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Reopen Doors, Reopen Minds

2020-2021



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We are proud to submit our reopen plan with the understanding that this submission is under constant revision as information and developments around the CoVid-19 (Corona Virus) are updated. This plan represents our best options at this time in order to sustain educational equity for students, access to education and technology, supports for students in all areas, and minimizing safety risks as we provide the safest environment possible for students and staff.

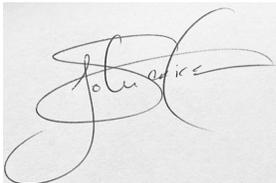
When decisions were made to close school, it was with the ultimate goal of protecting students, staff, and the community from a wide range of unknowns at that time. We thank you for your support then and with your support for our ongoing approach. Our approach has been, and will be, to protect those we are charged to protect, and to educate within that reality to the best of our ability.

In developing our reopen strategy we have consulted with our Foundation, our Board, Connecticut State Education Department members, Health Department members, other schools, districts, and a variety of stake holders including parents and students. We thank all of you for your input and guidance during this difficult time.

As the beginning of the school year approaches we understand that we will continue to bolster our efforts, for the traditional setting and for the digital platform, and that not all scenarios can be anticipated. We appreciate the guidance offered from CSDE throughout this pandemic as well as their consistent communication, clarity, and leadership during this unconventional school opening period.

Finally, it is important to note that all Great Oaks students will be supplied with technology as well as some form of WiFi access as needed to the best of our ability. Our intent to is ensure equity for all students at our school, regardless of current situation, and we commit to work towards the goal of eliminating barriers to education. We look forward to redefining with our partners in education and strongly believe that our collective state-wide learning throughout all of this will only better the future for our collective students.

In Unity,



John Scalice, Executive Director
Great Oaks Charter School, Bridgeport



Three Approaches – Full Reopen, Hybrid, and Distance

Option 1 - In-School Instruction

Students that return to the building will comply with CSDE guidelines regarding social distancing upon arrival and throughout the building when possible, the wearing of facial coverings during the school day, and the sanitary procedures outlined throughout this document. As we look forward to the start of our school year, significant changes to our school structure will be necessary to comply with the guidance and mandates offered through the “Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together” document. The major points are as follows:

- Teachers will work with smaller groups of students in person and service other groups of students, where possible and educationally viable, through live-streaming video and our learning platform within the school building.
- Classroom size will be dependent on the number of students returning to the building with the understanding that the document allows for the return to near full class size.
- Whole group and small group instruction will continue to take place, however, in a manner that minimizes student to students, and adult to student contact as much as possible and feasible. If small group instruction is allowed to take place within physical proximity, it will be reviewed as a possibility with teachers.
- The majority of elective classes, including art and physical education, will be delivered almost exclusively through live-streaming and archived accessible video.
- Lessons will be archived for review for a yet to be determined time period.
- Considerations of geographic location, bus routes, and other factors will be reviewed for the purposes of cohort creation and building configuration
- There will be no large assemblies (in person) or community lunch/meetings at this time. Lunch will be delivered through pre-packaged means to classrooms throughout the day.
- Students will have designated times in which to remove their masks throughout the day, primarily during independent work times.
- Students will be provided with a Chromebook as well as any needed peripherals.

In-School Instruction Detail

Our middle school model for 6th and 7th grade cohorts will be based on groupings through dyads focused around ELA and math instruction. Using our AmeriCorps fellows to support instruction inside the classroom as well, we will be able to place additional math and ELA support in each classroom for students to increase 1:1 assistance during the day. Our cohort strategy focuses on a blended approach of remote instruction and Location Independent Learning and Assistance. Each dyad will be serviced through an ELA and math teacher that will teach the 25 students in front of them while remote teaching the 25 students in the class of their ELA partners class, and vice versa. This will be done through video carried live over our Learning Management System (LMS) Schoology and will be supported by the tutors in the classroom under the supervision of the teacher in the room. Our 8th grade classes will also be serviced through multiple math and ELA teachers with more evenly distributed time blocks to allow for additional Science and Social Studies work but following much of the 6th and 7th grade design framework with regards to delivery.

Classes are structured around a 30-minute block of direct instruction and a 60-minute block of rotational instruction. For the direct instruction, participation will take place using the open chat board and mic features for the students on the LMS, allowing the classroom teacher the ability to work with two classes simultaneously. Students are able to interact with the teacher through the LMS or with their in-room tutor to ask questions, post questions in the chat, or just get clarification. Staff in both rooms will assist students as “coaches” during the direct instruction reducing the teacher/student ratio to 8 or 9 to 1. The teaching done during this time will be similar to a “mini” lesson in a workshop model, focused on standards, modelling, and skills.

