

Re-Opening Our Schools

2020-2021

Based on the Connecticut State Department of Education Guidelines

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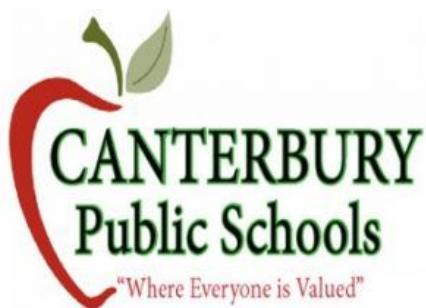
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A Message from Superintendent Connelly

July 20, 2020

Canterbury Public Schools is committed to supporting the children of our town as we navigate the complexities of learning during the COVID pandemic. We will mobilize a school plan with various models of instruction to allow for the fluid nature of our community's response to the virus. Our goal is for children, families, and staff to remain as safe as possible while engaging in educational opportunities. The following document shall be considered a live and ever-evolving plan that will be adjusted according to developing research on the containment of the virus and maximizing learning during an in-person, remote or hybrid continuum of learning.

We appreciate the commitment and flexibility of our faculty and staff, children and families as we continue to navigate learning during this historical time in our lives.

James Connelly, Interim Superintendent

Canterbury Public Schools

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In planning for the reopening of the Canterbury Public Schools, it has been essential to envision the safest environment and the highest quality instruction for the school community. Based on guidelines provided to school districts from the Connecticut State Department of Education and the State of Connecticut. **Canterbury Public Schools are currently planning four models of reopening, in addition to a phase-in process if it is needed to ensure a safe and healthy gradual return to full school buildings.** The plan is “intended to be a fluid document that will evolve based on the public health data and research available to mitigate the spread of the virus. As we proceed toward the fall, we will continue to receive input from our educational partners, students, and families and will continue to work toward providing the best opportunities for our greatest resource—the students in the State of Connecticut.”

Core Goals

A “full” reopening refers to the desire to have all students and all staff return in the fall for a full-length traditional day of school with necessary modifications given the pandemic. (Even with a “full” reopening, parents should note the options that families have that are detailed on page 12.)

A “safe” reopening refers to adherence to expectations and guidelines from the State of Connecticut, the CDC, the local health officials (Northeast Health District), and other sources that will be in place to ensure that the schools’ environments support learning during this time of COVID 19. Rates of positive COVID results will determine whether the schools will evolve to the next phase.

An “appropriate” reopening refers to high standards of academic achievement, whereby students’ progress is monitored weekly to determine individual student needs, along with social and emotional support that are expected to be in place for all schools and all students.

A central belief in reopening is that the children of Canterbury need to be connected to teachers, interventionists, service providers, coaches, and mentors. As the schools gradually reopen in the fall, the plan is to phase in all aspects of school life in the safest and most appropriate manner while maintaining cohorts of children who can be traced and cared for in the event of local transmission of COVID-19.

In order to reopen, the Superintendent of Schools has tasked **Canterbury Public Schools Administrative Team and Reopening Committees** with reviewing all reopening guidelines from the State of Connecticut so that Canterbury Elementary and Dr. Helen Baldwin Middle schools can effectively re-open in the fall of 2020. This document “Reopening Our Schools” is available to the entire Town of Canterbury including staff, parents, and community members.

Canterbury Schools value the contributions and suggestions of parents, caregivers, families, and students in the decision-making process. The **Canterbury Administrative Team** will continue to play an active role in the reopening process to build trust and credibility for the plans that are to be implemented. Parents and community members are invited to give regular feedback and suggestions concerning the plans to reopen and phase in all aspects of school life.

Canterbury Priorities

The Canterbury Public Schools and the Canterbury Reopening Committees have identified priority areas that must be in place to reopen, including: (1) the safety of the students and staff; (2) the development of appropriate educational opportunities; (3) the awareness of social and emotional well-being of students, families, and staff; and (4) the expectation that all children will achieve at the expected grade level by June 2021.

	Safety of Students and Staff Our schools will be prepared to reinforce healthy practices among our staff and students, take preventative actions to prevent the spread of all respiratory illnesses, and prepare for any potential cases or increased transmission of COVID 19.
	Development of Appropriate Educational Opportunities Our schools will reopen with instructional schedules and model options that are flexible and based on current transmission levels, understanding that we may start the school year with one model, and as new information becomes available about health and safety, may transition to different models.
	Awareness of Social and Emotional Well-Being Our schools will reopen knowing that the COVID-19 pandemic has created different types of traumatic experiences and high levels of stress for many of our staff, students, and families. The pandemic has shown the importance of social/emotional well-being for all. In addition, there is a growing body of research proving that social/emotional learning (SEL) is fundamental to academic success.
	Achievement at Expected Grade Level by June Our schools will consider and solidify a systematic cycle of assessments, including initial screenings and formative and summative assessments in order to inform instruction and gauge student learning. We will work to analyze individual student data to identify shifts and changes in instruction to meet students' needs and implement intervention strategies.

In addition to our own priorities, the Canterbury Public Schools are expected to follow the guidelines of the State Department of Education - ***Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together***, published on June 29, 2020. The publication from the state is admittedly a document with guidelines that may change prior to school reopening in the fall.

State of Connecticut Guidelines and Expectations

from ADAPT, ADVANCE, ACHIEVE: Connecticut's Plan to Learn and Grow Together

Due to positive containment efforts in Connecticut, reopening schools in person can be successfully achieved based upon current data. Connecticut has determined it is appropriate to plan a consistent approach to the operating model (schedule), but be prepared to modify plans as necessary. Maximizing in-person instructional time after the current period of disruption is critical. However, given the uncertainty planning for reopening, schools must be prepared to modify their reopening model to support a partial reopening if the public health data changes.

Schools should plan to have all students, in all districts, return to schoolhouses for full-time instruction at the beginning of 2020-2021, so long as public health data continues to support this model. This model will be supported with more intensive mitigation strategies and specific monitoring, containment and class cancellation plans.

As Connecticut schools plan to reopen, the guidance and considerations outlined in this document are grounded in six guiding principles:

1. Safeguarding the health & safety of students and staff;
2. Allowing **all** students the opportunity to return into the classrooms **full time** starting in the fall;
3. Monitoring the school populations and, when necessary, potentially cancelling classes in the future to appropriately contain COVID-19 spread;
4. Emphasizing equity, access, and support to the students and communities who are emerging from this historic disruption;
5. Fostering strong two-way communication with partners such as families, educators and staff; and
6. Factoring into decisions about reopening the challenges to the physical safety and social-emotional well-being of our students when they are not in school

Main Operational Considerations

	Cohorting: Emphasize grouping students by the same class/group of students and teacher (into a cohort) so each team functions independently as much as possible. Consider this methodology by grade levels. Placing students in cohorts is strongly encouraged for grades K-8, and encouraged where feasible for grades 9-12.		Transportation: Local Educational Agencies (LEAs) should plan for buses to operate close to capacity with heightened health and safety protocols, including requiring all students and operators wear face coverings. Plans must be developed to activate increased social distancing protocols based upon community spread.
	Social Distancing and Facilities: Review building space and reconfigure available classroom space, such as gymnasiums and auditoriums, to maximize social distancing, consistent with public health guidelines in place at that time.		Face Coverings: All staff and students will be expected to wear a protective face covering or face mask that completely covers the nose and mouth when inside the school building, except for certain exceptions including when teachers are providing instruction.

Keeping Our Schools Open
Keeping our schools open...*is everyone's responsibility!*

The Canterbury Public Schools will rely on the cooperation of families, students, and staff members to reopen and stay open on a traditional schedule.

The plan for the fall of 2020 is to safely bring back students to in-person school settings, while monitoring transmission rates, to maximize learning and address our students' social and emotional needs.

