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# **Safe Return to In-Person Instruction and Continuity of Services Plan**

**(CSDE ARP ESSER)**

**2021-2022**

**Version 3.0 updated 8/3/21**

# **Key Points At-A-Glance (guidance & protocols to follow)**

8/3/21

## **1. Option to opt-out of in-person learning:**

- a. the district will NOT be providing full remote learning

## **2. Masks:**

- a. required indoors regardless of vaccination status unless a medical exemption is provided
- b. generally not required outdoors, may be needed by unvaccinated individuals, or where social distancing cannot be maintained.

## **3. Social Distancing:**

- a. 3 feet distancing
- b. students will switch classrooms
- c. students will utilize bathrooms (with monitors to check for too many kids)
- d. lockers will be utilized
- e. one-way hallways will be utilized for whole classroom groups- singles will be allowed to bypass the one-way signs.

## **4. Classes:**

- a. 3 feet distancing between desks/students
- b. carpets may be used
- c. specials will resume in their own classrooms
- d. wipes are available to wipe desks in between usage
- e. tables can be used as long as students are 3 feet apart and masks are worn properly

## **5. Isolation, Quarantine, Contacts:**

- a. vaccinated students and staff no longer need to quarantine (if asymptomatic)
- b. students seated 3 feet or more from another student diagnosed with COVID-19 do not need to quarantine, as long as they remain asymptomatic and masks were properly in use in the classroom

## **6. Sports and Other Extracurricular Activities:**

- a. masks required on bus
- b. fully vaccinated students and coaches do not have to quarantine if they remain asymptomatic
- c. activities should take place outdoors if possible

## **7. Cafeteria:**

- a. breakfast delivered to classrooms
- b. lunch will be eaten in the cafeteria
- c. distanced 3 feet at tables and when in line
- d. plexi-glass will be utilized on the tables
- e. cleaning protocols will continue

June 10, 2021

Dear Lisbon Central School Community Members,

We are looking for your feedback regarding our In-Person Learning & Continuity of Services Plan. This plan is a requirement for the ARP ESSER Grant. ARP = American Rescue Plan, ESSER=Emergency and Secondary School Emergency Relief Fund. With this grant we are expected to receive a little over \$427,000 dollars over the next few years. LCS is planning to continue with 5 full days of in-person learning for the 2021-2022 school year. At this point, we will not be offering a remote learning option.

We will continue to follow guidance from our local health department, the CSDE (CT State Dept. of Education), and integrate stakeholder feedback. Our plan is in DRAFT form at this time, will be updated as needed, and will be posted on our school website. If you require a translated copy or a printed copy, please let us know.

We appreciate your time and energy in reviewing the plan and offering your feedback.

Many thanks!



Sally Keating  
Superintendent/Grant Writer

Megan Jenkins  
Assistant Principal/Grant Writer

June 17, 2021

Dear Lisbon Central School Community Members,

Thank you for your feedback regarding our In-Person Learning & Continuity of Services Plan. As you know, this is a dynamic plan and it will evolve over time. We will continue to follow guidance from our local health department and the CSDE (CT State Dept. of Education). Our plan will be updated as needed and new versions will be posted on our school website.

Our hope is to return to “normalcy” as soon as feasible. For example, we are awaiting further direction from the CDC and CSDE to make any revisions relating to mask wearing and student movement within the school building. In addition, we are hopeful for the return of interscholastic competition soon. We appreciate your patience and support as we transition into the upcoming school year.

Many thanks!

*Sally Keating*

*Megan Jenkins*

Sally Keating  
Superintendent/Grant Writer

Megan Jenkins  
Assistant Principal/Grant Writer

## **Review and Revision Schedule**

The initial version of this plan will be completed in early June 2021. We are utilizing the current information from the CSDE. Please note that changes could trigger version updates to this plan. We plan to review and revise this plan as scheduled below; however, revisions may happen at any time.