After the direct instruction block, students will be grouped through the Schoology LMS classroom to work on independent work, to work in small groups with tutors, and to work in small groups with their teachers. Tutors and teachers will do individual check-ins within their assigned room at this time while monitoring their groups through the LMS. This will serve as the typical “rotation” model for students with students grouped based on their data. The time allotted for this is 55 minutes. There is a 5-minute whole group close out at the end.



Although classes are likely to be close to full size, this will allow for some degree of distancing between students while getting the benefit of small group instruction. Using the LMS in this manner will allow us to continue small group instruction without students being near one another or having to move, reducing exposure to other students as well. These small groups will be skill and core aligned with the product being collected through the LMS. This occurs during the ELA and math block of 90 minutes.

Overall, using this method will reduce the cumulative exposure of students to one another and protects adults as well. Adults are typically exposed to at least 50 students upwards of over 100 students daily, increasing their exposure exponentially after factoring in lunch duty and hallway monitoring (likely over 250 exposure points cumulative throughout the day). This model reduces that by limiting hallway traffic and student exposures to 25-28 per day. This structure creates instructional bubbles for educators that can easily be moved on-line in the case of illness or exposure. The integration of the LMS and curriculum pieces into the normal school day will allow for shifts up and down the “restriction” continuum seamlessly without the need to change data entry processes, delivery personnel, or parent communication.

At the middle school level, science and social studies teachers will service students “off-team” and will work with students through the LMS, primarily, with the support of the in-class teachers and tutors. Being that these teachers often see significantly more students (45-minute periods for 4-5 classes representing 100-140 students) the possibility of spreading or coming in contact with the virus is significantly higher. Teachers of science and social studies will work in person with 8th grade students but will not work in physical contact with 6th and 7th grade students.

In our High School model, 9-12, cohort building is more difficult but still be manageable. Considering the normal HS teacher has upwards of 120 potential student exposures per day, not inclusive of lunch or hallway observation, we are able to reduce that by taking advantage of licensure and our uneven grade distribution (9th and 11th grade taught by the same teachers where appropriate; 10th and 12th taught by the same teachers where appropriate) and reduce exposures to anywhere from 50 to 70 exposures per day.



Different from our middle school model, math and ELA teachers will primarily work together to service the majority of their students in person (moving between rooms) while the majority of the Social Studies, Science, and Elective work will be done through the blended LMS and in-person approach. The lessons delivered in those rooms will, however, also be recorded and archived for review later by students or students not opting to return at this time. They can also be watched live by students out of the building.

The need to approach the content more in-depth at the high school level requires that we take a different approach from the middle school while still attempting to limit exposures. Components of the LMS that are often used at the college level (paper review, writing feedback, plagiarism checking, commenting on peer's work, review work, study guides, practice assessments...) will create a robust experience for students and better prepare them for the very blended college environment they are likely to enter.

Using the LMS will also help us better track student "seat" time at the high school level to ensure that students are meeting the current requirements. For students that are not in the building, this becomes an essential piece. Additionally, students completing work from home will be assigned projects and assignments that align with "calculated" hours (how long a particular assignment or project should take) to gain seat time hours as well.

Students Opting into Remote/Distance Learning

Students that do not return to the building will have two options for engaging in their work. During our time out of school, we saw a high level of success for many students engaging in distance learning through small group instruction (4-6 students) with teachers during scheduled times and with tutors during scheduled times blocked between 25 and 45 minutes. The structure provided was as follows:

- Teachers uploaded daily video instruction around a key concept, key component or instruction, as well as a short, embedded task.
- Using our video platform, students were able to connect questions directly to the video which would be time stamped so the teacher could see exactly what the question was about and could address it during the small group check-ins.



- Teachers would deliver small group instruction during their check-ins and administer checks for understanding around Core Standards.
- Students would then go to their “classroom” and engage in their assignments for the class.
- Later in the day, students would check-in with their tutors in small groups to review their work and ask for any additional clarifiers.

We are planning to continue offering this option to parents for distance learning. To do so, we have hired 2 teachers directly responsible for over-seeing the online option. We have also increased the materials available through the addition of, but not limited to, the EDmentum curriculum online and the use of Schoology LMS.

