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FRANCINE COSS, SUPERINTENDENT

Thomaston COVID-19 Long-Term Recovery Committee

Thomaston Board of Education Initial Statement

Respectfully submitted by Francine Coss, Superintendent of Schools

May 22, 2020

Three Challenges:

1. Assuring the Health and Well-Being of the Staff and Students
2. Assuring the Education of Students during the Closure Period
3. Implementing Social Distancing and Limiting the Spread of COVID-19 upon Reopening (Updating daily schedules to accommodate social distancing on school buses, classrooms, hallways, bathrooms, etc./additional staffing needs)

Three Achievements:

1. Assuring the Health and Well-Being of the Staff and Students by:
 - a. Closed schools before Governor mandate (announced to community – March 12, 2020, last in-person day of instruction – March 13, 2020)
 - b. Provided Memorandum of Agreements to guarantee staff pay and benefits during the closure period
2. Assuring the Education of Students during the Closure Period by:
 - a. Provided Supplemental Learning Materials online and through door-to-door delivery of hardcopies to students not having online access
 - b. Made Chromebooks available to every student in Preschool through Grade 12 (initial distribution – March 24, 2020; continued distribution and Chromebook repairs – ongoing)
 - c. Created In-House G-Suite for Education Training and Support Facilitator position to implement and sustain Distance Learning (March 19, 2020)
 - d. Provided Distance Learning Training for Teachers and Paraprofessionals (March 23, 2020 and ongoing)
 - e. Published a Formal Distance Learning Plan (March 25, 2020)
 - f. Purchased 500 Chromebooks
 - g. Purchased a Wi-Fi hotspot for a student
3. Implementing Social Distancing and Limiting the Spread of COVID-19 upon Reopening
 - a. Utilized non-green disinfectants (per Connecticut Department of Public Health)
 - b. Purchased disinfecting equipment and supplies
 - c. Offered telecommuting option to as many staff as applicable

Resources Sought:

1. Personal Protective Equipment (PPE) for Staff and Students (see mask example below)

- ⇒ One (1) mask x approximately 1000 students and staff = 1000 masks per school day
- ⇒ One (1) mask currently costs 73¢
- ⇒ $1000 \times 73¢ = \$730$ per school day
- ⇒ $\$730 \times 181$ school days = \$132,130 to provide one (1) mask per school day
(*More practically, two (2) masks would be needed per student and staff member per school day = \$264,260*)

2. Additional Staff

a. If staff cannot return to work due to medical reasons, then long-term substitutes would be required. See below.

- ⇒ A teacher who is absent for medical reasons typically receives pay during that absence until all paid leave is exhausted (sick leave/personal leave)
- ⇒ Potential maximum leave = 175 sick days + 5 personal days = 180 school days
- ⇒ A long-term substitute is a certified teacher who is paid on a per diem basis
- ⇒ The per diem rate for a long-term substitute in Thomaston is \$225.40
- ⇒ One (1) long-term substitute for 181 days = \$40,797.40 in addition to the absent teacher's leave pay and benefits

b. If paraprofessionals cannot return to work due to medical reasons, then a long-term substitute would be required. See below.

- ⇒ A paraprofessional who is absent for medical reasons typically receives pay during that absence until all paid leave is exhausted (sick leave/personal leave/floating holiday/vacation leave/holidays)
- ⇒ Potential maximum leave = 165 sick days + 5 personal days + 1 floating holiday + 20.75 vacation days + 13 holidays = 204.75 paid days (181 school days + 13 holidays + 10.75 additional days of pay)
- ⇒ A long-term paraprofessional substitute is paid on a per diem basis through Kelly Services (\$120.70 per diem cost to Thomaston)
- ⇒ One (1) long-term paraprofessional substitute for 181 days = \$ 21,846.70 in addition to the absent paraprofessional's leave pay and benefits

c. If students cannot return to school due to medical reasons, then in-person tutoring would be required (unless an executive order permits distance learning to occur) per [Connecticut General Statute §10-76d-15](#)

