

Date of Submission:	8/18/20
LEA Name:	Norwich Free Academy
Reopening Plan Point of Contact:	Dr. Brian M. Kelly
Contact Email:	kellybr@nfaschool.org
Contact Phone:	(860) 425-5501
LEA COVID-19 Health and Safety Compliance Liaison:	Gail Kulesza, Medical Center Supervisor
Liaison Email:	kuleszag@nfaschool.org

**Fall Reopening Plan Model**

- 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.
- 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.

<b>District Strategy:</b>	
<b>Minimal Spread</b>	Full-Time Instruction
	<ul style="list-style-type: none"> <li>• 9th grade and Sachem students will return for full-time instruction on Monday, August 31, 2020. The rest of the students will return for full-time instruction on Tuesday, September 1, 2020.</li> <li>• Families who elect not to send their child to school will be enrolled in blended sections and provided with a remote learning model (described below.)</li> </ul>
<b>Moderate Spread</b>	Reduced Enrollment: 50% Occupancy
	<ul style="list-style-type: none"> <li>• Students will be divided into cohorts alphabetically according to last name. <ul style="list-style-type: none"> <li>○ Cohort A: Last names starting with A-K</li> </ul> </li> </ul>

- Cohort B: Last names starting with L-Z
- Families who wish to request a different cohort to accommodate siblings in the household with different last names may contact the Tirrell House office at (860) 425-5790.

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A (In Person)	Cohort A (In Person)	All on Distance Learning	Cohort A (Distance)	Cohort A (Distance)
Cohort B (Distance)	Cohort B (Distance)		Cohort B (In Person)	Cohort B (In Person)

**High Spread**

Full Remote Learning

- A remote learning plan will be implemented for all students.

See [Hybrid and Remote Learning Plan](#) for more information on each of these models.

**Temporarily Choosing Not to Participate**

**CT Requirements:**

- Plan for parents and students who may temporarily choose not to participate in the return to school. There are defined requirements when participation of a student in the schoolhouse is limited due to a verified medical reason. However, parents and guardians may also voluntarily choose for students to temporarily engage in learning from home for a variety of other reasons. LEAs should develop temporary support options for students who continue remote learning from home.
  - Consider how retired teachers and/or teachers who voluntarily identify as “high risk” or otherwise need to be accommodated outside of the schoolhouse may support operational needs via remote learning, including but not limited to the following:
    - Working with students (virtually) who are unable to attend school;
    - Developing and implementing district professional development (PD) (virtual or in person);

	<ul style="list-style-type: none"> <li>o Assisting with continued PD to train teachers who need assistance with best practices for virtual teaching and learning.</li> <li>o Serving as online tutors for those who need additional assistance.</li> </ul>
--	--

District Response	Resources Required
<ul style="list-style-type: none"> <li>● Students who temporarily choose not to participate in the return to campus will be enrolled in classes (as usual) and participate remotely using our hybrid schedule. NFA faculty will have regular contact with students who opt for the remote option using Google Meet and other approved platforms.</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom technology (i.e., webcams, laptops, Chromebooks) to facilitate synchronous learning experiences</li> </ul>

**School Liaison**

<b>CT Requirements:</b>	<ul style="list-style-type: none"> <li>● 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). All school staff and families should know and have the contact information for the designee. This role can be assigned to an administrator or someone with the authority to address compliance issues.</li> </ul>
-------------------------	---

District Response	Resources Required
<ul style="list-style-type: none"> <li>● The Medical Center Supervisor is designated to serve as NFA’s COVID-19 Health and Safety Compliance Liaison and will be responsible for engaging with students, parents, faculty, staff, and administrators (in collaboration with the local health district) to answer questions or concerns about health and safety requirements regarding COVID-19 concerns.</li> </ul>	N/A

**Communications Plan**

<p><b>CT Requirements:</b></p>	<ul style="list-style-type: none"> <li>● Put systems in place to communicate the most up to date policies and protocols related to the considerations herein, for staff, students, and families. Schools should leverage multiple communication methods (mail, e-mail, phone calls, text messaging, social media, LEA, and school websites). Ensure all policies and protocols are clearly marked with version and date, as they may change over time. Consider a COVID-19 landing page in which communication and guidance can be updated regularly.</li> <li>● Make communications plans available in relevant languages of families in the community, as well as accessible to those with visual and/or hearing impairments.</li> <li>● 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. This should include feedback and consultation regarding the implementation of those policies.</li> <li>● Develop expectations around the frequency of communication, and ensure detailed updates are provided any time-critical information regarding policies, protocols, or health data changes.</li> <li>● 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.</li> <li>● Make plans easily accessible, including but not limited to being visible on the main landing page of the LEA and school websites.</li> <li>● Ensure these baseline requirements related to communication are the overarching principles applied to other communication plans referenced in this document.</li> </ul>
--------------------------------	--

District Response	Resources Required
<ul style="list-style-type: none"> <li>● Clear, concise communication is an important element to the success of this reopening plan. Norwich Free Academy has a working Communications Department that will be responsible for communicating the plan to students, families, faculty, and staff.</li> <li>● To do so, the Communications Department will utilize a multitude of channels, including a robust web presence supported by email,</li> </ul>	<p>N/A</p>

mail, text messaging, phone calls, and social media. In that process, materials will be clearly marked to reference the most updated version of any plan or policy. Web-based materials will be accessible to all in their preferred language. Electronic communications, such as phone calls and emails, will also be translated.

