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Plan A - Low Transmission Risk - Full occupancy (all students in)
Plan B - Moderate Transmission Risk - Half-Occupancy
Plan C - High Transmission Risk - Distance Learning

| Priorities | School Plan |
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| 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>Plan A Teachers will return to school on August 31st. Students will return to school on September 8th. This allows for training in distance learning, safety protocols, and other essential skills for teachers.</p> <p>Daily, students will have a modified opening/closing schedule that will allow for teacher time to address the needs of individual students to include those who chose not to participate in in-school instruction.</p> <p>Students with IEP's without a medical exemption will have the best learning experiences and access to all of the services noted in their IEP's by attending school in-person in accordance with least restrictive environment regulation.</p> <p>Plan A Through the first unit, teachers will formatively assess students' skills and determine gaps in learning that need to be addressed and prioritize growth for all learners.</p> <p>Plan B When there is moderate risk, our elementary students will begin a hybrid schedule in which half of the students come to school on "A Day" and the other half on "B Day." Students with special needs or who have demonstrated difficulty with distance learning in grades 6-12 will continue to attend school each day. The remaining student population in grades 6-12 will begin distance learning.</p> <p>Plan B and C Teachers will train students in new technology so students can use a range of recently purchased on-line tools in order to become proficient in the technology to be utilized during distance learning. Teachers will identify the priority standards for deep learning, rather than attempting a superficial coverage of all material. Emphasis is on building essential skills, and providing engaging and relevant, meaningful instruction for all, allowing student choice when feasible.</p> <p>Adjustments to these plans will be made based on students' needs.</p> |

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| <p>Temporarily Choosing Not to Participate</p> | |
| <ul style="list-style-type: none"> Plan for parents and students who may temporarily choose not to participate in the return to school. | <p>Plan A, B, C Through either streaming or recorded lessons, students at home will receive instruction from their regularly assigned teachers. Those students learning at home will have access to the previous day's lessons and materials when they are posted by the teachers during the teacher preparation time provided through the modified school day. Students will also be supported through the CT Learning Hub.</p> |
| <p>School Liaison, Communications Plans, and Data Collection</p> | |
| <ul style="list-style-type: none"> 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 <i>prior</i> 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 school websites. Prioritize gathering information from families prior to reopening. Collect information from families to properly plan for resuming classes in the fall. <ul style="list-style-type: none"> - This should align with the forthcoming CSDE District Reopen Survey | <p>All Plans - Mark Harutunian is the COVID-19 Health and Safety Compliance Liaison for the district.</p> <p>The district office will participate in a "Thought Exchange" to involve the community and faculty in expressing their thoughts and concerns about returning to the school buildings. The Superintendent will respond to the top 5-10 questions each week.</p> <p>Weekly communications will come from the Central Office. More frequent communications will be sent, when necessary. These will be sent via our PowerSchool notification system to the email addresses provided by parents and guardians and also posted on the region's website.</p> <p>Student handbooks and online district policies will be updated to include COVID-19 adjustments such as wearing masks while on the buses and in the school buildings. Any documents pertaining to COVID-19 adjustments will be available in English, Albanian, Telugu and Spanish. These will be available at least one week before the start of school.</p> <p>School cancelations are reported to all local news stations and Alert Now messages are sent via phone and email to all families. Closures are also noted on the region's website as a pop-up upon arriving at the site.</p> <p>A survey was sent in June for parent and teacher feedback. Another survey will be sent at the beginning of August that includes more detailed information about our plans in order to receive more accurate feedback from parents about whether they plan to send their children and from faculty about whether they are able to return.</p> <p>Teachers will maintain Google Classrooms with assignments, videos, and communications with students.</p> |

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| <p>Operations Plan</p> | <p>School Plan</p> |
| <p>Facilities</p> | |

