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area cooperative educational services

Reopening Plan

July 24, 2020

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July 24, 2020

Message from ACES' Executive Director

Dear ACES Community:

In any given year August presents itself with the anxieties of the first day of school. In August 2020 with the COVID-19 pandemic, the reopening of schools will be wrought with heightened anxieties and questions we have not heard before. The intent of the ACES Reopening Plan is to answer questions students, parents, staff members and members of the general public may have regarding safety and security.

Our recent surveys of families and staff show similar results with 35% of 687 students not returning for in person instruction in grades pk-8, while 24% of students in grades 9-12 will not be reporting to class in person. Among staff members 25% of staff members answered 'yes,' when asked if they or someone in their family has a chronic health condition and or were over age 65. The high number of students not returning to in person instruction leaves us with the creation of two systems to educate our students, one in person in each school and another using distance learning options.

To complicate matters the situation remains fluid, with new information evolving all of the time which may require us to adjust plans. Those who will be learning in-person may do so as long as health data indicators and consultation with health officials enables us to provide such in person instruction. We will be using a green light, yellow light, red light system to indicate the status we are in at any given time. Think of traffic lights: green means full in person instruction; yellow means caution with a move to the hybrid model; and red indicates that all students will be taught remotely. If the health data should change for the better or the worse, the light indicator will also change throughout the school year.

The Reopening Plan that follows has numerous subsections that are designed to provide you with clarity about different aspects of schooling in the 2020-2021 school year. Several things will remain the same, and several things will differ from prior years. Still more things are unknown at this time.

What will be the same?

1. ACES remains dedicated to your health and safety.
2. Equity and access are hallmarks of the ACES' tradition. Accordingly, nobody will go without opportunities for learning due to inaccessibility to technology.
3. Food service programming for breakfast and lunch will continue throughout the 2020-2021 school year regardless if school is held in person or via distance learning.
4. As with all information that has become known during this pandemic, information is fluid and changes rapidly. Expect the same to happen in the coming year as well as the sweeping changes that may occur with new information.
5. ACES will abide by all laws of Connecticut and follow directives of the Governor and State Department of Education.
6. ACES will follow CDC guidelines and protocols to reduce and mitigate infection.
7. We will still conduct fire and safety drills, though administrators may modify them based on building needs.
8. Periodic communications will be shared to provide updates.
9. Social Distancing will be maintained as feasible.
10. Staff are required to wear face masks.

What will be different?

1. Some staff members will work from schools, others will work from home.
2. The school year will have 177 days for students.
3. Each school and program will have a soft opening for three days to allow for training of staff and students in distancing and health protocols.
4. ACES will house a health clinic office called HealthStat which will be free to all ACES' employees. Appointments may be made with an RN who has direct access to a physician on video for all matters of health concern, from COVID testing to diagnosis of colds, flu, and other common illnesses, to access to prescriptions and lab testing.
5. Calendars of schools may change based on evolving health data.
6. Data Specialists and Contact Tracers will work to track infections and their rates and people who may have come in contact with infected individuals.

What do we not know right now?

1. When an immunization is available is unknown.
2. A second wave of higher infection rates in Connecticut is unknown, and may or may not happen.
3. Will the green light remain throughout the school year? We do not know the answer to that question at this time.

While so much may change, know that we will be communicating through various media the status of the situation. We are looking forward to seeing you with the reopening.

Sincerely

Thomas Danehy, Ed.D.

Executive Director

REOPENING COMMITTEE MEMBERS

Leslie	Abbatiello	ACES Administrator's Association President	ECA Principal
Melisa	Alers	Liaison	Open Choice Program
Rosemarie	Arma	Director	Director of Transportation
Meg	Birmingham	Lead Nurse	Nursing Supervisor
Cheryl	Calabrese	Interim President ACES Teacher Education Association	Art Teacher
Steve	Cook	Director	Director of Human Resources
Gene	Crocco	Work Service Coordinator	Whitney Academy Manufacturing Coordinator
Tom	Danehy	Executive Director	Executive Director
Tim	Gunn	Director	Director of Facilities
Jason	Hiruo	Director	Director of Security
Tim	Howes	Deputy Executive Director	Deputy Executive Director
Christopher	Holland	Behavioral Technician President	Behavior Technician
William	Jacobs	Past President Teachers' Union	Teacher
Bryan	Markiewicz	Principal	Whitney High School North
Emily	Freel	ACES Administrator's Association Vice President	Director of Professional Development
Eric	Protulis	Director	Director of Special Education
William	Rice	Assistant Executive Director	Assistant Executive Director Schools
Vicki	Rose	Assistant Principal	Assistant Principal TEMS
Evelyn	Rossetti-Ryan	Director	Director of Outreach and ACCESS
Olga	Simoes	Director	Director of Fiscal Services
Lisa	Simone	Principal	Regions Principal
Todd	Solli	Principal	WIMS Principal
Maggie	Stevens	Education Specialist	English Learners
Ginny	Tagliatela	Principal	Village Principal
Kathleen	Vitagliano	CSEA President	TAD

SECTION LEADERS 1.2.01
Priorities: Fall Reopening Model & Temporarily Choosing Not to Participate

ACES Schools will plan to have all students attend school in the fall. ACES schools will follow all distancing guidelines to the greatest extent possible as well as all the guidelines for health, safety & hygiene, facilities, and PPE. ACES has identified monitoring plans for staff and students, as well as containment plans in the event a student or staff member presents with any symptoms identified by the CDC during the school day. (see ACES COVID 19 Health and Safety Protocols 6-25-20). (See Appendix D)

ACES Recovery Learning Committee will provide support to the building-based Recovery Learning teams. These teams will review data for priority skills across all students and establish assessment timelines for review and determination of learning recovery services. The priority, upon schools reopening, will be building confidence and successful experiences for all students to engage in learning.

Each school/program has developed individual plans in case conditions change and we need to implement a hybrid or remote model.

Plan:

ACES has sent out a survey to parents in the summer of 2020 (see survey questions below) to determine the approximate percentage of families who may temporarily choose not to participate in full-time in-person instruction. This percentage will allow ACES to anticipate where resources may need to be allocated to support in-person and distance learning simultaneously.

In the event the numbers are high enough to enable the redistribution of existing staff; ACES will do so.

In the event the numbers are small, ACES schools will need additional resources to hire full-time staff to plan and implement distance learning programming.

SECTION LEADERS 1.2.02
Priorities: School Liaison, Communications Plans, and Data Collection

Communications Personnel and Health Expert follow DDS template for sample.

School Liaison: William Rice, Assistant Executive Director for Schools.

ParentSquare will be used as a medium to communicate with parents, students, and staff. See table in Communications Plan (See Appendix A) regarding frequency of communication.

Website and Social Media: Social media platforms as well as our website will be utilized to communicate with staff, students and families.

The following survey was used to collect data on the number of students returning to school.

The purpose of this form is to help us better plan for the upcoming school year. It should be completed by parents and guardians of students enrolled in ACES schools.

If you have multiple students enrolled in ACES schools, please submit separate entries for each student.

My student attends (drop down)

- ACES at Mead
- Center for Autism Spectrum and Developmental Disorders

- Educational Center for the Arts
- Mill Academy
- Mill Elementary
- Thomas Edison
- Village
- Whitney Academy
- Whitney High School North
- Wintergreen

Please select one of the following (check any that apply)

- My child has an IEP
- My child has a Section 504 Plan
- My child receives ELL services
- None of the above

Is there any reason your student cannot wear a mask/face covering at school (choice)

- Yes
- No
- If "Yes," please explain (paragraph)

If in-person learning resumes in the fall, will you send your student to school? (choice)

- Yes
- No
- If "No," please explain (paragraph)

If you could choose either in-person school or remote school in the fall, which would you choose for your student? (choice)

- In person
- Remote
- Please explain (paragraph)

As of today, transportation to/from school will be provided, as usual. Will your student take the school bus? (choice)

- Yes
- No
- If "No," please explain (paragraph)

Does your student have reliable internet access? (choice)

- Yes
- No

Does your student have access to a tablet, laptop or computer? (choice)

- Yes
- No

Will your student have someone at home to support them with distance learning? (choice)

- Yes
- No

What else would you like to share?

- Paragraph

So we can follow up with you as needed, please provide:

Your student's name

Your name

Your preferred way of being contacted (phone, email)

Contact Tracing Form
Case investigation and contact tracing, a core disease control measure employed by local and state health department personnel for decades, is a key strategy for preventing further spread of COVID-19. To comply with COVID-19 protocols we must scale up and train our staff and students to work collaboratively across the agency to stop the transmission of COVID-19. We have created a Contact Tracing Form (See Appendix B) in the event that contact tracing is warranted. Personnel assigned to this function will perform these job duties and share information with the Data Specialist. The number of Contact Tracers may need to change based on the infection rate.

SECTION LEADERS 1.2.03
Operations: Facilities

Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout.

ACES is committed to implementing social distancing recommendations throughout its facilities.

ACES is committed to utilizing all available space, such as café, gym, and outdoor space as appropriate.

ACES will maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction.

ACES is committed to maximizing the space between the school staff and students. In situations where the distance cannot be maintained ACES will provide face shields in addition to the face masks.

ACES will ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population.

ACES is committed to ensuring that it has posted signage that advises students & staff on the necessary precautions to take to help stop the transmission of COVID-19. (see Appendix A).

Passing in hallways shall be timed appropriately and markings shall be affixed to the floor to minimize contact among people.

Restroom access shall be marked with signage.

ACES will identify the training needs of staff related to health and safety protocols; perform such training prior to the first day of classes.

ACES is committed to providing staff with training as it pertains to the health and safety protocols prior to their return to the building. ACES will have three days of training for students and staff members to acclimate them to the school community and the host of protocols with keeping people safe and healthy.

ACES will plan an in-person or online training that includes social distancing; cleaning protocols; and hygiene practices.

ACES will require attendance by all students and staff and make available to families who are interested. Consider repeating this training during the first months that school reopens, and as needed for substitutes and staff who join the agency during the course of the school year.

ACES is committed to providing and make available training in-person on the three opening days of the school year and online as it pertains to social distancing, cleaning protocols, and hygiene practices for all stakeholders. All staff will be required to view the following video that addresses these practices. Video training is in this link: https://www.dropbox.com/s/zuqzqwnq0p3el13/zoom_0.mp4?dl=0

Signage will be used to post building rules and languages will be used as needed by population served.

Ensure training is provided to substitutes or others who may enter the school outside of the first day or typical calendar start.

Cleaning standards shall be posted and followed including products used and frequency.

Air filters shall be used to improve ventilation.

SECTION LEADERS 1.2.04
Operations: Daily Operations

ACES schools will implement a cohort strategy in grades K-PG where feasible to minimize cross-contamination and simplify tracing in the event of an incident. Due to the significant differences in ACES specialized schools, each school will develop an internal plan on how they will address this strategy (See Appendix C and F)

SECTION LEADERS 1.2.05
Operations: Child Nutrition

Classroom Delivery

The traditional classroom model is providing meal service delivered to students in the classroom. From the initial CDC guidance, we anticipate this option in order to maintain social distancing, keeping students at their desks and rotating teachers around classrooms where necessary. We know delivery to classrooms will likely be the costliest service model of the options. There will be significant investments in equipment needed for transportation from the cafeteria to the classrooms; some discussions to be had on additional staffing requirements to support those classroom deliveries.

Equipment and Packaging Recommendations

Mobile carts aid in organization and transportation of meals from the cafeterias to classrooms. We will be delivering meals in mobile carts to the classrooms.

Packaging

Cold sandwiches, wraps, hoagies and subs

We will be packaging student meals to be delivered to the classroom

Menu Strategy

The menu strategy for the classroom model begins with a focus on providing students both convenience and variety. A key consideration here will be on packaging food for delivery that minimizes exposure and contact. Using the appropriate delivery carts, heated transport and mobile cooling equipment, this curated menu will consist primarily of prepackaged and reimbursable meal components available for students to enjoy.

Training and Compliance

The classroom meal service solution allows reimbursable meals to be prepared in the school kitchen and delivered directly to students in their classrooms. This service allows students to enjoy meals in smaller groups and is a modeled through Breakfast in the Classroom (BIC) programs.

Classroom Delivery

1. **Training** - Foodservice associates will benefit from training on safety and sanitation procedures for COVID-19, as well as refreshers on offer vs. serve, production records and allergen management. Teachers will need training on how to accurately complete the daily student roster for reimbursable meals and how to successfully implement offer vs. serve, recognizing reimbursable meals, rules for how to handle leftover food, and how to manage food allergies in the classroom.

2. **Offer vs. Serve (OVS)** - Offer vs. Serve is an option for this meal service model. While OVS would help reduce food cost, serve-style service that may include unitized meals are a best practice for serving in the classroom. Unitized meals reduce the administrative burden on teachers to correctly identify reimbursable meals leading to counting and claiming errors. Classroom service typically involves self-service of certain

items such as milk, fruit and possibly entrees from insulated bags. However, this is not likely to be permitted due to concerns about students touching more than one item. If this level of service is allowed, we will plan to offer only items that have been individually wrapped and consider the impact this would have on labor. Classroom service typically involves leftover foods not selected by students. If these items were held at proper temperature, they could be returned to the kitchen for use in a future meal.

3. **Allergen Management** - A customized meal is required for students who need special diets. The designated foodservice associate will safely prepare and package each meal for students with food allergies or medical conditions in the main kitchen according to the Food Allergy and Medical Conditions Protocol. The cafeteria manager should ensure any special meals are properly labeled with the student's name and delivered to the correct classroom. Some schools may choose to have the student(s) with food allergies or special dietary needs pick up their meals from the cafeteria rather than those meals being placed into a cooler with other meals, where there is a risk of cross contamination. This option will be possible if the classroom teacher during the meal period has a list of students who need special meals, the school allows students to move through the school independently, and the school has confidence that they will practice social distancing.

4. **Other Considerations** – Our schools will be entirely on the CEP Program and classroom meal service will be completely cashless and traditionally offered at schools where all students are offered the meal at no cost. Implementing a student preordering system will help to limit waste by reducing the amount of potentially unselected foods sent to the classroom.

SECTION LEADERS 1.2.06
Operations: Transportation

Low Transmission Risk

Plan to operate at full capacity or close to while maximizing health and safety protocols, as well as considerations outlined in the plan.

Survey families to determine anticipated number of students that will require transportation. If attending, the survey should also include:

- consent by the parent/guardian for the student to have a temperature scan prior to entering the vehicle to avoid possible exposure
- acknowledge face mask must be in place prior to entering the vehicle and remain on throughout the ride
- ZERO tolerance policy- unless exempt, if student refuses to wear a mask transportation will not be provided

Encourage families to transport students if possible. Offer alternate entrance/exit and staggered arrival and dismissal time if can be supported by the program.

Data collected will be used to coordinate the logistics of routes, vehicle flow, and decrease student density in vehicles when possible.

Partner with program Administrators to create specific arrival and departure entrance/exit separate from outside transportation providers to decrease vehicle congestion when loading and unloading students.

Provide and reinforce COVID-19 focused training for drivers/monitors.

Recognizing symptoms of COVID-19:

- If a student is observed presenting COVID-19 symptoms prior to entering the vehicle, transportation will not be provided
- Contact dispatch immediately and program point person and parent will be notified

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- If student becomes ill during the school day, the parent/guardian will be responsible to transport the student home
- If the parent/guardian cannot provide alternate transportation for the student, a third party (COVID-19 Certified Transporter) will be called upon to transport the student

Sanitizing vehicles after each use and provide a thorough cleaning and sanitizing at the end of the day

- Vehicles will be equipped with the appropriate amount of PPE, disposable trash bag, and approved disinfectant spray.
- The driver will be responsible to sanitize the vehicle after each use with provided disinfectant
- At the end of the day the vehicles will be vacuumed, cleaned and sanitized by designated transportation staff
- Monitor will be present on the vehicle for the younger student population (K-2) at the beginning of the school year to manage:
- Temperature scans
- Use of masks/face coverings by students
- Providing masks to students who do not have one as long as the student is able to use it without assistance
- Loading from back to front/Unloading from front to back
- Secure seatbelts/car seats when needed
- Students from same household may sit together
- Students will not be permitted to change seats during transport
- Field trips will be prohibited during the fall semester
- 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.

ZERO Tolerance Policy
- Unless the student is exempt from wearing a mask in which case prior notification must be communicated to transportation and will be noted for driver/monitor clarity
- Communicate to families/students prior to the start of school
  1. Transportation will not be provided if the student does not have his or her own mask or an agency issued mask, or who refuses to wear a face mask/covering prior to entering the vehicle
  2. If the student removes the face mask/covering during transport and refuses to place it back on his/her face, the student will be returned home
  3. Directives will be communicated to the students by the monitor/driver and any violations will be immediately reported to dispatch via two way radio
  4. Dispatch will contact the parent/guardian to communicate the return of the student to the home then contact the program point person
  5. An incident report will be completed and filed upon arrival

2. Passengers should 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.

    1. Dispatchers will coordinate routes based on loading/unloading criteria
    2. Drivers must follow the route as documented without modification
    3. Monitor/driver will provide directives to students upon entry/exit of the vehicle
    4. To ensure the same group of students are on both the am and pm runs, both pick up and drop off locations must be the same

SECTION LEADERS 1.2.07
Health Practices and Protocols: Reporting Illnesses and Addressing Vulnerable Populations

Content of all Covid related instruction will include consistent messages, which we will customize for each school to reach various ages and developmental levels. Information shared will be consistent with CDC, DPH, and OSHA guidelines, and modified as new information becomes available.

Employees who have been exposed to COVID-19 before returning to work must report such exposure to the school nurse within 24 hours of knowledge of such exposure.

Employees who have tested positive for COVID-19 or who were sent home due to COVID-19 symptoms, must present a negative COVID-19 test result prior to re-entry to work.

Delivery method:

Information will be shared across a variety of platforms, including videos, Parent Square, ACES website, text documents, and in-person, with signs posted to reinforce key messages. Practice sessions will be held as appropriate to reinforce learning at the start of the school year.

Timing:

- Prior to return to school First Day(s) – instruction and practice
- Periodic Refreshers
- Updates as information changes

Supplies:

Maintain a central supply with bulk ordering and inventory. Individual schools/programs will use (School Dude) ordering system to secure PPE and ensure continuous 3-week supply in each school.

SECTION LEADERS 1.2.08
Health Practices and Protocols: Social Distancing

ACES schools will reorganize instructional spaces to maximize social distancing between individuals to the greatest extent possible to reduce the transmission of the virus, consistent with public health guidelines at the time. Due to the significant differences in ACES specialized schools, each school will develop an internal plan on how they will address this strategy.