Additionally, we have 10 AmeriCorps tutors who will be assigned to those teachers online. To assist, we have built into our program time for in-school teachers to also assist with the online instructional component for students increasing our teacher total to a minimum of 3 teachers up to 8 teachers at any given time online for students and anywhere from 10 to 29 tutors available for students. This will be accessed and scaled based on how many students we have out of the building.

For parents wishing for a more “traditional” experience while home, students will have the ability to participate in the remote learning of their classes by watching the live video feeds of their teachers and being placed in groups along with their classmates. This option can be used as an “either or” while not in the building.

In order to support students in school through the LMS and students out of school engaging completely in a virtual platform the availability of staff (at a minimum of 3 content teachers and 10 tutors) at any given time (up to 10 teachers and 24 tutors throughout the day) allows access to instructors and support throughout the day for any student. In essence, regardless of location (Location Independent Learning) help is literally a click away.



Option 2 – Hybrid Model

Hybrid Option (Reduction of Student Numbers)

In the event that we need to provide both distance learning and traditional learning experiences for students through reduced population the following plans have been made.

- Models for the High School and Middle School would replicate the proposed Middle School model of blended learning using the LMS to increase access to students to teachers outside of their classroom and reducing teacher/student exposure to 25:1
- Students would be brought into the building in one of three ways for various amounts of time (dependent on guidance and parental preference)
 - o Students would be brought in through geographical grouping via busses and common family achieving approximately 10-12:1 student ratio
 - o Students would be brought in on either an A/B schedule daily, or A/B schedule weekly based on Middle School alternating with High School achieving a class size of approximately 10-12:1
 - o Students would be grouped by tiers of needed service with IEP/504/ESL/Homeless students receiving first preference for available seating and including students based on other factors of need focused on limits of capacity set by the State of local LEA
- Students not in the building would follow the plan as discussed for students “opting into” distance learning. Teachers would work with the students that they were assigned to while in the building
- Teachers and Tutors would use the models developed over the summer that offer structured support and intervention for students making high leverage of remote opportunities to include students on live instruction as well and developing times to meet with small groups of students
- Lessons would be developed through a combination of teacher created materials and available materials through, but not limited to, Schoology and EDmentum with live lessons archived for review at any time



Our hybrid approach allows for great reduction of student numbers in the classroom, keeping at a 10-12:1:1 population. In most of our class spaces this allows for approximately 6 feet of separation between all students. This plan would be implemented under State guidance or city increases in infection rates under the guidance of the Department of Health (should they continue working with Charter Schools as this was not the case at the beginning of the pandemic).



Option 3 – Full Distance/Remote Learning Model

Full Distance/Remote Learning Option (No Students in Building)

In the event that students and staff are expected to teach from home, we will enact our distance learning plan. Our full distance learning plan revolves around the following aspects:

- Teachers uploaded daily video instruction around a key concept, key component or instruction, as well as a short, embedded task.
- Using our video platform, students connect questions directly to the video which would be time stamped so the teacher could see exactly what the question was about and could address it during the small group check-ins.
- Teachers would deliver small group instruction during their check-ins and administer checks for understanding around Core Standards.
- Students would then go to their “classroom” and engage in their assignments for the class.
- Later in the day, students would check-in with their tutors in small groups to review their work and ask for any additional clarifiers.
- Students have, at a minimum, 2 video check-ins per day
- Attendance is taken on three levels daily
 - o Signed onto the platform for attendance
 - o Signed onto the platform and attended at least 1 video conference
 - o Signed onto the platform, completed assignments, attended all video conferences

Professional expectations for teachers are consistent across all three models. Teachers are responsible for the creation and delivery of meaningful and engaging material and content, provision of feedback, and checks for understanding and data collection and usage. Additional supports and tools have been added to make this possible; inclusive of professional development opportunities and feedback offered through on-line observations that took place during the Spring.



Future Planning for Remote Learning

In the event of full closure due to a surge in COVID-19 cases, Great Oaks Charter School will implement a remote blended learning plan to ensure little to no loss of learning time. Learning from the experience of Spring 2020, we have made significant enhancements to the delivery of our remote blended learning model by acquiring a Learning Management System (Schoology), curriculum enhancements with our partnerships with Edmentum, Rosetta Stone, Pearson, and the creation of an in-school schedule that is adaptable to remote learning. This section clearly lays specific detail for remote learning model revision enhancements, scheduling, attendance, and family communication. In addition to rapid school closure, this plan allows for students and families who opt out of returning to school to fully participate in the academic and after school programs.

