STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

LEA Plan for Safe Return to In-Person Instruction and Continuity of Service
Pursuant to the Federal American Rescue Plan Act, Section 2001(i)

Introduction and Background

As announced in the New Jersey Department of Education (NJDOE)'s April 28, 2021 broadcast, in March 2021 President Biden signed the Federal American Rescue Plan (ARP) Act, Public Law 117-2, into law. The ARP Act provides an additional $122 billion in Elementary and Secondary School Emergency Relief (ARP ESSER) to States and school districts to help safely reopen, sustain the safe operation of schools, and address the impacts of the COVID-19 pandemic on the nation's students. As with the previous ESSER funds available under the Coronavirus Aid, Relief and Economic Security (CARES) Act, and the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA), the purpose of the additional funding is to support local educational agencies (LEAs) in preparing for and responding to the impacts of COVID-19 on educators, students, and families. Additional information on ARP ESSER may be found in the NJDOE's funding comparison fact sheet.

Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, no later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools (Safe Return Plan). A Safe Return Plan is required of all fund recipients, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the Safe Return Plan and take those comments into account in finalization of the Safe Return Plan. Under the interim final requirements published in Volume 86, No. 76 of the Federal Register by the U.S. Department of Education (USDE), an LEA must periodically, but no less frequently than every six months through September 30, 2023, review and, as appropriate, revise its Safe Return Plan.

Pursuant to those requirements, **LEAs must submit to the NJDOE and post on their website their Safe Return Plans by June 24, 2021.** The NJDOE intends to make LEA ARP ESSER Fund applications available in EWEG on May 24, 2021 and LEAs will submit their Safe Return Plans to the NJDOE via EWEG. To assist LEAs with the development of their Safe Return Plans, the NJDOE is providing the following template.

This template incorporates the federally-required components of the Safe Return Plan. The questions in the template below will be included in the LEA ARP ESSER Fund application in EWEG. LEAs will submit responses to the questions within the LEA ARP ESSER Fund application in EWEG by June 24, 2021. The NJDOE hopes that this template will allow LEAs to effectively plan for that submission and to easily post the information to their websites as required by the ARP Act.

Note that on May 17, 2021, Governor Murphy announced that upon the conclusion of the 2020-2021 school year, portions of Executive Order 175 allowing remote learning will be rescinded, meaning that schools will be required to provide full-day, in-person instruction, as they were prior to the

COVID-19 Public Health Emergency. The NJDOE and New Jersey Department of Health will share additional information regarding State requirements or guidance for health and safety protocols for the 2021-2022 school year as it becomes available.

Subsequent coordinated recommendations and guidance documents were provided on June 28, 2021 by New Jersey Governor Murphy in collaboration with the Acting NJDOE Commissioner Dr. Angelica Allen-McMillan, and New Jersey Department of Health Commissioner Judy Perischilli. The NJDOE provided guidance to districts through three documents: Health and Safety, District Self-Assessment Measure and Research Based Learning Acceleration.

LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

LEA Name: Burlington County Special Services School District (BCSSSD)

Date (06/03/2022) Date Revised (07/15/2021) Latest Revision (07/26/2021)

1. Maintaining Health and Safety

For each mitigation strategy listed below (A–H), please describe how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC.

A. **Universal and correct wearing of masks:** In accordance with Center for Disease Control and Prevention (CDC) guidelines and the Burlington County Health Department (BCDOH), all students, staff, and visitors must wear a face mask that covers the mouth and nose at all times while in a District space (buildings, grounds, security desks, conference rooms, elevators, etc.). Based on the most recent recommendation from the NJDOE, it is recommended that all who are not vaccinated should consider wearing a mask. For those who are vaccinated, the wearing of a mask is optional unless otherwise determined by the CDC, Governor and NJDOE or pertains to medical exclusions. BCSSSD faculty, staff, and students who are not vaccinated will bring their own masks and wear them at all times. Staff and students shall be provided PPE if necessary (guidelines to be set depending upon campus) but are encouraged to supply their own. Currently, all students are required to wear a mask on buses due to proximity and social distancing unless due to extreme temperatures, windows may be opened and the wearing of masks relaxed. The sending districts who provide the transportation to our students shall determine masking needs. All policies and procedures regarding the wearing of masks set forth by a sending district, or third party provider, are subject to all updates from the CDC, BCDOH, and the Office of the Governor of New Jersey and must be followed consistently and all times throughout the 2021-2022 school year.

