

REGIONAL SCHOOL DISTRICT NO. 7



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:	July 24, 2020
LEA Name:	REGIONAL SCHOOL DISTRICT #7
Reopening Plan Point of Contact:	JUDITH PALMER, Superintendent of Schools
Contact Email:	jpalmer@nwr7.org
Contact Phone:	860-379-1084
LEA COVID-19 Health and Safety Compliance Liaison:	Andy Bakulski
Liaison Email:	abakulski@nwr7.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.

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.

Priorities	School Plan
<p>Fall Reopening Model</p> <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>In-Person: Minimal spread of virus. All students everyday (Monday – Friday) unless a family voluntary opts into temporary remote learning.</p> <p>Hybrid Model: Moderate spread of virus. Roughly 50% of student population in school on M, T, TR, F Alphabetical: A-K on MT, L-Z on TR, F Wednesday: Full distance learning day Office Hours, academic support, etc. Students who are home to follow the same schedule, engage in classes/coursework. Homeroom at the start of the day.</p> <p>Distance Learning: High spread of virus. Learning takes place at home for all students as a result of school closure. Similar format as the Hybrid Model Guidance in regards to initiation, closure of lessons. Homeroom at the start and end of the day.</p> <p>Participating stakeholders provided feedback through ThoughtExchange encouraging NWR7 to modify our distance learning plan to incorporate more engaging, interactive learning activities for all learners with increased opportunities for students to meet and collaborate with their teachers and peers (synchronous learning). Synchronous learning is when classes occur on set schedules and time frames. Students and instructors are online at the same time in synchronous classes since lectures, discussions, and presentations take place at specific hours. When blended or remote, all students must be online at that exact time in order to participate in the class. NWR7 was also encouraged to provide a more specific schedule to support all students when engaged in distance learning.</p> <p>Our Teaching and Learning and Professional Development Committees are developing plans to improve our distance learning model. This plan includes the facilitation of several workshops that include instruction and implementation of online learning tools, teaching in the block schedule, and SEL training.</p>

	<p>We will continue to monitor student performance and achievement. Using data from our Chromebook Distribution List, we will continue to support all students in need of additional devices and connectivity to access their education.</p> <p>Administrators, School Counselors, Case Managers, School Psychologists and School Social Workers will continue to meet weekly to monitor student academics as well as their social and emotional well-being.</p>
<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>Students will have access to all classroom learning vs. synchronous learning experiences through the integration of digital tools and resources. All learning models will follow the same schedule in order to allow for increased collaboration between teachers and peers. NWR7 will create a culture of teaching and learning that supports an infrastructure for blended learning environments.</p> <p>NWR7 has established Google Classroom as our District online learning platform for communicating and accessing learning resources whether on site or remote.</p> <p>District administrators and teachers will participate in professional learning to deepen understanding and capacity for creating a blended learning environment.</p>

School Liaison, Communications Plans, and Data Collection

- 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 school websites.
- 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

Video communication during the week of July 20-24 regarding the District's plan and communication from the superintendent and the Health and Wellness committee which will state non-negotiables and general plan.

During August – weekly recorded video communication:

1. School nurses training on how to properly wear mask and safety protocols for return to school
2. Student-lead walkthrough
3. Students sharing short experience of summer school safety protocols
4. Provide list of dated communications on school website on COVID designated section/page

Family and Staff FAQ sheet available on the website to serve as an ongoing list of responses to questions.

Designated point person for email or phone messages to field/address incoming questions: Andy Bakulski, Health and Safety Liaison
abakulski@nwr7.org.

Policy updates distributed via email and posted to our website, which is ADA compliant.

In the event that there is a need to cancel class or close school, students and parents will be notified via SchoolMessenger.

All communications will be posted on the school website's designated COVID page. A link will be provided on website for the submission of feedback/questions regarding each communication or response to specific questions. Each communication will include an opportunity for feedback/questions to Andy Bakulski, Health and Safety Liaison
abakulski@nwr7.org.

Weekly update communication via school messenger/email or telephone on progress and current school status

Prior to reopening, data has been collected through the following surveys: NWR7 Family Survey, NWR7 Staff Survey, and through ThoughtExchange (students, parents, staff).

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.

