



REGIONAL SCHOOL DISTRICT 11/ PARISH HILL MIDDLE HIGH SCHOOL REOPENING PLAN

School Guidelines and Planning Development

Superintendent – Kenneth Henrici
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Principal – Brian Tedeschi
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SUPERINTENDENT'S AND PRINCIPAL'S MESSAGE

As you likely are aware, the Governor and Commissioner of Education are planning for a full, five-day-a-week, in-person opening of school in late August. School districts have been directed to develop a reopening plan that addresses key areas such as health and safety, staffing and scheduling, transportation, communication, nutrition, facilities/operations, and instructional practices to best educate our children in the classroom. As such, we have formed a school reopening committee comprised of representatives from administration, certified and non-certified staff, nursing, maintenance, technology, and parents. The committee has worked diligently, meeting twice per week, to develop our reopening plan which effectively addresses the areas listed above. Once submitted to the state, we will share the reopening plan with all parents/guardians. We also intend to provide regular updates to staff, parents, and students via Blackboard-Connect, e-mail, and the school website. We want to assure you that we will regularly keep you informed on all aspects of our school reopening.

Most important, we wish to assure you that we remain relentlessly committed to ensuring that your child is coming to school in a safe and healthy environment. This means that we will practice safe measures such as social distancing, mask wearing, limited interaction in corridors, outside instruction where feasible, safe transportation and nutritional practices, and regular sanitizing of both classrooms and common areas. Parents will need to provide masks so we encourage you to start the process of acquiring multiple masks that will be comfortable for your son/daughter. We will also have an ample supply of masks on hand at school.

Our students need to return to an environment that provides both safe in-person instruction and support structures that will provide for the social/emotional well-being of all students. Our school this August will look notably different from the school your child left in mid-March. However, we all hope that this will be a temporary departure from past protocols and practices and that we will return to “normal” in the relatively near future. Until then, we are relying on parents to regularly reinforce with their children healthy practices such as hand washing, mask wearing, and social distancing.

We eagerly look forward to welcoming our students back to school in late August.

Kenneth V. Henrici
Superintendent

Brian Tedeschi
Principal

This document identifies the critical “REQUIREMENTS” needed for each local educational agency (LEA) or school operator to submit a reopening plan in accordance with the Connecticut School Reopening Plan — ***Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together***. In providing the LEA’s response, it is imperative to work through the Connecticut School Reopening Plan, which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing the unique local approach.

While the submitted plans do not require approval by the Connecticut State Department of Education (CSDE), plans will be retained. Receipt and consideration of the plans will allow the CSDE to share best practices and provide technical support for those LEAs who require it.

LEAs should submit a reopening plan that clearly and specifically addresses the requirements outlined in each section below. The CSDE recommends plans be developed inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, nutrition services, transportation services, boards of education, local health officials, municipal leaders, parents and other relevant stakeholders.

Additional Details:

Plans should be submitted in font size no greater than 11pt, in PDF format.

Due: July 24, 2020

Submit to: SDE.REOPEN@ct.gov

Include the following completed table at the top of your submitted plan:

Date of Submission:	7-24-20
LEA Name:	Regional School District #11
Reopening Plan Point of Contact:	Kenneth V. Henrici - Superintendent Brian Tedeschi - Principal
Contact Email:	khenrici@parishill.org btedeschi@parishill.org
Contact Phone:	860-786-6030 860-455-9584
LEA COVID-19 Health and Safety Compliance Liaison:	Brian Tedeschi - Principal Elizabeth Swagger - School Nurse
Liaison Email:	btedeschi@parishill.org eswagger@parishill.org

If schools plan to iterate and/or improve their plan as a result of newly released guidance and/or changes in their local communities, those should also be submitted to the CSDE at the email listed above.

This document reflects preliminary guidance and considerations as of the date published, and should not be interpreted as mandates, except where there is indication of a requirement. The Connecticut School Reopening Plan — *Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together* may be updated due to the rapidly changing response to this pandemic emergency and ongoing updates from Centers for Disease Control and Prevention (CDC) and/or changes to federal and state orders and guidance. The Connecticut State Department of Education will provide any such updates to Superintendents.

