop plans for reopening. This team began securing safety equipment and other resources and supplies in preparation for schools to resume onsite learning.

The membership of the core team was expanded to include administrators, central office directors, teacher leaders, union representatives, support service providers, and parents to create a comprehensive plan following the State's guidance to reopen Thompson Public Schools.

The members of the Board of Education reviewed and approved the plan at a special meeting held on Wednesday, July 22, 2020. Thompson's school plan was submitted as requested by CSDE on July 24, 2020. A copy has been sent home to all families and posted on the district's website. Virtual parent forums will be scheduled in early August to answer questions from students, parents, and the community.

Questions may also be sent via email to: [Re-Entry@thompsonpublicschools.org](mailto:Re-Entry@thompsonpublicschools.org).

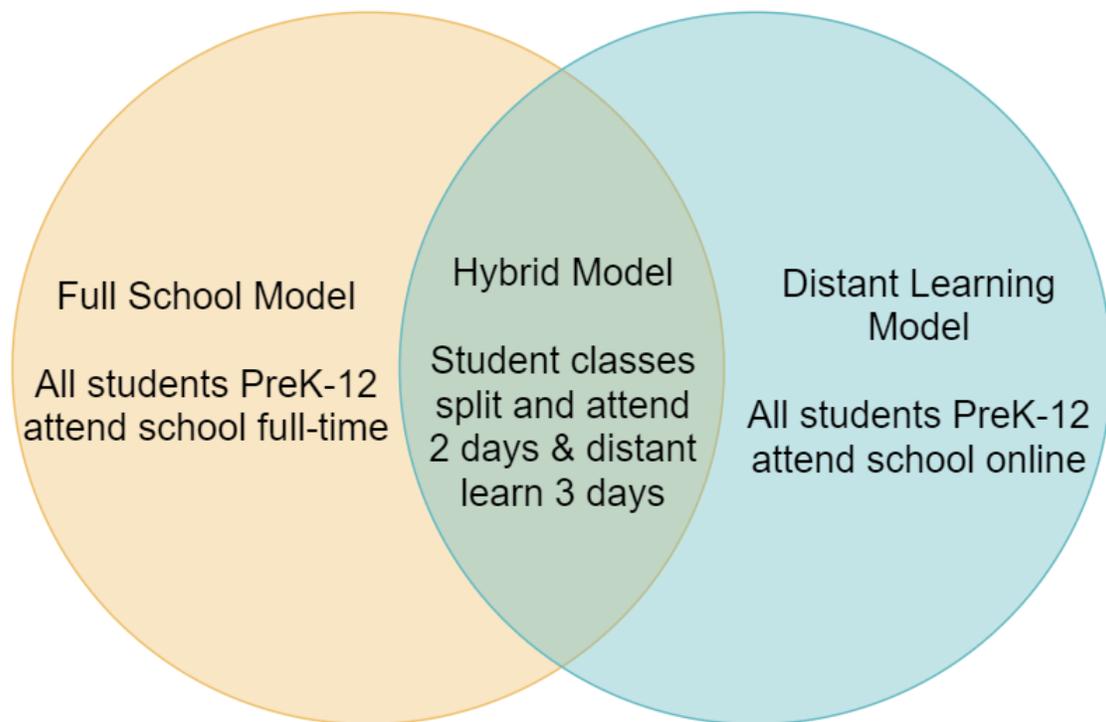
Melinda A. Smith, M.Ed.

**Re-Entry Committee Members**

Kate Anderson	Music Teacher
Jennifer Baublitz	Parent
Benjamin Barbour	Security Coordinator
William Birch	Facilities Director
Heather Burns	Technology Director
Mark Depot	Bradley Windham County Director
Lisa Durand	Food Service Director
Greg Godzik	President, Custodian Union
Dawne Goodwin	Psychologist
Shannon Grauer	Head Nurse
Melanie Hachigian	Parent
Kathleen Herbert	Board of Education Chairman
Christopher Jones	Pupil Service Director
Steven Knowlton	Principal, Thompson Middle School
Amy Lussier	Parent
Louise Morrison	Teacher, Thompson Education Association, President
Lesley Munshower	Town of Thompson, Recreation Director
Megan Parrette	Principal, Tourtellotte Memorial High School
Danielle Pederson	Executive Administrative Assistant
Ian Polun	Assistant Principal, Thompson Middle School
Ellen Pratt	Teacher, Mary R. Fisher Elementary School
Laurence Prentiss	Principal, Mary R. Fisher Elementary School
Melinda Smith	Superintendent of Schools
Debra Spinelli	Athletic Director
Kimberly Steglitz	President, Secretary Union

## Models of School Configuration

FY 20-21



### Full School Model:

All students in grades preschool through twelve will attend school onsite.

### Hybrid Model:

Students will attend school fifty percent capacity

Part time (two days) onsite and part time (three days) distance learning from home.

### Distance Learning Model:

All student's preschool through grade twelve will learn remotely from home.

Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, it is imperative to work through the Connecticut School Reopening Plan which elaborates on certain requirements with additional considerations and includes “GUIDANCE” to consider while developing a unique local approach.

Priorities	School Plan
<p><b>Fall Reopening Model</b></p>	
<ul style="list-style-type: none"> <li>• LEAs should plan to have all students, in all districts, return to schoolhouses for full-time instruction at the beginning of 2020-2021, so long as public health data continues to support this model. This model will be supported with more intensive mitigation strategies and specific monitoring, containment, and class cancellation plans.                             <ul style="list-style-type: none"> <li>– In addition to full-time instruction plans as indicated above, LEAs must be prepared to modify their plans to support a partial reopening or to allow for scaling back at a future date if the public health data changes.</li> </ul> </li> <li>• Identify gaps and develop action plans for reopening that specifically address inclusion, equity, and access for all learners with strategies and clearly defined action steps.</li> </ul>	<p>All students, preschool through grade twelve in Thompson, will return to school full time on Monday, August 31, 2020, per BOE approved calendar in consultation with Northeast District Department of Health.</p> <p><b>Elementary &amp; Middle School Cohorts:</b>                      Classroom cohorts have been established in all preschool through grade eight classrooms by utilizing certified staff differently. Special Education and reading specialists will be assigned to a cohort classroom. This teacher will pair with a grade-level classroom teacher, and together they will share the instructional responsibilities of general education students, Title 1 students, or special education. The teachers will develop a schedule to ensure the needs of students with reading challenges or with identified education plans receive the appropriate service. The teachers will physically change classes between the two cohort groups. Cohort class size in this scenario will be between thirteen and fourteen students at current enrollment.</p> <p>All non-essential furniture will be removed from all classrooms and stored in one half of the gymnasium. Teachers have been asked to schedule a time to come into the schools before 7/24/20 to take home any large pieces of personal furniture. A sample photo of a typical elementary and secondary classroom can be found in Appendix #3.</p> <p>Grades three, four, and eight will be moved to larger makeshift classrooms in a regular class size of twenty with one teacher. Special education and reading teacher will pair with a grade-level teacher. The district may be required to increase a part-time reading teacher to full time to cover the large class size in grade three. The students and teachers will be spaced at least 6 feet apart to ensure social distancing. Spaces such as cafeterias, libraries, computer labs, and music rooms will be used for the larger class size.</p> <p>Unified art teachers (art, music, PE, computer, library) will be mobile and push into classrooms to deliver instruction. The district will need to hire three long term substitutes, two at the elementary and one at the middle school, who will pair with a UA teacher to ensure all classes receive equitable access to art, music, PE, library, and computer.</p> <p><b>High School:</b></p> <p>Due to student schedules, the district will not split classes to create cohorts at the high school. Classrooms will be removed of non-essential furniture and desks will be spaced out to ensure social distancing for students and teachers. Some larger classes where students cannot be spaced adequately will be moved to spaces such as the auditorium, stage, library, or unused lab space. An analysis of class size indicates that only eight to ten classes may need to be rescheduled to an alternate classroom space. School Principal will be responsible for developing a schedule for changes in class locations.</p> <p><b>Hybrid Model:</b>                      Thompson Public Schools will implement a “hybrid model,” which will reduce the number of students in school and bus capacity by fifty percent. The district will consult with the Northeast District Department of Health (NDDH) to transition to this model.</p>