Operations Plan	School Plan
<p>Facilities</p> <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. 	<p>Teacher training days will be held on August 24 – 28. They will include 3 COVID training days. Training days will include, but not be limited to, health and safety and social distancing.</p> <p>NWR7 conducted a Capacity Study to determine how to maximize social distancing between student desks when determining classroom layout.</p> <p>Excess furniture will be removed from classrooms to allow for maximum spacing of student desks. All students will be at least six feet apart, where feasible.</p> <p>Where necessary, assess the following spaces that may be repurposed for instruction: Library, Gymnasiums, Cafeteria, Courtyards, Auditorium and small theater, and band room. Outdoor spaces may be considered when and where possible. Utilization of these areas would follow all student social distancing guidelines. Students and staff in each classroom will have access to hand sanitizer dispensers.</p> <p>Teachers will maintain a minimum of six feet from the closest student when feasible. All non-essential furnishings are being removed from classrooms to maximize spacing between students and teachers.</p> <p>Signage will be located at entryways and displayed throughout the building. All signs and messages related to stopping the spread are accessible and ADA compliant for students with disabilities and in languages appropriate for the school population. Signage will include but not be limited to the subjects of hand washing, social distancing, mask wearing, and one-way directional signage where applicable.</p>

	<p>Training will be provided to all staff prior to the start of school. Training will include but not be limited to the subjects of hand washing, social distancing, mask wearing, and one-way directional signage where applicable. Additional job specific cleaning will be provided to all custodial and maintenance staff on proper cleaning procedures including enhanced cleaning/disinfection of surfaces.</p> <p>Training regarding social distancing; cleaning protocols; and hygiene practices will be provided both in person and in video formats. Participation in these training sessions will be mandatory and required of all personnel as well as students. All custodial/maintenance staff will be retrained in enhanced cleaning/disinfection of surfaces.</p> <p>The pool of substitutes will be trained via in person or video training. Additional substitutes will be trained on an arrival basis. Consistently using the same substitutes will ensure continuity of staff with training. A video will be provided on arrival to all people not yet trained.</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>NWR7 Middle School is divided in three teams. Teams create cohorts of students and educators that primarily stay together throughout the day.</p> <p>NWR7 High School: assessing the best approach in restricting the mix of students when considering lunch periods, study halls, and staggering passing times in the hallway. Traffic in the hallways will be aided by directional foot traffic signs, one way stairwells, and no access to lockers.</p> <p>All extracurricular clubs and activities will be allowed to use space within the school after school hours with the approval of school administrators and/or the Director of Student Activities.</p>

Child Nutrition

- 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.

All standard operating procedures will continue to be followed and access made available to the above listed programs. Our RESC, EdAdvance, as the manager of our food service program, will also review practices and procedures prior to and throughout the school year.

As always, we will continue to comply with the U.S. Department of Agriculture's (USDA) regulations and policies for school meals and milk, including the meal pattern requirements. All standard operating procedures will continue to be followed. Our RESC, EdAdvance, as the manager of our food service program, will also review practices and procedures prior to and throughout the school year.

As always, we will continue to comply with the U.S. Department of Agriculture's (USDA) regulations and policies for school meals and milk including the meal pattern requirements. We are acquiring iPads from our Point-of-Sale provider so that we can utilize technology to accurately record sales and claims in real time. All meal planning will incorporate the nutritional standards and guidelines for quality and qualifying for healthy meals.

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.

Operations Plan, continued	School Plan
<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>All pandemic related protocols described hereafter apply to both Low and Moderate Transmission Risk scenarios. All initial procedures are for a Low Transmission Risk scenario with noted changes for Moderate Transmission Risk adjustments. In general, risk guidelines will be defined by;</p> <p>Low Transmission Risk Status: Bus transportation can operate up to full capacity with mask requirements and loading and unloading restrictions.</p> <p>Moderate Transmission Risk Status: Bus transportation can operate with seating and spacing restrictions, mask requirements, and loading and unloading restrictions.</p> <p>“Safe Status”, where bus transportation can operate with no restrictions, will be when either a vaccine is available or effective treatments for COVID-19 are available.</p> <p>VEHICLES</p> <p>All vehicles will be cleaned and maintained in accordance with applicable federal, state/provincial, local, and/or customer guidelines. Special District requests regarding additional vehicle cleaning should be discussed with the appropriate Company’s General Manager and School District Transportation Manager. Drivers will clean the driver compartment and high-touch points using approved cleaning materials in accordance with CDC and Environmental Protection Agency (EPA) guidelines. Every bus will be cleaned regularly with approved cleaning materials according to CDC guidelines.</p>

In the event of a bus swap, employees must clean the driver's compartment and all high-touch surfaces.

PERSONAL PROTECTIVE EQUIPMENT (PPE)

PPE required to meet local guidelines will be given to drivers by the bus company. Should a driver prefer to supply their own PPE, approval must be obtained from an immediate supervisor prior to using. Instruction and training on the proper use, cleaning, and disposal of PPE will be provided by the contractor. PPE that fails an inspection or is otherwise found to be defective will be removed from service and discarded, replaced, repaired, or adjusted in accordance with these procedures. In the absence of stricter local guidelines, the PPE guidelines are outlined below.

