

Board of Education Special Meeting

Thursday, August 13, 2020 6:00 PM

Via Zoom *Members of the public can view the meeting by watching the live stream on the WPS YouTube channel. Please view the Google Calendar on the District website for link and agenda., 24 School Road, Weston, CT 06883-1623

I. Public Health Guidance and Discussion

II. Recommendation for Reopening Scenario

**III. State and Regional Update on Fall 2020
Reopening**

**IV. Weston Middle School and Weston High School
Reopening Discussion-Dan Doak & Lisa Wolak**

V. Athletics Reopening Discussion-Mark Berkowitz

**VI. Discussion and Potential Vote on
Superintendent's Recommendation for Fall 2020
Reopening Scenario**

VII. Upcoming Board of Education Special Meetings

A. Public Forum via Zoom-TBD

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: August 12-13, 2020

Information Only

Action Requested

Agenda Item Subject: Fall 2020 Recommended Reopening Scenario

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

Dr. McKersie to present the Fall 2020 Recommended Reopening document during the August 12 BOE Special Meeting and the August 13 Special Meeting.

For more Board of Education Meeting and Committee Meeting Information, visit:
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>

Weston Public Schools

Recommended Reopening Scenario

William S. McKersie, Ph.D., Superintendent of Schools

August 11, 2020

Recommendation

The Superintendent and Leadership Team are recommending that the Weston Public Schools reopen in a Hybrid Early-Dismissal Scenario, which would persist through at least September 2020. Approaching October 2020, the district would assess shifting to a Hybrid Full-Day Scenario. Consideration also would be given to the viability of a Full Reopening. Running parallel to any in-person scenario is the Voluntary Distance Learning Program, which provides students with the opportunity for a full-time educational program physically separate from the schools and district.

Stated most directly, the Leadership Team is unambiguous in concluding that the Hybrid Early-Dismissal Scenario, morphing over time into the Hybrid Full-Day Scenario as public health metrics allow, maximizes our top priorities for Weston students:

- 1) Promoting health and well-being
- 2) Advancing academic growth and development
- 3) Fostering social-emotional learning

Any changes in the district-wide scenario for education delivery would be based on public health and medical guidance. Changes to the district's education delivery scenario would have to allow us to adhere to the basic health requirements with the COVID-19 Pandemic, in particular use of face masks 100 percent of the time and social distancing of six feet. The state will be providing weekly public health and medical guidance, based on regional data, which could affect our scenario for delivering education on a more frequent basis than monthly.

Any changes in the district-wide scenario also have to consider if we have the educational and organizational ability to transition to a modified scenario within several weeks of school opening. A transition would have implications for scheduling, personnel deployment, facility use, transportation and the interface with Voluntary Distance Learning.

Despite concerns about shifting scenarios as the year unfolds, a phased approach to reopening is wise considering we are embarking on a path never before taken by any school district. We have to proceed cautiously in bringing students and staff back into

class, groups and buildings under completely different organizational and educational designs and practices. We also have to track carefully how health metrics respond to the coming together in classrooms and buildings of students and staff, in numbers that have not occurred since March 2020. Not only will teaching and learning be different, all students and staff will have to adhere to strict behavioral norms including personal health checks before arriving at school and when at school adhering to social distancing, mask wearing, hand washing and sanitizing. The vast majority of districts across the region are phasing in the return to school for all of these reasons.

A phased approach also is necessary because state regulations and guidance are changing as often as several times per week. These necessary and understandable changes result in districts (not just Weston) having to make last minute changes to plans and actions.

The reopening scenario is based substantially on the extensive plans submitted to the Connecticut State Department of Education (CSDE) on July 24, 2020. Weston families and staff must recognize that the framework and range of options for the design and delivery of education with the COVID-19 Pandemic is substantially shaped by CSDE requirements and guidelines. The full submission is available on the WPS COVID-19 Resources Website, at this specific link:

<https://westonps.org/covid-19-resources-and-updates/>.

For the purposes of this focused recommendation, this document includes the following sections:

- Explanation of Hybrid Early-Dismissal Scenario and the Hybrid Full-Day Scenario.
- Review of the Voluntary Distance Learning Program.
- Review of Pupil Personnel Services and Special Education
- Summary of Essential Support Elements to Ensure Health and Well-being of Students and Staff.

Other documents posted on the WPS COVID-19 Resources Webpage provide updates on programming, operational and financial considerations. In particular, the *7.24.20 CSDE Submission* gives the most complete statement on reopening items.

<https://westonps.org/covid-19-resources-and-updates/>.

Hybrid Early-Dismissal Scenario

We outline the Hybrid Early-Dismissal Scenario first for Hurlbutt and WIS, and then for WMS and WHS. We also outline the Hybrid Full Day Scenario, given the intent to transition to this

approach as the school year progresses. The scenarios were developed with an eye to addressing the specific needs of the student age groups in each of our four schools. Through the collaborative work of the principals and their leadership teams, it became clear that a systematic approach between the two pairs of schools was most effective.

HURLBUTT & WESTON INTERMEDIATE SCHOOL

Two Hybrid models have been designed, combining in-person and distance learning on an alternating basis. The primary difference between the two models is length of the school day. In either model, cohorts would alternate daily based on a districtwide design whereby all students are assigned to a **Blue or Gold cohort** based on the alphabet. It produces nearly an even split of students. Every other day: Blue Cohort is families with last names A-K, Gold Cohort is families with last names L-Z.

Hybrid Early-Dismissal Scenario -- HES/WIS

Half of the students on campus each day (8:15 a.m. - 1:15 p.m.).

Decision Considerations for Hybrid Early-Dismissal at HES/WIS

- Positives
 1. Teachers may have time to check-in on Hybrid students who have been home that particular day.
 2. Teachers will have time after early dismissal to work with Voluntary Distance Learning students at home. This will help maintain the classroom community for students who are unable to physically be in the building.
 3. Teachers will have some of their planning time.
- Challenges
 1. Reduces the amount of time students receive in-person instruction.
 2. Special area classes may need to be scheduled during the day and while students are at home on their home learning day based on a focus on academics as well as staffing restrictions. This will impact the experience for students if in-person classes are not feasible for special area classes. The other option is to have in-person classes for all special area classes while students are at school which reduces the amount of time for core academics.

Hybrid Full-Day Scenario -- HES/WIS

Half of the students on campus each day, for a full day (8:15 a.m. -3:15 p.m.).

Decision Considerations for Hybrid Full-Day Scenario at HES/WIS Scenario

- Positives

1. Reduces the amount of students in the classroom and building at the same time. This will allow for more flexibility and implementation of social distancing.
 2. Reduces the amount of time students and staff need to wear masks as compared to a Full Reopening..
 3. Shrinks cohort size which allows for more social distancing and higher student-teacher interaction.
 4. All students meet with the teacher in person every other day.
 5. In school time allows teachers to send home materials with students for their at home day.
 6. Limits exposure of teachers/staff to fewer students at a time.
 7. Fewer students on the buses allowing greater social distancing. Drop-off and pick-up times for students being driven to school will be shorter.
 8. Fewer students may allow for students to be outside, socially distanced with breaks from wearing masks/shields if health guidelines allow for this.
 9. Possible that all ELC students could return everyday depending on the size of the classes. (Most ELC classes fall within the 10-12 range of students to teacher.)
- Challenges
 1. Reduces time students are in the building to every other day.
 2. If teachers have students all day, there is no time for them to work with the students learning at home. This need might be addressed by teachers who are unable to return to in person instruction. This makes a classroom community difficult to maintain as students will be grouped across homerooms.

WESTON MIDDLE SCHOOL

As with HES and WIS, two Hybrid models have been designed, combining in-person and distance learning. The primary difference between the two models is length of the school day. In either model, cohorts would alternate daily based on a districtwide design whereby all students are assigned to a **Blue or Gold cohort** based on the alphabet. It produces nearly an even split of students. Every other day: Blue Cohort is families with last names A-K, Gold Cohort is families with last names L-Z.

Hybrid Early-Dismissal Scenario -- WMS

In-person schooling in the mornings, with students alternating days (~50% attendance each day). All students engaged in synchronous distance learning each afternoon.¹

¹ Simplified schedules for purposes of this recommendation document are shown in this section. Detailed schedules for each WMS Learning Model (reopening scenario) are provided in 7.24.20 CSDE Submission, Exhibit #5 in the Appendix (available at <https://westonps.org/covid-19-resources-and-updates/>)

Four class periods each morning, ~50% of students in attendance, increased health and safety protocols, as feasible.

	Monday	Tuesday	Wednesday	Thursday	etc.
Morning	Last names A-K in person	Last names L-Z in person	Last names A-K in person	Last names L-Z in person	Continues to alternate
Afternoon	All students distance learning	All students distance learning	All students distance learning	All students distance learning	Continues every day

Highlighted Aspects of Hybrid Early-Dismissal Scenario Relative to CSDE Requirements:

- Communications
 - COVID-19 Health and Safety Compliance Liaison: Assistant Principal.
 - Communication to parents of policies and protocols will be done via Swift K12 email alert system. Communication to students and staff via school email.
 - Weekly communication from principal to families to start the year, adjust as needed.
 - Changes of policies and protocols communicated immediately.
 - Reopening plans, policies, and protocols available on the main page of the middle school website.
 - Use extended first period (homeroom) to communicate expectations to students during the first week of school.
- Facilities
 - No Lunch
 - Modifications to ensemble rehearsal and performances will be necessary.
 - At least six feet between teacher and closest student during direct instruction.
 - Health and safety training provided to all staff during PD days prior to school opening.
 - Extended first period (homeroom) to provide time to address social-emotional needs of students throughout the school year.
- Social Distancing and PPE
 - Cohorting of students to greatest extent possible with increased health and safety protocols when breaking cohorts, as feasible.
 - Social distance maximized in classrooms. Desks in rows facing the teacher, approximately six feet apart.
 - Students proceed directly from dropoff to first period classroom - no congregating.

- Lockers will not be utilized in order to maintain social distancing to the best of our ability.
- One-way system in the hallways with appropriate signage, and staff members in hallways to enforce.
- Utilize classrooms and spaces that provide optimal social distancing and learning conditions.
- Plexiglass shields provided for the security desk and desks (2) in the main office, counseling staff, SRO, administrators, nurse, and library (2).
- Teacher desk shields provided for all teachers.
- Containment Plan
 - Isolation Room: Waiting room.
 - Call home. Student remains in the waiting room until the parent arrives. Parent/student notifies the security desk when leaving.
- Supports for Students
 - Continue to implement DBT (emotional intelligence program) lessons in health and advisory/extended homeroom.
 - Continue to provide individual and group counseling, by appointment.
 - Continue OST (Organization and Study Skills Time) as part of student schedules as appropriate.
 - Provide academic support including math lab, writing advantage, math advantage and reading advantage as part of the student's regular schedule, as appropriate.
 - For those students that temporarily choose not to participate in morning in-person schooling:
 - Students may participate in afternoon distance learning activities (which comprise $\frac{2}{3}$ of student-teacher contact time).
 - Students may access CT Learning Hub.
 - Students may keep up with assignments via Google Classroom.
- Co-Curriculars (*CT LEA Reopening Template, p. 8*)
 - Clubs meet via Distance Learning. No clubs in person.