	<p>Students by grade level will be split into two groups, A &amp; B. Administrators have already identified sibling groups to be sure that they are assigned to the same A or B group to make the transition easier for families.</p> <p>Group A: Will attend school on Monday and Tuesday and learn remotely on Wednesday.</p> <p>Group B: Will attend school on Thursday and Friday and learn remotely on Wednesday.</p> <p>Students learning remotely from home will live stream into the classroom to receive instruction or have access to lessons loaded on Google Platform or recorded ZOOM classes.</p> <p>Wednesday will be without students, faculty, and staff on-site, which will allow for deep cleaning between A/B groups of students. It will also provide time for teachers to connect with families and provided students with individualized support.</p> <p>Parents will be informed of a transition to a hybrid model by the district's typical communication structure, including a written letter, email, text, website, and social media platforms as soon as the decision is made to transition to this model.</p> <p>Parents will also be informed of meal pick up sites when students are learning remotely from home. Breakfast and lunch will be picked up at the same time.</p> <p><b>Students Requiring Intensive Special Education Services &amp; Hybrid Model:</b></p> <p>Students in Thompson Public Schools special education self-contained classes and the Bradley Windham County Program housed in Thompson Public Schools <b>may</b> be able to attend school for four full days, depending on group sizes when the district must transition into the hybrid model. Currently, the classes have low numbers, and this group of students require intensive regular instruction. In consultation with the Superintendent, Pupil Service Director will determine the "hybrid" attendance schedule for this group of students. The Special Education Office will communicate directly with Thompson families regarding their child's schedule. Staff from Bradley Windham County will inform the districts and families of the students attending their program.</p> <p>All students will be provided with equitable access to the curriculum with appropriate academic and social-emotional supports. All support providers and classroom teachers and administrators will work with TEEG (social service partner) to keep students connected to their classes. Home visits conducted by TPS staff and TEEG are part of this partnership.</p>
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<p><b>Temporarily Choosing Not to Participate</b></p>	
<ul style="list-style-type: none"> <li>Plan for parents and students who may temporarily choose not to participate in the return to school.</li> </ul>	<p>The district will mail and email home a form on Friday, July 24, 2020, requesting parents to designate which learning program their child will participate at the start of the FY 20/21 school year. (See Appendix #1 and Appendix #2)</p> <p>Parents will select:                      Full-time onsite instruction                      Distance Learning                      Homeschooling</p>

Principals will keep an official enrollment of students participating in the Distance Learning Program. Tyler Student Information System will be set up with an additional field to track students learning from home.

This information will help us plan for the number of children who will be instructed remotely and prepare the necessary resources, text, etc. that must be distributed to access the curriculum. A distribution plan will be established once the information is received.

Students may transition back to onsite learning with one week's written notice from parents. This time will allow the district to arrange transportation and the teacher to set up classroom space and materials for the student.

The district has a partnership with TEEG, a local social service agency, to encourage school attendance or Distance Learning participation. TEEG personnel will work closely with teachers and administrators to connect students and their families to be fully engaged. TEEG also can work with school personnel to offer social-emotional support as well as help with food insecurity and other needs. The partnership with TEEG allows the district to conduct home visits with school personnel.

All students in Thompson Public Schools will be given a Chromebook or laptop by the first day of school. The distribution of the devices will take place in August 2020. Students in the elementary grades will keep their computers at home to ensure the devices are ready if we must quarantine a class or transition to distance learning quickly. Students will have limited access to computers onsite during school.

Secondary students may be required to bring their devices to school each day. Computer cases have been provided to transport the laptops to and from school safely.

During the week of August 24, teachers will pack up curriculum resources that will be given to students to keep at home if the school or class quickly shifts to distance learning. Students will take home the materials during the first few days of school.

If funding is available, the district will purchase classroom equipment to allow students to live stream into the regular classroom remotely from home to receive instruction in real-time. We feel this is the most efficient way to deliver instruction directly to students who are at home. Teachers will be responsible for uploading any worksheets, reading materials, or video links to their classrooms Google platform for students to access from home.

If the district does not have the funding to place the equipment in each class, we will identify a reduced number of classrooms that will provide the remote instruction.

Also, the district may have teachers who opt not to return to the classroom due to medical issues. This group of teachers may be used as multi-grade tutors to provide distance learning. A more detailed plan will be developed once we have a better understanding of how many students will be learning from home.

Teachers will receive professional development to access resources from the CT Learning Hub and an in-depth study of the Plan to Reimagine CT Classrooms for Continuous Learning during the week of August 24. All teachers will be prepared to deliver instruction remotely.

Teachers who provide distance learning will be provided with their class list and will have time to connect with their students before the start of school.

School Liaison, Communications Plans, and Data Collection	
<ul style="list-style-type: none"> <li>• Designate an employee to serve as a COVID-19 Health and Safety Compliance Liaison. This designated person will be responsible for engaging with students, parents, faculty, staff, and administrators to answer questions or concerns about health and safety requirements regarding COVID-19 concerns (e.g., school nurse).</li> <li>• Put systems in place to communicate the most up to date policies and protocols related to the considerations herein, for staff, students, and families.</li> <li>• Make communications plans available in relevant languages of families in the community, as well as accessible to those with visual and/or hearing impairments.</li> <li>• Ensure the development of plans for ongoing two-way communication with the school community (staff, families, and students) about any new policies and/or protocols <i>prior to</i> reopening, any time there is a significant policy change, and upon re-entry if a school closes temporarily during the year.</li> <li>• Develop expectations around frequency of communication, and ensure detailed updates are provided any time critical information regarding policies, protocols, or health data changes.</li> <li>• Put in place a plan for how the community will be notified of any changed policies, need to cancel classes, or other changes or restrictions.</li> <li>• Make plans easily accessible, including but not limited to being visible on the main landing page of the LEA and school websites.</li> <li>• Prioritize gathering information from families prior to reopening. Collect information from families to properly plan for resuming classes in the fall.             <ul style="list-style-type: none"> <li>– This should align with the forthcoming CSDE District Reopen Survey</li> </ul> </li> </ul>	<p>The district routinely uses multiple modes of communication: mailed letters, email, text, calls, website, and social media posts. We also have a radio spot each week on WINY called Tiger Talk sponsored by a community business that allows us to get information out to the community. The district has also established an email address, <a href="mailto:Re-Entry@thompsonpublicschools.org">Re-Entry@thompsonpublicschools.org</a>, to allow parents to ask specific questions. The Superintendent's Office will monitor the address. A FAQ section will be updated regularly and placed on the website's COVID section for parents to use as a reference. Parent forums for each school will be held following the approval of the Re-Entry Plan by the BOE. The forums will be scheduled during the day and evening via a ZOOM platform. The Superintendent, Directors, along with school Principals, will participate in answering any questions. The dates for the forums are scheduled as follows:</p> <p><b>Mary R Fisher Elementary School</b>  Monday, July 27, 2020 6:30 PM  Thursday, July 30, 2020 10:00 AM</p> <p><b>Thompson Middle School</b>  Tuesday, July 28, 2020 6:30 PM  Tuesday, August 4, 2020 10:00 AM</p> <p><b>Tourtellotte Memorial High School</b>  Wednesday, July 29, 2020 6:30 PM  Thursday, August 6, 2020 10:00 AM Student Leadership Team</p> <p>In the event of school closing, the district will use the conventional means of communicating to families listed above. We will notify the local radio station to inform the community of our school closure. Before making the announcement, the Superintendent will inform the members of the Board of Education, Town of Thompson First Selectman, and our first responders, Community Fire Station, that the school or certain classes have been canceled.</p>

Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, it is imperative to work through the Connecticut School Reopening Plan which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing a unique local approach.

Operations Plan	School Plan
<b>Facilities</b>	
<p>Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout.</p> <ul style="list-style-type: none"> <li>• Where necessary, assess other space that may be repurposed for instruction in the school, in municipal or other community space, or if the school will require additional modular space.</li> <li>• Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction.</li> <li>• Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population.</li> <li>• Identify the training needs of staff related to health and safety protocols; perform such training prior to the first day of classes.</li> <li>• Consider having training days and days to practice new protocols with staff only prior to having students enter the building.</li> <li>• Plan an in-person or online training that includes social distancing; cleaning protocols; and hygiene practices. Require attendance by all students and staff and make available to families who are interested. Consider repeating this training during the first months that school reopens, and as needed.</li> <li>• Ensure training is provided to substitutes or others who may enter the school outside of the first day or typical calendar start.</li> </ul>	<p>Social distancing between student workstations will be maximized by reducing the number of students per classroom space. After careful evaluation of classrooms, it has been determined that most classroom areas can accommodate 12-15 students and maintain 6 feet of social distance. Some larger areas will accommodate a higher number of students safely and will be utilized in that manner.</p> <p>Other areas have been identified for use as classroom space. Cafeterias in the Middle and Elementary schools will be divided into two classroom spaces capable of accommodating 20-25 students while maintaining social distancing. Outdoor spaces with portable sun shelter have been identified as possible alternate classroom spaces or used as mask break areas.</p> <p>In each classroom area, Teachers will maintain a 6-foot minimum from the first row of students. Face and desk shields have been procured in the event teachers find it necessary to remove face coverings to carry out lessons. Each classroom space will be equipped with either running water for handwashing, or if not, available hand sanitizing stations will be installed.</p> <p><b>Reopening of Facilities before First Day of Classes</b> Following school closure on March 13, 2020, the facility was left completely unoccupied for four consecutive days. That was followed by 15 consecutive days of deep cleaning and disinfection by the custodial crew. Since that time, the campus has remained closed mainly with only essential personnel admitted. In the weeks, each space was emptied of all contents, and all permanent surfaces thoroughly cleaned before contents were returned. Before the first staff members returning to the campus, the entire water system will be flushed out through each fixture. Water heating equipment will be flushed at the heating source. All water fountains will be disabled and secured to prevent use. Bottled water will be made available to staff and students.</p> <p><b>Signs and Messages</b> Signage has been purchased using CDC templates for handwashing, face coverings, stopping the spread of the virus, symptoms of COVID- 19, and what to do if you are ill. Signage is to be installed in all areas of campus and all entry points.</p> <p><b>Ventilation</b> All ventilation equipment will have been cleaned and evaluated to ensure maximum efficiency. Outside air makeup has been increased to 30% minimum, run schedule has been lengthened to 2 hours before school opening, and 2 hours after the evening crew leaves to ensure maximum daily air changes.</p> <p>Staff is being directed that fans' use is discouraged and, if used, must be located to blow out an open window.</p> <p><b>Training</b> Online training in health and safety protocols is being made available to all staff continuously. The FY 20/21 school calendar has been revised to allow three additional professional development days to the calendar, which will</p>