During recess and physical education, supervisors or teachers shall arrange for distancing activities appropriate for age and grade of students.

SECTION LEADERS 1.2.09
Health Practices and Protocols: Use of Face Coverings, Masks, and Face Shields

Adopt policies requiring use of face coverings for all students and staff when they are inside the school building, with certain exceptions listed below.

Staff are required to wear face masks while working unless staff member is alone in a room.

Staff involved in activities with close proximity to students such as related services, feeding/swallowing, OT, PT, speech and language, and behavior therapy shall use agency provided PPE and observe physical contact standards.

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. A medical excuse shall be required in writing from the employee's physician in these cases. (See Appendix E)

For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required.

ACES is committed to adopting policies that will require use of face coverings for all students and staff when they are inside the school building allowing for certain exceptions per the CDC guidance.

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

ACES is committed to providing face coverings to all stakeholders who do not have one.

Visitors and third parties must wear face masks in ACES buildings.

SECTION LEADERS 1.2.10
Health Monitoring Plan: Planning and Distribution of Information

Educate staff and students about self-reporting and medically cleared to return to school Covid related signs and symptoms, and their responsibility for following these protocols for staying home when sick.

- Establish culture of staying home when sick.
- Students and staff who feel ill must report to the nurse's office.
- If students or staff are sent home from school due to COVID-related symptoms, they may return to school once a negative COVID test result is submitted to the school nurse.
- Inform staff of individual accountability as well as consequences of knowingly violating these guidelines, including, if applicable, prosecution as prescribed by ordinance.
- Inform staff of guidelines for return to school after symptoms or illness.
- Create and post a decision tree for management and response to COVID symptoms.
- Develop processes that maintain individual privacy as per HIPPA throughout all assessment, follow up, and tracking.
- Our Implementation Team is in process creating an onsite clinic. Our goal is to take a proactive approach in tackling all employee health issues, especially during the COVID pandemic – this means wellness initiatives and the best clinicians in the country to connect with our employees and encourage them to make healthy a priority. (See Appendix D)

SECTION LEADERS 1.2.11
Containment Plan

Covid Response Team:

Contact tracer-for primary and secondary contacts in school or transportation. Containment rooms shall be created and if used, supervision shall be provided at the direction of the principal. Data specialist to work with nursing department to track Covid cases and related absences

- Compliance Liaison/Health Coordinator
- Executive Director
- Assistant Executive Director/School Liaison
- Director of Security
- Medical Advisor (Dr. Ron Angoff)

ACES will comply with executive action in standards for assessing transmission risk and will consult with health officials.

Implement rapid communication system for immediate notification and collaboration for positive cases. Create Decision Tree for management of Covid symptoms/diagnosis incorporating:

- Signs/Symptoms from CDC, Testing recommendations or requirements, and guidelines for return to school.
- Explore possibility of onsite Covid testing, as methods and availability evolves, and consider how testing may be applied in the school setting.

- We have identified containment rooms in all our schools. When possible, close to dedicated bathroom and exit.
- We will make every effort to avoid having symptomatic students or staff walk through the building.
- We will identify person(s) in each school to supervise symptomatic student awaiting pickup.
- In keeping with social distancing measures, school visits are discouraged unless essential. If visitors enter school face masks are to be worn. Same rule applies to third party vendors.

SECTION LEADERS 1.2.12
Cancellation of Classes, Remote Learning, and Reopening Plans: Future Planning for Remote Blended Learning

See ACES COVID 19 Incident Protocols Final document pub. 6-25-20 (See Appendix D)

ACES schools will develop Continued Education Plans that will describe blended learning procedures upon cancellation of in-school classes for students and families. The plans that will incorporate the feedback from faculty, staff, families, and students gathered from March 2020 – June 2020.

Due to the significant differences in ACES specialized schools, each school will develop an internal plan on how they will address this strategy.

SECTION LEADERS 1.2.13
Academics: Special Education

ACES will comply with the requirements under the IDEA for provision of a free and appropriate education (FAPE) in the Least Restrictive Environment, to the greatest extent possible in light of the unique circumstances of each child with an educational disability.

Program and service decisions will be based on the individual needs of a student rather than based on the disability category.

Per Adapt, Advance, Achieve (p. 33), "Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services."

And, also from p. 33, "If students with disabilities are unable to access the reopening plan as designed, [ACES will] facilitate individualized and alternative means of re-entry based upon student need, present levels of functioning, developmental levels, and student/parent input. [ACES will] consider blended learning schedules if needed."

The use of masks and face coverings will be implemented consistent with the most current CDC guidance. Individualized plans will be developed for students who require such plans to address needs such as removal of masks for services.

Due to the significant differences in ACES specialized schools, each school will develop an internal plan on how they will address this strategy.

SECTION LEADERS 1.2.14
Academics: English Learners (ELs)

All English learners enrolled in ACES schools and programs receive Tier I English language development support as mandated by federal law through the following programs:

- ESOL services through pull-out programming in person. The time in ESOL is based on the English language proficiency levels (i.e., more hours of support instruction for students at lower levels of proficiency) by a certified teacher at Wintergreen Interdistrict Magnet School and Thomas Edison Middle School.
- Bilingual support services through pull-out programming in person and support for classroom teachers at Wintergreen Interdistrict Magnet School and Thomas Edison Magnet School by a bilingual certified teacher for all students in the bilingual program.
- Sheltered instruction support by a certified teacher in all schools and programs with training on second language acquisition, CELP Standards, and research-based strategies to support English learners delivered by a certified ESOL teacher coordinator and professional learning specialist.

In the needed instances of distance learning, the certified TESOL teachers will create a Google Classroom and live sessions virtually to continue to provide ESOL and bilingual instruction in addition to all identified English learners. The frequency of live lessons is dependent on the English language proficiency levels of the students. In addition to ESOL/bilingual services, the TESOL teachers provide support to content area instruction.

According to ESSA and state guidelines, all students who newly enroll in ACES schools will be screened by the Home Language Survey and assessed for English proficiency using the LAS Links Placement Assessment or Pre-LAS Assessment. ACES schools will verify EL status through reviewing EdSight to determine previous screening before conducting the screening assessment, in accordance with state guidance. In the event that schools are in distance learning, students for whose Home Language Survey indicates a language other than English will be considered an English learner until an assessment can be conducted in person or status can be verified through EdSight, in accordance with state guidance.

Translation for families is provided in a manner that gives all families requesting access to translated materials or interpretation support in the native language. These services are primarily provided by ACES Translation Services.

ACES Translation Services will provide translation/interpretation services virtually and/or in-person (as necessary/as allowed) by:

- Translating written/computer generated documents/materials
- Provide virtual/in-person interpretation (as necessary/as allowed) to schools/families for meetings, conferences, ppt's/504's
- develop a partnership with parents/guardians of ELL students that provides for two-way communication that fosters educational support for these students and their parents
- Communicate information to limited English proficient parents in a language they can understand about school information, programs, notices etc.
- Work directly with school staff to accurately communicate information to families

Students with dual identification for special education services and English learner services still receive ESOL and/or bilingual support services through the above programs. A certified ESOL teacher coordinator and professional learning specialist provides training to teachers developing IEPs or 504 Plans to be inclusive and reflective of the needs of dually identified students to ensure (1) impacts of language acquisition on performance, (2) appropriate designated supports for state mandated standardized assessments, and (3) suggested supports for learning and assessment.

SECTION LEADERS 1.2.15
Family and Student Engagement: Family Support and Communication

ACES will curate videos developed by the CDC that will help parents and students understand health and hygiene, face coverings, and distancing protocols.

Videos provided by Connecticut Department of Education: Professional Support Series for Families

Family Tips Providing Social and Emotional Support to Children During COVID-19

The Three Rs of Learning from Home: Tips for Stressed-out Families

Student Voices: Distant Learning During COVID

Distant Learning For Preschool For Families (Great tips for K-2)

ACES will develop videos about face coverings, cohort integrity, and school procedures.

ACES will create a playlist from the videos above.

ACES schools will organize in-person (with virtual access) back to school programs for families prior to the start of school and use the playlist to support understanding.

ACES schools will send out newsletters to families with updates weekly. The newsletter will also solicit feedback from families by prompting them to fill out the contact us form.

Each ACES school will have a contact us page on their webpage that will allow families to provide feedback. The contact us page will have a dropdown that will enable a person to direct their feedback to health, safety, facilities, academics, or general. The question or comment will go to the school administrator and to Meg Birmingham for Health, Jason Hiruo for Safety, Tim Gunn for Facilities and William Rice for Academic/General.

ACES school reopening plans will be posted on the aces.org webpage.

SECTION LEADERS 1.2.16
Family and Student Engagement: Social-Emotional Learning (SEL) and Mental Health

In alignment with the principles identified by CASEL, ACES will prioritize the following:

Creating emotionally and physically safe, supportive, and engaging learning environments that promote all students' social and emotional development.

Using data as an opportunity to deepen relationships and continuously improve support for students, families, and staff.

ACES Re-Opening Committees have identified and shared a library of Social Emotional Learning resources that each program/school can utilize. SEL Resource Link. Part of the documents created include the following: Orientation for students, Orientation for Parents, Guidelines for Expectations.

https://drive.google.com/file/d/1sZAfvVr6lDeaLKdD-FpWQ9ysNfUUBPli/view?usp=sharing

As part of students returning to school, our schools will prioritize activities that emphasize successful experiences for students and re-establishing positive adult relationships with every child.

SECTION LEADERS 1.2.17
Family and Student Engagement: After-school Programming

ACES Schools will follow the guidance in the Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together in our response to after school programming. All athletic activities will follow the guidance from the CIAC. In keeping with the CSDE requirements regarding protective strategies for after school programming a green, yellow, and red tiered system will be established to assist ACES in decision making for after school parent conferences, community events, student programming, and after care. These requirements will follow state

reopening measures, as well as on-site metrics to determine which status of the tiered system ACES is in at that given time.

ACES will provide education through three options as the year evolves:

1.   Green Light: A provision for in-school instruction for all students on a full-time basis, unless a family voluntarily opts into temporary remote learning;

2.   Yellow Light: A provision to provide both in-person and remote learning support options (hybrid) accessing instruction and curriculum online resulting in limited student population on school premises at any given time.

3.   Red Light: A provision for total remote learning to provide a strategy for the potential of future cancellation of school or a certain class requiring all students to access instruction and curriculum online for a period of time.

The options may change during the 2020-2021 school year based on health data and in consultation with local health officials.

SECTION LEADERS 1.2.18
Career and Technical Education

Students will be scheduled in the work center to meet the guidelines for spacing and to minimize any potential cross contamination.

Any equipment that is shared by students or staff must be cleaned and disinfected by the teacher, job coach, etc. prior to it being used by another student or staff member.

After each worker's use, Work Center table surfaces and chairs will be disinfected with a State approved disinfectant per health guidelines. There will be a mandatory 30 minute non use of these tables and chairs to ensure they are completely disinfected and safe to use for the next workers.

After each worker's use, all equipment and tools will be disinfected with a State approved disinfectant per health guidelines.

Students, clients and staff will wash/sanitize hands when entering or prior to exiting the work area.

Students, clients and staff will only use assigned tables, chairs and materials.

SECTION LEADERS 1.2.19
Staffing and Personnel: Certification and Personnel Planning

Utilizing adapted certification forms to ensure temporary/substitute staffing as needed (ED forms 174,175 and 177).

Flexibility of certification requirements to the extent allowed by the state.

Create and post distance teaching positions based on need of students not attending school in person. Positions will be based on skill and ability.

Following state guidelines and timeframes for hiring and fingerprinting.

ACES will follow statutes for contractual and other leave time requests. Emergency Paid Sick Leave Act (EPSLA) and Emergency Family and Medical Leave Expansion Act (EFMLEA) will be followed.

Based on feedback from an all ACES reopening schools survey, developing an opportunity for identified staff who reported wanting to speak/meet with Human Resources staff.

Provide clarity and post how to use leave time, based on contractual and statutory requirements.

Staff requesting medical accommodations must contact Steve Cook at scook@aces.org or Kevin Walton kwalton@aces.org or Nancy Sudhoff nsudhoff@aces.org to discuss their private matter and accommodation.

Employees who would like to submit a complaint and or seek investigation regarding reopening/health and safety measures must contact Nancy Sudhoff nsudhoff@aces.org or Kevin Walton kwalton@aces.org.

Post union contracts on the website on the Human Resources page.

Develop and post a FAQ sheet to answer staff questions.

We have been working diligently to structure an onsite medical program that will work with each employee to best personalize a clinic program and wellness model that fits the employees' needs. Our Implementation Team is in process creating an onsite clinic. Our goal is to take a proactive approach in tackling all employee health issues, especially during the Covid pandemic - this means wellness initiatives and the best clinicians in the country to connect with our employees and encourage them to make healthy a priority.

SECTION LEADERS 1.2.20
Staffing and Personnel: Professional Development

Provide professional development for staff prior to school reopening to be delivered in a hybrid model (in-person and online) regarding Covid 19 protocols and practices.

Provide training to support SEL including workshops and information about available resources.

Use outside resources and develop agency-specific teaching tools to reinforce and supplement all learning.

Provide ongoing refreshers and updates for all staff.

Create online forum for FAQs

Appendix A

ACES Communications Plan

ACES Communications Plan

Guidelines

- This is the novel coronavirus (COVID-19).

- Date (and possibly time) stamp every communication you disseminate. This is a rapidly evolving situation, and you will want your communications to reflect the time of information release.

- Health expert partners would like us to communicate information on what is currently known, as well as share ways to prevent the introduction/spread of COVID-19 (think: handwashing, cough etiquette, distancing, staying home when sick, sanitizing).

- We will collaborate and coordinate with our state and local health departments on these efforts.

- The Centers for Disease Control and Prevention use the term "self isolate" rather than "quarantine."

- Employees <u>must</u> be informed first followed by external stakeholders (families, students, clients). Employees may receive inquiries and providing them with a script and guidance will help in ensuring consistent information and to dispel rumors.

- Leverage all appropriate communications channels. The more ways we convey and repeat our message, the more opportunities we have to share accurate information.

- <u>Communications channels include</u> ParentSquare, email, website (page and/or on-screen alert), and social media. It is recommended that we utilize our most popular social media channel Questions and issues regarding health guidelines and information should be sent to the on-site nurse coordinator at each building.

- Questions and issues regarding safety and security should be sent to safety@aces.org. reach the widest audience).

Key Messages

- Health and Safety First: ACES places our students, clients and staff health and safety above all else.

- Commitment to Our Mission: ACES remains committed to our mission: To enhance and transform lives through education, innovation, and leadership.

- We're Here for You: ACES Continues Supporting Our Families & Community: ACES continues to support our families, clients, staff and community, including with free meals, telehealth services, distance learning and other resources.

References

ACES Health & Safety Protocols, Summer 2020

Corona Awareness Icons
Centers for Disease Control and Prevention – including fact sheets, proper hand-washing posters, instructions:

    Flu Season v. Pandemic Infographic

    Interim Guidance for Administrators of US K-12 Schools and Child Care Programs

Countering Coronavirus Stigma and Racism: Tips for Teachers and Other Educators, National Association of School Psychologists

Just For Kids: A Comic Exploring The New Coronavirus

10 Questions Teachers Should Ask to Ensure Student Security and Wellness During

Mental health and psychosocial considerations during the COVID-19 outbreak World Health Organization

COVID-19 Fact Sheets, Multiple Languages, Health Literacy Project, Harvard Publishing

Resources for Staff: Taking Care of Yourself

Glossary of Key Terms

Coronavirus – A large family of viruses that are common in people and many different species of animals.

COVID-19 – Abbreviation for the coronavirus disease 2019, a disease caused be a novel (or new) coronavirus that has not previously been seen in humans.

Social Distancing – Measures intended to limit the movement of people in order to interrupt the transmission of infectious, contagious diseases.

Isolation – Separation of people with a contagious disease from people who are not sick.

Quarantine – Separation and restriction of movement of people who were exposed to a contagious disease to see if they become sick and prevent others from being exposed.

Community Spread – When people have been infected with the virus in an area including some are not sure how or where they became infected.

Epidemic – Affecting or tending to affect a disproportionately large number of individuals within a population, community or region at the same time.

Morbidity – Refers to having a disease or symptom of a disease or to the amount of disease within a community.

Co-Morbidity – Is the presence of one or more conditions, occurring with a primary condition.

Multi-Morbidity – Is the presence of more than one chronic condition in a person.

Pandemic – Occurring over a wide geographic area and affecting an exceptionally high proportion of the population.
Presumptive Positive - Individuals with at least one respiratory specimen that tested positive for the virus that causes COVID-19 at a state or local laboratory.

Presumptive Positive – Individuals with at least one respiratory specimen that tested positive for the virus that csuses COVID-19 at state or local laboratory.

Sample Messages

External: Sample Media/ General Public Statements

Sample Message: All ACES Schools and Facilities Deep Cleaned

All ACES schools and facilities have been deep cleaned over Spring Break and are closed to all students and non-emergency personnel until the district reopens. All buildings are closed to outside rentals during this time.

Cold and Flu Season

Sample #1 –

The absolute safety, health, and well-being of our students and staff are of the utmost importance at all times. <ACES School/Program Name> is closely monitoring events surrounding the Coronavirus Disease 2019 (COVID-19). Currently, there are no confirmed cases in <ACES School/Program Name>. Please know that we will continue to monitor the situation and follow the recommendations of the Governor's Office and Health Department and the Centers for Disease Control regarding communicable disease protocols.

It is important to note that as we approach the regular cold and flu season. Local and federal health authorities indicate that the best ways to prevent the spread of COVID-19 are the same recommendations for preventing the spread of the flu virus. We encourage our families and community to all take preventative measures to minimize the spread of communicable diseases.

Sample #2

<ACES School/ Program Name> follows the guidance and expertise of national, state and local health officials to help protect our students and staff from all communicable diseases. The District is aware that the Centers for Disease Control and Prevention is monitoring an outbreak of respiratory illness caused by the Coronavirus Disease 2019 (COVID19). We can all take preventative measures to minimize the spread of communicable diseases. Local and federal health authorities indicate that the best ways to prevent the spread of the COVID-19 are the same recommendations for preventing the spread of the flu virus. Basic prevention guidelines against the flu and upper respiratory viruses include avoiding contact with people who are sick and washing hands often with soap and water for at least 20 seconds and using alcohol-based hand sanitizer if soap and water are not available.