MASKS

Drivers/Monitors: During all times on duty operating a vehicle, and interacting with coworkers or the general public.

Students: All students will be required to wear a mask upon entering the bus and continuously until they have exited the bus.

GLOVES

Drivers/Monitors: Anytime within the bus when outside of the driver's area.

FACE SHIELDS

Drivers/Monitors: When required by the district or when student management necessitates it.

PRE-TRIP/POST-TRIP

While the pre/post-trip process is an independent task, considerations must be made to reduce the likelihood of transmission of COVID-19.

Avoid touching each component when possible. Any components that must be touched (including high-traffic surfaces) must be disinfected as part of the pre-trip process.

Maintain social distancing from other drivers/monitors that may be pre/post-tripping other nearby vehicles.

STUDENT LOADING & UNLOADING

When possible, students should load vehicles from back to front with members of the same families sitting together, provided that the driver can identify and confirm family members. Students should unload from front to back.

All students should have assigned seating.

Seat spacing should be considered when possible, allowing for social distancing. Contractors should work with the school district administration to develop efficient loading and unloading procedures at the schools. Time spent parked with students on the bus waiting to unload should be kept to a minimum.

STUDENT MANAGEMENT

We anticipate that we will have situations where our students are frightened by the PPE that our drivers, monitors, and school staff may be wearing. It is important that we keep this in mind when developing our return to school plans, particularly for our special needs students.

Drivers and monitors must wear appropriate PPE per the Personal Protective Equipment guidelines in this plan.

In some cases, it may be necessary to work with the District to plan a visit with the student and parents/guardians prior to start-up to allow the student to become familiar with the driver/monitor while wearing PPE.

CHILD CHECK PROCESS

PPE must be worn at all times during this process.

Drivers conducting the child check process should move throughout the bus with the expectation that they will encounter a child, attempting to look into each seat while maintaining as much of a distance as possible, in the event that a child is located.

To the extent possible, the employee should attempt to wake the child by

speaking at a normal voice-level and calling the student's name, without touching the student and without raising their voice. Employees should make every effort possible to wake the child verbally before considering the need to physically interact with the child.

In the event that the child will not wake up, employees should attempt to wake the child (using proper PPE), by lightly tapping the student on the middle of the arm, or on the shoe if the child is laying down, to avoid touching anywhere near the face, hands, or any other areas of the body.

Once the child awakes, the terminal manager must notify the school and follow their direction on steps for a safe return.

TRAINING

Both initial and ongoing safety training are pivotal for the type of work that drivers perform daily. That is why it is critical to consider preventive measures that can be taken to reduce the risk of exposure during the various phases of training programs. In addition to standard training programs, it is our goal to ensure driver comprehension and understanding of how employees may be exposed to infectious disease, what their responsibilities are, and what protective measures they can take. All transportation contractors will ensure measures are taken to train drivers in compliance with these guidelines.

Health Practices and Protocols	
<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% 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. 	<p>Health and Wellness Pre-Opening COVID 19 Community Health Education:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Health information for Parents/Students/Staff <input type="checkbox"/> Parents/Students/Staff re: need to protect the individual students, staff and families. <input type="checkbox"/> CDC guidelines will be included in the summer parent email, placed on the District website and posted in the buildings. <p>Health Supplies in the Building:</p> <p>There is adequate personal protection available on the bus, in classrooms and throughout the buildings.</p> <p>Staff and students are asked to wear their own face masks. For those who forget their mask, or are in need of one, there is a supply available.</p> <p>Adequate PPE is available for all staff whose responsibilities include working with various populations of students whose abilities do not enable them to toilet themselves, wear a mask, etc. This may include a mask, face shield, and gloves.</p> <p>Daily Home Screenings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parents will be encouraged to screen students before leaving for school. Parents will ensure that a student will stay home with a temperature greater than 100.0 ,or feeling ill, and/or any symptoms of COVID 19 and /or had close contact with a person with a known case of COVID 19. <input type="checkbox"/> Anyone with a temperature greater than 100.0 degrees is not permitted into school. <p>Active temperature screening will not be included for every person entering the building but will be available in the school under the supervision of the nurse.</p> <p>Health Office Access Modifications:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hallway leading to the Nurse's Office will be shut to traffic. <input type="checkbox"/> Adequate signage will be placed accordingly. <input type="checkbox"/> Chairs in the hallway (6 feet separation) will allow for rest, recuperation and seating for non-COVID symptom patients;

Washed and disinfected after each use.

Isolation Area:

- The "Theater's Green Room" will be designated as an "Isolation Room".
- The nurses' office is considered a "clean" area.
- Suspected COVID cases: (based on temperature, presentation, report of symptoms and/or reported exposure) will be isolated in the theater dressing room.
- Cots will be placed 6 feet apart and separated by screening if possible.
- Cots will be cleaned and disinfected after each use.