	<p>occur the week of 8/24/20. Teachers will be provided with a host of trainings to prepare them to work in a healthy school environment.</p> <p><b>Cleaning Protocols</b>  All areas of the facility will undergo standard cleaning procedures each evening. Custodial staff will use products that comply with Connecticut's "Green Cleaning Standard."</p> <p>Only disposable wipers will be used. Floor mops used in bathrooms will not be used in any other area. Disposable paper towels will be used at all handwashing stations.</p> <p>All high touch surfaces will be disinfected following cleaning each evening and throughout the day.</p> <p>One dedicated custodian will be assigned to each school for the daytime shift. Daily duties will include routine tasks, removal of trash and clean up from meals, repeated cleaning of bathrooms, and ongoing disinfecting of high touch surfaces. Daytime custodians will remain in their assigned area. Additional custodial staff is necessary to keep up with the ongoing disinfectant needs throughout the day. Adding staff will require additional funding to the BOE budget.</p> <p>Evening custodial staff will carry out daily cleaning of classroom areas, common areas, and office space using standard cleaning procedures followed by disinfection processes. Evening custodians will also remain in their assigned areas.</p> <p>Cleaning and disinfectant products in compliance with Connecticut's Green Cleaning standard will also be made available to teachers throughout the day.</p>
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Daily Operations	Daily Operations
<ul style="list-style-type: none"> <li>Implement the key strategy of establishing stable cohorts within the school population, when feasible. Placing students in cohorts is <b>strongly encouraged</b> for grades K-8 and <b>encouraged where feasible</b> for grades 9–12.</li> <li>Develop consistent policies to address when clubs, before- and after-school programs, or other voluntary groups may be allowed to use school space. Include ways to safely allow access for before- and after-school and childcare programs.</li> </ul>	<p>Thompson Public school district poses a unique challenge in that three individual schools are housed within one common building. The building will be compartmentalized into four distinct entities using existing security infrastructure. High School, Middle School Elementary School, and Administration. Staff and students will not be able to move freely from one to the other. This will help facilitate the ability to increase or relax restrictions in each school differently based on changing conditions.</p> <p>Cohort groups preschool through grade eight will be divided by grade and reassigning teachers. Should there be an exposure, this will help reduce the risk of spread district-wide. High school students will not be placed in cohort groups. Classrooms will be set for social distancing by removing non-essential furniture and equipment.</p> <p>A central isolation area has been created with a private bathroom to house any person who has developed symptoms until they can leave the campus.</p> <p>Specific spaces have been identified to be used by the Thompson Recreation Department for before and after school childcare. The Rec program will follow OEC guidelines for childcare in addition to protocols established by the district.</p>

Child Nutrition	
<p>Schools and institutions that participate in the National School Lunch Program (NSLP), School Breakfast Program (SBP), Afterschool Snack Program, and Special Milk Program (SMP) as applicable, must continue to determine eligibility for and make available free and reduced-price meals and snacks and free milk to all eligible students.</p> <ul style="list-style-type: none"> <li>• Schools and institutions must comply with the U.S. Department of Agriculture's (USDA) regulations and policies for school meals and milk including the meal pattern requirements.</li> <li>• Schools and institutions that participate in the NSLP are required to claim meals/milk provided to eligible students using accurate counting and claiming methods.</li> </ul>	<p>Mary R Fisher Elementary has qualified for Community Eligibility Provision (CEP), which will allow all students to receive free breakfast and lunch without completing eligibility forms. The district currently offers free breakfast to all middle and high school students. The district will pilot free lunch for all middle school students.</p> <p>All families with students in grades five through twelve must complete the eligibility form. This form is sent home to parents via mail, email, and can be accessed from the district's website.</p> <p>The district will adhere to the Child Nutrition Requirements &amp; Guidance found in Appendix #6.</p> <p>Students will be eating lunch in their classrooms as cafeteria spaces have been converted into classrooms and meal prep areas.</p> <p>Parents of students at home distance learning may pick up breakfast lunch at Thompson Middle School's front entrance daily. A specific time for pick has yet to be established and pick up time will depend on staff availability. The district does not have enough staff to host additional meal sites.</p>

Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, it is imperative to work through the Connecticut School Reopening Plan which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing a unique local approach.

Operations Plan, continued	School Plan
<p><b>Transportation</b></p>	
<p><b>Low Transmission Risk</b></p> <ul style="list-style-type: none"> <li>Plan to operate at full capacity or close to while maximizing health and safety protocols, as well as considerations outlined in the plan.</li> <li>Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus.</li> <li>Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat.</li> </ul> <p><b>Moderate Transmission Risk</b></p> <ul style="list-style-type: none"> <li>Plan to operate at significantly reduced capacity while maximizing health and safety protocols, as well as considerations outlined in the plan.</li> <li>Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating.</li> <li>Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus.</li> <li>Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat.</li> </ul>	<p><b>Low Transmission Risk:</b>            School Superintendent will meet with representatives from Dattco Bus Co. to review current bus routes to determine if bus capacity can be reduced on any of the current runs. The district plans to operate bus service to near capacity as possible. Parents will be asked if they plan to have their children use the bus service to determine the projected capacity on each bus and social distance as much as possible.</p> <p>A pre-boarding school bus checklist will be sent to all families on July 24, 2020. The checklist requires students to wear a mask covering both their nose and mouth. Please see Appendix #2.</p> <p>In August, the BOE members will be asked to adopt a COVID-19 district policy, which will require the wearing of masks in school and on the buses.</p> <p>Bus monitors (safety officers) will be riding the buses for the first two weeks of school to establish a mask-wearing routine.</p> <p>Bus drivers from Dattco Bus Co. have been trained to load students from the rear of the bus forward. We plan to create a set of videos with students demonstrating the appropriate way to board the bus and pre-boarding requirements.</p> <p>Dattco personnel in-between bus tiers will disinfect all buses. This will add ten to fifteen minutes to our school schedule, which will be adjusted to accommodate the disinfecting procedures.</p> <p><b>Moderate Transmission Risk:</b>            In addition to the protocols mentioned above, bus capacity will be reduced when the district or school must transition to a “hybrid” learning model. To ensure fifty percent capacity, students will attend school on an A or B schedule. This will reduce bus ridership.</p>

Health Practices and Protocols	School Plan
<ul style="list-style-type: none"> <li>• Ensure that students are educated and engaged in the new expectations related to all public health policies and protocols. As part of this requirement, assess the best approach to communicating the information for the age group, and plan to set aside time at the beginning of the school year, as well as frequent reminders, to review the new policies and protocols.</li> <li>• Familiarize all participants of the standard public health practices used to prevent the spread of diseases. These practices include, but are not limited to:               <ul style="list-style-type: none"> <li>– social distancing;</li> <li>– frequent hand washing and use of hand sanitizer;</li> <li>– use of face coverings that completely cover the nose and mouth;</li> <li>– respiratory and cough etiquette; and</li> <li>– enhanced cleaning/disinfection of surfaces.</li> </ul> </li> <li>• Provide adequate supplies, including soap, hand sanitizer with at least 60% ethyl alcohol or 70% isopropyl alcohol (for staff and older students who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible), and no-touch/foot-pedal trash cans.</li> </ul>	<p>The school will educate students through an age-appropriate combination of written material, demonstration of handwashing, covering cough/sneezes, and wearing masks. Signage will be displayed throughout the school campus, reminding students and staff of health protocols/policies. An addendum to the handbooks will be distributed to families and posted on our school website outlining new health policies and protocols as per CDC guidelines/CSDE requirements.</p> <p>Staff and students will be familiarized with the standard public health practices used to prevent the spread of diseases by the education of said protocols utilizing items such as visual reminders: signs and posters, educational videos on this topic, frequent announcements over PA system, etc.</p> <p>Supplies ordered by facilities management – will be distributed throughout the school campus, including but not limited to classrooms, hallways, and common areas.</p>

Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, it is imperative to work through the Connecticut School Reopening Plan which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing a unique local approach.

