August 31, 2020

Reopening plan for Adult Education Programs for Norwich Regional Adult Education

2019-2020 School year

General Reopening

1. Allowing students who wish to do so return to class for instruction at the beginning of 2020– 2021, as long as public health data continues to support this model.

Norwich Regional Adult Education will be providing on site instruction for all Adult Education programs except for specific classes specially designed for remote learning. We will be providing a Citizenship class remotely and will also offer the NEDP In Office Check (IOC) if a student is not able to come to one of our program sites. All students are being registered in person or remotely if they cannot come in. At registration, students are encouraged to participate on site at one of our different locations but if they choose to attend using remote learning, we will make that available to them. If schools are closed, we will provide remote instruction for all programs.

2. Planning to transition to partial attendance with blended learning or all virtual learning if health data changes. Planning in-school instruction accessible to all students and the option for blended or all-virtual instruction for students who choose not to participate via in-person classes based upon individual considerations.

All classrooms at the Adult Education site in Norwich will be able to provide on-site instruction maintaining social distancing for up to 12 students. This will also be possible at both the East Lyme and Stonington High School sites. Registration for all programs has started and is ongoing. We will implement the hybrid model in any case where the enrollment exceeds the class size of 12. Chrome books will be available in all classes and if students choose to participate remotely and/or the building is shut down due to Covid, Chromebooks will be distributed to all students who request a Chromebook. They will also be provided a charger for powering their device. The registration process includes asking each student if they need a Chromebook for remote learning. Students will sign a release to borrow a Chromebook for remote learning purposes.

3. Prioritize ongoing educational opportunities when drafting the plan for any shutdown. Materials for continuity of learning must be made available to allow for school sessions to continue remotely.

Chromebooks will be provided (#2). All teachers are required to use Google classroom to create their lesson plans and activities. All teachers will be provided Zoom Pro accounts so that they can teach students remotely as well as in class, to provide synchronous learning. The Zoom Pro account provides the teacher a way to record any class session so that it can be provided asynchronously if a student is not in attendance on site. Students using remote learning with Zoom to be able to join the class in real time for the teacher lesson during the scheduled class time. At the start of the school year each teacher will go over the instructional framework with their respective class, show students how to use both Zoom and Google classroom, as well as to show them how to access instruction using Chromebooks. All teachers will provide lessons that students can work on, using a Chromebook, as part of classroom instruction so they will be familiar with the technology if instruction is only available remotely at some point. We have also created and hired a part time Instructional Technology specialist who will provide support to students at home, using a remote access monitoring

system for assistance with technology issues.

4. Collecting data from students to confirm the intent to participate, as that may affect facilities and operations planning.

Every student as part of registration is filling out required student information and other data forms to help facilitate appropriate placement in classes. All high school completion students meet with a school counselor as part of that process. Students are able to request remote learning as part of that process. For ESL students they will complete the registration process as well and all meet with the ESL program leader. The registration and testing process are the starting point for student entry. Each program has a calendar which students are given a copy of.

5. Developing robust monitoring and containment protocols and class cancellation plans, in the event public health requires a closure of the building, such as evidence of community transmission in the school.

We will follow district protocol regarding class and school closing. We will be using the cohort model for our ESL, GED and ABE programs. For the CDP program we will be moving students from class to class based on their course requirement needs but the program will be contained to one floor in our building. Student attendance will be monitored for each program. If a site we use is closed, we will provide that program remotely. If there is evidence of community concern and transmission of the virus, the district will be alerted and Adult Education will follow suit with the district in closing programs on site.

6. Having a formal communication plan.

We communicate with all staff members using email and that is a regular source of communication across programs. Program leaders meet with the respective staff regularly and all updates are discussed at those meetings. Teachers use multiple means to reach out to students and will have access to student contact information. Teachers will work with students using what's App, Remind, and other applications based on student preference for communication as we know email and text do not always work. We also have a Facebook page which is frequently updated to share information. At registration each student is required to provide contact information (email, phone, etc.). We will also post the information from this memo on our website page.