Equipment for Health Office:

- Non-touch thermometers
- PPE: Substantial

District will provide surgical masks and shields to educators who meet "high risk" designation due to health condition and/or age and who are in close proximity to students unable to socially distance. Face masks required for students and staff (cloth or surgical).

Adequate supply of surgical masks for those students /staff in need.
Surgical masks for high risk staff.
Surgical masks and shields for high exposure staff teaching students who cannot use or tolerate PPE.
Full PPE for nurses (surgical mask, shield, gowns, gloves).

Non- Emergency Classroom Issues

- For the typical issues that may occur during the school day, the student and staff will remain in the classroom. Scrapes, bruises, insect bites, abrasions, hangnails, etc., will be dealt with in the classroom. Nurse guidance will be available by phone.
- Students seeking rest or "decompression" will be accommodated elsewhere (social worker/psychologist) to reduce the risk of COVID transmission.
- Staff will be instructed by nurses and/or advised how to treat classroom-based needs.
- Classroom supplies will consist of gloves, bandaids, tissues, cough drops, gauze, paper towels, hand

sanitizer and instant ice packs.

Health Promotion Throughout the Building:

- Educational signage re: COVID 19 Post laminated educational signs building-wide on how to stop the spread of COVID-19, proper washing of hands, promote everyday protective measures, and properly wear a face covering.
- Videos available for online viewing re: COVID and ways to stay safe.
- Strict hand washing, face covering, maintaining appropriate distance/space
- Covering coughs and sneezes, and using cloth face masks while in school and on busses.
- Professional Development for staff will be done in-person and through video and will include all information: COVID as well as the BBP; AED; Epipen, etc.

Classroom arrangement:

- Desks will be separated by 6 ft and face in the same direction, where feasible
- Non-touch garbage cans are available.

Hand Sanitizer:

- Fragrance free 60% ethyl alcohol-based sanitizers will be used.
- Dispensers available at the entrance of each classroom and office space.
- Students must use upon entrance to and exit from classroom; “wash in; wash out”
- Must be at appropriate height for all users including those in wheelchairs.
- Students who choose to do so will be allowed to wipe down desks, keyboards, calculators BEFORE using them. CDC approved cleaners will be available in all classrooms.

Students Who Present in Class With Possible COVID Symptoms

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue

- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Response

- Staff members in the classroom will call the nurse's office at ext. 2618 or 2619 to report symptoms such as above.
- Patient will already be masked. Nurse will ask student re: COVID exposure
- Anyone reporting known COVID exposure or is symptomatic will be dismissed.
- Parents MUST have multiple emergency contacts on the [Emergency Health Information Form \(pink form\)](#) for timely transport home.
- Administration will be notified of dismissal.
- The symptomatic student will be requested to seek medical attention to determine if he/she is COVID positive. IF there is a positive test, the district will begin contact tracing.
- The Department of Public Health and the CSDE will be notified.
- Tracing of contacts will begin immediately
- Health privacy laws will be followed.

Coordination with Local Health Officials

Local health officials will be immediately notified by the district nurse in the event of a COVID 19 positive finding.

- With coordination of local health officials, dismissal of students and most staff may be implemented for 2-5 days.
- This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school and to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.
- During school dismissals, extracurricular group activities, school-based afterschool

programs, and large events (e.g., assemblies, spirit nights, field trips, and sporting events) will be cancelled.

- Staff, students, and their families will be discouraged from gathering or socializing anywhere.

Coordination with Parents/Guardians

- District will communicate in the event of a CONFIRMED case of Covid 19
- Messages will be constructed to counter potential stigma and discrimination.
- The confidentiality of the student or staff member (as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act) will be respected.

When to Return to School After Confirmed COVID Illness/ Exposure:

If you think or know you had COVID-19, and you had symptoms you can return after

- At least 10 days since symptoms first appeared **and**
- At least 72 hours with no fever without fever-reducing medication **and**
- Symptoms have improved **and**
- You have an MD note allowing return to school

If you tested positive for COVID-19 but had no symptoms you can be with others after 10 days have passed since the test.

BUT

If you develop symptoms after testing positive, follow the guidance above: “ If you think or know you had COVID, and you had symptoms”.