REGIONAL SCHOOL DISTRICT 11/ PARISH HILL MIDDLE HIGH SCHOOL
REOPENING PLAN

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Priorities	School Plan
Fall Reopening Model	
<ul style="list-style-type: none"> • LEAs should plan to have all students, in all districts, return to schoolhouses for full-time instruction at the beginning of 2020-2021, so long as public health data continues to support this model. This model will be supported with more intensive mitigation strategies and specific monitoring, containment and class cancellation plans. <ul style="list-style-type: none"> – In addition to full-time instruction plans as indicated above, LEAs must be prepared to modify their plans to support a partial reopening or to allow for scaling back at a future date if the public health data changes. • Identify gaps and develop action plans for reopening that specifically address inclusion, equity, and access for all learners with strategies and clearly defined action steps. 	<p>Full Opening: School open to all students whose parents are willing to send their children to school</p> <p>Hybrid Model: With intentions of keeping cohorts together, Grades 7-9-10 will report to school on Mondays and Thursdays for in person learning and grades 8-11-12 will engage in distance learning from home. Grades 8-11-12 will report to school on Tuesdays and Fridays for in person learning while Grades 7-9-10 will engage in distance learning from home. All students will engage in independent distance learning on Wednesdays and will have opportunities for individualized instruction and/or interventions as needed.</p> <p>Full Distance Learning: Synchronous distance learning for all students will take place as follows: Periods A-B-C-D will meet virtually on Mondays and Thursdays and Periods E-F-G and Advisory will meet virtually on Tuesdays and Fridays. All students will engage in independent distance learning on Wednesdays and will have opportunities for individualized instruction and/or interventions as needed.</p>
Temporarily Choosing Not to Participate	
<ul style="list-style-type: none"> • Plan for parents and students who may temporarily choose not to participate in the return to school. 	<p>All students are provided with Chromebooks and are able to attend classes in person or virtually. In person classes will be live broadcast to all students attending virtually from home. Students at home will have the same learning expectations and will have the opportunity to ask questions and receive feedback.</p>
School Liaison, Communications Plans, and Data Collection	

REGIONAL SCHOOL DISTRICT 11/ PARISH HILL MIDDLE HIGH SCHOOL
REOPENING PLAN

- Designate an employee to serve as a COVID-19 Health and Safety Compliance Liaison. This designated person will be responsible for engaging with students, parents, faculty, staff, and administrators to answer questions or concerns about health and safety requirements regarding COVID-19 concerns (e.g., school nurse).
- Put systems in place to communicate the most up to date policies and protocols related to the considerations herein, for staff, students, and families.
- Make communications plans available in relevant languages of families in the community, as well as accessible to those with visual and/or hearing impairments.
- Ensure the development of plans for ongoing two-way communication with the school community (staff, families, and students) about any new policies and/or protocols *prior* to reopening, any time there is a significant policy change, and upon re-entry if a school closes temporarily during the year.
- Develop expectations around frequency of communication, and ensure detailed updates are provided any time critical information regarding policies, protocols, or health data changes.
- Put in place a plan for how the community will be notified of any changed policies, need to cancel classes, or other changes or restrictions.
- Make plans easily accessible, including but not limited to being visible on the main landing page of the LEA and .
- Prioritize gathering information from families prior to reopening. Collect information from families to properly plan for resuming classes in the fall.
 - This should align with the forthcoming CSDE District Reopen Survey

- School Principal Brian Tedeschi will be the designated COVID-19 Health and Safety Compliance Liaison, working closely with school nurse, Elizabeth Swagger.
- Communication, clearly marked with version/date, will be sent to all contacts using multiple systems including Blackboard Connect (voice, email, text), Parish Hill website Covid-19 landing page and social media.
- Communication will be sent in to families in their primary language.
- For efficient two-way communication Google Forms will be used as a way for families to ask questions whenever they arise. A link will be available on the COVID-19 landing page after the FAQ section. This page will be monitored by school personnel who will respond or pass off to pertinent staff for proper response.
- Communications will occur upon receipt of updates or changes to protocols and health data. This will likely happen more frequently as we get closer to school opening. Initial communications will be extensive as we educate parents, students and staff.
- The COVID-19 landing page will be easily accessible from the main page and have all protocols, plans, learning videos, FAQs, and ways to reach out for questions and concerns.

