Reopening Plan
July 24, 2020

<table>
<thead>
<tr>
<th>Date of Submission:</th>
<th>July 24, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA Name:</td>
<td>Natchaug Hospital Journey School</td>
</tr>
<tr>
<td>Reopening Plan Point of Contact:</td>
<td>Jill Bourbeau</td>
</tr>
<tr>
<td>Contact Email:</td>
<td><a href="mailto:Jill.Bourbeau@hhchealth.org">Jill.Bourbeau@hhchealth.org</a></td>
</tr>
<tr>
<td>Contact Phone:</td>
<td>860-465-5908 or 860-208-5493</td>
</tr>
<tr>
<td>LEA COVID-19 Health and Safety Compliance Liaison:</td>
<td>Jill Bourbeau</td>
</tr>
<tr>
<td>Liaison Email:</td>
<td><a href="mailto:Jill.Bourbeau@hhchealth.org">Jill.Bourbeau@hhchealth.org</a></td>
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Reopening Requirements Fall 2020

From “Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together” Document

Sections 1-3: No Requirements

**Priorities**

*Temporarily Choosing Not to Participate*

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<thead>
<tr>
<th>Requirement</th>
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<tbody>
<tr>
<td>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, including but not limited to offering families the robust educational support options outlined in Academics on page 28.</td>
<td>N/A. Students are in residence.</td>
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**School Liaison, Communication Plans, and Data Collection**

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<thead>
<tr>
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<tr>
<td><strong>School Liaison:</strong></td>
<td>Jill Bourbeau, Chief Administrator</td>
</tr>
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</table>
| 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. | 189 Storrs Road, Mansfield Center CT 06250  
860-465-5908 or 860-208-5493 jill.bourbeau@hhchealth.org |
<table>
<thead>
<tr>
<th>Requirement</th>
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</table>
| **Communications Plan:**
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.
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. This should include feedback and consultation regarding the implementation of those policies.
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. See also Cancellation of Classes, Remote Learning, and Reopening Plan, page 24.
Make plans easily accessible, including but not limited to being visible on the min landing page of the LEA and school websites.
Ensure these baseline requirements related to communication are the overarching principles applied to other communication plans referenced in this document. | All communication will be posted and/or occur in person with supervisory and clinical staff. If parents need to be contacted, a phone call will be conducted. |

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| **Data Collection:**
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. | N/A. Students are in residence. |
### 5: Operations Plan

#### Facilities

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Classroom Layout:</strong></td>
<td>Student and teacher’s desks will be at least six feet apart and facing forward.</td>
</tr>
</tbody>
</table>

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.

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. 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.

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Reopening of Facilities Before First Day of Classes</strong></td>
<td>Expectations for compliance have been reviewed with housekeeping staff. Never out of service.</td>
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</table>

Comply with DPH Guidance for Cleaning and Disinfecting of Schools during COVID-19.

Comply with DPH Return to Service Guidance for Building Water Systems.

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Signs and Messages</strong></td>
<td>Signage has been posted regarding masks, hand hygiene, and social distancing.</td>
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Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population.
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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Ventilation</strong></td>
<td>In progress with Plant Operations.</td>
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<tr>
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<tr>
<td><strong>Training Related to Facilities</strong></td>
<td>Training planned for 8/24-8/26.</td>
</tr>
<tr>
<td>Identify the training needs of staff related to health and safety protocols; perform such training prior to the first day of classes. For consistency and to facilitate refresher trainings, consider designating 1-2 people in each building to serve as trainers. 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.</td>
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<thead>
<tr>
<th>Requirement</th>
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<tr>
<td><strong>Bathroom Protocols</strong></td>
<td>Housekeeping has been notified of expectations. Staff will be trained to monitor and correct any issues.</td>
</tr>
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</table>
**Daily Operations**

<table>
<thead>
<tr>
<th>Requirement</th>
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<tbody>
<tr>
<td><strong>Flexibility and Compartmentalization of Protective Measures</strong></td>
<td>Will be conducted in conjunction with residential management.</td>
</tr>
<tr>
<td>Develop the policies and protocols related to facilities and operations with</td>
<td></td>
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<tr>
<td>the understanding that schools may need to react quickly to changing</td>
<td></td>
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<tr>
<td>conditions.</td>
<td></td>
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<tr>
<td>Ensure options to increase, or relax restrictions are available throughout</td>
<td></td>
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<tr>
<td>the school year to respond effectively to changes in public health data.</td>
<td></td>
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<tr>
<td>This requires compartmentalized solutions that can be deployed or recalled</td>
<td></td>
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<tr>
<td>in a timely and organized way. **See also Cancellation of Classes, Remote</td>
<td></td>
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<tr>
<td>Learning, and Reopening Plan, page 24.**</td>
<td></td>
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<tr>
<td><strong>Requirement</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Other Individuals Entering the School Building</strong></td>
<td></td>
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<tr>
<td>Develop consistent policies to address when clubs, before- and after-school</td>
<td></td>
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<tr>
<td>programs, or other voluntary groups may be allowed to use school space.</td>
<td></td>
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<tr>
<td>Include ways to safely allow access for before- and after-school and</td>
<td></td>
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<tr>
<td>childcare programs.</td>
<td></td>
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<tr>
<td>Any person entering the building (visitor, parent, or volunteer) will be</td>
<td></td>
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<tr>
<td>screened for travel history, symptoms, and temperature.</td>
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</table>