Health Practices and Protocols, continued	School Plan
<p><b>Reporting Illnesses and Addressing Vulnerable Populations</b></p> <ul style="list-style-type: none"> <li>Instruct students and staff to inform the school if they are sick with COVID-19 related symptoms, particularly if they had a known contact with someone diagnosed with COVID-19 and have also had contact with the school population.</li> <li>Develop consistent protocols for information reporting, and a point person to appropriately receive and safeguard this information, such as the school nurse, district nursing supervisor, or principal.</li> <li>Educate staff and families about when to <a href="#">stay home</a>. Schools should properly communicate the content of this or any updated guidance.               <ul style="list-style-type: none"> <li>Instruct staff and students (or their parents and guardians) to perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms. Communicate this expectation and provide parents with reminders about the <a href="#">symptoms consistent with COVID-19</a> that require keeping their students at home.</li> </ul> </li> <li>Establish and communicate school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home.</li> </ul>	<p>Parents/ caregivers will be educated regarding assessing students before they leave for school to ensure they are not arriving at school ill. If a student is assessed and deemed to be showing any signs or symptoms of COVID- 19, they will be housed in an isolation room until parent pick up/staff can leave school. The isolation room will be staffed with a CNA to monitor students in the isolation room.</p> <p>Clear instructions on properly notifying the school of any exposures or exposure to COVID-19 positive contacts will be communicated to families through an addendum to the handbook and also through communication from Superintendent of Schools; Zoom meetings/educational videos, newsletter/ School Messenger call, text or email announcements.</p> <p>Each school nurse will gather building-specific information to be reported to the head nurse to garner information on illness in each school and report to the superintendent. Superintendent and head nurse will contact NDDH for specific guidance.</p> <p>Signs, verbal reminders, and announcements will direct staff and students (or their parents and guardians) to perform a self-assessment before leaving for school to identify fever and other possible COVID-19 symptoms, and to stay home if ill.</p> <p>An addendum to school handbooks regarding COVID -19 will be provided to students/ families/ staff with specific guidance on when to stay home. Anyone with a temperature of 100.4 should stay home from school/if in school will be dismissed to the parent guardian and advised to contact primary care physician.</p>
<p><b>Social Distancing</b></p>	
<ul style="list-style-type: none"> <li>Assist staff and students to maintain maximum social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time.</li> </ul>	<p>Classrooms will be redesigned to promote social distancing practices as required by CSDE. See the operations section.</p> <p>Staff will receive training during the week of August 24, 2020, to ensure a uniform understanding of social distancing requirements for themselves and their students.</p> <p>The district will develop a video to send home to families, demonstrating to students the social distancing expectations while children are in school.</p> <p>The video will be distributed to families before the start of school. Students will also view the videos during the first few days of school.</p>

Use of Face Coverings, Masks, and Face Shields	
<ul style="list-style-type: none"> <li>• Adopt policies requiring use of face coverings <b>for all students and staff when they are inside the school building, with certain exceptions listed below.</b> <ul style="list-style-type: none"> <li>– 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, <a href="#">per CDC guidance</a>.</li> <li>– For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required.</li> </ul> </li> <li>• Be prepared to provide a mask to any student or staff member who does not have one.</li> </ul>	<p>All staff and children will be required to wear masks – students who use bus transportation will be required to board the bus with a face covering. If a student does not have one, it will be provided to them. Any student/staff entering school without a mask will be provided one except for:</p> <ul style="list-style-type: none"> <li>– anyone who has trouble breathing, or anyone unconscious, incapacitated, or otherwise unable to remove the mask without assistance, face coverings and masks should not be required, <a href="#">per CDC guidance</a>.</li> <li>– For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required.</li> </ul> <p>Mask breaks will be built into the daily schedule for both staff and students.</p> <p>An inventory of masks has been secured by the district and provided to anyone who does not have one.</p> <p>The district has purchased a limited inventory of desk shields and face shields to be used by teachers and students as an additional level of safety. The shields may also be used as an alternative for students and staff who may have a medical reason to prevent them from wearing a mask.</p>

Health Monitoring Plan	School Plan
<p><b>Planning and Distribution of Information</b></p> <ul style="list-style-type: none"> <li>• Include in the LEA reopening plan written protocols for monitoring of symptoms that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus and maintaining oversight related to the pandemic while complying with relevant privacy and health laws.</li> </ul>	<p>Students and staff will be monitored for symptoms/illness while at school by the school nurse. Students will be sent to the health office for any symptoms of illness.</p> <p>Following the protocols established by the Northeast District Department of Health, students will be sent home if they have any COVID-19 symptoms. The nurse will advise parents to seek medical attention and be informed that their child must remain at home for the designated period determined by NDDH.</p> <p>Any student /staff with symptoms of COVID -19 will be escorted to the isolation room until parent/guardian /transportation arrives. A certified CNA will staff the isolation room. The CNA will remain with the child until a parent arrives. An isolation room with an exterior door has been retrofitted with a bathroom.</p> <p>Parents will be informed of the required health protocols through a variety of outreach activities which include:</p> <ul style="list-style-type: none"> <li>COVID-19 Addendum to School Handbooks</li> <li>BOE Presentation</li> <li>Parent Forums</li> <li>Frequent district and school-based letters, email, text, and calls</li> </ul>

Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, it is imperative to work through the Connecticut School Reopening Plan which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing a unique local approach.

Containment Plan	School Plan
<ul style="list-style-type: none"> <li>• <i>The Connecticut Department of Public Health will be providing a tiered system to assist leaders and define the decision-making approach should partial or full class-cancellation become necessary. Anticipate this will be available at the time decisions will need to be made related to containment and possible school class cancellations.</i></li> <li>• Include in the LEA reopening plan written protocols for containment and immediate response if an individual has signs or symptoms of COVID-19, there is a known exposure, or a member of the school community has a confirmed diagnosis of COVID-19. The purpose of containment plans are to decrease the risks of spreading COVID-19, and shall include the following:             <ul style="list-style-type: none"> <li>– Immediate coordination with the local health department, including being ready to comply with requests for information from the local health department to assist with contact tracing.</li> <li>– Identification of a response team within the school and LEA with specific responsibilities.</li> <li>– Consideration of what signs and symptoms exhibited by students or staff would require their immediate dismissal from school; for what period; and conditions for their re-admittance to school.</li> </ul> </li> <li>• Identify an “isolation room” (besides the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives.</li> <li>• Create a consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19 and must be dismissed from school.</li> </ul>	<p>Awaiting guidance from CDPH/ CSDE will comply with guidelines set forth.</p> <p>If an individual has signs or symptoms of COVID-19, there is a known exposure, or a member of the school community has a confirmed diagnosis of COVID-19 the following will take place:</p> <p>Staff/students will be escorted to the isolation room – the monitor will be present in the isolation room with access to licensed personnel.</p> <p>The School nurse will place a call for immediate coordination with the local health department, including being ready to comply with requests for information from the local health department to assist with contact tracing.</p> <p>Principal/school nurse for each building will meet and report to the superintendent.</p> <p>Awaiting guidance from CDPH/ CSDE will comply with guidelines set forth.</p> <p>The isolation room has been identified in the middle school with access to the outside entrance.</p>

Cancellation of Classes, Remote Learning, and Reopening Plans	School Plan
<ul style="list-style-type: none"> <li>• <i>The Connecticut Department of Public Health will be developing specific community and school-based indicators to assist leaders and define the appropriate decision-making approach.</i></li> <li>• Develop a plan for school class cancellations and reopening to be implemented if the superintendent, their designee, or state government suspends or cancels in-school classes for some or all participants.</li> <li>• Notify and consult with the CSDE immediately if the LEA is contemplating class cancellations.</li> <li>• Include a communication plan and clear policies for faculty and staff regarding individual roles and responsibilities in the event of a shutdown occurring during the school year.</li> <li>• Prioritize ongoing educational opportunities when drafting the plan for shutdown. Materials for continuity of learning must be made available to allow for school sessions to continue remotely.</li> </ul>	<p>The district is waiting to receive this information to prepare for a decision-making plan adequately.</p> <p>Parents, students, faculty, and staff will be notified of the cancelation of classes using the districts typical cancelation procedures after consulting with NDDH.</p> <p>Once the district has consulted with the appropriate health officials, the Superintendent will notify CSDE.</p> <p>The district is waiting to receive this information to prepare for a decision-making plan adequately.</p> <p>Teachers will be sending curriculum resources home the first week of school to be kept at home for future lessons. This includes texts, reading resources, science materials, math manipulatives, etc.</p> <p>If schools do not reopen in the fall, the distribution of the materials will happen during the last two weeks of August.</p>

Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, it is imperative to work through the Connecticut School Reopening Plan which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing a unique local approach.