Sample Message: Confirmed COVID-19 Case: Message to Families

Dear Families,

On <DATE>, <<ACES>> was notified by the …… that a <Name of School/Program> student/staff has a probable, presumptive case related to the coronavirus disease (COVID-19).

As a result of this identification, we will immediately close <Name of School/Program> as a precautionary measure against the transmission of the coronavirus. The school will remain closed until further notice.

The closures affect all programming at the school, including before and after-school activities, all athletic and extracurricular practices and competitions, and weekend events.

The coronavirus is thought to be spread via person-to-person contact through contaminated air droplets from coughing and sneezing by an infected person. As with controlling the spread of other viruses, we urge you to speak to your child about the following prevention measures:

- Wash your hands regularly, especially after using the restroom and before preparing or consuming food. Using soap and hot water, wash for about 20 seconds. Be sure to also wash your fingertips.

- Avoid coughing or sneezing into your hands or in the air. Always try to cough or sneeze into a tissue, then throw the tissue away. If you don't have a tissue, cough/sneeze into your arm.

- As much as you can, avoid touching your eyes, mouth and nose.

The symptoms of coronavirus are similar to the regular seasonal flu and include fever, lethargy, lack of appetite, and coughing. Some people with coronavirus have reported additional symptoms, such as a runny nose, sore throat, nausea, vomiting, and diarrhea. In some situations, the virus can develop into pneumonia. It is believed the seasonal flu vaccine does not provide protection against coronavirus.

Individuals who need medical care should call their medical providers to report their illness prior to seeking care at a clinic, physician's office, or hospital. Any students or staff members with a flu-like illness should stay at home for at least 24 hours fever-free without the use of fever-reducing medications and after all symptoms have disappeared.

Sincerely,

ACES Reopening
Communications Plan

June 16, 2020

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Classroom Cleaning & Climate Committee – Communications Subcommittee

Committee Member	ACES School/ Program	Communications Sub-Committee
Meg Birmingham	Nurse Coordinator	Communications Sub-Committee
Cherie Calabrese	Mill Academy & Mill Elementary	
Stephanie Nix	Whitney High School North	Communications Sub-Committee
Fred Oglseby, Co-Chair	Whitney High School North	
Cindy Ratchelous	Mill Elementary	
Evelyn Rossetti-Ryan	ACCESS & Outreach	Communications Sub-Committee
Lisa Simone, Co Chair	Regions	Communications Sub-Committee

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Preparing to Return ...

Purpose

The purpose of this plan is to inform and update staff, parents, clients and other stakeholders by:

- **Providing** timely information on ACES preparation for, incidence of, and response to COVID-19.

- **Communicating** visuals and frequent reminders of proactive steps to decrease fears, and promote prevention and containment of COVID-19.

- **Implementing** of State of CT and CDC's guidelines.

- **Supporting** Contingency Plans: Distance Learning, Telehealth, and 'Grab and Go' Meals.

- **Supporting** return to offices and schools (Fall 2020) elements.

- **Instilling and maintaining** staff and public confidence in ACES and reinforce confidence in the health care systems and their ability to respond to and manage a pandemic.

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Audiences

The Plan is divided to address two key audiences :

Internal:

ACES Governing Board
ACES Administrators
Office Personnel (e.g.., Administrative Assistants)
All ACES Staff
Union Presidents
Schools & Educational Programs
Service Divisions
Student Interns

External:

ACES Families, Students & Clients
ACES Districts
Community Partners & Job Sites
Other Stakeholders: Incl. Vendors, Funders, University Partners
Print & Broadcast Media

Each section includes resources and sample messages for the respective audiences.

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A Few Notes...

- This is the <u>novel</u> coronavirus (COVID-19). Remember to include the word <u>novel</u> in all of your communications.

- Date (and possibly time) stamp <u>every communication you disseminate.</u> This is a rapidly-evolving situation, and you will want your communications to reflect the time of information release.

- Health expert partners would like us to communicate information on what is currently known, as well as share ways to prevent the introduction/spread of COVID-19 (think: handwashing, cough etiquette, distancing, staying home when sick, sanitizing).

- We will collaborate and coordinate with our state and local health departments on these efforts.

- The Centers for Disease Control and Prevention use the term "<u>self isolate</u>" rather than "quarantine."

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Who, When, How

- Employees <u>must</u> be informed first followed by external stakeholders (families, students, clients). Employees may receive inquiries and providing them with a script and guidance will help in ensuring consistent information and to dispel rumors.

- Leverage all appropriate communications channels. The more ways we convey and repeat our message, the more opportunities we have to share accurate information.
  - <u>Communications channels include</u> ParentSquare, email, website (page and/or on-screen alert), and social media (N.B. It is recommended that we utilize our most popular social media channel to reach the widest audience).

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Four Fs of Crisis Communications

Fast - Be as fast as you can, but slow as you must.

Frequent - Post small updates that are easy to consume and keep the public well informed.

Factual - No assumptions. Only post facts and back up those facts with local partner resources.

Flexible - The only thing for certain is that the situation will change. Adapt your messaging to the situation. Foresee potential stumbling blocks and address with FAQ-type updates.

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Contacts

Questions and issues regarding health guidelines and information should be sent to the on-site nurse coordinator at each building.

Questions and issues regarding safety and security should be sent to safety@aces.org.

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Words To Know

Coronavirus – A large family of viruses that are common in people and many different species of animals.

COVID-19 – Abbreviation for the coronavirus disease 2019, a disease caused be a novel (or new) coronavirus that has not previously been seen in humans.

Social Distancing – Measures intended to limit the movement of people in order to interrupt the transmission of infectious, contagious diseases. •

Isolation – Separation of people with a contagious disease from people who are not sick.

Quarantine – Separation and restriction of movement of people who were exposed to a contagious disease to see if they become sick and prevent others from being exposed.

Community Spread – When people have been infected with the virus in an area including some are not sure how or where they became infected.

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Words To Know

Cohorting – Developing group of students who interact within their group but not with other cohorts.

Epidemic – Affecting or tending to affect a disproportionately large number of individuals within a population, community or region at the same time.

Morbidity – Refers to having a disease or symptom of a disease or to the amount of disease within a community.

Co-Morbidity – Is the presence of one or more conditions, occurring with a primary condition.

Multi-Morbidity – Is the presence of more than one chronic condition in a person.

Pandemic – Occurring over a wide geographic area and affecting an exceptionally high proportion of the population.

Presumptive Positive - Individuals with at least one respiratory specimen that tested positive for the virus that causes COVID-19 at a state or local laboratory.

Sources: U.S. Centers for Disease Control, Merriam-Webster's Unabridged Dictional

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Key Messages

- **Health and Safety First:** ACES places our students, clients and staff health and safety above all else.

- **Commitment to Our Mission:** ACES remains committed to our mission: To enhance and transform lives through education, innovation, and leadership.

- **We're Here for You:** ACES Continues Supporting Our Families & Community: ACES continues to support our families, clients, staff and community, including with free meals, telehealth services, distance learning and other resources.

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Key Concerns & Issues to be Addressed

Audience	Key Concern/ Issue	Message From:	Platform/ Media	Sample Docs & Resources
Internal - administrators & office personnel	Inform, educate staff on COVID-19 workplace guidelines, and social/emotional awareness to use in response to internal & external stakeholder questions/concerns; Visitor protocols, Create 2-way communication to identify concerns, ACES Pandemic Response Guidance, and additional guidance regarding crisis communications.	Tom Danehy, Steve Cook and Jason Hiruo	Email, Teleconference, ThoughtExchange, Pandemic Reponse Plan- Sharepoint File (Administration), Paycom, and Interfaces.	Pandemic Response Plan Guidance on Preparing Workplaces for COVID-19 Custodian Sample Messaging Bathroom Logs
Internal - All staff	Employee Health & Safety, COVID-19 workplace guidelines, visitor protocols, safety updates, updated operating procedures and social/emotional awareness. Telework options, training and information on returning to work.	Tom Danehy, Steve Cook; Reopening Cmte – Tim Gunn, Meg Birmingham, Jason Hiruo, Building Admins, Workers' Compensation Trust	Telework policy, email (memoranda), Paycom notifications and surveys, video message(s),ParentSquare, InterfACES, and online training videos.	Taking Care of Yourself, Resource for Staff Sample Video – Gratitude World Health Organization
Internal - schools & programs	Inform all school and program administrators on distance learning, grading, attendance, virtual events, school reopening, trauma informed and emotional well being strategies, scheduling, transportation, COVID-19	William Rice, Eric Protulis, Wanda Wagner, Tim Gunn, Building Admins; HR (Staff Handbook)	Teleconference, Email, InterfACES, Paycom notifications. and Staff Handbook.	Interim Guidance for Administrators of US K-12 Schools and Child Care Programs

Key Concerns & Issues to be Addressed

Audience	Key Concern/ Issue	Message From:	Platform/ Media	Sample Docs & Resources
External Students & Families	Precautions and Guidance, family support resources, Safety & Health protocols, cleanliness of schools; learning options – in person/ virtual – distance, staggered schedules – potential hardship with childcare, transportation concerns, wellness checks and overall support.	Administrator, Meg Birmingham, Eric Protulis, Communications (Elaine/ Melissa Karp; Tim Howes); William Rice, Tom Danehy	Email; Website; Videos, Parent - Student Handbook; ParentSquare; Videos; Signage/ Posters.	COVID-19 Fact Sheets, Multiple Languages, Health Literacy Project, Harvard Publishing Helping Children Cope with Change Resulting from COVID-19, National Association of School Psychologists 3 minute Fireside Chat with School Nurse 10 Questions Teachers Should Ask to Ensure Student Security and Wellness During
External – Community Partners; Job Sites	Updates on reopening status;	North: Fred Oglesby; Academy: Carolyn Nelson, Gene Crocco; ACCESS: Evelyn Rossetti-Ryan, Gene Crocco	Email; phone calls	Sample Doc -
External - Districts	Updates on reopening, Fulfilling contract requirements with modified schedules, distance learning	Tom Danehy, Tim Howes, William Rice	Email; Teleconference, Discuss – Zoom/In person;	Sample Doc -
External - Clients - Services	Updates on service delivery; virtual service delivery	Tim Howes and Service division	Email; Teleconference	Sample Doc -

Templates & Sample Messaging - Internal

- Sample Video Message

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Resources - Internal

- Resources for Reopening Committee
  - Guidance on Preparing Workplaces for COVID-19:
    https://www.osha.gov/Publications/OSHA3990.pdf

- Corona Awareness Icons
  - https://www.iconfinder.com/p/coronavirus-awareness-icons?ref=producthunt

- Centers for Disease Control and Prevention - fact sheets, proper hand-washing posters, instructions on
  - Flu Season v. Pandemic Infographic
    https://:.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidancewww.cdc.gov/flu/resource-center/freeresources/graphics/seasonal-vs-pandemic-flu-infographic.htm
  - Interim Guidance for Administrators of US K-12 Schools and Child Care Programs
    https-for-schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fspecific-groups%2Fguidance-for-schools.html

- Mental health and psychosocial considerations during the COVID-19 outbreak World Health Organization:
  - https://www.who.int/docs/default-source/coronaviruse/mental-health-considerations.pdf?sfvrsn=6d3578af_2

- Resources for Staff
  - Taking Care of Yourself:

    https://www.nctsn.org/sites/default/files/resources/fact-sheet/taking_care_of_yourself.pdf

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3 Minute
Fireside Chat with
Nurse Boyer-Chu :

Use...

bit.ly/3MinuteChat

Spring Semester 2020

George Washington High School, SFUSD

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Sample Messaging - External

- Sample Video Message: Back to School

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Resources - External

- COVID-19 Fact Sheets, Multiple Languages, Health Literacy Project, Harvard Publishing
  - https://covid19healthliteracyproject.com/?fbclid=IwAR1sKMW5v-fdO8kTHiFt5VSRtQUxABPzNquxYMJwlqvrpz9gbMuNFWRXG1w#languages

- Mental health and psychosocial considerations during the COVID-19 outbreak World Health Organization:
  - https://www.who.int/docs/default-source/coronaviruse/mental-health-considerations.pdf?sfvrsn=6d3578af 2

- Helping Children Cope with Change Resulting from COVID-19, National Association of School Psychologists
  - https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-children-cope-with-changes-resulting-from-covid-19

- Centers for Disease Control and Prevention - fact sheets, proper hand-washing posters, instructions on
  - Flu Season v. Pandemic Infographic
    https://www.cdc.gov/flu/resource-center/freeresources/graphics/seasonal-vs-pandemic-flu-infographic.htm
  - Interim Guidance for Administrators of US K-12 Schools and Child Care Programs
    https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fspecific-groups%2Fguidance-for-schools.html

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Resources - External

- Countering Coronavirus Stigma and Racism: Tips for Teachers and Other Educators, National Association of School Psychologists
  - https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/countering-coronavirus-stigma-and-racism-tips-for-teachers-and-other-educators

- Just For Kids: A Comic Exploring The New Coronavirus
  - https://www.npr.org/sections/goatsandsoda/2020/02/28/809580453/just-for-kids-a-comic-exploring-the-new-coronavirus

- 10 Questions Teachers Should Ask to Ensure Student Security and Wellness During
  - https://www.raiseyourhandtexas.org/rising-to-the-challenge/student-safety-ten-questions-every-teacher-should-be-asking-now/?utm_medium=email&utm_campaign=10%20Questions%20Every%20Teacher%20Sh ould%20Be%20Asking%20Now&utm_content=10%20Questions%20Every%20Teacher%20 Should%20Be%20Asking%20Now+CID_1aa049c79bf517cb2d784681cbb7ed24&utm_sour ce=Email&utm_term=READ%20MORE

- Corona Awareness Icons
  - https://www.iconfinder.com/p/coronavirus-awareness-icons?ref=producthunt

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Remember...

Our words have the power to comfort, strengthen and direct.
Choose them wisely.

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COMMUNICATION RESOURCE LINKS

Communication Outlets	ELC	School/Program Website-Admin. Control	Parent Square	Social Media (Facebook)	Email	PD	InterFace	Community Plan	Links
Social Emotional Resources		X Disseminated by Admin.			X	X		X	SER
Wellness Resources		X	X	X	X	X	X	X	WR
Social Awareness Resources		X Disseminated by Admin.	X	X	X	X	X	X	SAR
Trauma Informed Resources		X Disseminated by Admin.			X	X	X	X	TIR
Social Distancing Resources		X Disseminated by Admin.	X	X	X	X	X	X	SD
Tele Therapy Resources		X Disseminated by Admin.	X	X	X	X	X	X	TT
Welcome Back Videos		X	X	X	X	X	X	X	Sample Nursing Video
PPE and Safety & Health Protocols Resources		X	X	X	X	X	X	X	PSHP
Cleaning Protocols		X	X	X	X	X	X	X	(Links)
COVID-19 Workplace Guidelines		X			X	X	X	X	• COVID Guides • Sign In • Tracking
Teaching and Learning		X Disseminated by Admin.	X	X	X	X	X	X	(Links)
ACES Pandemic Response	X	X Admin Control						X	APR
Human Resources					X	X	X	X	Self-Care
Sample Messages	X	X Disseminated by Admin.							• Admin Samples • Custodial Samples • COVID + Samples

Appendix B

ACES Contact Tracing Form

CONTACT TRACING FORM
Updated 6.30.20

Name: _____

Please document any contacts this individual has with others including time spent with visitors, during community outings and visiting other locations. This should be completed any time the individual has contact with others outside of those who live and work in their immediate home. Contact is defined as a general proximity of less 6-feet for more than 15 minutes of time.

This form is intended to capture interactions with others and their contact information in the case that contact tracing is warranted.

Date/Time	Activity	Location/Address	Name of contact/Cell phone number

Appendix C

ACES Reopening Protocols Summary
Supplement

ACES Reopening Protocols Supplement

The health and safety of students, administrators, and faculty have been and continues to be the highest priority and concern at ACES.

The following is a summary of protocols for reference. Please reference the ACES Reopening – Communication Plan for addition detailed information.

Entering the Facility:

- Visitors entering an ACES school will be limited. Parent and PPT meetings are strongly encouraged to be held virtually but may be in –person on a case-by-case basis. In-person meetings that may be essential will be scheduled by appointment through the main office.
- Visitation will be by appointment only unless there is an emergent situation (Appointments can be made by contacting the main office of the school.)
- Unless there is a medical issue that prevents someone from wearing a mask, all persons within a facility are required to wear a face covering.
- Parents/Guardians will have access to specified areas for pick-up and drop-off of students.
- If an in-person meeting is needed, parents/guardians must make an appointment and follow the visitation protocols of the school, which will consist of a temperature check and a screening questionnaire. Parents/Guardians will be required to sign in at the main office and wait to be directed by school personnel.
- Deliveries are to be left on the loading dock and brought into the building by ACES staff.
- Repair workers are to sign in at the office, report to the custodian and must wear the appropriate PPE.
- All non-building staff must sign in at the main office and complete the COVID 19 tracing log sheet. This includes other ACES staff members & parents.
- All people entering the building must have their temperature taken and follow the school's process for temperature screening. If their temperature is 100 degrees or above, they will be asked to leave the building immediately.
- Students entering the building must be wearing a face covering and stand as far apart as possible within reason. Student's temperatures will be taken before they enter their classrooms. (Parents are reminded to check their child's temperature before sending the student to the bus stop or bringing them to school, and to keep students at home to access distance learning if they exhibit symptoms.)
- If a possible COVID 19 situation arises, staff must contact the administrator and the nurse.
  - Symptoms or situations to be aware of include:
  - has the person had close exposure with someone or is the person experiencing any of the following symptoms:
    - 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.
    - The person has had close exposure to anyone who has tested positive for COVID-19 or traveled to a high exposure area.

Within the Facility:

- Staff/Students will wash hands with soap and water for 20-30 seconds as often as required.
- Staff/Students will wear a face covering at all times when staff or students are moving throughout the school building, or in places where social distancing cannot be maintained unless there is a documented exemption. Per CDC guidance, masks should not be required for those who have documented trouble breathing; or anyone who is unconscious, incapacitated, or otherwise unable to remove the mask without assistance; or for anyone who has a medically documented reason making it unsafe to wear a face covering.
- All ACES schools will provide a mask to any student or staff member who does not have one.
- All ACES schools will have a protocol to provide "mask breaks" during the day to support staff and student needs.
- Signage will be placed throughout all ACES buildings reminding students and staff to wash hands before and after using the restroom, to wear PPE, signs of COVID 19, Cough & Sneezing and sign in signs at all entrances.
- All water fountains will be shut off, and water will be made available to students at all ACES schools and programs in a way that will maximize health and safety.
- Elevator use is to be limited, and PPE must be used in the elevator if more than one person needs to use it – i.e., Staff & Student.
- Floor markings will be installed to establish movement patterns around the school to maintain social distancing.
- All classroom furniture will be configured to maintain social distancing to the maximum extent possible.