REGIONAL SCHOOL DISTRICT 11/ PARISH HILL MIDDLE HIGH SCHOOL
REOPENING PLAN

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Operations Plan	School Plan
Facilities	
<ul style="list-style-type: none"> • Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout. • Where necessary, assess other space that may be repurposed for instruction in the school, in municipal or other community space, or if the school will require additional modular space. • Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction. • Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population. • Identify the training needs of staff related to health and safety protocols; perform such training prior to the first day of classes. • Consider having training days and days to practice new protocols with staff only prior to having students enter the building. • Plan an in-person or online training that includes: social distancing; cleaning protocols; and hygiene practices. 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. • Ensure training is provided to substitutes or others who may enter the school outside of the first day or typical calendar start. 	<ol style="list-style-type: none"> 1. All rooms have been evaluated and seating has been arranged to maximize social distancing achieving 6 feet of distance when feasible. 2. Spaces such as the gymnasium, auditorium and cafeteria as well as outside spaces have been evaluated for the purpose of classroom instruction. 3. Classrooms will be marked and arranged to maximize space between students and teachers. 4. Signage will be accessible to students with disabilities and in appropriate languages. 5. Training will be planned and conducted for staff for four days prior to the start of school. 6. Online training videos will be made available to staff, students and families on the school website and in person training will be conducted with students on the first day of school and as necessary throughout the school year.
Daily Operations	
<ul style="list-style-type: none"> • Implement the key strategy of establishing stable cohorts within the school population, when feasible. Placing students in cohorts is strongly encouraged for grades K-8, and encouraged where feasible for grades 9–12. • Develop consistent policies to address when clubs, before- and after-school programs, or other voluntary groups may be allowed to use school space. Include ways to safely allow access for before- and after-school and childcare programs. 	<p>All students (7th - 12th grades) will be assigned to classes in grade level cohorts to the greatest extent possible (ex. freshman english and freshman science classes to have the same students as is possible).</p> <p>Bathrooms will be assigned to specific grade levels and will be limited to a maximum number of occupants based on social distancing.</p> <p>Students will have individual seating in the cafeteria; tables are removed.</p> <p>Students will traverse the building on the right side of hallways and stairs and will follow traffic patterns to maintain social distancing. Lockers will not be used - students will have bags with them throughout the day and amount/size/weight of books/materials will be minimized as much as possible by</p>

REGIONAL SCHOOL DISTRICT 11/ PARISH HILL MIDDLE HIGH SCHOOL
REOPENING PLAN

	<p>teachers.</p> <p>Clubs and after-school activities will be held virtually as is possible (ex. Chess Club) or outside using the greatest open space available. Large indoor areas such as the cafeteria, auditorium, and gymnasium may also be utilized.</p> <p>Building-use applications from organizations outside of Parish Hill will be reviewed and approved/disapproved based on the number of participants, spacing needs, time of day/night, and the ability to effectively sanitize the building in preparation for the next school day. Parish Hill does not discriminate against any persons or organizations, including Boy Scouts of America, wishing to use the building.</p>
<p>Child Nutrition</p>	
<ul style="list-style-type: none"> • Schools and institutions that participate in the National School Lunch Program (NSLP), School Breakfast Program (SBP), Afterschool Snack Program, and Special Milk Program (SMP) as applicable, must continue to determine eligibility for and make available free and reduced-price meals and snacks and free milk to all eligible students. • Schools and institutions must comply with the U.S. Department of Agriculture’s (USDA) regulations and policies for school meals and milk including the meal pattern requirements. • Schools and institutions that participate in the NSLP are required to claim meals/milk provided to eligible students using accurate counting and claiming methods. 	<p>Parish Hill food service program will continue to determine eligibility for free and reduced priced meals, while protecting student privacy and ensuring the accuracy of eligibility determinations through the verification process. Applications for free and reduced priced meals will always be available in the school nurse’s office or on the school website.</p> <p>Parish Hill complies with all USDA regulations and guidelines. The food service director regularly refers to the guidance and updates made by the Connecticut State Department of Education. Meal patterns will continue to be followed along with using the “List of Acceptable Foods and Beverages” and the” Lunch Menu Planning Checklist”.</p> <p>The school food service program uses “Power Lunch” point of sale and claiming system to ensure accuracy in counting meals and keeping track of individual student accounts. The CNP (Claiming System for Child Nutrition Programs) web based system will continue to be used, allowing the food service director to submit monthly claims and other online forms.</p>