- While material will be on the main school page dedicated to all things related to the re-opening, each key audience (students, faculty, parents/guardians) has a separate portal on the school website where information will also be posted and shared.
- In addition to the above, the Communications Department will utilize local media when possible as an additional resource for information dissemination.
- The Communications Department has an established schedule of school-year communications that will continue to include information regarding this plan and any changes. Our students and families are familiar with these forms of communication, and they provide an excellent resource for regular communications needs.
- Plans and resources also exist for any immediate communications needs and will be adapted as necessary.
- The Communications Department is also taking the lead on all signage to be utilized on campus, including directionals, protocols, safety guidelines, and more.
- The Director of Communications is an active member of the school re-opening task force and is involved in the decision making process, which helps the overall timing and effectiveness of all school communications needs.

### Data Collection

#### **CT Requirements:**

- Prioritize gathering information from families prior to reopening. Collect information from families to properly plan for resuming classes in the fall. For example, assess

	whether certain families will choose not to participate and instead continue with remote learning, and, if so, how that may affect facilities and operations planning.
--	--

District Response	Resources Required
<ul style="list-style-type: none"> <li>• A survey was created and sent to all families on July 10, 2020, asking if they would be comfortable sending their child to school if we were to open in an in-person format or if they would prefer to take advantage of a remote learning option. The results of this survey will be used by NFA’s Reopening Task Force to inform facilities and operational planning.</li> <li>• After more specific information about our reopening plan is presented to families, a follow-up survey was sent to families in August to identify those students who will temporarily choose not to return to school. This information will be used to develop a plan for their instruction.</li> </ul>	N/A

**Facilities**

<p><b>CT Requirements:</b></p>	<ul style="list-style-type: none"> <li>• Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout.</li> <li>• 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.</li> <li>• Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction.</li> <li>• Comply with DPH <a href="#">Guidance for Cleaning and Disinfecting of Schools</a> during COVID-19.</li> <li>• Comply with DPH <a href="#">Return to Service Guidance</a> for Building Water Systems.</li> <li>• Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population.</li> <li>• Comply with DPH <a href="#">Guidance for School Systems for the Operation of Central and non-Central Ventilation Systems</a> during the COVID-19 pandemic.</li> </ul>
--------------------------------	--

	<ul style="list-style-type: none"> <li>● Maximize use of disposable towels in lieu of hand dryers due to ventilation considerations.</li> </ul>
--	---

District Response	Resources Required
<ul style="list-style-type: none"> <li>● All classroom spaces have been examined for maximum student capacity using a 3'-6' foot physical distancing measure. They have also been assessed to ensure maximum physical distancing of 6' between the teacher and student spaces. Additional assessments included: <ul style="list-style-type: none"> <li>○ determining the need for reconfiguration of classroom space</li> <li>○ removal of non-instructional items to increase available classroom space</li> </ul> </li> <li>● All additional areas on campus have been assessed for their suitability to serve as additional instructional spaces. Areas assessed included: Ensemble Room, Gymnasiums, Conference areas, Slater Auditorium, Converse Art Gallery, and the library.</li> <li>● Following the <u>Guidance for Cleaning and Disinfecting of Schools</u>, the custodial services will develop a schedule for cleaning, identifying the areas that require routine cleaning and disinfecting. Attention will be paid to high traffic areas and "high-touch" surfaces as well as the acceptable cleaning and disinfecting products to be used.</li> <li>● Each classroom will be equipped with a hand sanitizing unit and disinfecting wipes for students to wipe down work areas before use.</li> <li>● Facilities has reviewed the <u>Return to Service Guidance for Building Water Systems</u> and have assured its compliance with the recommendations set forth in the guidance, including: <ul style="list-style-type: none"> <li>○ Requirements set forth as it pertains to flushing of water supplies</li> <li>○ The mouthpieces on all water fountains will be disabled. The automatic bottle fillers on water fountains will still be operable.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Removal and storage of extra desks and chairs</li> <li>● Purchase of plexi-glass/desk shields for students in specialized special education programs (10-15)</li> <li>● Purchase of cleaning and disinfecting supplies, including disinfecting wipes for the classrooms</li> <li>● Purchase of additional hand sanitizing units for installation in or near classrooms and other locations around campus</li> <li>● Purchase of signage (including translations)</li> <li>● Possible purchase of exhaust fans for designated classrooms</li> <li>● Purchase and installation of touchless paper towel dispensers in the bathrooms</li> </ul>