- ⇒ For a student not requiring special education services, the minimum number of in-person tutoring hours per school day is two (2) hours (special education student services would be in addition to these hours)
- ⇒ Hourly rate for a certified teacher in Thomaston is \$31.09
- ⇒ $\$31.09 \times 2$ hours per day x 181 school days = \$11,254.58 per student

Initial Effect of Closure:

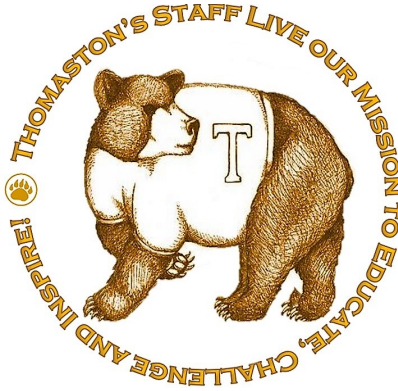
1. Temporary cessation of instruction
2. Unbudgeted expenditures on personnel, supplies and equipment

Present Operations:

1. Schools are closed to students and the public
2. Schools are open on specified days to contractors, teachers and paraprofessionals
3. Secretaries, clerical staff and administrators are encouraged to work from home as much as possible
4. Custodians report to work as usual

Reopening Plan:

1. Two Reopening Plans are in Development:
 - a. Summer School: Continue with current distance learning plan, updating plan as warranted
 - b. 2020-2021 School Year:
 - i. Distance Learning: Continue with current distance learning plan, updating plan as warranted
 - ii. In-Person: Utilize current Connecticut State Department of Education and the ReOpen Connecticut Commission Summer School Guidance and Centers for Disease Control resources to develop and implement the formal reopening plan for in-person instruction prior to August 2020



Thomaston Public Schools Reopening Committee for the 2020-2021 School Year

Introduction:

In March 2020, Governor Lamont closed all schools for a month in an effort to limit the spread of COVID-19 (Coronavirus). Eventually, this duration was extended through the end of the 2019-2020 school year. With this extended school closure, most staff have been telecommuting. School visitors during the school closure were limited to approved contractors only with employee visits limited to specific days/hours.

With the continued existence of COVID-19 and the impending 2020-2021 school year, Thomaston Public Schools must develop a reopening plan that considers the health and well-being of students and staff. To this end, a tiered Reopening Committee shall be formed to develop a District-Wide Reopening Plan. Each tier of the Reopening Committee shall collect and share specific feedback, recommendations and actions for level of risk as defined by the Centers for Disease Control and Prevention (CDC). The ultimate goal for these tiered committees is a District Reopening Plan to reopen Thomaston's schools for the 2020-2021 school year in a way that would provide the lowest threat to the health and well-being of students and staff for each CDC risk level.

The District-Wide Reopening Plan shall consider the typical, pre-pandemic (COVID-19) work conditions and impose modifications on those conditions to limit the spread of COVID-19. These modifications will be defined by three reopening committee types and by three levels of risk. The three reopening committees are the Staff Group Reopening Committees, the School/Department Reopening Committees, and the District Reopening Committee. The three levels of risk, defined by the Centers for Disease Control and Prevention (CDC) are Lowest Risk, More Risk, and Highest Risk.

District Reopening Plan:

The District Reopening Plan shall address the three levels of risk defined by the CDC: Lowest Risk, More Risk, and Highest Risk. The District Reopening Plan shall include information, recommendations, assigned actions, timelines and costs (if not included in the 2020-2021 budget) for each of these levels of risk.

- **Lowest Risk:** Students and teachers engage in virtual-only classes, activities, and events.
- **More Risk:** Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
- **Highest Risk:** Full-sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

The District Reopening Plan shall be written by June 30, 2020 and delivered to the Thomaston Board of Education for action during a Special Meeting soon after.

Reopening Committees:

Committee membership shall be voluntary. The Reopening Committee structure includes three tiers: three (3) Staff Group Reopening Committees, three (3) School Reopening Committees, and one (1) District Reopening Committee.