Families play a critical role in supporting the new culture of health and safety that each of our schools will establish. Most importantly, families can help mitigate the transmission of COVID-19 in our schools by checking their children daily for any COVID-19 symptoms and keeping them home from school if they are sick or have had close contact with a person diagnosed with COVID-19. Families can also contribute by supporting the use of face coverings or masks in school and on the bus, providing transportation whenever possible, communicating concerns with teachers and school leaders, and continuing to follow state guidance on health and safety outside of school.

With adherence to the State of Connecticut's comprehensive set of critical health and safety requirements along with the Canterbury Schools commitment to a safe and appropriate education, we can bring our students, staff, and families safely back to school...*and keep them in school!*

Overview of Critical District Procedures

Overview: Advanced Professional Development and School Calendar

Canterbury Public Schools has prioritized mandatory training for staff, before the beginning of the school year, that covers signs and symptoms of COVID-19, Standard Public Health protocols, Hygiene Practices, social distancing, correct use of PPE, Reporting Illnesses, and supporting SEL. The district Professional Development & Evaluation Committee (PDEC) will meet periodically to plan professional learning, resources, and support for paraeducators, teachers, and administrators. Ongoing training will be planned as changes occur in recommendations and public health data. Some training topics will be posted on the website in a video format for families and substitute teachers to access as well. We will reconsider our school calendar, at the beginning of the school year, to determine how we can maximize the additional days provided by the State of Connecticut, Board of Education, decision to move from 181 required school days for students, to 177 school days plus three COVID-19 training days.

Overview: Daily Operations

Cohorts are the groups of children that will remain together for instruction and other essential school-based functions. Both schools will utilize the cohort model. At the elementary level, cohorts will be at the classroom level. At the middle school, cohorts will be at the grade level. Transportation will be based on regional cohorts. Lunch will be held in classrooms. Mask breaks will occur during the day for students in both schools. Hallway patterns for foot traffic will be predetermined. Staggered drop off/pick up times may be necessary based on the number of students brought to school by a parent. Schools will not be open to other groups looking for a meeting space, unless the Superintendent determines that strict safety guidelines can be implemented.

The CES Key strategy for establishing stable cohorts is to:

- Organize cohorts by neighborhoods and families at the outset in preparation for the need for a hybrid model
- Maintain CES Classrooms as self contained entities. Recess will be held at the classroom level.
- Provide remote opportunities for special classes as needed
- Organize staff by cohorts so that all staff are assigned to as small a cohort as possible
- Plan for models of full and partial attendance of students, keeping in mind the need to keep cohorts as separate as possible
- Plan for hybrid model in which 50% of the students attend for two days and the second 50% attend for two days. Maintain protocols to keep the two cohorts (staff and students) as separate as possible.
- Plan for remote learning opportunities which match staff and students in wholly new ways

BMS daily operations (to include points from above):

- In conjunction with CES, assign cohorts that allow all students from a single family to attend school on the same day, however at the middle school, cohorts will be kept to grade levels.
- Restricted transitions within the building:
 - Fewer core academic blocks (1-2 per day)
 - Recess spread out to reduce student numbers
- Shift in am and pm schedule to allow for less congestion during arrival and dismissal, including the use of multiple exits/entrances

Overview: Facilities and Operations

Canterbury Public Schools are committed to keeping their students and faculty safe by practicing social distancing throughout the campus. This includes organizing classrooms and common areas to allow for social distancing to occur, repurposing available space, and familiarizing staff and students with hygiene procedures. In all buildings, floor markings will further emphasize and remind all individuals about social distancing. Space will be maximized between teachers and students and in some cases may be supported with a transparent barrier (i.e. desk shield, etc.) All classroom cohorts will have designated bathrooms, and, if feasible in the classroom, the cohorts will have access to a washing station and/or hand sanitizer.

Modifications to classroom layout include:

- Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout.
- Remove extra furniture to allow for maximum spacing
- Remove area rugs, beanbags, fabric chairs or other seating that is not property of CPS. Stuffed animals and pillows shall be removed.
- Where possible desks should face in the same direction (rather than facing each other), or students should sit on only one side of tables, spaced apart 3 feet.
- Maximize space between the teacher and students during instruction.
- If a teacher removes face covering or mask during instruction, spacing should be increased beyond six feet.
- For teachers who stay seated, a barrier may be utilized.

Signage

All buildings will display CDC laminated posters in the high traffic areas, in offices, in bathrooms and near sinks to promote overall hygiene, handwashing, mask-wearing, and coughing and sneezing etiquette. These posters will also be in the hallways to reinforce the safety guidelines and practices that we are upholding. Signs may include the following:

- Stop the Spread
- Everyday protective measures
- Proper handwashing
- Proper face covering
- Signs near the sink to wash before and after using the bathroom.

Overview: Child Nutrition

Canterbury Public Schools food service will be overseen by the business manager who will ensure compliance with federal guidelines, local health department guidelines, and any additional guidelines introduced regarding child nutrition. Food services will also add additional training to our professional standards module for staff. Additional training will include sanitizing surfaces, hand washing, social distancing, and noticing signs and symptoms of the COVID virus.

General Expectations:

- Food service staff will actively promote, determine eligibility for, and make available free and reduced-price meals to all eligible students.
- The Food Service department will notify parents and the school community through approved communication methods about school meal service and options. There will be a variety of communication methods used such as social media, newsletters, and school websites to ensure reaching as many families as possible.
- The Food Services Director will comply with the U.S. Department of Agriculture's (USDA) regulations and policies for school meals and milk. This includes the meal pattern requirements.
- The Food Service Director will ensure that the schools claim meals/milk provided to eligible students using the accurate counting and claiming methods. Additionally, the number of free and reduced-price meals served and claimed for reimbursement must have adequate documentation on file to support the claim. Claims will be submitted by the district.
- The Director of Food Services will plan throughout the year for expedited meal access during and including a short period and a longer period of closure.
 - **Off-site meal service (for the days students who are remote learning or for unanticipated school closures):** Determine model of meal service delivery options to be implemented (ex, Parent or Student pick up on remote learning days).
 - **Simultaneous Operation of Congregate and Non-Congregate Meal Service in Hybrid Model.**
- The Food Service Director will work with the Director of Facilities on a plan of PPE needed to comply with State and Local agencies guidelines for spacing and distancing in the cafeterias.
- Service of food in the district will be building specific. Custom meal plans will support building administrators' approach to teaching with a focus on physical distancing.
- The Food Service Director will work with the Superintendent, Principals, and Director of Facilities to determine the appropriate meal distribution method (Cafeteria Pick-up Model, Classroom Delivery Model, or a Hybrid Delivery Model) of meal service based on social distancing, physical location, student traffic, space, staffing, and food safety.
- Each school will communicate age-appropriate and school-appropriate strategies to families about school meal service and options once they are determined. Meal service communications will emphasize social distancing requirements and include any additional school options as follows:
 - Additional lunch waves to separate classroom cohorts;
 - Staggering cafeteria use throughout the late morning/early afternoon;
 - Increasing the number of meal service access points;
 - Serving meals in the cafeteria and then returning to classrooms or alternate locations;
 - Grab & Go meals

- The Principals will arrange for smaller lunch waves in each school. For all grades, more than one classroom cohort may be in the cafeteria with another cohort, but groups must remain separated from each other.
- Customized school cafeteria and meal service plans will take into account levels of transmission. Keypads will not be used by students. Cashiers will process the sale.
- There will be no self-service buffets for food and condiments. Ala carte sales will not be available at the start of the school opening. We will reevaluate additional sales in an additional phase.
- If meal services are provided in classrooms or alternate locations, a plan for trash removal and cleaning will be reviewed with the Director of Facilities.

Overview: Transportation

Canterbury Public Schools maintains their own transportation department. Canterbury Public Schools will provide student transportation to and from schools following the legal mandate that requires ensuring that all students have access to education at school. Currently, Connecticut allows for buses to run at full capacity. During the development of the plan, survey data was gathered to determine whether parents and guardians plan to transport their children or if they plan to use Canterbury Public Schools transportation. As we move closer to the start of the school year, this data will be used to plan routes, perhaps allowing for more social distancing while on the bus.