<ul style="list-style-type: none"> <li>• All signs and messaging related to stopping the spread will take into consideration our primary languages (English, Spanish, Haitian Creole, Mandarin Chinese, Portuguese) and will include visual prompts.</li> <li>• Facilities have reviewed the <a href="#">Guidance for School System for the Operation of Central and non-Central Ventilation Systems</a> and have made recommendations to mitigate problematic areas. Mitigation includes venting buildings during evening and overnight hours by opening classroom windows and doors to eliminate stale indoor air and replace it with fresh air from outdoors.</li> <li>• Teachers will be notified that the use of personal fans and/or air conditioners in the classroom are prohibited per health guidelines.</li> <li>• In order to reduce the number of students in the restrooms at any one time, teachers will develop classroom bathroom protocols, and students will be asked to refrain from using the bathrooms during passing time.</li> <li>• All automatic bathroom hand dryers have been replaced with single-use, touchless paper towel dispensers across campus.</li> </ul>	
--	--

**Daily Operations**

<p><b>CT Requirements:</b></p>	<ul style="list-style-type: none"> <li>• Develop the policies and protocols related to facilities and operations with the understanding that schools may need to react quickly to changing conditions.</li> <li>• Ensure options to increase or relax restrictions are available throughout the school year to respond effectively to changes in public health data. This requires compartmentalized solutions that can be deployed or recalled in a timely and organized way.</li> <li>• 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.</li> </ul>
--------------------------------	--

<b>District Response</b>	<b>Resources Required</b>
--------------------------	---------------------------

<ul style="list-style-type: none"> <li>● NFA will implement a “No Visitor” Policy that states no visitors are permitted on campus unless scheduled by appointment/invitation or as required by law.</li> <li>● Policies for after school athletics, clubs, and activities will be consistent with the mask requirements and social distancing guidelines of the regular school day.</li> <li>● Students who need to stay after school with a teacher for extra help will report directly to the teacher’s classroom at dismissal time. Students who need to wait for a ride will be directed to wait outside the front of the Tirrell House or the Shattuck/Latham circle, the library, or Slater Auditorium (in inclement weather.)</li> <li>● Unless school is following a 100% in-person model, clubs will have the option to continue to meet following a virtual format.</li> <li>● Access to the Slater Museum will be restricted to students and faculty/staff only until further notice.</li> <li>● All Saturday classes and adult evening programs are suspended until further notice.</li> <li>● Access to campus meeting spaces for outside groups is prohibited until further notice.</li> <li>● School field trips are cancelled until further notice.</li> <li>● There will be a review of all previously scheduled events outside of the school day such as Open House.</li> </ul>	<p>N/A</p>
---	------------

**Child Nutrition/Student Meals**

<p><b>CT Requirements:</b></p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> </ul>
--------------------------------	--

	<ul style="list-style-type: none"> <li>● Schools and institutions that participate in the NSLP are required to claim meals/ milk provided to eligible students using accurate counting and claiming methods.</li> </ul>
--	---

<b>District Response</b>	<b>Resources Required</b>
<ul style="list-style-type: none"> <li>● Norwich Free Academy will continue to determine eligibility for free and reduced-price meals and to make meals available to all students who qualify. <ul style="list-style-type: none"> <li>○ Application for free/reduced lunch (translated into various languages) will be made available prior to the opening of school</li> <li>○ For students who temporarily choose not to return to school or in the event that we move to a hybrid model or full remote learning, a grab and go option will be made available daily from 12 p.m. to 1 p.m. at the East Gate by the concession stand.</li> </ul> </li> <li>● All regulations and policies for school meals and milk, including meal pattern requirements, will be in full effect regardless of the return to school model that is implemented.</li> <li>● All counting and claiming methods will go unchanged regardless of the return to school model that is implemented.</li> <li>● Tables will be removed from the existing cafeteria and replaced with desks and chairs to maximize physical distancing.</li> <li>● Chartwells will develop procedures to ensure that there are no self-service stations for food, condiments, or utensils.</li> <li>● In addition to the main Tirrell cafeteria, students will be able to get lunch in Slater A. Additional cafeteria location will be identified, if necessary.</li> <li>● Students will be encouraged to eat lunch in outdoor locations, weather permitting, with physical distancing.</li> </ul>	<ul style="list-style-type: none"> <li>● Identification of an alternative location for grab and go meals</li> <li>● Purchase of additional equipment for Chartwells in additional cafeteria location(s)</li> <li>● Removal and storage of existing cafeteria tables and replacement with desks and chairs</li> <li>● Purchase of physical barriers at all point of sale locations</li> </ul>

**Transportation**

(N/A because the LEA’s provide their own transportation for their students who attend Norwich Free Academy.)