Cleaning & Disinfecting:

- Hand hygiene: – Reinforce to staff and children, regular handwashing with soap and water for at least 20-30 seconds should be done. – Alcohol-based hand sanitizers will be provided at every school entrance and will be available in each classroom.
- Respiratory hygiene: All staff and children will be encouraged (via signage and verbal reminders) to cover coughs and sneezes with tissues or the corner of the elbow. Staff and students will be required to wash and/or sanitize their hands after they sneeze or cough.
- All bathrooms will be cleaned and disinfected twice a day with CDC approved cleaner and sanitizer and noted on the log.
- Physical distancing:
  - Multi-stall bathrooms should only be used by those who feel well.
  - A separate bathroom will be designated at each school for any student that becomes ill.
  - In multi-stall shared bathrooms, signage will be put in place to maximize social distancing.
  - Bathrooms will be assigned to students by zone, and students will only use their designated bathrooms.
  - The number of persons that can use the bathroom while maximizing social distance determines bathroom occupancy; therefore, it will vary based on the size and layout of each bathroom.
- CDC Disinfecting link: **https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html** .
- Deep disinfecting will be scheduled after school hours to minimize exposure to children.
- Spot disinfecting of high-touch surfaces will be performed throughout the day. All staff, as required, will perform these duties. The surfaces include but not limited to door handles, elevator buttons, equipment, handrails, etc.

Training:

- All ACES students and staff will participate in training that covers social distancing, cleaning protocols, PPE use, and hygiene practices.

General Questions

For general and/or non-emergent questions about safety and security, contact any member of the Compliance Liaison Team below or email us SAFETY@aces.org.

Meg Birmingham Nursing Coordinator/Health Advisor mbirmingham@aces.org 203-498-6800	Tim Gunn Director of Facilities tgunn@aces.org 203-498-6800
Jason Hiruo Director of Security for Safe Schools and Programs Jhiruo@aces.org 203-498-6800	William A. Rice Assistant Executive of Schools and Curriculum wrice@aces.org 203-498-6800

BUILDING

IS BEING

DISINFECTED

DO NOT

ENTER

KEEP OUT

AREA IS BEING

DISINFECTED

DO NOT

ENTER

WASH YOUR HANDS!

1 Wet

2 Get Soap

3 Scrub

4 Rinse

5 Dry

Hands that look clean can still have icky germs!

SOCIAL DISTANCING

DOWN ↓ ONLY

STAIRCASE

COUGH AND SNEEZE
into your elbow, please

If you don't have a tissue, cover your sneeze into
your upper sleeve or elbow, not your hands.

SAFETY FIRST

PLEASE
WEAR MASKS

THANK YOU!

THIS IS A COVID 19 DESIGNATED

UP ↑ ONLY

STAIRCASE

In The Event of An

Emergency

USE THIS STAIRWAY TO EXIT

SOCIAL DISTANCING

DO NOT ENTER

X

ENTER THIS WAY

Maintain Social Distancing
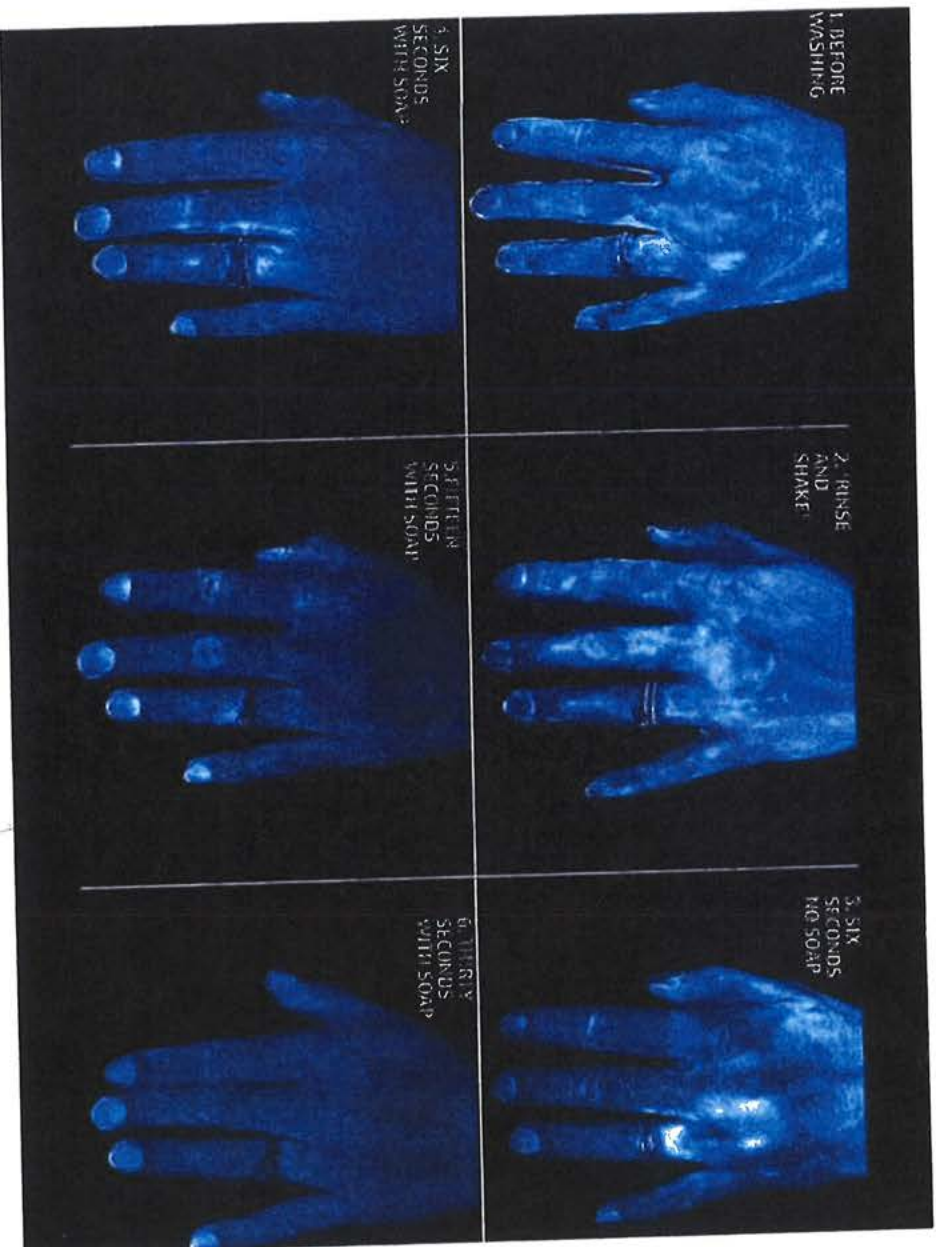
↑

SOCIAL DISTANCING

NOT IN USE

X

THIS TABLE IS

CLOSED

FOR SOCIAL DISTANCING
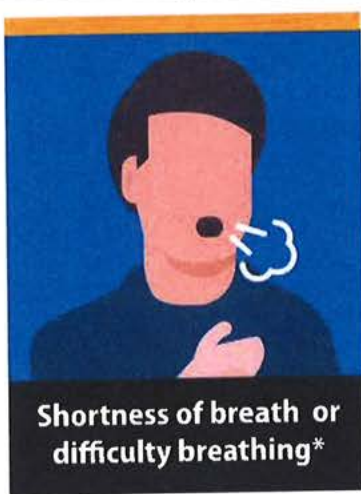
THIS TABLE IS

OPEN

PLEASE HAVE A SEAT

BE SURE TO WASH YOUR HANDS WITH SOAP AND WATER FOR 30 SECONDS

THANK YOU!

Symptoms of Coronavirus (COVID-19)

Know the symptoms of COVID-19, which can include the following:

Cough	Fever	Chills	Muscle pain

Shortness of breath or difficulty breathing*	Sore throat	New loss of taste or smell
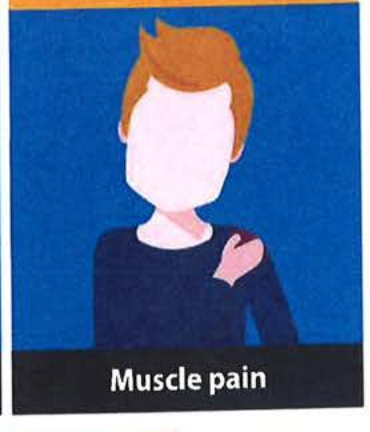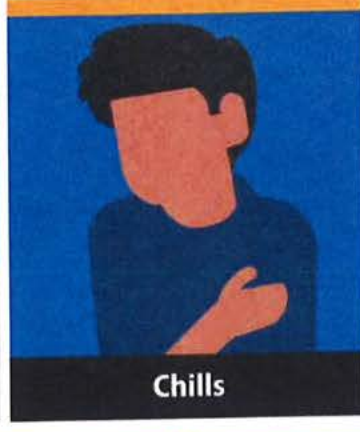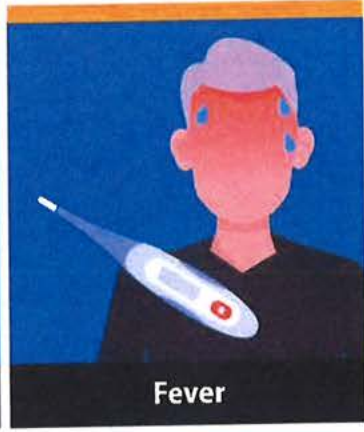
Symptoms can range from mild to severe illness, and appear 2-14 days after you are exposed to the virus that causes COVID-19.

*Seek medical care immediately if someone has emergency warning signs of COVID-19.

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

This list is not all possible symptoms. Please call your medical provider for any other symptoms that are severe or concerning to you.

CDC

cdc.gov/coronavirus

MANDATORY

COVID-19 Tracking

Sign-in

Report to Main Office

Visitors provide contact information in the event that ACES needs to notify its guests

for purposes of safety and well-being.

Mandatory Sign-in
COVID-19 Tracking

Facility: _____

DATE	NAME	COMPANY/ORG	CELL #	EMAIL	Who are you meeting? & Reason for visit	Time IN	Time OUT

Visitors provide contact information in the event that ACES needs to notify its guests for purposes of safety and well-being.

aCes
ADVOCACY · COMMITMENT · EXCELLENCE · SERVICE

ACES BATHROOM CLEANING LOG

NAME	DATE	Morning Cleaning	Afternoon Cleaning

Appendix D

ACES Covid 19 Health and Safety Protocols

ACES Health and Safety Protocols

Fall Reopening 2020

Will reopening be consistent with applicable state and local orders?

- **Yes,** the reopening is consistent with applicable state and local orders.

Is the school ready to protect children at higher risk for severe illness?

- **Yes,** students at a higher risk should not participate in in-person programming and will be provided an entirely virtual educational experience.

Is ACES able to screen students and employees upon arrival for symptoms and history of exposure?
Yes, see below.

Health Screening:

> ACES requires that staff and students stay home if they have tested positive for or are showing COVID-19 symptoms, including Fever (100 degrees* Fahrenheit or above) 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, or diarrhea. Staff and students who have recently had close contact with a person with COVID-19 must also stay home and monitor their health.

> Staff or students who are sent home or stay home for any of these symptoms will be required to submit a note from their health care provider before returning. Staff or students with negative COVID test should remain home until 48 hours after symptom-free. Staff or students with positive COVID test results should stay at home for 14 days and 48 hours after symptom-free.

When conducting the screening, ACES schools will use the following protocols:

- Use touchless thermometers to take temperature (If the temperature is 100 degrees or above, staff will be required to leave the building immediately. For students, parent/guardian will be contacted to pick up student as soon as possible.)
- The health screener will wear a facemask and a face shield while performing screening for illnesses.
- ACES schools will implement a sick plan for students who develop an elevated temperature or who may become ill during the school day. The primary components are listed below.

- o Students or staff will be isolated in a room designated for symptomatic people.
- o The areas used by a staff member or student with symptoms will be closed off and will not be used until the area is deep cleaned and disinfected by facilities or designated personnel.
- o Students will never be left unattended in anisolation room.
- o Parents and/or guardians will be called to pick students up from school immediately.
- o If a parent/guardian cannot pick up the student promptly, the school will contact individuals on the student's contact list until a pick-up person is confirmed. If a student is showing severe signs of illness and school is unable to reach a parent, guardian, or person on the contact list, emergency medical technicians will be contacted.
- o The school nurse or designee will identify all students and staff who were exposed to the student/staff member andmake information available for the health department if necessary.
- o The building administrator or designee will notify a member of the central office compliance team.
- o Notification to all ACES staff and families impacted will be communicated from the Executive Director's office.
- o If the school gets information indicating the staff member or students tested positive for COVID-19 school administrators will notify local health officials, staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA)
- o ACES will inform those who have had close contact with aperson diagnosed with COVID-19 to stay home, self-monitor for symptoms, and follow CDC guidance if symptoms develop.

Are the recommended health and safety actions in place?
Yes, see below.

Hand Washing

- • All ACES schools will have scheduled handwashing severaltimes per day.
- • At minimum students will have the opportunity to washtheir hands:
  - o Upon arrival at school
  - o After using the bathroom
  - o After breakfast or lunch.
  - o After participating in outdoor activities
  - o After any physical activities
  - o After blowing their nose, coughing or sneezing
  - o At dismissal before entering the transportation

- **Hand Hygiene Protocols:**

  - Wash hands with soap and water for at least 20 seconds
  - Wash hands using a hand sanitizer that contains at least 60%alcohol and be sure to cover all surfaces of their hands and rub them together until they feel dry.
  - Avoid touching eyes, nose, and mouth withunwashed hands.

Face Coverings

CDC recommends wearing cloth face coverings in public settings where other social distancing measures are challenging to maintain (e.g., grocery stores and pharmacies, schools), **especially** in areas of significant community-based transmission.

Staff and students will wear face coverings in school, on transportation, while they are in class or at a worksite and anywhere else where social distancing cannot be maintained.

The following individuals are exempt from this requirement perCDC guidelines:

- Anyone for whom the use of a face mask would be contrary to his or her health or safety because of a medical condition (mustsubmit documentation to school nurse);
- A child whose parent, guardian, or person responsible forthe child is unable to remove the face covering safely on their face.

Providing Face Coverings:

ACES will provide the appropriate face covering to any student or staff member who does not have one. Face covering includes cloth face covering or face masks. (See below on guidance for face coverings)

- **Face masks.** Surgical or procedure masks should be reserved for healthcare professionals (HCP), such as the school nurse orschool medical advisor, or staff providing direct support to students with special healthcare needs or disabilities.

- **N95 respirators.** N95 respirators should be primarily reserved for school nurses who may be involved in aerosol-generating procedures such as, provision of oxygen via high-flow nasal cannula, nebulizer treatments, and open suctioning. Staff not engaged in providing such procedures may wear cloth face coverings (or procedure mask if available).

- **Face Shields.** Face shields protect the eyes, nose, and mouthfrom contamination from respiratory droplets, along with masks or respirators.

  - Face shields should be used by staff (such as school nurses) who are involved in aerosol-generating procedures such as the provision of oxygen via high-flow nasal cannula, nebulizer treatments, and open suctioning.
  - Face shields worn with face masks may also be used by staff who support students with special healthcare needs (who are not able to wear masks and who may need assistance with activities of daily living, such as toileting, eating).
  - Face shields may also be worn by students during speech and language exercises when face coverings/masks are not appropriate for the activity.

Protecting high-risk educators:

ACES will provide educators with surgical masks and face shields in cases where close contact between educators and students is highly likely (such as when interacting with individual students with disabilities who cannot socially distance).

Social Distancing:

Limiting face-to-face contact with others is the best way to reduce the spread of coronavirus disease 2019 (COVID-19). Social distancing, also called "physical distancing," means keeping space between yourself and other people outside of your home.

ACES will ensure that students are maintaining social distancing to the maximum extent possible. Where distancing is not possible, appropriate face coverings and other protection (such as face shields) will be available.

The only times social distancing may not be possible to maximum extent possible should be when staff members are:

- Accommodating students with special health care needs or disabilities who may require direct contact (e.g., assisting with toileting or ambulation).
- Conducting health assessments or screenings (e.g., taking a temperature or listening to lung sounds by the school nurse). In these circumstances, appropriate face coverings and other protection will be available and utilized.

All ACES classroom and community spaces will be set up to promote social distancing to the maximum extent possible.
There will be markings set up throughout the school to identify that students and staff are always practicing social distancing.
In situations where social distancing cannot be maintained, the students and staff members will be wearing face coverings (disposable masks, cloth masks, or face shields).

Group sizes

- Individual student needs will determine the exact student to teacher ratio.
- ACES will adjust the group size based on the size of the classroom to ensure that the instructional area is large enough to allow for social distancing to the greatest extent possible.

Mixing of Groups

When more than one adult is required in a classroom, staff will work in consistent teams to minimize cross-contamination of student groups.

- Groupings will be assigned at the start of each day.
- Staff will stay with the same group of students throughout the day as much as possible.
- Students will stay with the same group of students throughout the day as much as possible.
- Staff will keep a log of any mixing that may occur throughout the day.

Distancing in the bathroom:

ACES will:

- designate a separate bathroom for any student that becomes ill.
- tape off some stalls or sinks and place a sign indicating they should not be used in bathrooms, where distancing to the maximum extent possible is not feasible,
- assign bathrooms by students or classes by zone wherever possible.
- determine bathroom occupancy by the number of persons who can use the bathroom while maintaining social distance to the maximum extent possible; therefore, it will vary based on the size and layout of each bathroom.
- not allow personal items should be stored within the bathroom (including staff bathrooms).
- attempt to minimize the time in the bathroom
- encourage staff and students to close the lid when flushing if those bathrooms where the toilets have covers.

Material Sharing:

ACES will restrict the sharing of educational materials between individuals. These materials include, but are not limited to, books, computers, calculators, writing utensils, and art supplies.

- No two individuals should use the same materials in a given school day.
- All materials will be appropriately cleaned, disinfected, or sanitized materials at the end of each school day with approved cleaning supplies.