**REGIONAL SCHOOL DISTRICT 11/ PARISH HILL MIDDLE HIGH SCHOOL
REOPENING PLAN**

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Operations Plan, continued	School Plan
Transportation	
<p>Low Transmission Risk</p> <ul style="list-style-type: none"> Plan to operate at full capacity or close to while maximizing health and safety protocols, as well as considerations outlined in the plan. Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus. Passengers 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. <p>Moderate Transmission Risk</p> <ul style="list-style-type: none"> Plan to operate at significantly reduced capacity while maximizing health and safety protocols, as well as considerations outlined in the plan. Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating. Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus. Passengers 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. 	<p>All buses will be cleaned and disinfected before and after each bus run with students.</p> <p>Everyone on the bus will wear a facemask (unless given prior district/medical approval). Each bus will have a supply of face masks to give to passengers/driver if they do not have one of their own to wear.</p> <p>During Low Transmission Risk students will load the bus from back to front with members of the same family sitting in the same row as necessary. Students will socially distance as much as possible on the bus.</p> <p>During Moderate Risk students will load the bus from back to front and use every other row of seats in a zig-zag pattern to maximize social distancing. Members of the same family will sit in the same row of seats as necessary. This may require alternative busing options to bring all students to and from the school.</p> <p>Students will remain seated until they are dismissed from the bus and will exit the bus using as much social distancing as possible. Upon arrival at school students will disembark one bus at a time and enter the building at two entrances to allow for social distancing as students enter the school building.</p> <p>Dismissal time will be altered to reduce the number of students in the hallways and exiting the building at the end of the day.</p>
Health Practices and Protocols	School Plan

REGIONAL SCHOOL DISTRICT 11/ PARISH HILL MIDDLE HIGH SCHOOL
REOPENING PLAN

- Ensure that students are educated and engaged in the new expectations related to all public health policies and protocols. As part of this requirement, assess the best approach to communicating the information for the age group, and plan to set aside time at the beginning of the school year, as well as frequent reminders, to review the new policies and protocols.
- Familiarize all participants of the standard public health practices used to prevent the spread of diseases. These practices include, but are not limited to:
 - social distancing;
 - frequent hand washing and use of hand sanitizer;
 - use of face coverings that completely cover the nose and mouth;
 - respiratory and cough etiquette; and
 - enhanced cleaning/disinfection of surfaces.
- Provide adequate supplies, including soap, hand sanitizer with at least 60% ethyl alcohol or 70% isopropyl alcohol (for staff and older students who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible), and no-touch/ foot-pedal trash cans.

The school nurse will review use of face covering/masks, social distancing, washing hands often with soap for 20 seconds, and using hand sanitizer appropriately. The school nurse will utilize videos from CDC and other health organizations to show best protective measures. Reminders of this information will be presented to students on the morning television along with announcements.

In conjunction with the maintenance director, posters will be displayed throughout the school building with reminders for safety and preventative practices. Hand sanitizing stations will also be adequately dispersed throughout the school for student and staff access.

Hand washing and or use of hand sanitizer will be implemented throughout the school day including but not limited to the arrival to the school, before meals/snacks, after outside time, after using the bathroom, after nose blowing or sneezing, and before leaving at the end of the day.

Safety training will include, but is not limited to:

- not touching eyes, nose, mouth with unwashed hands
- if soap and water is not readily available, 60 % ethyl alcohol or 70% isopropyl alcohol based hand gel will be used
- cover coughs or sneezes with a tissue then throw into the trash can
- proper hand washing/sanitizer usage
- proper mask wearing

Safety training will be implemented at the beginning of the school year and reviewed on a regular basis or as needed.

Students and staff are to inform the school if they are experiencing COVID-19 related symptoms or have had known exposure to someone diagnosed with COVID-19 and have also had contact with the school population. Encourage students and staff to stay home when sick, especially with COVID-19 symptoms such as fever and cough and to notify the school nurse. Students and staff should refer to their primary care physician for guidance on return to school. ***Pending guidance from the EHHD, a note clearing the student from their PCP may be required.***

Staff or students who present with symptoms consistent with COVID-19 will be placed in the isolation room close to the nursing office until a parent/guardian

	<p>arrives. Students will always be supervised in the isolation room and a log will be kept.</p>
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**REGIONAL SCHOOL DISTRICT 11/ PARISH HILL MIDDLE HIGH SCHOOL
REOPENING PLAN**