- June 23, 2021 (Meet on 6/17/2021)
- December 23, 2021 (Meet on 12/2/2021)
- June 23, 2022 (Meet on 6/16/2022)
- December 23, 2022 (Meet on 12/1/2022)
- June 23, 2023 (Meet on 6/15/2023)

## **ARP ESSER Grant Priorities**

- ***Learning Acceleration, Academic Renewal, and Student Enrichment:*** Advancing equity and access in education for students in Connecticut remain top priorities. Resources must focus on academic supports and recovery to accelerate learning for our students, particularly those disproportionately affected by the pandemic.
- ***Family and Community Connections:*** The complex issues brought about by the pandemic have made it clear that the success of schools, families, and communities are interdependent and all have a stake in students' well-being. Investing in mutually beneficial school-family-community partnerships will not only support students to achieve their full potential, but it will also strengthen families and stabilize communities.
- ***Social, Emotional, and Mental Health of the Students and of our School Staff:*** The school community's experience during the pandemic has been one of collective challenge and trauma. We must be prepared to use strategic wraparound social, emotional, and mental health supports to restore and successfully re-engage our school communities.
- ***Strategic Use of Technology, Staff Development, and the Digital Divide:*** Applying what we have learned during the pandemic requires careful consideration of the importance of student access to in-person learning and enrichment balanced with the strategic use of technology to engage and expand learning opportunities. Resources should be allocated to maintain or upgrade access to technology and connectivity for the long term and to ensure that technology training and support is provided to students, school staff, and families to maximize student outcomes.
- ***Building Safe and Healthy Schools:*** Ensuring our school buildings are safe and healthy environments that enable all of our students to excel remains an important aspect of recovering from COVID-19. Resources may be used consistent with "federal relief funding allowable uses" as a means to continue facility repairs and improvements, such as improving ventilation and providing more space for distancing. Resources should continue to be allocated to support the physical health and safety of our students and staff (e.g., to ensure adequate personal protective equipment).



May 27, 2021

## Introduction

Our Connecticut school communities — with students at the center — continue to be bold and innovative as they respond to the COVID-19 pandemic. The United States Department of Education (USED) has recognized the importance of supporting these efforts, particularly with the infusion of resources to support education in Connecticut. The American Rescue Plan Act of 2021 Elementary and Secondary School Emergency Relief Fund (ARP ESSER) has granted the State of Connecticut an additional \$1,105,919,874, providing the opportunity to develop bold, high-impact plans to address the substantial disruptions to student learning, interpersonal interactions, and social-emotional well-being. While earlier sources of federal relief funding during the pandemic supported our ability to first survive, and then thrive, ARP ESSER is Connecticut's opportunity to transform our schools.

The federal government requires that each Local Education Agency (LEA) create a Safe Return to In-Person Instruction and Continuity of Services Plan (the Plan). This plan must be publicly available online by June 23, 2021 and submitted to the Connecticut State Department of Education (CSDE) as a part of the ARP ESSER application due mid-August 2021. To aid in the planning process, CSDE is providing this template to guide LEAs planning as well as serve as an opportunity to share the Plan with the public.

Due to the expansive efforts of the CSDE and the educational community, as of the week of May 3–7, no district in the state of Connecticut was fully remote. This was achieved through extensive planning by each LEA; therefore, this template should be seen as a means to support LEAs' efforts to date and can be used to expand upon or revisit previous Reopening School Plans.

There are five areas that LEAs must consider when developing the Safe Return to In-Person Instruction and Continuity of Services Plan:

- I. Health and Safety Strategies
- II. Continuity of Services
- III. Public Comment
- IV. Periodic Review Process
- V. Understandable and Uniform Format

The CSDE has maintained consistently that in-person learning is the preferred opportunity for students and that schools should work to safely open their buildings for the 2020–21 school year. We are proud to have led the nation in safe return to in-person instruction — as of April 30 nearly 82.7% of Connecticut school districts were offering a predominately fully in-person learning. Thank you for your work and helping us continue to be an example of how we can best serve our children safely in school buildings.