**Health and Social Distancing Strategies**

<p><b>CT Requirements:</b></p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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"> <li>- social distancing,</li> <li>- frequent hand washing and use of hand sanitizer,</li> <li>- use of face coverings that completely cover the nose and mouth,</li> <li>- respiratory and cough etiquette, and</li> <li>- enhanced cleaning/disinfection of surfaces.</li> </ul> </li> <li>● 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.</li> <li>● In conjunction with the considerations outlined above concerning classroom and hallway social distancing rules, assist staff and students to maintain social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time.</li> <li>● Be prepared to adjust the approach to social distancing if guidance from the CDC or DPH changes due to shifting public health data or evolving understanding of COVID-19 disease, including transmission.</li> </ul>
--------------------------------	--

District Response	Resources Required
<ul style="list-style-type: none"> <li>● Prior to the return of students, faculty and staff will receive training on public health practices including:</li> </ul>	<ul style="list-style-type: none"> <li>● Development (or selection) of training presentations for faculty/staff and students on public health practices</li> </ul>

<ul style="list-style-type: none"> <li>○ Hand Hygiene--Frequent hand washing and use of hand sanitizer will be encouraged.</li> <li>○ Masks/ Face coverings</li> <li>○ Cough and respiratory etiquette will be encouraged.</li> <li>○ Social/physical distancing and its proven effectiveness of mitigating the transmission of the COVID -19 virus</li> <li>○ Cleaning and sanitizing of surfaces</li> <li>● During the first few days of school, students will be provided age-appropriate training and reminders on the basic expectations of the practices listed above.</li> <li>● The NFA PILOT (student handbook) will outline the new mask and social/physical distancing expectations.</li> <li>● Hand sanitizer and disinfecting wipes will be available in every classroom and in other locations around campus. Teachers will incorporate the use of these in a daily student routine upon entering and exiting a classroom.</li> <li>● Physical barriers will be installed in office areas that encounter frequent face-to-face interaction with students and/or adults.</li> <li>● Hallways and stairwells will be designated for one-way traffic.</li> <li>● There will be extensive signage about continuous mask use, traffic patterns, and social distancing throughout the campus, paying attention to hallways, stairwells, and other potentially congested areas for direction.</li> <li>● Meetings will continue to be held utilizing a virtual format, when possible.</li> <li>● Protocols will be developed to restrict the occupancy of more confined spaces such as faculty lounges and/or workrooms.</li> <li>● Information and updates about COVID-19, public health practices, and NFA's health and safety expectations will be provided to students, parents, faculty and staff through summer communications, Sunday</li> </ul>	<ul style="list-style-type: none"> <li>● Purchase of signage related to public health practices and protocol</li> <li>● Purchase of adequate supplies of soap, hand sanitizer, paper towels, alcohol-based disinfectant wipes, etc.</li> <li>● Purchase of floor markings to identify traffic patterns</li> </ul>
--	---

Night Reminders, as pop-up windows on the NFA website, and on campus-wide digital sign boards, as deemed appropriate.

### **Health Screening/Assessments**

#### **CT Requirements:**

- **Immunizations:** [Guidance from the Department of Public Health was issued dated June 17, 2020](#), emphasizing the importance of protecting students by staying up to date on immunizations.
- **Health Assessments:** [Guidance from the CSDE was issued dated June 26, 2020](#), outlining the requirements for [Health Assessments](#) prior to students enrolling in school.
- 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.
- 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. They must stay home when they are sick, especially if they have COVID-19 symptoms such as fever and cough. The Equal Employment Opportunity Commission (EEOC) has provided [guidance](#) that confirms that, during a pandemic, it is permissible to ask employees if they are experiencing symptoms of the pandemic virus (such as fever, chills, cough, shortness of breath, or sore throat.) Employers must maintain all information about employee or student illness as a confidential medical record.
- 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.
  - Instruct staff and students (or their parents and guardians) to perform a self- assessment prior to leaving for school to identify fever and other

	<p>possible COVID-19 symptoms. Communicate this expectation and provide parents with reminders about the <a href="#">symptoms consistent with COVID-19</a> that require keeping their students at home. Examples include a check-list for parents or a web-based application such as Connecticut <a href="#">How We Feel</a>.</p> <ul style="list-style-type: none"> <li>● Establish and communicate school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home.</li> <li>● Consistent with the applicable laws and school policies, offer options for school and work to staff and students with special healthcare needs (e.g., remote learning options, alternate or modified job responsibilities).</li> </ul>
--	---