Staff Group Reopening Committee:

The Staff Group Reopening Committees shall consist of a committee for each staff type with subcommittees under each committee:

Administrators <i>(All)</i>	Certified Staff <i>(at least one of each staff type listed below)</i>	Non-Certified Staff <i>(at least one of each staff type listed below)</i>
Directors	General Education Teacher	School Nurse
Principals	Special Education Teacher	Information Technology
Assistant Principal	Related Arts Teacher	Central Office Staff
	Specialized Service Staff	Secretary
		Custodian
		Paraprofessional
		Food Service Staff

Each Staff Group Reopening Committee will serve the group it represents and will facilitate the exchange of information between the committee and the employees the committee represents. Additionally, the Staff Group Reopening Committee will facilitate the exchange of information between their own committee and the School Reopening Committee. Each Staff Group Reopening Committee shall set meeting dates/times; the first meeting date shall occur by June 5, 2020. The ultimate result of the Staff Group Reopening Committee shall be a Staff Group Reopening Plan for the 2020-2021 school year, which shall be included in the District Reopening Plan.

School Reopening Committee:

The School Reopening Committees shall consist of a committee for each school. The members of the School Reopening Committee are:

Black Rock School	Thomaston Center School	Thomaston High School
Administrator	Administrator	Administrator
Teacher – General Education	Teacher – General Education	Teacher – General Education
Teacher – Special Education	Teacher – Special Education	Teacher – Special Education
Teacher – Related Arts	Teacher – Related Arts	Teacher – Related Arts
Specialized Service Staff	Specialized Service Staff	Specialized Service Staff
School Nurse	School Nurse	School Nurse
Secretary	Secretary	Secretary
Custodian	Custodian	Custodian
Paraprofessional	Paraprofessional	Paraprofessional

Each School Reopening Committee will serve the school it represents and will facilitate the exchange of information between the committee and the District Reopening Committee. Each School Reopening Committee shall set meeting dates/times; the first meeting date shall occur by June 5, 2020. The ultimate result of the School Reopening Committee shall be a School Reopening Plan for the 2020-2021 school year, which shall be included in the District Reopening Plan.

District Reopening Committee:

With the exception of the Superintendent, all members of the District Reopening Plan Committee shall be members of at least one other Reopening Committee.

District Reopening Committee	
Superintendent	Information Technology
Administrator	Central Office Staff
Teacher - General Education	Secretary
Teacher - Special Education	Custodian
Teacher - Related Arts	Paraprofessional
Teacher - Specialized Service	Food Service
School Nurse	

The District Reopening Committee will serve the entire district and will facilitate the exchange of information between the committee and the School Reopening Committees.

Meeting Dates	
<i>(all meetings are scheduled from 9:00AM – 10:00AM via Google Meet)</i>	
Thursday, June 4, 2020	Monday, June 8, 2020
Thursday, June 11, 2020	Monday, June 15, 2020
Thursday, June 18, 2020	Monday, June 22, 2020
Thursday, June 25, 2020	Monday, June 29, 2020

NOTE: Not all meeting dates may be used.

The ultimate result of the District Reopening Committee shall be a District Reopening Plan for the 2020-2021 school year.

Focus and Responsibilities of Reopening Committees:

Staff Group Reopening Committees:

- Focus: Employee and student safety in low, more and high risk reopening options
- Responsibilities:
 - List all face-to-face interactions related to your job
 - Describe these interactions in low risk conditions
 - ✓ What specific work space configurations do you need to limit these interactions?
 - ✓ What specific work space configurations do you need to align these interactions with CDC social distancing guidelines?
 - ✓ What specific work space configurations do you need to align these interactions with Connecticut Executive Order 7?
 - ✓ Do these configurations require the purchase of furnishings, barriers, or Personal Protective Equipment (PPE)?
 - ✓ Do these configurations require a change in the way you do your job?
 - ✓ Do these configurations require a change in policy or practice?
 - ✓ Do these configurations require a change the behavior of those you interact with?
 - Describe these interactions in more risk conditions
 - ✓ What specific work space configurations do you need to limit these interactions?
 - ✓ What specific work space configurations do you need to align these interactions with CDC social distancing guidelines?
 - ✓ What specific work space configurations do you need to align these interactions with Connecticut Executive Order 7?
 - ✓ Do these configurations require the purchase of furnishings, barriers, or Personal Protective Equipment (PPE)?
 - ✓ Do these configurations require a change in the way you do your job?
 - ✓ Do these configurations require a change in policy or practice?
 - ✓ Do these configurations require a change the behavior of those you interact with?