Remote Learning Model Revisions and Enhancements

Great Oaks Charter school continues to update information regarding student access to internet, family contact information, and student capacity and accessibility in their home environment via a survey and conversations with families. Part of our response has been the acquisition of a Learning Management System that allows for consistent communication and feedback from students, families, teachers, and leaders in a bilateral format. The use of a cohort approach to scheduling allows for consistency to be achieved upon school closure.

Understanding the roadblocks to equity often experienced in a remote setting, we are focusing on enhancements to our Tier 1 curriculum as well as developing support for all students through individualized learning programs. Great Oaks will be ExactPath. ExactPath combines adaptive diagnostic assessment along with our NWEA Map testing data to develop an individualized learning support pathway for students in all grades. This pathway promotes growth and begins to further close gaps in our students in the academic areas of math, reading and language arts as well as provides opportunities for students to accelerate their learning.

Inclusive to our Tier 1 design is the use of Edmentum. This program provides Great Oaks with the opportunity to use Courseware to support students in credit recovery and increased ability to go beyond the core academics in both middle and high school. Courseware allows



Great Oaks to engage learners in a flexible implementation process that customizes to any learning environment. While doing this it allows for students at grade level, below grade level, or advanced levels to obtain many educational opportunities to demonstrate mastery against standards. By combining this with live instruction from classroom teachers, supports from our AmeriCorps Fellows (tutors), and additional supports from staff members, students get a full experience in or out of the school building that is consistent. An additional benefit is the data accessible from these programs Both ExactPath and Courseware track student progress and pacing that further family, student, and teacher communication.

Standards based learning will continue to be at the heart of instructional core with the ability for Great Oaks to record and store direct instruction videos on our LMS. Students will be able to access and review direct instruction at any time from their own or online specialist teachers around core content standards. This further supports our diverse learner population. The core content course will still be taught by teachers and allow for the ability to have small group instruction after direct instruction. This allows for more student discussion, analysis, and mastery of content standards.

Additional Considerations

Students Receiving Special Education Services or 504 Supports

Prior to the start of the school year, student IEPs (Individual Education Plans) will be reviewed in order to ensure that all services can be appropriately provided. If services were provided during the previous school year in a different manner than they are typically provided, this will be documented in the student's file. Great Oaks will communicate with all Bridgeport service providers to ensure they are aware of and comfortable with the health and safety measures being taken. Both Great Oaks service providers and Bridgeport (LEA) service providers will collaborate with families to discuss ways in which the provision of services can be improved if a hybrid or distance learning approach becomes necessary again.

All students, including those with IEPs and other special populations, will receive full access to the core curriculum and all general education instruction opportunities. Students with IEPs will receive all services as delineated in their individualized education plans, while still allowing for proper distancing and PPE requirements. Rooms have been designated for pull-out services as needed and are equipped with additional cleaning materials and are scheduled for more frequent cleaning throughout the day.

If students are unable to access the reopening plan as designed, a PPT or 504 meeting will be convened in order to determine the appropriate course of action for that student. Individual student needs, present levels of functioning, developmental levels, and student/parent input will all be considered. Due to the implementation of our LMS (Learning Management System), as well as our population of tutors and teachers, we are able to be flexible in course offerings, schedules, and services.

If a special education student must remove their face mask, (ie. for speech-language services), measures will be taken to provide alternate PPE, such as a face shield as well as increase the distance between student and provider.



English Learners (ELs)

All students, including English Learners and other special populations, will receive full access to the core curriculum and all general education instruction opportunities. English learners will receive their supplemental EL instruction program which may be provided in person or remotely via our LMS in the case of return to Distance Learning. Students will have full access to additional programs to use at their discretion that are available through our Learning Management System and through Rosetta Stone. The Rosetta Stone English program is also available to our families through a received grant.

Communication with parents and guardians will be provided in multiple languages as required by Title II of the Elementary and Secondary Education Act. Announcements and notices are typically provided in English, Spanish, and Portuguese to account for our largest populations. Additionally, Great Oaks employs staff proficient in both Spanish and Portuguese to engage in face to face and telephone communication with parents, as well as translate for English-speaking staff members as needed. If individual translation services are necessary for a language other than those three, those are provided through contracted services.