School Liaison

1. Designate an employee to serve as a COVID-19 Health and Safety Compliance Liaison. This designated person will be responsible for engaging with students, faculty, staff, and administrators to answer questions or concerns about health and safety requirements and COVID-19 concerns. All school staff and students should know and have the contact information for the designee. This role should be assigned to an administrator or someone with the authority to address compliance issues.

The Director of Adult Education will be the Liaison and she will work together with the Program Facilitator and Safety Officer to address required compliance areas.

Online Learning Coordinator

1. An individual should be designated in each program that will provide assistance and coordination of online/virtual learning. 2. The coordinator should be a teacher who has demonstrated success in providing online courses (as demonstrated by expertise in the technology, student retention and overall course quality), and who has the time and ability to serve as a resource for other instructors.

There is a Program Leader for each main program: CDP, ESOL, and ABE/GED. The Program Leaders are responsible for ensuring that all classes are available on site and remotely. The IT specialist will also assist in this function. We also have an ESL teacher who is a certified instructional specialist who will specifically help the ESL teachers in this regard. We already did training this past spring with all groups and made substantial progress in this regard and will do training with all teachers prior to the start of the school year to ensure they are prepared to deliver instruction remotely in addition to on site.

Communication Plan

1. Provide links to any guidance the district has created in relevant languages of families in the community, as well as ensure that all guidance is accessible to those with visual and/or hearing impairments. 2. Establish communication policies to convey important information to staff and students regarding new or changing policies and/or protocols, including cancelled classes, other changes, restrictions and building closures and reopening. 3. Develop expectations around frequency of communication. 4. Make plans easily accessible, including but not limited to being visible on the main landing page of the LEA and school websites.

Norwich Adult Education has its own website and Facebook page so information will be posted in both places. If schools are closed that will be announced through the media and the district notification system that goes out if Norwich Public Schools are closed. This would also include the closing of onsite Adult Education programs.

Equity

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.

All students are registered and are able to disclose if they have a disability or need special accommodations. Access to programming is enhanced by our ability to provide remote instruction as needed. We already received requests for remote learning due to access issues. Signage related to health and safety guidelines for handwashing, social distancing, will be posted at all sites and provided in English, Spanish, Haitian Creole and Chinese. The posters we are using are from the Center for Disease Control website.

1. Review building space and reconfigure available classroom space, such as gymnasiums and auditoriums, to maximize social distancing, consistent with public health guidelines in place at the time. 2. Create procedures for how students will enter the building, including times of entry, health screening procedures such as temperature taking and adherence to masks and other health and safety policies. 3. Policies and procedures related to health and screening requirements must be made in alignment with local district regulations, and should address non-admittance or exclusion for failure to adhere to health protocols as well as what constitutes appropriate documentation of medical conditions which preclude the wearing of a mask. 4. Create policy for student use of common areas, such as restrooms and offices. 5. Be aware of DPH Guidance for Cleaning and Disinfecting of Schools and discuss with district administration any needed systems to be brought into compliance including ventilation and water. 6. Consider posting signs and messages related to stopping the spread or to reinforce good health practices.

We have reviewed every classroom at the Adult Ed site in Norwich to determine and rearrange classrooms to assure social distancing. Both off site locations (East Lyme and Stonington) have also been reviewed and set up accordingly. We are following district protocol closely. All students and staff will be required to wear masks in the building. Signage is being put in place

to help to define the flow of traffic as well as to ensure social distancing. Wipes and hand sanitizers will be made available in all classrooms and entrance areas to the building. Ventilation is provided as every classroom has air conditioning and windows that open and close.

Training Related to Facilities

1. Provide in-person or online training that includes: social distancing, cleaning protocols and hygiene practices regularly to all staff and students.