- Describe these interactions in highest risk conditions
 - ✓ What specific work space configurations do you need to limit these interactions?
 - ✓ What specific work space configurations do you need to align these interactions with CDC social distancing guidelines?
 - ✓ What specific work space configurations do you need to align these interactions with Connecticut Executive Order 7?
 - ✓ Do these configurations require the purchase of furnishings, barriers, or Personal Protective Equipment (PPE)?
 - ✓ Do these configurations require a change in the way you do your job?
 - ✓ Do these configurations require a change in policy or practice?
 - ✓ Do these configurations require a change the behavior of those you interact with?

- List all shared equipment/supplies used to complete your work
 - Describe how/if sharing equipment/supplies can occur in low risk conditions
 - ✓ What specific equipment/supplies do you need to limit sharing?
 - ✓ What specific equipment/supplies do you need to align with CDC social distancing guidelines?
 - ✓ What specific equipment/supplies do you need to align with Connecticut Executive Order 7?
 - ✓ Do these configurations require the purchase of additional equipment/supplies?
 - ✓ Does a change in sharing of equipment/supplies require a change in the way you do your job?
 - ✓ Does a change in sharing of equipment/supplies require a change in policy or practice?
 - ✓ Does a change in sharing of equipment/supplies require a change the behavior of those you share equipment/supplies with?

- Describe these interactions in more risk conditions
 - ✓ What specific equipment/supplies do you need to limit sharing?
 - ✓ What specific equipment/supplies do you need to align with CDC social distancing guidelines?
 - ✓ What specific equipment/supplies do you need to align with Connecticut Executive Order 7?
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 - ✓ Does a change in sharing of equipment/supplies require a change in policy or practice?
 - ✓ Does a change in sharing of equipment/supplies require a change the behavior of those you share equipment/supplies with?

- If your job responsibilities includes student instruction/direct support:
 - For low risk conditions:
 - ✓ List all intervention programs and services that are available to students; identify and offer suggestions on how to fill program gaps.
 - ✓ List assessments that are available to assess student learning (e.g., online/through Google Meet/in-person diagnostics, formative assessments, student work, conferences, advisories, parent feedback)

- For more risk conditions:
 - ✓ List all intervention programs and services that are available to students; identify and offer suggestions on how to fill program gaps.
 - ✓ List assessments that are available to assess student learning (e.g., online/through Google Meet/in-person diagnostics, formative assessments, student work, conferences, advisories, parent feedback)
 - ✓ List specific ways to instruct students when a teacher is medically unable to provide in-person instruction
 - ✓ List specific ways to instruct students when students are medically unable to return to school

- For highest risk conditions:
 - ✓ List all intervention programs and services that are available to students; identify and offer suggestions on how to fill program gaps.
 - ✓ List assessments that are available to assess student learning (e.g., online/through Google Meet/in-person diagnostics, formative assessments, student work, conferences, advisories, parent feedback)
 - ✓ List specific ways to instruct students when a teacher is medically unable to provide in-person instruction
 - ✓ List specific ways to instruct students when students are medically unable to return to school

- Create Staff Group Reopening Plan
 - Include a [Scenario Plan](#) for the 2020-2021 school year – Multiple scenarios should include:
 - ✓ CDC’s Lowest Risk
 - ✓ CDC’s More Risk
 - ✓ CDC’s Highest Risk
 - Submit the Staff Group Reopening Plan to the School Reopening Committee on or before June 26, 2020