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Health Practices and Protocols, continued	School Plan
Reporting Illnesses and Addressing Vulnerable Populations	
<ul style="list-style-type: none"> • Instruct students and staff to inform the school if they are sick with COVID-19 related symptoms, particularly if they had a known contact with someone diagnosed with COVID-19 and have also had contact with the school population. • Develop consistent protocols for information reporting, and a point person to appropriately receive and safeguard this information, such as the school nurse, district nursing supervisor, or principal. • Educate staff and families about when to stay home. Schools should properly communicate the content of this or any updated guidance. <ul style="list-style-type: none"> – Instruct staff and students (or their parents and guardians) to perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms. Communicate this expectation and provide parents with reminders about the symptoms consistent with COVID-19 that require keeping their students at home. • Establish and communicate school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home. 	<p>Set up communications with families and staff regularly which emphasize health protocols and staying home when sick.</p> <p>Encourage staff or students who are in a vulnerable population to talk about concerns with their primary care provider.</p> <p>Also instruct staff, students, and parents/guardians to perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms. A temperature at or above 100.4 degrees Fahrenheit is considered a fever per our medical advisor and CDC. Staff and students are encouraged to stay home when sick. Self-assessments can be conducted at home using the CDC list of symptoms in the link provided. https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html</p>
Social Distancing	
<ul style="list-style-type: none"> • Assist staff and students to maintain maximum social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time. 	<p>Students and staff will be trained in proper social distancing. There will be signage reminding everyone of the importance of following social distancing and other health guidelines. The floors will be marked to help show proper social distancing.</p>
Use of Face Coverings, Masks, and Face Shields	
<ul style="list-style-type: none"> • Adopt policies requiring use of face coverings for all students and staff when they are inside the school building, with certain exceptions listed below. <ul style="list-style-type: none"> – For anyone who has trouble breathing, or anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance, face coverings and masks should not be required, per CDC guidance. – For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required. • Be prepared to provide a mask to any student or staff member who does not have one. 	<p>Wearing cloth face coverings to prevent the spread of COVID-19 will be implemented and will be required for all staff and students.</p> <p>Exceptions included per CDC Guidance:</p> <ul style="list-style-type: none"> • Children younger than 2 years' old • Anyone who has trouble breathing • Anyone who is unconscious, incapacitated, or otherwise unable to remove the cloth face covering without assistance <p>Masks should be washed regularly. All students will be asked to have back-up masks in case damage/misplacement of</p>

	<p>masks occur.</p> <p>The school will have extra masks on hand for any person in the building who does not have a mask or whose mask breaks, becomes ineffective etc.</p> <p>Masks breaks will be provided during the school day including but not limited to eating, drinking, and when students are outside and effectively practicing social distancing.</p>
Health Monitoring Plan	School Plan
Planning and Distribution of Information	
<ul style="list-style-type: none"> • Include in the LEA reopening plan written protocols for monitoring of symptoms that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus and maintaining oversight related to the pandemic while complying with relevant privacy and health laws. 	<p>PARISH HILL administration and school nurse will be in communication with the Eastern Highland Health District for up to date health information.</p> <p>PARISH HILL will follow protocols set by EHHD and will cooperate with decisions regarding the temporary closure of school as directed by EHHD.</p> <p>The school nurse will utilize the CDC website and instruction from EHHD for signs/symptoms of COVID-19. These will be used to determine isolation and immediate removal from the school building. Current signs/symptoms include:</p> <ul style="list-style-type: none"> ● 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 <p>Parish Hill will be in contact with EEHD regarding a positive test result in the school district. Communication in accordance with state guidelines and confidentiality will be sent via our communication system to families and staff.</p>

**REGIONAL SCHOOL DISTRICT 11/ PARISH HILL MIDDLE HIGH SCHOOL
REOPENING PLAN**

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Containment Plan	School Plan
<ul style="list-style-type: none"> • <i>The Connecticut Department of Public Health will be providing a tiered system to assist leaders and define the decision-making approach should partial or full class-cancellation become necessary. Anticipate this will be available at the time decisions will need to be made related to containment and possible school class cancellations.</i> • Include in the LEA reopening plan written protocols for containment and immediate response if an individual has signs or symptoms of COVID-19, there is a known exposure, or a member of the school community has a confirmed diagnosis of COVID-19. The purpose of containment plans are to decrease the risks of spreading COVID-19, and shall include the following: <ul style="list-style-type: none"> – Immediate coordination with the local health department, including being ready to comply with requests for information from the local health department to assist with contact tracing. – Identification of a response team within the school and LEA with specific responsibilities. – Consideration of what signs and symptoms exhibited by students or staff would require their immediate dismissal from school; for what period of time; and conditions for their re-admittance to school. • Identify an “isolation room” (besides the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives. • Create a consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19 and must be dismissed from school. 	<p>The school nurse will utilize the CDC website and instruction from EHHD for signs/symptoms of COVID-19. These will be used to determine isolation and immediate removal from the school building. Current signs/symptoms include:</p> <ul style="list-style-type: none"> ● 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 <p>According to the EHHD Director of Health, Robert Miller, “The presentation of just one of the above symptoms does not necessarily trigger a dismissal from school, or a directive to stay home. The specific clinical presentation criteria for this purpose is still under development by the Connecticut Department of Public Health. It will be incorporated into the plan when it becomes available.”</p> <p>An isolation room prepared close to the nurse’s office will be used in the event that a student/staff present with COVID-19 signs/symptoms described above. This room is near a separate entrance/exit to decrease exposure to others in the school building. Bathroom access is also close to the isolation room.</p> <p>The Immediate Response Team will consist of the school nurse, building administration, the director of maintenance, and a member from student services.</p> <p>Any student or staff member displaying Covid 19 symptoms will be immediately removed from class and brought to the nurse. Individuals who are sick will be</p>