<b>District Response</b>	<b>Resources Required</b>
<ul style="list-style-type: none"> <li>● A summer mailing to parents will include information on the importance of protecting students by staying up to date on immunizations and the State of Connecticut’s requirement of health assessments prior to students enrolling in school. The UCFS School-Based Health Center will be on campus during the month of August to assist students in getting updated physical assessments.</li> <li>● The Medical Center will contact those families who are missing requirements and will work with them to ensure that they are completed prior to the start of school.</li> <li>● Prior to the start of school, the signs and symptoms of COVID-19 will be communicated to parents, students and employees and found in various locations across campus.</li> <li>● Students and NFA employees will self-screen every morning before coming to campus: <ul style="list-style-type: none"> <li>○ They must stay home if they have COVID-19 symptoms such as fever and cough. <ul style="list-style-type: none"> <li>■ <a href="https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html">https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html</a></li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Use of UCFS staff to complete physical assessment on campus</li> <li>● Use of Medical Center staff to contact families r.e. Health assessments</li> <li>● Professional development and training in protocols such as self-screening, when to stay home &amp; who to notify when sick</li> <li>● Purchase of signage related to the signs/symptoms of COVID-19</li> </ul>

<ul style="list-style-type: none"> <li>■ <a href="https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html">https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html</a></li> <li>○ The use of a specific self-screening system will be determined for employees.</li> <li>● If a student or employee is sick with COVID-19 related symptoms or if they have had a known contact with someone diagnosed with COVID-19 and have also had contact with the school population, they are to inform the NFA Medical Center. The Medical Center will maintain a confidential record of this COVID-19 related information.</li> </ul>	
--	--

**Use of Face Coverings, Masks, and Face Shields**

<p><b>CT Requirements:</b></p>	<ul style="list-style-type: none"> <li>● 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"> <li>– 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, <a href="#">per CDC guidance</a>.</li> <li>– For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required.</li> </ul> </li> <li>● Be prepared to provide a mask to any student or staff member who does not have one.</li> </ul>
--------------------------------	--

<b>District Response</b>	<b>Resources Required</b>
<ul style="list-style-type: none"> <li>● All students, employees, and visitors to campus will be required to wear a mask that covers the nose and mouth, at all times.</li> <li>● NFA’s Medical Advisor has indicated that there are limited medical exemptions to the state’s requirement for face coverings. Medical documentation is required to be sent to the NFA Medical center for any student who is claiming a medical exemption from wearing a face covering. If the student qualifies for an exemption, a notification of this exemption will be indicated in PowerSchool and also communicated to Campus Safety personnel. Students who are medically exempt from</li> </ul>	<ul style="list-style-type: none"> <li>● Purchase of PPE including masks, face shields, etc.</li> </ul>

wearing a mask will be required to report to the Medical Center for a health screening and temperature check upon arrival to school each day. These students will be offered a face shield.

- Masks will be made available to any student or employee who doesn't have one.
- NFA will individually address mask and face-covering use for students with special needs, where masks may need to be removed to provide appropriate services or necessary levels of support. In these situations, other mitigating measures may be considered, including but not limited to:
  - Plexi-glass/desk shields to separate or distance students from one another as well as from the adult
  - Preferential seating in the front of the classroom for students unable to wear a mask
  - Staggered transition times
- Additional PPE will be provided to faculty/staff who require it based on health needs or job responsibilities, including but not limited to:
  - Staff working with students who are not wearing face coverings due to a medical exemption will wear increased PPE, including but not limited to, medical-grade masks, face shields and/or disposable gowns.
  - Clear transparent face masks to teachers to wear when teaching world language or EL classes and/or students who have a hearing deficit/ special learning needs
- Students not wearing a mask in an appropriate manner will be reminded by a faculty/staff member to do so. A student who is in need of a mask will be sent to the House office to obtain one. Parents/guardians will be contacted and encouraged to intervene when necessary. For public health safety, students who are non-compliant with the policy for masks/face coverings will be enrolled in remote learning.

**Containment Plan**

<p><b>CT Requirements:</b></p>	<ul style="list-style-type: none"> <li>● Include in the LEA reopening plan written protocols for containment and immediate response if an individual has signs or symptoms of COVID-19 if 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"> <li>- 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.</li> <li>- Identification of a response team within the school and LEA with specific responsibilities.</li> <li>- 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.</li> </ul> </li> <li>● If any person who has been present in school has a confirmed diagnosis of COVID-19, the local health department must be notified immediately.</li> <li>● Identify an “isolation room” (besides the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives.</li> <li>● Initiate recommended <a href="#">CDC cleaning procedures</a> following a confirmed COVID-19 case.</li> <li>● Review <a href="#">CDC guidance</a> to ensure compliance with most up to date information regarding containment.</li> <li>● Create a consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19 and must be dismissed from school.</li> </ul>
--------------------------------	---

District Response	Resources Required
<ul style="list-style-type: none"> <li>● An isolation room will be identified with consideration given to a space with:             <ul style="list-style-type: none"> <li>○ A separate entrance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Utilization of a dedicated space for isolation room including a bathroom</li> <li>● Cleaning of isolation room based on usage</li> </ul>