General Expectations:

- Canterbury Public Schools will provide professional development to the transportation staff to review effective disinfection procedures and how to notice the signs and symptoms of the COVID virus.
- Disinfecting will be done throughout the day and a deeper cleaning will be done once a day at the end of the day.
- Employees will be expected to clean the driver compartment and high-touch points using approved cleaning materials in accordance with CDC and Environmental Protection Agency (EPA) guidelines.
- In the event of a bus swap, employees will be expected to clean the driver's compartment and all high-touch surfaces prior to use.
- All students and bus drivers will be required to wear face masks. This will be enforced unless there is a medical exemption.
- The district will ensure that there is a supply of disposable face masks on each school bus for those students that are in need.



Low Transmission Risk:

Bus transportation can operate up to full status with mask requirements and loading and unloading considerations.

- Students will not be permitted to change seats during the route.
- Students will have assigned seating.



Moderate Transmission Risk:

Bus transportation can operate with seating and spacing restrictions, mask requirements, and loading and unloading restrictions.

- Upon guidance from DPH, the Superintendent will notify the Transportation department and families that due to the increased risk of transmission, the transportation protocols will be modified to ensure safety of students and staff.

- Non-family members will be spaced six feet apart using a system of alternating, diagonal seating, and have assigned seating.
- Students will not be permitted to change seats during the route.

Nursing Overview: Prevention and Treatment

The health and safety of students and staff is the top priority in planning for the Canterbury Public Schools' reopening. The Canterbury Public Schools will work in collaboration with local health officials (Northeast Health District), the Connecticut State Department of Education, and the Office of the Governor in planning for health and wellness procedures, as well as making decisions regarding the status of school.

School Liaison Communications, Plans, and Data Collections

-Will be developed and monitored by incoming and outgoing Superintendents and School Nurse Supervisor

Health Practices and Protocols

- Parents/Guardians, students and staff will be educated on the latest protocols and expectations both electronically and/or in-person as age appropriate, including but not limited to: social distancing, hand washing, use of face coverings, and respiratory etiquette.
- Students and staff will have access to appropriate health and hygiene supplies including but not limited to soap, hand sanitizer, paper towels, tissues, disinfectant wipes, face coverings, and no-touch trash cans.

Reporting Illness and Addressing Vulnerable Populations

- Parents/Guardians, students and staff will be instructed to inform the school if they are sick with COVID-19 related symptoms or have been in contact with someone diagnosed with COVID-19.
- Parents/Guardians, students and staff will report this information immediately to their building school nurse via written and/or verbal communication
- Families and staff will be educated regarding when to stay home via written and/or verbal communication. Parents/Guardians and staff will be instructed to perform a self-assessment for possible COVID symptoms prior to coming to school each morning. Assessment tools will be provided to families and staff with reminders and follow-up.
- Sick protocols and temperature thresholds will be established consistent with guidelines provided by the CDC and State of Connecticut.

Physical Distancing

- Students and staff will be educated to maintain maximum physical distance between individuals to reduce the transmission of the virus per public health guidelines at the time, via written and/or verbal instruction, repetition and modeling.

Use of Face Coverings, Masks and Face Shields

- The use of face coverings will be required for all students, staff and visitors when inside the school building, with the exception of those who meet the CDC guidelines for exceptions to face coverings. Mask breaks will be scheduled after reasonable periods of time masked.
- Students, staff and visitors will be expected to provide their own face coverings. Disposable masks will be provided if necessary.

Health Monitoring Plan

Planning and Distribution of Information

- School nurses will collaborate to monitor potential outbreaks among families, peer networks and staff.
- School nurses will report community cases as required by state regulations.
- Following strict HIPAA guidelines, school nurses will work with administrators and teachers on potential needs for isolation and/or quarantine of individuals and classes.

Containment Plan

- Signs and symptoms of COVID -19 include but are not limited to fevers or chills, new onset of a cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, or nondescript abdominal malaise within the last 24 hours.
- Students or staff that present with ANY symptoms of COVID-19 will be sent home immediately and must follow CDC and/or State of CT guidelines for return to school.
- Students, staff and visitors will be responsible for conducting a passive self-assessment of symptoms on a daily basis, prior to coming to school.
- A “contact” is defined as anyone being within 6’ of a person who has tested positive, for 15 minutes or more, without a mask.
- An isolation room shall be established, separate from the nurse’s office and monitored by a staff member overseen by the nurse. Students who are exhibiting symptoms of Covid-19 shall be assessed by the school nurse and immediately placed in the isolation room to wait for parent/guardian pick-up. Students will be referred to their physician for assessment and clearance to return-to-school.

Family and Student Engagement

Family Support and Communication

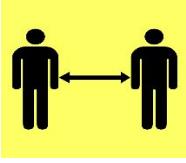
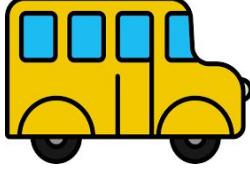
- Staff will encourage frequent communication between staff and family. School nurses will be available as health and emotional resources for students and families.
- Students will be able to demonstrate and explain proper use of masks and social distancing.

Staffing and Personnel

- Mandatory training on current CDC guidelines will be scheduled for staff prior to the start of the school year and will be repeated and reinforced throughout the school year as needed.

Canterbury Student Expectations

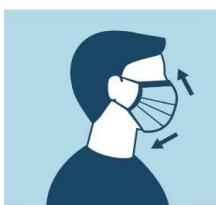
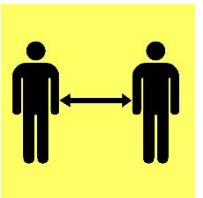
	Know COVID symptoms. Students must stay home and inform the school nurse if they are feeling sick, have any symptoms consistent with COVID-19, or have had close contact with a person diagnosed with COVID-19. Students must learn appropriate cough and respiratory etiquette.
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	<p>Morning health check by parents required.</p> <p>In order to prevent transmission among the school population, parents are instructed to screen students before leaving for school. Check to ensure temperature is below 100.0 degrees Fahrenheit and observe for symptoms associated with COVID 19 outlined by public health officials.</p>
	<p>Face coverings or masks required.</p> <p>Students must wear face coverings or masks that completely cover the nose and mouth while inside the school and on the bus, with exceptions only for those students for whom it is not safe to do so due to medical conditions. “Mask Breaks” will be provided during the day. Parents will be responsible for providing students with face coverings or masks. Schools will have backup disposable masks available for students who forget them.</p>
	<p>Physical distancing required.</p> <p>Students must maintain social distancing to the greatest extent possible. Students are expected to practice social distancing when entering and exiting the building, in classrooms, and moving throughout the school. Sharing of school supplies and materials will not be allowed.</p>
	<p>Frequent hand washing or hand sanitizing expected.</p> <p>Students must engage in frequent hand washing or sanitizing upon arrival, before and after meals, after bathroom use, and after coughing or sneezing.</p>
	<p>Students may not change buses.</p> <p>Students will be expected to ride the same bus to school in the morning and the same bus to home in the afternoon every day. Face coverings or masks should be in place prior to entering the bus.</p> <p><i>Parents are strongly urged to drive their children to school each day.</i></p>

Keeping our schools open...is everyone's responsibility!