Cancellation of Classes, Remote Learning, and Reopening Plans, continued	School Plan
<p><b>Future Planning for Remote Blended Learning</b></p>	
<ul style="list-style-type: none"> <li>• Be prepared to provide remote blended learning opportunities immediately upon cancellation of in-school classes.                             <ul style="list-style-type: none"> <li>– Consider implementing a plan to gather feedback from families, students, teachers, and leaders on experience with remote learning. Incorporate any feedback into a revised remote learning plan and incorporate into hybrid learning model.</li> </ul> </li> <li>• Develop a plan for extended absences and communicate it with parents or guardians in the event of a second extended closure.</li> </ul>	<p>A parent survey did go home in early July, asking for feedback to improve distance learning. The most common concerns among parents are listed below:</p> <p>Concern #1 – Multiple websites were confusing and frustrating for parents.</p> <p>Moving all classes PK to 12 to a Google platform as the home base for all other resources will make it easier for parents. All teachers will receive professional development.</p> <p>Concern #2 – Need for more live instruction</p> <p>All teachers will receive their ZOOM account and will be required to teach lessons to live daily.</p> <p>Concern #3 – Multiple children in the home and not enough Chromebooks or laptops.</p> <p>All students PK-12 in Thompson Public schools will have their device by the end of August 2020.</p> <p><b>Distance Learning Curriculum: Plan to Reimagine CT Classrooms for Continuous Learning</b></p> <p>Thompson Teachers met collaboratively in grade level and content teams to revise the core curriculum to plan distance learning in June 2020. Learning targets that students must master at each grade level and content area have been identified.</p> <p>Teams of teachers also met to align the curriculum facilitated by Curriculum Council teachers vertically.</p> <p>The members of the PDEC Committee are using resources provided by CSDE and CAPSS to develop a comprehensive district-wide distance learning plan. Teachers will use professional development days scheduled in August to develop plans for their classes.</p> <p>A full week of professional development is devoted to preparing teachers for the upcoming school year onsite or online.</p> <p>The district will utilize the curriculum provided in the CT Learning Hub and resources currently in place to develop our distance learning plan better.</p> <p><b>Assessment Practices:</b></p> <p>Thompson Teachers will review available student performance data, grades, and social-emotional history to prepare for the FY 21 school year. Teachers will also access the Early Indication Tool to prepare for instruction.</p> <p>The district may forego a typical start of the year assessments to use the time to build rapport with their students and ease students back into the learning environment. Teachers will assess student performance through a variety of</p>

	<p>formative assessments to determine which students will require more intensive support.</p> <p>Once a regular routine is in place (2-3 weeks), teachers will use grade-appropriate curriculum and instruction and develop plans to close the gap of skills not yet secured.</p> <p><b>Attendance &amp; Discipline:</b></p> <p>Administrators and counselors (or social worker) will review data to identify families that may need support in re-engaging in school. Meetings with students and families will be scheduled before the start of school to determine the necessary supports.</p> <p>School codes of conduct will be reviewed with staff with additional consideration of State guidance on discipline.</p> <p>School nurses will review and ensure that only students with up-to-date immunizations will be permitted in the school buildings.</p>
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Academics	School Plan
<b>Special Education</b>	
<ul style="list-style-type: none"> <li>Prepare with the understanding that there has been no waiver of requirements under the IDEA for provision of a free and appropriate public education (FAPE) in the least restrictive environment (LRE). During COVID-19 school closures, schools were required to provide FAPE consistent with the need to protect the health and safety of students, as well as those individuals providing education, specialized instruction, and related services to these students. Schools may not have been able to provide all services in the same manner that they are typically provided. Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services.</li> <li>Treat students eligible for special education and other special populations as general education students first. Guidance and policies related to school reopening plans apply to all students, including students with special needs who qualify for individual education programs under the IDEA and accommodation plans for eligible students under section 504 of the Rehabilitation Act. If students with disabilities are unable to access the reopening plan as designed, facilitate individualized and alternative means of re-entry based upon student need, present</li> </ul>	<p><b>Onsite Instruction:</b></p> <p>Guidance speaks to the “greatest extent possible.” Schools and staff will work together to ensure all students receive services as outlined in their IEP’s. Staff fully understands the importance of FAPE (free appropriate public education) and LRE (least restrictive environment) and will continue to provide services with fidelity. Implementation of social distancing (following guidance) as well as mandatory face coverings.</p> <p>All students are expected to wear masks while in the school building and on the school bus. Exceptions will be made for those with medical or other diagnoses that prevent the student from wearing a mask. Accommodations will be made on an individual basis. For those that can attend and adhere to the re-entry plan, we will provide services to the greatest extent possible.</p> <p>Continuation of education opportunities with the implementation of social distancing and the makeup of the individual classrooms. When considering learners with special needs, we will consider all learners' safety and the unique learning style of all children.</p> <p>Students will be asked to follow the re-entry plan and all guidelines put forth by the state upon returning to school. For those students in which social distancing is an issue, alternate means will need to be considered (Alternate location in the building, Distance Learning, more support through school personnel, etc.). All special education department staff will need to ensure social distancing and frequent reminders of handwashing and sanitizing.</p> <p>Pupil Service Director will meet with staff regularly to discuss protocols and ensure this is being facilitated. Memo’s, emails, listserv to families to share mandatory protocols to ensure safety in Thompson Public Schools</p> <p>Students in Life Skills require many opportunities for 1:1 instruction and repeat instruction through the lessons. As a result, we must plan to meet all learners' needs and those that are most at risk.</p>

<p>levels of functioning, developmental levels, and student/parent input. Consider blended learning schedules if needed.</p> <ul style="list-style-type: none"> <li>Do not make programming decisions based on a student's disability category. However, the nature and/or severity of a student's disability may require unique considerations. Protocols should consider the student's developmental level and skills.</li> <li>Address mask and face covering use for the population of special education students, including cases where masks may need to be removed to provide appropriate services, and the approach to implementing any other possible mitigating strategy, including but not limited to maximum social distancing.</li> </ul>	<p>An accommodation plan will be developed for students who are unable to wear personal protective equipment, practice social distancing, or adhere to CDC or CSDE guidelines. As a result, TPS will work to the greatest extent possible in educating the student(s) and providing a safe environment for all learners.</p> <p>Currently, at this time, TPS does not have an onsite Transition Program. Any student that goes out into the community will wear a mask/face shield/face covering while adhering to social distancing.</p> <p><b>Distance Learning:</b></p> <p>Guidance speaks to the "greatest extent possible." Schools and staff will work together to ensure all students are receiving services as outlined in their IEP's. Staff understands the importance of FAPE (free appropriate public education) and LRE (least restrictive environment) and will continue to provide services with fidelity.</p> <p>Continuation of Distance Learning while a more consistent delivery of foundational resources may be considered (Google vs. Zoom). Google Classroom as a main posting point for all assignments and links to relative materials (i.e., video, demonstrations, modeling of activities, recordings of lessons, etc.)</p> <p>Through Distance Learning, there should be a variety of opportunities in which students can receive his/her lesson (i.e., video conferencing through Zoom, Google Meets, or phone calls home or even through emailing materials if necessary).</p> <p>Pupil Service Director will meet with staff regularly to discuss protocols and to ensure this is being facilitated to the students. Memo's, emails, listserv to families to share mandatory protocols to ensure safety in Thompson Public Schools</p> <p>Meeting with staff regularly to discuss protocols and to ensure this is being facilitated to the students: memos, emails, listserv to families to share mandatory protocols to ensure safety in Thompson Public Schools.</p> <p>Accommodations will be made for students who require intensive special education services. For example, in a hybrid model, students may attend school onsite for four full days rather than the two-day abbreviated schedule for other students. This accommodation will be made on an individual basis to best support a student's learning needs.</p> <p>TPS will provide educational opportunities through Distance Learning modality with a certified teacher through a variety of technological platforms.</p>
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Academics, continued	School Plan
English Learners (ELs)	
<ul style="list-style-type: none"> <li>Understand that like all other students, ELs are entitled to FAPE. The Civil Rights Act of 1964, Title IV, the Equal Educational Opportunities Act (1974) and the Elementary and Secondary Education Act (1965) provide guidance on the services to which ELs are entitled. ELs must have access to the general education curriculum as well as to a supplemental language instruction education program. During school closures due to COVID-19, ELs continue to be entitled to receive their supplemental EL instructional program in addition to their general education program of mainstream, grade-level and content-area instruction. Such language instructional education programs may consist of a range of services, including bilingual education, English as a Second Language (ESL), Sheltered Instruction and others. When returning to school buildings, language instruction education programs must continue</li> <li>Comply with the requirement that eligible students in bilingual mandated districts are offered bilingual education programs. During COVID-19, school districts that are mandated to provide bilingual education remain required to offer a bilingual program to eligible students who have opted into the program. While program implementation may be altered during COVID-19 as compared to traditional in-building schooling, students in bilingual programs are still entitled to receive native language support as part of their school’s designated bilingual program model. As with other language instruction education programs, when returning to traditional schooling, bilingual programs must continue.</li> <li>Communicate with parents and guardians that have limited proficiency in English in a language they understand as required by Title III of the Elementary and Secondary Education Act. As during traditional schooling, communications during school closures due to COVID-19 may be provided through translation and/or interpretation.</li> </ul>	<p>Thompson Public Schools has a minimal number of EL learners. The district will assess each student’s needs and design a learning program for onsite instruction and distance learning to meet a student’s individual needs.</p> <p>A meeting will be held with the student’s family to review the accommodations for instruction at school and while at home. The district works with an EL consultant who will be part of the planning team.</p> <p>Translators will be secured when necessary to assist with ongoing communication. As of this time, we do not have students or families who require this support.</p>