As part of the student handbook, parents will be asked to sign off on the understanding that parents or guardians have the responsibility to check symptoms daily of their children prior to sending them to school. If students show any symptoms pertaining to COVID-19 or are not well, the student is

to remain home. Where appropriate, quarantining shall be implemented. This process also pertains to staff who will be required to sign off on the self-monitoring process which will be located in the staff Genesis Portal. This will be a one time submission and shall be self-monitored thereafter. If symptoms are present, the principal or designee shall be notified and staff are to remain home and follow self-quarantine procedures.

B. Physical distancing (e.g., including use of cohorts/podding): The district shall ensure that staff and students are spaced in accordance with CDC and BCDOH guidelines. Visual cues such as signs, stickers and other markings on the floor, furniture and walls as well as other wall signage have been placed to indicate social distancing parameters per CDC/BCDOH guidelines when possible for large areas such as the cafeteria, auditorium, gym or hallways. When factors such as student safety, behavioral or academic supports mitigate the required spacing- other factors will be considered such as additional protective equipment, face shields or clear dividers when possible. Additional parameters in place include: layouts for desks, tables, chairs, computer stations and other items have been implemented to promote social distancing in classrooms and commons areas to maintain physical distancing. Clear plexiglass barriers have been installed in the school's main offices and workspaces where face-to-face interaction with the school personnel, students and the public occur. BCSSSD faculty and staff will ensure desks/chairs are facing the same way, be at least separated by 3 feet and not facing each other, and refrain from moving furniture including all desks and workstations to keep social distancing protocols in place where at all possible particularly pertaining to career and technical education programs. Group instruction will be limited to online collaboration within the classrooms excluding Career and Technical Education hands-on demonstrations and project-based learning and will not involve the movement of desks. Therapies that necessitate group cohorts will socially distance in appropriate areas designated for such therapies. Floor signs and markings will be displayed on the floor and walls and will continue to guide travel in the hallways and throughout large common areas such as the gymnasium, the media center, or the cafeteria to maximize the space in between people. Additional and appropriate signage will display messages of health and safety for all applicable protocols and procedures to support social distancing guidelines and best practices.

Visitors will be limited as it pertains to school related business and will be expected to have their temperatures taken and the COVID-19 questionnaire completed. Visitors will be required to wear masks and go through Covid-19 screening protocols for symptoms upon entering the building. Temperatures will not be taken. Day and evening school events will be assessed on a case-by-case basis regarding required protocols.

C. Handwashing and respiratory etiquette: Our staff and students will work together to reduce the spread of the COVID-19 by regularly practicing specific hygiene measures and teaching and reinforcing each of those measures through class discussions, social stories, visual reminders etc. The following measures will be in place to reduce risk of transmission:

- Wash hands frequently--using soap and water--for at least 20 seconds or an alcohol-based hand sanitizer with at least 60% alcohol if hand washing is not feasible.
- Hand sanitizer will be provided in all classrooms and in designated locations throughout the school building. Students and staff shall be reminded of prompt use of hand sanitizer every time entering and exiting the classroom. Each classroom will be provided with cleaning supplies. All BCSSSD faculty, staff and students should wash their hands after utilizing the cleaning agent and wear protective eyewear, when applicable.

All are asked to be mindful to follow signs and floor markings. Water bottle filling stations and water fountains will be available and subject to CDC guidelines unless indicating the contrary.

D. Cleaning and maintaining healthy facilities, including improving ventilation: Facilities Cleaning Practices

In conjunction with the protocols identified by the CDC and in correlation with the guidance documents provided by the BCDOH, BCSSSD will consider the type of surface and how often the surface is touched. Generally, the more people who touch a surface, the higher the risk. BCSSSD will prioritize cleaning high-touch surfaces and practice frequent cleaning when needed and when the space is occupied by young children and others who may not consistently wear masks, wash hands, or cover coughs and sneezes (BCSSSD Child Care Program).