## I. Health and Safety Strategies

Describe how the LEA plan includes (or will be modified to include) the extent to which the LEA has adopted policies and a description of any such policies on each of the strategies listed in the table on page 2

1. The Lisbon Board of Education (Board) has adopted a comprehensive set of policies to govern the ethical, effective, legal and efficient operations of the Lisbon School District.
  - a. Current policies related to the pandemic:
    - i. Personnel—Certified/Non-Certified: 4152.61 / 4252.61
    - ii. Personnel—Certified/Non-Certified & Students: 4118.237 / 4218.23 / 5141.8
2. At this time, the CSDE requires students and employees to wear face masks. The plan is to continue wearing masks for the 2021-2022 school year. We will notify the community of any changes.
3. In the event that the return to full in-person learning requires the revision of existing or implementation of new policies, the school administration will work in partnership with the BOE.

Please complete the table below with the LEA's mitigation strategy for each category. In developing the LEA's response, please review and consider the [CDC guidance](#) and the [Connecticut DPH and CSDE guidance](#) for each category.

Mitigation Strategy	LEA Response
Universal and correct wearing of masks	<ol style="list-style-type: none"> <li>At the time of drafting this plan, masks are required for all students and adults inside a school and on the bus. Therefore, masks will be required for the 2021-2022 school year. The only exception is for those students for whom it is not safe to do so due to a physician-verified medical condition.</li> <li>Students and staff will be allowed to remove masks while eating, drinking, during outdoor PE, or outdoor recess while practicing physical distancing.</li> <li>Supervised “mask breaks” may occur during the school day.</li> </ol>
Physical distancing (e.g. including use of cohorts/podding)	<ol style="list-style-type: none"> <li>Adults and students are expected to practice physical distancing when entering and exiting building, in classrooms, and when moving in the building.</li> <li>Students and staff will maintain the appropriate distance of a minimum of 3 feet.</li> <li>To the greatest extent possible, we will continue to track students throughout the school day.</li> </ol>
Handwashing and respiratory etiquette	<ol style="list-style-type: none"> <li>Adults and students will engage in frequent handwashing while school is in session, either using soap and water (bathrooms) or hand sanitizer (classrooms, offices, etc).</li> <li>Respiratory etiquette, such as covering mouth and nose when coughing or sneezing, immediately disposing of tissues, and washing hands will be enforced with reminders and proper signage.</li> <li>Hand washing/hygiene will be emphasized before/after eating and outdoor activities.</li> </ol>
Cleaning & maintaining healthy facilities including ventilation	<ol style="list-style-type: none"> <li>We will continue with increased cleaning and sanitation protocols for disinfecting lunch areas, bathrooms, high traffic areas, and frequently touched surfaces.</li> <li>We will increase and improve air ventilation in our building to reduce any potential micron spread.</li> </ol>

Mitigation Strategy	LEA Response
Contact tracing in combination with isolation, quarantine, in collaboration with State, local, territorial, or Tribal health departments	<ol style="list-style-type: none"> <li>1. Lisbon Central School follows the Interim Guidance for Responding to COVID-19 Scenarios in Connecticut School Districts</li> <li>2. Lisbon Central School works closely with Uncas Health District on all contact tracing. Our district observes the guidance from the CDC.</li> </ol>
Diagnostic screening & testing	<ol style="list-style-type: none"> <li>1. Lisbon Central School has not hosted on-site COVID-19 testing. We have worked closely with Uncas Health to provide local testing options.</li> <li>2. We will publicize testing and screening sites as supported by the Uncas Health District.</li> </ol>
Efforts to provide vaccinations to educators, other staff, and students, if eligible	<ol style="list-style-type: none"> <li>1. Lisbon Central School worked closely with Uncas Health Department to assist faculty and staff in making appointments to receive vaccinations.</li> <li>2. We worked with Uncas Health to schedule a vaccination clinic for students, staff, and their families, held this summer.</li> </ol>
Appropriate accommodations for children with disabilities with respect to the health and safety policies	<p>Lisbon Central School remains committed to providing high quality programs and services to our students who receive special education and related services. We will continue to:</p> <ol style="list-style-type: none"> <li>1. Comply with all federal and state mandates/statutes</li> <li>2. The Director of Special Education will meet with case managers frequently to determine if additional assistance with implementing health and safety measures is required.</li> <li>3. Case managers, certified, and non-certified staff will work together to determine if alternative supports are needed.</li> <li>4. Plans will be adjusted as needed.</li> </ol>
Sports & Extracurricular Activities	<p>Fall sports should plan to begin on time.</p> <ol style="list-style-type: none"> <li>1. Fully vaccinated students/staff do not have to quarantine when a close contact, provided they are asymptomatic.</li> <li>2. Masks are required on school bus.</li> <li>3. Activities should take place outdoors.</li> </ol>