   All staff will receive training in social distancing, clearing protocols and hygiene practices as part of district required professional development. All students will also receive this training as part of their orientation to Adult Ed when their respective program starts.

Classroom Layout

1. Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout. Desks should face in the same direction (rather than facing each other), or students should sit on only one side of tables, spaced apart. 2. Where necessary, assess other space that may be repurposed for instruction in the school, in municipal or other community space. 3. Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction. If a teacher removes face covering or mask during instruction, spacing should be increased beyond six feet. For teachers who stay seated, a physical barrier may be an effective option.

Classrooms are being rearranged to ensure social distancing of 6 feet when feasible. The classroom set up will ensure that all student desks face forward. A Plexiglas shield will be provided for the school counselor who has frequent 1-1 sessions with students. We are following district protocol on spacing, masks, etc.

Health and Safety Policies and Protocols

1. Expect all staff and students to wear a protective face covering or mask that completely covers the nose and mouth when inside the school building, allowing for certain exceptions, such as for an individual with medical considerations. Protocols for addressing non-compliance (including refusal to serve the non-compliant student), and the acceptable documentation of "medical consideration" should be in alignment with district K-12 policy. 2. Be prepared to provide a mask to any student or staff member who does not have one. 3. Determine any screening policy required for entry into the building. 4. Create policy to address any student who does not comply with health and safety policies. 5. Ensure that staff and students are educated in standard public health practices used to prevent the spread of diseases, such as social distancing, frequent hand washing and use of hand sanitizer, face coverings, sneeze and cough etiquette and when to stay home. 6. Provide adequate supplies, including soap, hand sanitizer with at least 60% ethyl alcohol, wipes and paper towels. 7. Instruct students and staff to inform the school if they are sick with COVID-19 related symptoms. 8. Develop consistent protocols for information reporting, and a point person to appropriately receive and safeguard this information. 9. Review and adhere to the district Containment Plan. Any student who exhibits symptoms should be sent home immediately. Notify district administration and the local health department immediately when a student who has been present in school receives a confirmed diagnosis of COVID-19.

Following district protocol.

Registration

1. Registration information must be taken through secure means. 2. Personal information may not be provided through email or use of insecure online media such as Google Forms. 3. Registration may be accepted through phone conversations, paper registration forms (which may be mailed,

hand-delivered or faxed) or in-person registration. 4. A provider which has the means to accept credit card payment through a secure online program may have students register using that secure app or program. 5. It is required that a student signature be provided at a time when it is deemed safe and appropriate to do so. 6. It is strongly suggested that staff review each student registration with the student, and ensure that legal names are used, spelling is correct and all required information is provided.

Student registration is being provided on site to the maximum extent possible. Remote testing and registration are also available. We are also providing off site testing in several locations, to reach our students in our cooperator districts. We have several people getting trained to provide the remote testing. Personal information is required but registrants are able to download forms from our website and complete the personal information in an in-person meeting, including signature.

Instruction, Attendance, Assessment and Testing

1. Develop and implement district professional learning (PL) (virtual or in person) for all staff, with emphasis on effective virtual learning.

Professional learning was provided to staff in April through June for existing staff on implementation of remote instruction. This included using Google meet and Zoom and other means of communication and instruction to students. All teachers were also trained in the use of Google Classroom. We also had sessions by program intended to provide professional learning for teachers to share implementation strategies and challenges with each other. We will be providing these sessions again prior to the start of this school year and also will provide ongoing professional learning to discuss and share best practices by program (CDP, GED/ABE and ESL) throughout the year. We will also continue to take advantage of professional learning provided by SDE, ATDN, and others. Adult Ed staff will also attend district PD as it is relates to required training tied to the reopening of schools. All teachers will be provided Zoom Pro accounts and be trained in using them to provide synchronous learning to students who are participating remotely as well as to be able to record lessons for those that were not able to attend a class. All teachers will be required to use Google Classroom for lesson planning and all students will be given Gmail accounts in order to access Google Classroom. For ESL teachers we will also provide PD on Burlington English which all ESL students for which each student will be provided their own license to the platform

 2. Develop and implement instructional models which ensure that students can effectively function in an online educational environment.