<ul style="list-style-type: none"> <li>• Provide ELs who are also identified as students with disabilities supports for their EL needs, as well as supports for their disabilities. During COVID-19, these dually identified students must continue to receive these supports. As in times with traditional schooling, dually identified students should have their language needs represented in their annual meetings about their IEP.</li> </ul>	<p><b>Physical Education, Athletics, Arts, and Extracurricular Activities:</b></p> <p>The district will follow all CDC, state, and local guidelines to social distance, disinfect areas, and equipment for physical education and physical activity, including recess.</p> <p>PE instruction may occur in the classroom, gym, or outdoors that provides the optimal social distancing between students.</p> <p>PE teachers will meet on August 24th to adapt the curriculum to the new learning environments.</p> <p>All sports programs will follow CIAC guidelines/</p> <p><b>Art &amp; Music Education:</b></p> <p><b>Music:</b></p> <p>The district will adhere to the National Association for Music Educations' COVID-19 Instrument Cleaning Guidelines and consult with a local instrument vendor to appropriately sanitize instruments.</p> <p>The curriculum will be modified to reduce singing and the use of wind instruments when students cannot be outdoors and appropriately distanced of 12 feet or more.</p> <p>Music teachers will meet during the week of August 24th to develop standard district practices.</p> <p><b>Art:</b></p> <p>Individual art supplies will be provided, when possible and stored in zip lock bags.</p> <p>A procedure for cleaning art materials that must be shared following approved sanitation procedures.</p> <p>Art teachers will meet during the week of August 24th to develop standard district practices for cleaning and storing materials.</p>
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Family and Student Engagement	School Plan
<p><b>Family Support and Communication</b></p> <ul style="list-style-type: none"> <li>Comply with all state and federal family engagement requirements (e.g., School Governance Councils and Title I requirements) during the COVID-19 pandemic.</li> <li>Prepare to provide families with clear and ongoing communication about what to expect, during and prior to reopening. This includes, but is not limited to, guidance on the school protocols related to health and safety guidelines.</li> <li>Continue to engage with families and students as the reopening moves forward to ensure they are informed and can provide feedback.</li> <li>Make reopen plans available on the LEA website, accessible, and clearly identify the school liaison.</li> </ul>	<p>A statement will be created assuring families Thompson schools will continue to comply with Title 1 requirements under ESSA. We can include how the funding is allocated to support both in school and distance learning objectives for the whole district, (i.e., free and reduced lunch, specialized instruction, chrome books, and mobile hot spots, etc.).</p> <p>Thompson will continue to implement the communication plan detailed in the communication section throughout the year. Frequent communication through a variety of media will be used, including School Messenger (calls, email, and texts), newsletters emailed home to parents, district and school website, and social media sites such as Facebook and Twitter.</p> <p>Communication needs to be in a clear and concise format, using multiple points of access. We need to use email, calls, social media, and possibly WINY, and postal mailings to ensure we are reaching the maximum number of families.</p> <p>The district plan will be emailed to all families and posted on the district’s website. The plan was presented to the members of the Thompson Board of Education and the community at a public ZOOM meeting on 7/22/20. Parent forums will be held as a follow up to answer parent’s questions. We have also developed an email address specific to reopening questions and will post frequently asked questions about the reopening plans on the district website.</p>
<p><b>Social-Emotional Learning (SEL) and Mental Health</b></p> <ul style="list-style-type: none"> <li>Develop a detailed plan to reengage all students, staff and families. Particularly identify strategies to identify and engage populations and specific students that have been disengaged.</li> <li>Prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements.</li> </ul>	<p>Thompson Public Schools established a partnership with TEEG (social service agency) to connect with families by making home visits for students who are not attending school. We will expand this partnership to include students who fail to participate in distance learning or the hybrid plan. TEEG personnel, along with school counselors, will be responsible for family outreach.</p> <p>In addition to the TEEG partnership, we will provide a “check-in” survey using google classroom or a similar format sent to all staff and families to monitor their social and emotional health. The surveys may be slightly different, as, with the families, we will ask if their basic needs are being met and/or if the pandemic has impacted them.</p> <p>Including questions about basic needs and safety will allow us to help them access social service agencies in the community.</p> <p>There will be time set aside for “check-in” of student’s social-emotional health during the day, either by the classroom teacher or members of the mental health team.</p> <p>This can be accomplished using a 10-minute socially distanced circle time, or at different periods of the day, where the students can rate how they feel at that time. The existing RULER curriculum can be used to gauge where a student is on the chart.</p>

	<p>. Thompson Public Schools established a partnership with TEEG (social service agency) to connect with families by making home visits for students who are not attending school. We will expand this partnership to include students who fail to participate in distance learning or the hybrid plan. TEEG personnel, along with school counselors, will be responsible for family outreach.</p> <p>In addition to the TEEG partnership, we will provide a “check-in” survey using google classroom or a similar format sent to all staff and families to monitor their social and emotional health. The surveys may be slightly different, as, with the families, we will ask if their basic needs are being met and/or if the pandemic has impacted them.</p> <p>Including questions about basic needs and safety will allow us to help them access social service agencies in the community.</p> <p>There will be time set aside for “check-in” of student’s social-emotional health during the day, either by the classroom teacher or members of the mental health team.</p> <p>This can be accomplished using a 10-minute socially distanced circle time, or at different periods of the day, where the students can rate how they feel at that time.</p> <p>The existing RULER curriculum can be used to gauge where a student is on the chart.</p> <p>We will provide professional development at the beginning of the school year to discuss trauma and how it impacts learning and behavior. We will focus on how children may present in school after a long absence and how the classroom dynamics may change.</p> <p>We will offer a recorded version of the professional development for parents to access to understand their child’s behavior and how the pandemic may have impacted their family.</p> <p>We will schedule social-emotional learning town halls, either through zoom or in person, while placing a cap on attendance to maintain social distancing guidelines, as a check-in for families and to provide them with an outlet to have a voice. These will be structured with an agenda to allow for information to be transmitted and parents to share concerns without turning into a complaint session.</p> <p>The district plans to send information home for parents regarding academic and social-emotional regression, so they are able to understand what is typical and what is atypical.</p> <p>In the event the district, school, or class transitions to distance learning, we will provide social-emotional mini-lessons and coping strategies to all students and families through google classroom or recorded lessons. Families will have an opportunity to reach out for assistance in supporting their child’s mental health, as well as learning strategies to facilitate their social-emotional communication.</p>
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After-school Programming	
<ul style="list-style-type: none"> <li>Programs receiving funding from the CSDE through the State After School, Extended School Hours (ESH) and 21st Century Community Learning Centers (21CCLC) programs, consult with the CSDE for individual grant-specific guidance.</li> <li>Follow the requirements outlined in this document, as applicable, including but not limited to requiring the use of face coverings that cover the nose and mouth, and maximizing social distancing.</li> </ul>	<p>Thompson Public Schools does not implement any State-funded After School programs.</p> <p>The after-school program offered by the recreation department will follow the OEC guidelines with additional guidelines set forth by the CSDE. Within the OEC guidelines, there is a maximum of fourteen students allowed in one setting. The program will restrict visitors, and parents will no longer be able to enter the school to drop off or pick up their child.</p> <p>The parents will also need to adhere to a consistent routine determined every month, i.e., the student will need to commit to a three, four or five-day schedule for the entire month and a single afternoon once in a while will not be permitted. While in the school setting, students will be required to wear a mask and maintain a six-foot social distancing when feasible, i.e., when completing an art project student will work by him/herself. However, students will not maintain a six-foot distance when playing a board game, as supported by the OEC guidelines.</p> <p>Thompson Public Schools will not begin any after school programs (academic support, student council, additional student clubs) for at least the first two months. At that time, the situation will be evaluated to determine the efficacy and stability of each program. If it is determined the after-school programs will begin, all safety and social distancing guidelines will be adhered to in the same manner as they are addressed during the school day.</p> <p>At this time, TMHS will continue with the pre-season summer conditioning following the guidelines of the CIAC, which include cohorts of no more than ten players. Students are processed by a school nurse and trainer to determine health before moving into said cohort, and masks are to be worn unless engaging in conditioning exercise. However, students must remain socially distant at six feet. Fall athletics at THMS will follow the regular athletic schedule adhering to safety guidelines determined by the CIAC and state medical commission for athletics. TMS is currently waiting on guidelines from individual middle school districts and athletic directors to determine if sports will begin in the fall. Currently, sports are not offered after school for MRFES students.</p>
Career And Technical Education	School Plan
<ul style="list-style-type: none"> <li>Develop a plan for cleaning and disinfecting shared equipment in the shop or lab, before and after each use.</li> </ul>	<p>The Career and Technology at the shop at the high school has been upgraded over the summer months. This space is currently thoroughly sanitized and free of dust.</p> <p>The ventilation system and dust collection equipment are working and will always be used. The shop space must be cleaned entirely and floor free of debris and dust at the end of each class.</p> <p>Tools and other equipment must be wiped down after each class following appropriate cleaning procedures. Tech Ed teachers must establish a routine of cleaning tools and equipment and frequent handwashing during each class. The teachers will develop a protocol during the PD week of August 24th.</p> <p>Director of Facilities will meet with the Tech Education teachers to provide them with cleaning supplies and develop appropriate cleaning procedures.</p>

## APPENDIX #1



## Thompson Public Schools FY 20/21 Learning Program & Transportation Selection Form

Please complete and return this form to the Office of the Superintendent, 785 Riverside Drive, North Grosvenordale, CT 06255 or by emailing Danielle Pederson, [Dpederson@thompsonpublicschools.org](mailto:Dpederson@thompsonpublicschools.org) by Friday, August 7, 2020 to select the learning program and transportation options for your child (children). A self-addressed envelope is provided to ensure your prompt response.