Decision Considerations for Hybrid Early-Dismissal Scenario at WMS

- Positives
 1. Higher total synchronous contact time (in person + Distance Learning) than Hybrid 2.
 2. Reduces the number of students in the classroom and building at the same time, increasing social distancing.
 3. Every student in person every other day.
 4. Student-to-student in-person interactions.
 5. Meets the social-emotional needs of students in person.
 6. Reduces the amount of time students and staff need to wear masks.

7. No lunch service (avoids health risk).
 8. Allows struggling students to remain in school for afternoon to complete Distance Learning while supervised.
 9. Daily synchronous contact with teachers (in person and/or Distance Learning).
 10. Eases transition to full Distance Learning if it becomes necessary.
 11. Students and staff wearing masks for less time compared to Hybrid 2.
- Challenges
 1. Less in-person time than Hybrid 2.
 2. Blend of in-person and Distance Learning will be challenging for teachers.
 3. Blue/Gold sections may not be evenly balanced, resulting in varied levels of social distancing.
 4. Forty percent (20 of 50) of classrooms, cafeteria, and two gymnasiums are not air conditioned. Mask wearing is more challenging when temperatures are high.
 5. Even with cohorting, staff and students move to different classrooms and other areas throughout the day.
 6. Increased supervision needed in hallways and large group areas to ensure distancing and mask-wearing.
 7. Buses are not air conditioned.

Hybrid Full-Day Scenario -- WMS

Full day in-person schooling, with students alternating days (~50% attendance each day). Students provided with asynchronous tasks for days not present in school.²

Eight class periods each day, ~50% of students in attendance, increased health and safety protocols, as feasible.

	Monday	Tuesday	Wednesday	Thursday	etc.
All day (7:45am - 2:30pm)	Last names A-K in person	Last names L-Z in person	Last names A-K in person	Last names L-Z in person	Continues to alternate

Highlighted Aspects of Hybrid Full-Day Scenario Relative to CSDE Requirements:

- Communications
 - COVID-19 Health and Safety Compliance Liaison: Assistant Principal.

² Simplified schedules for purposes of this recommendation document are shown in this section. Detailed schedules for each WMS Learning Model (reopening scenario) are provided in 7.24.20 CSDE Submission, Exhibit #5 in the Appendix (available at <https://westonps.org/covid-19-resources-and-updates/>)

- Communication to parents of policies and protocols will be done via Swift K12 email alert system. Communication to students and staff via school email.
 - Weekly communication from principal to families to start the year, adjust as needed.
 - Changes of policies and protocols communicated immediately.
 - Reopening plans, policies, and protocols available on the main page of the middle school website.
 - Use extended first period (homeroom) to communicate expectations to students during the first week of school.
- Facilities
 - Lunch service in the cafeteria and gymnasium. Tables spaced out and half capacity.
 - Modifications to ensemble rehearsal and performances will be necessary.
 - At least six feet between teacher and closest student during direct instruction.
 - Health and safety training provided to all staff during PD days prior to school opening.
 - Extended first period (homeroom) to provide time to address social-emotional needs of students throughout the school year.
- Social Distancing and PPE
 - Cohorting of students to greatest extent possible with increased health and safety protocols when breaking cohorts, as feasible.
 - Social distance maximized in classrooms. Desks in rows facing the teacher, approximately six feet apart.
 - Students proceed directly from dropoff to first period classroom - no congregating.
 - Lockers will not be utilized in order to maintain social distancing to the best of our ability.
 - One-way system in the hallways with appropriate signage, and staff members in hallways to enforce.
 - Utilize classrooms and spaces that provide optimal social distancing and learning conditions.
 - Plexiglass shields provided for the security desk and desks (2) in the main office, counseling staff, SRO, administrators, nurse, and library (2).
 - Teacher desk shields provided for all teachers.
- Containment Plan
 - Isolation Room: Waiting room.
 - Call home. Student remains in the waiting room until the parent arrives. Parent/student notifies the security desk when leaving.
- Supports for Students

- Continue to implement DBT (emotional intelligence program) lessons in health and advisory/extended homeroom.
- Continue to provide individual and group counseling, by appointment.
- Continue OST (Organization and Study Skills Time) as part of the student schedule as appropriate.
- Provide academic support including math lab, writing advantage, math advantage and reading advantage as part of the student's regular schedule, as appropriate.
- For those students that temporarily choose not to participate daily, in-person schooling:
 - Students may access CT Learning Hub.
 - Students may keep up with assignments via Google Classroom.
- Co-Curriculars
 - Clubs meet after school in classrooms and library. Maximum social distancing.
 - Lunch service in the cafeteria and gymnasium. Students eat at individual desks spaced 6ft apart.
 - Clubs meet via distance learning. No clubs in person.

Decision Considerations for Hybrid Full-Day Scenario at WMS

- Positives
 1. More in-person time than Hybrid 1.
 2. Every student in person every other day for the full day.
 3. Simplified teacher planning (one day in person + one day distance learning).
 4. Student-to-student in person interactions.
 5. Meets the social-emotional needs of students in person.
- Challenges
 1. Less total synchronous time than Hybrid 1 (in person + Distance Learning) - no synchronous contact with teacher on off days.
 2. Teachers are not available to provide distance learning for students who temporarily choose not to participate.
 3. Lunch service (health risk).
 4. Old gym will not be available for PE as it will be needed for lunch and possibly for relocation of other classes.
 5. Need to find ways for mask breaks.
 6. Blue/Gold sections may not be evenly balanced, resulting in varied levels of social distancing.
 7. Forty percent (20 of 50) of classrooms, cafeteria, and two gymnasiums are not air conditioned. Mask wearing is more challenging when temperatures are high.
 8. Even with cohorting, staff and students move to different classrooms and other areas throughout the day.

9. Students and staff wearing masks for long periods of time.
10. Increased supervision needed in hallways and large group areas to ensure distancing and mask-wearing.
11. Buses are not air conditioned.

WESTON HIGH SCHOOL

As for HES, WIS and WMS, two Hybrid models have been designed, combining in-person and distance learning on an alternating basis. The primary difference between the two models is length of the school day. In either model, cohorts would alternate daily based on a districtwide design whereby all students are assigned to a **Blue or Gold cohort** based on the alphabet. It produces nearly an even split of students. Every other day: Blue Cohort is families with last names A-K, Gold Cohort is families with last names L-Z.

Hybrid Early Dismissal Scenario -- WHS

In-person schooling in the mornings, with students alternating days (~50% attendance each day). All students engaged in synchronous distance learning each afternoon.³

Four class periods each morning, ~50% of students in attendance, increased health and safety protocols, as feasible.

	Monday	Tuesday	Wednesday	Thursday	etc.
Morning	Last names A-K in person	Last names L-Z in person	Last names A-K in person	Last names L-Z in person	Continues to alternate
Afternoon	All students distance learning	All students distance learning	All students distance learning	All students distance learning	Continues every day

Highlighted Aspects of Hybrid Early-Dismissal Scenario Relative to CSDE Requirements:

- Communications
 - COVID-19 Health and Safety Compliance Liaison: Assistant Principal.
 - Communication to parents of policies and protocols will be done via Swift K12 email alert system. Communication to students and staff via school email.

³ Simplified schedules for purposes of this recommendation document are shown in this section. Detailed schedules for each WHS Learning Model (reopening scenario) are provided in 7.24.20 CSDE Submission, Exhibit #6 in the Appendix (available at <https://westonps.org/covid-19-resources-and-updates/>)

- Weekly communication from principal to families to start the year, adjust as needed.
 - Changes of policies and protocols communicated immediately.
 - Reopening plans, policies, and protocols available on the main page of the high school website.
 - Use the advisory period to communicate expectations to students in the first week of school.
- Facilities
 - No lunch service.
 - Ensemble music classes scheduled in the auditorium to maximize social distancing.
 - At least 6 ft between teacher and closest student during direct instruction.
 - Health and safety training provided to all staff during PD days prior to school opening.
 - Trojan Time advisory on first days of school to teach students health and safety protocols. Repeat during the school year as necessary based on compliance.
 - One-page document outlining health and safety protocols distributed to all students, staff, families, and substitute teachers.
- Social Distancing and PPE
 - Social distance maximized in classrooms. Desks in rows facing the teacher, approximately 6ft apart.
 - Students proceed directly from dropoff to first period classroom - no lobby congregating.
 - One-way system in the hallways with appropriate signage, and staff members in hallways to enforce.
 - Maximum spacing between desks in classrooms.
 - Utilize classrooms and spaces that provide optimal social distancing and learning conditions.
 - Eliminate any extra furniture.
 - Schedule classes only in rooms with windows/proper ventilation.
 - Plexiglass shields provided for the security desk and desks (2) in the main office, school counseling (2), and athletic office. (1)
 - Provide desk shields in common areas so that if students can remove masks behind them, they have that in flexible areas including: library, library classroom, lobby tables, College and Career Center, Cafeteria (quiet study) approximately 200?
 - Provide special bins for disposal of PPE.
 - Identify times/situations/areas where students and staff may take a “mask break”.
For example:

- When a staff member is alone in a room.
 - When staff or students are spaced at least 6 feet apart and not talking.
 - Outdoors and at least 6 feet apart.
 - All staff members/rooms provided with extra masks for staff and students that need them.
- Containment Plan
 - Isolation Room: To be determined.
 - Call home. Student waits in an isolation room until the parent arrives. Students may drive themselves home if symptoms are mild. Student notifies the security desk when leaving.
- Supports for Students
 - Continue to implement DBT in 9/10 grade health and advisory.
 - Continue to provide individual and group counseling, by appointment.
 - Implement revised CASE program.
 - As feasible, allow students that are struggling with distance learning (Distance Learning) to remain in school during afternoons, where they can attend Distance Learning classes while supervised by WHS staff.
 - Provide academic support, including math lab and writing center, by appointment (in person as well as remotely).

Decision Considerations for Hybrid Early-Dismissal Scenario for WHS

- Positives
 1. Reduces the number of students in the classroom and building at the same time, increasing social distancing.
 2. Reduces the amount of time students and staff need to wear masks.
 3. Higher total synchronous contact time (in person + Distance Learning) than Hybrid 2. Every student in person every other day.
 4. No lunch service (avoids health risk).
 5. Allows struggling students to remain in school for afternoon to complete Distance Learning while supervised.
 6. Daily synchronous contact with the teacher (Distance Learning and/or in person).
 7. Eases transition to full Distance Learning if it becomes necessary.
- Challenges
 1. Less in-person time than Hybrid 2.
 2. Blend of in-person and Distance Learning will be challenging for teachers.
 3. Blue/Gold sections may not be evenly balanced, resulting in varied levels of social distancing.
 4. Forty-three percent (26 of 60) of classrooms and one of two gymnasiums are not air conditioned. Mask wearing is more challenging when temperatures are high.