We have enhanced our instructional models to include more ready access to online programs that are accessible and relevant to support online learning. For our ESL students we continue to use Burlington English for the core curriculum. This program is multi-level and supports the multitude of languages our students speak. The program now has an APP which is accessible on any SMART Phone and will be accessible using Chromebooks. We recently purchased Aztec Software for our GED program as another reputable source of instruction for GED to replace the supplementary workbooks we had been using. Google **classroom will be the tool all teachers use to write and deliver their lesson plans. Where we are providing credential training these are accessed on line for students to work on so can be provided in class on**

Chromebooks or remotely on Chromebooks as needed. We will also continue to provide the CTVHS (Connecticut
Virtual High School) program as it's an online program.

3. Describe how the program will structure and implement alternate delivery models including methods of distance learning that are specific to adult learners, including services to adult students with disabilities.

We do ask students at registration if students need accommodations. The school counselors also talk individually to each high school completion student to find out what their needs are. We had a student in the spring that we provided an interpreter for due to his hearing impairment and he was able to access credit classes on CTVHS. CTVHS provides some classes including closed caption text. The Adult Ed teachers are used to providing different supports and materials based on individual student needs and will continue to be expected to do so in the remote learning environment.

 4. Describe the measures in place that ensure students' access and familiarity with synchronous or asynchronous remote/online coursework.

Classes will be taught using Zoom or Google Meet for students who are participating remotely. The goal is to provide the instruction in live time as synchronous instructional time. Asynchronous instruction will be used for student independent work and for when students are working from home without direct instruction from the teacher if they were not able to participate during the live session. All teachers will be expected to introduce students to these tools as the start of the school year. Google classroom usage was already described as another key component for implementation of instruction.

5.   Describe how the remote instruction plan permits the attainment of established performance outcomes of ABE, High School completion, and ESL programs, respectively.

All programs will be accessible to all students remotely. Performance outcomes will be the same regardless of instruction on site or on line. High School students will be monitored for required attendance. ABE can be provided on line or on site. Pre and post testing using CASAS would be provided for the ABE, GED and ESL programs

6. Create registration policies and procedures that ensure security of information.
7. Provide assessment, placement and testing, either remote or in person. 8. Explain the class options available to students including in-person, hybrid and/or online-only classes. 9. Describe alternate delivery models including methods of distance learning and remote education that is specific to adult learners including services to adult students with disabilities. 10. Continue online/virtual learning options for students who wish to continue learning from home.

Previously addressed.

11. Explain attendance policies. Student attendance must meet federal requirements for the mandatory 12 hours of verifiable attendance (see the Guidance to Providers Regarding Hours document previously provided).

Teachers are required to take attendance for every class. Teachers are required to submit their attendance on a form which asks them to designate synchronous and asynchronous hours of

class time.

12. Clarify in all virtual courses that the participants in the class (students and teachers) are agreeing to be both seen and heard, and that documentation of verifiable attendance is a requirement. **All students will be given an opt out form where they would have to notify us if they are not willing to participate virtually. Verifiable attendance is a requirement that teachers will be expected to document in their attendance reporting.**

13. Describe the devices and connectivity options available to students and policies for distribution. **Chromebooks and chargers will be provided to any student that requests them. Each student will be assigned a specific Chromebook. In the event of an anticipated school closing students that are getting Chromebooks would be given them at the time. If there is no prior notice, we will have them available at our site in Norwich for students to pick up and also will provide them at our East Lyme and Stonington sites for pick if they can't come to Norwich. Students during registration let us know if they have internet access or not. In the event we close we would provide information to those students, consistent with what the district will do, to share resources for internet access available in the community.**

14. State opportunities/requirements for receiving and/or submitting class assignments. **Assignments will be collected using Google classroom. For Burlington English and Aztec teachers can review student progress online.**
Create policy for staff who wish to continue to work remotely to do so.
15. This is not an option for NPS teachers. All teachers presently are required to teach on site in the Norwich Public Schools.