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| <ul style="list-style-type: none"> • Maximize social distancing between student workstations, achieving 3 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. | <p>Plan A - Teachers will receive uniform training prior to students returning and students/parents will be offered uniform training prior to student return. During the first week of school, training will be provided to all students and attendance will be mandatory. All training will be developmentally appropriate to age and cognitive ability.</p> <p>Mandated uniform training will be provided to all substitutes. A building substitute will be hired for building to mitigate transfer risks.</p> <p>Plexiglas will be installed at receptionist, secretary, and cashier stations if possible/available. Plexiglass, where possible, will be provided as barriers between students as needed.</p> <p>Uniform signage and messaging will be utilized district wide for social distancing, direction of travel, and hand-washing/hygiene reminders. Hallway and student traffic flow - Directional signage will be posted to create a flow that limits student contact/proximity.</p> <p>Each school will consider its usage of larger spaces for alternative reasons to best meet the needs of its students.</p> |
| <p>Daily Operations</p> | |
| <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 <i>strongly encouraged</i> for grades K-8, and <i>encouraged where feasible</i> 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>Plan A - Cohorts will be established, where feasible, to limit in-person interactions among students and between faculty and staff.</p> <p>Clubs and voluntary groups will be offered based on number of students interested and space availability. Virtual meetings will be considered where appropriate to keep students involved in special interests.</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 | <p>Plan A - All students will be offered meals that comply with the U.S. Department of Agriculture's (USDA) regulations and policies for school meals and milk including the meal pattern requirements.</p> <p>Breakfast and Lunch will be available for all and provided for all students eligible for free and reduced-price meals/snacks and free milk.</p> <p>Plan B - those students not in the school buildings will be offered time to pick-up lunch at a designated location outside their school building.</p> <p>Plan C students will be offered a time and place for pick-up of their lunches.</p> |

| Operations Plan, continued | School Plan |
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| <p>Transportation</p> | |
| <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>Plan A Our buses run at approximately 70% capacity. All students will be required to wear face masks in order to board the bus. The bus drivers will have school-provided masks available to give to students who do not have masks. For students who refuse to wear a mask or are medically unable to, there will be seats reserved in the front of the bus for these students to sit individually. The window will be opened. Students refusing to wear a mask on the bus will be brought to school for an administrator to contact home for parent pick-up. The bus company will be notified of students who have a medical exemption for mask wearing.</p> <p>Plan B When there is moderate risk, our elementary students will begin a hybrid schedule in which half of the students come to school on “A Day” and the other half on “B Day.” Students with special needs or who have demonstrated difficulty with distance learning in grades 6-12 will continue to attend school each day. The remaining student population in grades 6-12 will begin distance learning. This will allow us to follow all of the busing requirements as well as the social distancing within the classrooms while students continue to be required to wear masks.</p> |
| <p>Health Practices and Protocols</p> | <p>School Plan</p> |
| <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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% | <p>All Plans - Adequate supplies have been purchased and/or ordered to meet the required standards.</p> <p>Plan A - Teachers will receive uniform training prior to students returning and students/parents will be offered uniform training prior to student return. During the first week of school, training will be provided to all students and attendance will be mandatory. All training will be developmentally appropriate to age and cognitive ability.</p> <p>Plan B - Additional uniform training will be provided to demonstrate how to sit on the bus.</p> |

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| 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. | |
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| Health Practices and Protocols, continued | School Plan |
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| 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>All Plans - The school nurse will be the primary contact related to illness and students with symptoms. An isolation area will be available in each building with close proximity to the nurse's office to monitor students with symptoms and parents will be required to pick up their students as soon as possible.</p> <p>Provide information outlining symptoms consistent with COVID-19 to all staff and families.</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>Plan A - Desks will be set up at least three feet apart. Wherever possible, desks will be six feet apart. The teacher will be at least six feet from the students during direct instruction.</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>Plans A, B & C - All people in the school building will be required to wear a mask, with exceptions for documented reasons.</p> <p>Time will be allotted where students are over six feet apart for mask breaks and for lunch.</p> <p>If students do not have a mask, it will be provided by school personnel. All students will be required to wear face masks in order to board the bus. The bus drivers will have school-provided masks available to give to students who do not have masks.</p> |
| Health Monitoring Plan | School Plan |
| Planning and Distribution of Information | |