Mitigation Regulation Proposal:

- Commons will be relocated.
- One student at a time in House Offices for business purposes.
- No use of lockers until further notice.
- Use of Senior and MS Courtyard will comply w/ social distance regulations.
- No large student assemblies in Cafe, Auditorium, or Little Theater
- Social distancing in the teacher lounge.
- Field Trips and extracurricular activities will be carefully reviewed by building administrators



	<ul style="list-style-type: none"><input type="checkbox"/> Restrict non-essential visitors (as permitted by law).<input type="checkbox"/> Stagger use of close communal spaces such as café to enable cleaning and disinfection.<input type="checkbox"/> Serve grab and go meals; Avoid food/ drink sharing.<input type="checkbox"/> Use disposable utensils.<input type="checkbox"/> Social distancing on busses and classrooms when feasible.<input type="checkbox"/> Block schedule to decrease hallway traffic.
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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.

Health Practices and Protocols, continued	School Plan
<p>Reporting Illnesses and Addressing Vulnerable Populations</p> <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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Notification instructions are posted on the district website and reminders will be sent via email on a regular basis. <input type="checkbox"/> A school nurse has been appointed to coordinate consistent protocols for information reporting and preservation of records. All privacy laws will be followed. <input type="checkbox"/> Criteria on when to stay home is posted on the website and reminders will be distributed and communicated regularly. <input type="checkbox"/> A symptom checker has been developed by the school nurse and is posted on the website and will be sent via email with regular reminders. <input type="checkbox"/> All student and staff absences will be phoned in or emailed directly to the nurse’s office rather than House Secretary
<p>Social Distancing</p> <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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Signage will be located throughout the building to provide constant reminders to social distance, use of hand sanitizer, proper hand washing techniques and mask wearing. <input type="checkbox"/> Social distancing training will be offered to all staff and students, both in person and online.
<p>Use of Face Coverings, Masks, and Face Shields</p> <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>Our school has currently stockpiled masks of varying types of masks and additional ordering will continue throughout the year. Types of masks on hand and to be ordered include KN95, N95, single use masks, face shields, cloth masks.</p> <p>A Policy #3516.1 Operations of Schools During COVID-19 Pandemic has been developed to address Cloth face coverings (including masks). Indicating face coverings are essential in times when physical distancing is difficult. The District</p>

recognizes that face coverings may be challenging for students to wear in all-day settings such as a school. Nevertheless, all students and school personnel must always wear a face mask or other cloth material that covers the mouth and nose while on school property or a school bus. This requirement also applies to parents dropping off or picking up children or any other visitor to the school facilities. **The schools will provide 1) masks to students or staff members who do not have one, and 2) appropriate and safe receptacles for the disposal of masks, coverings and other personal protective equipment.**

Face mask exemptions are per CDC and state guidelines:

- If trouble breathing, or unconscious, incapacitated, or otherwise unable to remove the mask without assistance;
- Anyone who has a medical reason making it unsafe to wear a mask;
- To the extent that a student or an employee may be eating or drinking in places where such activity is permitted by the District and these guidelines;
- As may be appropriate, students with disabilities and who cannot wear a mask safely or continuously, with the District considering alternatives (for example, extra distancing, extra protective equipment) to protect staff and students;
- Continuous wearing of masks or face coverings is not required in outdoor spaces where employees or students are not within six feet of any other person; and/or
- Educators while teaching may remove masks if properly distancing (beyond six feet) or remaining static behind a physical barrier at their desk.
- The schools shall provide for and schedule appropriate and safe mask breaks consistent with health and safety guidelines. Such breaks may include: 1) outdoor breaks, 2) breaks in large rooms, and 3) breaks in classrooms where social distancing can be maintained.



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.	See below

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.

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><u>Health Office Access Modifications:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Hallway leading to the Nurse’s Office will be shut to traffic <input type="checkbox"/> Adequate signage will be displayed <input type="checkbox"/> Chairs in hallway (6 feet separation) will allow for rest, recuperation seating for non-COVID symptom patients; Washed and disinfected after each use <input type="checkbox"/> Isolation Area <input type="checkbox"/> The “Theater Green Room” will be designated as “Isolation Room” <input type="checkbox"/> The nurses’ office is considered a “clean” area. <input type="checkbox"/> Suspected COVID cases: (based on Temperature presentation, report of symptoms and/or reported exposure) will be isolated in the Theater dressing room <input type="checkbox"/> Cots will be placed 6 feet apart and separated by screening if possible <input type="checkbox"/> Cots will be cleaned and disinfected <p><u>Students Who Present With Possible COVID Symptoms in Class</u></p> <p>Symptoms observed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fever or chills <input type="checkbox"/> Cough <input type="checkbox"/> Shortness of breath or difficulty breathing <input type="checkbox"/> Fatigue <input type="checkbox"/> Muscle or body aches <input type="checkbox"/> Headache <input type="checkbox"/> New loss of taste or smell <input type="checkbox"/> Sore throat <input type="checkbox"/> Congestion or runny nose <input type="checkbox"/> Nausea or vomiting <input type="checkbox"/> Diarrhea <p>Staff members in the classroom will call the nurse’s office - 2618 or 2619.</p> <p>District personnel and response team will work collaboratively with the Torrington Area Health District Executive Director, Robert Rubbo (Torrington Area Health District, 350 Main Street, Suite A, Torrington, CT).</p>