**REGIONAL SCHOOL DISTRICT 11/ PARISH HILL MIDDLE HIGH SCHOOL
REOPENING PLAN**

	<p>sent home or to a health care facility for treatment.</p> <p>Areas of the school used by the sick person will be disinfected and closed off for 24 hours.</p> <p>If a person tests positive for Covid 19, health officials, families, and staff will be notified in accordance with state laws and guidelines while maintaining confidentiality.</p> <p>Those who may have had close contact with a person diagnosed with Covid 19 will be notified and required to stay home and self-monitor according to CDC guidelines. This may also include the immediate and/or temporary closure of school and move to distance learning.</p>
<p>Cancellation of Classes, Remote Learning, and Reopening Plans</p>	<p>School Plan</p>
<ul style="list-style-type: none"> • <i>The Connecticut Department of Public Health will be developing specific community and school-based indicators to assist leaders and define the appropriate decision-making approach.</i> • Develop a plan for school class cancellations and reopening to be implemented in the event that the superintendent, their designee, or state government suspends or cancels in-school classes for some or all participants. • Notify and consult with the CSDE immediately if the LEA is contemplating class cancellations. • Include a communication plan and clear policies for faculty and staff regarding individual roles and responsibilities in the event of a shutdown occurring during the school year. • Prioritize ongoing educational opportunities when drafting the plan for shutdown. Materials for continuity of learning must be made available to allow for school sessions to continue remotely. 	<p>Any decision to cancel classes and move to either the Hybrid Model or the Full Distance Learning Model will be based upon public health guidance and directives from the CSDE and/or the EHHD.</p> <p>Families will be notified of any such change in learning models and will be given further guidance in accordance to the learning model being used.</p> <p>Teachers will continue to instruct students remotely as outlined in the plan above.</p>

**REGIONAL SCHOOL DISTRICT 11/ PARISH HILL MIDDLE HIGH SCHOOL
REOPENING PLAN**

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Cancellation of Classes, Remote Learning, and Reopening Plans, continued	School Plan
Future Planning for Remote Blended Learning	
<ul style="list-style-type: none"> • Be prepared to provide remote blended learning opportunities immediately upon cancellation of in-school classes. <ul style="list-style-type: none"> – Consider implementing a plan to gather feedback from families, students, teachers, and leaders on experience with remote learning. Incorporate any feedback into a revised remote learning plan and incorporate into hybrid learning model. • Develop a plan for extended absences and communicate it with parents or guardians in the event of a second extended closure. 	<p>A parent-student survey went out in June and a “Zoom” meeting was held with parents and students to receive feedback on distance learning that took place during the spring closure of schools in CT. Several staff meetings were held throughout the spring to gather feedback from staff regarding distance learning. Primarily, there was a need for more interactive experiences between teachers and students. Based on that feedback, plans have been made for students to attend live instructional sessions with students to allow for interactive discussion and inquiry, and to provide critical feedback necessary for new learning.</p>
Academics	School Plan
Special Education	

REGIONAL SCHOOL DISTRICT 11/ PARISH HILL MIDDLE HIGH SCHOOL
REOPENING PLAN

- Prepare with the understanding that there has been no waiver of requirements under the IDEA for provision of a free and appropriate public education (FAPE) in the least restrictive environment (LRE). During COVID-19 school closures, schools were required to provide FAPE consistent with the need to protect the health and safety of students, as well as those individuals providing education, specialized instruction, and related services to these students. Schools may not have been able to provide all services in the same manner that they are typically provided. Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services.
- Treat students eligible for special education and other special populations as general education students first. Guidance and policies related to school reopening plans apply to all students, including students with special needs who qualify for individual education programs under the IDEA and accommodation plans for eligible students under section 504 of the Rehabilitation Act. If students with disabilities are unable to access the reopening plan as designed, facilitate individualized and alternative means of re-entry based upon student need, present levels of functioning, developmental levels, and student/parent input. Consider blended learning schedules if needed.
- Do not make programming decisions based on a student's disability category. However, the nature and/or severity of a student's disability may require unique considerations. Protocols should consider the student's developmental level and skills.
- Address mask and face covering use for the population of special education students, including cases where masks may need to be removed to provide appropriate services, and the approach to implementing any other possible mitigating strategy, including but not limited to maximum social distancing.