**Child Nutrition**

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<thead>
<tr>
<th>Requirement</th>
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</thead>
<tbody>
<tr>
<td><strong>Schools and institutions that participate in the National School Lunch</strong></td>
<td>N/A. Meals are provided by the hospital. Social distancing can and will occur in the café with cleaning protocols.</td>
</tr>
<tr>
<td><strong>Program</strong></td>
<td></td>
</tr>
<tr>
<td>NSLP), School Breakfast Program (SBP), Afterschool Snack Program, and</td>
<td></td>
</tr>
<tr>
<td>Special Milk Program (SMP) as applicable, must continue to determine</td>
<td></td>
</tr>
<tr>
<td>eligibility for and make available free and reduced-price meals and snacks</td>
<td></td>
</tr>
<tr>
<td>and free milk to all eligible students.</td>
<td></td>
</tr>
<tr>
<td>Schools and institutions must comply with the U.S. Department of Agriculture’s</td>
<td></td>
</tr>
<tr>
<td>(USDA) regulations and policies for school meals and milk including the meal</td>
<td></td>
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<tr>
<td>pattern requirements.</td>
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</tr>
<tr>
<td>Schools and institutions that participate in the NSLP are required to claim</td>
<td></td>
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<tr>
<td>meals/milk provided to eligible students using accurate counting and</td>
<td></td>
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<tr>
<td>claiming methods.</td>
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<tr>
<td>Additionally, the number of free and reduced-price meals served and claimed</td>
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<tr>
<td>for reimbursement must have adequate documentation on file to support the</td>
<td></td>
</tr>
<tr>
<td>claim.</td>
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Busses, Vans, and Student Transportation Vehicles

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Natchaug’s Plan</th>
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<tbody>
<tr>
<td>Protective strategies for bus transportation should align with the</td>
<td>N/A. We do not transport. Students are in residence.</td>
</tr>
<tr>
<td>forthcoming tiered system established by DPH to assist leaders define the</td>
<td>Field trips are not currently planned.</td>
</tr>
<tr>
<td>decision-making approach applied to individual school districts.</td>
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<tr>
<td>Where either a vaccine is available or effective treatments for COVID-19</td>
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<tr>
<td>are available, bus transportation can operate as it did prior to the pandemic,</td>
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<td>with no restrictions.</td>
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<tr>
<td>Where there is low transmission risk in the community and some restrictions</td>
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<tr>
<td>are in place in schools, buses will be able to operate up to full capacity.</td>
<td></td>
</tr>
<tr>
<td>LEAs who believe they may need to operate buses at high capacity levels should prioritize assessing alternative options and increase monitoring of the mitigating strategies. Passengers will be required to wear a face mask or cloth face covering that completely covers the nose and mouth during transit. The passenger’s face covering must be in place 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. This will reduce the number of people passengers walk by as they get on the bus and will prevent crowding in the center aisle when the bus arrives for unloading. Passenger density should be significantly reduced when there is moderate spread, because schools will be employing remote blended learning when in this status. Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating. Passengers will be required to wear a face mask or cloth face covering that completely covers the nose and mouth during transit. The rider’s face covering must be in place prior to boarding the bus and must be kept in place until they are completely off the bus. Students 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. This will reduce the number of people passengers pass by as they get on the bus and will prevent crowding in the center aisle when the bus arrives for unloading.</td>
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## 6: Health Practices and Protocols

### Standard Public Health Practices and Adequate Supplies

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<tr>
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<tbody>
<tr>
<td>Ensure that students are educated and engaged in the new expectations related to all public health policies and protocols. As part of this requirement, assess the best approach to communicating the information for the age group, and plan to set aside time at the beginning of the school year, as well as frequent reminders, to review the new policies and protocols. Familiarize all participants of the standard public health practices used to prevent the spread of diseases. These practices include, but are not limited to: social distancing, frequent hand washing and use of hand sanitizer, use of face coverings that completely cover the nose and mouth, respiratory and cough etiquette, and enhanced cleaning/disinfection of surfaces. Provide adequate supplies, including soap, hand sanitizer with at least 60% ethyl alcohol or 70% isopropyl alcohol (for staff and older students who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible), and no-touch/foot-pedal trash cans.</td>
<td>Student training planned for the first day of school. 8/27.</td>
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### Immunizations and Health Assessments