In most situations, regular cleaning, (at least once a day) at BCSSSD will be sufficient to remove viruses that may be on surfaces. However, if certain conditions apply, disinfection may be used after cleaning. High-touch surfaces must be cleaned at least once a day or as often as determined is necessary. Examples of high-touch surfaces include: pens, counters, tables, doorknobs, light switches, handles, stair rails, elevator buttons, desks, keyboards, phones, toilets, faucets, and sinks (CDC, 2021).

The BCSSSD district has obtained all required and recommended cleaning supplies to ensure that rooms are disinfected properly and often. District administration has reviewed "The Road Back" and other updates regarding cleaning including best practices and minimum requirements and has ordered (wipes, disinfectant cleaners, portable plexi- glass shields; gowns, booties, gloves, and masks for staff and student use). The use of a disinfectant mister will continue as well as the other outlined cleaning protocols. This document also provides custodial staff a guideline for cleaning and disinfecting the school campuses. The use of multiple cleaning products are needed to target the specific outcome we are trying to achieve. Some products and methods aim towards cleaning, while other products' primary focus is disinfection as outlined below:

- Cleaning- Removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.
- Disinfecting - Kills germs on surfaces or objects. Disinfecting works by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

Through proper cleaning and disinfecting practices, our staff can ensure the highest level of safety for our students, staff, and visitors.

Areas in need of routine cleaning include, but are not limited to:

- Public/Staff/Student entrances, exits, hallways, water fountains, classrooms, faculty lounges, cafeteria/dining areas, kitchen areas, gymnasium, bathrooms, administrative offices, fitness rooms, nurse's office, and locker rooms.
- High Target Areas identified may need more routine cleaning. These areas are identified as:

- Public/Staff/Student entrances, exits, doorway handles, door knobs, panic bars, and railings. Hallway trash cans, water fountains, and vending machines. Classroom door handles, desk tops, chairs, light switches, and pencil sharpeners. De-escalation room floor, walls, and handles. Gang bathroom sinks, toilets, urinals, door handles, and soap dispensers. Cafeteria tables tops, door handles, railings, etc. Faculty lounge tables, door handles, microwaves, refrigerator handles, and vending machines. Visitor interaction areas such as the main office, guidance counselor office, ESU office, CST office, and the Board office.
- Ventilation systems will be monitored and the replacement of the MERV 13 Filters, which are currently provided at each BCSSSD campus location.
- All HVAC repair and maintenance items reported to the BCSSSD Administration and the BCSSSD Buildings and Grounds Department will be assessed and repaired in a timely manner.

E. Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments:

BCSSSD faculty, staff, and students will be required to complete a COVID-19 Screening Form prior to the start of the school year and for all new hires, which indicates that they or parent/guardian will be responsible to report a change in medical status or as a result of increased symptoms related to COVID-19 which would necessitate that he/she remain home or be self-quarantined. Faculty, staff, students and families should report all changes to their health conditions to the principal or designee, stay home if they are sick, and report all potential or positive cases of COVID-19 to the BCSSSD School Nurse or BCSSSD Administrator, when applicable. BCSSSD administration and the BCSSSD nurses will work in collaboration with the parents or guardians, and all faculty and staff to contact trace and report all instances of COVID-19 that occur on campus, or which may impact the health and safety of others outside of the BCSSSD learning community. Upon notification that a student, staff member or parent has tested positive for COVID-19, the school district will coordinate with the local health department to determine close contacts to whom they may have spread the virus. Quarantined persons will be based on NJDOH and CDC guidelines at the time. The District will assist the local health department in conducting contact tracing activities, including ongoing communication with the identified individual and/or their contacts. The District will ensure adequate information and training is provided to the staff as necessary to enable staff to carry out responsibilities assigned to them. Those visitors who are not vaccinated will be required to wear a mask and remain physically distanced 6 ft apart from others whenever possible and complete a Covid-19 symptom questionnaire.

F. Diagnostic and screening testing: Pre-Screening/Symptom Monitoring/Mandatory Reporting parents/guardians, students, and staff are required in all potential case instances. All faculty, staff, and students are required to complete a COVID-19 Screening Form prior to the start of the school year.