1. FAPE under the IDEA has been and will continue to be met via continuing to provide IEP services either in-person per IEP or virtually per IEP "to the greatest extent possible". Whether services will be provided in-person and in school and/or virtually will be in accordance with State mandates and Region #11/Chaplin re-entry plan. PPTs will continue to be held virtually, unless a parent requests in-person. Annual and Triennial Reviews will continue to be held within mandated timelines. Any outstanding testing due to the unexpected school closure will be conducted over the summer with parent permission or at the beginning of the school year in accordance with CDC guidelines for safety. Initial evaluations will be held in accordance with CT State law (45 school days). Should school close again, testing in accordance with CDC guidance may be offered to parents during the closure.
2. If parents opt not to send their child to school in person, general education classes and IEP services will be livestreamed according to the in-person school schedule. Students will be provided with the necessary technology and connectivity to access the instruction.
3. Students will not be penalized for their inability to wear a mask due to their disability. Instead, mitigating strategies (e.g., maximum social distancing) will be implemented to ensure access to general education and special education services in a manner that is safe for all.
4. Students/Speech Pathologist will wear plastic facial shields in lieu of a mask when receiving/providing speech services that require both to be able to see each other's' mouths. In addition, an acrylic shield will be placed between the Speech Pathologist and student as a means of extra protection.

Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, it is imperative to work through the Connecticut School Reopening Plan which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing a unique local approach.

Academics, continued	School Plan
English Learners (ELs)	
<ul style="list-style-type: none"> • Understand that like all other students, ELs are entitled to FAPE. The Civil Rights Act of 1964, Title IV, the Equal Educational Opportunities Act (1974) and the Elementary and Secondary Education Act (1965) provide guidance on the services to which ELs are entitled. ELs must have access to the general education curriculum as well as to a supplemental language instruction education program. During school closures due to COVID-19, ELs continue to be entitled to receive their supplemental EL instructional program in addition to their general education program of mainstream, grade-level and content-area instruction. Such language instructional education programs may consist of a range of services, including bilingual education, English as a Second Language (ESL), Sheltered Instruction and others. When returning to school buildings, language instruction education programs must continue • Comply with the requirement that eligible students in bilingual mandated districts are offered bilingual education programs. During COVID-19, school districts that are mandated to provide bilingual education remain required to offer a bilingual program to eligible students who have opted into the program. While program implementation may be altered during COVID-19 as compared to traditional in-building schooling, students in bilingual programs are still entitled to receive native language support as part of their school’s designated bilingual program model. As with other language instruction education programs, when returning to traditional schooling, bilingual programs must continue. • Communicate with parents and guardians that have limited proficiency in English in a language they understand as required by Title III of the Elementary and Secondary Education Act. As during traditional schooling, communications during school closures due to COVID-19 may be provided through translation and/or interpretation. • Provide ELs who are also identified as students with disabilities supports for their EL needs, as well as supports for their disabilities. During COVID-19, these dually identified students must continue to receive these supports. As in times with traditional schooling, dually identified students should have their language needs represented in their annual meetings about their IEP. 	<p>Sheltered instruction will continue for EL students through online or in-person instruction. Supports will remain in place for students in need.</p> <p>Communication with parents/guardians will be translated as needed, either through written documents, emails or phone calls by Spanish speakers.</p> <p>Students dual-identified will continue to receive supports as agreed to on student’s IEP/504 plans. Translators provided at PPT/504 meetings as necessary.</p>

