

Norfolk School District Botelle Reopening Plan 2021 - 2022



This document was developed in accordance with the Connecticut School Reopening Plan — *Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together.*

Additional Details:

Plans should be submitted in font size no greater than 11 pt, in PDF format.

Due: June 23, 2020

Resubmitted December 23, 2021

Submit to: SDE.REOPEN@ct.gov

Include the following completed table at the top of your submitted plan:

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| Date of Submission: | December 23, 2020 |
| LEA Name: | Norfolk BOE |
| Reopening Plan Point of Contact: | Mary Beth Iacobelli, Superintendent |
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| LEA COVID-19 Health and Safety Compliance Liaison: | Keondra Dillard, Nurse |
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Clearly and specifically detail how you will address each critical “REQUIREMENT” listed below in your plan. While crafting your responses, it is imperative to work through the Connecticut School Reopening Plan which elaborates on certain requirements with additional considerations and also includes “GUIDANCE” to consider while developing a unique local approach.

Priorities

Fall Reopening Model – updated Winter 2021

- Botelle continues as a full-time, in person model. Social distancing will be maintained throughout the day, and masks will continue to be required when indoors or when it is not possible to maintain social distancing.
- Students will resume meeting with special area teachers in the art and music classrooms.

School Liaison, Communications Plans, and Data Collection

- The school nurse will serve as the designated COVID-19 Health and Safety Compliance Liaison. The nurse 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.
- The most up-to-date policies and protocols related to the considerations herein, for staff, students, and families will be communicated via newsletters, alert now messages (text, phone and email), and postings on the website.
- The nurse, as well as office staff will be available to support communication for individuals with visual and/or hearing impairments.
- We will provide opportunities 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.
- Administrators will provide timely, detailed updates any time critical information regarding policies, protocols, or health data changes.
- The school community will be notified of any changed policies, need to cancel classes, or other changes or restrictions via Alert Now messages. Plans will be posted on the main page of the Botelle website.
- Surveys will be sent to collect information from families to properly plan for resuming classes in the fall.

Operations Plan

Facilities

- Maximize social distancing between student workstations, achieving 3 feet when feasible, when determining the classroom/cafeteria layout.
- Where necessary, assess other space that may be repurposed for instruction in the school, in municipal or other community space, or if the school will require additional modular space.
- Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction.
- Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population.
- Ensure training is provided to substitutes or others who may enter the school outside of the first day or typical calendar start.
- Measure classrooms for square footage and student capacity
- Determine the exact student-to-teacher ratio based upon individual needs and available space. Consider students and additional support professionals when assessing the appropriate density for a room
- Develop individual classroom layouts marking where desks will be placed
- Install floor markings to illustrate social/physical distancing.
- Use outdoor instruction where health and safety conditions and physical space allow
- Identify other spaces to repurpose and move classrooms to spaces with adequate space to accommodate class size (i.e.: HOF, Science Room, 104)
- Provide students with explicit instruction about how to keep everyone safe (wearing a mask, distancing, and hand washing/coughing/sneezing practices
- Review DPH Guidance for School Systems regarding the operation of central and non-central ventilation systems
- Custodians will be responsible for compliance
- Monitor situation and exercise options to increase, or relax restrictions throughout the school year to respond effectively to changes in public health data.

Daily Operations

- 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 **Child Nutrition**
- Norfolk will continue to determine eligibility, and make available free and reduced priced meals to eligible students.
- Norfolk will continue to comply with all regulations and policies for school meals and milk, including the meal pattern requirements.
- Norfolk claims all meals/milk provided to eligible students using accurate counting and claiming methods.

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Operations Plan, continued

Transportation Low

Transmission Risk

- Plan to operate at full capacity or close to while maximizing health and safety protocols, as well as considerations outlined in the plan.
- Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus.
- Norfolk busses will operate at full capacity or close to while maximizing health and safety protocols, as well as considerations outlined in the plan (see appendix A)
- All students will be required to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus.

Health Practices and Protocols:

- 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
- 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,

Health Practices and Protocols, continued

Reporting Illnesses and Addressing Vulnerable Populations

- Staff members and parents of students will be required 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.
- Implement consistent protocols for information reporting to the school nurse who will appropriately receive and safeguard this information
- Educate staff and families about when to stay home. - 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. We will communicate this expectation and provide parents with reminders about the [symptoms consistent with COVID-19](#) that require keeping their students at home.

Establish and communicate school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home.

Social Distancing

- Assist staff and students to maintain maximum social distancing between individuals to reduce the transmission of the virus per the current public health guidelines.
- Frequent reminders and signage will reinforce social distancing practices.

Use of Face Coverings, Masks, and Face Shields

- Adopt policies requiring use of face coverings **for all students and staff when they are inside the school building, with certain exceptions listed below.**
 - 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
- Masks will be required to enter the school. Masks will be worn throughout the school day. PPT or 504 meeting will convene to plan for staff members or students who request an exemption.

Health Monitoring Plan**Planning and Distribution of Information**

The nurse will provide 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.

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Social-Emotional Learning (SEL) and Mental Health

This fall, our students' transition back to school amid a global pandemic will be unlike any other. As such, our students, families and educators will likely experience a range of emotions as they return to the school building. According to the Collaborative for Academic and Social Emotional Learning (CASEL) "the attention to students' social, emotional and academic development is particularly important now, as many students and adults may have experienced extraordinary stress and trauma." Norfolk Public Schools believes that supporting our school community's mental health will be paramount during this transition period. Therefore, with guidance from the CASEL and the Connecticut State Department of Education, Norfolk Public Schools has developed a multi-tiered model to provide social-emotional support to students, families and educators.

Mental Health Assessment

Upon return to the school building, Norfolk Public Schools will utilize a variety of assessment methods to gauge our students, families and staff members' mental health needs. The following procedures will be utilized:

- Surveys will be administered prior to the start of the school year to help gauge students, families and staff members' feelings, questions and concerns relating to the transition back to school. Responses will be confidential and analyzed by the school psychologist/principal. This data will be used to provide mental health interventions and support to at-risk students, families and staff members through the initial transition period. Surveys may be re-administered to reexamine the mental health needs of the school community once school is in progress.
- Student response to interventions will be monitored by the Scientific Research Based Intervention (SRBI) Team SRBI and school psychologist. If deemed necessary, additional universal screening measures may be administered for at-risk students to gather further data and may be re-administered periodically through the year to monitor progress.
- In addition to formal assessment practices, informal practices, such as "Mood Meter check-ins," parent forums and staff meetings may be utilized to help gather data relating to the social emotional needs of the school community.

Tier I Social Emotional Interventions for Norfolk Public School Students

Upon return to school, the following procedures will be utilized to engage **all students** in social emotional learning and to strengthen the school climate:

- According to CASEL, one of the critical social-emotional learning practices for reopening schools is to take time to cultivate and deepen relationships. Upon the transition back to school, teachers and school staff will take time to establish relationships with their students through a variety of strategies, including but not limited to creating a classroom charter, using restorative circles or morning meetings and planning team building activities, etc. While these activities may need to be reformatted due to social distancing requirements, they may be critical in helping students to re-engage in their school community.
- In addition to relationship building practices, teachers will establish routines that are sensitive to the mental health needs of their students. This may include embedding strategies from RULER, an evidence based approach developed by the Yale Center for Emotional Intelligence. The RULER approach is used to build an individual's capacity for emotional intelligence, including one's ability to recognize, understand, label, express and regulate emotions. For instance, teachers may choose to establish a routine using The Mood Meter, to help students' understand and regulate their emotions relating to the transition. Additional methods may be used, such as creating a classroom charter.
- Lessons focusing on social emotional competencies will be administered by the school psychologist in each classroom to support students' transition back to the school building. Initially, lessons will be focused on relationship building and supporting students with new protocols. Lessons topics may then focus on RULER strategies and school wide expectations (SOAR). Lessons may be provided in person or virtually to support social distancing protocols. Teachers will also be provided with lesson resources to provide instruction on social emotional competencies during the school day.
- Additional support at the tier I level may be accessed depending on student need. This may include more frequent class check-ins with the school psychologist or lessons relating to a specific social emotional learning competency. Lessons may also be incorporated to address today's social climate, including lessons relating to empathy, race and inequality.
- Considerations have also been made to support remote learners' social-emotional well-being at the tier I level. Members of a remote learning team may offer weekly check-ins to support remote learners' mental health and academic progress. Additionally, social emotional lessons may be provided virtually.

Tier II and Tier III Social Emotional Interventions for Norfolk Public School Students

Following the administration of survey measures, **at-risk students** will be identified by the SRBI Team/school psychologist. Particular attention may be given to students disengaged during the school closure (i.e. students who did not participate in virtual learning opportunities). The following procedures will be utilized to support the mental health of at-risk students:

- After analyzing formal and informal data, parent contact will be made. In partnership with families, a plan will be developed to provide social emotional support for each student at a tier II level. Tier II interventions may include services such as weekly check-ins with the school psychologist, weekly parent contact or small group counseling. To address containment concerns, students will only be placed in counseling groups with peers in their cohort and social distancing protocols will be maintained. Lunch bunches will be avoided, at this time, for safety purposes. Materials, such as journals, charts or games, will not be shared.
- After analyzing formal and informal progress monitoring data, students requiring an intensified level of social emotional support may be identified. Parent contact will be made. In partnership with families, a plan will be developed to provide social emotional interventions for each student at a tier III level. Tier III interventions may include individual counseling, daily check-ins, and education in healthy coping strategies.
- The SRBI Team/school psychologist will remain in close contact with teachers and parents when administering tier II and tier III supports. Parent permission is required to provide ongoing counseling support.
- Resources may be provided to help families seek assistance outside of the school setting, such as when a student requires mental health support in the community. A list of local mental health providers has been developed.
- To support disengaged learners, an Outreach Team may be created. The Outreach Team will work to obtain and maintain contact with families who have not returned to school and/or are not participating in remote learning opportunities. The Outreach Team will work together with the school board, school staff and community to ensure that educational opportunities are provided to each family within the district.

Family Interventions and Resources

Upon return to the school building, the following procedures will be utilized to support the mental health and engagement of all families and to strengthen the climate of the school community:

- A fund of resources supporting children and families' mental health and wellbeing will be made available on the district website, as well as through other methods of parent communication (i.e. Class Dojo, Seesaw). This information will be updated frequently and will include resources to support current challenges in today's social climate, including health resources, information relating to financial hardship and race and inequality.
- To support families in their transition back to school, school staff will continue to provide opportunities for families' to meet with and connect with staff. This will include interventions such as "An Hour with Lauren" forum, technology help desk hours and individual office hours for teachers/specialists.
- To support families in addressing mental health concerns at home, the school psychologist may offer a virtual family support group. This may also include family education and training programs relating to RULER.
- Based on the results of social emotional needs assessments, the school psychologist/principal may address any individual family needs directly and promptly and plans will be developed on a case by case basis.
- Resources may be provided to help families seek assistance outside of the school setting, such as when a student requires mental health support in the community. A list of local mental health providers has been developed.
- To support disengaged families, an Outreach Team may be created. The Outreach Team will work to obtain and maintain contact with families who have not returned to school and/or are not participating in remote learning opportunities. The Outreach Team will work together with the school board, school staff and community to ensure that educational opportunities are provided to each family within the district.

Norfolk Public School Staff Interventions and Resources

Upon return to the school building, the following procedures will be utilized to support the mental health and engagement of all staff members and to strengthen the climate of the school community:

- A fund of resources supporting staff mental health and wellbeing will be made available on a shared folder on Google Drive. This information will be updated frequently and will include resources to support

current challenges in today's social climate, including health resources, information relating to financial hardship and race and inequality.

- Administrators and mental health personnel will continue to encourage school staff to utilize RULER strategies throughout their workday. These strategies may include creating a revised staff charter, checking in on the mood meter daily and practicing meta-moments. Continued professional development activities relating to RULER may be offered virtually or in staff meetings.
- Administrators and mental health personnel may offer continued opportunities for school staff to express their feelings and opinions in venues such as staff meetings, forums or support groups. Additionally, administrators and mental health personnel may check-in with staff on an individual basis regularly.
- Professional development and training opportunities will be provided to staff relating to new procedures and protocols. This will include a mental health training and a mandated reporter training to help identify issues related to abuse and neglect. Further information about mandated reporter training can be found here and should be completed before the start of the school year: <https://portal.ct.gov/DCF/Mandated-Reporter-Training/Home>

After-school programming

- 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.
- Any after school programming will adhere to all safety and health protocols, including but not limited to, wearing masks and maintaining appropriate social distancing.

Staffing And Personnel

Certification and Personnel Planning

- Botelle School is completely staffed with certified personnel.