

Ashford Board of Education  
Ashford, Connecticut  
Meeting Agenda  
August 20, 2020  
7:00 pm

***Electronic Meeting via Zoom (see instructions below)***

***Members of the Public May Join in and Listen to the Meeting  
Questions or Comments Should be Sent to the Board's Recording  
Secretary In Advance if Possible by email to [jbarsaleau@ashfordct.org](mailto:jbarsaleau@ashfordct.org)***

1. Call To Order
2. Communications
3. Opportunity for Public Comment
4. Approval of Minutes: 07/16/2020
5. Old Business
  - a. COVID-19 Update
    1. Ashford School District Reopening Plan
    2. Executive Plan Summary
    3. Special Services Plan
    4. Request to Board of Finance for Release of Non-Lapsing Funds
    5. COVID Related Grants
    6. International Travel
    7. Facility Use
  - b. FY 20 Budget
6. New Business
  - a. Approval of Medical Standing Orders
  - b. Approval of Ashford Education Association Memorandum of Understanding
7. Opportunity for Public Comment
8. Next Meeting Date/Agenda Items
9. Adjournment

**Ashford Board of Education Goals**

Curriculum – Ensure a Kindergarten to 8th grade curriculum that challenges students to use methods of inquiry to solve problems, think critically, and to express themselves creatively and effectively.

Financial - Develop a budget that ensures the best possible education while being fiscally responsible to taxpayers.

Culture - Foster an environment of physical and emotional health and wellness for all. Support a community that recognizes professional expertise and provides diverse opportunities that enhance teaching and learning.

Community Relations and Facilities - Provide opportunities for enhanced community engagement and serve as a leader for Ashford in enhancing energy efficiency, developing a maintenance and restoration plan that extends the school's useful life and demonstrates environmental responsibility.

*All meetings, conferences, programs and activities at Ashford School are available, without discrimination, to individuals with disabilities as defined by the Rehabilitation Act of 1973 and/or Title II of the American with Disabilities Act. Individuals with disabilities requesting relocation of this meeting should call the Superintendent at 429-1927 or e-mail a request to [jplongo@ashfordct.org](mailto:jplongo@ashfordct.org) not later than 2 working days prior to the meeting. Hearing impaired individuals may communicate their request for accommodations by using the e-mail address above, or calling the State of CT TDD relay service (800) 842-2880 or the national relay service number (800) 855-2880.*

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Ashford Board of Ed is inviting you to a scheduled Zoom meeting.

Topic: Ashford BOE Meeting by Zoom

Time: Aug 20, 2020 07:00 PM Eastern Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/88383213267?pwd=QjhBSi9yTGN2UVFCbHRlOEIleUZYZz09>

Meeting ID: 883 8321 3267

Passcode: 7FuiE7

One tap mobile

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Dial by your location

+1 301 715 8592 US (Germantown)

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+1 346 248 7799 US (Houston)

+1 669 900 9128 US (San Jose)

Meeting ID: 883 8321 3267

Passcode: 632599

Find your local number: <https://us02web.zoom.us/j/88383213267?pwd=QjhBSi9yTGN2UVFCbHRlOEIleUZYZz09>

# **Ashford School District 2020-2021 Access/Reopening Plan**

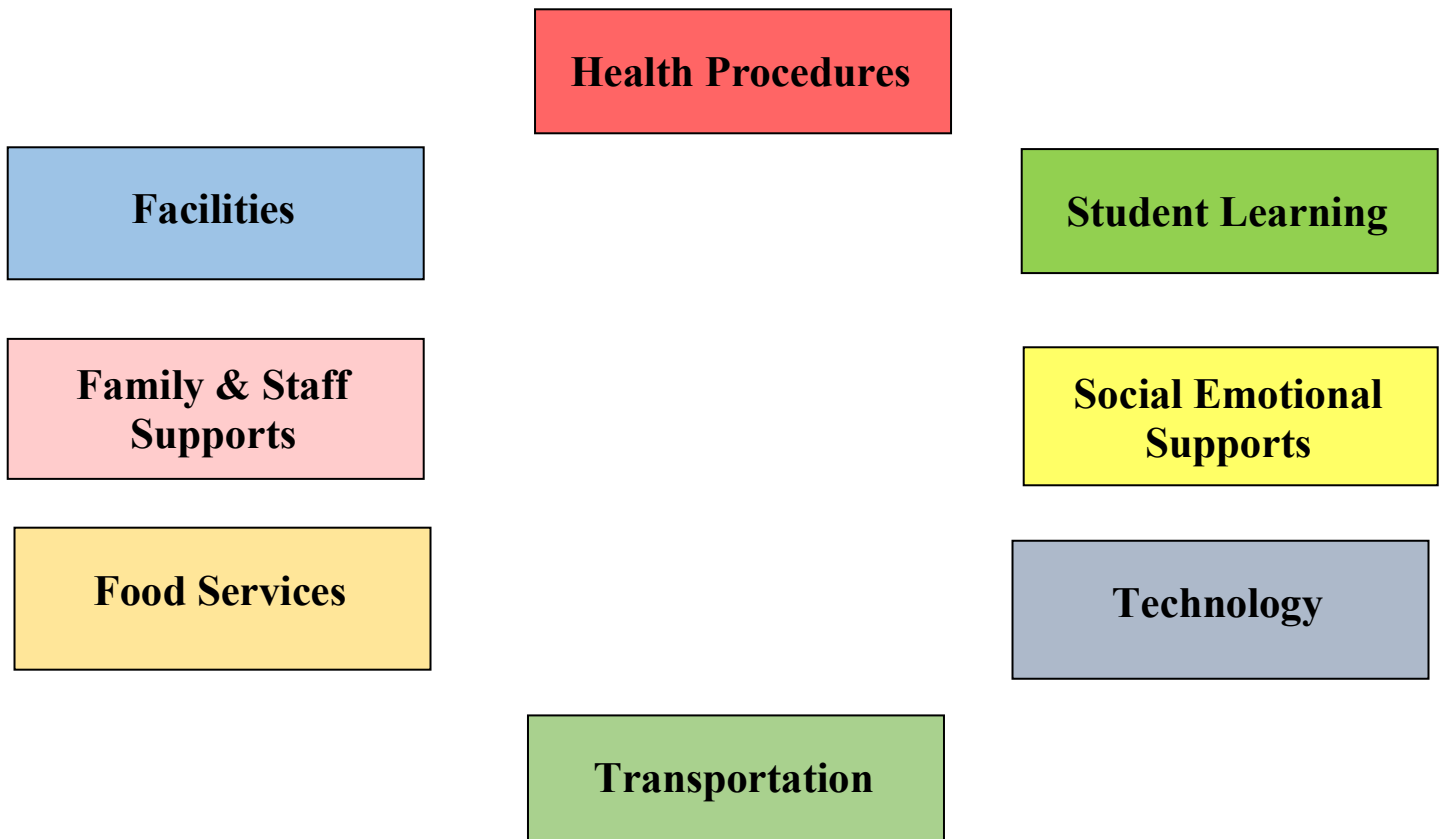
## **District Guidelines and Planning Document**

### Reopening Committee

Dr. James P. Longo, Superintendent  
Troy Hopkins, Principal/Assistant Superintendent  
Cindy Ford, Director of Pupil Personnel Services  
Polly Borysevicz, Assistant Principal  
Joan Celotti, Transportation Coordinator  
Mike Mellady, Facilities Coordinator  
Martha Sibley-Jett, School Nurse  
Scott Waddell, Technology Coordinator  
Karen Samperi, Food Service Manager  
Donna Molnar, Technology Assistant  
Jen Lindsay, AEA Co-President  
Chris Busse, AEA Co-President  
Amy Capozziello, AEA Negotiations Chairperson  
Karen Munroe, Interim Business Manager

**Fall 2020**  
**Dated August 3, 2020**

The Ashford School District's Reopening Committee consisted of 14 individuals representing administrators, teachers, paraprofessionals, transportation, custodians, food service, and business office staff. The committee met several times throughout the summer to articulate questions for consideration, review state guidance, and provide perspective to the development of the local district plan for reopening. The committee was facilitated by the Superintendent of Schools.