### **Learning Programs:**

Full Time Learning Program: Student will attend school full time in school per BOE approved calendar.

Distance Learning Program: Student will attend school remotely from home per BOE approved school calendar. Thompson Public Schools will provide curriculum, instruction and resources to support Distance Learning Program. Students are enrolled in Thompson Public Schools and may return to a full time in school learning program with a one-week written notice.

Home School Program: Student will withdraw enrollment from Thompson Public Schools and will be instructed by an approved home school curriculum. Curriculum, instruction and resources will be provided by the student's parent or guardian.

### **Transportation:**

Attached please find the health and safety guidance and requirements for all students riding on school buses provided by the district.

All students are required to wear a face mask prior to boarding a school bus and throughout the ride to school per Connecticut State Department of Education, requirements. Please provide your child with an appropriate face mask that covers both the nose and mouth. Bus drivers will have a limited supply of masks on hand in case a student forgets their mask.

Thompson Public Schools FY 20/21  
Learning Program & Transportation Selection Form

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Learning Program: Select One Option

\_\_\_\_\_ Full Time Learning Program

\_\_\_\_\_ Distance Learning Program

\_\_\_\_\_ Home School Program

Transportation:

\_\_\_\_\_ My child (children) will use bus transportation service to and from school

\_\_\_\_\_ My child (children) will only ride the bus into school

\_\_\_\_\_ My child (children) will only ride the bus home from school

\_\_\_\_\_ I will drive my child (children) to school

**Please turn over to add additional children in your family**

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Learning Program: Select One Option

\_\_\_\_\_ Full Time Learning Program

\_\_\_\_\_ Distance Learning Program

\_\_\_\_\_ Home School Program

Transportation:

\_\_\_\_\_ My child (children) will use bus transportation service to and from school

\_\_\_\_\_ My child (children) will only ride the bus into school

\_\_\_\_\_ My child (children) will only ride the bus home from school

\_\_\_\_\_ I will drive my child (children) to school

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Learning Program: Select One Option

\_\_\_\_\_ Full Time Learning Program

\_\_\_\_\_ Distance Learning Program

\_\_\_\_\_ Home School Program

Transportation:

\_\_\_\_\_ My child (children) will use bus transportation service to and from school

\_\_\_\_\_ My child (children) will only ride the bus into school

\_\_\_\_\_ My child (children) will only ride the bus home from school

\_\_\_\_\_ I will drive my child (children) to school

## APPENDIX #2

**Thompson Public Schools School Bus Checklist**

Please review the following procedures with your child each day prior to riding the bus.

- ✓ Check your child for illness symptoms before leaving the house to go to the bus stop. If your child has any of the following symptoms, please keep your child at home.
  - Fever or Chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea
- ✓ Wash your hands before leaving the house
- ✓ Secure face mask to cover your nose and mouth before boarding the bus
- ✓ Sit in your assigned seat on the bus
- ✓ Do not remove your mask while riding on the bus
- ✓ Remember to keep your hands away from your face
- ✓ Listen to the bus driver for any other directions to keep you safe while riding the bus

APPENDIX #3

**Mary R Fisher Elementary Social Distancing Plan**

**Preschool to Grade 4**

Preschool			Grade Two		
Cohort Size	Enrollment: 41 (Cap 62)		Cohort Size	Enrollment: 78	
Drobiak AM	12		Chesaneck	13	
Drobiak PM	12		Crescimanno	13	
Tomeo AM	12	Appen	Pratt	13	
Tomeo PM	12		Soucy	13	
Brissette Full Day	14		Butler *	13	Butler Rm.
			Exarhoulias **	13	Reading Rm.
Kindergarten			Grade Three		
Cohort Size	Enrollment: 69		Cohort Size	Enrollment: 93	
Howard	14		Cox	14	
Martineau	14		Jewett	17	Integrated Rm.
Poirier	14		Duquette *	17	Music Rm.
Wallace	14		Sousa	14	
Fairley *	13	Parent Pick Up	Taft	17	Community Rm.
			McIntosh (Full Time) **	14	Jewett Rm.
			Houle **		Title 1 Para
			Grade Four		
Cohort Size	Enrollment: 78		Cohort Size	Enrollment: 70	
DiCicco *	13		Cournoyer	17	Caf #1
Rice	13		Kinsella	18	Computer Lab
Sammarco	13		Parenteau*	17	Caf #2
Smith	13		Zadora	18	Library
Bessenaire **	13	Speech Rm.	Scully **		Title 1 Para
Thompson **	13	Para Rm.			

Staff Impact: Increase .5 McIntosh to 1.0

2 Permanent Subs (Unified Arts)



APPENDIX #4

**Thompson Middle School**

**Grade 5 – Grade 8**

Grade 5		Grade 7	
Cohort Size	Enrollment: 71	Cohort Size	Enrollment: 83
Roy	15 1 SC	Langlois	14 5 SC
Moylan	14	Kabara	14
Claprood	14	Shaw	14
Dion	14	Caya	14
Dean **	14 Reading Rm	Proko **	14 Reading Rm
Preble * .5		Permanent Sub	13 SP. Ed Rm.
		Belleavance * .5	
Grade 6			
Cohort Size	Enrollment: 83	Cohort Size	Enrollment: 79
Perkins	14 0 SC	Chenail	20 Library 3 SC
Morrison	14	Bernier	20 Caf. #1
Groh	14	Stefanski	20 Caf. #2
Domina	14	Trudeau	20
Permanent Sub	13 Speech Rm	Bellavance * .5	
Ruffo **	14 Psy Rm		
Preble * .5			

Staff Impact: Increase: 1 Permanent Sub (Unified Arts)

Teachers will change classrooms



**APPENDIX #5**

**THOMPSON PUBLIC SCHOOLS**

Child Nutrition  
Requirements & Guidance

Meal Service Environment

Meal Service Methods

Meal service methods that will enable all students to have access to program meals while complying with physical distancing guidelines, and that will enable contact tracing to occur if an individual receives a positive diagnosis. Thompson Public Schools will use the following models to distribute meals to students.

- Serving meals in classrooms
- Serving meals in other areas in the building, such as the gymnasium (make-shift classrooms)
- “Grab and Go” meals in school foyers or hallways

We will utilize emergency rosters to ensure accurate point-of-service meal counts are obtained in accordance with meal counting and claiming requirements for the meal service method(s) utilized.

Logistics

Meals will be served in supervised, non-congregate settings that enable social distancing guidelines to be followed. Pre-planning and thoughtful consideration on the delivery and service of meals to individual groups of students is needed to enable contact tracing. Additional equipment and resources are needed to implement meal service methods that take place outside of the cafeteria.

Strategies to achieve these goals may include:

- Identifying the equipment, supplies or resources needed for the meal service method(s) that will be utilized.
- Utilizing floor marks to highlight social/physical distancing guidelines where needed and to identify traffic patterns within spaces
- Expanding meal service periods to allow students adequate time for handwashing; to count meals at the point-of-service; or for any other operational considerations that may require extended time.
- Utilizing disposable trays, utensils
- Eliminating serving lines and self-service stations.
- Eliminating share tables and any sharing of food.
- Identifying alternate locations for the storage and distribution of student meals brought from home (these cannot be stored in kitchen areas).
- Excluding access of all people (other than child nutrition staff and delivery people) from the kitchen.

Consideration will be given to increased time that may be needed in order to maintain enhanced sanitation standards of high-touch areas and surfaces.

#### Child Nutrition Staff

Food service staff will check temperatures and complete any employee health screening per district protocol upon arrival at the workplace. Staff who develop symptoms during the workday shall follow district protocol for staff illness. Food service staff shall always wear face masks at the workplace. These procedures are in addition to any existing health-related standard operating procedures or policies the district has in place for food service staff.