School Reopening Committees:

- Focus: Employee and student safety *in this specific school* in low, more and high risk reopening options (IMPORTANT: This committee must define the building specific conditions/nuances that differ from the general job responsibilities)
- Responsibilities:
 - *After reviewing the information provided by the Staff Group Reopening Committee, list all face-to-face interactions related to your job in this specific school*
 - Describe these interactions in low risk conditions
 - ✓ What specific work space configurations do you need to limit these interactions?
 - ✓ What specific work space configurations do you need to align these interactions with CDC social distancing guidelines?
 - ✓ What specific work space configurations do you need to align these interactions with Connecticut Executive Order 7?
 - ✓ Do these configurations require the purchase of furnishings, barriers, or Personal Protective Equipment (PPE)?
 - ✓ Do these configurations require a change in the way you do your job?
 - ✓ Do these configurations require a change in policy or practice?
 - ✓ Do these configurations require a change the behavior of those you interact with?
 - Describe these interactions in more risk conditions *in this specific school*
 - ✓ What specific work space configurations do you need to limit these interactions?
 - ✓ What specific work space configurations do you need to align these interactions with CDC social distancing guidelines?
 - ✓ What specific work space configurations do you need to align these interactions with Connecticut Executive Order 7?
 - ✓ Do these configurations require the purchase of furnishings, barriers, or Personal Protective Equipment (PPE)?
 - ✓ Do these configurations require a change in the way you do your job?
 - ✓ Do these configurations require a change in policy or practice?
 - ✓ Do these configurations require a change the behavior of those you interact with?

- Describe these interactions in highest risk conditions *in this specific school*
 - ✓ What specific work space configurations do you need to limit these interactions?
 - ✓ What specific work space configurations do you need to align these interactions with CDC social distancing guidelines?
 - ✓ What specific work space configurations do you need to align these interactions with Connecticut Executive Order 7?
 - ✓ Do these configurations require the purchase of furnishings, barriers, or Personal Protective Equipment (PPE)?
 - ✓ Do these configurations require a change in the way you do your job?
 - ✓ Do these configurations require a change in policy or practice?
 - ✓ Do these configurations require a change the behavior of those you interact with?

- *After reviewing the information provided by the Staff Group Reopening Committee, list all shared equipment/supplies used to complete your work in this specific school*
 - Describe how/if sharing equipment/supplies can occur in low risk conditions
 - ✓ What specific equipment/supplies do you need to limit sharing?
 - ✓ What specific equipment/supplies do you need to align with CDC social distancing guidelines?
 - ✓ What specific equipment/supplies do you need to align with Connecticut Executive Order 7?
 - ✓ Do these configurations require the purchase of additional equipment/supplies?
 - ✓ Does a change in sharing of equipment/supplies require a change in the way you do your job?
 - ✓ Does a change in sharing of equipment/supplies require a change in policy or practice?
 - ✓ Does a change in sharing of equipment/supplies require a change the behavior of those you share equipment/supplies with?

- Describe these interactions in more risk conditions
 - ✓ What specific equipment/supplies do you need to limit sharing?
 - ✓ What specific equipment/supplies do you need to align with CDC social distancing guidelines?
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- If your job responsibilities includes student instruction/direct support:
 - For low risk conditions:
 - ✓ *After reviewing the information provided by the Staff Group Reopening Committee, list all intervention programs and services that are available to students; identify and offer suggestions on how to fill program gaps.*
 - ✓ *After reviewing the information provided by the Staff Group Reopening Committee, list assessments that are available to assess student learning (e.g., online/through Google Meet/in-person diagnostics, formative assessments, student work, conferences, advisories, parent feedback)*