Storage:

- **ACES will** provide each student with a specific cubby or locker to store their personal belongings where possible.

Facilities:
As much as possible, ACES will adjust facilities to minimize the risk of infection:
ACES will:
- Adjust indoor air ventilation to the extent possible with the current HVAC system.
- Use outdoor instruction where safety, weather conditions, and physical space allow.
- Ensure that all water and ventilation systems are safe to use after a prolonged facility shutdown.

ACES Bus Transportation:

- Where there is low transmission risk (Green) in the community, and some restrictions are in place in schools, ACES buses and vans will be available to operate up to full capacity.
- All students and staff on the van will be required to wear a face mask or cloth face covering that completely covers the nose and mouth during transit unless the student or staff member has a documented exemption from wearing a mask. In the event of an exception, the student and/or staff member will be offered the option to wear a face shield.
- The students or staff face covering must be in place before boarding the bus and must be kept in place until they are completely off the bus.
- Students in grades K, 1, and 2 should sit in front of the bus. All other students should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row).

This will reduce the number of people passengers walk by as they get on the bus and will prevent crowding in the center aisle when the bus arrives for unloading.

- Passenger density will be reduced significantly when there is moderate spread (Yellow) because schools will be employing a hybrid-learning model when in this status. During moderate spread (Yellow), bus passengers will be spaced with family members sitting together, and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating.
- Students must not change seats during the route.
- ACES will employ **temporary monitors** on student transportation at the beginning of the school year to facilitate successful compliance with school health policies on the bus.
- ACES monitors ACES will provide back-up masks if students do not have face coverings when boarding the bus or van.

Healthy Hygiene Practices

ACES will promote healthy hygiene practices by posting signs on how to "Stop the Spread" in all school buildings in easily seen locations.

Hand hygiene:

ACES will:
- reinforce to staff and children, regular handwashing with soap and water for at least 20 seconds should be done regularly.
- provide alcohol-based hand sanitizer at every school entrance and in every classroom, kept secured in classrooms where children can safely use sanitizer without supervision.

Respiratory hygiene:
ACES will encourage all staff and children to cover coughs and sneezes with tissues or the corner of the elbow.

Training:

ACES will provide training that covers social distancing, cleaning protocols, PPE application, and hygiene practices for all students and staff.

Cleaning & Disinfection

Cleaning logs: ACES will implement the use of a cleaning record to track cleaning frequency at each school.

Bathroom cleaning:

ACES will ensure that bathrooms are sanitized at least twice a day or as needed.
ACES will designate separate bathrooms for different classes where possible. Where not possible, schools will set up schedules for classes to use the bathroom (and thus avoid mixing of classes).

Cleaning practices:

ACES will ensure that bathrooms are thoroughly cleaned and disinfected at least twice a day or as needed and will follow CDC disinfecting and cleansing protocols.

Specifically, ACES will:
- use disinfectants correctly
- clean surfaces before use. Disinfectants cannot penetrate the dirt barrier.
- use green products. Green products are certified by an independent third party.

- conduct disinfection in the absence of children or periods of lowest occupancy.
- use the least amount of disinfectant recommended.

In addition, to full cleaning and disinfection at least twice daily or as needed, ACES staff will spot-disinfect high-touch surfaces throughout the day. ACES will also place signs near sinks reminding students and staff to wash hands before and after using the restroom.

School Closure and Reopening:

The decision to suspend or close a school program for some or all participants will be made by the Executive Director or designee in consultation with the Department of Public Health that supports the town where the school resides. Any ACES school will implement short-term closure procedures regardless of community school spread if an infected person has been in a school building. In the event a situation occurs at an ACES school, the programming will convert to distance learning, and the building will be closed to all students and staff for five days. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This will enable the Executive Director, in consultation with the local health department, to determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow the further spread of COVID-19. The Executive Director will send out a communication to all ACES staff, families, and school districts affected regularly to keep all stakeholders updated on the situation.

- Schools will initiate recommended CDC cleaning procedures following a confirmed COVID-19 case. Decisions on which, if any, staff should be allowed in the school should be made in collaboration with the local health department and school medical advisor, if applicable.

- ACES administrators will work with their local health department following a temporary closure to determine when students and staff can safely return to schools.

Mandated Reporting

All ACES staff work under the mandated reporting requirements set forth by the CSDE in the virtual learning space. Therefore, all staff are mandated by law to report any suspicion of abuse or neglect.

General Questions
For general and/or non-emergent questions about safety and security, contact any member of the Compliance Liaison Team below or email us SAFETY@aces.org.

Meg Birmingham
Nursing Coordinator/Health Advisor
mbirmingham@aces.org
203-498-6800

Tim Gunn
Director of Facilities
tgunn@aces.org
203-498-6800

Jason Hiruo
Director of Safety
Jhiruo@aces.org
203-498-6800

William A. Rice
Assistant Executive of Schools and Curriculum
wrice@aces.org
203-498-6800

Appendix A

ACES Communications Plan

ACES Communications Plan

Guidelines
- This is the novel coronavirus (COVID-19).

- Date (and possibly time) stamp every communication you disseminate. This is a rapidly evolving situation, and you will want your communications to reflect the time of information release.

- Health expert partners would like us to communicate information on what is currently known, as well as share ways to prevent the introduction/spread of COVID-19 (think: handwashing, cough etiquette, distancing, staying home when sick, sanitizing).

- We will collaborate and coordinate with our state and local health departments on these efforts.

- The Centers for Disease Control and Prevention use the term "self isolate" rather than "quarantine."

- Employees <u>must</u> be informed first followed by external stakeholders (families, students, clients). Employees may receive inquiries and providing them with a script and guidance will help in ensuring consistent information and to dispel rumors.

- Leverage all appropriate communications channels. The more ways we convey and repeat our message, the more opportunities we have to share accurate information.

- <u>Communications channels include</u> ParentSquare, email, website (page and/or on-screen alert), and social media. It is recommended that we utilize our most popular social media channel Questions and issues regarding health guidelines and information should be sent to the on-site nurse coordinator at each building.

- Questions and issues regarding safety and security should be sent to safety@aces.org. reach the widest audience).

Key Messages
- Health and Safety First: ACES places our students, clients and staff health and safety above all else.

- Commitment to Our Mission: ACES remains committed to our mission: To enhance and transform lives through education, innovation, and leadership.

- We're Here for You: ACES Continues Supporting Our Families & Community: ACES continues to support our families, clients, staff and community, including with free meals, telehealth services, distance learning and other resources.

References

ACES Health & Safety Protocols, Summer 2020

Corona Awareness Icons
Centers for Disease Control and Prevention – including fact sheets, proper hand-washing posters, instructions:

> Flu Season v. Pandemic Infographic

> Interim Guidance for Administrators of US K-12 Schools and Child Care Programs

Countering Coronavirus Stigma and Racism: Tips for Teachers and Other Educators, National Association of School Psychologists

Just For Kids: A Comic Exploring The New Coronavirus

10 Questions Teachers Should Ask to Ensure Student Security and Wellness During

Mental health and psychosocial considerations during the COVID-19 outbreak World Health Organization

COVID-19 Fact Sheets, Multiple Languages, Health Literacy Project, Harvard Publishing

Resources for Staff: Taking Care of Yourself

Glossary of Key Terms

Coronavirus – A large family of viruses that are common in people and many different species of animals.

COVID-19 – Abbreviation for the coronavirus disease 2019, a disease caused be a novel (or new) coronavirus that has not previously been seen in humans.

Social Distancing – Measures intended to limit the movement of people in order to interrupt the transmission of infectious, contagious diseases.

Isolation – Separation of people with a contagious disease from people who are not sick.

Quarantine – Separation and restriction of movement of people who were exposed to a contagious disease to see if they become sick and prevent others from being exposed.

Community Spread – When people have been infected with the virus in an area including some are not sure how or where they became infected.

Epidemic – Affecting or tending to affect a disproportionately large number of individuals within a population, community or region at the same time.

Morbidity – Refers to having a disease or symptom of a disease or to the amount of disease within a community.

Co-Morbidity – Is the presence of one or more conditions, occurring with a primary condition.

Multi-Morbidity – Is the presence of more than one chronic condition in a person.

Pandemic – Occurring over a wide geographic area and affecting an exceptionally high proportion of the population. Presumptive Positive - Individuals with at least one respiratory specimen that tested positive for the virus that causes COVID-19 at a state or local laboratory.

Presumptive Positive – Individuals with at least one respiratory specimen that tested positive for the virus that csuses COVID-19 at state or local laboratory.

Sample Messages

External: Sample Media/ General Public Statements

Sample Message: All ACES Schools and Facilities Deep Cleaned

All ACES schools and facilities have been deep cleaned over Spring Break and are closed to all students and non-emergency personnel until the district reopens. All buildings are closed to outside rentals during this time.

Cold and Flu Season

Sample #1 –

The absolute safety, health, and well-being of our students and staff are of the utmost importance at all times. <ACES School/Program Name> is closely monitoring events surrounding the Coronavirus Disease 2019 (COVID-19). Currently, there are no confirmed cases in <ACES School/Program Name>. Please know that we will continue to monitor the situation and follow the recommendations of the Governor's Office and Health Department and the Centers for Disease Control regarding communicable disease protocols.

It is important to note that as we approach the regular cold and flu season. Local and federal health authorities indicate that the best ways to prevent the spread of COVID-19 are the same recommendations for preventing the spread of the flu virus. We encourage our families and community to all take preventative measures to minimize the spread of communicable diseases.

Sample #2

<ACES School/ Program Name> follows the guidance and expertise of national, state and local health officials to help protect our students and staff from all communicable diseases. The District is aware that the Centers for Disease Control and Prevention is monitoring an outbreak of respiratory illness caused by the Coronavirus Disease 2019 (COVID19). We can all take preventative measures to minimize the spread of communicable diseases. Local and federal health authorities indicate that the best ways to prevent the spread of the COVID-19 are the same recommendations for preventing the spread of the flu virus. Basic prevention guidelines against the flu and upper respiratory viruses include avoiding contact with people who are sick and washing hands often with soap and water for at least 20 seconds and using alcohol-based hand sanitizer if soap and water are not available.

Sample Message: Confirmed COVID-19 Case: Message to Families

Dear Families,

On <DATE>, <<ACES>> was notified by the …… that a <Name of School/Program> student/staff has a probable, presumptive case related to the coronavirus disease (COVID-19).

As a result of this identification, we will immediately close <Name of School/Program> as a precautionary measure against the transmission of the coronavirus. The school will remain closed until further notice.

The closures affect all programming at the school, including before and after-school activities, all athletic and extracurricular practices and competitions, and weekend events.

The coronavirus is thought to be spread via person-to-person contact through contaminated air droplets from coughing and sneezing by an infected person. As with controlling the spread of other viruses, we urge you to speak to your child about the following prevention measures:

• Wash your hands regularly, especially after using the restroom and before preparing or consuming food. Using soap and hot water, wash for about 20 seconds. Be sure to also wash your fingertips.

- Avoid coughing or sneezing into your hands or in the air. Always try to cough or sneeze into a tissue, then throw the tissue away. If you don't have a tissue, cough/sneeze into your arm.

- As much as you can, avoid touching your eyes, mouth and nose.

The symptoms of coronavirus are similar to the regular seasonal flu and include fever, lethargy, lack of appetite, and coughing. Some people with coronavirus have reported additional symptoms, such as a runny nose, sore throat, nausea, vomiting, and diarrhea. In some situations, the virus can develop into pneumonia. It is believed the seasonal flu vaccine does not provide protection against coronavirus.

Individuals who need medical care should call their medical providers to report their illness prior to seeking care at a clinic, physician's office, or hospital. Any students or staff members with a flu-like illness should stay at home for at least 24 hours fever-free without the use of fever-reducing medications and after all symptoms have disappeared.

Sincerely,

ACES Reopening
Communications Plan

June 16, 2020

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Classroom Cleaning & Climate Committee - Communications Subcommittee

Committee Member	ACES School/ Program	Communications Sub-Committee
Meg Birmingham	Nurse Coordinator	Communications Sub-Committee
Cherie Calabrese	Mill Academy & Mill Elementary	
Stephanie Nix	Whitney High School North	Communications Sub-Committee
Fred Oglseby, Co-Chair	Whitney High School North	
Cindy Ratchelous	Mill Elementary	
Evelyn Rossetti-Ryan	ACCESS & Outreach	Communications Sub-Committee
Lisa Simone, Co Chair	Regions	Communications Sub-Committee

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Purpose

The purpose of this plan is to inform and update staff, parents, clients and other stakeholders by:

- **Providing** timely information on ACES preparation for, incidence of, and response to COVID-19.

- **Communicating** visuals and frequent reminders of proactive steps to decrease fears, and promote prevention and containment of COVID-19.

- **Implementing** of State of CT and CDC's guidelines.

- **Supporting** Contingency Plans: Distance Learning, Telehealth, and 'Grab and Go' Meals.

- **Supporting** return to offices and schools (Fall 2020) elements.

- **Instilling and maintaining** staff and public confidence in ACES and reinforce confidence in the health care systems and their ability to respond to and manage a pandemic.

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Audiences

The Plan is divided to address two key audiences :

Internal:

ACES Governing Board
ACES Administrators
Office Personnel (e.g., Administrative Assistants)
All ACES Staff
Union Presidents
Schools & Educational Programs
Service Divisions
Student Interns

External:

ACES Families, Students & Clients
ACES Districts
Community Partners & Job Sites
Other Stakeholders: Incl. Vendors, Funders, University Partners
Print & Broadcast Media

Each section includes resources and sample messages for the respective audiences.

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A Few Notes...

- This is the novel coronavirus (COVID-19). Remember to include the word novel in all of your communications.

- Date (and possibly time) stamp every communication you disseminate. This is a rapidly-evolving situation, and you will want your communications to reflect the time of information release.

- Health expert partners would like us to communicate information on what is currently known, as well as share ways to prevent the introduction/spread of COVID-19 (think: handwashing, cough etiquette, distancing, staying home when sick, sanitizing).

- We will collaborate and coordinate with our state and local health departments on these efforts.

- The Centers for Disease Control and Prevention use the term "self isolate" rather than "quarantine."

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Who, When, How

- Employees <u>must</u> be informed first followed by external stakeholders (families, students, clients). Employees may receive inquiries and providing them with a script and guidance will help in ensuring consistent information and to dispel rumors.

- Leverage all appropriate communications channels. The more ways we convey and repeat our message, the more opportunities we have to share accurate information.

  ○ <u>Communications channels include</u> ParentSquare, email, website (page and/or on-screen alert), and social media (N.B. It is recommended that we utilize our most popular social media channel to reach the widest audience).

aces

Four Fs of Crisis Communications

Fast - Be as fast as you can, but slow as you must.

Frequent - Post small updates that are easy to consume and keep the public well informed.

Factual - No assumptions. Only post facts and back up those facts with local partner resources.

Flexible - The only thing for certain is that the situation will change. Adapt your messaging to the situation. Foresee potential stumbling blocks and address with FAQ-type updates.

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Contacts

Questions and issues regarding health guidelines and information should be sent to the on-site nurse coordinator at each building.

Questions and issues regarding safety and security should be sent to safety@aces.org.

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Words To Know

Coronavirus – A large family of viruses that are common in people and many different species of animals.

COVID-19 – Abbreviation for the coronavirus disease 2019, a disease caused be a novel (or new) coronavirus that has not previously been seen in humans.

Social Distancing – Measures intended to limit the movement of people in order to interrupt the transmission of infectious, contagious diseases. •

Isolation – Separation of people with a contagious disease from people who are not sick.

Quarantine – Separation and restriction of movement of people who were exposed to a contagious disease to see if they become sick and prevent others from being exposed.

Community Spread – When people have been infected with the virus in an area including some are not sure how or where they became infected.

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Words To Know

Cohorting – Developing group of students who interact within their group but not with other cohorts.

Epidemic – Affecting or tending to affect a disproportionately large number of individuals within a population, community or region at the same time.

Morbidity – Refers to having a disease or symptom of a disease or to the amount of disease within a community.

Co-Morbidity – Is the presence of one or more conditions, occurring with a primary condition.

Multi-Morbidity – Is the presence of more than one chronic condition in a person.

Pandemic – Occurring over a wide geographic area and affecting an exceptionally high proportion of the population.

Presumptive Positive - Individuals with at least one respiratory specimen that tested positive for the virus that causes COVID-19 at a state or local laboratory.

Sources: U.S. Centers for Disease Control, Merriam-Webster's Unabridged Dictionar

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Key Messages

- **Health and Safety First:** ACES places our students, clients and staff health and safety above all else.

- **Commitment to Our Mission:** ACES remains committed to our mission: To enhance and transform lives through education, innovation, and leadership.

- **We're Here for You:** ACES Continues Supporting Our Families & Community: ACES continues to support our families, clients, staff and community, including with free meals, telehealth services, distance learning and other resources.

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Key Concerns & Issues to be Addressed

Audience	Key Concern/ Issue	Message From:	Platform/ Media	Sample Docs & Resources
Internal - administrators & office personnel	Inform, educate staff on COVID-19 workplace guidelines, and social/emotional awareness to use in response to internal & external stakeholder questions/concerns; Visitor protocols, Create 2-way communication to identify concerns, ACES Pandemic Response Guidance, and additional guidance regarding crisis communications.	Tom Danehy, Steve Cook and Jason Hiruo	Email, Teleconference, ThoughtExchange, Pandemic Reponse Plan- Sharepoint File (Administration), Paycom, and Interfaces.	Pandemic Response Plan Guidance on Preparing Workplaces for COVID-19 Custodian Sample Messaging Bathroom Logs
Internal - All staff	Employee Health & Safety, COVID-19 workplace guidelines, visitor protocols, safety updates, updated operating procedures and social/emotional awareness. Telework options, training and information on returning to work.	Tom Danehy, Steve Cook; Reopening Cmte – Tim Gunn, Meg Birmingham, Jason Hiruo, Building Admins, Workers' Compensation Trust	Telework policy, email (memoranda), Paycom notifications and surveys, video message(s),ParentSquare, InterACES, and online training videos.	Taking Care of Yourself, Resource for Staff Sample Video – Gratitude World Health Organization
Internal - schools & programs	Inform all school and program administrators on distance learning, grading, attendance, virtual events, school reopening, trauma informed and emotional well being strategies, scheduling transportation, COVID 19...	William Rice, Eric Protulis, Wanda Wagner, Tim Gunn, Building Admins; HR (Staff Handbook)	Teleconference, Email, InterACES, Paycom notifications. and Staff Handbook.	Interim Guidance for Administrators of US K-12 Schools and Child Care Programs CDC...