Employees or Visitors

- All employees will be required to affirm they are symptom-free and have not had recent exposure to someone with COVID-19 by completing the online Pre-Entry Screening Form at the beginning of the year and then self-monitor and report any changes to the administration. Visitors will be required to wear a mask, complete a Covid-19 questionnaire at the entrance of buildings. ESS and other short-term employees will be required to do daily screening forms. All employees are required to report if they test positive for COVID-19, if they develop symptoms consistent therewith, or if they are self-isolating due to suspected or known exposure to COVID-19 by emailing their direct supervisor and copying Personnel.
- All staff will maintain social distancing and will have access to sanitizer when entering school according to each campus action plan.

Students
- Unvaccinated students are recommended to wear a mask while in the school buildings. If there is a positive case reported in a classroom, the vaccinated student would not be required to self-quanantine.
- Students will maintain social distancing wherever possible in large areas and where directed by the administration.
- If the student's temperature is at or above 100.4 and has reported symptoms as defined by a COVID-19 screening form, the student reports to a designated area as defined by building administration and their parents will be called to pick up the student to be sent home. The parent/guardian will wait outside the building for the student and they will not be allowed to enter the building. The main office secretary will print out the student demographic sheet and send it to the security officer. The security officer or designee, in consultation with the administration, will escort the student out of the building and verify the parent's/guardian's status.
- If the parents cannot pick the student up, they will designate another person. Parents will send an email to confirm the identity of the person picking up the student.
- Building administration and the school nurse shall document the reason for sending the student home and record the temperature in the student's medical file.

G. **Efforts to provide vaccinations to educators, other staff, and students, if eligible**. BCSSSD administration will continue to provide educators, other staff, and students with information from the CDC and the BCDOH regarding updates on health and safety protocols and information regarding vaccination options and distribution locations throughout Burlington County. https://www.co.burlington.nj.us/1889/COVID-19-Vaccinations. https://covid19.nj.gov/pages/finder. https://www.nj.gov/health/. For assistance, please reach out to NJ COVID vaccine hotline at: 1-855-568-0545. You may also find more information here (https://acl.gov/COVID-19) for individuals with disabilities. The school district shall provide information to parents, guardians, and students via mail, email, and social media regarding vaccinations.

H. Appropriate accommodations for children with disabilities with respect to the health and safety policies:

General Health and Safety Guidelines for Students and Staff
With the anticipated start of the school year with all in-person learning, BCSSSD has taken steps to ensure the safety and wellness of our staff and students. Policies and protocols have been established regarding health screening, quarantine procedures, provision of mental health services, social

distancing, hygiene, cleaning, and other areas. These plans are aligned with the recommendations from the CDC and guidelines from Burlington County Health Department.

- The District will continue to maintain proactive communication with staff, students, families and community members
- Frequent communication will be sent home from each campus regarding any necessary changes
- Social media posts will include important updates
- BCSSSD will continue to consult with the latest guidance from the CDC and Burlington County Health Department
- Throughout the year, surveys will monitor concerns/questions regarding student and staff safety and wellness.
- Staff will continue to create social stories and lessons to promote good hygiene practices (hand washing, social distancing, wearing a mask, etc)
- Committees will continue to meet together to create resources for students.
- Staff will have access to resources that they can use when working with students
- Staff will continue to ensure that students using Augmentative and Alternative Communication will have the access they need to words and phrases related to their physical and mental health, social distancing, etc.
- Social and emotional learning will be infused throughout the curriculum
- Staff will be provided training on topics related to supporting students' social and emotional learning, mental health, and the impact of trauma. Administration will send out a schedule of training to staff for both Back To School, online required training, and training offered through the Burlington County Professional Development Institute.
- Child Study Team members will review student Individualized Education Plans and other documents to determine whether additional supports or services are needed and to ensure that students receive their required programming.
- Child Study Team members will consult with the sending district to determine if any changes may need to be made to the child's IEP
- Child Study Team and Related Services staff will develop schedules that reduce group size and meet the IEP.
- Staff will determine the "COVID Recovery Services" based on each student's needs in collaboration with sending districts.
- Campus administration will determine staffing related to student services (health, safety, psychological, social, emotional,nursing) needed to provide a short-term and long-term safety net for students.
- Committees will continue to meet monthly to review student data, student/staff needs, and progress
- Staff will receive updated information regarding the School Crisis Prevention and Intervention training as well as Handle with Care
- District will consult with the trainers for these programs to see what modifications need to be made
- Parents/guardians will be made aware of any changes that must be made
- The district will provide Parent/Guardian trainings on a variety of topics to help support students both in school and at home
- The district will offer online trainings in a variety of areas and information sessions for parents/guardians
- Updated information about the trainings will be sent home via electronic communication and posted on the district's website and social media
- Parents, students, and staff members will be provided with a list of mental health resources in Burlington County. All of these resources will be made available on the district website.
- The District will consult with the Department of Health, Department of Human Services, and the Burlington County School Crisis Response team to gather resources to share