- For more risk conditions:
 - ✓ *After reviewing the information provided by the Staff Group Reopening Committee, list all intervention programs and services that are available to students; identify and offer suggestions on how to fill program gaps.*
 - ✓ *After reviewing the information provided by the Staff Group Reopening Committee, list assessments that are available to assess student learning (e.g., online/through Google Meet/in-person diagnostics, formative assessments, student work, conferences, advisories, parent feedback)*
 - ✓ *After reviewing the information provided by the Staff Group Reopening Committee, list specific ways to instruct students when a teacher is medically unable to provide in-person instruction*
 - ✓ *After reviewing the information provided by the Staff Group Reopening Committee, list specific ways to instruct students when students are medically unable to return to school*

- For highest risk conditions:
 - ✓ *After reviewing the information provided by the Staff Group Reopening Committee, list all intervention programs and services that are available to students; identify and offer suggestions on how to fill program gaps*
 - ✓ *After reviewing the information provided by the Staff Group Reopening Committee, list assessments that are available to assess student learning (e.g., online/through Google Meet/in-person diagnostics, formative assessments, student work, conferences, advisories, parent feedback)*
 - ✓ *After reviewing the information provided by the Staff Group Reopening Committee, list specific ways to instruct students when a teacher is medically unable to provide in-person instruction*
 - ✓ *After reviewing the information provided by the Staff Group Reopening Committee, list specific ways to instruct students when students are medically unable to return to school*

- Create student/staff schedules for lowest risk conditions:
 - Master teaching schedules
 - Student and faculty arrival/dismissal schedules
 - Bus schedules
 - Lunch schedules for staff and students
 - Bell/passing schedules aligned to social distancing guidelines and facility access control

- Create student/staff schedules for more risk conditions:
 - Master teaching schedules
 - Student and faculty arrival/dismissal schedules
 - Bus schedules
 - Lunch schedules for staff and students
 - Bell/passing schedules aligned to social distancing guidelines and facility access control

- Create student/staff schedules for highest risk conditions:
 - Master teaching schedules
 - Student and faculty arrival/dismissal schedules
 - Bus schedules
 - Lunch schedules for staff and students
 - Bell/passing schedules aligned to social distancing guidelines and facility access control

- Orient staff on any operational changes

- Update policies and procedures for extracurriculars/athletics including the allowance of spectators, close-contact activities/sports, and equipment disinfection based on CDC guidance

- Create School Reopening Plan
 - Include a [Scenario Plan](#) for the 2020-2021 school year – Multiple scenarios should include:
 - ✓ CDC's Lowest Risk
 - ✓ CDC's More Risk
 - ✓ CDC's Highest Risk

 - Submit the School Reopening Plan to the District Reopening Committee on or before June 26, 2020

District Reopening Committee:

- Committee Focus: To determine and quantify the necessary staffing, supplies, materials and actions required to begin the 2020-2021 school year
- Responsibilities:
 - Distribute and collect information to/from the School Reopening Committees
 - Conduct a staff assessment to understand who is medically unable to return to in-person work
 - Develop a plan to accommodate/replace teachers and staff who are not returning
 - Assess need for new/additional positions
 - Recruit, interview and hire new staff as applicable
 - Consult legal counsel, the Torrington Area Health District, and CIRMA to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19
 - *After reviewing the information provided by the School Reopening Committee*, submit policy changes to the Board of Education Policy
 - *After reviewing the information provided by the School Reopening Committee*, collaborate with transportation vendors to implement
 - A bussing plan (schedules) for more and highest risk conditions
 - Bus [cleaning and disinfection protocols](#) for more and highest risk conditions
 - *After reviewing the information provided by the School Reopening Committee*, orient staff to any operational changes
 - *After reviewing the information provided by the School Reopening Committee*, reate a budget for each CDC risk condition

- *After reviewing the information provided by the School Reopening Committee, create District Reopening Plan*
 - Include a [Scenario Plan](#) for the 2020-2021 school year – Multiple scenarios should include:
 - ✓ CDC's Lowest Risk
 - ✓ CDC's More Risk
 - ✓ CDC's Highest Risk
 - Submit the District Reopening Plan to the Thomaston Board of Education on or before June 30, 2020