Identify resources that may be needed to enable child nutrition staff to implement enhanced sanitation standards and follow social distancing guidelines while preparing and serving meals. This includes:

- Maintaining consistency of the child nutrition staff assigned at each school whenever possible.
- Maintaining adequate supplies of personal protective equipment (PPE), soap, hand sanitizer, towels, tissues, etc., for staff handling meals.
- Promoting healthy hygiene practices such as the use of face coverings, handwashing, covering coughs and sneezes and the proper use of gloves.
- Evaluating the space available in production areas and reconfiguring as able to allow for at least 6 feet of separation between staff while performing their required tasks.
- Assigning tasks to staff in a way that will enable them to perform their assigned duties with as little movement to other areas in the kitchen as possible.

Consideration should be given to policies and procedures for reporting illnesses and reviewing the job duties that will be assigned to staff positions for any changes that may be needed in order to limit staff movement throughout production areas.

#### Meal Pattern

All meal pattern requirements must be met to receive reimbursement for the meals that are served. Ensuring that meals are properly planned to meet meal pattern requirements includes:

- Planning the meal pattern for each age/grade group that will be served.
- Meals will be delivered to the classrooms by food service staff
- Offer vs serve will not be utilized
- Identifying appropriate substitutions for menu items should shortages occur.
- Planning limited menu options to enable processes to be streamlined as needed.
- Monitoring food waste to identify menu items that are poorly accepted.
- Planning menus to utilize commodities to the maximum extent to lower food costs.

Consideration will be given to the meal service method(s) that will be used; availability of hot and cold holding equipment for transporting and serving meals in alternate locations, if applicable; any meal pattern waivers that may be available; the suitability of food items for the age/grade group that will be served; and the suitability of food items to be consumed with disposable plates and utensils.

#### Accommodations for Disabilities

Accommodations for disabilities that enable equal access to the program must be provided when supported by proper documentation. The meal pattern must always be met to the extent that a child's disability allows. Meals must be served in a manner that offers a safe environment for children with food allergies. Strategies for providing safe and appropriate meals may include:

- Ensuring that surfaces are cleaned prior to meal services and adequate hand-washing facilities are made available.
- Working closely with other school staff who may be involved in the service of meals to ensure there is proper communication of what is needed to provide safe meals when necessary.
- Ensuring all written food safety plans include standard operating procedures to ensure safety in the production and service of meals to children with allergies.
- Publishing planned meals and identifying allergens if able.
- Identifying secure methods to receive and communicate protected, student-identifying information with families and other school staff (cannot be emailed).

Consideration should be given to providing children with equal access to the meal pattern to the maximum extent that a child's disability allows, providing meals in a safe environment for children with food allergies. A medical statement with all required information (refer to USDA's Accommodating Disabilities in a School Meal program) must be received when meal pattern requirements cannot be met.

## **Food Safety**

### **Food Safety Plan**

Each school and/or feeding site is required to have an individualized, written food safety plan that is applicable to anywhere program meals are stored, prepared or served. The written food safety plan must include standard operating procedures that are specific to the processes used within that site to mitigate any food safety risks. To ensure there is an adequate food safety plan in place:

- Each school site or location that has a production kitchen, a meal service where meals are consumed by students or stores food and beverages for the child nutrition program should have an individualized, written safety plan.
- In each individualized plan, review and update the menu process charts with the updated menu for that location; review and update the operational description to identify how the program operates within the site; review the standard operating procedures (SOPs) to identify if new SOP's need to be added to the plan, if SOP's are no longer applicable and need to be removed from the plan or if SOP's need to be modified to reflect updated processes.
- Train all staff on and ensure they understand the SOP's relevant to their assigned duties, with an emphasis on SOPs for handwashing, proper glove use, personal hygiene, serving safe food to students with food allergies, cleaning, sanitizing food contact surfaces and the food service health policy.

Consideration should be given to the meal service method(s) that will be utilized, how the food safety plan should be adapted when meals are consumed in areas outside of the cafeteria, and where modifications are needed to include the role of other school staff in meal services.

### Safe Food Practices

Creating a culture of food safety in all areas of the school building ensures that food safety practices outlined in the food safety plan are implemented. To ensure food practices are followed:

- Train all school staff on the food safety processes and SOPs in the food safety plan that are relevant to their role in providing meals.
- Identify any additional equipment or supplies such as thermometers, alcohol wipes or other equipment that may be needed to keep food safe when transported and served in other areas of the school.
- Obtain or develop posters or other aids to assist non-food service school staff to implement safe food practices when they participate in the service of meals.

Consideration should be given to the staff that will be involved in the service of meals. This may include teachers, administrators and janitors, depending on the meal service method(s) utilized. Normal training and communication methods may need to be altered for non-child nutrition staff who may not be familiar with food service processes and child nutrition program requirements.

### Reopening the Kitchen

When reopening the kitchen, all food service areas should be deep cleaned and determined to be in good working condition to ensure the facility is safe for the production and service of meals. To ensure this is accomplished:

- Empty and clean all equipment, including ice machines and sinks.
- Wash, rinse and sanitize all food-contact surfaces.
- Identify any equipment of facility repairs, maintenance or replacement that may be needed.
- Ensure the dish machine is working properly. Ensure the chemicals are dispensing correctly, and temperature gauges are working properly for wash and rinse cycles.
- Check the condition of any food products that may have been left in storage and discard any expired products.
- Remove all clutter and unused items from all food service areas, including storage rooms.
- Rearrange coolers, freezers and dry storage areas to reduce points of contact during deliveries if able.
- Wash, rinse and sanitize all unprotected tools and small wares. Clean and sanitize all shelving before placing back into storage.
- Check floors and under equipment for signs of pest activity.
- Clean all floors and floor drains.
- If there is an anticipated increase in trash, ensure the dumpster areas are clean to prevent the attraction of pests.
- Check the facilities plan for the building. Water systems (hot and cold) may need to be flushed for 10 minutes to minimize the risk of Legionnaire's disease before they are used.

Consideration should be given to the length of time the kitchen has been closed, the level of effort and resources required to ensure enhanced sanitation standards can be achieved, ensuring proper social distancing of staff, and collaboration with school facility and maintenance personnel when needed.

## **Operational Support**

### Operational Procedures

Clearly written policies and procedures must be developed and implemented to successfully operate the child nutrition program. All staff must be knowledgeable about food service policies and procedures and be able to collaborate and communicate effectively with other stakeholders as needed. Strategies to achieve this goal may include:

- Reviewing written policies and procedures to ensure they are up-to-date and clearly communicated to all applicable staff.
- Ensuring that written procedures for food safety, meal preparation and meal counting and claiming are available and easily accessible to staff when needed.
- Ensuring schools are properly staffed for the food service production and service methods that are and will be used, and that regularly assigned staff and substitute staff are properly trained.
- Identifying other school staff who may be trained to carry out select food service processes or tasks when staff shortages are expected.
- Establishing written procedures for when school staff receive household applications or other program-related documents or communications.
- Working with vendors to create delivery plans for each location in order to establish processes that: reduce or eliminate contact with staff, ensure only one delivery is received at a time, and ensure all required health and safety guidelines for deliveries will be followed.

Considerations should be given to ensuring that there are clearly outlined roles and responsibilities for both child nutrition staff and all other non-child nutrition staff that interact or participate in program activities. Collaboration with non-child nutrition staff stakeholders is key to ensuring that processes are agreed upon and understood.

### Outreach and Communication with Student Households

It is imperative that those in students' households know and understand how to communicate and interact with the child nutrition program. Families and caregivers must be able to provide and receive program-related information in a manner that is accessible to them. Strategies to achieve this goal may include:

- Identifying a specific contact person or people in each school to receive and respond to household communications. This contact should be included in all written materials that are provided to households and to school staff.
- Identifying multiple methods of communication concerning program activities and information. Communication can be simultaneously posted on a website, emailed to households, made through automatic calls and provided in written materials sent home with students.

- Reviewing the program-related information provided on the websites of the school and district. Assess areas where additional or clearer information may be needed to enhance communication about the program. Provide links to directly access documents, and answers to frequently asked questions. Ensure that information is presented in a user-friendly format.
- Accessing if new technology may be needed in order to provide online household applications, obtain electronic signatures or transfer protected student identifying information.
- Developing a program specific information or policy document that details program activities that affect households, any changes to a la carte sales, policies concerning outside food brought into the building and restrictions on outside persons during the meal service.

Consideration should be given to providing program-related information and activities through multiple avenues to make program information as accessible as possible and identify avenues for households to easily interact with child nutrition staff.

## **Outside Resources**

### Implementation and Training Resources

- [School Nutrition Association COVID-19](#)
- [Institute of Child Nutrition: Food Safety Resources](#)
- [Institute of Child Nutrition: Practice Safe Hygiene and Cleaning](#)
- [USDA Food and Nutrition Service: Food-Safe Schools Action Guide](#)
- [School Nutrition Association: COVID-19 Thought Starters on Reopening Schools for SY 20/21](#)