- a. Of the 26 non-air conditioned rooms, 5 have no windows and cannot be used for instruction.
- 5. Unable to cohort. Staff and students move to different classrooms and other areas throughout the day.
- 6. Students and staff wearing masks for long periods of time.
- 7. Open campus system limits ability to adhere to safety requirements, monitor social distancing.
- 8. Arrival and dismissal will require additional entrances, increasing supervision and security requirements.
- 9. Increased supervision needed in hallways and large group areas to ensure distancing and mask-wearing.
- 10. Buses are not air conditioned.
- 11. Storage needed for classroom furniture that has to be removed from classrooms to allow for social distancing.

Hybrid Full-Day Scenario -- WHS

Full day in-person schooling, with students alternating days (~50% attendance each day). Students provided with asynchronous tasks for days not present in school.⁴

Eight class periods each day, ~50% of students in attendance, increased health and safety protocols, as feasible.

	Monday	Tuesday	Wednesday	Thursday	etc.
All day (7:45am - 2:30pm)	Blue (last names A-K) in person	Gold (last names L-Z) in person	Blue (last names A-K) in person	Gold (last names L-Z) in person	Continues to alternate

Highlighted Aspects of Hybrid Full-Day Scenario Relative to CSDE Requirements:

- Communications
 - COVID-19 Health and Safety Compliance Liaison: Assistant Principal
 - Communication to parents of policies and protocols will be done via Swift K12 email alert system. Communication to students and staff via school email.

⁴ Simplified schedules for purposes of this recommendation document are shown in this section. Detailed schedules for each WHS Learning Model (reopening scenario) are provided in 7.24.20 CSDE Submission, Exhibit #6 in the Appendix (available at <https://westonps.org/covid-19-resources-and-updates/>)

- Weekly communication from principal to families to start the year, adjust as needed.
 - Changes of policies and protocols communicated immediately.
 - Reopening plans, policies, and protocols available on the main page of the high school website.
 - Use the advisory period to communicate expectations to students in the first week of school.
- Facilities
 - Lunch service in the cafeteria and gymnasium. Students eat at individual desks, spread apart.
 - Ensemble music classes scheduled in the auditorium to maximize social distancing.
 - At least 6 ft between teacher and closest student during direct instruction.
 - Health and safety training provided to all staff during PD days prior to school opening.
 - Trojan Time advisory on first days of school to teach students health and safety protocols. Repeat during the school year as necessary based on compliance.
 - One-page document outlining health and safety protocols distributed to all students, staff, families, and substitute teachers.
- Social Distancing and PPE
 - Social distance maximized in classrooms. Desks in rows facing the teacher, approximately 6 ft apart.
 - Students proceed directly from dropoff to first period classroom - no lobby congregating.
 - One-way system in the hallways with appropriate signage, and staff members in hallways to enforce.
 - Maximum spacing between desks in classrooms.
 - Utilize classrooms and spaces that provide optimal social distancing and learning conditions.
 - Eliminate any extra furniture.
 - Schedule classes only in rooms with windows/proper ventilation.
 - Plexiglass shields provided for the security desk and desks (2) in the main office, school counseling (2), and athletic office. (1)
 - Provide desk shields in common areas so that if students can remove masks behind them, they have that in flexible areas including: library, library classroom, lobby tables, College and Career Center, Cafeteria (quiet study) approximately 200?
 - Provide special bins for disposal of PPE.

- Identify times/situations/areas where students and staff may take a “mask break”.
For example:
 - When a staff member is alone in a room.
 - When staff or students are spaced at least 6 feet apart and not talking.
 - Outdoors and at least 6 feet apart.
 - All staff members/rooms provided with extra masks for staff and students that need them.
- Containment Plan
 - Isolation Room: To be determined.
 - Call home. Student waits in an isolation room until the parent arrives. Students may drive themselves home if symptoms are mild. Student notifies the security desk when leaving.
- Supports for Students
 - Continue to implement DBT in 9/10 grade health and advisory.
 - Continue to provide individual and group counseling, by appointment, in person or via video conferencing.
 - Implement revised CASE program.
 - As feasible, bring in students that are struggling on their “off” day.
 - Provide academic support, including math lab and writing center< by appointment (in person as well as remotely).

Decision Considerations for Hybrid Full-Day Scenario for WHS

- Positives
 1. Reduces the number of students in the classroom and building at the same time, increasing social distancing.
 2. More in-person time than Hybrid 1. Every student in person every other day for the full day.
 3. Simplified teacher planning (one day in person + one day distance learning).
 4. Struggling students may come to school on off days for supervised Distance Learning.
- Challenges
 1. Less total synchronous time than Hybrid 1 (in person + Distance Learning) - no synchronous contact with teacher on off days.
 2. Lunch service (health risk).
 3. Need to find ways for mask breaks.
 4. Forty-three percent (26 of 60) of classrooms and one of two gymnasiums are not air conditioned. Mask wearing is more challenging when temperatures are high.
 - a. Of the 26 non-air conditioned rooms, 5 have no windows and cannot be used for instruction.

5. Unable to cohort. Staff and students move to different classrooms and other areas throughout the day.
6. Students and staff wearing masks for long periods of time.
7. Open campus system limits ability to adhere to safety requirements, monitor social distancing.
8. Ability to engage in group work and collaboration will be extremely limited, not optimal for learning.
9. Arrival and dismissal will require additional entrances, increasing supervision and security requirements.
10. Increased supervision needed in hallways and large group areas to ensure distancing and mask-wearing.
11. Buses are not air conditioned.
12. Storage needed for classroom furniture that has to be removed from classrooms to allow for social distancing.

VOLUNTARY DISTANCE LEARNING PROGRAM

Voluntary Distance Learning is a requirement of the Connecticut State Department of Education (CSDE) to provide families temporary choice of remote learning at the same time Connecticut districts are offering in-school education. The CSDE issued guidance for what is formally listed as “Temporarily Opting into Voluntary Remote Learning Due to COVID-19” on July 22, 2020.⁵ Voluntary Distance Learning, as the Weston Public Schools is calling the program, runs parallel to the district’s in-school program, with the same amount of teachers and administrators needing to support both the in-school and Voluntary Distance Learning programs. As a result, there will be limitations to the level of teacher:student interaction under Voluntary Distance Learning. The CSDE anticipated this limitation and has cautioned families statewide to expect that the Voluntary Distance Learning program may not result in instructional hours equivalent to a district’s in-person learning model.

To be clear, Voluntary Distance Learning by design is an educational program completely separate from the schools and district physically. The CSDE mandated this opportunity for families who might not be comfortable for health and medical reasons having their children attend school during the COVID-19 Pandemic. Thus, participants in the Voluntary Distance Learning Program do not have in-person access to programs or activities in the district. All participation is via remote technology. The Hybrid Scenarios are designed for families seeking a mixture in-person/in-district and distance learning.

⁵ Memorandum to Superintendents of Schools, July 22, 2020, Dr. Miguel A. Cardona, Commissioner of Education.

The Weston Public Schools will strive to maximize teacher:student interactions via Voluntary Distance Learning. The success of the Voluntary Distance Learning program will depend on active participation and support by families in each home. Nevertheless, the experiences through Voluntary Distance Learning will not be identical to the in-school Hybrid Scenario or Full-On Distance Learning. (If the entire district is in Full-On Distance Learning, the Voluntary Distance Learning program would be absorbed within the district-wide scenario.)

The planning for Voluntary Distance Learning has been tied to the recommended Hybrid scenarios, either Early-Dismissal or Full-Day. We have done this to maximize the quality of the Voluntary Distance Learning program for students and staff.

Rules & Guidelines for Voluntary Distance Learning

The following rules and guidelines are based on CSDE guidance, modified to promote a productive Voluntary Distance Learning program in Weston.

- Voluntary Distance Learning is for the entire school day (meaning students cannot select some in-person classes and others remotely).
- Voluntary Distance Learning students will be woven into the overarching districtwide scenario of Hybrid learning. Voluntary Distance Learning students will be placed in their proper cohorts, and will be expected to follow the same schedule as the rest of their cohort (substituting live synchronous remote learning for in-person instruction). Voluntary Distance Learning students will participate via livestream when their cohort is scheduled for in-person learning. The chart in the next section outlines how the Voluntary Distance Learning design will vary between K-5 and 6-12 grades in the two Hybrid scenarios.
- Parents/guardians will be expected to supervise and support student attendance and engagement in Voluntary Distance Learning.
 - Parent support will be especially important for K-5 students. We envision that when K-5 teachers break into small group work within the classroom, parents will have to support their student at home to ensure focus on the assignment or task.
- Families will be required to indicate their intention to participate in Voluntary Distance Learning no later than Monday August 17, 2020.
- Families will have the choice to return from Voluntary Distance Learning into the current in-school scenario (Hybrid or Full Reopening). To activate a return, families must complete a Voluntary Distance Learning reentry request form to provide notice of a student's return to in-person classes. Students will be required to remain with Voluntary Distance Learning until at least October 1, 2020--we

want to provide all students stability during the first month of school. We advise families to be judicious in how frequently they shift between Voluntary Distance Learning and the in-person program (students require continuity in their educational approach).

- Families must give at least a five school day notice before switching to in-person or Voluntary Distance Learning.
- Limitations will exist under Voluntary Distance Learning due to health, safety, and planning requirements. Voluntary Distance Learning students will not be provided on-campus or in-school access to classes or activities, including:
 - Electives or unified arts classes
 - Athletics
 - After-school clubs and programs
 - Other extracurricular activities
- Daily student attendance will be recorded. (The final decision on the mode for taking attendance will be made once the pool of Voluntary Distance Learning students is known.)
- Students participating in Voluntary Distance Learning will be expected to access statewide assessments remotely (unless they are only provided via hard copy, in which case an arrangement for in-person administration would be required).
- Other optional district-wide assessments that can be available online and administered remotely may be offered to students, as appropriate.
- The CSDE will be providing further guidance regarding special education students who opt into Voluntary Distance Learning. IEPs will be implemented to the greatest extent possible within this model. Any live instruction for special education and related services will be accessed through livestream during small group or individual sessions. As was the case for spring 2020 Distance Learning, service times will be communicated with families by the case manager and will not necessarily match the services recommended in the IEP for in person learning.
- As new public health data becomes available, the policy directives from the CSDE may determine that Voluntary Distance Learning is no longer an option for families; therefore, it may not be available for the full year per the CSDE.