Canterbury Adult Expectations

	<p>Know COVID symptoms. Teachers, staff, and volunteers must stay home and inform the school nurse or administrator if they are feeling sick, have any symptoms consistent with COVID-19, or have had close contact with a person diagnosed with COVID-19. Staff must learn appropriate cough and respiratory etiquette.</p>
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	<p>Morning self-screening required.</p> <p>In order to prevent transmission among the school population, teachers, staff, and volunteers are instructed to self-screen before leaving for school. Check to ensure temperature is below 100.0 degrees Fahrenheit and observe for symptoms associated with COVID 19 outlined by public health officials.</p>
	<p>Face coverings or masks required.</p> <p>Teachers, staff, and volunteers must wear face coverings or masks that completely cover the nose and mouth while inside the school, with exceptions only for those for whom it is not safe to do so due to medical conditions. “Mask Breaks” will be provided during the day. Teachers will be allowed to remove masks during direct instruction with permission and greater social distancing. Schools will have backup disposable masks available for teachers, staff, and volunteers.</p>
	<p>Social distancing required.</p> <p>Teachers, staff, and volunteers must maintain social distancing to the greatest extent possible.</p>
	<p>Frequent hand washing or hand sanitizing expected.</p> <p>Teachers, staff, and volunteers must engage in frequent hand washing or sanitizing upon arrival, before and after meals, after bathroom use, and after coughing or sneezing.</p>

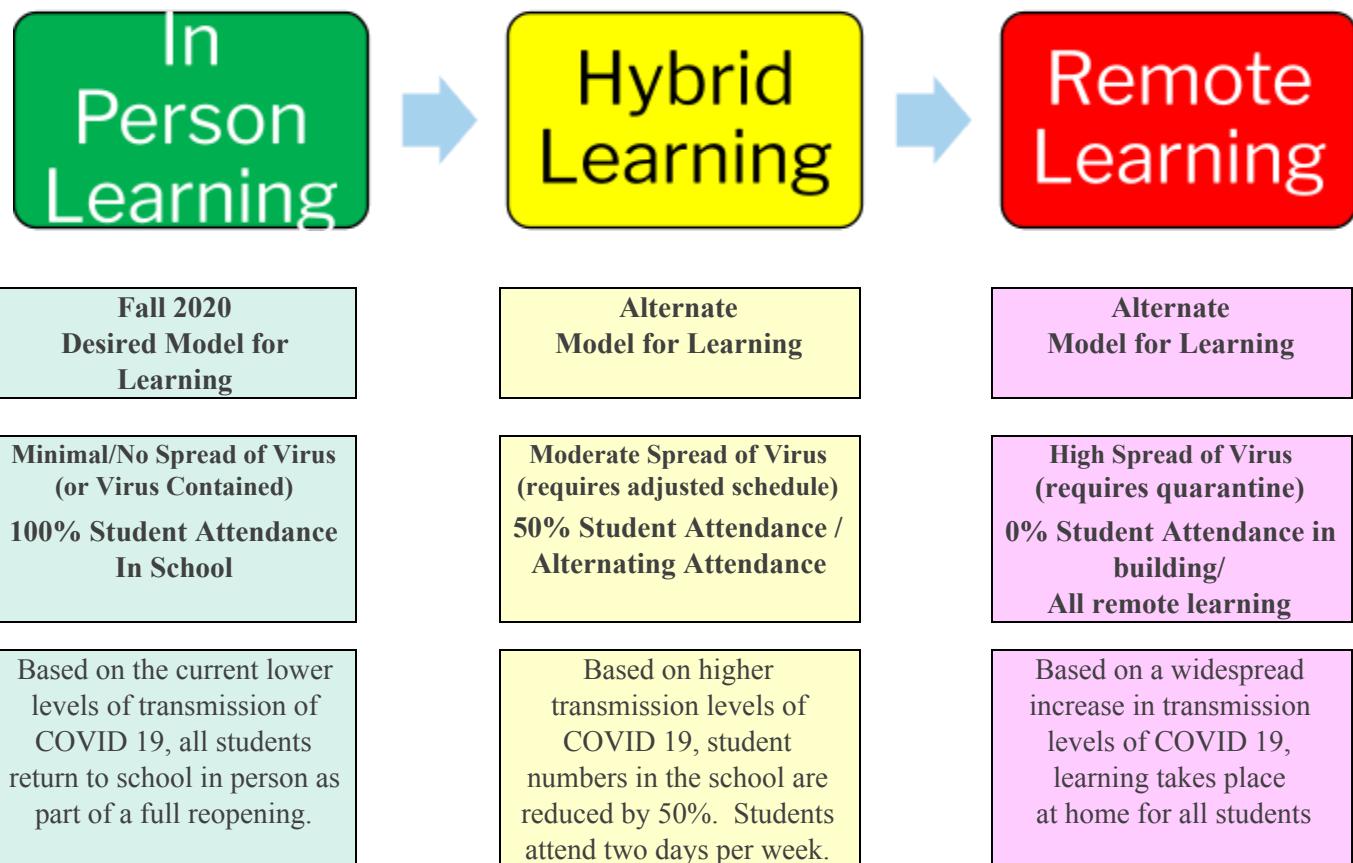
Keeping our schools open...is everyone's responsibility!

Continuum for Learning

The Canterbury Schools are committed to reaching an **In-Person Learning model**, meaning a full reopening, following all guidelines and expectations of the State and maintaining health standards in accordance with the New York State Health Department's guidance for COVID-19.

Social/Emotional Learning as a Priority for All

Whether in a school building, remote or a hybrid of the two, the Social/Emotional well-being of our students will be a priority. All students will take the DESSA, a social emotional screener where teachers rate their students in core social/emotional categories identified by CASEL. Level of risk will be calculated and students scoring at-risk will receive a more intensive screener to determine the level of intervention needed. Since students have not been in school for 5.5 months (by the start of the 2020-2021 school year), parents will rate their children using the DESSA in place of the teacher so we capture the current level of functioning. Schedules will include embedded SEL instruction on a daily basis while maintaining a schedule allowing for all other core academic and specials classes each day.



Heightened health & safety protocols will be in place, which can be reduced or ramped up as appropriate throughout the year.	remote learning takes place on days not in school.	as a result of school or district closure as indicated by the governor or other state officials.
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When our students return to school with our In-Person Learning Model, the Canterbury Schools will do everything possible to make the school experience similar to what has been in the past. While some aspects of school will fundamentally look different when students and staff first return this fall, our goal will be to achieve a sense of normalcy over the course of the school year as the situation allows and safety concerns are alleviated.

Throughout the year, the Canterbury Public Schools will be prepared to adjust plans based on health indicators and guidance from state and local health officials (see chart below.)

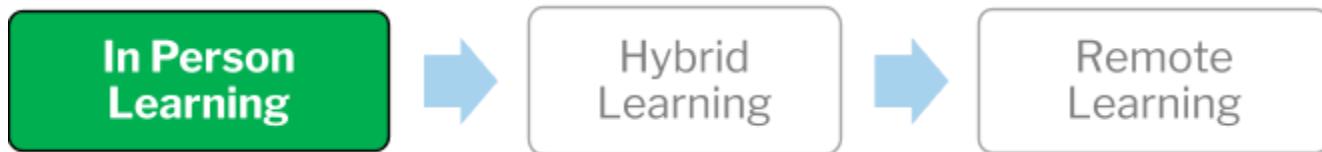
Minimal/No Spread of Virus (or Virus Contained) 100% Student Attendance In School	Moderate Spread of Virus (requires adjusted schedule) 50% Student Attendance / Alternating Attendance	High Spread of Virus (requires quarantine) 0% Student Attendance / All Remote Learning
<p>Schools operating up to 100% capacity, students/staff with underlying medical conditions may consider remote learning</p> <p>Buses up to full capacity with face coverings/masks in place during transit, controlled loading/unloading of riders</p> <p>Face coverings/masks for students and staff while inside school buildings</p> <p>Identification/isolation of sick students/staff</p> <p>Cohorting of students used, in Grades PK-8, restrictions on group activities</p> <p>Maximize spacing of seating as feasible</p> <p>Increased cleaning and sanitation protocols</p>	<p>Schools operating at reduced capacity (50%), with reliance on hybrid model of 2 days of school in the building and three days a week remote.</p> <p>Face coverings/masks in place during bus transit, controlled loading/unloading of riders, possibly spaced seating for riders</p> <p>Face coverings/masks for students and staff while inside school buildings</p> <p>Identification/isolation of sick students/staff</p> <p>Cohorting of students used, restrictions on congregating, staggered start/stop times</p> <p>Maximize spacing of seating up to six feet or more when feasible with reduced class sizes</p> <p>Specific and increased cleaning and sanitation protocols</p> <p>Indoor extracurricular activities suspended</p> <p>Sports and other outdoor activities may continue with restrictions, at the discretion of governing bodies</p>	<p>Schools closed, 100% remote learning</p> <p>Bus transportation suspended</p> <p>All extracurricular activities, including sports suspended</p>

See accompanying charts on Monitoring COVID 19 and Pandemic Planning in this guide.