If an English Learner must remove their face mask, (ie. for language services), measures will be taken to provide alternate PPE, such as a face shield as well as increase the distance between student and teacher.

Any students who are English Learners and also have IEPs will have their language needs addressed during their annual PPT as well as any time that the need arises.

Social and Emotional Support

Social and Emotional support is a cornerstone of the Great Oaks community. We believe that students need to be supported through their experiences, and we have included that in all of our models. Students engage in meaningful support time through our culture initiative called “Keep CALM with Culture.” Our culture team has moved from enforcement to assistance, leading games, brain busters, activities, activism sessions, and contests for students in a way for them to connect outside of the classroom.

Students elect to engage in these groups and work on social skills together while keeping apart. We have seen a increase in participation in these rooms during the year, and



have extended them throughout the summer. This has been a place for students to talk about concerns of distance learning, meet with administration members, meet with teachers when needed, and develop strategies to help them achieve while out of school. This will continue throughout the school year.

Family and Student Engagement

With students and families out of the typical school environment since March, and returning to a non-typical school environment this fall, the reintroduction of school becomes a vital aspect of student's success. What is expected, what is new, what is the "new normal" based on changing information? Through consistent and frequent information, anxieties are more likely to be reduced and the likelihood of participation at the school building becomes more likely.

Re-Engage Student

During the initial closure, we created and implemented a program called Keep C.A.L.M (Community, Awareness, Leadership, Mindfulness) with Culture that focuses on the life skills and social emotional learning to teach the whole child. This program was designed to build the school community on a virtual platform to assist with the transition back to an in-person environment. Topics included but were not limited to self-care, time management, stress, social justice, and activism. This program can be delivered through advisory as well as through a distance format and fits into our in-person, hybrid, and distance models. The expected outcomes are:

- Engagement of all students through small group, non-content specific learning around Social and Emotional tenets drawing from RULER, Second-Step, and other SEL programs.
- The use of intentional agendas to build:
 - o School Community
 - o Self-Awareness
 - o Leadership through positive interaction and opportunity
 - o Empathy for situations



- A place to discuss appropriate involvement and actions
- Emotional check-ins through share-outs
- Activities, lessons, videos, discussions, panelist chats, and challenges to keep students engaged.
- Identify disengaged students and identify a champion/advisor for each student to build their team of support for the school year to check in with them mentally, emotionally, and academically.
- Develop partnerships, with the guidance of the Director of School Climate and Culture, to build mentoring relationships.
- Create a multi-modality deliverable support network for students by meeting with, listening to, and seeking to understand their feelings, challenges, and needs to address concerns with the student body as a whole.

Re-Engage Families

As we prepare to reopen our doors, and reopen our students' minds, we must also rekindle the relationships we established with our families. With the potential of moving between models, the quick establishment of communication and relationships with parents becomes more vital to the sustainable success of students. Parents become more proactive partners through two-way communication structures assisted through the schools Learning Management System (LMS) making communication quicker and easier. We will re-engage families by:

- Hosting online workshops on topics families are interested in to meet their needs.
- Host orientations that will acclimate families to the school's new policies and procedures to educate and support students and families during the pandemic changes.
- Host family events- online and in the building following CDC guidelines.
- Create and monitor quarterly surveys to families to stay informed of family experience.
- Continuing our use of Instagram and Facebook videos around various topics.



Re-Engage Staff

As we prepare to welcome back our staff, we must focus on ensuring that they are comfortable with themselves, their situation, and the students that will be in front of them. We want to improve the capacity of our staff to work and reach our students given what all persons have experienced during this time. Care must be offered to both our students and staff members with compassion, but also an understanding that we must continue to work hard to improve the achievement gap too many of our students face. We will balance this approach with our staff as we:

- Prepare staff with professional development sessions that will focus on being trauma and toxic stress informed, restorative practice trained, and adverse childhood experience aware, so all staff can assist the students' school experience.
- Staff will be able to recognize and identify and be able to identify students experiencing:
 - o Trauma
 - o Neglect
 - o Grief
 - o Lack of resources (food, school supplies, uniform)
- Staff will be given outside resources through the partnership with our insurance provider and our social and guidance department partnerships to support them with their mental health, grief, and trauma when identified.
- Prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements.
- All staff will be prepared in identifying issues related to abuse and neglect via the Connecticut Mandated Reporter training.
- This training will educate our staff on their responsibilities under the law, tools to identify potential abuse/neglect, and training on how and when to act.
- The social worker and guidance counselors will be able to assist with supporting staff who have questions or who need to make a report of abuse or neglect to DCF

Academic Support for Students – Inclusive

By archiving lessons, students that didn't understand something live can always go back and review it with a tutor in person, or, with a tutor or teacher online. This helps create student independence and develops varied levels of support at a Tier 1 level. Students can begin to take ownership of their learning asking for help when and how they can use it.