Outline of Hybrid Scenarios with Voluntary Distance Learning Program

	K-5	6-12	Notes
Hybrid Blue/Gold Early Dismissal Scenario	<ul style="list-style-type: none"> ● 8:15 a.m. - 1:15 p.m. - In Person Classes. <p>Voluntary Distance</p>	<ul style="list-style-type: none"> ● 7:45 a.m. - 10:40 a.m. (Half of the day -- 4 of 8 periods) - In-Person 	<ul style="list-style-type: none"> ● Blue and Gold cohorts attend half-day sessions

<p>Based on Blue/Gold Cohorts organized by alphabet:</p> <ul style="list-style-type: none"> • Blue: A-K • Gold:L-Z <p>Blue and Gold alternate daily as to in-person versus distance learning.</p>	<p>Learning students will livestream into lessons where applicable (mini lessons/small group work).</p> <ul style="list-style-type: none"> • 1:15 p.m. - 3:15 p.m. - Voluntary Distance Learning students will have a virtual session with their teacher and/or a special on their scheduled Blue/Gold day. Hybrid Students who are scheduled to be home may have a virtual session with their teacher. 	<p>Classes. Teachers will use their technology tool kit to livestream lessons and will post assignments on the learning management system--Google Classroom (WMS) or Canvas (WHS)--to allow students on Voluntary Distance Learning to access the in-person instruction.</p> <ul style="list-style-type: none"> • 11:40 a.m. - 2:30 p.m. - (Half of the day -- 4 of 8 periods) -- Distance Learning. (All students, regardless of Blue and Gold cohort, as well as Voluntary Distance Learning students, engage in Distance Learning every afternoon.) 	<p>on alternating days. Voluntary Distance Learning students are placed into their proper cohorts.</p> <ul style="list-style-type: none"> • Teachers will remain in the building until the end of the scheduled day (Grades K-5: 3:35 p.m.; Grades 6-12: 2:50 p.m.).
<p>Hybrid Blue/Gold Full Day Scenario</p> <p>Based on Blue/Gold Cohorts organized by alphabet:</p> <ul style="list-style-type: none"> • Blue: A-K • Gold: L-Z <p>Blue and Gold alternate daily as to in-person versus distance learning.</p>	<ul style="list-style-type: none"> • 8:15 a.m. - 3:30 p.m. - In-Person Classes. Voluntary Distance Learning students will livestream into lessons where applicable (mini lessons/small group work). • Students who are on their Distance Learning day under the Hybrid scenario will follow the same in-person 	<ul style="list-style-type: none"> • 7:45 a.m. - 2:30 p.m. (Periods 1-8) - In-Person Classes. Teachers will use their technology tool kit to livestream lessons and will post assignments on the learning management system--Google Classroom (WMS) or Canvas (WHS)--to allow students on Voluntary Distance Learning to access the in-person instruction. 	<ul style="list-style-type: none"> • Blue and Gold cohorts attend full day sessions on alternating days. Voluntary Distance Learning students are placed into their proper cohorts. On days that a Voluntary Distance Learning student's cohort is scheduled for in-person learning, they will attend

	<p>schedule. However, they will work on assignments previously provided by their teacher.</p>		<p>classes live via livestream where applicable.</p> <ul style="list-style-type: none"> • Teachers will remain in the building until the end of the scheduled day (Grades K-5: 3:35 p.m.; Grades 6-12: 2:50 p.m.).
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Pupil Personnel Services & Special Education

Social-Emotional Learning (SEL)

The social-emotional wellbeing of all members of the school community will continue to be a priority during the reopening process. In supporting the social-emotional learning needs of both students and staff, schools at each level will continue their work with RULER and/or DBT strategies and instruction. There will be particular emphasis placed on re-engaging students who had difficulty accessing instruction during spring 2020 distance learning.

- At the start of the school year, the emphasis will be placed on helping all students acclimate back to school. The focus will be on the whole child and helping to reestablish routines and relationships.
- Communication with families will be ongoing and additional supports will be provided to students who are struggling or at risk.

English Learners (EL)

While returning to school will present challenges for all, English learners (ELs) may experience these challenges to a greater extent than their peers as they transition back to a school setting from remote learning and continue to develop their English language proficiency concurrently while learning grade-level academic content. To mitigate these challenges, schools must make every effort to provide support to ELs to allow them to access academic content as well as providing them with their supplemental language instruction program. English language development is a part of universal instruction. It is paramount that grade level content be

provided with adequate scaffolds and supports, so that ELs may access the grade level content being provided in the classroom while developing language proficiency.

- 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.
- The District will communicate with parents and guardians who 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.
- The District will continue to provide ELs who are also identified as students with disabilities support for their EL needs, as well as support 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.

Vulnerable Populations

Each school will track students who have pre-existing health conditions and might require accommodations during Full Reopening and Hybrid instruction. School staff will reach out to families of students who have known health conditions if plans (IEPs or 504s) require modifications. If you have a specific health concern about your child that you feel might require new or different accommodations given the global health crisis, please reach out to your child's school nurse in advance of the reopening so that school team members can plan accordingly.

Reporting Illnesses

Each school will need to institute new systems for reporting illnesses. In order to obtain important medical information, the process for reporting illnesses has been updated for the 2020-2021 school year. In order to report an absence, parents/family will call the school's absence line. In reporting an absence, parents/family will need to provide the following information in their voice message:

- Child's name

- Child's classroom cohort teacher
- Child's bus number (if applicable)
- Any specific symptoms the child is experiencing
- Any additional school programs the child has participated in
- If the child is experiencing symptoms that are consistent with COVID, parents/family will need to provide the date of the child's doctor appointment as well as the anticipated timeline for receiving test results.

In addition to leaving a voice message, parents/family of a child who has been diagnosed with COVID must also contact their child's school nurse directly.

Special Education⁶

As was the case for Distance Learning in Spring 2020, many of the decisions regarding special education will be made on an individual basis. The purpose of the bullets below is to provide general guidance and information for students receiving special education services. Special education administrators, case managers and service providers are all appropriate points of contact for individual questions or concerns regarding re-entry and/or your child's special education program during in school, hybrid or distance learning instruction.

1. Weston Public Schools will plan for fall programming with the understanding that there has been no waiver of requirements under IDEA for provision of a free and appropriate public education (FAPE) in the least restrictive environment (LRE). During the spring 2020 COVID-19 school closure, Weston was 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. Weston 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.
2. Weston Public Schools will 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, the Weston Public Schools will facilitate individualized and alternative means of re-entry based upon student need, present levels of functioning, developmental levels, and student/parent input.

⁶ Additional guidance from the CSDE Bureau of Special Education is provided on an ongoing basis; relevant information will be incorporated into this District plan.

- a. Special education teams at the building level, working in conjunction with families, will determine if specific students require re-entry plans and develop and implement those plans for in person instruction.
3. Weston will 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. In the case of a unique consideration, Weston will develop protocols to consider the student's developmental level and skills.
 - a. Individual student needs also might warrant individualized schedules and instructional models. Information regarding these recommendations will be communicated directly with families.
4. Special education case managers and related services providers will communicate directly with families regarding Continued Education Opportunity Plans during distance learning experiences.
 - a. During hybrid and full in person instruction, the goal will be to implement IEPs as much as possible while prioritizing mitigating measures to protect the health and safety of students and staff.
5. During in person instruction, PPTs, 504 meetings and parent team meetings will continue to be held virtually. Families will receive invites and links to the Google Meet prior to the PPT.
6. Progress reports will continue to be completed in accordance with the expectations set forth in the IEP.
7. Collaboration between general education and special education team members will continue virtually or in person in order to support individual student needs.

Health & Safety Considerations for Sp. Ed., 504, SRBI & EL Supports During In Person Instruction

Receiving Supports and Services Outside of Classroom Cohorts

1. All students will be expected to wear masks during transitions to and from their classrooms.
2. All students will be expected to wash their hands and/or use hand sanitizer before entering a new classroom.
3. Social distancing guidelines will be adhered to in small group instruction outside of the cohort classrooms.
4. In some cases, it might be appropriate for students to access instruction virtually, even from within the school building, to maintain cohorts.

Staff Members Delivering Supports Across Cohorts

1. Staff members transitioning between different cohorts will be expected to wear masks during transitions.
2. Staff members will be expected to wash their hands and/or use hand sanitizer before entering each classroom.
3. Social distancing guidelines will be adhered to in small group instruction outside of the cohort classrooms.
4. For staff members providing direct, hands-on support to students, including support with activities of daily living, masks, gowns, gloves and face shields must be worn at all times. Staff members will be required to wash their hands after completing these tasks.
 - a. PPE materials needed for these tasks will be provided by the District.

ESSENTIAL SUPPORT ELEMENTS FOR HEALTH & SAFETY

Weston's Shared Commitment to Health & Well-Being

We have developed a set of standards for behavioral norms that we are requiring be followed by all Weston students, families and staff. We have organized the standards into a document that will be widely distributed, with all students, families and staff asked to verify their shared commitment by signing the document electronically. We also will post the document widely. (It will be updated as public health and other developments require.)

The Weston Public Schools will reopen and stay open if we all act responsibly. Controlling the spread of COVID-19 is within our power; all of us in Weston have to act on that power. Specifically, we are calling for all Weston students, parents/guardians, teachers and staff to do the following.

Student & Parent/Guardian Responsibilities:

- 1) **Stay home if you feel ill.** Morning health checks with your family are required. Temperatures below 100.0 degrees Fahrenheit are a must, as well as no symptoms associated with COVID-19 or the Flu. Families are required to advise the school nurse of the reason for a student being held home for illness. Privacy will be protected.
- 2) **Students with temperatures or other evidence of not feeling well will be separated and then sent home.** Return will be allowed only after testing shows the student is negative for COVID-19 or other illnesses, such as the Flu.
- 3) **Parents and other visitors to the school will not be allowed** through at least January 2021. This limitation includes not allowing student siblings or other children to visit the schools. The exception will be for medical or emergency situations, including parents coming to the schools to pick up an ill child. Parent and other meetings and visitations will be conducted virtually, unless an exception is granted by the building principal.
- 4) **Spectators and audiences** will not be allowed for athletics, performing arts, and other activities inside or outside any school facilities through at least January 2021. We will make

every effort to have all possible home competitions and performing arts programs streaming live on the NFHS Network. We will notify students and families of any special exceptions to this in-person limitation. Please note this standard is consistent with how area districts and all SWC schools are handling spectators and audiences.

- 5) **Face covering or masks** are required. They must completely cover the nose and mouth while inside the school and on the bus. (Exceptions will be made for students with documented medical conditions.) Parents will be responsible for providing students with face coverings or masks. (The District will have disposable masks for students to use on a one-time basis.)
- 6) **Mask breaks** will be allowed in limited and controlled ways. *Mask breaks* are best achieved medically through social distancing of greater than six feet, and must be staff-led and monitored.
 - a) The preferred *Mask Breaks* would be outside--for recess or a similar guided break, and with six feet distance from other students and staff.
 - b) When inside, *Mask Breaks* would only be as follows:
 - i) A small number of students in any given class could take a *Mask Break* while seated, spread out by more than six feet, and not in a confined space. An entire class should not take its masks off at the same time--teachers would have to schedule or otherwise monitor *Mask Breaks* so it is not the whole class at once. (Snacks and lunch would provide a *Mask Break*, since they will be removed for eating.)
 - ii) A larger number of students could take a *Mask Break* in the gyms or cafeteria, but must be six feet apart at all times. Students would need to put on their masks if they are not seated or six feet apart .
- 7) **Social distancing** will be required. We will strive for six feet distancing at all times. Classrooms have been organized to have students four to six feet apart with seats and desks forward-facing in rows (students have to respect a big change for classrooms in Weston). Social distancing will be required around and in school at all times. Food, school supplies and materials may not be shared.
- 8) Frequent **hand washing or hand sanitizing** will be required--upon arrival at school, before and after meals, after restroom use, and after coughing or sneezing.
- 9) **Transportation** is a part of the solution. Students must ride the same bus to and from schools, and have face coverings before and during the full bus ride. Parents are encouraged to drive their children to school each day (while this will result in longer lines of cars, it will be a boost to everyone's health). The district will consider adding bus monitors if students cannot maintain social distancing and wear masks 100 percent of the time while on the bus.
- 10) Per CT Executive Order 7BBB, individuals returning to Connecticut from specific states are required to **self-quarantine for 14 days**. The list of these states may be found at the following link: <https://portal.ct.gov/Coronavirus/Travel>. If students or family members visit states on the Governor's quarantine list, they are required to stay home until they have personally verified they have met the 14 day requirement. Medical notes are not required. Families are required to advise the school nurse if a student is home for self-quarantine. Privacy will be protected. During any quarantine, students may participate in school via Distance Learning, as coordinated with the respective school principal.