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| <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>Plan A/B: Staff will be provided with a list of COVID-19 symptoms to monitor. Students/staff showing symptoms will be referred to the school nurse. An isolation room will be available in each building with close proximity to the nurse's office to monitor students with symptoms and parents will be required to pick up their students as soon as possible.</p> |
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| Containment Plan | School Plan |
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| <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> • Included 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>Our Superintendent will immediately coordinate with the local health departments. We will maintain all required information in order to be ready to comply with requests for information from the local health department to assist with contact tracing.</p> <p>The administrative team, counselors, and identified support staff will make-up the response team for each school. The district administrative team will be the response team for the entire district.</p> |
| Cancellation of Classes, Remote Learning, and Reopening Plans | School Plan |

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| <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>Plan C If we move into a high-risk situation, we would go into full distance learning.</p> <p>Teachers will be trained prior to the start of school in the new technology tools acquired so as to provide engaging virtual learning. Teachers will collaboratively determine priority standards to teach for deep learning, rather than attempting a superficial coverage of all material. Emphasis is on building essential skills, and providing engaging and relevant, meaningful instruction for all, allowing choice when possible.</p> <p>Teachers will be notified via e-mail and our emergency alert system of any cancellations or changes to schooling due to Covid-19. Teachers will continue to be responsible for teaching, via google classroom communication with students during distance learning.</p> <p>Teachers will be provided with a list of expectations regarding virtual learning that will mimic as closely as possible the in-class learning. Students will be expected to follow a set schedule and attend all classes virtually, via google meet or zoom, at the designated start time. Teachers will take attendance for each period. Teachers will begin each class with a mini-lesson identifying learning objectives and providing directions for student learning that day. Traditional grading will continue, with emphasis on summative assessments, and providing feedback on shorter formative assessments.</p> <p>During Distance Learning, the teacher weekly schedule will be 4 days of distance learning, with one day a week designated for teachers to arrange time for intervention with students, and time for collaborative planning for distance learning.</p> <p>Students will be provided with individual supply kits containing required materials.</p> <p>School will establish clear means for parent communication using multiple methods of communicating, including PowerSchool e-mails, and Region 14 website postings on the current Distance Learning page. Communication will be frequently updated and accessible for all, including in the languages of our parents. School will provide parents with directions on how to access technology in order to maximize their potential as learning partners. Teachers will communicate their Monday-Friday regular office hours for being contacted.</p> |
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| <p>Cancellation of Classes, Remote Learning, and Reopening Plans, continued</p> | <p>School Plan</p> |
| <p>Future Planning for Remote Blended Learning</p> | |
| <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>Plan B When there is moderate risk, our elementary students will begin a hybrid schedule in which half of the students come to school on “A Day” and the other half on “B Day.” Students with special needs or who have demonstrated difficulty with distance learning in grades 6-12 will continue to attend school each day. The remaining student population in grades 6-12 will begin distance learning.</p> |
| <p>Academics</p> | <p>School Plan</p> |

| Special Education | |
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| <ul style="list-style-type: none"> 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. | <p>Plan A Teachers will return to school on August 31st. Students will return to school on September 8th. This allows for training in distance learning, safety protocols, and other essential skills for teachers.</p> <p>Rooms have been arranged to allow for each faculty member who works one on one with students to have a space that will allow for appropriate social distancing as well as air circulation.</p> <p>In the case of a student unable to return to school because the child is <u>medically fragile</u>, a PPT will be conducted to address the change of placement and develop an appropriate educational program to implement through homebound instruction.</p> <p>Students with IEP's without a medical exemption will have the best learning experiences and access to all of the services noted in their IEP's by attending school in-person in accordance with least restrictive environment regulations..If a parent does not send their child to school during a time when the school is opened for reasons other than a documented medical exemption, the school will develop a written plan to deliver distance learning outside of a PPT that outlines the services that will be provided and how (i.e.: streaming, on-line platform, software program). This plan will not alter the IEP document in any way.</p> <p>Plan B When there is moderate risk, our elementary students will begin a hybrid schedule in which half of the students come to school on "A Day" and the other half on "B Day." Students with special needs or who have demonstrated difficulty with distance learning in grades 6-12 will continue to attend school each day. The remaining student population in grades 6-12 will begin distance learning.</p> <p>Plan A and B Students with disabilities who are unable to attend school due to a documented medical exemption will receive instruction through distance learning opportunities with special education staff, related service providers, support staff, paraprofessionals and their regularly scheduled classroom teachers to ensure continued educational opportunities are provided to the greatest extent possible, consistent with state and federal guidance</p> <p>Plan A and B Individualized and alternative programming decisions for students with disabilities unable to access the district's adopted reopening plan as designed, will be determined based upon student need, present levels of functioning, developmental levels, and student/parent input through the PPT process.</p> <p>Exceptions to the mandatory mask policy for students with disabilities will be reviewed on an individual basis through the PPT process. Additional precautions/strategies/safeguards will be identified to mitigate the situation. (i.e.: increasing social distancing, providing additional PPE such as masks/gloves/clothing covering for 1:1 staff, etc.). Decisions regarding exemption of the mask mandate will be determined on an individual's needs and not be made based on a student's disability category.</p> |

