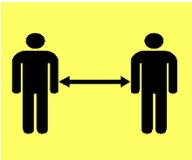
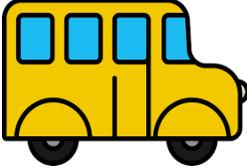


Canterbury Elementary School

Addendum to Student Handbook SY 2020-2021 Protocols

Canterbury Student Expectations

	<p>Stay home if feeling ill. Students must stay home if they are feeling sick, have any symptoms consistent with COVID-19, or have had close contact with a person diagnosed with COVID-19.</p>
	<p>Morning health check by parents required. 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. 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. Students must maintain physical distancing to the greatest extent possible. Students are expected to practice physical 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. 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. 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 must 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>

Canterbury Elementary School Day Overview

CES Master Schedule-Hybrid Model Grades K-4

8:00- 8:20 AM	Arrival of buses and students K-4 by family transportation
	Students will report directly to classrooms; no morning recess as a school
8:20- 9:00 AM	Students in classrooms with teacher and classroom cohort Activities focused on social emotional health such morning meetings Daily planning activities such as attendance and lunch
9:00 AM- 11 AM	Academic Time in classrooms Mask breaks at least every hour Opportunity for outside breaks as classroom as needed Specials, Grade 4 9:00 am Specials, Grade 3 10:00 am
11:00 – 1 pm	Lunch across the building; mostly in classrooms to start with opportunities to be in the cafeteria available after the first few weeks Mask breaks at least once an hour Opportunities for outside breaks as needed Academic time when not at lunch or recess Specials, Grade 1 12 pm
Recess	Recess will be conducted by each classroom teacher Outside areas will be marked and ready for classroom cohorts Recess time will be at least 30 minutes a day Teachers will have the flexibility to take breaks for their students as needed
1:00 – 2:45 pm	Academic Time Mask breaks at least once an hour Specials, 1 pm Grade K Specials, 2 pm Grade 2

2:45- 3:10 PM	Classroom meetings; check in with students with a social emotional focus; clarification of assignments and expectations for remote work reviewed
2:50 PM	PK Dismissal (families dismissed together)
3:00 PM	K dismissal (families dismissed together)
3:05 PM	School dismissal begins; parent pick up Grades 1-4
3:20	Bus dismissal after Baldwin in the circle

Preschool Expectations

We are preparing a separate letter for PK families since the expectations are slightly different because of Office of Early Childhood guidance. PK students will attend school 4 days a week in half day sessions, Monday, Tuesday, Thursday, and Friday. See below for session times.

Preschool

8:30 - 11:00 AM Morning session

12:15 - 2:45 PM Afternoon session

Changes to Specials

Students will continue to have access to our special teachers, but the model of delivery will be different. Each child will have one special every day.

Breakfast Expectations

Students will still be able to get breakfast at CES. They will eat breakfast in their classrooms to begin the year.

Lunch Expectations

We will continue to offer a variety of foods to students. We will start the year with students eating in their classrooms and increase access to the cafeteria setting after the first few weeks.

Recess Expectations

Students will go to recess as a classroom and not as a grade level. Teachers will have the opportunity to take extra breaks as needed. Outside areas will be designated and marks to promote physical activity while remaining physically distant.

Mask Wearing

All staff will be required to wear masks. All students will be required to wear masks while in their classroom. PK students will wear masks while transitioning in the hallways.

Mask Breaks

All students and staff will need mask breaks and we will plan for these breaks as part of our daily schedule and give more breaks, as needed. It is required that there is a mask break at least once an hour.

Masks may not be worn outside, but one way traffic in outdoor areas will be taught and all physical distancing measures will be supervised.

Hallway Transitions

All staff and students will wear masks in the hallways and maintain physical distance of at least 6 feet. The hallways will be marked to assist students with this new routine.

Bathroom Breaks

Students will continue to have access to the bathroom in their classrooms. Bathroom breaks have always been available to students as needed and that will continue to be true.