**Ashford School District**  
**Reopening Plan**  
Fall 2020

**Reopening Plan Point of Contact: Dr. James P. Longo, Superintendent**

**Contact Email: [jplongo@ashfordct.org](mailto:jplongo@ashfordct.org)**

**Contact Phone: Office: 860-429-1927, Cell: 203-530-3156**

**Ashford COVID-19 Health and Safety Liaison: Martha Sibley-Jett, School Nurse, trained contact tracer for EHHD**

**Liaison Email: [msibleyjett@ashfordct.org](mailto:msibleyjett@ashfordct.org)**

### **Superintendent's Message to Our Community**

The Ashford Reopening Plan for the 2020-2021 school year has been developed in consultation with the Eastern Highlands Health District (EHHD) and relevant stakeholders, as well as survey information and several committee meetings. Our plan is grounded in the six guiding principles outlined below by the Connecticut State Department of Education (CSDE):

1. Safeguarding the health and safety of students and staff;
2. Allowing all students the opportunity to return to school full time starting in the fall;
3. Monitoring the school, students, and staff, and when necessary, potentially cancelling classes in the future to appropriately contain COVID-19;
4. Emphasizing equity, access, and support to our students and community that are emerging from this historic disruption;
5. Fostering strong two-way communication with our partners including families, educators, and staff; and,
6. Factoring into reopening decisions the challenges to the physical safety, social-emotional wellbeing, and the mental health needs of our students when they are not in school.

### **Introduction**

The FULL REOPENING MODEL is the mode of instructional delivery now recommended by the State of Connecticut. This could change if conditions in the state require. This plan must remain flexible and responsive to state mandates. This plan was developed with the best information available as of the date of publication under the authority of Connecticut Governor's executive orders, CSDE policies, practices and guidance, and the policies and leadership of the Ashford Board of Education.

The Ashford Reopening Plan is structured to begin the academic year inviting all students to return to our school for full-time instruction beginning September 3, 2020. This full, in-person opening can be implemented so long as public health data and the CSDE continue to support this model. This model is supported with intensive mitigation strategies and health monitoring, containment, and class cancellation plans.

Because the pandemic is so unpredictable, it is expected that some parents will not be comfortable sending their children back to school. Therefore, our plan is flexible and presents families with an opt-out option, allowing students to receive distance learning regardless of what other students have chosen. While we have chosen to begin the 2020-2021 academic year with a full, in-person return to school, in addition to our full-time in-person instruction plan, we are prepared to modify our plan to support a partial reopening or a distance learning approach, or to allow for scaling back at a future date if public health data changes.

This is a living document that will be subject to continual revision as we identify gaps, and work to develop an action plan for instructional operations that specifically addresses inclusion, equity, and access for all learners, with strategies and clearly defined action steps.

Contained within this plan are three distinctly different possibilities for the delivery of instruction to Ashford students. The plan chosen at any time will be based upon the data and the status of the pandemic in our region. Here are brief descriptions of the three plans available to Ashford and required by the CSDE.

- In-Person, back-to-school classes with an opt-out option for families who choose distance learning as opposed to attending classes in the schoolhouse.
- A hybrid plan that has approximately half of the students in class on two days with distance instruction three days a week, while the other half receive streamed instruction through distance learning and come to school on two different days, thus having only half of the students in the building on any given day. Once again, the opt-out option remains in place.
- All students receive distance learning instruction with no students in the schoolhouse. Distance learning is a plan that all instruction is delivered electronically while students are at home. They are still enrolled in school as full-time students, and receive grades for their work.

More detail for each of these operational options will be provided throughout this document.

### **Temporarily Choosing Not to Participate**

Our reopening plan, full in-school in-person option, is designed to accommodate the needs of our Ashford families while adhering to the guidance provided by the state. Therefore, an opt-out option is included that allows parents and/or guardians to temporarily choose not to send their children to school, and therefore not to participate in the in-person, back-to-the-classroom, reopening option available to them, but rather, choose the opt-out distance learning option. In that case, it would be their responsibility to notify the school administration of their plans to participate in our distance learning option. The parent may change this decision if circumstances change for them and they wish to send their children to school. Any change must be formally noticed to the school administration at least one week prior to re-entry or the beginning of a trimester to allow for class placement.

### **School Liaison Data Collection**

Ashford has designated our school nurse to serve as our COVID-19 Health and Safety Compliance Liaison. She will be responsible for engaging with students, parents, faculty, staff, and administrators, to answer questions or concerns about health and safety requirements regarding COVID-19. She is uniquely qualified for this responsibility as she is not only trained and educated for the role of school nurse, but is also a trained contact tracer for the current pandemic.

## **Communications Plans**

We have developed several ways to communicate with our community, families, and staff. We have already begun to implement systems to communicate our most up-to-date policies and protocols. We use the following methods to communicate with staff, students, and families (all utilized simultaneously):

- K-12 Alert System - which utilizes both email and telephone text announcements to anyone who signs up to receive the service. It currently covers nearly 90% of our school community.
- Post announcements and news on the homepage of our website.
- Post a link to our reopening plan, policies and practices on our homepage.
- Utilize the traditional written flier to be sent home with students in their backpack.
- Publicize easy access to our school and district office for questions and answers.
- The following email address has been established for anyone to send in questions, concerns, or suggestions and receive a response: [myopinion@ashfordct.org](mailto:myopinion@ashfordct.org)
- Every student's family will receive a letter in mid-August advising them of the reopening plans for that student's grade and classroom. Such plans will be publicly presented at open administrative scheduled parent meetings and Board of Education meetings.
- Families who do not have internet access will be reached directly through telephone or USPS mail.

Ashford will communicate our plan, policies and procedures in a manner accessible to those with language, visual and/or hearing impairments. We have an active community liaison officer in our building who will advise us if such a situation arises in our school.

We have a "Reopening Committee" made up of a cross section of community members, staff, and faculty, who have been engaged in dialogue to develop our plan for reopening school and for ongoing two-way communication with the school community about new policies and/or protocols *prior* to reopening.

We have developed a system of communication (described previously) that has effectively communicated on a weekly basis and ensures detailed updates are provided any time critical information regarding policies, protocols, or health data changes.

We will make our plan easily accessible, on our website homepage, board of education minutes, and with copies available by request and on the counter of the school main office.

Our plan has been developed in part utilizing multiple surveys of families regarding their preferences regarding school attendance and the use of school provided transportation. Our surveys aligned with the CSDE District Reopen Survey.

## **REOPENING OPERATIONS PLAN**

### **Facilities**

When determining the classroom layout, student workstations in every classroom will be rearranged to maximize social distancing, achieving six (6) feet when feasible.

During our assessment of the school facility, it was determined that other spaces did not need to be repurposed for instruction in the school, and that ample space was available for appropriate social distancing for all students. Furthermore, due to the large size of our classrooms and our small class sizes, we were able to

maximize space between the teacher and students diminishing the risk of droplets from teachers during instruction.

All signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population. Additional signage was also added regarding mitigation practices encouraged for our students.

We have had several staff meetings to identify the training needs of staff related to health and safety protocols, and have scheduled professional development to occur prior to the first day of classes. During these professional development days, all teachers and noncertified staff will be trained, as they all have student contact, and roles to fill in the education of our students. These training days will include practice of all new protocols for all staff specific to their roles in the school. This training will include, but not be limited to, a plan for in-person or online training that includes: social distancing, cleaning protocols, and hygiene practices. Attendance will be required, and make-up time scheduled for anyone who cannot attend for approved reasons.

We will also provide training for students that is made available to interested families. We will repeat this training during the first months that school reopens if parents are interested. Students will receive further training and reinforcement of protocols for proper mitigation during school.

Furthermore, we will ensure training is provided to substitutes or others who may enter the school outside of the first day or typical calendar start, as part of our orientation process.

### **Daily Operations – Instructional Models Available in Ashford School District**

The mode of instruction is determined by the superintendent in cooperation with the school administration under the authority of the Ashford Board of Education, the Governor’s executive orders, and/or the actions of the CSDE. All of these decisions will be based upon the timely application of data, and the advice of the medical professionals of the EHHD, and our school medical advisor.

#### **General**

Cohorts will be created within each grade level and will average approximately forty (40) students, with an additional division of sub-cohorts averaging 10-12 students. A *cohort* is a group of students who will spend the bulk of the school day together. The cohort concept is a practical way to divide students into small groups. Sub-cohorts will mix for special services only. The cohorts and sub-cohorts minimize the interaction of any student outside their designated cohort, thereby minimizing exposure to potential infection and making it easier to contact trace.