To help support staff manage these tools, the creation of an additional support position called Educational Technology Implementation, teachers will be furnished with data around work completion, attendance through the LMS, engagement times, and so on. This position is a completely remote position focused on data for teachers and teacher/student experience with our LMS and educational components contained within. This will also help with our Ed-Path program (mapping of NWEA data with EDmentum to create individual student progress and support plans) as well as using our NWEA data with Khan Academy and Writing supports.

Attendance

After review of the Spring 2020 action plans, Great Oaks has made necessary adjustments to the process and approach of monitoring attendance. Prior to school closure Middle and High school attendance teams meet weekly, upon school closure attendance teams recognized the need for consistent communication with families, resulting in modifying attendance team meetings to daily one-hour meetings. By making this adjustment we increased communication around attendance with families, faculty, staff, and school leaders.

A revised intervention plan was established with a similar tiered approach as the in-school intervention plan. Communication around attendance was done via phone and email daily following a student's absence. The purpose of the daily communication was to help families navigate the difficulties of rapid school closure and to fully understand why students were missing virtual classes in order to provide the right response and intervention for the student and family. With the enhancements of the LMS families will have access to daily attendance immediately.



Revisions to the Great Oaks Attendance Policy will be forthcoming placing an emphasis on wellness and self-care, mastery of work, access to various platforms, and high attendance over perfect attendance. The goal is not to promote the belief that coming to school sick will be rewarded. While we wish to continue to encourage high attendance, plans will be developed to mitigate the difference between high attendance and risk factors in a more detailed manner.

Consistency and Scalability

Part of our strategy, as briefly touched on, includes the hiring of online only staff. These positions require teachers to use our online based curriculum partner, inclusive but not limited to, EdMentum to create and align units and lessons with the work being done in the classroom for students outside of school (and in need of additional assistance) throughout the year. These teachers support students offline as a primary responsibility but also “push” into classrooms for support of small group instruction and to lead instruction when needed.

By having teachers that are building based also assist students who attend online only but who also made need additional assistance outside of the teacher’s “class” but still in the building, we are able to build relationships between unlikely students and adults, build familiarity as a community and with our learning platform, and remove barriers for more students. This makes the scalability of this model seamless between fully open at the building level, to living outside of the building in a full distance and remote approach.



Facilities

In allocating space for students, all available classroom appropriate spaces have been purposed and allocated to be used for content instruction. This is inclusive of any gym, art, or specialty rooms that can be used appropriately for the instruction of students. While we understand that some students may not return to the physical building, all plans represent a full return by 100% of students. This will allow us to reduce class sizes and create additional social distancing if students do not return.

- Classrooms will vary by size, we are planning for 24-28 students per classroom with appropriate spacing to account for social distancing guidelines.
- Social distancing will be implemented where possible.
- Where possible, we will remove all furniture outside of student desks and teacher desks to account for spacing. Additional areas are being set up for storage that do not impact instructional space.
- Where possible, we will keep all desks in each classroom with specific kids sitting at the same desk each day. Each student will also be given a personal bin for storage of class supplies that will be used only by that specific student.
- Excess rugs will be removed from all classrooms.
- We will remove all soft/plush furniture (couches, pillows, bean bag chairs, etc.)
- No stuffed animals or plush materials will be in classrooms, unless students with IEP relies on plush toys for sensory needs. In this case it will be stored in a student's desk or a designated individualized student storage space.
- Signage will be placed throughout the building to support traffic control. This includes markers on the hallway floors to indicate 6 feet apart distances and signs to indicate areas of one-way traffic.
- Signage will also be placed outside of restroom areas and next to sink areas in classrooms with guidance on how to properly wash hands and school expectations for all staff and students to wear a mask.
- A staff professional development session will take place for staff prior to the opening of school for students and will include the following:



- Temperature/symptom training
- Classroom/in-school precautions
- Proper mask usage and how to make sure students are following them
- Procedure for staff and students with symptoms
- All other changes to school based on COVID
- Students will receive training on the following:
 - New systems for safety (hand washing, masks, meals, supplies, etc.)
 - Social distancing precautions
 - Classroom routines
 - LMS and Distance Platforms

Daily Operations

In an effort to reduce bunching students together, multiple factors have been taken into consideration and still continue to be discussed based on updated information. Additionally, changes to arrival and dismissal times are still being discussed as is length of day and services offered.