Resources

- Centers for Disease Control and Prevention Resources:
 - [Businesses and Workplaces](#)
 - [Childcare, Schools, and Youth Programs – Plan, Prepare, and Respond](#)
 - [CIARTF Stakeholder Call: Schools and Child Care Programs](#)
 - [Cleaning and Disinfecting Your Facility](#)
 - [Communities, Schools, Workplaces, and Events – Information for Where You Live, Work, Learn, and Play](#)
 - [Considerations for Schools](#)
 - [COVID-19 Employer Information for Office Buildings](#)
 - [How COVID-19 Spreads](#)
 - [Interim Guidance for Businesses and Employers Responding to Coronavirus Disease 2019 \(COVID-19\), May 2020](#)
 - [Implementation of Mitigation Strategies for Communities with Local COVID-19 Transmission](#)
 - [National Pandemic Strategy](#)
 - [Schools and Day Camps](#)
 - [Schools Decision Tool](#)
 - [Schools Reopening Decision Tool](#)
 - [Symptoms of Coronavirus](#)
 - [Workplace Decision Tool](#)

- Connecticut State Department of Education
 - [Preparing for a Safe Return to Classroom Learning – Summer School Reopening Plan](#)

- [EdAdvance Regional Back to School Planning Team Unified Document](#)

- Office of the Governor of Connecticut
 - [Executive Order 7](#) (including all subsequent, related orders A through WW as of June 5, 2020)

- Reopen Connecticut
 - [Rules for Operating Summer School during COVID19 – June 1, 2020](#)

- U.S. Department of Labor Occupational Safety and Health Administration (OSHA)
 - [Communication and Coordination for Host Employers, Contractors, and Staffing Agencies](#)
 - [Guidance on Preparing Workplaces for COVID-19](#)
 - [OSH Act of 1970 – Sec. 5 – Duties](#)

Thomaston Public Schools
Reopening Committee for the 2020-2021 School Year

Meeting Timelines and Tasks

By June 5, 2020:

- Staff Group Reopening Committees – Hold initial meeting; determine member availability
- School Reopening Committees – Hold initial meeting; determine member availability
- District Reopening Committee – Hold initial meeting; determine member availability

By June 10, 2020:

- Staff Group Reopening Committees
 - Respond to “Focus and Responsibilities of Reopening Committees” listed in Thomaston Public Schools Reopening Committee for the 2020-2021 School Year document (pages 4-7)
 - Summarize responses for each level of risk (lowest, more, highest) and submit written summary for each level of risk to District Reopening Committee
- School Reopening Committees
 - Respond to “Focus and Responsibilities of Reopening Committees” listed in Thomaston Public Schools Reopening Committee for the 2020-2021 School Year document (pages 8-12)
 - Summarize responses for each level of risk (lowest, more, highest) and submit written summary for each level of risk to District Reopening Committee
- District Reopening Committee
 - Respond to “Focus and Responsibilities of Reopening Committees” listed in Thomaston Public Schools Reopening Committee for the 2020-2021 School Year document (pages 13-14)
 - Summarize responses for each level of risk (lowest, more, highest) and submit written summary for each level of risk to District Reopening Committee

On June 11, 2020:

- District Reopening Committee
 - Review all “Focus and Responsibilities of Reopening Committees” response summaries
 - Begin writing District Reopening Plan

By June 15, 2020:

- District Reopening Committee
 - Submit Draft Plan to Business Manager to include unbudgeted costs
 - Submit Draft District Reopening Plan to Staff Group and School Reopening Committees for review and feedback

By June 17, 2020:

- Staff Group Reopening Committees – Submit feedback to District Reopening Committee
- School Reopening Committees – Submit feedback to District Reopening Committee
- Business Manager – Submit list of unbudgeted costs

By June 22, 2020:

- District Reopening Committee
 - Submit final draft of District Reopening Plan to Staff Group and School Reopening Committees
 - Submit final draft of District Reopening Plan to the Board of Education for review and action