We have developed consistent policies to address when clubs, before-and after-school programs, or other voluntary groups will be allowed to use school space.

- After school clubs may begin in January providing the data supports it. Clubs will be limited to approximately ten students.
- There will be no before school clubs.
- No outside groups will use the facility in the evening prior to January, and such use will be assessed in January to determine if it may begin at that time.
- Assemblies will be limited to virtual and not be in-person until further notice.
- All mitigation protocols will be followed.
- We will include ways to safely allow access for the YMCA after-school program.
  - They will be limited to specific space for their program (i.e. the cafeteria).



- All school protocols and mitigation practices will be followed.
- All YMCA staff will be required to receive training in student safety and pandemic mitigation.
- Athletics will adhere to State of Connecticut guidelines, rules and protocols set out by the CIAC, and Ashford Board of Education policies.
- Field trips will be discontinued until January when the issue will be revisited.

### **Changing Your Mind**

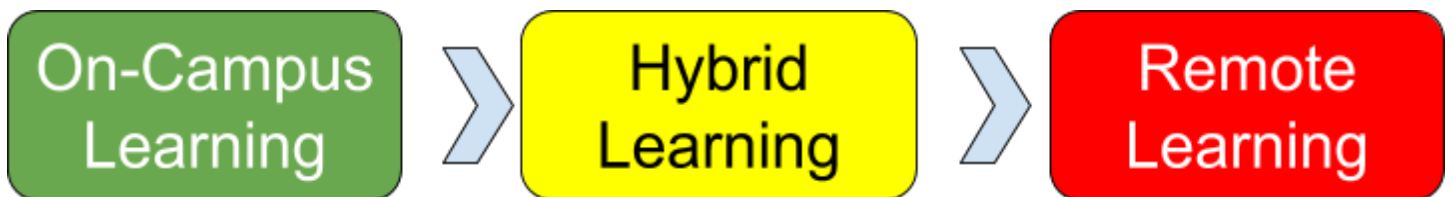
Families may decide to change their mind if the plan they had originally chosen is not working for them by meeting the following criteria:

- Changes may occur by prior notice at the beginning of each trimester.
- A minimum of one week’s notice to the school administration is provided, when a change is urgent.

### **Modifications to School Schedule**

Specials such as art, music, and physical education will be provided using a modified schedule that minimizes the teachers’ contact with large numbers of students, utilizing the cohort design described throughout this plan.

The school schedule will be modified to minimize student movement and adhere to the concept of student cohorts.



### **Option #1 - In-Person Return to the Schoolhouse, On-Campus Learning**

#### General Description

1. All students will be invited back to school.
2. Families will have the option of opting-out and choosing distance learning.
3. Transportation will be offered to all students.
4. Families may elect to transport their own children.
5. Student travel in hallways will be limited, and travel lanes have been created to avoid and/or minimize contact and maintain social distancing.
6. Bathroom facilities will be designated to small numbers of students and disinfected several times a day.
7. Families may change their mind at any time with one week notice to the school administration.
8. The school day will begin for students ten minutes later to allow time for disinfection and cleaning of buses.
9. Teachers and staff will report to work as provided in their contract.
10. Teachers and staff with high-risk medical conditions may petition the superintendent to be allowed to work in a location without students. Their assignment will be determined on an individual basis.
11. Lessons will be delivered in class as is the traditional practice.
12. Students at home will be capable of receiving the same lesson, in real time, through streaming.
13. Students without computer hardware will be loaned equipment, if needed.
14. Students without internet access will be assisted in acquiring it.
15. All work, homework, and grading will be conducted as it has traditionally been in Ashford School District.

16. Students receiving modifications or special education will be addressed through the special education department.
17. This plan is flexible and may be modified if conditions change, or on behalf of the safety of the students and/or staff.
18. Questions regarding this plan should be addressed to the school office in care of the principal at [thopkins@ashfordct.org](mailto:thopkins@ashfordct.org)

## **Option #2 – Hybrid Learning Model**

### General Description

1. The Hybrid model is designed to have half of the students in the schoolhouse at one time, thereby splitting the student enrollment into three sections: Group A, Group B, and the distance learning only group.
2. Families may elect distance learning only.
3. Teachers and staff with high-risk medical conditions may petition the superintendent to be allowed to work in a location without students. Their assignment will be determined on an individual basis.
4. Group A
  - a. Will be approximately half of the students who did not elect distance learning only.
  - b. Attend classes in the schoolhouse on Monday and Tuesday.
  - c. Receive distance learning on Wednesday, Thursday, and Friday.
5. Group B
  - a. Will be comprised of the remaining half of the students who did not elect distance learning only.
  - b. Attend classes in the schoolhouse on Thursday and Friday.
  - c. Receive distance learning on Monday, Tuesday, and Wednesday.
6. There will be no students in the building on Wednesday.
7. Student travel in hallways will be limited, and travel lanes have been created to avoid and/or minimize contact and maintain social distancing.
8. Bathroom facilities will be designated to small numbers of students and disinfected several times a day.
9. While one group of students are in school, the other group will be receiving the same instruction, but by distance learning. Most likely streaming the instruction directly from the classroom.
10. Students receiving modifications or special education will be addressed through the special education department.
11. This plan is flexible and may be modified if conditions change, or on behalf of the safety of the students and/or staff.
12. Questions regarding this plan should be addressed to the school office in care of the principal - [thopkins@ashfordct.org](mailto:thopkins@ashfordct.org)

## **Option #3 – Full Remote - Distance Learning Model**

### General Description

1. All students will be provided full curriculum instruction as a distance learning lesson.
2. Students will receive that instruction from their regular classroom teachers through a variety of methods as determined by the content of the lesson.
3. All students without access to technology may borrow a computer from the school.
4. Any student without access to the internet will be assisted in getting access by the school.
5. All assignments and assessments will be carried out much as it would be if students were in class in the schoolhouse.
6. Grades and assessments will be issued as usual and traditional based upon grade level.

7. Students receiving modifications or special education will be addressed through the special education department.
8. This plan is flexible and may be modified if conditions change, or on behalf of the safety of the students and/or staff.
9. Questions regarding this plan should be addressed to the school office in care of the principal - [thopkins@ashfordct.org](mailto:thopkins@ashfordct.org)

## **Child Nutrition**

School lunches will be prepared and available with a plan to maintain social distancing. This plan will vary by grade level to accommodate the specific needs of each age group.

As a School that participates in the National School Lunch Program (NSLP), School Breakfast Program (SBP), Afterschool Snack Program, and Special Milk Program (SMP) as applicable, we will continue to determine eligibility for, and make available free and reduced price meals, snacks, and free milk to all eligible students. Furthermore, we will comply with the U.S. Department of Agriculture's (USDA) regulations and policies for school meals and milk including the meal pattern requirements. As a school that participates in the NSLP, we will claim meals/milk provided to eligible students using accurate counting and claiming methods.

## **Transportation**

### Low Transmission Risk Transportation Plan

We plan to operate at reduced capacity due to the number of families who have indicated that their children will be utilizing the distance learning option, or not use school provided transportation while maximizing health and safety protocols, as well as considerations outlined in this plan.

- Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus.
- Passengers will load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row), and then unload the bus in a controlled manner upon arrival at the school from front to back by seat.
- Bus passengers should be spaced with family members sitting together and non-family members should be spaced six (6) feet apart utilizing alternating diagonal seating.
- Bus drivers will be fully trained in mitigation protocols and bus monitors provided if it proves necessary.

Families will be surveyed to determine if they choose to provide their own transportation to and from school. That option is available to everyone, however, changes to that decision must be given to the transportation coordinator in a timely manner to ensure that routes for buses are as efficient as possible.

If a parent is unsure of their transportation needs, it is best they keep their children on the bus list until they are sure that they want to self-transport. However, please understand that bus routes are complicated and the decision should be well thought out and as consistent as possible. One week's notice is expected for a family to change their bus transportation decision. This is not a day-to-day or even week-to-week decision.

## **Board Policies and Protocols**

The Board of Education has been provided a full set of policies (from Connecticut's premier educational legal team Shipman & Goodwin) that are focused entirely upon the COVID-19 pandemic and all the required and recommended guidance associated with a safe and thoughtful response. These policies will be posted on the home page of our website.