The State of Connecticut is expecting all schools to have ***all students***, in all districts, return to schoolhouses for full-time instruction at the beginning of the 2020–2021 school year. At the same time, school districts must be prepared to modify planning to support a partial reopening or to allow for scaling back even further to a full closure at a future date if the public health data changes.

Priorities and requirements identified in ***Adapt, Advance Achieve: Connecticut's Plan to Learn and Grow Together*** serve as the basis for the Canterbury Public School - “Reopening our Schools” planning guide.

Fall 2020 Canterbury Model for Learning



The in-person model of learning that will be in place for the reopening of the schools is described below:

IN PERSON LEARNING **Traditional Schedule with Health & Safety Expectations – All students attend in the building 5 days per week.**

Monday Attend school in building	Tuesday Attend school in building	Wednesday Attend school in building	Thursday Attend school in building	Friday Attend school in the building
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Students and teachers attend school in the building Monday through Friday with all State guidelines and expectations in place.

Classroom learning and instructional activities are adjusted to provide the safest environment.

In-Person Model: Students with IEPs

FAPE- Students with IEPs as Regular Education Students First

Students with IEPs will be assigned to **cohorts** with their general education peers. Students will be clustered by need, in a heterogeneous classroom by core subject area. Students with IEPs will receive the same schedule as their general education peers for specials. Paraprofessionals will be assigned to classrooms where students have the need for a paraprofessional on his or her IEP. Special education teachers will be assigned to classrooms of students who have co-teaching identified on his or her IEP. The learning schedule is designed to maintain cohorts of children with little co-mingling of students from other cohorts. The schedule is also designed to provide

students with changing classes/teachers at the middle school level while maintaining cohorts. Regular and special education students will attend school 5 days per week.

Special Education and Related Service Delivery

Special education and related services will be provided individually or in small group, in accordance with the child's IEP, with other children from the same cohort.

Simultaneous In-Person and Remote Model

Staff surveys indicate that some employees will have challenges returning to work for in-person instruction. Similarly, families may elect to keep their children out of the school building. Because of this, there is a possibility that we may need to operate in-person school with in-person students and teachers simultaneous to remote learning with teachers and students engaging in learning from a distance. If this is the case, Canterbury Public Schools will operate a remote model and in-person model simultaneously. The guidelines for each model outlined above will be implemented on a smaller scale for each.

*** REMOTE LEARNING SIMULTANEOUS TRACK – Some students learn at home due to medical concern, illness, quarantine, or other reasons with support from the school.**

Students with health concerns, illness, or quarantine order will participate in a **Remote Learning Simultaneous Track** in which the student learns at home **with parent support in place**. This track aids in a return to school at the appropriate point after illness, quarantine, or when families decide to re-enter. In order to smoothly re-enter school after an extended time out and begin participating in the traditional schedule, it is strongly encouraged for students and parents to engage in Remote Learning provided or some other plan approved by the Principal of the school. The State of Connecticut has designed a Remote Learning Hub (<https://portal.ct.gov/SDE/Academic-Office/CT-Learning-Hub>) for students who do not return right away. Students on this track will be allowed to enter school at any point in time.

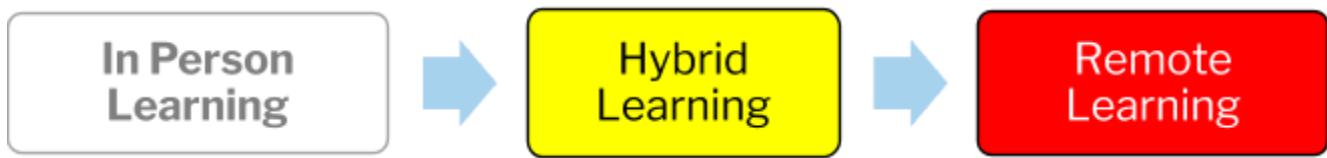
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Students and parents engage in Remote Learning with materials and support from the school.</p>				
<p>Classroom learning and instructional activities are shared through contact with the State's remote hub.</p>				

*** HOME SCHOOLING – Some students learn at home due to medical concern or other reasons with no support from the school.**

Students with extended medical concerns or other reasons may participate in **Home Schooling**, in which the parent chooses all instructional materials and is solely responsible for student learning. This model is appropriate for families who do not wish to continue with computer-based learning at home or those who do not feel the Remote Learning model provided by the State of Connecticut to be an appropriate model for their child. This model does not necessarily prepare students for a return to school without possible gaps in learning. Parents who wish to keep their students out of school for an extended portion of the year or the entire year may consider this model.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Students and parents engage in learning with no materials or support from the school.</p>				
<p>Classroom learning and instructional activities are developed by the parent.</p>				

Alternate Models for Learning



In recognition of the uncertainty of the community health situation, Canterbury Schools are prepared for different scenarios:

HYBRID LEARNING REDUCED SCHOOL POPULATIONS – As a result of surge in COVID 19, smaller groups of students are returned to school (alternating of 50% of students).

Alternate school schedules that could be used if the State of Connecticut and/or local health officials place limits on student access to schools/buses due to surge of COVID 19 are listed below. When students are not in school, they are working at home with materials provided from the teacher and school.

A-B Days (Students go to school on alternate days)

Monday	Tuesday	Wednesday	Thursday	Friday
Student Group A 50% of Students in school	Student Group A 50% of Students in school	Student Group B 50% of Students in school	Student Group B 50% of Students in school	A & B Groups remote learning with Teachers

Student groups are determined by geographic locations/bus routes. Siblings attend on the same days once we are phased in for all grade levels.

Hybrid Model: Students with IEPs

FAPE-Students with IEPs as Regular Education Students First

Students with IEPs will be assigned to **cohorts** with their general education peers. Students will be clustered by need and placed within core subject area class with non-disabled peers to maintain the heterogeneity of the classroom. Students with IEPs will receive the same schedule as their general education peers for in-person and virtual learning. Paraprofessionals will be assigned to virtual classrooms where students have the need for a

paraprofessional on his or her IEP. Special education teachers will be assigned to classrooms of students who have co-teaching identified on his or her IEP. The learning schedule is designed to maintain cohorts of children, so when children are in-person at school, they will have as little co-mingling with students from other cohorts. Regular education students will attend school two days per week, either on Monday and Tuesday or Wednesday and Thursday. Students who receive special education will attend school 4 days per week with remote learning for all while schools are deep cleaned and students complete work at home on Fridays. Students in other high-risk categories may also be considered for four days of in-person school, on a case by case basis.

Special Education and Related Service Delivery

Special education and related services will be provided individually or in small group, in accordance with the child's IEP, with other children from the same cohort to the greatest degree possible. There may be creativity in providing related services to students who are learning at home by having them brought into school for related service appointments.

REMOTE LEARNING Short Term Closure (2-5 days, 2 weeks, etc.) or Long Term Closure

Students and parents engage in remote learning with materials and support from the school. Classroom learning and instructional activities are shared through contact with the teacher. This is the Remote Learning model from the spring of 2020 with a blend of synchronous and asynchronous learning.

Monday	Tuesday	Wednesday	Thursday	Friday
Remote Learning 100% of Students	Flexible Friday: Complete school work off-line (if possible)			

Remote Model: Students with IEPs

FAPE- Students with IEPs as Regular Education Students First

Students with IEPs will be assigned to **cohorts** with their general education peers. Students may be clustered by need with non-disabled peers in one core subject area to maintain the heterogeneity of the virtual core academic classroom. Students with IEPs will receive the same schedule as their general education peers for specials.