<ul style="list-style-type: none"> <li>○ Proximity to a bathroom that can be closed to other students and staff</li> <li>○ Proximity to the Medical Center</li> <li>○ Easily accessible to parents/guardians to pick up a child</li> <li>● Students who present with COVID-19 symptoms will be sent to an isolation room. The isolation room will be staffed with a nurse who continually assesses &amp; monitors the student until a parent/guardian can retrieve the child. The Medical Center staff will maintain a record of students in the Isolation Room (time arrived/time exited.) The isolation room will be cleaned regularly throughout the day.</li> <li>● A <a href="#">decision tree</a> has been developed in collaboration with the NFA Medical Director to determine when to send a student/employee home and the conditions necessary for a safe return.</li> <li>● NFA attendance staff will enter a comment in the daily student absence field in PowerSchool for any COVID-related absences.</li> <li>● Throughout this health pandemic, the NFA Medical Center will be in close communication with the Uncas Health District and NFA’s Medical Advisor. <ul style="list-style-type: none"> <li>○ Uncas Health District will notify the NFA Medical Center of positive cases.</li> <li>○ The NFA Medical Center will supply Uncas Health District with contact information of positive cases for contact tracing.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Purchase of additional beds for Medical Center</li> </ul>
--	--

**Cancellation of Classes, Remote Learning, and Reopening Plans**

<p><b>CT Requirements:</b></p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Notify and consult with the CSDE immediately if the LEA is contemplating class cancellations.</li> </ul>
--------------------------------	--

	<ul style="list-style-type: none"> <li>● Assume that any decision about school closure, reopening, or cancellation of school events will be made in coordination/collaboration with local health officials, and with the advice of the school medical advisor (if any) and school nurse supervisor.</li> <li>● Anticipate that recommendations for the geographic scope (e.g., a single school, multiple schools, the full district, regionally), whether it will be partial or total, and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.</li> <li>● 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.</li> <li>● 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.</li> <li>● Be prepared to provide remote blended learning opportunities immediately upon cancellation of in-school classes.</li> <li>● Develop a plan for extended absences and communicate it with parents or guardians in the event of a second extended closure. Particular attention must be placed on communicating the distribution of food and devices or learning materials. Materials must be modified for use by students who are differently abled or multilingual.</li> </ul>
--	---

<b>District Response</b>	<b>Resources Required</b>
<ul style="list-style-type: none"> <li>● Priority will be given to determining material needs (i.e., Chromebooks, technology devices, etc.) for students before the first day of school.</li> <li>● The Head of School or Director of Operations will collaborate with NFA's Medical Center Supervisor and local health officials if NFA is contemplating district/school cancellations and will notify and consult with the CSDE immediately.</li> <li>● If we move to full remote learning, then NFA will implement a remote learning plan which will include clear teacher, student, and family</li> </ul>	<ul style="list-style-type: none"> <li>● Technology equipment and software for teachers and students necessary for hybrid or full remote learning</li> <li>● Training for teachers and students on using educational software and applications</li> </ul>

<p>expectations. Specific details on the remote learning plan can be found <a href="#">here</a>.</p> <ul style="list-style-type: none"> <li>• Periodic updates on the status of the need for remote learning in the midst of the school shutdown would be facilitated by the Director of Communications using the NFA website, social media platforms, and direct communication with families via email and/or robo-calls.</li> </ul>	
---	--

**Special Education**

<p><b>CT Requirements:</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
--------------------------------	---

District Response	Resources Required
<ul style="list-style-type: none"> <li>● Norwich Free Academy acknowledges there has been no waiver or requirements under the IDEA for provision of a free and appropriate public education (FAPE) in the least restrictive environment (LRE). Due to this, NFA recognizes its responsibility to provide students with disabilities FAPE in the LRE. As implementers of the IEP, NFA will provide students with disabilities access to the general education curriculum, time with their non-disabled peers, and specially designed instruction in accordance with their IEPs. All programming decisions will be made through communication with the LEA, family, case managers, and other members of the PPT based on the nature and/or severity of a student's disability and individual needs.</li> <li>● IEPs will be implemented during an in-person model with fidelity. Should school default to an online learning model, the IEP will be implemented to the maximum extent possible. Case managers will continue to provide support to students and families and collaborate with general education teachers regarding necessary accommodations and modifications. Should the BSE provide updated guidance or requirements on the implementation of IEPs during remote learning, administration will communicate such changes with NFA faculty and, in collaboration with the LEAs, make necessary changes.</li> <li>● If we are following either a hybrid or full remote learning model, we will consider prioritizing access to the school building for students who need additional learning support, including but not limited to, those receiving special education services and EL support.</li> <li>● In collaboration with the family and LEA, NFA will address individual concerns should a student with a disability be unable to access the reopening plan as designed. NFA acknowledges the need for specific students to have alternative or individualized adjustments made to support their needs. Requirements would be based on present levels of</li> </ul>	<ul style="list-style-type: none"> <li>● Potential hiring of outside evaluators for testing that may need to occur based on PPT's that were postponed in the spring.</li> </ul>

functioning and performance, developmental levels, medical concerns, and input from the student/parent.