GED Testing Centers

Norwich Adult Education will be following all SDE required protocols for the GED test center. GED test proctors will be trained on the protocols prior to reopening the GED Test Center. We have made changes in the Test Center site to ensure social distancing guidelines.

Handling candidates with face masks Candidates are permitted to wear any surgical or cloth face mask, including a homemade face mask. Use the following instructions if a candidate arrives at your test center wearing a face mask.

Capturing photos
1. Ask the candidate to remove the face mask during this step. For more information, see Steps to capture and verify a photograph. Observe the candidate during this process for anything unusual. For example, is there paper tucked into the face mask. If the candidate has a face mask that covers the ears, ask the candidate to show you each ear. This is to confirm that there is nothing attached to the ears, such as a Bluetooth device, before the candidate replaces the face mask. 2. If a candidate refuses to remove a face mask for the photo, take the candidate's photo with the face mask on. Carefully compare the new photo and the photo on the candidate's ID to the existing photo in Admissions Manager, if there is one. Create a case, selecting these options:
- Exam

● Candidate refused to follow proper procedures

Inspecting face masks 3. Face masks are considered a comfort aid, and candidates do not need prior approval to wear a face mask into the testing room. Visually inspect a face mask each time a candidate enters the testing room with it. Do not directly touch the face mask or the candidate, and do not ask the candidate to remove the face mask for inspection. For more information on inspecting comfort aids, see Comfort aids. 4. Pearson VUE recommends practicing social distancing while completing the face mask inspection and pat-down process. Keep an appropriate distance between you and the candidate as recommended by your local government. For more information, see Checking items brought into the testing room. If you have security concerns about the face mask a candidate is wearing, follow the three-step witness, intervene, and notify (WIN) process. For more information, see Responding to candidate misconduct.

Requiring candidate face masks

1. If you require candidates to wear face masks at your test center due to COVID-19 (coronavirus), notify Channel

2.Sales. Also, include this requirement in the Directions section of Site Manager. Doing so ensures that new candidates are informed of the policy in their candidate confirmation letters. Finally, notify any candidates who scheduled an exam before you updated the directions that they are required to wear face masks. 2. For more information on updating the Directions section of Site Manager, see Entering directions to the test center. For Channel Sales contact information, see the Pearson VUE website: https://home.pearsonvue.com/For-test-centers/Ask-a-question.aspx 3. If you require candidates to wear face masks at your test center due to COVID-19 (coronavirus), use the

following guidelines. Candidates are permitted to wear any surgical or cloth face mask, including a homemade face mask, as long as the nose and mouth are fully covered. 4. If a candidate arrives without a face mask, ask the candidate to retrieve one within the exam sponsor's late arrival guidelines. Candidates are permitted to leave the test center and return with a face mask, for example, from their car or a nearby store. However, candidates must still follow their exam sponsor's late arrival policy. If a candidate cannot find a face mask in the time permitted or refuses to wear one, turn the candidate away. Create a case, selecting these options:
● Exam delivery
● Candidate refused to follow proper procedures

5. Candidates should not remove face masks inside the test center. Their nose and mouth must remain fully covered, and they are required to wear face masks when interacting with others. Candidates are only permitted to remove face masks if they are practicing social distancing while eating or drinking outside the testing room. 6. If candidates remove face masks for any other reason, ask them to replace it. Warn candidates that this behavior is not permitted and they will not be allowed to continue testing if they do not comply. If a candidate refuses to replace a face mask, turn the candidate away. Create a case, selecting these options:
● Exam delivery
● Candidate refused to follow proper procedures