Paraprofessionals will be assigned to virtual classrooms where students have the need for a paraprofessional on his or her IEP. Special education teachers will be assigned to virtual classrooms of students who have co-teaching identified on his or her IEP. The learning schedule is designed to maintain cohorts of children so that if a return to in-person school is indicated at any point in time, students can return with the same group of children, with as little co-mingling of students from other cohorts. Middle school students will continue to change classes/teachers while maintaining cohorts. All students will engage in remote learning 4 days per week, with Friday being a day where students can complete tasks but are not required to be on a digital learning platform.

Special Education and Related Service Delivery

Special education and related services will be provided individually or in small group, in accordance with the child's IEP to the greatest extent possible, with children from the same cohort. Special education students will engage in remote learning 4 days per week with Friday being a screen-free day while schools are deeply cleaned. Special education students will continue to attend virtual core academic classes with their cohort while

participating in specially designed instruction with the special education teacher, speech/language pathologist, school psychologist, social worker, school counselor, occupational and physical therapists.

Staff Wellness

Staff will complete a survey designed by EASTCONN to determine emotional wellness of the adults as we re-open school. The data will be analyzed by EASTCONN and available for immediate use by the district. Employee Assistance Program benefits will be offered for those who need it. Wellness will be monitored on an ongoing basis. The district will attempt to accommodate staff with varying needs in a role that best suits their needs and the needs of Canterbury students.

Monitoring COVID 19

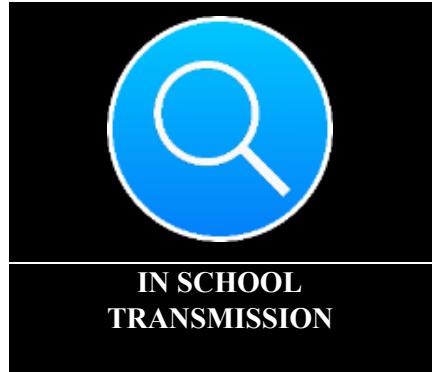
The Canterbury Public Schools will have pre-planned a phased-in schedule of school while monitoring the level of transmission of COVID 19 with the assistance of the Northeast Health District. Ideally, the town of Canterbury will remain in the “green” level with little or no community transmission. School schedules and/or protocols may be adjusted if the community enters a “yellow” level with minimal or moderate community transmission. If there is a substantial surge in local cases, based on guidance from the State of Connecticut and/or the Northeast Health District, the school will likely revert to a Remote Learning Model similar in nature to the spring of 2020.

		
LITTLE OR NO COMMUNITY TRANSMISSION Minimal/No spread of Virus (or Virus Contained)	MINIMAL OR MODERATE COMMUNITY TRANSMISSION Moderate Spread of Virus (requires possible adjusted schedule and adjusted transportation)	SUBSTANITAL COMMUNITY TRANSMISSION High Spread of Virus (requires quarantine)
Instruction is 100% in-person	Instruction is 100% in-person or 50/50% Hybrid	Instruction is 100% remote learning
Daily attendance rates monitored	Daily attendance rates monitored and shared with local health officials	Attendance for remote learning is monitored based on participation from home
Teaching and reinforcing of healthy hygiene	Concentrated reinforcement of healthy hygiene	Communication to home on healthy hygiene practices
Prevention measures in place	Heightened prevention measures in place	Quarantine measures in place for essential personnel
Social distancing in place	Heightened social distancing in place with limitations in activities/events	Quarantine measures in place
Group gatherings/events limited; all require approval	Group gatherings/events postponed	All group gatherings/events canceled
Remain prepared for remote learning while	Active Preparation for remote learning and/or short-term school	Continued engagement in remote learning during extended school dismissals

learning is In-Person at school or hybrid learning takes place	dismissals resulting in possible remote learning for two-week periods	for long periods
Cleaning and disinfecting in place	Intensified cleaning and sanitizing in place	Classroom and buildings sanitized and shut down
Regular communication with local health officials	Coordination of closure with local health officials	Order of closure from local health officials and/or Executive Order for closure from Governor's Office

Note: All plans are subject to change/adjustments as appropriate.

COVID 19 Cases in School



If a student, staff member, volunteer, or visitor has been present in school has a **confirmed diagnosis** of COVID-19, the School Nurse and the building Principal contact the Central Office and the Superintendent of Schools. In addition, the Superintendent will be notified by school personnel that a student is suspected of being sick, maintaining confidentiality in accordance with FERPA, privacy expectations, and the Americans with Disabilities Act (ADA).

The Superintendent of Schools notifies the local health officials (Northeast Health District) immediately.

The Northeast Health District will assess risk of further transmission in the school.

Decisions are made concerning:

- CONTACT TRACING
- CLOSURE
- CLEANING
- CONTINUITY OF EDUCATION
- REOPENING OF SCHOOL

The decision to suspend or close a school (or the entire school district) will be made by the Superintendent or designee based on information and recommendation from local health officials (Northeast Health District). Board of Education members and town officials are notified of closure as well as the State Department of Education.

Schools will likely implement a short-term closure (2-5 days) or longer regardless of community spread if an infected person has been in a school building. The CDC recommends dismissal of students and most staff for 2-5 days. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the Superintendent, in consultation

with the local health officials, to determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.
All communications to the school community including staff and families are made through the Central Office.
During school closures, all extracurricular activities, athletics, and school-based afterschool programs are canceled.

A confirmed case in the school building:
Assess risk with local health officials.
Plan for short (2-5 days) or longer (10 days) closure
to clean, disinfect, and contact trace
in consultation with the Northeast Health District.



Compliance Liaison: The Superintendent of Schools, Steven Rioux, will serve as COVID-19 Health & Safety Compliance Liaison and COVID-19 Response Leader once he begins his position on August 15, 2020. Prior to August 15, 2020, Kim Jodoin, School Nurse Supervisor, will occupy that position.

- The Compliance Liaison will consider each component in the graphic above in making decisions related to COVID-19 and operating safely. Reopening Committees may also consider the sub-topics above when deliberating over the operation of our schools during the pandemic.
- The Liaison, along with the Superintendent of Schools, will engage with students, parents, faculty, staff, and administrators to answer questions about the health & safety requirements set out in this document and address questions about compliance.
- The Liaison, along with the Superintendent of Schools, will support the implementation of these requirements, as well as the implementation of other school health & safety measures relating to COVID-19 and any additional guidance provided by the State of Connecticut and the Northeast Health District.

District Reopening Committee

Community Stakeholders	Canterbury Public Schools Employees
Julie Lippke	Jim Connelly, Interim Superintendent
Thomas Dufort	Steve Rioux, Superintendent
Beth O'Connor	Cori Beckwith, Pupil Service Director
Carson Konow	Sarah Cary, Principal
June Donovan	Garrette Dukette, Principal
Laurie Marquis	Jason Levine, Technology
Ray Sulich	Michele Demicco, Business Manager
Seth Danner	Tom Millerd, Director of Facilities
Stacy Bruneaux	Carol Strafaci, Teacher
Kim McMillan	Kim Jodoin, School Nurse Supervisor
Melissa Wrigley	Sharon Jones, Paraeducator

School Reopening Committees

Canterbury Elementary School	Baldwin Middle School
<p>Sarah Cary, Principal Kelly Bahre Liz Boots Crispin Fresco-Hawes Stephanie Goodwin Stacy Harrington Courtney Langlois</p>	<p>Garrett Dukette, Principal Evelyn Smith Kim Waters Beth O'Connor Kaitlyn Shafer Seth Danner</p>