**English Learners (EL's)**

**CT Requirements:**

- 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, follow-up, 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

	<p>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>
--	---

<p style="text-align: center;"><b>District Response</b></p>	<p style="text-align: center;"><b>Resources Required</b></p>
<ul style="list-style-type: none"> <li>● NFA recognizes it is our responsibility to provide ELs FAPE. ELs will have access to the general education curriculum as well as to a language instruction education program as determined by placement. EL instructional programs may consist of bilingual education, Sheltered Instruction, or transition.</li> <li>● If we are following either a hybrid or full remote learning model, we will consider prioritizing access to the school building for students who need additional learning support, including but not limited to, those receiving special education services and EL support.</li> <li>● In a hybrid model and a full remote learning environment, teachers of ELs will continue to provide instruction and practice in all domains of language. Teachers will also continue to provide supports and accommodations appropriate to students' English Language Proficiency (ELP). Supports and accommodations may include, but are not limited to: extensions of time for assignments, embedded images and translations for directions and content, videos with captioning or embedded interpreting, and adapted text. EL Support Paraprofessionals will continue to provide language support in their assigned programs.</li> <li>● When technology poses a barrier to accessing content, teachers will provide a hard copy of learning materials. Teachers and EL Support Paraprofessionals may work together to check in with students.</li> <li>● NFA will continue to evaluate newly enrolled students for EL identification within 30 days of their registration and send parent notification within two weeks of a student being placed in a language instruction educational program (LIEP).</li> </ul>	

<ul style="list-style-type: none"> <li>● Should schools close, NFA will apply temporary entrance procedures that permit the presumption of EL identification based on a home language survey and rely on appropriate follow up, including but not limited to, discussion with parents and/or students (as appropriate) in order to provide needed language services. As an institution, we will maintain documentation of any temporary change in entrance procedures during school closure and complete the identification process once school reopens.</li> <li>● NFA will communicate with parents and guardians in their preferred language. Parents’ and guardians’ preferred language is generated from enrollment forms. Should parents or guardians need to modify their preferred language, they can call the Diversity office.</li> <li>● Dually identified students will be provided EL supports as well as special education services identified in the student’s individualized education program (IEP) developed under the Individuals with Disabilities Act (IDEA) or under Section 504. Dually identified students’ language needs will be represented in their IEP.</li> </ul>	
---	--

**Physical Education, Athletics, Arts, and Extracurricular Activities**

<p><b>CT Requirements:</b></p>	<ul style="list-style-type: none"> <li>● Follow all CDC, state, and local guidelines related to social distancing and disinfecting areas and equipment used for physical education and physical activity, including recess.</li> <li>● Develop plans for the implementation of a physical education, fine arts, and music curriculum that consider the needs of all students, including focusing on activities, adaptations, and modifications of all education decisions to ensure the full inclusion by all students.</li> </ul>
--------------------------------	--

<b>District Response</b>	<b>Resources Required</b>
Physical Education:	<ul style="list-style-type: none"> <li>● Purchase of cleaning and disinfecting supplies</li> </ul>

<ul style="list-style-type: none"> <li>● Students will report directly to the designated PE teacher’s area and no longer go to the locker rooms.</li> <li>● PE teachers will use outdoor facilities and fields as much as possible. When PE class must be held indoors, they will utilize space in both gyms, the fitness room, the yoga and Cardio rooms as well as the Health classroom.</li> <li>● Teachers and students will be required to wear a face covering unless engaged in physical activity. Social distancing must be maintained.</li> <li>● Fitness/training concepts will be taught without vigorous training. Teachers will use lecture-based instruction and other methods to reinforce skill development.</li> <li>● The focus will be on individual and low energy fitness activities that will ensure social distancing as well as affective hygiene measures. There will be no team/contact sports or heavy fitness.</li> <li>● Students will need to provide their own water bottles and use the automatic bottle fillers for hydration during class.</li> <li>● A procedure for regular cleaning of any equipment that may be used by the students will be implemented.</li> </ul> <p>Visual and Performing Arts:</p> <ul style="list-style-type: none"> <li>● Due to safety concerns, there will be no in-person vocal music or playing of wind instruments.</li> <li>● The curriculum will shift to focus on solo and small ensemble work, and it will shift from a concert format to a recital format. Virtual performance experiences and assessments will be created.</li> </ul>	
---	--

**Family Support and Communication**

<p><b>CT Requirements:</b></p>	<ul style="list-style-type: none"> <li>● Comply with all state and federal family engagement requirements (e.g., School Governance Councils and Title I requirements) during the COVID-19 pandemic.</li> </ul>
--------------------------------	--

	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Continue to engage with families and students as the reopening moves forward to ensure they are informed and have the ability to provide feedback.</li> <li>● Make reopen plans available on the LEA website, accessible, and clearly identify the school liaison.</li> </ul>
--	--