The district response team consists of:
Dr. Judith Palmer, Superintendent of Schools
Gary Franklin, Principal, Northwest Regional High School
Fran Amara, Principal, Northwest Regional Middle School
Andrew Bakulski, Assistant Principal, Northwest Regional High School
James Gaskins, Director of Finance and Operations
Keith Boyle, Maintenance Director
Patricia Severson, School Nurse
Dorothy Mitchell, School Nurse

When to Return to School After Confirmed COVID Illness/ Exposure

1. If you had a POSITIVE COVID-19 test and you had symptoms, you can return after

- At least 10 days since symptoms first appeared
- **AND**
- At least 72 hours with no fever without fever-reducing medication
- **AND**
- improvement in respiratory symptoms (e.g., cough, shortness of breath)
- **AND**
- You have an MD note allowing return to school

2. If you tested positive for COVID-19 but had no symptoms you can be with others after:

- 10 days have passed since the test
- **AND** you have an MD note allowing return to school

BUT

3. If you develop symptoms after testing positive, follow the guidance #1 above

4. If you had symptoms but NO TEST you can return after:

- At least 3 full days (72 hours) have passed with no fever without the use of fever-reducing medications.
- **AND**
- Improvement in respiratory symptoms (e.g., cough, shortness of breath);

	<p>AND</p> <ul style="list-style-type: none"> At least 10 days have passed since symptoms first appeared. <p>AND</p> <p>you have an MD note</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>Superintendents are waiting for additional guidance from the CSDE and the Connecticut Department of Health to determine when a change in programming is necessary. Understanding the threshold for such decisions are critical to the health and safety of our staff and students. A full plan will be developed when more guidance is received. It will include a communication plan and clear policies for faculty and staff regarding their responsibilities in the event of a shutdown.</p> <p>NWR7 has developed three instructional models, as previously described. An in-person model with a temporary at-home option, a hybrid model, and a full distance learning plan.</p>

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.

Cancellation of Classes, Remote Learning, and Reopening Plans, continued	School Plan
<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>Feedback from Thought Exchange Survey indicated the need for a daily schedule for students to follow if they are not in school, and the need for more face to face instructional time with teachers. The schedules are designed to address both of these issues, a consistent schedule and more face to face instructions.</p> <p>Development of a schedule that can be followed for in-person learning, remote blended learning, or exclusively online learning has been accomplished.</p> <p>This schedule is built on a 4 period day considering the following:</p> <ul style="list-style-type: none"> • Safety and well-being of our students and staff • Structure to the school day, regardless of circumstance • Similar schedule: In-school, hybrid, distance learning • Ongoing sustainable planning • Feedback from stakeholders • Equity and access to learning • Student accountability • Reality of the school year: potential for student/teacher quarantine, underlying health concerns, etc. <p>The hybrid schedule to provide remote learning opportunities has been developed using the following:</p> <ul style="list-style-type: none"> • Roughly 50% of student population in school on M, T, R, F <ul style="list-style-type: none"> ○ Alphabetical: A-K on MT, L-Z on RF • Wednesday: Full distance learning day <ul style="list-style-type: none"> ○ Office Hours, Academic Support, etc. ○ Possible collaboration time for teachers ○ Allow for deep cleaning of school • Students who are home to follow the same schedule, engage in classes/coursework

The schedule for exclusive online learning incorporates a homeroom at the beginning and end of the day to allow for students to check in with their teachers (SEL), organize their day, and prioritize tasks.

Based on survey feedback, it was determined that Northwestern needed one consistent platform for online instruction. Northwestern has also adopted a consistent online learning platform that all teachers will use to deliver online instruction. Teachers will be using Google Classroom as a home base for instruction. Students will receive assignments and hand in work through this platform.