- Updated information and resources will be sent home via electronic communication and posted on the district's website and social media
- Campuses will set up protocols to make regular contact with parents/guardians to check in on student well-being.
- District principals will identify staff members to call home and check on students, especially those who are chronically absent.
- District will communicate proactively with sending districts regarding any student concerns
- The district administration has reviewed and modified the Multi-Tiered Systems of Support (MTSS) to support students socially, emotionally, behaviorally, and academically.
- Updated guidance will be sent to all staff members about changes in MTSS programs
- Campus principals will identify the need for crisis intervention teams to work with students in disadvantaged or challenging home circumstances, especially in light of growing needs extending from the COVID-19 crisis and related school closings
- Campus principals will modify the PBIS program and student celebrations for potential scenarios

2. Ensuring Continuity of Services

A. **Describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff's social, emotional, mental health, and other needs, which may include student health and food services.**
BCSSSD is mindful of the importance to ensure continuity of services including but not limited to academic, social, emotional, mental health, nourishment among other factors that address the overall well-being of a student.

Professional Development - The district has scheduled several days of professional development opportunities that focus on the health and wellness of our staff and identification of support for our students. Professional development topics include infusing social-emotional learning into instruction, trauma-informed strategies, and supporting student mental health. The district has been identified as a Healing-Centered Engagement pilot school and will continue to work closely with NJ Principals and Supervisors Association/Foundation for Educational Administration, Inc. to provide professional learning and coaching to staff.

SEL and Mental Health - The district will continue to build on programs presented to parents, students and staff over the past year. The district has developed a mental health team that has been trained in Dialectical Behavior Therapy to support student regulation and overall well being. Staff have been trained in the Zones of Regulation program that has been implemented and ongoing professional development will be provided to staff. As part of the Healing-Centered Engagement program, the district has also partnered with the Tri-State Canine Response Team to collaborate with staff to provide supplemental social-emotional learning in the classroom.

Additionally, each building's Wellness Committee will meet routinely to review students/ families to identify areas of need and/or support. School counselors and CST case managers will review student progress, attendance and discipline routinely to identify trending needs. Students who have emergent needs will be addressed by district support services and given referrals for outside services. The district will include students who were all-remote during the 2020-2021 school year in the opening/welcome activities for students transitioning into new classrooms.

Food Services - The District will be operating full day and every day schedules during the 2021 - 2022 school year which will include breakfast and lunch. The District participates in the National School Lunch Program and will apply for a waiver for the 2021 - 2022 school year which will allow for all students to receive meals free of charge. In the event a school closure is necessary, the District will have a meal pick-up and delivery plan similar to the 2020 - 2021 school year.

3. Public Comment

A. Describe how the LEA sought public comment on its plan, and how it took those public comments into account in the development of its plan. Note, the ARP requires that LEAs seek public comment for each 60-day revision to the plan.

The Burlington County Special Services School District values the input of public stakeholders. This plan was created via a series of committees in which various stakeholders were invited to participate freely. Additionally, stakeholders are invited to all Board of Education meetings and permitted to speak freely about ideas, thoughts and concerns concerning these plans. Upper administration worked closely with staff, union representatives, and community members to develop these plans.

B. Describe how the LEA ensured that the plan is in an understandable and uniform format; is to the extent practicable written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, will be orally translated for such a parent; and upon request by a parent who is an individual with a disability as defined by the ADA, will be provided in an alternative format accessible to that parent.