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>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.</td>
<td>The Immunization and Health record is maintained and managed by the LEA</td>
</tr>
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</table>
### Reporting Illnesses and Addressing Vulnerable Populations

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<tr>
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<tbody>
<tr>
<td><strong>Staying at Home</strong></td>
<td>N/A. Students in residence.</td>
</tr>
<tr>
<td>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 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. Examples include a check-list for parents or a web-based application such as Connecticut How We Feel. Establish and communicate school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home. 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).</td>
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### Social Distancing

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<tr>
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<tr>
<td>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. 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.</td>
<td>Low census ensures ability to comply with social distancing.</td>
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<tr>
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<tr>
<td>Adopt policies requiring use of face coverings  <strong>for all students and staff when they are inside the school building, with certain exceptions listed below.</strong> 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.</td>
<td>In progress. Working with residential staff. Anticipating PBIS approach for student compliance.</td>
</tr>
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### 7: Health Monitoring Plan

**Planning and Distribution of Information**

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<tr>
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<tr>
<td>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.</td>
<td>Collaboration with residential staff.</td>
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8. Containment Plan

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<tr>
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<tbody>
<tr>
<td>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: 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. If any person who has been present in school has a confirmed diagnosis of COVID-19, the local health department must be notified immediately. Identify an “isolation room” (besides the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives. Students should remain supervised in the isolation room. For the purposes of contact tracing, schools should log all persons who entered the room. The individual supervising the room must be equipped with proper PPE. Initiate recommended CDC cleaning procedures following a confirmed COVID-19 case. Review CDC guidance to ensure compliance with most up to date information regarding containment. Create a consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19 and must be dismissed from school. Include input, where appropriate, from the local health department, school medical advisor and school nurse supervisor.</td>
<td>Symptoms- isolation in program. Parent contacted for pickup and recommended COVID test. Terminal cleaning. Positive COVID test- Follow current guidelines for quarantine. Alternate/virtual learning option until symptom free and negative test. Symptoms- isolation in bedroom and COVID test. Terminal cleaning. Positive COVID test- Continue isolation in room. Alternate/virtual learning option until symptom free and negative test.</td>
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### 9: Cancellation of Classes, Remote Learning, and Reopening Plans

**Cancellation of Classes**

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<tr>
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<tr>
<td>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. 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. 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. 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.</td>
<td>Classes will not be cancelled unless all staff, or all students, are unable to attend.</td>
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### Future Planning for Remote Blended Learning

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<tr>
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<tr>
<td>Be prepared to provide remote blended learning opportunities immediately upon cancellation of in-school classes. 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.</td>
<td>N/A. Students are in residence.</td>
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### 10: Academics

#### Special Education

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<tr>
<td>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.</td>
<td>Will comply with all policies and procedures for Approved Private Special Education Programs.</td>
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### English Learners (ELs)

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<tr>
<th>Requirement</th>
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<tr>
<td>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.</td>
<td>N/A There are no ELs in the school.</td>
</tr>
</tbody>
</table>
**Physical Education, Athletics, Arts, and Extracurricular Activities**

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<thead>
<tr>
<th>Requirement</th>
<th>Natchaug’s Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. 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.</td>
<td>Due to low capacity, we are able to abide by social distancing guidance for art and PE. Materials will be sanitized before and after each class.</td>
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</tbody>
</table>

**11: Family and Student Engagement**

**Family Support and Communication**

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<thead>
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<tr>
<td>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.</td>
<td>Planning meeting scheduled with the residential management.</td>
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</table>
### Social-Emotional Learning (SEL) and Mental Health

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<tr>
<td>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.</td>
<td>Daily check-ins for all students, as well as clinical and nursing groups.</td>
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### Afterschool Programming

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<tr>
<td>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.</td>
<td>N/A There is no afterschool programming.</td>
</tr>
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</table>

### 12: Career and Technical Education

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<tr>
<td>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.</td>
<td>Students will have access to their own items for career and technical education. No sharing or borrowing necessary or allowed.</td>
</tr>
</tbody>
</table>
# 13: Staffing and Personnel

## Certification and Personnel Planning

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<tr>
<td>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.</td>
<td>In progress with hospital HR department.</td>
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</tbody>
</table>

## Professional Development

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<td>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.</td>
<td>Professional Development for all staff planned for 8/24-8/26 2020</td>
</tr>
</tbody>
</table>