Use of Water Fountains and Water bottles

All water fountains will be closed except for the one in the cafeteria which allows students to fill water bottles. Families are encouraged to send water bottles however other beverages are not recommended. Water only please.

Arrival Protocols

Students will arrive via the buses and enter through the main entrance, walking directly to their classrooms. Students arriving through family transport will be dropped off by the gymnasium entrance and will enter the building through that entrance. Students will walk directly to their classroom.

Dismissal Protocols

Parent pick up will occur on the circle at specific times, starting with PK. Families will be dismissed together. So if a PK student has siblings in Grades 2 and 4, all members of the family will be dismissed at the same time. We will start with PK, then K, and then the rest of the building as has been our practice in recent years. Students will remain in their classrooms until their bus is called and then they will report to the foyer and then on to the bus. More specific details to follow to families.

Main Office Protocols (visitors)

The office will respond to visitors promptly to take care of needs. Covered outside space will be provided for filling out paperwork and leaving items. Meetings such as PPTs and SAT will be conducted remotely. Staff will sign out children after verifying the adult picking up and bringing the child to the front door for dismissal. Conversely, staff will sign in students upon arrival and meet families at the front door so that the students may enter and go to class with a pass. As needed, we will allow visitors into the building in a limited and case by case basis.

Special Education Updates

Planning and Placement Team Meetings

PPTs will be mostly virtual in order to minimize the number of visitors to the schools. If families or students feel strongly that we need to meet in person, we will make all attempts to accommodate that request by reserving a space to ensure physical distancing can take place. Meeting in person will be considered if a compelling need presents, but may take additional planning time to secure an adequate space.

Additional PPE for Speech and Emotional Support

In addition to the traditional Personal Protective Equipment (PPE) that was ordered (i.e., masks and gloves), plexiglass shields and see-through masks have been secured to allow speech pathologists, those providing counseling services, and those supporting our children with sensitive emotional needs to enhance interactions through use of facial expressions and facial cueing. The additional PPE equipment will also allow for evaluations to be completed with an added barrier of protection in the one-on-one scenario.

Social Emotional Screener

The district is taking measures to ensure the social/emotional wellbeing of students. At the start of the school year, parents of every student will receive a questionnaire asking questions about your child's emotional health in general, as a result of the isolation experienced from the pandemic. The questionnaire is ordinarily completed by teachers who know the students well, but since we have not seen your children in over five months, we (in collaboration with the publisher of the questionnaire) are asking parents to complete the questionnaire to help us understand what your child may need in- and out-of-school as we re-enter school. Resocialization with peers is great in many ways, but it may also give rise to anxiety not previously experienced by our children. You will receive more information about the survey when it is sent. The survey is a social emotional learning assessment and is called the DESSA (Devereux Student Strengths Assessment).

Learning Model IEP Implementation Plan

Every student who has an IEP is eligible for a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). We must ensure that every child receives FAPE and LRE which takes a significant amount of skill, creativity, and preparation under typical circumstances. The state has designed a Learning Model IEP Implementation Plan which will be an additional plan for every child who has an IEP that cannot be fully implemented while instruction is delivered in a hybrid or remote model. Your child's case manager will be developing this plan in full communication with parents during our planning days before students arrive in the buildings. You will receive contact from our department to plan further, once staff return.

Meeting the Intensive Needs of Students

The State of Connecticut has updated guidance on which children with IEPs may be eligible for four days of school per week. We are currently going through the criteria for each child who has an IEP and we will offer four days of school only for children who are eligible.

Canterbury Priorities

The Canterbury Public Schools 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.

	<p>Safety of Students and Staff</p> <p>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.</p>
	<p>Development of Appropriate Educational Opportunities</p> <p>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.</p>
	<p>Awareness of Social and Emotional Well-Being</p> <p>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.</p>
	<p>Achievement at Expected Grade Level by June</p> <p>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.</p>

In addition to our own priorities, Canterbury Public Schools are expected to follow the guidelines of the State Department of Education. Below is a link to various resources provided by the SDE.

<https://portal.ct.gov/SDE/COVID19/COVID-19-Resources-for-Families-and-Educators>