## **Health Procedures and Protocols**

We plan to ensure that all students are educated and engaged in the new expectations related to all public health policies and protocols. The best approach to communicating the information for each age group will be determined by their classroom teacher in cooperation with the school administration, and be compliant with Board policy. Time will be set aside at the beginning of the school year, as well as frequent reminders as appropriate for the grade level, to review the new policies and protocols.

During the student training process, we will familiarize all students of the standard public health practices used to prevent the spread of diseases. These practices include, but are not limited to:

- Social distancing;
- Frequent hand washing and use of hand sanitizer;
- Use of face coverings that completely cover the nose and mouth;
- Respiratory and cough etiquette;
- Enhanced cleaning/disinfection of surfaces; and,
- Conscientious reporting of illness or any symptoms.

We will provide adequate supplies, including soap, hand sanitizer (with at least 60% ethyl alcohol or 70% isopropyl alcohol) for staff and older students who can safely use hand sanitizer, paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible for anyone who does not have their own), and no-touch/foot-pedal trash cans.

Our school nurse works closely with our M.D. Medical Advisor and the EHHD advisors for guidance and the latest statistics. The EHHD will also handle the contact tracing for our school and other schools in the region.

## **Reporting Illnesses and Identifying Vulnerable Populations**

As part of our health and safety protocols we will:

- Instruct students and staff to inform the school if they are sick with COVID-19 related symptoms, particularly if they had a known contact with someone diagnosed with COVID-19 and have also had contact with the school population.
- Develop consistent protocols for information reporting, and a point person to appropriately receive and safeguard this information, such as the school nurse, or principal.
- Educate staff and families about when to stay at home. Guidance for staff and families can be found on [cdc.gov](https://www.cdc.gov) and will be included in our training of staff and students.
- Instruct staff and students (or their parents and guardians) to perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms. Communicate this expectation and provide parents with reminders of those symptoms that require them to keep their students at home.
- Establish and communicate school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home.

Two active links to cdc.gov if you are reading this plan online:

- When to stay home.
- Symptoms - symptoms consistent with COVID-19

### **Social Distancing**

Our professional development program and facility layout will assist staff and students to maintain maximum social distancing between individuals to reduce the transmission of the virus per the public health guidelines available.

1. Student travel in hallways will be limited, and travel lanes have been created to avoid and/or minimize contact and maintain social distancing.
2. Bathroom facilities will be designated to small numbers of students and disinfected several times a day.

### **Use of Face Coverings, Masks, and Face Shields**

We have adopted protocols requiring the use of face coverings **for all students, staff, and visitors when they are inside the school building, with certain exceptions listed below.**

- For anyone who has trouble breathing, or anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance, face coverings and masks should not be required, [per CDC guidance](#).
- For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required.

We are prepared to provide a mask to any student or staff member who does not have one.

It is important to note that there will be frequent mask-removal breaks for students throughout the day designed to minimize student discomfort with mask wearing. These breaks will be scheduled and carried out in a manner that is safe and practical for the various age groups.

If a student is bringing their own face mask to school, they must adhere to the school's rules regarding appropriate attire in the building.

- No political statements of any kind.
- No frightening or violent images.

### **Planning and Distribution of Information**

Monitoring and reporting symptoms that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus, and maintaining oversight related to the pandemic, while complying with relevant privacy and health laws are as follows:

- All staff will be trained in the CDC Guidance regarding the symptoms of the COVID-19 Virus.
- This training will include strategies for teaching the symptoms to age appropriate students.
- Training parents through home communication and voluntary day and evening Zoom meetings.
- Suspected cases will be reported to the EHHD liaison for confirmation and contact tracing with permission from the family/parent.
- EHHD will follow their protocols for pursuing, distribution, and follow-up to the information.

## Containment Plan

Ashford has committed to following the guidance provided by the Connecticut Department of Public Health.

- The Connecticut Department of Public Health will be providing a tiered system to assist leaders and define the decision-making approach should partial or full class cancellation become necessary.
- The Ashford written protocols for containment and immediate response if an individual has signs or symptoms of COVID-19, there is a known exposure, or a member of the school community has a confirmed diagnosis of COVID-19, to decrease the risks of spreading COVID-19, shall include the following:
  - Immediate coordination with the Eastern Highlands Health District (EHHD) including being ready to comply with requests for information from the EHHD to assist with contact tracing.
  - Ashford Response Team and specific responsibilities are:
    - Martha Sibley-Jett – School Nurse – initial contact for family of suspected/infected
    - Troy Hopkins – School Principal – Contact EHHD
    - Scott Waddell - Technology Administrator – EMT Resource for emergency consultation
  - Consideration of the following signs and symptoms exhibited by students or staff would require medical exams to determine if their immediate dismissal from school is necessary for a period of time determined by symptoms and duration of illness, as well as the medical opinion; and, conditions for their re-admittance to school would be based upon recovery and medical opinion and/or tests. None of these symptoms indicate that the individual has COVID-19, but are indicators that require further examination.
    - Fever or chills
    - 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

We have identified an “isolation room” (beside the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives.

Ashford has created a consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19 and must be dismissed from school in so far as students or staff suspected of contracting the virus will be sent home, required to visit their doctor, get an exam and medical opinion, and tested if recommended. They will then be required to stay at home until symptoms end, or for fourteen days if COVID-19 is suspected or diagnosed. Faculty or staff must have a negative test prior to returning to work.

## **Cancellation of Classes, Remote Learning and Reopening Plans**

Ashford School District will follow and adhere to all of the Connecticut Department of Public Health specific community and school-based indicators created to assist leaders and define the appropriate decision-making approach.

We have developed a plan for school class cancellations and reopening to be implemented in the event that the superintendent, their designee, or state government suspends or cancels in-school classes for some or all participants, as follows:

- A decision to close the school must be either ordered by the CSDE or come directly from the Superintendent after consultation with the Board of Education, the EHHD, as well as consultation with the Ashford School Medical Advisor.
- Parents will be notified of the decision immediately using all means of communication available.
- Our closure will include a communication plan and clear policies for faculty and staff regarding individual roles and responsibilities in the event of a shutdown occurring during the school year.
- The decision will be based upon the outbreak and contact tracing results after consultation with the EHHD.
- Duration of the closure must be a minimum of fifteen school days and be determined by the results of the medical situation as evaluated by the EHHD, our medical advisor, superintendent and response team.
- We will notify and consult with the CSDE immediately if we are contemplating class cancellations.
- We will prioritize ongoing educational opportunities during the shutdown. Materials for continuity of learning will be made available to allow for school sessions to continue remotely.
- Distance learning lessons will be provided by the teaching staff during any school closure.
- Laptops are available for loan to all students who do not have access to a computer at home.
- Families without internet access must notify the school to obtain assistance in getting access throughout the closure.
- The decision to return to classes and end the school closure must be determined by the results of the medical situation as evaluated by the EHHD, our medical advisor, superintendent, and response team.

## **Future Planning for Remote Blended Learning**

Ashford is prepared to provide remote blended learning opportunities immediately upon cancellation of in-school classes.

We conducted a survey of families, including students, about how remote learning worked for them during the school closure last year. We held several meetings over the summer to discuss ideas about remote learning with parents, teachers, and school staff. We conducted a separate survey this summer of our parents/guardians regarding their initial plans for either in-school or at-home instruction, transportation, meals, general thoughts, or concerns. In consideration of this feedback, we designed a specific plan for implementing a learning schedule that will work for both in-person instruction and at-home instruction. This will allow us to implement a smooth transition to all students learning from home. We are also looking at the possibility of a hybrid where all students participate in a remote-style instruction with some students allowed in the building for supervision and support.

We have developed a plan for extended absences and will communicate it with parents or guardians in the event of a second extended closure. Our plan includes specific requirements for students and teachers regarding the number of minutes of direct instruction over Zoom for academic as well as social emotional development and support.

## **Ashford School District Special Education Plan**

Ashford School District understands that there has been no waiver of requirements under the IDEA for the provision of a free and appropriate public education (FAPE) in the least restrictive environment (LRE). During COVID-19 school closures, schools are required to provide FAPE consistent with the need to protect the health and safety of students, as well as those individuals providing education, specialized instruction, and related services to these students. A plan is being developed with each family individually according to the students IEP. Students receiving in school services will have those services provided as outlined in the IEP. Families deciding not to send their students to the school will have a plan developed with the school team to ensure the student's IEP is being addressed in the remote setting. Progress monitoring will take place to ensure the student is making progress.

Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services. Ashford School District will plan for students eligible for special education and other special populations as general education students first. The guidance and policies related to the school reopening plan will apply to all students, including students with special needs who qualify for individual education programs under the IDEA and accommodation plans for eligible students under section 504 of the Rehabilitation Act.

1. Blended learning schedules will be utilized, if needed, when students with disabilities are unable to access the reopening plan as designed, facilitate individualized and alternative means of re-entry based upon student need, present levels of functioning, developmental levels, and student/parent input. All plans will be developed in collaboration with the school based team and family.
2. Programming decisions will not be based on a student's disability category. However, the nature and/or severity of a student's disability may require unique considerations. Protocols will consider the student's developmental level and skills, and a plan will be developed between the families and the school based team.
3. Mask and face coverings will be used for the population of special education students according to what is documented in the individuals plan. All staff will have access to masks and face shields where appropriate, and will maintain safe social distancing as appropriate for the individual student.
4. Ashford School District plan will be adjusted accordingly to comply with the State Department of Special Education policy and procedure guidelines as they are made available.
5. Special Education teachers will be assigned to specific cohorts of students according to grade level, and will be following all cleaning and health protocols outlined in the school plan. Service providers will also be following all cleaning protocols and will be provided with the PPE necessary to fulfill their positions. Groupings of students will be in compliance with their individual needs in accordance with the health and safety of all.
6. Ongoing training around the health and safety protocols will be done according to the State of Connecticut's guidelines.

## **Special Education Operational Addendum**

Because special education is based upon individual needs as determined by the I.E.P. process, and encompasses complex individualized strategies, a special education addendum has been prepared and accompanies this plan.

## **English Learners (ELs)**

Ashford School District understands that like all other students, ELs are entitled to FAPE. The Civil Rights Act of 1964, Title IV, the Equal Educational Opportunities Act (1974) and the Elementary and Secondary



Education Act (1965) provide guidance on the services to which ELs are entitled. ELs must have access to the general education curriculum as well as to a supplemental language instruction education program. During school closures due to COVID-19, ELs continue to be entitled to receive their supplemental EL instructional program in addition to their general education program of mainstream, grade level and content area instruction. When returning to school buildings, language instruction education programs will continue.

Ashford School District complies with the requirement that eligible students are offered a bilingual education program. However, we offer English Language Learner (ELL) services approximately five to six students per year.

Ashford School District plans to communicate with parents and guardians that have limited proficiency in English in a language they understand as required by Title III of the Elementary and Secondary Education Act. We understand that as during traditional schooling, communications during school closures due to COVID-19 may be provided through translation and/or interpretation.

Ashford School District will provide ELs, who are also identified as students with disabilities, with supports for their EL needs, as well as supports for their disabilities, during COVID-19. As in times with traditional schooling, dually identified students will have their language needs represented in their annual meetings about their IEP.

### **Pre-School and Kindergarten Operations**

Both pre-school and kindergarten are grades that service much younger students, and therefore require special rules and protocols. Pre-school and kindergarten guidance will be available to all families of pre-school and/or kindergarten students prior to the opening of school.

### **Ashford Family Support and Communication**

We are fully prepared to comply with all state and federal family engagement requirements (e.g., School Governance Councils and Title I requirements) during the COVID-19 pandemic.

We are in the process of preparing a COVID-19 PANDEMIC PARENT GUIDE HANDBOOK to provide families with clear and ongoing communication about what to expect, during and prior to reopening. This includes, but is not limited to, guidance on the school protocols related to health and safety guidelines. This document will be completed prior to the opening of school and students returning to classrooms.

Introduction to the handbook will be part of a process of continued engagement with families and students as the reopening moves forward to ensure that they are informed and have the ability to provide feedback. This handbook, along with our reopen plans, will be available on the school website, and will clearly identify the school liaison.

### **Social-Emotional Learning (SEL) and Mental Health**

Ashford School District has developed a detailed plan to reengage all students, staff and families. Particularly identifying strategies to identify and engage populations and specific students that have been disengaged. The plan administrator is our assistant principal who has participated fully in all trainings and has been engaged in dialogue with our trained staff instructor team.

A core group of faculty have been trained in social emotional learning and are prepared to present to the staff during our August staff professional development days regarding best practices in SEL, and how to identify issues related to abuse and neglect, generally and specifically in the context of the pandemic, and the procedures to comply with all mandated reporting requirements.

### **After School Programming**

Our after school programming is available to all students and is fully funded by the Ashford Board of Education.

After school clubs shall begin in January or when supported by the data and the pandemic in the region. After School clubs and activities are subject to the same safeguards as those in place during the school day.

During the period of the pandemic, we have initiated mitigation rules designed to protect students and staff.

1. Groups will be limited in size. An average of ten per group.
2. Sessions will be one hour in duration.
3. All students and staff will wear masks while inside.
4. Social distancing will be employed where possible.
5. The school year is divided in trimesters and groups will remain together for one trimester.

The school will not be available for use by outside groups from September to January, with the exception of the after school daycare provided by the YMCA under the rules of this plan.

### **Career, Technical Education, and Media Center/Library Use**

Our plan for cleaning and disinfecting shared equipment in the Media Center and Computer lab, before and after each use is as follows:

1. Classes will not be scheduled back-to-back, but will have a period between them for cleaning.
2. An approved disinfectant on a cloth will be used on the keyboards, desks, chairs, and monitors of all equipment stations.
3. All technology equipment throughout the school will be disinfected daily, with use by multiple students discouraged unless cleaning between users is carried out.
4. All books or items that are available for checking out will still be available, and will be disinfected between uses.

### **Staffing and Personnel**

#### **Certification and Personnel Planning**

We have fully prepared with the Superintendent, Principal and Board Counsel to comply with legal and regulatory requirements related to personnel, including but not limited to, the EEOC.gov guidance, ADA, and the COVID-19 pandemic.

#### **Professional Development**

Ashford School District has prioritized mandatory training for staff scheduled before the beginning of the school year that covers signs and symptoms of COVID-19, Standard Public Health protocols, Hygiene Practices, PPE, Reporting Illnesses, and supporting SEL. Ongoing trainings will be conducted as changes occur in recommendations and public health data.

## **Ashford School District Access/Reopening Plan Conclusion**

This plan lays out the basic premise for our school reopening. It is intended to be a living document that undergoes constant review, and subsequent improvement. Our intention is to have three fully operational designs for instructional delivery: a full in-person return to class with a stay at home distance learning option for parents who choose not to have their children return to school; a full distance learning model for all students; and, a hybrid plan that involves partial attendance in school and partial distance learning, dividing the school in half to minimize social contact.

There is an executive summary available that may be preferable to some readers, and special education also has an addendum that provides the families of special education students with more detail regarding how the district plans to meet the needs of special education students. Both the executive summary and the special education addendum will be posted on our website with this plan.

Thank you for reading our plan, and feel free to contact the school if you have any questions. This plan is designed to inform, and intended to communicate, that Ashford School District has a sound and safe plan for our operations and serving our students.



# Ashford School District Reopening Plan

## Executive Summary

August 3, 2020

(860) 429-6419

WWW.ASHFORDCT.ORG

WWW.FACEBOOK.COM/ASHFORDSCHOOLCT

TWITTER: @ASHFORDSCHOOLCT

The Ashford School District Reopening Plan consists of several components essential to safe and effective learning for our students. While you are encouraged to read the entire plan, this summary provides some details to help you in making decisions about school for the fall. Please be sure to complete the "Returning to School Survey" by Friday, August 7, 2020.