*LEA must implement, to the greatest extent practicable, each element of the most up-to-date guidance listed in the table.*

## II. Continuity of Services

Describe how the LEA plan will ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staffs' social, emotional, mental health, and other needs, which may include student health and food services:

### Academics:

1. Engage and expand learning opportunities through the balanced use of technology.
2. Differentiate high quality instruction based on the needs of individual students as well as grade-level targets and prioritized standards.
3. Offer summer learning and after-school programs to support students' learning and mental health with targeted interventions and enrichment activities.
4. Utilize standardized and non-standardized performance data to identify and expand upon strengths to accelerate learning.
5. Support faculty and staff with aligned professional development.

### Social & Emotional Well-Being:

1. Promote positive student-to-student, adult-to-student, and adult-to-adult relationships.
2. Integrate research-based SEL interventions/lessons into classrooms.
3. Expand partnerships with local agencies such as UCFS to support students and strengthen family relationships.
4. Increase social worker position.
5. Continue fostering a welcoming environment to learn, work, and grow through additional diversity training.

### Student Health and Food Services:

1. Continue to focus on student health by monitoring students closely, carefully, and consistently.
2. Provide families and students with in-district and community supports as needed and requested.
3. Nutritious food will be served by the LCS Food Services Department, following all applicable guidelines.

### III. Public Comment

Public comment is a key element of stakeholder engagement, and at times a stand-alone element which may include dedicating time to open forums at Board of Education meetings, conducting surveys, or soliciting written input from external residents not involved in the decision-making process. Describe how the LEA plans to provide the public the opportunity to provide input and for public comment in the development of the plan, a summary of the input (including any letters of support), and how the LEA took such input into account:

#### Ways to Offer Feedback:

1. Complete the feedback form embedded in this document at any time or click [here](#).
2. You may send an email to [mjenkins@lisbonschool.org](mailto:mjenkins@lisbonschool.org) with **Public Comment** in the subject.

### IV. Periodic Review Process

LEAs are required to periodically review and, as appropriate, revise their Safe Return to In-Person Instruction and Continuity of Services Plan at least every six months through September 30, 2023. Each review must include seeking public comment on the plan and developing the plan after taking into account the public comment.

Below are the dates that LEAs must submit a refreshed or updated plan to CSDE via eGMS.

#### Review/revisit Dates:

- June 23, 2021 (Meeting date: 6/17/2021)
- December 23, 2021 (Meeting date: 12/2/2021)
- June 23, 2022 (Meeting date: 6/16/2022)
- December 23, 2022 (Meeting date: 12/1/2022)
- June 23, 2023 (Meeting date: 6/15/2023)

### V. Understandable and Uniform Format

Federal regulations require that this plan be in an understandable and uniform format, to the extent practicable; is written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent. Describe the unique needs of the LEA's audience and confirm the LEA's approach to ensuring the document is accessible:

Translated and/or printed copies are available upon request.

Submit feedback [HERE](#)