Feedback from teachers indicated a need for professional development in the following areas to make in-person learning, blended remote learning, and exclusively remote learning successful:

- Planning and Teaching in a Block Schedule
- Google Classroom Training (Our online platform for distance learning)
- Screencastify Training (Uniform platform to create video lessons)
- Synchronous Learning Training
- Social Emotional Learning (SEL) Training
- Homeroom: Strategies for Supporting our Students
- Anti-Racism Training
- COVID-19 Training with our nurses
- Mitigation Risk Training

In order to accommodate professional development needs, the following has been considered:

- Adding an additional 3 days prior to the start of the school year dedicated to professional learning (additional 15 hours)
- These hours are necessary to prepare for the COVID-related changes for our reopening
- This proposal of 5 teacher work days prior to school would allow for 20 hours of professional learning and 5 hours to complete other necessary tasks

Academics	School Plan
<p>Special Education</p>	
<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. 	<ul style="list-style-type: none"> • Review student progress by utilizing data from the 2019-2020 school year including distance learning data, service delivery logs, and parent communication logs in light of the CDSE's guidance for providing services to the maximum extent possible during the COVID-19 school closure. • Collect data on students' current levels of performance as they return to the school buildings in conjunction with data from distance learning delivered at the end of 2019-2020 school year. • Communicate with parents of students with disabilities on an ongoing basis to collaboratively provide special education service delivery in any and all formats (in-person, blended, or virtual). • Planning and Placement Team (PPT) meetings occurring in accordance with IDEA requirements (including during the summer) to be current and in compliance with timelines. PPT's will be held virtually to avoid unnecessary visitation to the school building. • Utilize data to make Individualized determinations regarding needed supports and services based on present levels of performance. • Monitor students' performance and make appropriate revisions to their IEP's as needed. • Close communication with families regarding student programming and progress using multiple means of communication (phone, email, written). • Communicate with families of students with a high level of need to develop transition plans to assist special populations and special education students in their return to the school building. Provide transitional opportunities prior to the beginning of school. • Students with IEP's will continue to receive interventions regardless of the school closure status. Child find obligations will be met. Psycho-educational and eligibility evaluations will be conducted in accordance with IDEA guidelines and district COVID-19 safety protocols in place.

	<ul style="list-style-type: none"> • For students who are unable to attend due to existing medical conditions, distance and remote learning will be administered to the maximum extent possible based on students' specific needs.
	<ul style="list-style-type: none"> • District safety protocols will be adhered to ubiquitously for regular and special education students including social distancing and physical space requirements, and wearing of masks/face shields. • When possible, teachers will utilize face shields with higher needs students to allow for delivery of service in a safe manner. Clear plastic barriers may be utilized when necessary. • Keep students in cohorts and in their general education classes to the greatest extent possible to avoid unnecessary movement and mixing of students. • Utilize a "push-in" model when feasible to provide special services. If special education/related services are provided outside the classroom, district cleaning and safety protocol will be followed. Student's movement in and out of the classroom will be documented. • Students IEP's will be implemented to the maximum extent possible in-person, in a blended format, or virtually. The Director and Supervisor of Special Education will continuously monitor IEP implementation. • Ensure all signs and messages related to stopping the spread are accessible for students with disabilities. Adult supervision for significantly disabled students will maximize compliance with safety protocols. • Face shields worn with face masks may also be used by staff who support students with special healthcare needs who are not able to wear masks and who may need assistance with activities of daily living, such as toileting, eating). • Individualized safety plans will be developed for the higher needs students to maximize social distancing and following of safety measures. • Instruction and assessment for students with disabilities will continue to consider the provision

	<p>of supports, accommodations, and modifications as required in a student's IEP, Section 504 plan, or other intervention/learning plan. The special education team will continuously review the provision of services to ensure compliance with IEP's and 504 plans.</p>
	<ul style="list-style-type: none"> ● Individualized safety plans which allow for students with disabilities to access the regular education curriculum and physical space will be developed, implemented, and monitored. ● Crisis Intervention Team protocols will be in place ensure the health and safety of special education and regular education students. ● Sensory break protocols will be developed for students who may need to go for a walk or take a break from instruction therapeutically.

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- Masks and/or face shields will be required for everyone in the school building
- Masks and/or face shields are required for everyone on the school bus or transportation van.
- Masks/face shields can be provided by the student/family. Disposable face masks will be provided by the school district as needed.
- Clear plastic barriers, clear masks and/or face shields may be used to ensure access to specialized instruction as appropriate.
- Protocols for mask/face shield breaks will be developed taking into account individualized needs of students with disabilities.
- Mask and face shield wearing protocols as well as mask face/shield break protocols will be continuously revised as needed in light of CDC and CSDE guidelines for health and safety of students and staff.

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
<p>English Learners (ELs)</p> <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>At this time, NWR7 does not have EL students in need of services. However, should students with EL needs enroll in our schools, we will comply with all obligations required under the law.</p>

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.