Adult Responsibilities:

- 1) Teachers and staff must **stay home if feeling ill**. A morning self-screening at home is required before leaving for school. Temperatures below 100.0 degrees Fahrenheit are a must, as well as no symptoms associated with COVID-19 or the Flu. Teachers and staff are required to report their absence in AESOP and advise their building's Assistant Principal of the reason for staying home for illness. Privacy will be protected.
- 2) **Teachers or staff with temperatures or other evidence of not feeling well will be separated and then sent home**. Return will be allowed only after testing shows the individual is negative for COVID-19 or other illnesses, such as the Flu.
- 3) **Visitors to the school will not be allowed through at least January 2021**. This limitation includes not allowing student siblings or other children to visit the schools. Exceptions will be for non-district professionals, who must be in the school to provide student services. Exceptions also will be made for medical or emergency situations. All exceptions will be managed by each building principal. Parent and other meetings and visitations will be conducted virtually, unless an exception is granted by the building principal.
- 4) Teachers and staff must wear **face coverings or masks** that completely cover the nose and mouth while inside the school. (Exceptions will be made only for teachers, staff and volunteers with documented medical conditions.) The District will provide face shields for all teachers, as well as desk shields for every teacher desk. The District also will have disposable masks and shields for teachers, staff and volunteers on a one-time use basis.⁷
- 5) **Mask breaks** will be allowed in limited and controlled ways. *Mask breaks* are best achieved medically through social distancing of greater than six feet..
 - a) As for students, the preferred *Mask Breaks* would be outside. Each school will have a location for staff to take a *Mask Break*.
 - b) When inside, *Mask Breaks* would only be as follows:
 - i) Teachers may take a *Mask Break* while seated behind their desk shield, and more than six feet away from students, who also should be seated at that point. Teachers may also choose to use their face shield at that point, but again staying more than six feet away from students or other adults, and remaining seated.
 - ii) *Mask Breaks* for staff may also be in other internal spaces, established by each school or office as providing the necessary social distancing of minimum six feet.
- 6) **Social distancing** will be required. We will strive for six feet. Classrooms have been organized to have students 4-6 feet apart; teachers and staff will have to respect what will be a big change for classrooms in Weston. Desks in the main office, as well as teacher desks, will have plastic barriers to help provide safe space.
- 7) Frequent **hand washing or hand sanitizing** by teachers and staff is required--upon arrival at school, before and after meals, after restroom use, and after coughing or sneezing.

⁷ Face shields alone, per the CDC and our medical advisors, are not sufficient to prevent the spread of COVID-19. Face shields must be worn with a mask to protect against COVID-19. We are seeking public health and medical guidance on the merits of face shields as an option.

- 8) Per CT Executive Order 7BBB, individuals returning to Connecticut from specific states are required to **self-quarantine for 14 days**. The list of these states may be found at the following link: <https://portal.ct.gov/Coronavirus/Travel>. If staff members visit states on the Governor's quarantine list, they are required to stay home until they have personally verified they have met the 14 day requirement. Medical notes are not required. Staff are required to advise their supervisor of the self-quarantine. Privacy will be protected. During any quarantine, employees may work from home on a voluntary basis if their work can be accomplished remotely.

Weston, we have the power to act responsibly and control the spread of COVID-19, and multiply our chances of keeping schools open this year. Let's commit to acting responsibly.

Honor System Signatures

After reading **Weston's Shared Commitment to Health & Well-Being**, WPS students, families and staff are asked to indicate their full support via a personal signature. Please go to the following link to provide your signature in the requested location. This is an Honor System approach to encourage all families to discuss how to remain healthy during the return to school. Lastly, we encourage you to make copies of **Weston's Shared Commitment to Health & Well-Being** and post and share copies as much as necessary.

<https://forms.gle/pNJZuB9F7JpKV5Fv6>

Facility and PPE Preparations

The District has been diligently taking steps to ensure a safe environment for students and staff once they do return in the Fall, regardless of the in-person Reopening Scenario (Full Reopening or Hybrid). Below are some of the measures that we have implemented over the past several weeks.

1. Additional stand-alone hand sanitizer dispensers have been ordered and will be placed in high-traffic areas of all schools such as libraries, cafeterias and main offices.
2. Hand sanitizer bottles have been ordered and will be placed in each classroom.
3. Bottles of disinfecting wipes have been ordered and will also be placed in each classroom.
4. Additional supplies of hand soap have been ordered.
5. Face masks have been ordered and will be distributed as needed on a back-up basis. Students and staff are required to bring their own face masks to schools--we recommend each person have an extra supply of three-to-five face masks at all times.

6. Face shields have been purchased for all staff members. Current medical advice concludes that face shields alone are not helpful, but they will be provided to staff to use in combination with a face mask and social distancing.
7. Isolation rooms have been identified in each school. The isolation rooms will be equipped with portable air cleaners to help with air purification.
8. For the comfort of students and staff, all fresh air dampers will be modulated to accommodate a comfortable space temperature while still allowing additional fresh air into classrooms.
9. Ventilation of all facilities has been a priority.
 - HVAC systems are being checked and necessary repairs will be made.
 - Exhaust fans are being checked and necessary repairs will be made.
 - Filters have been changed.
 - HVAC systems will be set to full occupancy mode a week or so before the start of school.
 - HVAC system will be flushed two hours prior to the start of school and at least one hour after the last occupant has left the building.
10. Cafeterias will be used where possible and where social distancing can be maintained. The District is exploring a pre-ordering platform which will help maintain social distancing.
11. All bathrooms will be cleaned twice a day.
12. Misting disinfectant sprayers have been ordered which will be used for cleaning and disinfecting as needed.
13. Affinco and our custodians will adhere to state regulations on extent and frequency of cleaning, and the use of EPA-approved materials that control for COVID-19. We will be adding personnel to provide for necessary cleaning.
14. Hallways in all schools will be marked with directional signage as well as 6 feet markers where necessary to allow for safer walking patterns.
15. Clear, plexiglass desk shields will be placed on staff desks in the main offices of all buildings where there is public interaction, as well as on security station desks. Desk shields will also be placed on all teacher desks.
16. Our transportation providers will be cleaning all vehicles twice daily.

Procedures for Covid-19 Exposure Interventions (Under Development)

We have been preparing procedures for intervening in any scenarios of COVID-19 exposure during school. Late last week, the CSDE provided districts across the state the necessary frameworks for establishing effective procedures. We are finalizing the procedures for the WPS, with careful review from the Westport/Weston Health District and the WPS Medical Advisor. While still in development, it is essential that WPS families and staff see the emerging procedures on such a fundamental issue for protecting the health and well-being of students and

staff. We share here the “rough copy” for what will be the procedures, as well as a link to the guiding document from the CSDE/DPH.

Background

The Weston Public Schools adhere to the guidance provided by the CSDE and CT DPH for intervening in any incidents of COVID-19 exposure.⁸ The CSDE/DPH document guides specifically how to intervene with students or staff, who may have become exposed during school or away from school.

All WPS administrators and health professionals will be required to review the guidance. When dealing with any COVID-19 exposure, administrators will need to complete the checklist at the end of this packet and submit it to the relevant building COVID-19 Liaison, who will submit it to the district COVID-19 Liaison.

This packet has three sections:

- I. *Interim Guidance for Responding to COVID-19 Scenarios in Connecticut School Districts*, Connecticut State Department of Education and Connecticut Department of Public Health, August 6, 2020.
- II. COVID-19 Exposure Intervention Checklist
- III. Decision Process for Potential Closures Due to COVID-19 Exposure

INSERT CSDE/DPH DOCUMENT

Interim Guidance for Responding to COVID-19 Scenarios Connecticut School Districts, August 6, 2020

COVID-19 Exposure Intervention Checklist (Confidential Upon Completion)

Administrator/Staff/Parent/Guardian Reporting Scenario: _____

School COVID-19 Liaison: _____

Date: _____

Reviewed by District-19 Liaison: _____

Signature: _____

Date: _____

Exposed Student or Staff Member Name : _____

⁸ *Interim Guidance for Responding to COVID-19 Scenarios in Connecticut School Districts*, Connecticut State Department of Education and Connecticut Department of Public Health, August 6, 2020.

Exposure Scenario Identification (Check One)

_____ Scenario I: Individual has COVID-19 symptoms but has NOT had close contact to a person diagnosed with COVID-19

_____ Scenario II: Individual has COVID-19 symptoms AND had close contact to a person diagnosed with COVID-19

_____ Scenario III: Individual does not have COVID-19 symptoms BUT had close contact to someone diagnosed with COVID-19

(COMPLETE CHECKLIST SECTION FOR THE SPECIFIC EXPOSURE SCENARIO)

Exposure Scenario I:

Individual has COVID-19 symptoms but has NOT had close contact2 to a person diagnosed with COVID-19

Location of Scenario – (Check All Applicable)

_____ School

_____ Home

_____ Both

Apparent Date of Scenario: _____

Action Taken Based on CSDE/DPH Guidelines – (Check All Applicable)

Home Scenario (Student or Staff)	School Scenario (Student)	School Scenario (Staff)
<p>_____ Stayed home</p> <p>_____ Notified the school immediately</p> <p>_____ Testing (Yes/No)</p>	<p>In School --</p> <p>_____ Remain masked</p> <p>_____ Adhered to strict physical distancing</p> <p>_____ Assessed by the school nurse or school medical advisor (if available)</p> <p>_____ Stayed in the isolation room (with adult supervision), until picked up to go home</p> <p>_____ Consulted a healthcare provider</p> <p>_____ Tested.</p> <p>_____ If ill enough to require transport to a healthcare facility, notified EMS that COVID-19 is a concern.</p>	<p>_____ Remain masked</p> <p>_____ Adhered to strict physical distancing</p> <p>_____ Immediately contacted School Covid-19 Liaison (per district protocols)</p> <p>_____ Went home</p> <p>_____ Consulted a healthcare provider</p> <p>_____ Tested.</p> <p>_____ If ill enough to require transport to a healthcare facility, notified EMS that COVID-19 is a concern.</p>

	<u>On School Bus:</u> <input type="checkbox"/> Remain Masked <input type="checkbox"/> Follow all above measures at school <input type="checkbox"/> Did not go home on bus	
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Testing Result and Action Taken (Check All Applicable)

TESTING RESULT	ACTION
<input type="checkbox"/> Negative	<input type="checkbox"/> Returned to school once there were no symptoms for 24 hours.
<input type="checkbox"/> Positive	<input type="checkbox"/> Remained home (except to get medical care), monitor symptoms <input type="checkbox"/> Notified the school immediately <input type="checkbox"/> Notified personal close contacts <input type="checkbox"/> Assisted the school in contact tracing efforts <input type="checkbox"/> Answered phone calls from public health officials/ contact tracing staff. <input type="checkbox"/> Stayed in self-isolation for at least 10 days since the onset of symptoms and until at least 24 hours have passed with no fever ⁶ (without fever-reducing medications) and with improvement in other COVID-19 symptoms.
<input type="checkbox"/> Not Tested	<input type="checkbox"/> Stayed in self-isolation for at least 10 days since the onset of symptoms and until at least 24 hours have passed with no fever ⁶ (without fever-reducing medications) and with improvement in other COVID-19 symptoms. <input type="checkbox"/> Returned to school earlier with note from healthcare provider with alternate diagnosis.