Key Concerns & Issues to be Addressed

Audience	Key Concern/ Issue	Message From:	Platform/ Media	Sample Docs & Resources
External - Students & Families	Precautions and Guidance, family support resources, Safety & Health protocols, cleanliness of schools; learning options – in person/ virtual – distance, staggered schedules – potential hardship with childcare, transportation concerns, wellness checks and overall support.	Administrator, Meg Birmingham, Eric Protulis, Communications (Elaine/ Melissa Karp; Tim Howes); William Rice, Tom Danehy	Email; Website; Videos, Parent - Student Handbook; ParentSquare; Videos; Signage/ Posters.	COVID-19 Fact Sheets, Multiple Languages, Health Literacy Project, Harvard Publishing Helping Children Cope with Change Resulting from COVID-19, National Association of School Psychologists 3 minute Fireside Chat with School Nurse 10 Questions Teachers Should Ask to Ensure Student Security and Wellness During
External - Community Partners; Job Sites	Updates on reopening status;	North: Fred Oglesby; Academy: Carolyn Nelson, Gene Crocco; ACCESS: Evelyn Rossetti-Ryan, Gene Crocco	Email; phone calls	Sample Doc -
External - Districts	Updates on reopening, Fulfilling contract requirements with modified schedules, distance learning	Tom Danehy, Tim Howes, William Rice	Email; Teleconference, Discuss – Zoom/In person;	Sample Doc -
External - Clients - Services	Updates on service delivery; virtual service delivery	Tim Howes and Service division	Email; Teleconference	Sample Doc -

Templates & Sample Messaging - Internal

- Sample Video Message

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Resources - Internal

- Resources for Reopening Committee
  - Guidance on Preparing Workplaces for COVID-19:
    https://www.osha.gov/Publications/OSHA3990.pdf

- Corona Awareness Icons
  - https://www.iconfinder.com/p/coronavirus-awareness-icons?ref=producthunt

- Centers for Disease Control and Prevention - fact sheets, proper hand-washing posters, instructions on
  - Flu Season v. Pandemic Infographic.
    https://i://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidancewww.cdc.gov/flu/resource-center/freeresources/graphics/seasonal-vs-pandemic-flu-infographic.htm
  - Interim Guidance for Administrators of US K-12 Schools and Child Care Programs
    https-for-schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fspecific-groups%2Fguidance-for-schools.html

- Mental health and psychosocial considerations during the COVID-19 outbreak World Health Organization:
  - https://www.who.int/docs/default-source/coronaviruse/mental-health-considerations.pdf?sfvrsn=6d3578at_2

- Resources for Staff
  - Taking Care of Yourself:
    https://www.nctsn.org/sites/default/files/resources/fact-sheet/taking_care_of_yourself.pdf

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3 Minute
Fireside Chat with
Nurse Boyer-Chu

Use...

bit.ly/3MinuteChat

Spring Semester 2020
George Washington High School, SFUSD

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Sample Messaging - External

- Sample Video Message: Back to School

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Resources - External

- COVID-19 Fact Sheets, Multiple Languages, Health Literacy Project, Harvard Publishing
  - https://covid19healthliteracyproject.com/?fbclid=IwAR1skMW5v-fdO8kTHiFt5VSRtQUxABPzNquxYMJwlqvrpz9gbMuNFWRXG1w#languages

- Mental health and psychosocial considerations during the COVID-19 outbreak World Health Organization:
  https://www.who.int/docs/default-source/coronaviruse/mental-health-considerations.pdf?sfvrsn=6d3578af_2

- Helping Children Cope with Change Resulting from COVID-19, National Association of School Psychologists
  - https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-children-cope-with-changes-resulting-from-covid-19

- Centers for Disease Control and Prevention - fact sheets, proper hand-washing posters, instructions on
  - Flu Season v. Pandemic Infographic
    https://www.cdc.gov/flu/resource-center/freeresources/graphics/seasonal-vs-pandemic-flu-infographic.htm
  - Interim Guidance for Administrators of US K-12 Schools and Child Care Programs -
    https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fspecific-groups%2Fguidance-for-schools.html

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Resources - External

- Countering Coronavirus Stigma and Racism: Tips for Teachers and Other Educators, National Association of School Psychologists
  - https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/countering-coronavirus-stigma-and-racism-tips-for-teachers-and-other-educators

- Just For Kids: A Comic Exploring The New Coronavirus
  - https://www.npr.org/sections/goatsandsoda/2020/02/28/809580453/just-for-kids-a-comic-exploring-the-new-coronavirus

- 10 Questions Teachers Should Ask to Ensure Student Security and Wellness During
  - https://www.raiseyourhandtexas.org/rising-to-the-challenge/student-safety-ten-questions-every-teacher-should-be-asking-now/?utm_medium=email&utm_campaign=10%20Questions%20Every%20Teacher%20Should%20Be%20Asking%20Now&utm_content=10%20Questions%20Every%20Teacher%20Should%20Be%20Asking%20Now+CID_1aa049c79bf517cb2d784681cbb7ed24&utm_source=Email&utm_term=READ%20MORE

- Corona Awareness Icons
  - https://www.iconfinder.com/p/coronavirus-awareness-icons?ref=producthunt

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Remember…

Our words have the power to comfort, strengthen and direct. Choose them wisely.

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COMMUNICATION RESOURCE LINKS

| Communication Outlets	ELC	School/Program Website-Admin. Control	Parent Square	Social Media (Facebook)	Email	PD	InterFace	Community Plan	Links
Social Emotional Resources		X Disseminated by Admin.		X	X	X	X	X	SER
Wellness Resources		X	X	X	X	X	X	X	WR
Social Awareness Resources		X Disseminated by Admin.	X	X	X	X	X	X	SAR
Trauma Informed Resources		X Disseminated by Admin.			X	X	X	X	TIR
Social Distancing Resources		X Disseminated by Admin.	X	X	X	X	X	X	SD
Tele Therapy Resources		X Disseminated by Admin.	X	X	X	X	X	X	TT
Welcome Back Videos		X	X	X	X	X	X	X	Sample Nursing Video
PPE and Safety & Health Protocols Resources		X	X	X	X	X	X	X	PSHP
Cleaning Protocols		X	X	X	X	X	X	X	(Links)
COVID-19 Workplace Guidelines		X			X	X	X	X	• COVID Guides • Sign In • Tracking
Teaching and Learning		X Disseminated by Admin.	X	X	X	X	X	X	(Links)
ACES Pandemic Response	X	X Admin Control						X	APR
Human Resources					X	X	X	X	Self-Care
Sample Messages	X	X Disseminated by Admin.						X	• Admin Samples • Custodial Samples • COVID + Samples

Healthstat, Inc. is a privately-held corporation, incorporated in 2001 and headquartered in Charlotte, NC, with over 900 employees. We are, and always have been, solely in the business of managing workplace health centers for employers through which we provide health risk intervention, proactive outreach, chronic disease management, and primary and acute and episodic care. In addition to primary and acute/episodic care in our health centers, we provide health assessments with biometric screenings, evidence-based medical and behavioral interventions and occupational health services, as well as a complete suite of wellness, preventive, and disease management programs, including in-house wellness expertise.

"Wellness" is not interchangeable with "Disease Management" or "Population Health Management" – and Healthstat does it all.

As one of the original employer-sponsored workplace health center providers, approaching 20 years of experience, with approximately 130 clients and 250 health centers, Healthstat offers the benefit of mature time-tested processes and an innovative spirit.

Today
Our business model has consistently been validated and proven to be effective. Healthstat is a leading provider of health center:

Primary Care   **Disease Management**

Health Risk Intervention   **Occupational Medicine**
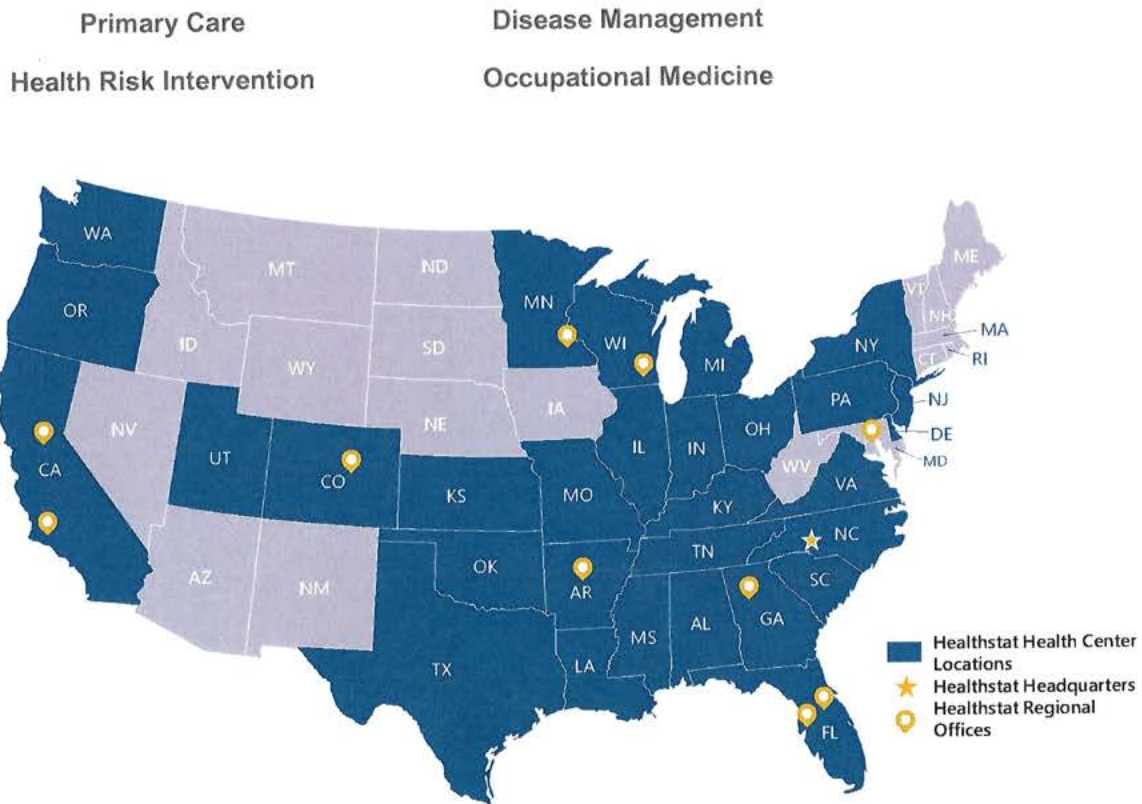
- Our model is effective across private and public sectors and all industries, including local governments, municipalities, education (K-12 schools, colleges, and universities), manufacturing, distribution, biotech, healthcare, hospitality, and insurance retail.
- We have a scalable model that can expand to include spouses, dependents, and retirees when a client decides to offer their health center to those populations.

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There is a distinction among "Wellness/Lifestyle," "Disease Management," and "Population Health Management," and most vendor business models only focus on one (maybe two) of these things, but lack a strong solution for the remainder or have no solution at all. Healthstat is best qualified to provide the requested services because our business model was designed to take the differences between "Wellness/Lifestyle," "Disease Management," and "Population Health Management" into account in our services.

Healthstat is a single-source solution for Employer-sponsored health centers for population health, disease management, and wellness. We create an environment of wellness that works for Employers and their member populations. We offer solutions that improve health and well-being while lowering healthcare costs through a foundation of personalized quality care and a holistic approach, utilizing state-of-the-art predictive analytics and information technology.

Our **tested** and **proven** approach and programs combine the best of evidence-based medical and behavioral interventions, health and lifestyle coaching, nutrition counseling, and outreach to close gaps in care and encourage lasting adoption of healthy lifestyle changes.

Proactive chronic condition/disease management and health promotion are the core of what we do. Using data from Health Assessments with Biometric Screenings and employing disease management/wellness/preventive programs are vital pieces of our approach. Healthstat's solution focuses on the science of behavior change which helps us to identify and understand an individual's *readiness* to change and provides our clinicians the tools to guide that individual to positive action.

Healthstat and Johns Hopkins HealthCare Solutions

Healthstat has established a strategic collaboration with Johns Hopkins HealthCare, LLC to leverage their time-tested expertise in chronic condition management. In addition to Healthstat's Chronic Condition and Disease Management programs, these programs allow for a more focused solution on developing specific evidence-based programs. Utilizing the Healthward platform, Johns Hopkins gained significant momentum in employer-based chronic condition management programs and sought out a partner to provide expertise in managing health centers, wellness and population health solutions that already had world-class back-office support.

This collaboration allows the utilization of specific expertise and support to drive more meaningful outcomes for our clients. Together, Healthstat and Johns Hopkins will pursue new programs rooted in evidence-based protocols and aimed at improving the management of high-risk conditions like diabetes, mental health, and cancer. Our partnership will drive more meaningful chronic disease outcomes and quantifiable results for our clients.

Disease management is inseparable from what we do. Healthstat's Chronic Condition Management Programs are focused on identifying chronic conditions and providing and coordinating appropriate care based on evidence-based medicine guidelines. Our approach enables our health center clinicians to proactively attack root causes of the health challenges facing our clients' employees and other eligible members. Chronic conditions managed by our clinicians include, among others:

Asthma	COPD	Hypertension
Allergies	Diabetes	Hypercholesterolemia
Coronary Artery Disease	Hyperlipidemia	Thyroid Conditions

Healthstat focuses on the chronic diseases that account for the vast majority of healthcare dollars being spent in the United States. The electronic medical record (EMR) houses evidence-based templates and flow sheets to assist our clinicians in following guideline-based medicine when diagnosing and treating each participant and developing their care plans. Each participant with one or more of the above-described risk factors is prescribed a specific number of health center visits and an action plan.

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Healthstat health center staff provide focused education and counseling to patients about their conditions. They encourage and support adherence with established plans of care set forth between the patient and his or her Primary Care Provider. They offer in-depth information about risk modification and closely follow-up to monitor a patient's condition and ensure that all evidence and guideline-based medical recommendations are being addressed.

Healthstat does not wait to focus on chronic condition management. Certain chronic conditions are identified immediately after an eligible member has had their Health Assessment with Biometric Screening. Other chronic conditions are identified after an eligible member visits the health center for help managing it. Our clinicians treat each patient for the reason that has brought them into the health center – as well as what is really driving their health status.

Once the participant population is assessed, a listing of each person's risk score and quantifiable, objective assessment data is formatted for use by Healthstat and its care providers. The listing is stratified by participants with the highest risk factors to lowest risk(s). The Healthstat EMR is used in the health center for many functions – and one of the most important functions is the integration of all data, which allows both the clinician and the participant to review Health Assessment data and compare Health Assessment with Biometric Screening results year-over-year.

Scope of Services

Through a Registered Nurse Model, our clients have the benefit of experiencing the following scope of service:

- Immunizations/Vaccines
- Blood Drawing and Lab tests
- First Aide
- "Dispense" and "Administer" OTC medications
- Basic health screening
- Triage patients and provide treatment as outlined in the physician's standing orders for the patient
- Referral and Coordination of referrals with outside community providers
- Treatment of common health problems
- Telephone triage and advice services
- Nurse-on-call services
- Health Coaching
- Management and Administration of Wellness Programs and Chronic Condition Programs

Health Risk Assessment and Biometric Screening

The information collected from the Health Assessment with Biometric Screening is coupled with historical prescription and medical claims data (requested from the client) to identify health risk factors for individuals. We stratify the Health Assessment participant population from highest risks to lowest risks. Based on these results, Healthstat recommends a visit frequency to the patient to help manage and control these risk factors, and the provider develops an individualized patient care plan and performs outreach. Healthstat works closely with our client partners to customize health assessment and screening programs to meet the unique culture and goals of every client.

Outreach

Healthstat employs many methods of outreach. As its standard protocol, Healthstat uses data gathered through our EMR to perform multiple layers of proactive and targeted outreach, occurring simultaneously with different focuses. The purpose of Healthstat's outreach to health center participants is to increase participant engagement with the Healthstat health center and to improve the health of the eligible participant population. We identify populations of patients and proactively remind them of needed care based on patient information, clinical data, health assessments, and evidence-based guidelines. Outreach occurs annually following the initial Health Risk Assessment, and then monthly, per a recommended visit schedule based on their identified health risks when the client is utilizing Healthstat's

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Compliance Program. Similar outreach is conducted to maintain and track a patient's compliance in an Employer Incentive Program.

Care Coordination

We strive to provide comprehensive care for our patients based on best-practice guidelines. We use individual claims data, historical health risk assessment data, and current medical history to ensure patients receive the services they need in the Healthstat health center. And we help to navigate outside referrals, so the patient experience is as seamless as possible. This includes referrals to any provider or facility outside of the health center, to the fitness center, EAP program, or other benefit or community resources. The health center is set up to be a healthcare hub and medical home, helping navigate and coordinate a patient's care.

Health Coaching

Our health coaching solutions involve a global approach to behavioral modification. This behavioral modification in combination with professional medical care and personalized health coaching provides an environment for positive change. These changes are ones in which the participant is empowered to make lifelong positive changes resulting in optimal health, and managed health care. Our Wellness Department and providers focus on the root of employees' problems to then address weight, diabetes, and more; thus, yielding a significant return on investment long term.

Chronic Condition Management Programs

Some of Healthstat's most popular Chronic Condition Management Programs consist of diabetes, hypertension, and hyperlipidemia programs.

Diabetes Self-Management Program (DSMP)

Healthstat's DSMP is designed to enhance self-management practices, reduce diabetes-related complications, and support behavioral-based efforts of glucose management. The DSMP aligns with the American Association of Diabetes Educators (AADE) curriculum, which highlights seven diabetes self-care behaviors. Sessions are divided into a clinical component and an education/coaching component/s. This program is recommended for patients who are newly diagnosed with diabetes, those with uncontrolled/unmanaged diabetes, or those who do not have the knowledge and skills to successfully manage their diabetes. A Diabetes Knowledge & Skills Assessment is available for program facilitators to determine if the DSMP is right for their patients. DSMP session topics include 1) Diabetes Overview, 2) Healthy Eating & Physical Activity, 3) Medication Management, and 4) Reducing Risks.