Family and Student Engagement	School Plan
<p>Family Support and Communication</p>	
<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. 	<ul style="list-style-type: none"> • The district will comply with all state and federal family engagement requirements (e.g., School Governance Councils and Title I requirements) during the COVID-19 pandemic. • The district is prepared 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. • The district reopen plan is available on the website, accessible, and it clearly identifies the school liaison as Andy Bakulski, Health and Safety Liaison.
<p>Social-Emotional Learning (SEL) and Mental Health</p>	
<ul style="list-style-type: none"> • Develop a detailed plan to reengage 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>Social-emotional Learning Approach</p> <ul style="list-style-type: none"> • RULER instruction • Staff • Students <ul style="list-style-type: none"> ○ Large group to begin-student support/mental health staff ○ ELA/Reading classes • Families <ul style="list-style-type: none"> ○ Online webinars to teach families the RULER skills and practice applying them in relation to their children and learning.

- R**ecognizing emotions in s
- U**nderstanding the causes
- L**abeling emotions accurat
- E**xpressing emotions appr
- R**egulating emotions effec

Mandated Reporting Training

- Training for new staff
- Updated training for returning staff

Modes of outreach to encourage and enable students and families to ask for help. We will continue to build on the strong relationships that our staff has in place with current students and families. Each day teachers and staff will check in with students during the homeroom period to allow students to identify what they need for the day both academically and emotionally.

- Support staff outreach: During our emergency distance learning in the spring of 2020, we identified students and families that were in need of intervention support. Student support staff were assigned to individual students and interventions and supports were put in place:
 - Daily phone calls
 - Check-in and check-out virtual meetings with students
 - Academic support
 - Counseling services
 - Parent/family support through multiple modalities
 - Home visits

These students and families will continue to be supported as we begin in person learning in the fall. Staff will be assigned to monitor and check in with these students to begin the year. These families will be contacted to support transitions should a hybrid or full distance learning plan be necessary.

- Our mental health team will continue to work collaboratively with community support agencies including:

	<ul style="list-style-type: none"> ○ Department of Children and Families ○ 211 ○ IICAPS ○ McCall Center ○ CJR ○ Outside of school service providers ○ Juvenile Court/probation
<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>All after-school programming and extracurricular activities that are in session on campus must follow all requirements outlined in this document in regards to health and safety protocols, the use of face coverings, maximizing social distancing, etc.</p> <p>For additional support, identified students will have the opportunity to work with teachers in our after-school program (STEP) from the hours of 3:00-6:00 pm</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>Students will have the opportunity to wipe down any and all technology interfaces which they may come in contact with, including keyboard and mice, CPUs, trackpads, touch screens, and others. Cleaning supplies (wipes, sprays, or cloths) will be available in all labs and classrooms.</p> <p>Cleaning will be prior to each class session by the student intended to use the device. Personal technology equipment which is brought in by students will not be shared in any fashion, and also be cleaned prior to each class session. School issued lab headphones will no longer be used. Students should bring in earbuds or personal headphones, if needed.</p>

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.

Staffing and Personnel	School Plan
<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>RSD7 will comply with all employee related obligations necessary under the law. An employee who has been assigned work, whether at school or at home, but is unable to perform it for reasons related to the COVID-19 pandemic, may be entitled to a paid or unpaid leave of absence, consistent with any applicable collective bargaining agreements, contracts or policies. Employees who meet the criteria for Emergency Paid Sick Leave (EPSL) or Expanded FMLA (EFMLA) will be provided with such leave. All employees should review the District’s policies on leave, notices and postings regarding leave that may be available under the Families First Coronavirus REsponse Act. Employees should notify the Superintendent’s Office for the request of such leave.</p> <p>NWR7 will continue to employ staff surveys to determine which staff members may be unable to return to work due to verified COVID related concerns.</p>
<p>Professional Development</p> <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>Professional Development Plan</p> <p>August 24-28</p> <p>There will be 20 hours of professional development scheduled for the five teacher work days prior to students coming to school on August 31. During these 20 hours the following topics will be covered:</p> <ul style="list-style-type: none"> • COVID-19 mitigation risk training <ul style="list-style-type: none"> ○ Proper use and maintenance of face coverings ○ Handwashing ○ Wash-in/wash-out protocol • Standard Health Protocols • Attendance tracking process for support staff and health office • Social-emotional learning training including updating QPR training for new staff <ul style="list-style-type: none"> ○ RULER Approach

- Re-building the school community-Morning Check-in process (Homeroom)
- QPR training for new staff
- Mandated reporting training for new staff and review for returning staff
- Academics
 - Training in planning and teaching in block scheduling
 - Google classroom training (our online platform for distance learning)
 - ScreenCastify training (to ensure a uniform platform teachers use to create video lessons)
 - Synchronous Learning Training
 - Online teaching and learning tools
 - STAR Assessment (MS)
 - Ed Puzzle
 - Newsela
- Developing a plan to train parents
 - Setting up for success with Distance Learning
 - Routines
 - Online tools training for parents
- Anti-Racism work