Exposure Scenario II:

Individual has COVID-19 symptoms¹ AND had close contact to a person diagnosed with COVID-19

Location of Scenario – (Check All Applicable)

- School
- Home
- Both

Apparent Date of Scenario: _____

Action Taken Based on CSDE/DPH Guidelines – (Check All Applicable)

Home Scenario (Student or Staff)	School Scenario (Student)	School Scenario (Staff)
<p>_____ Stayed home</p> <p>_____ Notified the school immediately</p> <p>_____ Testing (Yes/No)</p>	<p><u>In School --</u></p> <p>_____ Remain masked</p> <p>_____ Adhered to strict physical distancing</p> <p>_____ Assessed by the school nurse or school medical advisor (if available)</p> <p>_____ Stayed in the isolation room (with adult supervision), until picked up to go home</p> <p>_____ Consulted a healthcare provider</p> <p>_____ Tested</p> <p>_____ If ill enough to require transport to a healthcare facility, notified EMS that COVID-19 is a concern.</p> <p><u>On School Bus:</u></p> <p>_____ Remain Masked</p> <p>_____ Follow all above measures at school</p> <p>_____ Did not go home on bus</p>	<p>_____ Remain masked</p> <p>_____ Adhered to strict physical distancing</p> <p>_____ Immediately contacted School Covid-19 Liaison (per district protocols)</p> <p>_____ Went home</p> <p>_____ Consulted a healthcare provider</p> <p>_____ Tested.</p> <p>_____ If ill enough to require transport to a healthcare facility, notified EMS that COVID-19 is a concern.</p>

Testing Result and Action Taken (Check All Applicable)

TESTING RESULT	ACTION
<p>_____ Negative</p>	<p>_____ Stayed in self-isolation for at least 10 days since the onset of symptoms and until at least 24 hours have passed with no fever⁶ (without fever-reducing medications) and with improvement in other COVID-19 symptoms.</p>
<p>_____ Positive</p>	<p>_____ Remained home (except to get medical care), monitor symptoms</p> <p>_____ Notified the school immediately</p> <p>_____ Notified personal close contacts</p>

	<input type="checkbox"/> Assisted the school in contact tracing efforts <input type="checkbox"/> Stayed in self-isolation for at least 10 days since the onset of symptoms and until at least 24 hours have passed with no fever (without fever-reducing medications) and with improvement in other COVID-19 symptoms.
<input type="checkbox"/> Not Tested	<input type="checkbox"/> Stayed in self-isolation for at least 10 days since the onset of symptoms and until at least 24 hours have passed with no fever (without fever-reducing medications) and with improvement in other COVID-19 symptoms. <input type="checkbox"/> Returned to school earlier with note from healthcare provider with alternate diagnosis.

Exposure Scenario III:

Individual does not have COVID-19 symptoms BUT had close contact to someone diagnosed with COVID-19

Location of Scenario – (Check All Applicable)

- School
 Home
 Both

Apparent Date of Scenario: _____

Action Taken Based on CSDE/DPH Guidelines – (Check All Applicable)

Home Scenario (Student or Staff)	School Scenario (Student)	School Scenario (Staff)
<input type="checkbox"/> Stayed home <input type="checkbox"/> Notified the school immediately <input type="checkbox"/> Testing (Yes/No)	<u>In School --</u> <input type="checkbox"/> Remain masked <input type="checkbox"/> Adhered to strict physical distancing <input type="checkbox"/> Assessed by the school nurse or school medical advisor (if available) <input type="checkbox"/> Since no symptoms remained in the health room until picked up (did not have to be sent to the isolation room) <input type="checkbox"/> Consulted a healthcare provider <input type="checkbox"/> Tested.	<input type="checkbox"/> Remain masked <input type="checkbox"/> Adhered to strict physical distancing <input type="checkbox"/> Immediately contacted School Covid-19 Liaison (per district protocols) <input type="checkbox"/> Went home <input type="checkbox"/> Consulted a healthcare provider <input type="checkbox"/> Tested.

	<input type="checkbox"/> If ill enough to require transport to a healthcare facility, notified EMS that COVID-19 is a concern. <u>On School Bus:</u> <input type="checkbox"/> Remain Masked <input type="checkbox"/> Follow all above measures at school <input type="checkbox"/> Did not go home on bus	<input type="checkbox"/> If ill enough to require transport to a healthcare facility, notified EMS that COVID-19 is a concern.
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Testing Result and Action Taken (Check All Applicable)

TESTING RESULT	ACTION
<input type="checkbox"/> Negative	<input type="checkbox"/> Remained home in self-quarantine for 14 days from last exposure to the person diagnosed with COVID-19.
<input type="checkbox"/> Positive	<input type="checkbox"/> Remained home (except to get medical care), monitor symptoms <input type="checkbox"/> Notified the school immediately <input type="checkbox"/> Notified personal close contacts <input type="checkbox"/> Assisted the school in contact tracing efforts <input type="checkbox"/> Stayed home until 10 days have passed since date of the positive COVID-19 test.
<input type="checkbox"/> Not Tested	<input type="checkbox"/> Remained home in self-quarantine for 14 days from last exposure to the person diagnosed with COVID-19.

DECISION PROCESS FOR POTENTIAL CLOSURES DUE TO COVID-19 EXPOSURE

1) There are three possible scenarios of COVID-19 exposure that the Weston Public Schools must be prepared to manage:

- Scenario I: Individual has COVID-19 symptoms but has NOT had close contact to a person diagnosed with COVID-19
- Scenario II: Individual has COVID-19 symptoms AND had close contact to a person diagnosed with COVID-19

- Scenario III: Individual does not have COVID-19 symptoms BUT had close contact to someone diagnosed with COVID-19

2) In any of the scenarios, the decision process as to class, cohort, school or district closure would be as follows. This approach is approved by Mark Cooper, the Director of the Westport/Weston Health District.

When a positive case of COVID-19 is reported in one of the schools, the school administration will start communications with the Schools Medical Advisor, Director of Health of the Westport Weston Health District and School Nurse supervisor.

The scope of the response will be determined on a case by case basis and evaluated on its own merits. The school superintendent's highest priority will be the health and safety of the students and staff when making a determination whether it is necessary to excuse one or more affected persons from school, a whole cohort, a single class, a single school, or all the schools, and for how long.

The Westport/Weston Health District's contact tracing team, working with school administration, will determine who within the school community has had "close contact" (as defined by the Centers for Disease Control (CDC) – "an exposure of within six feet for at least fifteen minutes") with an individual who has tested positive for COVID-19.

Those who are determined to have had "close contact" with an individual who has tested positive for COVID-19 will be contacted by the Westport/Weston Health District. The Health District is responsible for contact tracing all positive cases based on laboratory test results, which are used to confirm COVID-19 cases. The Health District uses the State of Connecticut Contact Tracing Platform and advises all positive cases and their contacts of how best to protect our families, friends, co-workers, and broader communities.

In determining how to communicate possible exposure to the school community, the school administration will be required to comply with all applicable laws and regulations regarding student and employee confidentiality and privacy.

Federal Family Educational Rights and Privacy Act (FERPA) and its implementing regulations generally prevent the disclosure of any personally identifiable information derived from student education records, as well as information that would allow a reasonable person in the school community to identify a particular student even if the student's name is not disclosed. Similarly, the U.S. Equal Employment Opportunity Commission protects employees's identity. Responsive to these confidentiality and privacy protections, the school superintendent in consultation with the schools medical advisor and Westport Weston Health District must determine, on a case-by-case basis, the appropriate means of notifying the school community of a possible case of COVID-19 in any given situation.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: August 13, 2020

Information Only

Action Requested

Agenda Item Subject: Fall 2020 Athletics

Submitted by: Mark Berkowitz

Document Summary/Purpose and/or Recommended Action:

Attached please find the summary points regarding the Weston guidelines, in coordination with CIAC for Fall 2020 athletics.

For more Board of Education Meeting and Committee Meeting Information, visit:
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>

Fall Athletics at Weston High School

- Following CIAC recommendations and requirements
 - See CIAC Official Fall Sports Plan
- Following SWC recommendations and guidelines
 - SWC AD's have met every week throughout the summer
 - Consistency where possible throughout conference
 - SWC Athletic Leaders meeting with SWC Principals
- Following Weston Fall Coaches Guidelines
 - Checklist used for summer conditioning will be used daily with all athletes upon arrival
- Starting in Hybrid Model
 - Cohorts of 15 athletes or less for first two weeks of season
 - Practices of 60 minutes or less for first week
 - 30 minutes of conditioning, 30 minutes of skill work
 - No contact, no scrimmaging
 - Practices of 90 minutes or less for second week of season
 - 45 minutes of conditioning, 45 minutes of skill work
 - No contact, no scrimmaging
 - Starting 9/11 full team may practice together
 - Continued small sided work
 - Full team scrimmages allowed after 9/18
 - Competitions starting on 9/24
 - Regional competitions
 - Varsity only during the week
 - Subvarsity jamborees on Saturdays
 - No spectators at any competitions, home or away, inside or outside
 - Live Stream all possible competitions
 - NFHS Network
 - WHS Videography Dept.
 - Senior Night festivities the first full week of season
 - Senior parents invited to show up at conclusion of game and celebrate the senior athletes.
 - First two weeks of November saved for a Regional Postseason

2020 WESTON HIGH SCHOOL **FALL COACHING GUIDELINES**

These guidelines are based on directives, guidelines, and information from CAS-CIAC. **Coaches must also be familiar with and adhere to CAS-CIAC's Resocialization of Interscholastic Athletics and Activities Programs Guidelines, available at <http://www.casciac.org/pdfs/CIACResocializationofAthleticsGuidance.pdf>.** Please carefully review CAS-CIAC's guidelines in addition to these guidelines.

Health Screening and Check-Ins

- ★ All staff and students are required to self-screen for any observable illness, including cough or respiratory distress, and to confirm temperature below 100 degrees Fahrenheit.
- ★ Coaches must verify that each participant has self-screened upon arrival by "checking in" each athlete from each cohort at the beginning of each session and recording this process on the attached screening form. Records of self-screening for each person should be maintained by the coach and turned over to Mark Berkowitz at the end of the Summer Session or upon request by the administration.
- ★ Any person with positive symptoms reported should not be allowed to participate, should self-isolate, and should contact his/her primary care provider or other health-care professional.
- ★ In the event that an athlete discloses that he/she has tested positive for COVID-19, notify Mark Berkowitz immediately.