Hypertension Education Series

Healthstat's Hypertension Education aligns with the American Heart Association's recommendations for managing hypertension. The series material focuses on the AHA objectives for maintaining healthy blood pressure and serves to educate participants on standards of care, medications, and behavior modifications related to blood pressure management. The goals of the program are to enhance participant self-management practices, reduce hypertension-related complications, and support behavioral-based efforts. Participants will be provided with the tools and support needed to successfully manage high blood pressure and reduce risks of cardiovascular disease. Anyone is eligible to participate in this series; however, it is targeted towards individuals with hypertension and/or known cardiovascular disease. Those with prehypertension or those at risk for developing hypertension may also benefit from the series. Session topics include 1) Hypertension 101 & Medication Management, 2) Healthy Eating, and 3) Stress Management, Physical Activity, and Exercise.
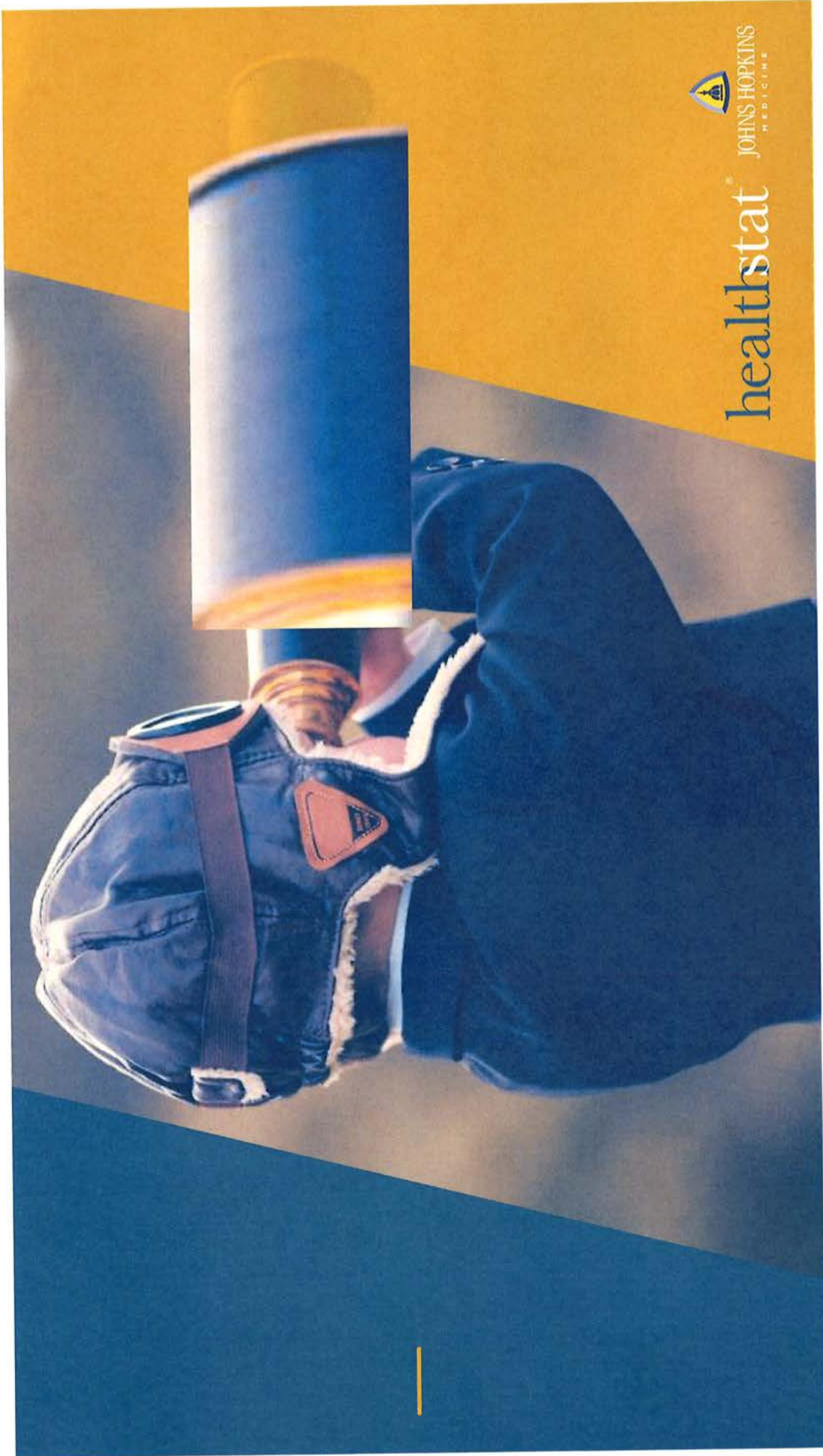
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Superior experience + health center operations

Our differentiators

+ Exceptional providers
+ Seamless health center implementation
+ Patient engagement strategy
+ Johns Hopkins collaboration
+ Integrated care delivery model
+ Data-analytics and reporting
+ Flexibility and customization
+ Strongest PGs in the Industry
+ Innovation/continuous Improvements

healthstat

/ Healthstat & Johns Hopkins

Validated clinical protocols

+

Johns Hopkins medicine programs

+

Consistent, quality care delivery

Clinical Protocol Platform drives
consistent quality care

+ Pre-diabetes
+ Diabetes
+ Depression
+ Hypertension
+ Chronic kidney disease
+ COPD
+ Hyperlipidemia
+ Obesity
+ Cancer patient & caregiver advocacy

90%
of the nation's $3.3 trillion in annual
health care expenditures
are for people with chronic
and mental health conditions.

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COVID-19 Support Services

Supporting the health and return of your workforce.

Plan	Analyze	Screen	Test	Support	Recovery

Plan	Analyze	Screen	Test	Support	Recovery
COVID-19 Safety & Action Plan	COVID-19 ACG Analysis	COVID-19 Screening	COVID-19 Onsite* Testing PCR	COVID-19 Care Coordination and Patient Advocacy	COVID-19 Return-to-Work Program
		Onsite	Serological/Antibody	Onsite	Onsite
		Telephonic		Telephonic	Telephonic
		Virtually		Virtual	Virtual

*Assumes proper testing and PPE available.

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Nurse Only Model offerings

Nurse Only

- Treat common health problems
- Basic health screening
- First Aid
- Occ Health Services
- Triage for additional treatment
- Referrals
- Dispense & Administer OTC meds
- Immunizations /Vaccines
- Telephone triage & advice
- Nurse-on-call
- Lab test (CLIA and others)

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Referral management and care coordination

1 **Healthstat provider** meets patient and refers to specialist.

2 **Specialist** treats patient.

3 **Patient** follows up with Healthstat provider.

4 **Specialist & Healthstat provider** coordinate care plan.
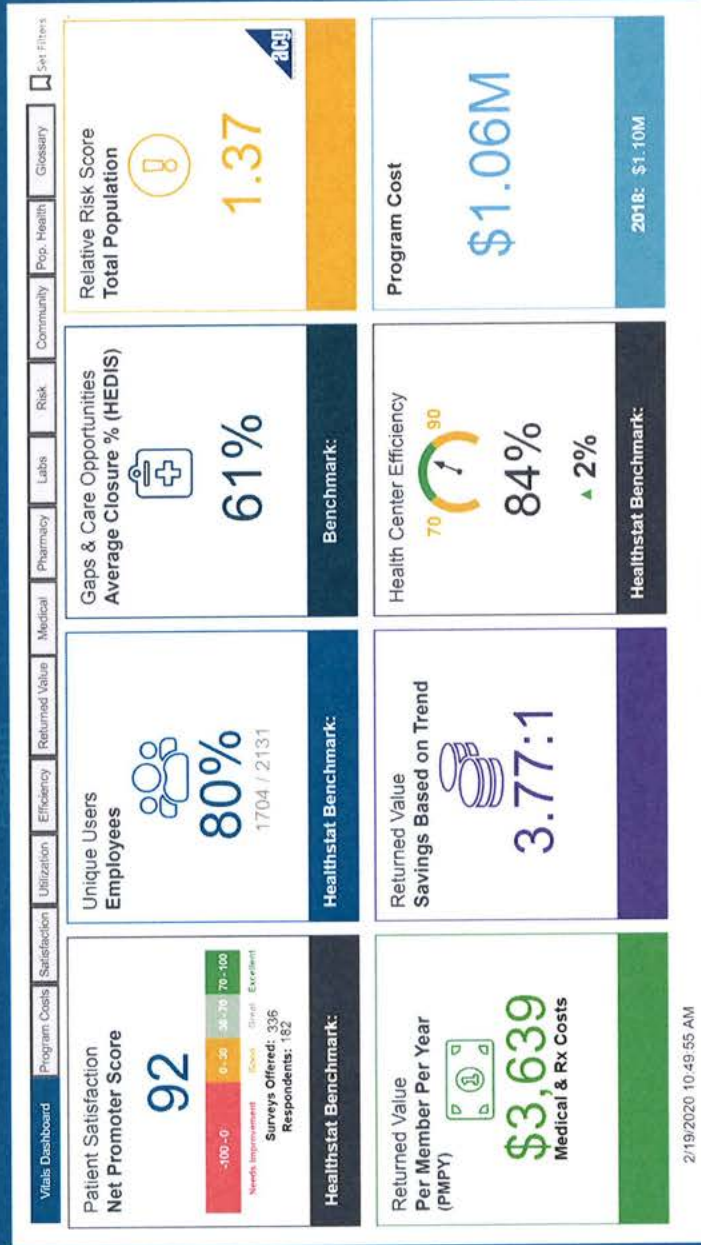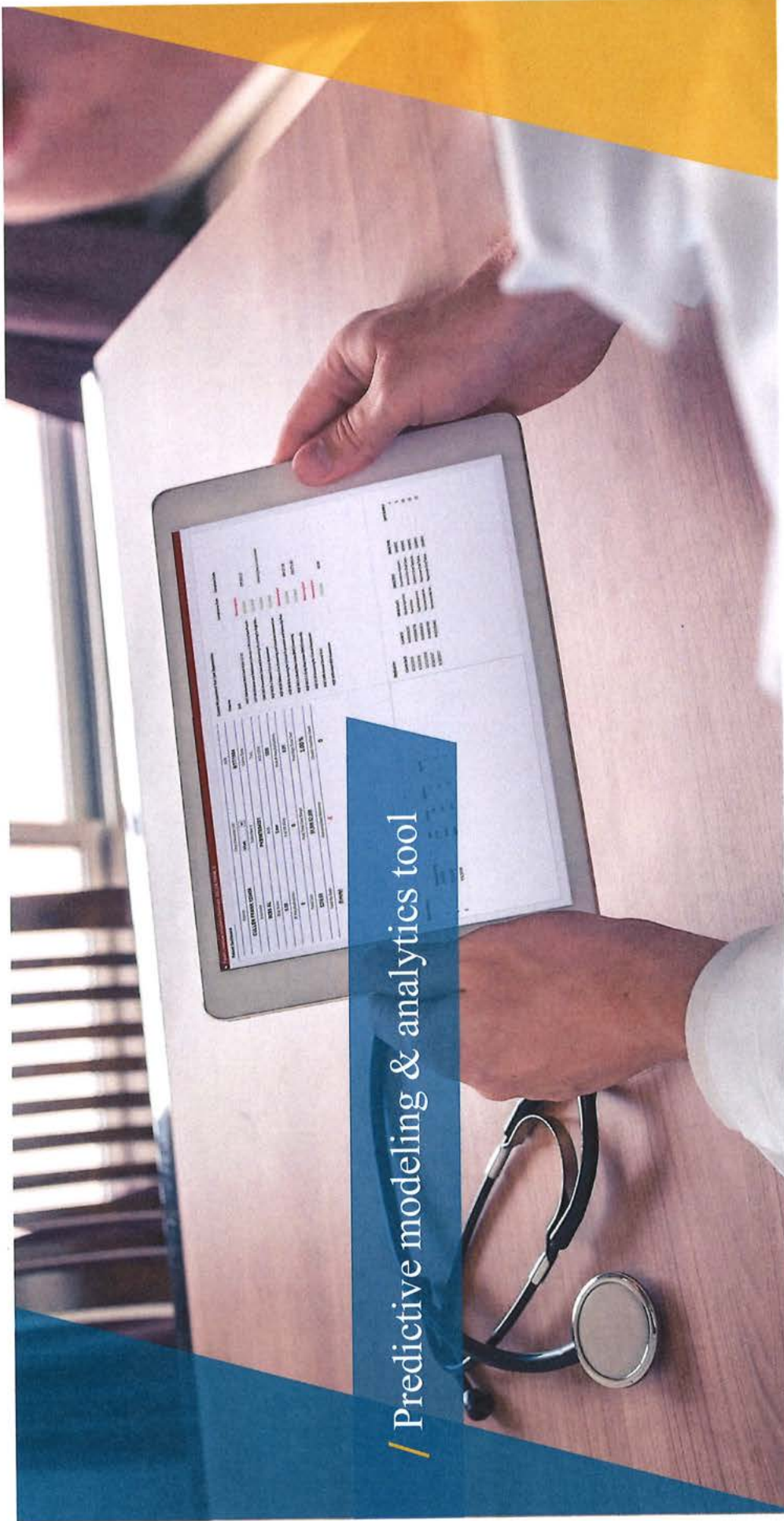
Predictive modeling & analytics tool

/ Solution: VirtualCare

80%

of Americans admit to delaying or forgoing preventive care citing cost, transportation, and "everyday life" as barriers.

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Appendix E

ACES Human Resources Positions

There are several job descriptions that will be posted to build up the human capital needed for our distance learning programs. All of the job descriptions that follow are designed to fit the needs of the agency during the COVID-19 era. Consequently, employees who are interested in these positions should note that once the pandemic is over, the job may also end. At that time the employee may be reassigned to the original position he or she was in prior to posting into the new positions.

Employees who have any of the health factors prescribed by the CDC as putting them at higher risk, including those who are over age 65, should report their concerns to the Human Resources office well in advance of August 10, 2020 to discuss the health issues and options for leave, accommodations, or alternate assignments.

WWW.ACES.ORG

Peter C. Young Building • 350 State Street • North Haven, CT 06473 | Phone (203) 498-6800 • Fax (203) 498-6890

The Regional Educational Service Center Serving South Central Connecticut.
ACES does not discriminate on the basis of race, color, age, ethnicity, national origin, gender, disability or sexual orientation.

ACES Job Description
Contact Tracer Specialist

Qualifications:	Background in a health-related field is preferred
	Prior work at ACES preferred
	Familiarity with Microsoft Office and Zoom
Reports to:	Nursing Supervisor
Employment Status:	10 month position

Knowledge:

- Interviews and gathers information on COVID-19 positive cases to determine who that person may have been in contact with recently
- Shares information with people who may have been in contact with people who have been tested as positive for having COVID-19 infection
- Tracks data on students and staff who report health symptoms related to COVID-19 and other health conditions.
- Demonstrates effective judgment and confidentiality
- Works independently and with supervision as appropriate
- Understands how to assist with emergent health situations
- Knows how to assist with clerical duties such as filing, data entry, and tracking of forms

Management:

- Follows established school health services program procedures and protocols
- Displays good organizational skills in carrying out responsibilities
- Shows initiative in organizing work assignments
- Organizes and inventories medical supplies
- Demonstrates appropriate use of technology

Communications

- Uses effective and professional written, verbal and non-verbal communication skills
- Functions as part of a team
- Exhibits pleasant, respectful and courteous manner and uses a positive approach when interacting with students, parents and staff
- Accepts and responds appropriately to suggestions for improvement

Responsibilities:

- Assists the school nurse in an accurate and efficient manner
- Assists with maintenance of Cumulative Health Records
- Provides first aide and minor medical assistance according to protocol
- Assures appropriate disposition of phone calls and messages
- Completes assignments according to schedule
- Meets attendance and punctuality requirements
- Initiates triage
- May assist with vision, hearing, and postural screenings, if needed

ACES Job Description
Health Data Specialist

Qualifications: Background in a health-related field is preferred
Prior work at ACES preferred
Familiarity with Microsoft Office and Zoom

Reports to: Nursing Supervisor

Employment Status: 10 month position

Knowledge:

- Tracks data on students and staff who report health symtoms related to COVID-19 and other health conditions.
- Demonstrates effective judgment and confidentiality
- Works independently and with supervision as appropriate
- Understands how to assist with emergent health situations
- Knows how to assist with clerical duties such as filing, data entry, and tracking of forms

Management:

- Follows established school health services program procedures and protocols
- Displays good organizational skills in carrying out responsibilities
- Shows initiative in organizing work assignments
- Organizes and inventories medical supplies
- Demonstrates appropriate use of technology

Communications

- Uses effective and professional written, verbal and non-verbal communication skills
- Functions as part of a team
- Exhibits pleasant, respectful and courteous manner and uses a positive approach when interacting with students, parents and staff
- Accepts and responds appropriately to suggestions for improvement

Responsibilities:

- Assists the school nurse in an accurate and efficient manner
- Assists with maintenance of Cumulative Health Records
- Provides first aide and minor medical assistance according to protocol
- Assures appropriate disposition of phone calls and messages
- Completes assignments according to schedule
- Meets attendance and punctuality requirements
- Initiates triage
- May assist with vision, hearing, and postural screenings, if needed
- Attains and maintains certification in First Aid, CPR and AED use within six months of assumption of position

Distance Learning Special Education Teacher

POSITION SUMMARY:

The distance Learning Special Education Teacher will provide instruction, support and guidance, manage the learning process, and focus on students' individual needs as defined by each student's IEP. The special education teacher is also responsible for the compliance documents required in serving students with special needs.

Essential Functions: Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

- Implement instructional strategies that stimulate learning and increase student engagement
- Create instructional resources to meet the varying needs of students
- Collaborate with parents and colleagues to manage coarse goals, curriculum, and materials that enhance the learning experience
- Actively participate in Professional Learning Communities (or professional development)
- Host live synchronous sessions that promote a positive learning environment
- Analyze student data to prescribe remediation and enrichment as needed
- Participate in data analysis meetings to monitor student growth
- Collects data and work samples to support documentation of IEP goals;
- Documents all contact with parents, collaborations with general education teachers, and interventions with students
- Makes modifications and accommodations to K12 lessons and assessments as specified by the IEP
- Collaborates with general education teachers to ensure inclusion and success of students in the general education classroom (if applicable).
- Collaborates on all progress, semester and grade reports
- Provides special education services to students; supports general education teachers and parents with student accommodations to promote the attainment of IEP goals
- Communicates with parents and applicable, related service staff to ensure that students with special needs are receiving the appropriate therapies

SUPERVISION: This position supervised by the building principals or his/her designee

Minimum Required Qualifications:

- Bachelor's Degree(s) AND
- Minimum six (6) months of student teaching experience
- Teachers with one or more years of teaching experience are required to provide past performance data.
- Teaching Certification in Special Education
- Transcripts

Other Required Qualifications:

- Proficient in MS Excel, Word, Outlook, Zoom, MSTeams and Google Classroom
- Strong written/verbal communication skills
- Experience working with the proposed age group
- Experience supporting adults and children in the use of technology
- An ability to learn new technology tools quickly (e.g., database and web-based tools)
- Ability to clear the required background check(s)

Desired Qualifications:

- Experience working with the proposed age group
- Experience working in a virtual environment.
- Ability to quickly learn new technologies and tools
- Experience teaching online (virtual) and/or in a brick-and-mortar environment

The above job is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor. All employment is "at-will" as governed by the law of the state where the employee works. It is further understood that the "at-will" nature of employment is one aspect of employment that cannot be changed except in writing and signed by an authorized officer.