PPE supplies/ clothing coverings will be provided for staff who work closely with students with special needs requiring close proximity for medical assistance, toileting, ambulation, specialized service, etc. Rooms have been arranged to allow for each faculty member who works one on one with students to have a space that will allow for appropriate social distancing as well as air circulation.

1:1 assessments will be conducted as scheduled upon the reopening of school in accordance with the established reopening guidelines.

Special transportation accommodations outlined in student's IEP will be provided in accordance with transportation guidelines for Low and Moderate Transmission Risks.

Plan C

If in-school classes are canceled, students with disabilities will receive instruction/services through distance learning with special education staff, related service providers, support staff, paraprofessionals and their regularly scheduled classroom teachers to ensure continued educational opportunities are provided to the greatest extent possible, consistent with state and federal guidance.

Special education teachers and related service staff will establish distance learning schedules for all IEP students prior to September 20th in preparation for full return to distance learning if needed. Special education case managers will reach out to parents to communicate distance learning schedules.

Plan A, B and C

PPT meetings will convene virtually to conduct meetings as scheduled (change in placement for medical exceptions to the mandatory attendance policy, review and revise the IEP, review evaluations, conduct annual/triennial reviews, parent requests, review referrals to special education) to mitigate potential transmission risks.

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| Academics, continued | School Plan |
| English Learners (ELs) | |

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| <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>Plan A Teachers will return to school on August 31st. Students will return to school on September 8th. This allows for training in distance learning, safety protocols, and other essential skills for teachers.</p> <p>Teachers to identify student gaps, and prioritize areas of growth for all learners, by September 20. Plans to address gaps for all learners will be developed.</p> <p>Plan A, B and C ELs will be provided supplemental language instruction by the literacy interventionist</p> <p>Communications, both in-writing and verbally, with parents and guardians who have limited proficiency in English will be conducted in their primary language.</p> <p>Provide dually identified EL students with special education services per their Individual Educational Plan (IEP) and services as outlined for Special Education in Plan A, B and C.</p> |
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| Family and Student Engagement | School Plan |
| Family Support and Communication | |

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| <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>Communications will come from the Central Office. More frequent communications, if necessary, will be sent. Messaging will be sent via our PowerSchool notification system to the email addresses provided by parents and guardians. Communications to parents will also be posted on the region website.</p> |
| <p>Social-Emotional Learning (SEL) and Mental Health</p> | |
| <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>Yale Ruler Program is being fully implemented in the elementary schools. Middle School and High School are slated for October training. Middle School will also employ Second Steps Program. High School will also utilize Advisory Program for social and emotional learning</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>Region 14 does not currently receive funding from CSDE</p> |
| <p>Career And Technical Education</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>School Plan</p> <p>District has purchased “foggers: which will disinfect each room. We are also purchasing UV boxes for art supply disinfection.</p> |

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| <p>Staffing and Personnel</p> | |
| <p>Certification and Personnel Planning</p> | |
| <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>School Plan</p> <p>All certified staff will have certification for the subject area/grade level in which they are either teaching or delivering services. In the current plans, the teacher contract will be followed.</p> |

| Professional Development | |
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| <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. | Training for staff will include safety and protocol training, hygiene practices, etc. This training will take place prior to the arrival of students for the school year. |