District Response	Resources Required
<ul style="list-style-type: none"> <li>● Related to above section, the Communications Department has established means of information dissemination in place for all scenarios.</li> <li>● A section on the NFA website will be dedicated to housing important communications and updates related to our reopening plan</li> </ul>	

**Social-Emotional Learning (SEL) and Mental Health**

<p><b>CT Requirements:</b></p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements.</li> </ul>
--------------------------------	--

District Response	Resources Required
<ul style="list-style-type: none"> <li>● The House Team(s) (social worker, counselors, and psychologist) will develop an introductory video to introduce themselves and discuss their roles to students.</li> <li>● The House Team will follow up with identified high-risk students from data collected during the spring school closure.</li> <li>● The House Team will develop a plan to re-engage the hard to reach students.</li> </ul>	<ul style="list-style-type: none"> <li>● Professional development time (for mandated reporting and SEL in the classroom training)</li> <li>● Creation of a video of key House Team members</li> <li>● Collaboration time for counselors, social workers, and psychologists to develop the training for teachers in Social Emotional Learning (SEL)</li> </ul>

<ul style="list-style-type: none"> <li>● The House Team will work with teachers to provide them with social and emotional learning strategies to incorporate into their instruction and interaction with students.</li> <li>● Before school starts for students, faculty and staff will participate in “Mandated Reporter Training” through the DCF website, <ul style="list-style-type: none"> <li>○ <a href="https://www.proprofs.com/training/course/?title=draft-dec-2019-connecticut-mandated-reporter-training-for-school-employees_5de7fde99ae99">https://www.proprofs.com/training/course/?title=draft-dec-2019-connecticut-mandated-reporter-training-for-school-employees_5de7fde99ae99</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Provide resources for NFA employees regarding self-care strategies</li> </ul>
--	--

**After-school Programming**

<p><b>CT Requirements:</b></p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> </ul>
--------------------------------	--

<b>District Response</b>	<b>Resources Required</b>
<ul style="list-style-type: none"> <li>● The use of face coverings will become part of the mandatory expectations of all faculty, staff, and students on campus, including for after-school programming.</li> </ul>	

**Career and Technical Education**

<p><b>CT Requirements:</b></p>	<ul style="list-style-type: none"> <li>● Develop a plan for cleaning and disinfecting shared equipment in the shop or lab, before and after each use. Many CTE courses assign tasks to students who assist in cleanup at the end of class, and the students should be trained in all safety processes and procedures. Include a properly labeled spray bottle or disinfectant wipe near the equipment along with a small trash receptacle. Include a process for collection, sanitation, and logging of equipment and tools.</li> </ul>
--------------------------------	---

District Response	Resources Required
<ul style="list-style-type: none"> <li>All classroom spaces will be supplied with disinfecting wipes. Students will be required to wipe down their stations before they sit at the start and before they leave at the conclusion of each class.</li> <li>As part of the larger training that will be developed, students will be trained on the importance of wiping down work stations, how to sanitize properly, and where to store trash used during the sanitation process.</li> </ul>	<ul style="list-style-type: none"> <li>Purchase of cleaning and disinfecting supplies</li> </ul>

**Staffing and Personnel**

<p><b>CT Requirements:</b></p>	<ul style="list-style-type: none"> <li>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 <a href="#">guidance</a> related to the ADA and the COVID-19 pandemic.</li> <li>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.</li> </ul>
--------------------------------	--

District Response	Resources Required
<ul style="list-style-type: none"> <li>Teachers must request any relevant accommodations through Human Resources. Decisions regarding these requests will be on a case-by-case basis with legal counsel.</li> <li>We will assess the number of substitute teachers who are willing to continue working for the upcoming school year. We may also exercise the flexibility that the state has offered regarding the requirements for substitute teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Substitute teachers</li> </ul>

**Professional Learning/Training**

<p><b>CT Requirements:</b></p>	<ul style="list-style-type: none"> <li>Identify the training needs of staff related to health and safety protocols; perform such training prior to the first day of classes.</li> </ul>
--------------------------------	---

	<ul style="list-style-type: none"> <li>● For consistency and to facilitate refresher trainings, consider designating 1-2 people in each building to serve as trainers.</li> <li>● 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.</li> <li>● Ensure training is provided to substitutes or others who may enter the school outside of the first day or typical calendar start.</li> <li>● 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.</li> </ul>
--	--

<b>District Response</b>	<b>Resources Required</b>
<ul style="list-style-type: none"> <li>● Prior to the start of the school year, faculty and staff will receive training on signs and symptoms of COVID-19, Standard Public Health protocols, Hygiene Practices, PPE, Reporting Illnesses, and supporting SEL.</li> <li>● Students will receive training on social distancing; cleaning protocols; and hygiene practices. These training opportunities may be recorded and made available to families.</li> <li>● Students, substitute teachers, and other staff who enter school after the first day will receive the same training as all others.</li> </ul>	<ul style="list-style-type: none"> <li>● Purchase of training videos, when possible</li> <li>● Development of training presentations</li> </ul>