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Family and Student Engagement	School Plan
Family Support and Communication	
<ul style="list-style-type: none"> • Comply with all state and federal family engagement requirements (e.g., School Governance Councils and Title I requirements) during the COVID-19 pandemic. • Prepare to provide families with clear and ongoing communication about what to expect, during and prior to reopening. This includes, but is not limited to, guidance on the school protocols related to health and safety guidelines. • Continue to engage with families and students as the reopening moves forward to ensure they are informed and have the ability to provide feedback. • Make reopen plans available on the LEA website, accessible, and clearly identify the school liaison. 	<p>Parish Hill will maintain communication with the community regarding all policies and decisions, including public comment and input whenever appropriate.</p> <p>Parish Hill will utilize the school website, and Blackboard Connect messages dispatched via phone, text, and email, to broadcast and make available all pertinent information. In addition, teachers will communicate regularly with parents/guardians about classwork, policies, and resources to support learning in all of the potential models of education.</p> <p>Parish Hill will provide short videos that walk students and parents/guardians through a school day with the new policies and directives that keep everyone safe and support a healthy learning environment.</p> <p>Staff will be available to discuss policies and procedures in regards to any concerns brought by students and families.</p>
Social-Emotional Learning (SEL) and Mental Health	
<ul style="list-style-type: none"> • Develop a detailed plan to re-engage all students, staff and families. Particularly identify strategies to identify and engage populations and specific students that have been disengaged. • Prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements. 	<p>Parent meetings will be held prior to the start of school to re-engage families.</p> <p>New students (upcoming 7th graders and “new” students in other grades) will be invited to attend an orientation to acclimate to the new school environment. This may be in-person or virtual.</p> <p>All staff will be trained prior to the start of school on Mandated Reporting with specific information regarding awareness of signs of abuse or neglect as it may relate to the pandemic and distance learning. All staff will also be trained in awareness of mental health signs and symptoms and what to do if a staff member is struggling or there are mental health concerns with a student.</p> <p>Our current advisory curriculum program (PATHS- Pirate Activities that Harness Success) will provide small group discussions and activities which will encourage a responsibility for learning, strengthen interpersonal skills, promote</p>

	<p>an understanding of diverse opinions and cultures, develop skills and knowledge necessary for future planning, and foster meaningful relationships between students, staff and the community) will be revamped to re-engage students, especially at the beginning of the school year. Students will meet at least weekly with their advisors.</p> <p>All students will be “screened” via a survey/needs assessment at the beginning of the school year. The School Counselors and School Social Worker will meet with students as needed individually, in groups, or in classes to address SEL needs. Second Step SEL curriculum will be used with middle school students to address SEL.</p>
<p>After-school Programming</p>	
<ul style="list-style-type: none"> • Programs receiving funding from the CSDE through the State After School, Extended School Hours (ESH) and 21st Century Community Learning Centers (21CCLC) programs, consult with the CSDE for individual grant-specific guidance. • Follow the requirements outlined in this document, as applicable, including but not limited to requiring the use of face coverings that cover the nose and mouth, and maximizing social distancing. 	<p>Parish Hill does not receive funding from the CSDE for ESH or 21CCLC programs, but all persons will be required to wear face coverings/masks and observe social distancing during all after-school programs.</p>
<p>Career And Technical Education</p>	<p>School Plan</p>
<ul style="list-style-type: none"> • Develop a plan for cleaning and disinfecting shared equipment in the shop or lab, before and after each use. 	<p>All shared equipment in shops or labs will be disinfected after each use and before being shared with any other students.</p>

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Staffing and Personnel	School Plan
Certification and Personnel Planning	
<ul style="list-style-type: none"> Prepare with school human resources and board counsel to comply with legal and regulatory requirements related to personnel, including but not limited to the EEOC guidance related to the ADA and the COVID-19 pandemic. Assess how to engage a full roster of staff, including potential substitute plan, and whether stipends or changes in substitute pay is required to support the needs of the school. 	<p>Parish Hill will utilize existing legal counsel to provide legal advice regarding EEOC, FMLA, etc.</p> <p>Kelly Substitute Services will be contacted and may be retained based upon their pool of available substitute teachers in our region.</p> <p>Parish Hill will seek to hire a long-term (preferably certified) substitute teacher during the Covid 19 pandemic to cover classes for absent teachers.</p> <p>Contracted hourly rates of pay for staff to assume duties beyond the contracted day (ex. cover a study hall during prep time) will be considered based upon consultation with collective bargaining group.</p>
Professional Development	
<ul style="list-style-type: none"> Prioritize mandatory training for staff, before the beginning of the school year, that covers signs and symptoms of COVID-19, Standard Public Health protocols, Hygiene Practices, PPE, Reporting Illnesses, and supporting SEL. Plan ongoing trainings as changes occur in recommendations and public health data. 	<p>All staff will receive 4 days of training before the start of school that will include all health related practices and expectations for both staff and students. Staff will have access to, and be instructed on the proper techniques and use of, PPE-Masks-face shields-gowns and sanitation supplies.</p>