

## Models for the Reopening of Schools 2020-2021

Due to positive containment efforts in Connecticut, the Connecticut State Department of Education (CSDE) has directed all local school districts to plan for a return to in-person teaching and learning for the 2020-2021 school year. However, districts must also create a hybrid model in which schools would operate at reduced capacity, and a remote learning plan in which school buildings are closed and all instruction is done remotely, if the spread of COVID-19 increases locally. Additionally, support options for families who temporarily choose not to participate in the return to school due to a verified medical condition or for a variety of other reasons will be provided as well. The resources on this webpage are designed to provide information for each of the three models in the event that the district needs to shift from in-person to the hybrid or remote learning plan.

<b>Topic</b>	<b><u>In-School Learning</u></b> <i>Full reopening - All students and staff to report to school.</i>	<b><u>Hybrid Model</u></b> <i>50% daily enrollment with students attending on Mondays and Tuesdays or Thursdays and Fridays. Remote learning for students on days not in school. Additional cleaning and disinfecting on Wednesdays.</i>	<b><u>Remote Learning</u></b> <i>No students in school. All teaching and learning to take place at home.</i>
<b>Decision Making</b>	Based on current Connecticut State Department of Education requirements, schools should plan to have all students return to schoolhouses for full time instruction at the beginning of 2020–2021.	If public health data requires partial reopening, or if schools’ containment efforts require partial closure.	Determined by the Governor’s executive order and public health data requiring a complete district closure.

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<b>Cohorting</b>	<p>Cohorting and modified schedules to reduce student movement within the schools.</p> <p>In grades pre K-8, cohorts of students remain together in their homeroom. Specials/related arts teachers travel to the students' classrooms to the greatest extent possible.</p> <p>In high school, students in grades 9 and 10 are to be clustered in the D wing while students in grades 11 and 12 will be clustered in the A wing.</p> <p>Students will also be clustered similarly for participation in elective courses.</p>	<p>Cohorting and modified schedules to reduce student movement within the schools.</p> <p>In grades pre K-8, homerooms will be split into two smaller cohorts: Group A and Group B.</p> <p>Specials/related arts teachers travel to the students' classrooms to the greatest extent possible.</p> <p>In high school, students in grades 9 and 10 are to be clustered in the D wing while students in grades 11 and 12 will be clustered in the A wing.</p> <p>Students will also be clustered similarly for participation in elective courses.</p>	<p>Schedules for all students will feature both synchronous (real-time) and asynchronous lessons. Individual and small group supports, based on individual student needs, to be provided as needed.</p>
<b>Social Distancing</b>	<p>Social distancing and maximizing classroom space based on guidance from the CDC or DPH.</p>	<p>Social distancing and maximizing classroom space based on guidance from the CDC or DPH.</p>	<p>Not applicable.</p>
<b>Face Covering and Hand Washing</b>	<p>Face covering and masks required for all staff and students. Frequent hand washing and use of hand sanitizer.</p>	<p>Face covering and masks required for all staff and students. Frequent hand washing and use of hand sanitizer.</p>	<p>Not applicable.</p>
<b>Cleaning and Disinfecting</b>	<p>Enhanced cleaning/disinfection of surfaces.</p>	<p>Enhanced cleaning/disinfection of surfaces.</p>	<p>Not applicable.</p>

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<b>Transportation</b>	Up to full capacity on bus with face coverings for all riders, loading and unloading restrictions, and enhanced cleaning and disinfecting protocols.  Revised parent drop off and pick up procedures to promote social distancing.	Limited capacity on bus with face coverings for all riders, loading and unloading restrictions, and enhanced cleaning and disinfecting protocols.  Revised parent drop off and pick up procedures to promote social distancing.	No transportation.
<b>Lunches</b>	Reduced menu options (grab and go) available to all students.	Reduced menu options (grab and go) available to all students at school.  Off-site meal service for students who are remote learning or for unanticipated school closures.	Off-site meal service for students who are remote learning.
<b>Instruction</b>	Instruction to take place in a traditional classroom setting with modification to room configuration and student grouping to maximize social distancing.	Two days of traditional classroom instruction for up to 50% of homeroom students followed by three days of remote learning that support the previous in-class lessons.	Full remote learning for all students. Curriculum to parallel in-person learning to the greatest extent possible.
<b>Attendance</b>	Required. Daily attendance recorded at the elementary school and middle school. Period attendance is recorded at the high school.	Required for both in-person sessions and remote learning.	Required. Attendance will be recorded by daily check-ins and participation in “real-time” lessons.

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<b>Curriculum</b>	<p>Longitudinal data from Smarter Balanced, NWEA MAP, PSAT, early literacy screeners and vertical communication between teachers will help teachers determine the instructional starting point for 2020-2021 school year.</p> <p>Units of study will be condensed to focus on priority learning standards at each grade-level.</p>	<p>Longitudinal data from Smarter Balanced, NWEA MAP, PSAT, early literacy screeners and vertical communication between teachers will help teachers determine the instructional starting point for 2020-2021 school year.</p> <p>Units of study will be condensed to focus on priority learning standards at each grade-level.</p>	<p>Longitudinal data from Smarter Balanced, NWEA MAP, PSAT, early literacy screeners and vertical communication between teachers will help teachers determine the instructional starting point for 2020-2021 school year.</p> <p>Units of study will be condensed to focus on priority learning standards at each grade-level.</p>
<b>Social and Emotional Learning</b>	Lessons to re-engage students in their learning while monitoring and responding to students' needs.	Lessons to re-engage students in their learning while monitoring and responding to students' needs.	Lessons to re-engage students in their learning while monitoring and responding to students' needs.
<b>Assessment and Grading</b>	Initial back-to-school assessments will be minimized to allow for increased instructional time. Traditional grading practices will be in place.	Initial back-to-school assessments will be minimized to allow for increased instructional time. Traditional grading practices to be modified.	Initial back-to-school assessments will be minimized to allow for increased instructional time. Traditional grading practices to be modified.
<b>Special Education, 504, ELs, and Tiered Intervention</b>	Current IEP programs will be implemented as written.	The district will implement IEP programs and 504 plans as appropriate and to the greatest extent possible both in person and remotely.	The district will implement IEP programs and 504 plans as appropriate and to the greatest extent possible through remote learning.