- We plan to implement a staggered arrival and dismissal time which will include the following:
 - We will extend the MS/HS arrival window. Please note that markings will be placed on the ground to indicate social distancing for line-up on the sidewalk in the front of the school.
 - Students will not be able to access the building before arrival to wait in main offices, classrooms, or other common areas.
 - Students will be in cohorts and there will be no transition in between classes. Therefore all students will remain with the same group of students and staff during the day.
 - Content courses not taught by the assigned classroom teacher will be taught in real time and streamed in each classroom and supervised by the classroom teacher assigned to that specific room.
 - After school events, including intervention and extra-curricular activities, will shift to virtual or will be canceled.



- External after-school programs will be determined once further guidance from the State of CT is received.

Child Nutrition

Great Oaks is currently identified as a CEP school and all of our students receive free meals. All meals will be served in individual classrooms and will be delivered by a member of the cafeteria staff. This includes breakfast, lunch, and snacks. A process for handwashing will be implemented so that hand-washing for students will take place prior to every meal or snack for students and staff. Meals will be prepackaged by food service vendors and each student will receive a prepackaged meal with disposable prepackaged utensils.

Students will be encouraged to clean up after all meals and students' desks will be wiped with a non-toxic antibacterial solution following each meal. Our custodial team will empty trash multiple times a day.

We will continue to use our state approved meal counting and claiming systems which include a counter and a written entry log once a full meal is taken by a student. Our food vendor and food service manager will continue to work together to ensure that each meal meets the meal pattern compliance requirements.

Transportation

Based on guidance received from the Department of Transportation for the Bridgeport School District; school busses will operate at full capacity. We have issued a survey to our Middle School families asking them to confirm if they plan on using the school bus service for transportation. We anticipate a lower number of students arriving by school bus due to concerns of bus numbers and a possible reduction of students attending physical classes. We plan to work with our school bus transportation company to facilitate assigned seating for students.

- Students will be required to enter the bus and move to the back and exit the bus from the front seats forward when called.
- Students will be required to wear face coverings prior to entering the bus, and in totality of the ride.



- In the event that the spread condition is announced to be “Moderate”, students will be required to sit with one child (siblings will share a seat) per seat, and be seated every other seat where possible.
- Upon arrival at the school students will be dismissed from the bus from front to back and will immediately enter the school building to transition to their classroom using social distancing guidelines.
- Busses will be emptied one at a time in front of the entrance.

Health Practices and Protocols

Updates regarding new policies and procedures specific to COVID-19 will be provided to students and families prior to the start of schools. During the first week of school students and will receive from virtual training from our school nurse and other Operations staff on new systems for safety including but not limited to:

- Social distancing guidelines while in the building
- Hand washing and use of hand sanitizer
- Appropriate use of masks and face covering
- Respiratory and cough etiquette
- How to clean and disinfect personal spaces using non-toxic antibacterial wipes.

Classrooms and Teacher Break Rooms will be stocked with gloves, disinfecting wipes, hand sanitizer, tissues, paper towel, hand soap, and extra cloth face coverings. Currently all of our school trash cans are no touch and do not include a trash can cover. Staff members will be instructed to wipe down shared machines before/after each use with disinfectant wipes and will be required to use sanitizer when they enter and leave shared work rooms. Staff members will not be permitted to congregate in shared work spaces.

Staff and Families will be required to contact the school nurse in the event that they are experiencing COVID-19 related symptoms or if they have come in contact with someone diagnosed with COVID-19. If a staff member or parent of a student cannot reach our school nurse they must contact the main office or a member of the school Operations team who will



provide the information received to the school nurse. Our School nurse will contact the Staff Member or Parent to remind them of steps to facilitate a self-assessment and the symptoms consistent with COVID-19 that will require them to stay home. If there are signs of the virus during the school day, we have identified 6 isolation rooms in our building that students will be escorted to and will wait until they are picked up by a parent. Rooms will be ventilated and adults will be present with appropriate PPE.