### What is the plan for opening school this year?

- School for students begins on September 3rd this year (Sept. 9th for PK)
- All of our students are invited back to attend in-person classes in our school building
- Families have the option to receive instruction through distance learning rather than attending school
- Either choice receives instruction, assessment and grades
- Bus transportation is available but parents may elect to transport their own children
- Our building will be disinfected, kept safe and we will all practice proper mitigation techniques such as social distancing, wearing masks, and washing hands often
- There will be many safe mask-removal breaks for students' comfort
- Our plan is flexible and can change if the pandemic conditions change
- Parents have the option to change their mind about all decisions with appropriate notice to the school administration
- If anyone has questions or concerns we are here to listen and to answer them



### What does learning at school look like?

- Instructional day begins at 8:40 a.m. (ten minutes later than previous years). Therefore the earliest students can arrive at school is 8:10 a.m.
- All children and adults will wear a mask, covering the nose and mouth, during the school day and on the bus.
- Lunch and recess will be without masks.
- Cohorts will be implemented to limit exposure to children and adults. (A cohort is a smaller number of people who come in frequent contact with each other.)
- Hallway travel will be limited by block scheduling and teachers moving to the students as much as possible.
- Hallways will have marked travel lanes.
- Students will eat lunch in classrooms or outside when the weather allows.
- Lunches will be delivered to grades K-3, and picked up by grades 4-8.
- Special class teachers will be assigned to certain grades for several weeks at a time to minimize exposure.
- Bathroom use will be by grade levels and will be disinfected several times each day.
- Parent drop off and pick up procedures will be modified to increase efficiency.
- After school clubs will not occur, however the YMCA Program is scheduled to run.
- Sports for grades 6-8, may take place in a modified way.

### What does distance learning at home look like?

- Distance learning in preschool (PK) has not been determined at this time and may not be available.
- Students will receive direct instruction by video streaming throughout portions of the day.
- Attendance will be taken daily.
- Parents will provide supervision and some instructional support. Students will complete the same or similar work to that of their peers who are in-school.
- Student work will be collected and graded.
- Special classes (art, PE, music) will be provided in some way.
- Interventions and/or special education services will be provided in a modified fashion.
- Changes from distance learning at home to in-person learning at school can occur at the beginning of each trimester by prior notice. (A minimum of one week's notice to the school administration is requested when a change is urgent.)

### What about Technology or Internet?

- If you do not have a computer or iPad for your child to use, we will loan you one
- If you do not have access to the internet, we will help you
- Just contact the school office for assistance

A decision to close the school, or move to another instructional model, must either be ordered by the Connecticut State Department of Education (CSDE) or come directly from the Superintendent after consultation with the Board of Education, the Eastern Highlands Health District (EHHD), and the Ashford School Medical Advisor.

## Other Possibilities

In addition to the full in-person return to class with a stay at home distance learning option (described on the first page), we have a hybrid learning plan that involves partial attendance in school and partial distance learning, as well as a distance learning at home for all students. We will need to be ready to implement either of these plans if recommendations change due to health conditions/pandemic. The hybrid plan would involve 1/2 of the student body (approximately half of each grade level) attending on Monday and Tuesday, and the other half attending on Thursday and Friday. The distance learning at home for all plan would be similar to the choice some families make at the beginning of the school year.

### Hybrid Plan\*

Group A (roughly last names A-K for each grade)  
Group B (roughly last names L-Z for each grade)

	<u>Mon.</u>	<u>Tues.</u>	<u>Wed.</u>	<u>Thurs.</u>	<u>Fri.</u>
Group A:	<b>school</b>	<b>school</b>	home	home	home
Group B:	home	home	home	<b>school</b>	<b>school</b>

### Distance Learning at Home for All

All students participate in distance learning from home, similar to the distance learning option on page 1. Students would follow a modified school schedule that is both effective and sustainable.

\*We are also looking at the possibility of hybrid remote learning plan where all students participate in remote-style instruction with some students allowed in the building for supervision and support.



Parents, please complete our [Returning to School Survey](#) (click)

- Also found on our website homepage, [www.ashfordct.org](http://www.ashfordct.org)
- Due by Friday, August 7th

Working Document updated-8/1/2020

# Ashford Public Schools

## Respect, Responsibility and Pride

### Office of the Superintendent: Department of Special Services

440 Westford Road, Ashford, CT 06278 ▪ Tel: (860) 429-1927 ▪ Fax: (860)-429-3651 ▪ [www.ashfordct.org](http://www.ashfordct.org)

*Dr. James P. Longo*  
*Superintendent of Schools*

*Cynthia A. Ford*  
*Director of Pupil Services*

*Troy Hopkins*  
*Principal/Asst. Super.*

*Polly Borysevicz*  
*Asst. Principal*

We hope you are spending time with loved ones and participating in family activities to take your mind off of this evolving and unprecedented situation. We understand unsettled and unforeseen circumstances may cause stress and anxiety. To ensure students are continuing to access their education as well as bring normalcy and routine back into our lives, we are looking to come back to the building with proper precautions in place starting on September 3, 2020 for in person instruction. We will need to monitor the situation on an ongoing basis. We will have three models that we will move through on an as needed basis. The in-person, hybrid, and distance learning. The Hybrid model will be a split between in school and at home education. This is typically for larger districts because they are unable to accommodate the smaller class sizes. In Ashford this model will look different and this is being developed this summer. The last model will be to work on *Distance Learning (DL)* procedures as an alternative mode of education if a school closure needs to occur due to numbers in the state and or our area of the state.. *DL* will begin when the Health along with the administration decides that it is in the best interest of the students and staff of Ashford School to be home. This process will be fluid throughout the school year. We will move from one model to the next when appropriate. Families can choose to do Distance Learning for their children from the start. We will accommodate those changes families need as quickly as possible. The health and safety for all is our first and foremost goal.



**In-School Learning:**

This model will be consistent with the IEP’s as written. We will be providing each staff with the proper training and equipment to be able to carry out their services in a safe manner. The health and safety of all in our Ashford Community is first and foremost. The nurse along with administration will be monitoring the situation and adapting as needed and appropriate. Students will be placed in the same cohort of students within a grade level cohort to the best of our ability. Self-contained students will be within a resource room and will need to practice social distancing and proper cleaning procedures to the best or everyone's ability. Crisis management team will need to use the PPE available for the safety of all. Individually we will be working out plans with families when physical intervention is needed as an absolute last resort.

**Personal Protection Equipment Materials and Strategies for Safety:**

District is purchasing Acrylic separators for teachers that will be seeing students in a small group within cohorts. This will also be used during specific related services sessions and or face mask breaks. We are also providing face shields and clear face masks for faculty and staff who are working with students who benefit from seeing the face of the speaker. We are in the process of purchasing clear dividers for teachers that run small groups or one to one services to give an extra layer of protection. Service provider and student will work out mask breaks as often as needed.

**Emergency Physical Interventions Protocol:**

According to the Reopening document put out by the state department of education there are specific guidelines to follow.

**Note: The following guidance is to be used in conjunction with Connecticut regulations regarding emergency restraint and emergency seclusion.** The term “emergency physical intervention,” used below, refers to the use of emergency physical restraint, forcible escort, and/or emergency seclusion. **An emergency is defined as an event which poses imminent risk of injury to self or**

*others. Direct service providers should be mindful that seeing staff putting on PPE or being approached by staff wearing PPE can create anxiety in students. Exhaust all de-escalation strategies and use a student-centered approach and offer reassurance throughout interactions.*

#### **Limiting Risk of Infection Prior to an Emergency Physical Intervention**

- While administering an emergency physical intervention, ensure that staff will wear PPE as indicated (see Table 1).
- Ensure student's PPE does not interfere with student safety.
- If staff PPE is removed while administering an emergency intervention, an alternate trained staff member with PPE will be on call to replace staff.
- Avoid use of protective gowns that can be easily ripped or torn, as they may become a hazard.

#### **Limiting Risk of Infection during an Emergency Physical Intervention**

- Keep hands clear of eyes, mouth, and nose of self and others.
- Relieve staff as soon as possible if not wearing appropriate PPE due to emergency circumstances and/or PPE is compromised or obvious exposure has occurred.
- Limit number of individuals involved in interventions. Only staff required for safely intervening with a student should be involved; additional staff will monitor and address safety and PPE needs as necessary.

#### **Limiting Risk of Infection after an Emergency Physical Intervention**

- Following these emergency interventions, plan for staff to assist students with recommended hygiene practices.
- Remove and dispose of and/or clean PPE immediately following an emergency physical intervention according to guidelines (see PPE guidelines following an emergency physical intervention).
- Remind staff and students to avoid touching their face, and limit contact with hard surfaces before washing hands.
- To minimize potential exposure, develop a policy for staff and students to have a change of clothing available in cases where their clothing become contaminated.
- Place contaminated clothing in a (sealed) plastic bag or wash it in a washing machine.
- Clean any rooms or areas that were used during an emergency physical intervention once the student has exited the space.
- Clean any mats used during an emergency physical intervention once the student is no longer in contact with the mats.
- Once all health and safety issues have been addressed, follow debriefing and reporting procedures for the emergency physical intervention.

