

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

2nd Meeting: July 6, 2020 @ 1:00

Attended: Terri Tye, Allison Nelson, Cindy Whiteside, Jill Angelucci, Rosalinda Gay, Becca Boyd, Kelly Fithen, Haylee Smoot

CONSIDERATIONS

Masks

Potential Problem: Reduced and shallow breathing can possibly trigger panic attacks in students with anxiety, **or be a trigger for students who have experienced trauma.**

Solutions: Calm down room or objects/area in the classroom, low sensory locations. Coping skills box accessible to students with proper sanitizing procedures. **Proper trauma training and assisting teachers in their ability to recognize trauma.**

Potential Problem: Students removing their mask or another student's mask as a form of teasing or bullying.

Solutions: Re-enforcing the importance of PPE's while taking consideration not to instill fear, taking measures to ensure students are remaining within designated assigned areas and that the teacher will notice movement before contact can occur.*

Social Distancing

Potential Problem: Social distancing may be difficult for students to understand or adhere to, as well as for students with special needs.

Solutions: Creating and implementing social stories and classroom visuals, images or posters to model desired behavior. **Videos for our parents to review with students in expected behavior and ways to prepare their child.** Continued reinforcement of these expectations. **Marking the ground with tape or other visuals as seen in stores, etc, placed in the hallways for safer transitions. Verbal mantras (i.e. "if you move, you mask).**

Potential Problem: Increased isolation of students who are already struggling with inclusivity or have regressed social skills due to lack of socialization.

Solutions: Allow students to be assigned "peer buddies" within safe distance requirements to work with cooperatively and allow a sense of social engagement in the classroom.

Increased Seat Time/Reduced Physical Activity

Potential Problems: Students with ADD, ADHD will experience increased symptoms and hyperactivity, difficulty concentrating.

Solutions: Exercises compatible with remaining six feet apart and remaining at desks; jumping jacks etc. Allowing for 'movement breaks' throughout the day when permitted.

Fear and Anxiety

Potential Problem: Students will have difficulty learning and adapting, feeling physically unsafe.

Solutions: Establishing a sense of safety and security in the classroom by inviting open discussion of students feelings, a check-in in the mornings and afternoons.

Providing a script for teachers to review with students as a familiar and trusted adult.

*Ensure that these discussions involve: resilience-focused coping skill building to promote feelings of empowerment, allowing students to collectively process their experience and acknowledge their loss of the 'norm' and usual activities.

Trauma

Potential Problem: Students may have increased trauma exposure and symptoms due to prolonged time at home during school closures. (i.e. domestic violence, substance use, neglect, physical/emotional/sexual abuse, job loss and financial instability in the home, family separation unable to visit loved ones or grandparents, grief and loss, etc)

Solutions: **Ensuring that teachers are trauma trained/informed and able to recognize students with signs or symptoms of the above. Utilizing trauma trained school psychologists, Jill Rogers and Allison Nelson in assisting with these trainings and guides.** Having classroom tools that help students feel safe and enforcing a message of safety in the classroom. Keeping an established and predictable routine. Making necessary counseling or mental health referrals, referring to a coping skill guide to help de-escalate or soothe a student if needed.

Digital Learners

Potential Problem: Students learning remotely from home will allow staff little opportunity to recognize the need for or provide behavioral intervention, counseling, or other mental health services. Likewise, the need for CPS referrals or other outside agency resources will be more difficult to detect.

Solutions: Increased communication (SAS, FRC) and check-ins with student and family, as well as regular home visits to lay eyes on the student's physical and living condition. Conducting universal screenings that will include digital learners. Facilitate frequent conversations with the student and family to determine needs on a regular basis.

TEAM TO DO

1. CREATE A GUIDE: CLASSROOM STRATEGIES & SOLUTIONS FOR TEACHERS (BASED ON OUR CONSIDERATIONS, STATE AND DISTRICT GUIDELINES, ASCA GUIDES, ETC)
2. DEVELOP A TRAUMA & MENTAL HEALTH, SEL TRAINING FOR TEACHERS, STAFF & ADMINISTRATORS DISTRICT WIDE
3. DEVELOP A UNIVERSAL SCREENER TO ENSURE WE ARE MEETING MENTAL HEALTH AND OTHER NEEDS OF STUDENTS INCLUDING DIGITAL LEARNERS

4. MAKE A PROTOCOL FOR LAYING EYES ON DIGITAL LEARNERS AND ENSURING HOME VISITS ARE REGULAR, FREQUENT.
5. SEEK ANSWERS TO QUESTIONS DISCUSSED AT TODAYS MEETING (SEE BELOW)

QUESTIONS

1. What is the protocol when a student or parent/visitor refuses to wear a mask?
2. Are we going to provide masks as a school district? If not what about low income families or those who will say they can not afford PPE? (FRC, donated masks?)
3. Will teachers still have to wear masks if they are behind a plastic shield at their desk?

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