Patrice Merendina Selena Musumeci Cindy Pisowloski Carol Strafaci Julia Tackett Mary Tatro Kim Williamson Alison Wiza Jeannine Izzarelli Kristin Sweeney Jennifer Babcock Sara Piatek Kari Vaclavik June Donovan Carson Konow Missy Wrigley	Jacki Patenaude Kim Jodoin Amy Teper Heather Graveline Jen Laney Sharon Jones
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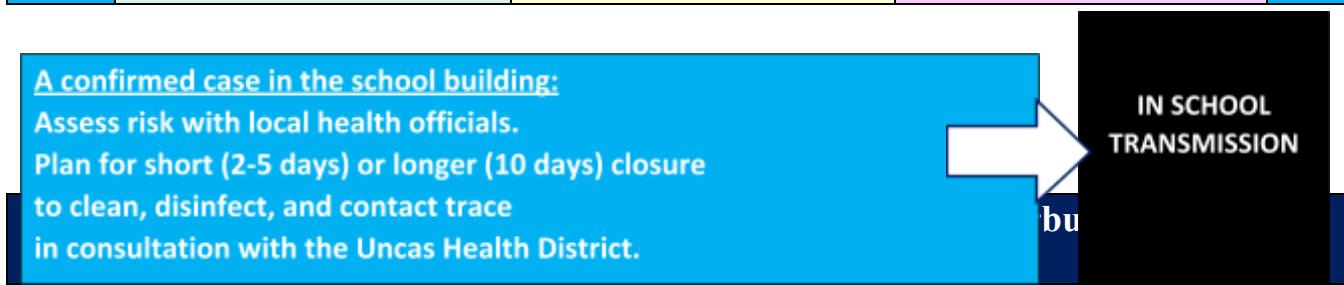


Pandemic Response Planning

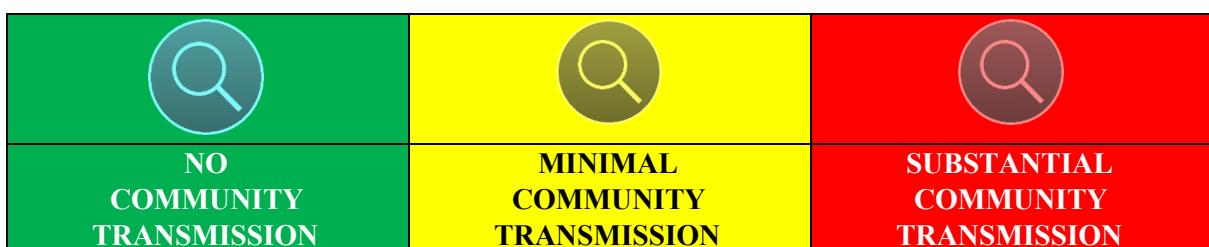
Pandemic Response

Pandemic Response planning for reopening Canterbury Public Schools		
LITTLE OR NO COMMUNITY/School Building TRANSMISSION	MINIMAL or MODERATE COMMUNITY TRANSMISSION	SUBSTANTIAL COMMUNITY TRANSMISSION
Instruction is 100% in-person	Instruction is 100% in-person or 50/50% Hybrid	Instruction is 100% remote learning
Daily attendance rates monitored	Daily attendance rates monitored and shared with local health officials	Attendance for remote learning is monitored based on participation from home
Teaching and reinforcing of healthy hygiene	Concentrated reinforcement of healthy hygiene	Communication to home on healthy hygiene practices
Prevention measures in place	Heightened prevention measures in place	Quarantine measures in place for essential personnel
Social distancing in place	Heightened social distancing in place with limitations in activities/events	Quarantine measures in place
Group gatherings/events limited; all require approval	Group gatherings/events postponed	All group gatherings/events canceled

	Remain prepared for remote learning while learning is In-Person at school or hybrid learning takes place	Active Preparation for remote learning and/or short-term school dismissals resulting in possible remote learning for two-week periods	Continued engagement in remote learning during extended school dismissals for long periods	
	Cleaning and disinfecting in place	Intensified cleaning and sanitizing in place	Classroom and buildings sanitized and shut down	
	Regular communication with local health officials	Coordination of closure with local health officials	Order of closure from local health officials and/or Executive Order for closure from Governor's Office	



1	The Canterbury Pandemic Response includes a tiered response for school attendance based on transmission in the community and/or in the school.
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Community transmission of COVID 19 will impact the schools' planning, operations, and instruction as indicated in the chart above. (Detailed schedules included earlier in this reopening packet).

2	The Canterbury Pandemic Response includes for an immediate response for a confirmed diagnosis in the school.
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If a student, staff member, volunteer, or visitor has been present in school has a **confirmed diagnosis** of COVID-19, the School Nurse and the building Principal contact the Central Office and the Superintendent of Schools. In addition, the Superintendent will be notified by school personnel that a student is suspected of being sick, maintaining confidentiality in accordance with FERPA, privacy expectations, and the Americans with Disabilities Act (ADA).

The Superintendent of Schools notifies the local health officials (Northeast Health District) immediately.

The Northeast Health District will assess risk of further transmission in the school.

Decisions are made concerning:

	<ul style="list-style-type: none"> ● CONTACT TRACING ● CLOSURE ● CLEANING ● CONTINUITY OF EDUCATION ● REOPENING OF SCHOOL <p>The decision to suspend or close a school (or the entire school district) will be made by the Superintendent or designee based on information and recommendation from local health officials (Northeast Health District). Board of Education members and town officials are notified of closure as well as the State Department of Education.</p> <p>Schools will likely implement a short-term closure (2-5 days) or longer regardless of community spread if an infected person has been in a school building. The CDC recommends dismissal of students and most staff for 2-5 days. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the Superintendent, in consultation with the local health officials, to determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.</p> <p>All communications to the school community including staff and families are made through the Central Office.</p> <p>During school dismissals, all extracurricular activities, athletics, and school-based afterschool programs are canceled.</p>
3	<p>As part of the Canterbury Pandemic Response, the Superintendent of Schools is authorized to make immediate decisions for the safety of the students and staff.</p> <p>The Superintendent of Schools may exclude staff and/or students who have signs or symptoms of COVID-19 until a documented negative COVID-19 test result of note from a healthcare provider clearing them to return to schools is provided.</p> <p>The Superintendent of Schools may exclude staff and/or students who have recently had close contact with a person with COVID-19 for a duration that is appropriate given the situation.</p> <p>The Superintendent of Schools may suspend any activity or program at any time due to health and safety risks.</p> <p>The Superintendent of Schools may suspend in-person classes at any time due to health and safety risks.</p>
4	<p>There will be a coordinated effort among all schools to ensure that students and staff take everyday preventive actions to prevent the spread of respiratory illnesses.</p> <p>The Superintendent and Principals will develop a strong communication program, “Keeping our Schools Open” encouraging all parties to stay home when sick or feeling sick; appropriately covering coughs and sneezes; practicing social distancing; cleaning and disinfecting frequently touched surfaces; and washing hands often with soap and water or using hand sanitizer.</p>
4	<p>Communication guidelines are established in each school according to the appropriate transmission tiers or an in-school case.</p> <ul style="list-style-type: none"> ● Daily to weekly communication will be shared with staff and families concerning the status of school's reopening efforts and continuing safety efforts. ● The Canterbury Public Schools website, newsletters, Blackboard, social media pages, and letters home will address prevention efforts, updated information from local, state, and national authorities, and publications from the Northeast Health District as materials become available. ● Information will be made available to parents and community members if one of the school buildings is designated or participates as a vaccination site.