Staff and Students will receive training on school wide sick protocols and signs will be placed throughout the school building indicating symptoms of COVID-19, temperature thresholds and when a student or staff member is required to stay home.

Social Distancing

Social distancing will be required throughout the school building and will be reinforced using space markers and signage, as well as verbally by faculty and staff. Students will be placed in classroom cohorts and will not transition between classes physically. Faculty and staff will not be permitted to congregate in teacher workrooms.

Face Coverings and Shields

Pending state/district guidance all staff and students must wear masks daily when proper social distancing cannot be implemented. We will provide 2-3 reusable masks to kids, and 1 reusable mask to staff members. Staff members will be required to use gloves when materials, food, etc. needs to be passed out to kids. Gloves should be used once and disposed of after use. Hands should be sanitized after use. Eye-covering will be provided for staff members with arrival and dismissal posts and to main office coordinators.

Health Monitoring and Containment

Reducing exposure is at the forefront of planning. In any scenario where there is believed to be exposure or possibility, the Great Oaks staff will err on the side of caution in their assessment. In order to monitor and contain, the following steps will be implemented:



- In the event that a student or staff member is diagnosed with COVID-19 we will continue to use our school confidentiality practices. Only staff members and students that came in contact with the infected individual will be contacted, and the identity of the individual who was diagnosed will remain confidential.
- In the case that a student shows signs of the virus during the day, 6 isolation rooms have been identified for students to wait in until they are able to be picked up.
- Rooms must be ventilated and an adult must be present with proper PPE and social distancing.
- Staff members and students that came in contact with the infected individual will be contacted by the school nurse.

Lab Classes

Since there will be no transition in between classrooms. Science labs will be repurposed as classrooms to support social distancing needs. Science instruction will take place in classrooms and students will be provided with their own individual Science supplies.

Certification and Planning

Prepare with school human resources and board counsel to comply with legal and regulatory requirements related to personnel, including but not limited to the EEOC guidance related to the ADA and the COVID-19 pandemic.

Assess how to engage a full roster of staff, including potential substitute plan, and whether stipends or changes in substitute pay is required to support the needs of the school.

Notification of Cancellation of Classes

Using CT Department of Health Guidelines, data will be reviewed daily regarding injection rates and news from CSDE regarding closures or potential closures through daily morning briefings. Any need for class cancellation or isolation will be handled accordingly:

- Communication between the school and Department of Health will occur, inclusive of the Crisis Response Team (Executive Director, Director of Operations, Head of High



School, Head of Middle School, School Nurse), indicating the data around the decision for input and guidance

- Notification to CSDE regarding the data and rationale behind the decision for additional follow-up and input with a follow up email indicating understanding and for documentation purposes

Communication Plan

Responsible Party	Action Taken	Documentation of Action
Executive Director	Contact DOH, CSDE, Board, Foundation, CRT	Email follow-up for each communication, CRT single email
Director of Operations	Develop messaging for students, staff, families for distribution through LMS, Email, Phone Blast, *Back-Pack (time permitting); communication of messaging to office staff for parent communication for expected phone-calls	Print of messages to be placed on CRT binder, dated and labeled
Head of High School, Head of Middle School	Distribution of messaging to students and staff members	Email confirmed receipt of message and completion of task to Executive Director, Director of Operations, and other Head of School
Assistant Principal and Support Staff (culture, social worker, guidance counselor, Special Education teachers, ESL teacher)	Individual parent contact for students receiving special services to ensure parents are aware of service continuation during closure	Phone/Email list indicating positive contact of guardians
Front Office Staff	Individual parent follow-up or question redirection and response	Redirection of phone call if answer is unknown or request through email if party is unavailable
Teachers	Individual parent and student follow-up or question redirection and response	Redirection of phone call if answer is unknown or request through email if party is unavailable

Materials Distribution Plan

Responsible Party	In-School Distribution	After-School Distribution
Teacher	Secure Chromebook distribution and sign out prior to dismissal	Gather materials using distribution bags for materials pick-up the next school day applicable (up to 2 day turn-around depending on school closure announcement)
Operations Team	Collect materials for any absent students, begin preparation for materials replacement as needed (request system for parents) and notify parents of distribution dates for absent students	Collect materials for all student for centralized distribution process (curb side), begin preparation for materials replacement as needed (request system for parents) and notify parents of distribution dates for grades and classes (time slots)

This model is representative of the methods used during the original closure period in March of 2020 and proved to be successful in reaching students, staff, parents, and stakeholders.