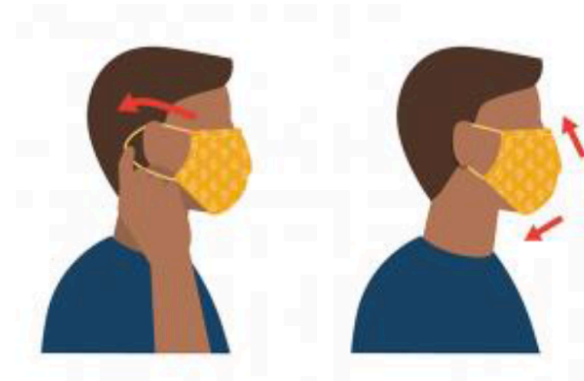


Please review and practice with your children prior to the start of school the below techniques. We will be doing lessons in the school building of this but it will be important to gradually increase mask wearing and tolerance to ensure all are comfortable. There will be individual plans for students unable to wear masks for long durations.

### Proper Technique for Wearing a Mask

Wearing a mask is important, but it must be worn properly in order to have any practical impact.

- Wash your hands before putting on your face covering
- Put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily



### Follow Five Steps to Wash Your Hands the Right Way

Washing your hands is easy, and it's one of the most effective ways to prevent the spread of germs. Clean hands can stop germs from spreading from one person to another and throughout an entire community—from your home and workplace to childcare facilities and hospitals.

Follow these five steps every time.

1. **Wet** your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
2. **Lather** your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
3. **Scrub** your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.
4. **Rinse** your hands well under clean, running water.
5. **Dry** your hands using a clean towel or air dry them.



**Hybrid:**

This is being worked out with a larger committee of teachers and staff around the re-opening of school. This is mostly for larger districts but there is a possibility the Ashford Public School may need to implement this. (see larger school plan)

**Distance Learning (This includes families that opt out):**

The number of hours per day are consistent with the building at 7.50 hour workday. All staff are scheduled to work their regular school hours. While teachers are able to come into the building to access materials and deliver services they will be keeping a safe distance from their colleagues. Plans will be created with the school team and families.

IEP and SRBI services, goals and objectives for students identified with and without disabilities, as well as 504 plans **must be implemented** to the greatest extent possible as part of our DL Plan. We understand that there are challenges with this and we must make our best efforts to ensure individual student progress during this school closure. When appropriate (this may change according to state guidance) we will document a plan of DL within the IEP. Attached similar to that of a behavior plan. Teachers and service providers will be given examples and specific guidelines according to the whole school plan for online activities.

At this time we will begin PPT's at the end of August and will continue to do them virtually. If you would like to come in person please ensure you let Catherine Klessner know when she schedules the meetings.

## Daily Screening (Parents, Students, Staff, and Faculty)

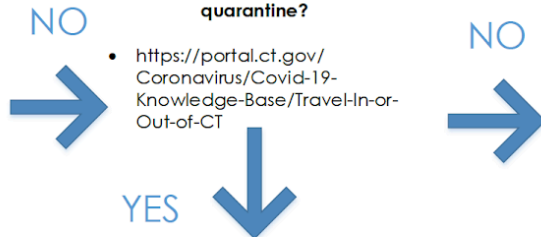
Have you had close contact with someone with a lab-confirmed COVID-19 Case?

- You were within 6 feet of someone who has COVID-19 for at least 15 minutes
- You provided care at home to someone who is sick with COVID-19
- You had direct physical contact with the person (touched, hugged, or kissed them)
- You shared eating or drinking utensils
- They sneezed, coughed, or somehow got respiratory droplets on you



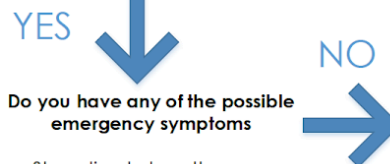
Have you recently traveled internationally or to an area on the Connecticut list for self-quarantine?

- <https://portal.ct.gov/Coronavirus/Covid-19-Knowledge-Base/Travel-In-or-Out-of-CT>



In the last 48 hours, have you had any of the following new symptoms?

- Fever
- Cough or sore throat
- Shortness of breath or trouble breathing
- Chills or repeated shaking with chills
- Muscle aches
- Nausea, vomiting or diarrhea
- Loss of smell or taste, or a change in taste
- Headache



Do you have any of the possible emergency symptoms?

- Struggling to breathe or fighting for breath even while inactive or when resting
- Feeling about to collapse every time you stand or sit up (floppiness or a lack of response in a child under age 2)



<https://www.mayoclinic.org/covid-19-self-assessment-tool>

Connecticut Self Quarantine Areas: <https://portal.ct.gov/Coronavirus/Covid-19-Knowledge-Base/Travel-In-or-Out-of-CT>

Ashford Board of Education  
Ashford, Connecticut  
July 16, 2020

Regular Meeting – Record of Motions and Votes

***Electronic Meeting Detail Information***

Topic: Ashford Board of Ed's Zoom Meeting

Time: Jul 16, 2020 07:00 PM Eastern Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/86281120882?pwd=M1NpSC9LUTRvNjdzMk5yVkJ5WIFPUT09>

Meeting ID: 862 8112 0882

Password: 7eyzJ7

***Agenda***

1. Call To Order

***The meeting was called to order by Chair John Lippert at 7:14 pm. Present: Tess Grous, Marian Matthews, Al Maccarone, Tina Fradette, Shannon Gamache and Jane Urban. Also present: Dr. James Longo, Troy Hopkins, Polly Borysevicz, Cindy Ford, Karen Munroe, Scott Waddell and Jen Barsaleau.***

2. Communications

*Member Shannon Gamache requested to read aloud a statement from a written communication she had sent to members of the BOE concerning mask requirements for students. Mrs. Gamache announced her resignation from the Board of Education effective immediately upon completion of the reading of her statement. She will provide notice to the Town Clerk. Mrs. Gamache exited the meeting.*

3. Opportunity for Public Comment

*No action, participant comments heard*

4. Administrative Reports

*Dr. Longo discussed a communication from the CSDE dated 7/14 regarding a 3 day recommended reduction to the 180 day school calendar requirement for 2020-2021 to allow for staff professional development related to COVID which precipitated the following motion:*

***Motion made by Al Maccarone to revise the 2020-2021 school calendar as recommended with a starting date for students of Sept. 3<sup>rd</sup> and the last day of school moved to June 11<sup>th</sup>. Motion seconded by Tina Fradette and carried unanimously.***

5. Old Business

a. COVID-19 Update

*No action, discussion/information only*

b. Superintendent Evaluation

*N/A (item was supposed to have been omitted from the agenda prior to posting)*

6. New Business

a. Planning for the Reopening of School

*No action, discussion/information only*

7. Opportunity for Public Comment

*No action, participant comments heard and discussed*

8. Next Meeting Date/Agenda Items

*Discussion of agenda items/meeting format for Strategic Planning Meeting scheduled for August 6, 2020 at 3 pm. Members shared ideas about several topics for the meeting. agenda will be created by BOE chair and the Superintendent.*

9. Adjournment

***Motion made by Marian Matthews to adjourn the meeting (9:47pm). Motion seconded by Tina Fradette and carried unanimously.***

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Motions and Votes Obtained Via Zoom Recording Dated 7/16/2020

Submitted by:

Jennifer Barsaleau, Recording Secretary

**MEMORANDUM OF AGREEMENT**  
**BETWEEN**  
**ASHFORD BOARD OF EDUCATION**  
**AND**  
**ASHFORD EDUCATION ASSOCIATION**

The Board of Education; (the “Board”) and the Ashford Education Association (the “Association”) hereby enter into the following Memorandum of Agreement (“MOA”) regarding remote work due to school closures, hybrid work week models, and/or other such work arrangements related to COVID-19 working conditions for the July 1, 2020 – June 30, 2021 work year only:

1. The parties understand and acknowledge that, during the 2020-2021 work year, the school may be closed for an unknown period of time, and during a period in which school otherwise would have been in session, for reasons related to COVID-19, and that such closure(s) may be directed by the Board and/or the Superintendent, or by an authority outside the District.
2. The parties understand and acknowledge that, during the 2020-2021 work year, the Board may require hybrid work weeks and/or other work arrangements for reasons related to COVID-19, and that such work arrangements may be directed by the Board and/or the Superintendent, or by an authority outside the District.
3. In the event of remote work due to school closures, a hybrid work week model, and/or other such work arrangements during the 2020-2021 work year, each member of the bargaining unit shall, if so directed by the Superintendent and/or his designee(s) (the “Administration”), perform work as described in this Memorandum of Agreement in accordance with past practices and with the parties’ collective bargaining agreement.
4. The Association shall be given at least three (3) representatives of any committees designated for the purpose of reopening schools.
5. Bargaining unit members who have high risk factors for COVID-19 must provide medical verification that such a risk factors exist, and shall be dealt with on an individual basis, based upon their unique situation. Options might be working from a remote location, or working from their classroom without students, depending upon their needs, or some other solution specific to them.
6. The plan is designed for streaming of classes live to students at home. That will take place from the classrooms simultaneously, so everyone gets the same lesson. Bargaining unit members opting to and/or required to perform work from a remote location shall be required to be available to students and parents between the hours of 8:00 am - 3:30 pm.
7. Bargaining unit members shall be provided with computers for the purpose of remote work.
8. Bargaining unit members working from a remote location shall be available to students and parents through existing district-based electronic platforms, including but not limited to email, Google Classroom, or telephone. In no

- event shall teachers be required to use personal cell phones or other personal electronic devices for communication with students and parents. Teachers will check their email or Google Classroom daily. Teachers will speak with students or parents/guardians as appropriate.
9. All recorded lessons, synchronous student engagement, live video instruction, and/or office hours shall be conducted by bargaining unit members using their professional judgment and discretion, within the limits of curriculum and appropriate content.
  10. In response to Live-Streaming from the classroom:
    - 10.1 Live streaming is only to be used during COVID-19 circumstances.
    - 10.2 Training will be provided to all teachers assigned mixed in-person/remote teaching. This training will include in-person modeling in the classroom and will be conducted during regular work hours.
    - 10.3 The teacher will not be responsible for any privacy violations including FERPA.
    - 10.4 The teacher will have final authority on whether or not to record the lesson. No parent and/or student will be permitted to record the lesson without expressed permission from the teacher. Students learning remotely must be in/within camera view during the lesson. The District shall develop an appropriate use policy for parents and students regarding live streaming of instruction whereby parents and students would acknowledge that instruction is the sole purpose of the live stream, and that the live stream would not be shared with others or posted anywhere so as to protect students, but also ensure that the teacher's "privacy rights" are considered, to the extent the video would be posted online for other purposes.
    - 10.5. Teachers reserve the right to discontinue live stream if remote students are a distraction to in-person students.
    - 10.6. Live streaming should not be used to reduce the number of classes offered/course offerings.
    - 10.7 Any/all IT issues will not be the teacher's responsibility, but will be directed to the District's IT department.
    - 10.8 Any teacher who engages in teaching via webcam will not be expected to be in camera view for the length of the class. Teachers instead are expected to be in audio range for remote learners unless what they are teaching requires students to be able to see what they are doing. It is understood that teachers should maintain adequate distancing from students, and it is suggested that they remain at the front of the classroom to do so.
    - 10.9 No teacher will be expected to create different assignments for students learning remotely unless adequate planning time or the normal differentiation of instruction is part of the decision. nor is there an expectation of individual one-on-one instruction for remote students beyond what would occur if they were in-person for class. Live streaming should not be used for evaluative purposes unless explicitly stated in the District TEVAL plan or agreed upon in advance with the teacher and administrator.
    - 10.10 The Board agrees to negotiate over any substantial impact in teacher workload not envisioned by this agreement at the time it is negotiated.
  11. Should a student demonstrate a pattern of absenteeism and/or a pattern of failure to complete assignments during remote work due to school closure, the hybrid work week model, and/or other such work arrangements,

- bargaining unit members shall first communicate via an email to parents regarding the lack of participation. If the pattern of truancy continues, the bargaining unit member shall inform the building Principal or designee(s) and/or the school counselor via an email to address the issue accordingly.
12. In the event a bargaining unit member requires absence from work responsibilities during remote work due to school closure, the hybrid work week model, and/or during other such work arrangements, the bargaining unit member shall report such absences through normal means and the contractual requirements and restrictions relating to such absences shall apply. The bargaining unit member will be responsible for informing parents of the absence, to the extent possible, via a post or an out-of-office reply.
  13. Any bargaining unit member who must be absent from work because they have contracted COVID-19 or are required to quarantine and cannot work from a remote location because of the illness, shall be placed on paid administrative leave provided there is reasonable evidence that the illness was contracted at school, and shall not be required to utilize contractual leave provisions. They will be expected to return to work once they test negative.
  14. All days of remote work due to school closure, the hybrid work week model, and/or other such work arrangements, shall be applied to the teacher work year as outlined in the collective bargaining agreement between the Board and the Association. Bargaining unit members required to learn new technology, curriculum, teaching methods, or otherwise prepare for remote work due to school closure, a hybrid work week model, or other such work arrangement shall be afforded professional development time during the normal workday. All training required per the State of Connecticut Reopen Plan shall occur within the work day and work year as set forth in the collective bargaining agreement. In the event a bargaining unit member is required to learn new technology, curriculum, teaching methods or otherwise prepare during the summer months, they shall be compensated at his/her per diem rate of pay.



15. Parent conferences shall only occur from a remote work location and during the timeframes as set forth in the collective bargaining agreement and/or in accordance with existing past practices between the parties.
16. All meetings involving bargaining unit members shall occur utilizing remote technology unless all applicable social distancing protocols, as set forth by CDC guidelines and state and local regulations can be followed. Any bargaining unit member who is not comfortable attending in-person meetings shall be permitted to attend all meetings from a remote location.
17. The number of students assigned to an individual bargaining unit member shall be no greater due to COVID-19 work arrangements than those currently in existence per past practice between the Board and the Association.
18. All Personal Protective Equipment (PPE) required by the state of CT, local health department, municipality, or BOE shall be provided by the BOE. Teachers shall not be required to reuse PPE beyond guidance recommended by the Center for Disease Control (CDC), state, federal and/or local authorities.
19. Bargaining unit members shall not be responsible for daily cleaning or sanitizing of classrooms, and common areas of the building including but not limited to, hallways, cafeterias, student or adult bathrooms. The BOE shall retain appropriate personnel to clean on a daily basis or as required by protocols set forth for repeated use.

20. Bargaining unit members shall not be responsible for any health-related procedures, including but not limited to, taking students' temperatures, addressing students who fail to utilize required PPE, or addressing students who fail to adhere to required social distancing protocols. Students who repeatedly refuse to wear PPE, refuse to comply with social distancing, or who repeatedly engage in behavior likely to spread the virus shall be required to participate in the learning process solely from a remote location.
21. Bargaining unit members shall be afforded time to prepare, organize, or otherwise utilize their work spaces within the teacher work year and teacher work day in accordance with their employment contract.
22. Bargaining unit members shall not be asked to provide substitute coverage except in accordance with any provisions set forth in the collective bargaining agreement.
23. Bargaining unit members shall be compensated their full salaries, in accordance with the provisions of the collective bargaining agreement between the Board and the Association.
24. The Board shall comply with all Equal Employment Opportunity Commission (EEOC) guidelines related to the pandemic virus.
25. No reprisals or discrimination shall be taken against any bargaining unit member who makes disclosures of unsafe or unhealthy working environment.
26. All provisions of the collective bargaining agreement between the Board and the Association shall remain in effect except to the extent such provisions have been modified by this Agreement.
27. Notwithstanding the foregoing, the Board and the Association agree that they may revisit the terms of this Memorandum of Agreement in the future if circumstances related to COVID-19 and/or its impact on the District change or otherwise evolve following the execution of this Agreement by both parties.
28. This Memorandum of Agreement shall not be used as precedent or cited as practice by either the Board or the Association in any proceeding whatsoever except to enforce the terms of this Agreement.
29. This Agreement shall terminate either upon the reopening of schools for regular classes or June 30, 2021, whichever is earlier.

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Association

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Board

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Date

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Date