BCSSSD will utilize a plan that is written in easily understandable language along with a format that has bullets, titles, subtitles and a table of contents to assist readers. The plan is available via social media and our ADA-compliant district website. Hard copies may be requested. Parents with limited English proficiency may request a copy in their native language.
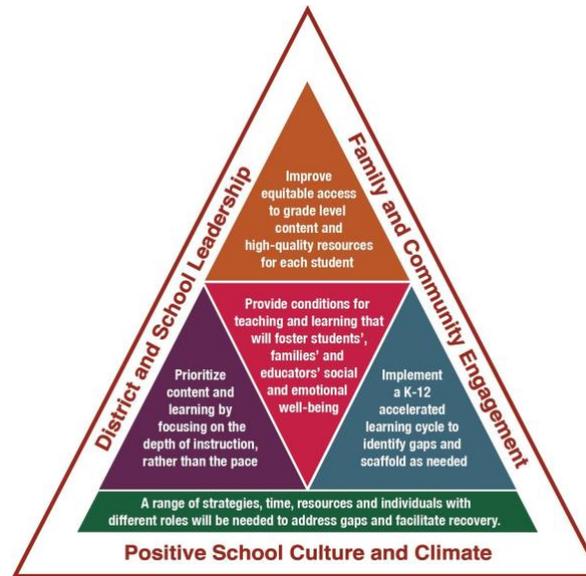
Re-opening Self-Assessment

Pursuant to the guidance provided by the Governor in the *Road Forward* document for all in-person learning for New Jersey students in September 2021, the self-assessment addresses three areas: 1) Learning Acceleration; 2) Financial Obligations and 3) Insecurities (vulnerable student populations). The District has engaged in a thoughtful process, which was begun and included in the Road Back Restart and Recovery Plan for the 2020-2021 school year, which included appendices which addressed many of the items on the checklist for reopening schools for 2020-2021.

<u>Learning Acceleration</u>

Significant work has been done to address learning acceleration and subsequent support for students for the 2021-2022 school year. Efforts have addressed how to support student success, academic recovery and improvement of student access and mastery of grade-level standards. Board, District and building level goals and initiatives are addressing, in a systematic manner, culturally responsive conversations about equity, diversity and inclusion. The District is committed to develop cultural competencies in students and staff alike. The process of addressing learning acceleration involves the support of district and school leadership, family and community engagement, and a positive school culture and climate. To this end, the New Jersey Learning Standards are embedded into the delivery of the curriculum. High-quality instruction encompasses the principles that guide learning acceleration planning and implementation:

1. Provide conditions of learning that will foster social and emotional well-being of students, families and educators
2. Improve equitable access to grade level content and high quality resources for each student
3. Prioritize content and learning by focusing on the depth of instruction, rather than the pace
4. Implement a k-12 accelerated learning cycle to identify gaps and scaffold as needed
5. Provide push in supports and smaller class sizes

The triangle diagram contains the following text:

Improve equitable access to grade level content and high-quality resources for each student

Provide conditions for teaching and learning that will foster students', families' and educators' social and emotional well-being

Prioritize content and learning by focusing on the depth of instruction, rather than the pace

Implement a K-12 accelerated learning cycle to identify gaps and scaffold as needed

A range of strategies, time, resources and individuals with different roles will be needed to address gaps and facilitate recovery.

District and School Leadership

Family and Community Engagement

Positive School Culture and Climate

Provide conditions of learning that will foster social and emotional well-being of students, families, and educators.

- Provided staff with Healing Centered Engagement training such as adverse childhood experiences and trauma-informed schools.
- Introduced the Zones of Regulation SEL curriculum and provided training to assist staff with classroom implementation. By the end of SY 20-21, classrooms on Westampton campus had fully adopted.
- Developed a mental health team and offered specialized training in dialectical behavior therapy.
- Created Zen Dens and self-regulation spaces on multiple campuses.
- Formed partnerships with community organizations to provide outside resources for students.

Improve equitable access to grade level content and high-quality resources for each student.

- Established a Summer Enrichment Academy to provide additional support to students who have been identified as being adversely impacted academically by the pandemic.
- During SY 20-21, implemented a 1:1 Chromebook initiative to ensure that all students have equal access to educational devices. Students were offered information or assigned hotspot devices for connectivity.

Prioritize content and learning by focusing on the depth of instruction, rather than the pace.

- Students at BCAS work through individualized learning plans that allow students to spend time mastering content areas at their own pace.

Implement a K-12 accelerated learning cycle to identify gaps and scaffold as needed.