Health and Safety Protocols

- ★ **Practice and require social distancing.**
 - There should be a minimum distance of 6 feet between each individual whenever possible.
 - Physical contact such as high fives, fist bumps, and hugs is prohibited.
- ★ **Use face coverings.**
 - Coaches, officials and other contest personnel should always wear cloth face coverings. Artificial noisemakers such as an air horn or a timer system with an alarm can be used to signal in place of a traditional whistle.

- Athletes are required to wear cloth or disposable face coverings throughout each phase when not engaging in vigorous activity, such as when sitting on the bench, during chalk talk, interacting with an athletic trainer, etc.
- Face coverings should not be worn when engaging in high intensity aerobic or anaerobic workouts, distance running, or swimming.
- Plastic shields covering the entire face (or attached to a helmet) shall not be allowed during contests.
- Medical grade face coverings are not necessary. Cloth or disposable face coverings are acceptable.

★ **Practice and require sound personal hygiene. Inform athletes:**

- No sharing of athletic equipment (towels, clothing, shoes, or sports specific equipment).
 - School equipment may be used but it is encouraged that athletes bring/use their own equipment when possible. If using school equipment, check out to one individual for the entirety of the program when possible.
- Wash/shower at home before (if possible) and after each session. Wash workout clothing immediately upon returning to home.
- Wash hands with soap and water for at least 20 seconds or use hand sanitizer, especially after touching frequently used items or surfaces.
- Hand sanitizer should be available to individuals as they transfer from place to place.
- Sneeze or cough into a tissue, or the inside of your elbow. Avoid touching your face.
- Wear appropriate clothing/shoes to minimize sweat from transmitting onto equipment/surfaces.

★ **Practice and require food and hydration safety. Inform athletes:**

- Athletes must bring their own water bottles. Water bottles should be labeled for easy identification. Any water bottle left behind will be discarded.
- Water bottles and food must not be shared.
- Hydration stations (water cows, water trough, water fountains, etc.) will not be utilized.

★ **Keep the environment safe and clean.**

- Disinfect frequently used items and surfaces as much as possible.
- Weight equipment should be wiped down thoroughly before and after each individual's use.
- All athletic equipment, including balls, should be cleaned after each individual's use and prior to the next workout.



The Connecticut Interscholastic Conference 2020-2021 Fall Sports Plan

This plan is a fluid document and will be updated as more data, health metrics, and sport specific information becomes available.

The CIAC has collaborated with a multitude of stakeholders since the decision to stop interscholastic athletics this past March. Throughout this challenging time, CIAC has maintained that when the time is right, Connecticut will play again. The COVID health metrics in Connecticut, and the playing of youth sports in our state since June 20th, support that a return to in-person instruction, education-based interscholastic athletics, and other cocurricular activities that are critical to the cognitive, physical, social, emotional, and mental health of our students. . While the health and safety of our school communities remain our top priority, we must recognize that the cessation of on-campus learning and education-based cocurricular endeavors has negatively impacted our students. Through consultation with the Connecticut State Medical Society Sports Medicine Committee, the State Department of Education, the Department of Public Health, the Connecticut Athletic Trainers Association, the Connecticut Association of Athletic Directors, the Connecticut High School Coaches Association, superintendents, principals, officials, and legislators, the CIAC provides the following fall sports plan intended to engage students in structured interscholastic athletics, while accounting for COVID mitigating strategies.

The CIAC emphasizes that this plan is fluid and in a perpetual state of evaluation. COVID health metrics and data in Connecticut will continue to be closely monitored and the appropriateness of holding youth sport and/or interscholastic athletic contests can change at any time. The CIAC will continue to consult with our stakeholders and will adjust offerings as appropriate, including the stop of interscholastic athletics, should the health metrics direct that action. If a student tests positive for COVID 19, the school/district must be notified immediately and local DPH must be contacted. The local DPH will direct the appropriate process. The CIAC will continue to work with local districts and DPH to define the process as more information becomes available.

In advance of the start dates for practice, school may continue conditioning in small cohorts. Conditioning cohorts may be increased to 15 students beginning on August 3rd. However, it is recommended that schools who currently have cohorts of 10 working successfully remain in that structure until skill work and practice begins. Conditioning may increase to 90 minute experiences for those programs that are already conditioning, up to the first week of the season. It is essential that conditioning activities consider heat acclimatization throughout the summer months. Teams may also work in cohorts smaller than 15.

A critical understanding in returning to interscholastic competition is the deconditioning which many of our student-athletes have experienced due to the lack of structured physical activity since March. While many teams have been able to successfully engage students in conditioning, *a number of schools have not been able to afford that opportunity*. As such, a three-week conditioning period is prescribed at the beginning of each sport season. This progression is designed to provide equitable conditioning time for all schools across Connecticut and ensure a safe return to sport activity for all student-athletes.

All contests will be scheduled regionally. The CIAC will support our member leagues and individual schools over the next few weeks to develop regional schedules. Regional play will limit travel and mitigate the potential spread of any positive cases across the state. Additionally, regional play will support what is anticipated to be a challenging transportation period for our member schools. Additionally, all CIAC games will be played among CIAC member schools. No out-of-state competition will be sanctioned for fall sport contests by CIAC.

Over the next few weeks, CIAC sport specific committees will meet to provide further detail on individual sport mitigating strategies. For example, volleyball will not be switching sides after each set and teams will not be meeting in locker rooms at halftime. With the sport specific details forthcoming,

the follow schedule identifies start dates and contest dates for each fall sport. A list of CIAC staff responsible for fall sport committees can be found in the CIAC handbook (https://www.casciac.org/pdfs/ciachandbook_2021.pdf).

	First Practice Date in Cohorts of 15	First Practice Date of Full Teams and Full Contact	First Scrimmage Date	First Contest Date	Max. Number of Regular Season Games	Max. Number of Games Per Week	*Last Date to Play	*Tourney Experience will provide all participating teams with additional games (Format TBA)
Cross Country	27-Aug	11-Sep	NA	24-Sep	12	2	29-Oct	31-Oct to 8-Nov
Field Hockey	27-Aug	11-Sep	18-Sep	24-Sep	12	2	30-Oct	2-Nov to 15-Nov
Football	17-Aug	11-Sep	18-Sep	24-Sep	6	1	30-Oct	2-Nov to 15-Nov
Soccer	27-Aug	11-Sep	18-Sep	24-Sep	12	2	30-Oct	2-Nov to 15-Nov
Swimming	27-Aug	11-Sep	NA	24-Sep	12	2	30-Oct	2-Nov to 15-Nov
Volleyball	27-Aug	11-Sep	18-Sep	24-Sep	12	2	30-Oct	2-Nov to 15-Nov

A cohort of 15 was determined to be a reasonable number of student-athletes for coaches to work conditioning and skill progressions with while schools return to in-person instruction. There will be a three-week progression designed to slowly reacclimate student-athletes to the physical and skill conditioning level appropriate for interscholastic athletics given the extended layoff that athletes may have experienced since last March.

All contests will be scheduled regionally to limit transportation needs and maintain play within a geographic region to reduce COVID spread across the state. The CIAC will work with league commissioners to establish as much play within a league as possible. There will be outlier schools who are more regionally located to schools from other conferences. The CIAC will support our leagues and individual schools to develop a balanced regional schedule that provides students with an exceptional education-based athletic experience.

****The CIAC will collaborate with league commissioners, athletic directors, and coaches to develop a tournament experience during the last two weeks of the fall season. No team will be eliminated from competition during this experience to maximize the number of games each team will be able to play through the fall season.***

	First Practice Date in Cohorts of 15	First Practice Date of Full Teams and Full Contact	First Scrimmage Date	First Contest Date	Max. Number of Regular Season Games	Max. Number of Games Per Week	*Last Date to Play	*Tourney Experience will provide all participating teams with additional games (Format TBA)
Cross Country	27-Aug	11-Sep	NA	24-Sep	12	2	29-Oct	31-Oct to 8-Nov

Cross Country

Aug 27 – Sept 23: Cross country coaches should design a 3-week conditioning progression that places runners in small cohorts that can maintain 6 feet of social distancing while training.

Sept 24 – Nov 8: Athletes will begin competing in races on Sept 24. Coaches should continue to monitor the conditioning progression of their athletes and only enter them into races when they are prepared to run.

	First Practice Date in Cohorts of 15	First Practice Date of Full Teams and Full Contact	First Scrimmage Date	First Contest Date	Max. Number of Regular Season Games	Max. Number of Games Per Week	*Last Date to Play	*Tourney Experience will provide all participating teams with additional games (Format TBA)
Swimming	27-Aug	11-Sep	NA	24-Sep	12	2	30-Oct	2-Nov to 15-Nov

Swimming

Aug 27 – Sept 23: Swim coaches should design a 3-week conditioning progression that places swimmers in small cohorts that can maintain 6 feet of social distancing while training.

Sept 24 – Nov 8: Athletes will begin competing in meets on Sept 24. Coaches should continue to monitor the conditioning progression of their athletes and only enter them into meets when they are prepared to swim the distance of their event.

	First Practice Date in Cohorts of 15	First Practice Date of Full Teams and Full Contact	First Scrimmage Date	First Contest Date	Max. Number of Regular Season Games	Max. Number of Games Per Week	*Last Date to Play	*Tourney Experience will provide all participating teams with additional games (Format TBA)
Field Hockey	27-Aug	11-Sep	18-Sep	24-Sep	12	2	30-Oct	2-Nov to 15-Nov
Soccer	27-Aug	11-Sep	18-Sep	24-Sep	12	2	30-Oct	2-Nov to 15-Nov
Volleyball	27-Aug	11-Sep	18-Sep	24-Sep	12	2	30-Oct	2-Nov to 15-Nov

Field Hockey, Soccer, and Volleyball

Aug 27 – Sept 2 (Cohorts of 15) 1-hour practices comprised of 30 minutes of conditioning and 30 minutes of skill work. Skill work is non-contact and maintains a social distance of 6 feet for all participants. Additional time can be spent with student-athletes online to review game film, playbooks, etc.

Sept 3 – Sept 10 (Cohorts of 15) 90-minute practice comprised of 45 minutes of conditioning and 45 minutes of skill work. Skill work is non-contact and maintains a social distance of 6 feet for all participants. Additional time can be spent with student-athletes online to review game film, playbooks, etc.

Sept 11 – Sept 23 (Full Team) 2-hour practices comprised of 45 minutes of conditioning and 75 minutes of skill work. In field hockey and soccer, skill work should be done in small groups with a short field (i.e. 3v3, 5v5, 7v7). Full field skill work or set play practice should be conducted with the understanding that athletes are still building their conditioning capacity. In volleyball, while the activity is anaerobic, skill work should still be conducted in a manner that reflects a progression to full speed play. In field hockey, soccer, and volleyball a full team scrimmage may be scheduled beginning September 18th. Playing time for athletes at game speed during the scrimmage should be managed to reflect the completion of a 3-week conditioning progression.

