

CCPS Re-entry Task Force: Social, Mental Health, PBIS

Meeting: June 9

Participants: Haylee Smoot, Beth Mullins, Rosalinda Gay, Jen Webb, Kelly Fithen, Becca Boyd, Cindy Whiteside, Rick Mitchell, Christy Bush, Terri Tye, Mickey Little

Notes:

Any flexibility in attendance for mental health, increased symptoms related to COVID-19?
Attendance policy for students?

Guiding Questions

How will schools and districts ensure the mental health and social and emotional needs of staff, students and families are addressed? Methods of contact (IC messenger, RemindApp, list of students who are high risk, communication is important); Re-entry survey to gauge current status; FRYSC important role (community piece);

How will schools and districts ensure that staff, students and families are welcomed, reoriented and positively connected to the school? Community supports and resources

How will schools and districts ensure that students who are not adjusting to the new normal will be supported? Teachers know who to reach out to in the school, follow initial/existing protocols; Educating on what to look for, inform staff, building dependent; First-year teachers additional support for educating on resources and protocol.

How will schools and districts ensure that the emotional and mental health of students is assessed and monitored, and that appropriate supports are delivered to students showing symptoms of anxiety, depression, self-harm or suicidal ideation? Consider PPE effects; Screening tool (SRSS), daily check-in (**RDC:** temperature check in advisory and refer out-**Strode:** Mondays SEL time, some teachers daily check-in- **Baker:** needs assessment google form with accommodations);

How will schools and districts ensure appropriate counseling services are available for students in need and that appropriate referral protocols are in place? Elementary level concern: increased needs with one counselor; What other supports are we going to have?; High School level concern: maintain normal schedules and responsibilities with additional responsibilities; Ensuring mental health of school staff

How will schools and districts ensure counselors and other support staff – such as social workers, mental health counselors and family resource youth service center directors – have the support they need to address potentially larger caseloads? What are options/funding?; Internal district cadres with self-care component/self-care challenge; Utilize school psychologists; FRYSC regional support to provide resources and stay aware of possible resources (home visits and lack of response); SUPPORT TEACHERS-front line! Emphasized SPED TEACHERS;

How will schools and districts ensure social and emotional learning activities are integrated into lessons in every classroom? RDC: this is in place using advisory to implement Second Steps and Mindfulness; Baker: Grant for SEL boxes in each classroom training teachers to know how to utilize; Strode: Once weekly guidance gives teachers lesson, topics may need to be revised to COVID-19/re-entry specific

How will schools and districts ensure teachers are equipped with the tools necessary to adjust instruction to meet the psychological needs of students coping with anxiety, mourning or traumatic stress? Professional Development for specific interventions with these experiences; School psych supports; SEL in a nutshell @ Baker if approved (Trauma-informed, Using coping skills in the classroom, Tough nuts to crack, SEL boxes); FRONTLOAD teachers,

How will schools and districts ensure teachers engage students in a manner that honors their voices and choices? Schoolwide survey through google, making students feel comfortable in reaching out to others

How will schools and districts ensure student performance tasks do not increase existing trauma by creating unnecessary pressure or high stakes? Teachers need more training, Ruby Payne Understanding Poverty Framework-culturally sensitive; involve SRO's to bridge positive connections; Implicit bias training for diversity awareness; ACE's connect newsletter/ACE;s training through CKEC.

How will schools and districts overcome challenges to seat time requirements? (i.e. students with ADHD, etc) Movement breaks.

How will schools and districts ensure special education students understand new expectations, such as social distancing? Social skills instruction, Social Stories, Structure/Reinforce/Model, Visuals to hang in schools (consistent through the county), reminders throughout environment.

How will schools and districts ensure students who struggle with transitions are successful during sudden disruptions in routines and schedules? Preparing for non-traditional return to school, consider virtual options, consider sensory overload, Cardinal Nest @ GRC possibly other schools designate low sensory locations, plan for increased behavior incidents

How will schools and districts ensure that continuity of services will be provided through federal programs for students most at-risk, including the following groups: low achievement, homeless students, English learners, neglected and delinquent students, 21st Century Community Learning Center participants, migrant students and students in foster care? FRYSC updates, check school enrollments for transient student records