Distance Learning STEM Teacher

POSITION SUMMARY:

The Distance Learning STEM Teacher is responsible for making knowledge accessible to all students, developing students cognitive capacity and respect for learning, implementing ILP (Individual Learning Plans); fostering students' self-esteem, motivation, and sense of civic responsibility and leadership, ongoing professional growth, development of a variety of teaching and instruction materials and strategies, planning for instructional assistants and parental volunteers in classroom management, implementing school policies, communication with parents about students' academic as well as discipline issues.

QUALIFICATIONS:

- Minimum Bachelor's Degree in a STEM field (Science, Computer Science, Mathematics, Technical Education or Agriculture) or Post Bachelors in a STEM field from an accredited college or university
- Holds a state teaching certification to teach these grades levels:7-12 in a STEM field
- Meets at least one of the Appropriately Certified requirements determined by the Connecticut State Department of Education
- Satisfactory criminal background checks in addition to Fingerprint Clearance Card

DUTIES AND RESPONSIBILITIES:

- Delivers instruction in one or more of the following subjects: reading, writing, spelling, language and vocabulary, math, science, social studies, technology, counseling, study skills, health, problem-solving, foreign languages, ESL, family, and consumer sciences, physical education, music, and chorus. Determines instruction techniques, strategies, methods, and adapts curriculum and learning styles to meet and assess student's needs.
- Establish a social presence and encourage active participation and engagement among students by maintaining daily interaction with the course
- Plan, prepare and implement instructional activities to engage students in meaningful learning experiences actively.
- Provide live meetings and instructional events for students every week.
- Provide "front-line" technical problem solving to students, as needed. Escalate unsolved technical issues to the ACES help desk.
- Observe academic integrity policy and address student concerns, as warranted.
- Maintains open lines of communication with parents/guardians about academic and discipline issues through various mediums, including phone calls, notes, progress reports, etc.
- Develops digital activities and resources, strategies, and methods for a variety of teaching, creating lesson plans, and substitute teaching plans that are aligned learning objectives with the school guides.
- Assesses and evaluates performance, behavior, and progress of students in grades, progress reports, and assessing comprehension of learning objectives.
- Provide timely, constructive, and personalized feedback on student assignment submissions.

- Maintains confidentiality of protected student and staff member information even after no longer employed or enrolled.
- Identify at-risk students and work with stakeholders to provide appropriate interventions weekly.
- Analyze data to differentiate instruction based on individual student progress and outcomes.
- Assists in the well-being of students by incorporating social/emotional strategies into their teaching plans.
- Contributes to the professional growth of self and colleagues, including sharing and planning curriculum, staying current with educational trends, and continuing professional growth to meet the state and school requirements, including current teaching certificates.
- Model and share best practices in digital citizenship within an online community.
- Works collaboratively to achieve the overall purposes of the school program.
- Maintains a classroom atmosphere conducive to learning.
- Performs other duties of a similar nature or level as assigned.

KNOWLEDGE, SKILLS, AND ABILITIES:

- Knowledge of numeracy development for students in grades 7-12 and CCSS for Math.
- Knowledge of NGSS standards and their application to 7-12 science courses teaching and learning.

SUPERVISION

The teacher would work under the supervision of the principal or his/her designee.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to perform the essential functions of this job successfully. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand and talk or hear and sometimes walk and sit. The employee must use hands, arms, and fingers to input data, handle, feel, or reach. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs, such as boxes, supplies, etc. Specific vision abilities required by this job include close vision such as to read handwritten or typed material and the ability to adjust focus, close vision, distance vision, color vision, peripheral vision, and depth perception.

LOCATION:
Remote. The employee must be eligible to work in Connecticut

NOTE: The statements herein are intended to describe the general nature and level of work. The intention is not an exhaustive list of responsibilities, duties, and skills required. This job description is subject to change at any time.

Distance Learning Humanities Teacher

POSITION SUMMARY:

The Distance Learning Humanities Teacher is responsible for making knowledge accessible to all students, developing students cognitive capacity and respect for learning, implementing ILP (Individual Learning Plans); fostering students' self-esteem, motivation, and sense of civic responsibility and leadership, ongoing professional growth, development of a variety of teaching and instruction materials and strategies, planning for instructional assistants and parental volunteers in classroom management, implementing school policies, communication with parents about students' academic as well as discipline issues.

QUALIFICATIONS:

- Minimum Bachelor's Degree in a Humanities field (English, History, Social Studies, World Language) or Post Bachelors in a Humanities field from an accredited college or university
- Holds a state teaching certification to teach these grades levels:7-12 in a Humanities field
- Meets at least one of the Appropriately Certified requirements determined by the Connecticut State Department of Education
- Satisfactory criminal background checks in addition to Fingerprint Clearance Card

DUTIES AND RESPONSIBILITIES:

- Delivers instruction in one or more of the following subjects: reading, writing, spelling, language and vocabulary, math, science, social studies, technology, counseling, study skills, health, problem-solving, foreign languages, ESL, family, and consumer sciences, physical education, music, and chorus. Determines instruction techniques, strategies, methods, and adapts curriculum and learning styles to meet and assess student's needs.
- Establish a social presence and encourage active participation and engagement among students by maintaining daily interaction with the course
- Plan, prepare and implement instructional activities to engage students in meaningful learning experiences actively.
- Provide live meetings and instructional events for students every week.
- Provide "front-line" technical problem solving to students, as needed. Escalate unsolved technical issues to the ACES help desk.
- Observe academic integrity policy and address student concerns, as warranted.
- Maintains open lines of communication with parents/guardians about academic and discipline issues through various mediums, including phone calls, notes, progress reports, etc.
- Develops digital activities and resources, strategies, and methods for a variety of teaching, creating lesson plans, and substitute teaching plans that are aligned learning objectives with the school guides.
- Assesses and evaluates performance, behavior, and progress of students in grades, progress reports, and assessing comprehension of learning objectives.
- Provide timely, constructive, and personalized feedback on student assignment submissions.

- Maintains confidentiality of protected student and staff member information even after no longer employed or enrolled.
- Identify at-risk students and work with stakeholders to provide appropriate interventions weekly.
- Analyze data to differentiate instruction based on individual student progress and outcomes.
- Assists in the well-being of students by incorporating social/emotional strategies into their teaching plans.
- Contributes to the professional growth of self and colleagues, including sharing and planning curriculum, staying current with educational trends, and continuing professional growth to meet the state and school requirements, including current teaching certificates.
- Model and share best practices in digital citizenship within an online community.
- Works collaboratively to achieve the overall purposes of the school program.
- Maintains a classroom atmosphere conducive to learning.
- Performs other duties of a similar nature or level as assigned.

KNOWLEDGE, SKILLS, AND ABILITIES:

- Knowledge of literacy development for students in grades 7-12 and CCSS for ELA.
- Knowledge of C3 Framework and their application to 7-12 social studies teaching and learning.

SUPERVISION

The teacher would work under the supervision of the principal or his/her designee.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to perform the essential functions of this job successfully. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand and talk or hear and sometimes walk and sit. The employee must use hands, arms, and fingers to input data, handle, feel, or reach. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs, such as boxes, supplies, etc. Specific vision abilities required by this job include close vision such as to read handwritten or typed material and the ability to adjust focus, close vision, distance vision, color vision, peripheral vision, and depth perception.

LOCATION:
Remote. The employee must be eligible to work in Connecticut

NOTE: The statements herein are intended to describe the general nature and level of work. The intention is not an exhaustive list of responsibilities, duties, and skills required. This job description is subject to change at any time.

Distance Learning Elementary Teacher

POSITION SUMMARY:

The Distance Learning Elementary Teacher is responsible for making knowledge accessible to all students, developing students cognitive capacity and respect for learning, implementing ILP (Individual Learning Plans); fostering students' self-esteem, motivation, and sense of civic responsibility and leadership, ongoing professional growth, development of a variety of teaching and instruction materials and strategies, planning for instructional assistants and parental volunteers in classroom management, implementing school policies, communication with parents about students' academic as well as discipline issues.

QUALIFICATIONS:

- Minimum Bachelor's Degree in Elementary Education or Post Bachelors in Elementary Education from an accredited college or university
- Holds a state teaching certification to teach these grades levels: K, 1, 2, 3, 4, 5 and 6
- Meets at least one of the Appropriately Certified requirements determined by the Connecticut State Department of Education
- Satisfactory criminal background checks in addition to Fingerprint Clearance Card

DUTIES AND RESPONSIBILITIES:

- Delivers instruction in one or more of the following subjects: reading, writing, spelling, language and vocabulary, math, science, social studies, technology, counseling, study skills, health, problem-solving, foreign languages, ESL, family, and consumer sciences, physical education, music, and chorus. Determines instruction techniques, strategies, methods, and adapts curriculum and learning styles to meet and assess student's needs.
- Establish a social presence and encourage active participation and engagement among students by maintaining daily interaction with the course
- Plan, prepare and implement instructional activities to engage students in meaningful learning experiences actively.
- Provide live meetings and instructional events for students every week.
- Provide "front-line" technical problem solving to students, as needed. Escalate unsolved technical issues to the ACES help desk.
- Observe academic integrity policy and address student concerns, as warranted.
- Maintains open lines of communication with parents/guardians about academic and discipline issues through various mediums, including phone calls, notes, progress reports, etc.
- Develops digital activities and resources, strategies, and methods for a variety of teaching, creating lesson plans, and substitute teaching plans that are aligned learning objectives with the school guides.
- Assesses and evaluates performance, behavior, and progress of students in grades, progress reports, and assessing comprehension of learning objectives.
- Provide timely, constructive, and personalized feedback on student assignment submissions.
- Maintains confidentiality of protected student and staff member information even after no longer employed or enrolled.

- Identify at-risk students and work with stakeholders to provide appropriate interventions weekly.
- Analyze data to differentiate instruction based on individual student progress and outcomes.
- Assists in the well-being of students by incorporating social/emotional strategies into their teaching plans.
- Contributes to the professional growth of self and colleagues, including sharing and planning curriculum, staying current with educational trends, and continuing professional growth to meet the state and school requirements, including current teaching certificates.
- Model and share best practices in digital citizenship within an online community.
- Works collaboratively to achieve the overall purposes of the school program.
- Maintains a classroom atmosphere conducive to learning.
- Performs other duties of a similar nature or level as assigned.

KNOWLEDGE, SKILLS, AND ABILITIES:

- Knowledge of literacy development for students in grades K-8 and CCSS for ELA
- Knowledge of numeracy development for students in grade K-6 and CCSS for Math.
- Knowledge of the C3 framework and its application to elementary social studies teaching and learning.
- Knowledge of NGSS standards and their application to elementary science teaching and learning.

SUPERVISION

The teacher would work under the supervision of the principal or his/her designee.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to perform the essential functions of this job successfully. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to stand and talk or hear and sometimes walk and sit. The employee must use hands, arms, and fingers to input data, handle, feel, or reach. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs, such as boxes, supplies, etc. Specific vision abilities required by this job include close vision such as to read handwritten or typed material and the ability to adjust focus, close vision, distance vision, color vision, peripheral vision, and depth perception.

LOCATION:

Remote. The employee must be eligible to work in Connecticut

NOTE: The statements herein are intended to describe the general nature and level of work. The intention is not an exhaustive list of responsibilities, duties, and skills required. This job description is subject to change at any time.

Appendix F

ACES Schools and Programs Matrix

ACES Schools and Programs

Due to the interdependence of the ACES schools and the districts they serve, there cannot be a one-size fits all approach to the Green and Yellow options referenced in the Adapt, Advance, and Achieve plan. Each ACES school and program must take into account the plans for the districts they serve. Below is a general chart for the ACES schools and programs. Each school and program will develop a detailed plan that will be in alignment with the agency plan and consider the plans for our sending districts. The plans for each ACES school and program will be sent out to districts and families the first week of August 2020.

ACES School/Program	Green Model	Yellow Model	Red Model
Wintergreen Interdistrict Magnet School	In-person instruction available five days per week with health and safety procedures in place outlined in the agency plan. Distance learning available five days per week for families who choose not to participate in the in-person instruction.	School Population will be reduced by 50%. Students will be placed in cohort A or B. Each cohort will have the option of in-person instruction two days per week. Each cohort will be provided distance learning three days per week, meaning that there will be one day per week that all students will be distance learning. Families may opt-out of in-person instruction and participate in distance learning only.	100% of students will be provided with distance learning. Distance learning will consist of a combination of synchronous and asynchronous instruction.
Thomas Edison Middle School	In-person instruction available five days per week with health and safety procedures in place outlined in the agency plan. Distance learning available for families who choose not to participate in the in-person instruction.	ACES will follow the yellow plan developed by Meriden Public Schools.	100% of students will be provided with distance learning. Distance learning will consist of a combination of synchronous and asynchronous instruction.
Educational Center for the Arts	In-person instruction to cohorts of students available four days per week (ECA is in session Monday - Thursday) with health and safety procedures in place outlined in the agency plan.	School population will be reduced in accordance with sending districts moderate spread plans to maximize social distancing and our ability to maintain health and safety	100% of students will be provided with distance learning. Distance learning will consist of a combination of synchronous and asynchronous instruction.

	Distance learning available four days per week for families who choose not to participate in the in-person instruction.	procedures in place outlined in the agency plan. Distance learning will be provided to all students as a complement to in-person instruction. Families who choose not to participate in in-person instruction will continue to access distance learning.	100% of students will be provided with distance learning. Distance learning will consist of a combination of synchronous and asynchronous instruction.
Whitney High North	In-person instruction available five days per week with health and safety procedures in place outlined in the agency plan. Distance learning available five days per week for families who choose not to participate in the in-person instruction.	School Population will be reduced by 50%. Students will be placed in cohort A or B. Each cohort will have the option of in-person instruction two days per week. Each cohort will be provided distance learning three days per week, meaning that there will be one day per week that all students will be distance learning. Families may opt-out of in-person instruction and participate in distance learning only.	100% of students will be provided with distance learning. Distance learning will consist of a combination of synchronous and asynchronous instruction.
Mill Academy/ASPIRE	In-person instruction available five days per week with health and safety procedures in place outlined in the agency plan. Distance learning available five days per week for families who choose not to participate in the in-person instruction.	School Population will be reduced by 50%. Students will be placed in cohort A or B. Each cohort will have the option of in-person instruction two days per week. Each cohort will be provided distance learning three days per week, meaning that there will be one	100% of students will be provided with distance learning. Distance learning will consist of a combination of synchronous and asynchronous instruction.

	In-person instruction	Hybrid instruction	Distance learning
		day per week that all students will be distance learning. Families may opt-out of in-person instruction and participate in distance learning only.	100% of students will be provided with distance learning. Distance learning will consist of a combination of synchronous and asynchronous instruction.
Mill Elementary/Urban Youth	In-person instruction available five days per week with health and safety procedures in place outlined in the agency plan. Distance learning available five days per week for families who choose not to participate in the in-person instruction.	School Population will be reduced by 50%. Students will be placed in cohort A or B. Each cohort will have the option of in-person instruction two days per week. Each cohort will be provided distance learning three days per week, meaning that there will be one day per week that all students will be distance learning. Families may opt-out of in-person instruction and participate in distance learning only.	100% of students will be provided with distance learning. Distance learning will consist of a combination of synchronous and asynchronous instruction.
Whitney Academy/CREATE	In-person instruction available five days per week with health and safety procedures in place outlined in the agency plan. Distance learning available five days per week for families who choose not to participate in the in-person instruction.	School Population will be reduced by 50%. Students will be placed in cohort A or B. Each cohort will have the option of in-person instruction two days per week. Each cohort will be provided distance learning three days per week, meaning that there will be one day per week that all students will be distance learning. Families may opt-out of in-person instruction and participate in distance learning only.	100% of students will be provided with distance learning. Distance learning will consist of a combination of synchronous and asynchronous instruction.

Village School/EIBI	In-person instruction available five days per week with health and safety procedures in place outlined in the agency plan. Distance learning available five days per week for families who choose not to participate in the in-person instruction.	School Population will be reduced by 50%. Students will be placed in cohort A or B. Each cohort will have the option of in-person instruction two days per week. Each cohort will be provided distance learning three days per week, meaning that there will be one day per week that all students will be distance learning. Families may opt-out of in-person instruction and participate in distance learning only.	100% of students will be provided with distance learning. Distance learning will consist of a combination of synchronous and asynchronous instruction.
Center for Autism Spectrum Disorders/SAILS	In-person instruction available five days per week with health and safety procedures in place outlined in the agency plan. Distance learning available five days per week for families who choose not to participate in the in-person instruction.	School Population will be reduced by 50%. Students will be placed in cohort A or B. Each cohort will have the option of in-person instruction two days per week. Each cohort will be provided distance learning three days per week, meaning that there will be one day per week that all students will be distance learning. Families may opt-out of in-person instruction and participate in distance learning only.	100% of students will be provided with distance learning. Distance learning will consist of a combination of synchronous and asynchronous instruction.
Mead School Ansonia	ACES will plan in concert with Ansonia Public Schools.	ACES will follow the yellow plan developed by Ansonia Public Schools.	100% of students will be provided with distance learning. Distance learning will consist of a combination of synchronous and asynchronous instruction.

Regions Hartford/Hamden	In-person instruction available five days per week with health and safety procedures in place outlined in the agency plan. Distance learning available five days per week for families who choose not to participate in the in-person instruction.	ACES will follow the yellow plan developed in concert with CCSD.	100% of students will be provided with distance learning. Distance learning will consist of a combination of synchronous and asynchronous instruction.
West Haven Collaborative	ACES will plan in concert with West Haven Public Schools.	ACES will follow the yellow plan developed by West Haven Public Schools.	100% of students will be provided with distance learning. Distance learning will consist of a combination of synchronous and asynchronous instruction.