- Students at BCAS all have independent learning portfolios to identify gaps and/or weaknesses

<u>**Financial Obligations**</u>

The Board and administration under the support of the business office are committed to the successful school operations through the appropriate use and accounting of the funding available to the district. The business office and Board have recognized the importance of federal and state funding to support districts during the pandemic. Coordination of efforts to plan for the purchase and support of equipment, technology, instructional materials and social and emotional support for students and staff were a major priority in a thoughtful and methodical process to expend funds. To this end, the business office, superintendent, and Board have been dedicated to meeting financial obligations while sustaining a vision and operations for long term financial solvency.

<u>**Insecurities**</u>

Vulnerable student populations, including students from economically disadvantaged families, students with disabilities, migrant students, English Language Learners (ELLs), students experiencing homelessness, and children and youth in foster care among others have been disproportionately impacted by the pandemic. The District has implemented plans and have revised and added new programs to address the supports needed to address the social, emotional and behavioral needs of students and staff. A comprehensive approach is taken to account for each student's exceptionalities which include parental feedback, student observations and district input among other metrics. Among the key areas that have been addressed and will continue to be supported are:

- Building safe and inclusive environments (see Exhibit A)
- Supporting social and emotional needs of educators (see Exhibit B)
- Supporting the social and emotional needs of students (see Exhibit B)
- Supporting student and staff mental health (see Exhibit C)
- Support for student subgroups (see Exhibit D)

Exhibit A: With anticipated reopening of schools, BCSSSD has taken extensive steps to ensure the safety and wellness of our school community. Policies

and protocols have been established regarding visitors, health screening, quarantine procedures, provision of mental health services, social distancing, hygiene, and cleaning and other areas. These plans are aligned with the recommendations from the Centers for Disease Control and Prevention (CDC) and guidelines from Burlington County Health Department (BCHD). There also may be additional steps taken by the district outlined in the Appendices.

All individuals who are sick or show symptoms related to COVID-19 are expected to stay home. Employees and parents/guardians of students must complete a daily COVID-19 report form in Genesis before entering the building. Employees and students will not be allowed into the building until this form is completed.

Any person (student, staff member, or approved visitor) who becomes sick while in a District building will be sent home immediately. Any two symptoms that mirror COVID-19 must be handled assuming the person is positive. (Please refer to return to work or school guidelines). At the start of the school year, parents/guardians of students will be required to sign the COVID-19 School Health & Safety Agreement that outlines their commitment to keeping their children home when sick while seeking appropriate medical care.

Pre-Screening/Symptom Monitoring/Mandatory Reporting - Parents/guardians, students, and staff after completing one screening questionnaire at the start of the school year are to self-monitor at home before reporting to school or work. If they answer yes to any of the screening questions, they are required to avoid entering a school district building. Processes are in place for visitors noted in an earlier section.   Employees are required to report if they test positive for COVID-19, if they develop symptoms consistent therewith, or if they are self-isolating due to suspected or known exposure to COVID-19 by emailing their direct supervisor and copying Personnel.

The following principles apply to the use of masks in schools: Masks and/or barriers do not preclude an individual from being identified as a close contact to a COVID-19 case. See vaccinations. Information should be provided to staff and students on proper use, removal, and washing of masks. The most effective fabrics for cloth masks are tightly woven such as cotton and cotton blends, breathable, and in two or three fabric layers. Masks with exhalation valves or vents, those that use loosely woven fabrics, and ones that do not fit properly are not recommended. Cloth masks should be washed after every day of use and/or before being used again, or if visibly soiled or damp/wet. } Disposable face masks should be changed daily or when visibly soiled, damp or damaged. Students, teachers, and staff should have access to additional disposable or cloth masks in case a back-up mask is needed (e.g. mask is soiled or lost during the day). Clear masks that cover the nose and wrap securely around the face may be considered in certain circumstances including for the teaching of students with disabilities, young students learning to read, or English language learners. Appropriate and consistent use of masks may be challenging for some individuals, however mask use is encouraged for individuals who are not fully vaccinated unless a mask cannot be safely worn, Appropriate and consistent use of masks may be challenging for some individuals, however mask use is encouraged for individuals who are not fully vaccinated unless a mask cannot be safely worn, such as: For individuals who would not be able to remove a mask without assistance. } For individuals with medical conditions or disabilities as reflected in federal disability laws that preclude the use of a mask and when wearing a mask would be considered unsafe.