Sept 24 – Nov 15 (Full team) 2-hour practices. Coaches should be aware of student-athletes' conditioning level and account for additional progressions on an individual basis.

Sept 24 – Nov 15 games may be played.

	First Practice Date in Cohorts of 15	First Practice Date of Full Teams and Full Contact	First Scrimmage Date	First Contest Date	Max. Number of Regular Season Games	Max. Number of Games Per Week	*Last Date to Play	*Tourney Experience will provide all participating teams with additional games (Format TBA)
Football	17-Aug	11-Sep	18-Sep	24-Sep	6	1	30-Oct	2-Nov to 15-Nov

Football

August 17 – 22 (Cohorts of 15) Coaches are permitted to hold organized team activities (OTA) on August 17, 18, and 19. OTA days allow coaches an opportunity to distribute equipment, review play books, discuss safety and locker room procedures, etc. Please refer to the football packet for a full description of what is, and what is not, allowed on OTA days. Any OTA experience must maintain proper social distancing and all participants (student-athletes and coaches) must wear masks during these non-exertional activities. During the week of August 17 – 22 conditioning may continue as it is currently occurring. Additionally, from August 17 forward, football coaches are permitted to schedule online/virtual meetings with student-athletes to review game film, playbooks, or teach skill specific content.

August 24 – 29 (Cohorts of 15) 1-hour practices comprised of 30 minutes of conditioning and 30 minutes of skill work. Skill work is non-contact and maintains a social distance of 6 feet for all participants. Additional time can be spent with student-athletes online to review game film, playbooks, etc.

August 31 – Sept 5 (Cohorts of 15) 90-minute practice comprised of 45 minutes of conditioning and 45 minutes of skill work. Skill work can involve 15 minutes of contact intended to demonstrate and teach talking and blocking progressions. Additional time can be spent with student-athletes online to review game film, playbooks, etc.

Sept 7 – 12 (Cohorts of 15 through September 10th; full team may gather on Sept 11) 2-hour practices comprised of 45 minutes of conditioning and 75 minutes of skill work. Skill work can involve 30 minutes of contact intended to demonstrate and teach tackling and blocking progressions. The remaining 60 minutes of skill work is non-contact and maintains a social distance of 6 feet for all participants. Additional time can be spent with student-athletes online to review game film, playbooks, etc.

Sept 14 – Nov 15 (Full team; a full contact scrimmage may take place as of Sept 18.) 2-hour practices. Coaches should be aware of student-athletes' conditioning level and account for additional progressions on an individual basis. Full contact should be limited to the time necessary to teach appropriate tackling and skill specific technique, but in any case, may not exceed 10 minutes per day per athlete.

Sept 24 – Nov 15 games may be played.

Additional Considerations for a Fall Sports Season

Spectator/Fan Attendance – As an education-based experience, CIAC sports must consider the primary goal of maximizing on-campus learning for all students. Sport complexes and recreation athletic facilities are primarily utilized for sport contests. Conversely, school facilities are used as instructional areas when games are not being played. Due to the variety of fields used for interscholastic athletic competition, it is difficult to develop a one size fits all regulation. Therefore, it is CIAC’s recommendation that each school and district consider how their athletic fields will be used throughout the school year and determine the appropriateness of spectator/fan attendance at your school. The CIAC understands that playing games without fans may be appropriate for some schools but not logistically possible for others. Any allowance for spectators/fans should provide well marked areas that maintain social distancing and follow capacity guidelines established in Connecticut’s Phase 2 reopening plan (https://portal.ct.gov/-/media/DECD/Covid_Business_Recovery-Phase-2/0723Sports_FitnessCenters- C2_V5.pdf) and current CDC guidance. The CIAC supports the plans established by school districts that direct the presence of adults on campus at this time. Notwithstanding the above, permissible spectator/fan attendance will be governed by local districts’ current operating plan.

Gathering Limitations – During practice/conditioning, athletes should remain grouped in smaller cohorts for purposes of spread mitigation and contact tracing strategy. Competition schedules should be scheduled within a region of the 10 closest schools to mitigate potential spread and maximize contact tracing capability. When not directly participating in practices or contests, care should be taken to maintain a minimum distance of 6 feet between each individual. Consider using tape or paint as a guide for athletes and coaches. Vulnerable individuals should not supervise or participate in any workouts.

Facilities - Adequate cleaning schedules should be created and implemented for all athletic facilities. Prior to an individual or groups of individuals entering a facility, hard surfaces within that facility should be wiped down and sanitized (chairs, furniture in meeting rooms, weight room equipment, bathrooms, athletic training room tables, etc.). Hand sanitizer should be plentiful and available to individuals as they transfer from place to place. Consider strategies to prevent groups from gathering at entrances/exits to facilities to limit crossover and contact, including staggering starting/ending times.

Screening - All staff and students are required to self-screen for any observable illness, including cough or respiratory distress, and to confirm temperature below 100 degrees Fahrenheit. The coach or activity supervisor must confirm self-screening by all activity participants, upon arrival. Records of self-screening for each person should be recorded and stored (see sample Appendix I). Officials, medical staff, and media should self-screen prior to attending an event. Any person with COVID symptoms must notify school personnel, be removed from participation, self-isolate, and contact their primary care provider or other health-care professional.

Face Coverings – In accordance with CDC guidance, “face coverings are not intended to protect the wearer, but rather to reduce the risk of spreading COVID-19 from the person wearing the mask (who may not have any symptoms of disease).” (CDC Consideration for Youth Sports, 2020) “Face coverings may be challenging for players (especially younger players) to wear while playing sports.” (CDC Consideration for Youth Sports, 2020) “Face coverings should be worn by coaches, youth sports staff, officials, parents, and spectators as much as possible.” (CDC Consideration for Youth Sports, 2020)

Recognizing the benefits and potential concerns of using face coverings during conditioning and physical activity, the CIAC, in collaboration with the Connecticut State Medical Society, Sports Medicine Committee, recommends:

- i. Cloth or disposable face coverings, approved by local DPHs and school districts, should be worn when not engaging in vigorous activity, such as when sitting on the bench, during chalk talk, interacting with an athletic trainer, etc.
- ii. Face coverings should not be worn when engaging in high intensity aerobic or anaerobic workouts, distance running, or swimming.
- iii. Plastic shields covering the entire face (or attached to a helmet) must be approved by CIAC. (2020 NFHS Guidance for Opening up High School Athletics and Activities, 2020)
- iv. Officials should wear face coverings whenever possible.
- v. Coaches and other contest personnel must wear cloth face coverings. (Artificial noisemakers such as an air horn or a timer system with an alarm can be used to signal in place of a traditional whistle.) (2020 NFHS Guidance for Opening up High School Athletics and Activities, 2020)

Hygiene Practices - Wash your hands with soap and water for at least 20 seconds or use hand sanitizer, especially after touching frequently used items or surfaces. Hand sanitizer should be plentiful and available to individuals as they transfer from place to place. Sneeze or cough into a tissue, or the inside of your elbow. Avoid touching your face. Appropriate clothing/shoes should always be worn to minimize sweat from transmitting onto equipment/surfaces. Athletes must be encouraged to shower and wash their workout clothing immediately upon returning to home. There should be no shared athletic towels, clothing, or shoes between students. Disinfect frequently used items and surfaces as much as possible. Athletes should take their equipment home with them and disinfect that equipment each night. Athletes should arrive at practice and games prepared to participate without the need to use a locker room, to the extent possible.

Hydration/Food - All students must bring their own water bottle. Water bottles must not be shared. Food should not be shared. Hydration stations (water cows, water trough, water fountains, etc.) should not be utilized, except for water bottle refill stations.

Weight Rooms - Weight equipment should be wiped down thoroughly before and after an individual's use of equipment. Any equipment such as weight benches, athletic pads, etc. having holes with exposed foam should be covered. Appropriate clothing/shoes should always be worn in the weight room to minimize sweat from transmitting onto equipment/surfaces. Maximum lifts should be limited, and power cages should be used for squats and bench presses. Spotters should stand at each end of the bar.

Locker Rooms – Locker rooms should be used a little as possible. Sanitation of locker rooms should follow CDC guideline (<https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>). Ventilation in locker rooms is critical to providing a safe environment. Schools should explore efforts that may increase ventilation and decrease exposure to wet environments in locker room settings. When locker rooms are used, consideration of greater social distance (12 feet) should be applied. To minimize exposure, a schedule should be developed when locker rooms are used. When students must use a locker room to change for a practice or game, supervision should be provided to ensure social distancing is maintained and masks are worn. Capacity limits of locker rooms should be established to limit the number of athletes using a facility at any one time and to optimize social distancing.

Indoor sports such as volleyball and swimming should encourage visiting teams to arrive in uniform to limit the use of locker rooms. However, a designated bathroom or locker room should be provided for the visiting team. Schools should follow CDC sanitation guidelines to clean that designated area after the contest.

Athletic Training Rooms – Athletic training rooms are essential to providing care to our student-athletes. Athletic trainers will work with athletic directors to establish protocols for the training room, including a schedule for visits by athletes.

Preparticipation Physical Exams - In accordance with CIAC bylaws, sport physicals are valid for 13 months. In collaborating with the Connecticut State Medical Society, Sports Medicine Committee, we feel it is appropriate to extend the validation of physicals to 15-months for fall sport athletes only, due to the high demand of medical appointments. Yearly sport physicals to assess injury risk and receive health guidance from doctors are critically important. Again, the coronavirus is a health pandemic and students should receive a physical within the 13-month standard when possible.

COVID-19 Advisory Committee - CAS-CIAC recommends the establishment of a COVID-19 advisory committee within each school/organization which would meet regularly before and during each athletic season. The purpose of such committees would be to maintain constant communication among leadership, address concerns as they arise, and stay informed on COVID-19 best practices around athletics. Recommended members include school physician, athletic trainer, school nurse, athletic director, one coach (appointed by the athletic director, building principal (or designee), and superintendent (or designee). (See Appendix I)

Contact Tracing - As student/youth-athletes return to physical activity, a system of contact tracing and notification should be established in the event that a participant tests positive for COVID-19. In the event that a student/youth athlete tests positive for COVID-19, administration and the local department of health must be immediately notified. The school, athletic team, and student(s) must follow the direction of the local department of health.

Transportation - “Schools must consider social distancing requirements when scheduling contests and events for the fall. Social distancing (as required by state or local health department) will need to be maintained during transportation (2020 NFHS Guidance for Opening up High School Athletics and Activities, 2020)” and should follow transportation guidelines issued by the Connecticut State Department of Education (<https://portal.ct.gov/-/media/SDE/COVID-19/CTReopeningSchools.pdf>) and established by local school districts. The CIAC believes that regional play and modified sub-varsity experiences will assist in elevating some transportation issues and make it more feasible for parents to transport their child.

Game Officials – The CIAC has suspended the regulation of providing a room for officials for the fall season. Officials should come contests dressed for contests, whenever possible.

Appendix I

COVID-19 Advisory Committee

Building Principal (or designee):

School Physician:

Athletic Trainer:

Superintendent (or designee):

Athletic Director:

School Nurse:

Coach:

