



CLEVELAND

INDEPENDENT SCHOOL DISTRICT

RE-ENTRY PLAN (Parents/Public)

Response to COVID-19 REVISED July 27, 2021

In collaboration with:

CDC | TDSHS | Governor Abbott's Re-opening Texas Plan





Dear Parents and Staff,

As COVID-19 continues to provide challenges to the Cleveland community, state, county, and nation, Cleveland ISD is committed to providing the best possible educational opportunities for all of our students. Our students, staff, and families health and well-being is of utmost importance to us as we plan to reopen. The **2021-2022** school year will be different from previous school years in terms of how we open and begin the school year. With the health and safety of students and staff as a guiding principle, our plan will work to ensure a safe, engaging and informative learning opportunity for all students.

The CISD COVID Response team, comprised of CISD staff, has worked throughout the summer to plan for a successful reopening. The Curriculum and Instruction Department has created focused lessons for both in-classroom and virtual/online learning. The Child Nutrition, Police, Transportation, Technology, and Health/Safety Departments have all collaborated on how best to meet the needs of CISD students for the **2021-2022** school year.

Currently, Cleveland ISD plans to start school on Wednesday, August 11th. Please be aware updates are continually being shared with local school districts from Governor Abbott, Texas Education Agency (TEA), and City & County Officials, therefore, the possibility of future changes to our plan could occur.

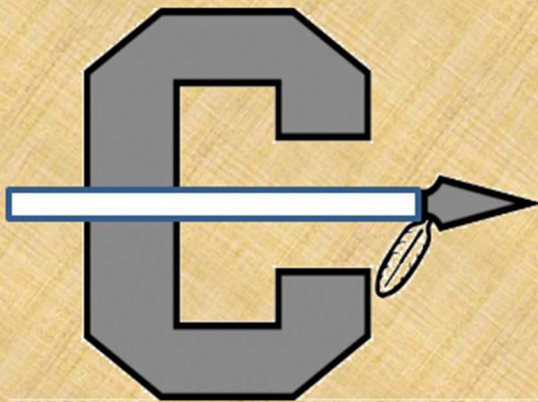
The three areas covered in our re-entry plan will include: Health & Safety (Prevention Measures), Daily Operations (Responding to COVID), and Instructional Continuity (Mitigating disruptions to student learning).

Cleveland ISD looks forward to a productive and successful beginning to the new school year. By working together as a community, we can face these challenges and ensure students have the best possible learning opportunity.

Thank you,

Chris Trotter

Superintendent of Schools



Health

&

Safety



HEALTH and SAFETY (Prevention Measures)

COVID-19 can infect people of all ages, and CISD will do everything feasible to keep our students and staff safe. Using recommendations from the Centers for Disease Control, Liberty County Health District, and Texas Education Agency, the following prevention and mitigation strategies will be implemented at Cleveland ISD facilities.

Practices to Prevent COVID-19 from Entering Facilities

Stay-at-Home Period for Close Contacts of Individuals Who Tested Positive

For individuals who are close contacts to individuals who tested positive, a 14-day stay-at-home period was previously advised by the CDC based on the incubation period of the virus.

The below amended “early return” applies only to staff.

As of December 2, 2020, the CDC amended their guidance to allow two shorter options for the stay-at-home period. Based on current CDC guidance, the stay-at-home period can end for individuals experiencing no symptoms:

- On Day 10 after close contact exposure without testing,
- On Day 7 after close contact exposure and after receiving a negative test result.

If individuals return to school from these shorter stay-at-home windows, they should regularly monitor themselves for symptoms to ensure they remain symptom-free and take appropriate precautions (e.g., more consistent mask usage) for the duration of the 14-day incubation period.

Finally, the CDC has also advised that critical infrastructure services—which includes schools—may permit close contact staff members who are asymptomatic to continue to work in select instances when it is necessary to preserve school operations. Per the CDC, this option should be used only in limited circumstances. When using this option, school systems may consider adding additional protocols to increase monitoring for these individuals, which might include the use of COVID-19 tests (e.g., on Day 3 and/or Day 7 after the close contact exposure).

Taking into account all of the above, school systems may apply any of the following stay-at-home periods to those individuals who are identified as close contacts, in the absence of specific control orders issued by their local health authority regarding the identified individuals. Specifically, the stay-at-home period can be:

- 10 days after the last close contact, so long as they continue to monitor themselves daily for symptoms and take appropriate precautions through day 14
- 7 days after the last close contact, after receiving a negative test result (administered at least 5 days after the last close contact), so long as they continue to monitor themselves daily for symptoms and take appropriate precautions through day 14
- For staff who are necessary to preserve school operations, school systems can choose not to require any stay-at-home period, so long as the affected staff continue to monitor themselves

daily for symptoms and take appropriate precautions through day 14, and schools can consider the use of rapid tests for these individuals

- 14 days after the last close contact

Screening Questions for COVID-19 Before Campus Access

1. School systems must require teachers and staff to self-screen for COVID-19 symptoms before coming onto campus each day. Symptoms are listed at the end of this document. The self-screening should include teachers and staff taking their own temperature. Teachers and staff must report to the school system if they themselves have COVID-19 symptoms or are test confirmed with COVID-19, and, if so, they must remain off campus until they meet the criteria for re-entry as noted below. Additionally, they must report to the school system if they have had close contact with an individual who is test-confirmed with COVID-19, as defined at the end of this document, and, if so, must follow school system policy for the stay-at-home period, aligned to guidance in this document.

2. Parents must ensure they do not send a child to school on campus if the child has COVID-19 symptoms (as listed in this document) or is test-confirmed with COVID-19, and instead should opt to receive remote instruction until the below conditions for re-entry are met. Parents may also opt to have their students receive remote instruction if their child has had close contact with an individual who is test-confirmed with COVID-19 until the end of the school system's stay-at-home period, if no symptoms have been reported. School systems may consider screening students for COVID-19 as well. Screening is accomplished by asking questions by phone or other electronic methods and/or in person. The screening questions should also be asked of a student's parent if that parent will be dropping off or picking up their child from inside the school. Regularly performing a forehead temperature check of otherwise asymptomatic students in school is not recommended, but the practice is also not prohibited by this guidance.

3. Excluding parental drop-off and pick-up as discussed above, before visitors are allowed onto campuses, school systems must screen all visitors to determine if the visitors have COVID-19 symptoms (as listed in this document) or are test-confirmed with COVID-19. When practical, screening questions could be supplemented with temperature checks of adults. If a visitor has symptoms of COVID-19, or is test-confirmed positive with COVID-19, they must remain off campus until they meet the criteria for re-entry as noted below. Additionally, school systems must screen to determine if visitors have had close contact with an individual who is test confirmed with COVID-19, and, if so, the visitor must follow school system policy regarding the stay-at-home period, aligned to guidance in this document.

Individuals Confirmed or Suspected with COVID-19

1. Any individuals who themselves either: (a) are test-confirmed to have COVID-19; or (b) experience the symptoms of COVID-19 (listed below) must stay at home throughout the infection period, and cannot return to campus until the school system screens the individual to determine any of the below conditions for campus re-entry have been met:

- o In the case of an individual who is symptomatic and is diagnosed with COVID-19, the individual may return to school when all three of the following criteria are met:
 - i. at least one day (24 hours) has passed since recovery (resolution of fever without the use of fever-reducing medications);
 - ii. the individual has improvement in symptoms (e.g., cough, shortness of breath); and
 - iii. at least ten days have passed since symptoms first appeared.
 - o In the case of an individual that is asymptomatic but has received a positive COVID-19 test result, the individual may not return to the campus until ten days have passed since a positive test.
 - o In the case of an individual who has symptoms that could be COVID-19 and who is not evaluated by a medical professional or tested for COVID-19, such individual is assumed to have COVID-19, and the individual may not return to the campus until the individual has completed the same three-step set of criteria listed above.
 - o If the individual has symptoms that could be COVID-19 and wants to return to school before completing the above stay at home period, the individual must either (a) obtain a medical professional's note clearing the individual for return based on an alternative diagnosis, though for health privacy reasons the note does not need to indicate what the alternative diagnosis is, or (b) obtain an acute infection test (at a physician's office, approved testing location, or other site) that comes back negative for COVID-19.
 - o If the individual has tested positive for COVID-19 and believes the test was a false positive, and wants to return to school before completing the above stay at home period, the individual must either (a) obtain a medical professional's note clearing the individual for return based on an alternative diagnosis, though for health privacy reasons the note does not need to indicate what the alternative diagnosis is, or (b) obtain two PCR acute infection tests (at a physician's office, approved testing location, or other site) at least 24 hours apart that come back negative for COVID-19.

Identifying Possible COVID-19 Cases on Campus

- o Schools must immediately separate any student who shows COVID-19 symptoms while at school until the student can be picked up by a parent or guardian.
- o Schools should clean the areas used by the individual who shows COVID-19 symptoms while at school (student, teacher, or staff) as soon as is feasible.
- o Students who report feeling feverish should be given an immediate temperature check to determine if they may be symptomatic for COVID-19.

Practices to Respond to a Lab-Confirmed Case in a School

Required Actions if Individuals with Lab-Confirmed Cases Have Been in a School

1. If an individual who has been in a school is lab-confirmed to have COVID-19, the school must notify the local health department, in accordance with applicable federal, state and local laws and regulations,

including confidentiality requirements of the Americans with Disabilities Act (ADA) and Family Educational Rights and Privacy Act (FERPA).

2. Schools must close off areas that are heavily used by the individual with the lab-confirmed case (student or employee) until the non-porous surfaces in those areas can be disinfected, unless more than 3 days have already passed since that person was on campus.
3. Consistent with school notification requirements for other communicable diseases and consistent with legal confidentiality requirements, schools must notify campus employees and families of students in a school if a lab-confirmed COVID-19 case is identified among students or campus employees who participate in any on campus activities.
4. Upon receipt of information that any teacher, staff member, student, or visitor at a school is test-confirmed to have COVID-19, the school must submit a report to the Texas Department of State Health Services via an online form. The report must be submitted each Monday for the prior seven days (Monday-Sunday).



COVID-19 Symptoms

In evaluating whether an individual has symptoms consistent with COVID-19, the following will be considered:

Have you recently begun experiencing any of the following in a way that is not normal for you?

- Feeling feverish or a measured temperature greater than or equal to 100.4° F.
- Loss of taste or smell
- Cough
- Difficulty breathing
- Shortness of breath
- Headache
- Chills
- Sore throat
- Shaking or exaggerated shivering
- Significant muscle pain or ache
- Diarrhea

Close Contact

This document refers to “close contact” with an individual who is lab-confirmed to have COVID-19.

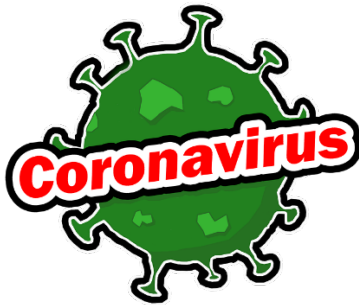
Close contact is defined as:

- a. being directly exposed to infectious secretions (e.g., being coughed on while not wearing a mask or face shield); or
- b. being within 3 feet for a total of approximately 15 minutes throughout the course of a day ; however, additional factors like case/contact masking (i.e., both the infectious individual and the potential close contact have been consistently and properly masked), ventilation, presence of dividers, and case symptomology may affect this determination.

Either (a) or (b) defines close contact if it occurred during the infectious period of the case, defined as two days prior to symptom onset to 10 days after symptom onset. In the case of asymptomatic individuals who are test-confirmed with COVID-19, the infectious period is defined as two days prior to the confirming test and continuing for 10 days following the confirming test.

COVID-19 – Steps to Take

Individual reports having <u>close contact</u> with a person who has lab-confirmed COVID-19	Individual reports someone in their home was exposed to a person with lab confirmed COVID-19	Individual is lab confirmed with COVID-19	Individual has symptoms of COVID19 and does not get evaluated by a doctor	Individual reports experiencing one or more symptoms of COVID-19 during the school day
<p>Individual does not report to school or school activities. They should seek guidance from a physician and remain home to monitor symptoms for 14 days.</p> <p><i>If close contact with the case continues for the duration of the illness, close contacts may need to remain at home longer than the initial case.</i></p>	<p>Individual may report to school. This is not considered prolonged close contact.</p>	<p>Individual must stay home and cannot return to school until screened by the school nurse. One day (24 hours) must have passed since recovery, symptoms must have improved, and at least 10 days passed since symptoms began.</p> <p>Upon notification of a lab-confirmed COVID-19 case, campus employees and parents of students who were possibly exposed, will be notified.</p>	<p>Individual must stay home and cannot return to school until screened by the school nurse. Three days (72 hours) must have passed since recovery, symptoms must have improved, and at least 10 days passed since symptoms began.</p> <p>To return to school before the stay home period ends, the individual must provide a note from a doctor with an alternative diagnosis and clearing him/her to return to school or provide two separate confirmations, 24 hours apart from an approved testing site, that he/she is free from COVID-19.</p>	<p>The individual will be isolated. Parents will be contacted to pick up the student. Employees will be sent home.</p>



To be considered exposed to COVID-19, an individual must have close contact with a person who has the virus. Close contact can be family members, friends, and co-workers, and it includes living in the same household, caring for a sick person infected with the virus, being within 6 feet of a person with the virus for at least 15 minutes without a face covering, or being in direct contact with infectious secretions.

Cleveland ISD COVID-19 Action Levels

Level 1	Level 2 (Moderate Transmission)	Level 3 (Significant Transmission)	Level 4 (Substantial Transmission)
<p>Students and employees who are ill must stay home.</p> <p>Daily self-screening for COVID-19 symptoms required of all students and employees prior to arrival.</p> <p>Face masks or face shields required of students, employees, and visitors.</p> <p>Face masks or face shields required on school buses.</p> <p>Teach healthy hygiene practices.</p> <p>Hand-sanitizer available and increased opportunities for handwashing.</p> <p>No outside visitors without an appointment and no deliveries.</p> <p>Frequent cleaning of commonly touched surfaces and thorough cleaning of facilities and buses at the end of each school day.</p> <p>Extracurricular activities permitted following required health and safety protocols.</p> <p>Monitor virus in the community.</p>	<p>All health and safety protocols in Level 1 remain in place.</p> <p>Individual class or group at a campus required to quarantine because of exposure.</p> <p>Students who are required to quarantine will receive remote instruction.</p> <p>Affected area closed for deep cleaning.</p> <p>Notification sent to parents and staff who were possibly exposed.</p> <p>Possible cancellation of after-school/extracurricular activities.</p>	<p>All health and safety protocols in Level 1 remain in place.</p> <p>Campus temporarily closed if there are high concentrations (10% or more of occupancy) with reported COVID-19 symptoms or known lab confirmed cases.</p> <p>All students at closed campus will receive remote instruction.</p> <p>District-wide notification sent to parents and staff.</p> <p>Disinfection of campus.</p> <p>All events canceled and campus closed.</p>	<p>All campuses in CISD closed if multiple campuses have 10% or more of occupancy with suspected/confirmed COVID-19 cases.</p> <p>All students in CISD receive remote instruction.</p> <p>District-wide notification to parents and staff on the extent and length of the closure.</p> <p>Disinfection of all facilities and buses.</p> <p>All school events and outside use of facilities are canceled.</p> <p>Communicate to staff which staff members are to report to duty to maintain services to students and district operations.</p> <p>No travel outside of the district by employees or students for conferences, meetings, competitions, or special events.</p>

HEALTH AND HYGIENE PRACTICES

General

1. On the first day of school, campuses will provide instruction to students on appropriate hygiene practices consistent with the mitigation practices used in CISD.
2. Printed resources from the CDC that promote protective measures will be displayed throughout campuses as reminders.
3. Hand sanitizer will be available at entrances and in multiple areas throughout each facility.
4. Anti-bacterial soap will be available at hand-washing stations.
5. Students, employees, and campus visitors must sanitize and/or wash hands frequently.
 - Campuses will teach students good handwashing techniques.
 - Students will be encouraged to engage in handwashing for at least 20 seconds at least two times each day, in addition to being encouraged to wash hands after using the restroom and before eating.
 - Students, employees, and campus visitors will be encouraged to cover coughs and sneezes with a tissue, and if not available, covered in their elbows. Used tissues will be thrown in the trash and handwashing/hand sanitizer should be used immediately.
6. Staff will be required to complete education on proper environment disinfection and adhere to CDC guidelines for disinfecting school environments. Campuses may provide each classroom with a spray bottle of pre-diluted disinfectant spray and paper towels. Students will be provided an opportunity to clean their own spaces before and after they are used, in ways that are safe and developmentally appropriate.
7. Maintenance staff will follow CDC cleaning guidelines and provide additional cleaning and disinfecting of surfaces that are commonly shared/touched throughout the day, and classrooms will be thoroughly disinfected on a as need basis.
 - Cleaning removes germs, dirt, food, body fluids and other material. Cleaning increases the benefit of sanitizing or disinfecting.
 - Sanitizing reduces germs on surfaces to levels that are safe.
 - Disinfecting kills germs on surfaces of a clean object.
8. Students must have their own basic school supplies. The use of shared materials will be minimized.
9. Students will practice social distancing at drinking fountains. Students are permitted to bring their own water bottle from home.
10. Restrooms will be monitored to ensure students stay spaced and are not lingering.
11. When possible, doors to common spaces will remain open to avoid multiple people touching handles.
12. No outside deliveries (gifts, food delivery/services, etc.) for students or employees will be accepted during the school day. (If a student forgets to bring a lunch from home, a meal will be provided by the cafeteria staff.)
13. Personal touching, high fives, hugs, handshakes, etc., will be discouraged..
14. Parents may not drop off students at campuses before the doors open to receive students (6:45 a.m. – CHS, CMS, DLA, DAEP campuses; 8:00 a.m. – SS, ES, NS campuses, and 7:25 a.m. for CW & PB).

Bus Transportation

1. If possible, parents are encouraged to drop off and pick up their child each day.
2. While waiting for the bus at the bus stop and while loading and unloading the bus, bus riders should social distance themselves 3 feet from each other.
3. No student should enter a bus with a temperature that is 100.4° F or higher.
4. Hand sanitizer will be available on all buses, and students will be encouraged to use hand sanitizer upon boarding the bus.
5. All drivers will complete a self-screener upon arrival to the Transportation Department, and they will have the **option** to wear face masks or face shields on the buses.
6. Face masks are **optional** to be worn by students while riding a bus.
7. Riders will be kept as far apart as possible while riding the bus.
8. Buses will be loaded from rear seats to front seats and unloaded from front seats to rear seats, where possible.
9. Disinfectant supplies will be on each bus.
10. Buses will be cleaned after morning routes, and they will be misted with a disinfectant spray each evening.



Face Masks / Face Shields

Respiratory droplets from infected individuals, even from those who show no symptoms or have yet to show symptoms, are the main route the COVID-19 virus is transmitted between people. Droplets can come from coughing, sneezing, talking or just breathing. Masks are a first line of defense, and they can help prevent these droplets from dispersing and lingering in the air. It only takes one person in a classroom to infect others, and the use of a face mask or face shield can help prevent the spread of the virus to our students, staff, and families.

1. Masks include non-medical grade disposable face masks, cloth face coverings (over the nose and mouth) and must comply with the CISD student code of conduct for acceptable wear.
2. All students, employees, and visitors, face coverings will be **optional** beginning June 4, 2021:
3. Students, employees and visitors will be offered a face covering if requested.



Food Service and Cafeterias

1. Free breakfast will be available to all students.
2. Students may bring a lunch from home or they may access food available in the cafeteria.
3. Meal times will be staggered.
4. Students may eat in the cafeteria daily. Other areas may be used during lunches to help with physical distancing.
5. Hand sanitizer will be available to students in the classroom.
6. Floor markings/signage may be used for social distancing.
7. To provide for social distancing, visitors will not be permitted in the cafeteria during meal times.
8. Students will be prohibited from sharing food with each other.
9. Tables/desks will be cleaned and sanitized after each group eats.

Social Distancing

1. Students and employees will be taught to maintain distance from each other when possible.
2. In classroom spaces that allow it, student desks/chairs will be placed at appropriate distancing.
3. Teachers may work inside a “bubble” concept where they go out to individual students for less than 15 minutes, return to their work area “bubble” before going out to a different student.
4. In areas where students are regularly within three feet of one another, more frequent hand washing or hand sanitizing will be encouraged.
5. When feasible and appropriate classes such as PE will be conducted inside or outside. Recess and outdoor learning will be allowed with a structured campus plan.
6. Campuses will plan for entry, exit, and transition procedures that reduce large groups of students in close proximity. Each campus will notify parents of their procedures.
7. Field trips, assemblies, and other large gatherings may be allowed under normal campus procedures.

Nurses/Clinics

1. Campuses will implement protocols for students who require additional support from clinic staff (diabetes, asthma, medications, and regular care due to illness or injury, etc.).
2. Visits to the school clinic will be for essential services only.
3. School nurses will provide professional learning for students and employees regarding best practices for health and hygiene.

Extracurricular/UIIL Activities

1. Participation in extracurricular activities on campus will align with guidance in this document for non-UIIL extracurricular activities and with guidance from the UIL for all UIL activities.
2. Face masks or face shields and social distancing are **optional** for extracurricular/UIIL activities.
3. Hand washing and/or hand sanitizer must be available for any activity.
4. The district will open facilities to the public for school-sponsored activities in accordance to the Governor’s executive orders.

Visitors to Schools

1. Visitors to schools will be limited with the 2021-2022 school year and must be scheduled in advance.
2. All visitors, unless they are district staff, must have a scheduled appointment.

Vaccinations

1. Vaccinations information is made available to the public with our local clinics.

SEL Reopening Plan Program Overview

Who	Components	Services Provided	When	How	Program
Staff	Designed to provide education, support and resource opportunities for staff.	<ul style="list-style-type: none"> • Stress, Coping, and Resilience: Cultivating Socially & Emotionally Healthy Educators (11 modules) • Thinking Functionally about Student Behavior (8 modules) • Establish, Maintain, Restore Relationships (5 modules) • Responding to Student Problem Behavior with Empathy (5 modules) • Creating Hospitable Soil Through a Healthy Environment (6 modules) • Multi-Tier Systems of Support (5 modules) • CharacterStrong Culture Year 1 Model (11 modules) 	2021-2022 Beginning in August. To be completed by May.	Online	Character Strong
Counselors	Designed to provide education, support and resource opportunities for counselors.	<ul style="list-style-type: none"> • Scholar activities • Stress, Coping, and Resilience: Cultivating Socially & Emotionally Healthy Educators (11 modules) • Thinking Functionally about Student Behavior (8 modules) • Establish, Maintain, Restore Relationships (5 modules) • Responding to Student Problem Behavior with Empathy (5 modules) • Creating Hospitable Soil Through a Healthy Environment (6 modules) • Multi-Tier Systems of Support (5 modules) • CharacterStrong Culture Year 1 Model (11 modules) 	2021-2022 Beginning in August. To be completed by May.	Online	Core Essentials Character Strong
Administration	Designed to provide education, support and resource opportunities for administration.	<ul style="list-style-type: none"> • Stress, Coping, and Resilience: Cultivating Socially & Emotionally Healthy Educators (11 modules) • Thinking Functionally about Student Behavior (8 modules) • Establish, Maintain, Restore Relationships (5 modules) • Responding to Student Problem Behavior with Empathy (5 modules) • Creating Hospitable Soil Through a Healthy Environment (6 modules) • Multi-Tier Systems of Support (5 modules) • CharacterStrong Culture Year 1 Model (11 modules) 	2021-2022 Beginning in August. To be completed by May.	Online	Character Strong

Designed to provide services to scholars through programming promoting healthy relationships, resiliency, self-efficacy, personal strengths, connect	<ul style="list-style-type: none">Assessed and lessons assigned by counselor, assistant principal and or SEL team with reports shared with teachers, parents, caretakers and guardians.	2021-2022 September	Online	Ripple Effects/ Core Essentials
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SEL Reopening Plan Program Overview

	scholars to school and increase chances of academic success.				
Parent Resources	Designed to provide support for families in order to support social and emotional learning through early intervention and supports.	<p>Ripple Effects has a manual designed for parents that can downloaded in English or Spanish</p> <p>Parent/Guardian trainer – English https://rippleeffects.com/PDFs/parenttrainer.pdf</p> <p>Parent/Guardian trainer – Spanish https://rippleeffects.com/PDFs/parenttrainer_Spanish.pdf</p> <p><i>Other resources-</i> https://casel.org/covid-resources/ https://www.movethisworld.com/category/supporting-mental-health-covid-19/</p>	<p>2021-2022</p> <p>September</p> <p>Followed up by counselors/SEL team.</p>	Websites- to be provided by campus	Internet
Campus Suggestions	Designed to provide guidance to each campus in order to establish social emotional learning relationships with families.	<ul style="list-style-type: none"> • Each campus SEL team - with the guiding principles being professional learning, school- family-community partnership, cultural responsiveness and competence and inclusion of social-emotional learning across all grades. Standards are broken into two categories — self and social — with goals for scholars to achieve both self-awareness and social awareness • Ensure that families have access to online resources on campus/district website with an emphasis on health and wellness • Ensure City of Cleveland contact information/hotline numbers are readily accessible to staff, families and students when outside school hours • Develop and provide supports for families around talking with their children about COVID-19 and what to expect • Provide or remind family tools website on social-emotional learning, emotional literacy, fostering resilience and diminishing trauma • Invite families to join in PD opportunities being offered to staff relation to social emotional development and trauma 	<p>2021-2022</p> <p>August</p>	Virtual or by Phone websites	Internet

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| | | <ul style="list-style-type: none">• Campus counselors/SEL team could create criteria to perform check-ins for families, prioritizing those families deemed at-risk or most-in-need.• Consider implementing a virtual home visiting model for visiting and supporting families in order to share information, resources, to check in with families to assess what their needs may be and offer supports for families etc. | | | |
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SEL Reopening Plan Program Overview

		<ul style="list-style-type: none"> • Campus counselors/SEL team could create criteria to perform check-ins for families, prioritizing those families deemed at-risk or most-in-need. • Consider implementing a virtual home visiting model for visiting and supporting families in order to share information, resources, to check in with families to assess what their needs may be and offer supports for families etc. 			
Considerations	Designed to provide additional ideas for implementation	<ul style="list-style-type: none"> • Create a Mindfulness room for individuals to regroup, yoga, to process traumatic events, re-establish connections with each other and receive support that promotes healing • Establish systems that promote supportive staff-scholar relationships to ensure that all scholars have at least one caring staff member who checks in regularly with them and who their positive family contact is in order to connect with for any needed supports • Topics for campuses to consider include but are not limited to: potential increases in bullying behavior, grief, loss, trauma, hope, resilience, fear and anxiety • Campus social workers 	2021-2022	As needed	TBD
District	Designed to provide education, support and resource opportunities for all staff.	<ul style="list-style-type: none"> • Impact: Employees who build resilience are more engaged and are better equipped to handle stress, anxiety, fear, uncertainty, and heightened emotions through mental fitness. • Stress, Coping, and Resilience: Cultivating Socially & Emotionally Healthy Educators (11 modules) • Thinking Functionally about Student Behavior (8 modules) • Establish, Maintain, Restore Relationships (5 modules) • Responding to Student Problem Behavior with Empathy (5 modules) • Creating Hospitable Soil Through a Healthy 	2021-2022 To begin in August and completed by May	Online	Character Strong

		Environment (6 modules) <ul style="list-style-type: none">• Multi-Tier Systems of Support (5 modules)• CharacterStrong Culture Year 1 Model (11 modules)			
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