	<ul style="list-style-type: none"> ● Daily to weekly communication will be shared with staff and families concerning the status of school. ● The Canterbury Public Schools website, newsletters, Blackboard, social media pages, and letters home will address prevention efforts, updated information from local, state, and national authorities, and publications from the Northeast Health District as materials become available. ● As needed, update and share information on remote learning plan and procedures for school closure and moving to learning at home. ● If necessary, update and share information on moving to hybrid scheduling (50% of students) and procedures for any adjusted schedule. ● Students who are absent from school are called to confirm COVID 19 symptoms or to confirm if staying home for prevention or family care. ● Close communication is maintained with absent staff members to confirm COVID 19 symptoms or to confirm if staying home for prevention or family care. ● Provide information and education to staff, students and families regarding pandemic flu, individual prevention measures, and various community/school plans and updates.
	<ul style="list-style-type: none"> ● The Canterbury Public Schools website, newsletters, Blackboard, social media pages, and letters home will address prevention efforts, updated information from local, state, and national authorities, and publications from the Northeast Health District as materials become available. ● As needed, update and share information on length of remote learning and procedures for school reopening. ● If necessary, share information on possible return to school and outline procedures for moving to a hybrid scheduling (50% of students) and procedures for any adjusted schedule. ● Students who are absent from online instruction are called to confirm COVID 19 symptoms or to confirm if staying home for prevention or family care. ● Close communication is maintained with absent staff members to confirm COVID 19 symptoms or to confirm if staying home for prevention or family care. ● Provide information and education to staff, students and families regarding pandemic flu, individual prevention measures, and various community/school plans and updates.
	<ul style="list-style-type: none"> ● <u>A confirmed case in the school building</u> results in immediate communication with local health officials (Northeast Health District) resulting in a determination of length of closure. ● Communication is immediate to all staff and families, as well as to local and state officials that a school or the school district is shutting down for a time period (to be determined). ● The Canterbury Public Schools website, newsletters, Blackboard, social media pages, and letters home will address prevention efforts, updated information from local, state, and national authorities, and publications from the Northeast Health District as materials become available. ● Procedures for closure and reopening are shared with the staff and parents.

Implications from Medical Literature

This section summarizes some of the emerging themes and implications from the medical literature on childhood susceptibility to and transmission of COVID-19 as of mid-June 2020. Because COVID-19 is a novel disease, this literature is growing rapidly, and new information is emerging almost every day. Our guidance will continue to evolve as the science develops.

At this time, the evidence suggests schools have not played a significant role in COVID-19 transmission and that children, particularly younger children, are less likely than adults to be infected with COVID-19. Furthermore, if they become infected, it appears children may be less likely to transmit COVID-19 to others.

Based on these initial findings, the health and safety requirements throughout this guidance, as well as considering the key features of school programming at different grade spans, the current evidence supports a safe in-person return to school with implementation details varying for elementary schools (including pre-kindergarten programs), middle schools, and high schools.

Schools do not appear to have played a major role in COVID-19 transmission.

- In a review of COVID clusters, only 4% (8 of 210) involved school transmission.¹
- In a case study from New South Wales Australia, after 18 cases were found in schools (12 in high schools and 6 in primary schools), only 0.3% of student contacts were infected (1 in 695 individuals in 10 high schools and 1 in 168 individuals in primary schools). No teachers or staff were infected.²

In general, rates of COVID-19 infection are lower for children than for adults.

- Based on an analysis of data from six countries, children under 20 are half as susceptible to COVID-19 infection than adults.³
- Although children under the age of 18 make up 22% of the U.S. population, they account for less than 2% of all cases of COVID-19.⁴
- In Massachusetts, children under the age of 19 were about four times less likely than the population at large to be diagnosed with COVID-19.⁵ Children are more likely to be asymptomatic, however, which underscores the importance of health behaviors for everyone (masks/face coverings, distancing, handwashing, surface cleaning).⁶

If exposed, children may be less likely to become infected with COVID-19.

- A meta-analysis of studies from several countries found that children were only 44% as likely as adults to become infected after exposure (note: pre-print study).⁷
- In China, in households with COVID-19 exposure, children under the age of 18 were infected at a rate of 4% compared with 17% for adults.⁸

If infected, it appears children may be less likely to infect others with COVID-19.

- Most transmissions are from adults to children, rather than vice versa; this is different from some other respiratory viruses (note: pre-print study).⁹
- In a U.S. study of 15 households, 73% of transmissions were from adult to child (the remaining were child-to-child or child-to adult).¹⁰

Please note that sections of this document have been taken from or based on the following sources:

- “**Adapt, Advance, Achieve” Connecticut’s Plan to Learn and Grow Together** - Connecticut State Department of Education
- “**Reopen Connecticut**” - Rules for operating Summer School during COVID 19 - State of Connecticut
- “**Preparing for a Safe Return to Classroom Learning**” - State of Connecticut
- “**Stronger Together**” - A Guidebook for the Safe Reopening of California’s Public Schools - California Department of Education
- “**Back to School RI**” - Reopening RI: Health and Safety Guidance - State of Rhode Island
- “**Guidance on Required Safety Supplies for Reopening Schools**” - Massachusetts Department of Elementary and Secondary Education
- “**Initial Fall School Reopening Guidance**” - Massachusetts Department of Elementary and Secondary Education
- “**Preliminary Guidance for Phased Reopening of Pre-K to 12 Schools**” - State of Pennsylvania Department of Education
- **K-12 Schools and Childcare Programs** - FAQs for Administrators, Teachers, and Parents - CDC.gov/coronavirus
- **Recommendations for Protections and Procedures Regarding Education and Connecticut’s Public Schools** – Connecticut Education Association, CEA
- **Leveraging the Power of Social and Emotional Learning** - Available at https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf
- **East Hampton Public Schools: Re-Opening Our Schools** document, July 2020

References

- ¹ Leclerc, Q. J., Fuller, N. M., Knight, L. E., Funk, S., Knight, G. M., & CMMID COVID-19 Working Group. (2020). What settings have been linked to SARS-CoV-2 transmission clusters?. *Wellcome Open Research*, 5(83), 83. Available at <https://wellcomeopenresearch.org/articles/5-83/v2>
- ² National Centre for Immunisation Research and Surveillance (NCIRS) (2020). COVID-19 in schools – the experience in NSW. Available at http://ncirs.org.au/sites/default/files/2020-04/NCIRS%20NSW%20Schools%20COVID_Summary_FINAL%20public_26%20April%202020.pdf
- ³ Davies, N.G., Klepac, P., Liu, Y. *et al.* Age-dependent effects in the transmission and control of COVID-19 epidemics. *Nat Med* (2020). <https://doi.org/10.1038/s41591-020-0962-9>
- ⁴ Coronavirus Disease 2019 in Children — United States, February 12–April 2, 2020. MMWR Morb Mortal Wkly Rep 2020;69:422–426. DOI: <http://dx.doi.org/10.15585/mmwr.mm6914e4>
- ⁵ <https://www.mass.gov/info-details/covid-19-response-reporting>
- ⁶ Davies, N.G., Klepac, P., Liu, Y. *et al.* Age-dependent effects in the transmission and control of COVID-19 epidemics. *Nat Med* (2020). <https://doi.org/10.1038/s41591-020-0962-9>
- ⁷ Viner, R. M., Mytton, O. T., Bonell, C., Melendez-Torres, G. J., Ward, J. L., Hudson, L., ... & Panovska-Griffiths, J. (2020). Susceptibility to and transmission of COVID-19 amongst children and adolescents compared with adults: a systematic review and meta-analysis. *medRxiv*. Available at <https://www.medrxiv.org/content/10.1101/2020.05.20.20108126v1>
- ⁸ Wei Li, Bo Zhang, Jianhua Lu, Shihua Liu, Zhiqiang Chang, Cao Peng, Xinghua Liu, Peng Zhang, Yan Ling, Kaixiong Tao, Jianying Chen, Characteristics of Household Transmission of COVID-19, Clinical Infectious Diseases, , ciaa450, <https://doi.org/10.1093/cid/ciaa450>
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Please note that all plans and items included in this document are subject to change based on requirements and/or advice from the Governor or Connecticut, the Connecticut State Department of Education, and the Northeast District Department of District.

Please contact the Superintendent of Schools for additional information and/or questions:

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Parents and community members are welcome to attend Board of Education Meetings during which these plans will be shared and discussed.

Meeting information will be shared via Canterbury Public Schools website.