General Health and Safety Guidelines for Students and Staff:

BCSSSD will continue to consult with the latest guidance from the CDC and Burlington County Health Department. The district delivery of education will be in-person for academics and CTE experiences per NJDOE guidance. The district has also developed a revolving schedule that will allow students access to in-person learning for academics and CTE experiences, which aligns with health and safety guidelines. Staff are trained to integrate into their lessons the promotion of good hygiene practices (hand washing, social distancing, wearing a mask, etc.) that aligns with the CDC recommendations. Staff will be provided ongoing training on topics related to support students' social and emotional learning, mental health, and the impact of trauma. Procedures are in place to include temperature checks (currently screening for temperatures 100.4 degrees or higher) and other assurances that staff and students who exhibit COVID-19 symptoms do not enter the building.The district has an extensive communication plan in multiple languages that ensures all staff, families, and community members are informed of closures and quarantines.

The district will do the following:

- Establish contingency plans using school committee members for closing classrooms or school buildings. There is a communication plan in multiple languages and a current process to update student demographic information. There is a designated area for staff and students with symptoms. Enhanced social distancing measures for students to engage in extracurricular activities to increase physical distance between individuals, while allowing students to engage in extracurricular activities in a virtual setting. Teachers have increased availability to assist students that need additional individualized instruction.
- Child Study Team members will continue to revise Individualized Education Plans to ensure that students are being given the appropriate supports or services needed to ensure progress.
- The district will utilize Professional Learning Teams and professional development to focus on guiding students and staff through the various responses to COVID-19 and lifestyle changes.
- Staff will receive updated information regarding Crisis Prevention and Effective Intervention training.
- The district will provide Parent/Guardian trainings on a variety of topics to help support students both in school and at home
- Parents, students, and staff members will be provided with a list of mental health resources in Burlington County
- Campuses will set up protocols to make weekly contact with parents/guardians to check in on student well-being where applicable.
- The district administration has reviewed and modified the Multi-Tiered Systems of Support to support students socially, emotionally, behaviorally, and academically.

Contact Tracing- All protocols follow CDC and other mandated guidelines:

- The district has worked with multiple stakeholders to establish contact tracing protocols aligned with the CDC and Burlington County Health Department guidelines.
- Regular logs of student and staff contact will be kept to ensure that the information is readily available for the Burlington County Health Department as needed.
- Student seating charts will be maintained and masking will be monitoring in the event of a positive case.
- Staff will be required to complete Contact Tracing training through the CDC and Johns Hopkins or equivalent program.

Security

- The security staff will ensure that all rules and regulations regarding wearing masks and social distancing are being followed.
- Security monitors the number of people allowable in the building.
- Security assists staff with the movement of students.
- Security and administration will maintain and order the supply of PPE.
- Security to ensure the safety of the students and staff.
- Security will report any observance of individuals who may be showing symptoms.
- Special Considerations for Varying Wellness, Health and Safety Measures for Specialized Populations and Ages

Exhibit B: Student Needs and Support

- Child Study Team case managers and school counselors will identify students who are struggling and determine the appropriate supports needed. The Director of the Child Study Team will process any requests for intervention immediately to ensure students are provided services.
- CST case managers will review student Individualized Education Plans (IEPs) to determine which accommodations and modifications are being followed to ensure that students are progressing toward their goals.
- Students will be identified through a screening tool and provide counseling support.
- Establish plans for continuation of services for students with mental health concerns.
- Form an interdisciplinary wellness committee to evaluate student physical and emotional needs of students.Provided students/parents/staff with a list of mental health resources in Burlington County.
- Establish a committee of staff members to assist and be a resource for parents to support student's mental health.
- Identify homeless and transient populations and determine their needs for virtual or hybrid learning.
- Survey parents to determine their concerns and needs for their children.
- For students with anxiety or who have developed mental health concerns due to COVID-19, the district must provide counseling support to help students develop coping strategies.
- For students who are Deaf and/or Hard of Hearing and for students who use communication devices, special accommodations such as clear masks and sanitation procedures for devices must be implemented.
- For students with mental health concerns or medical concerns, establish plans for continuation of services in both a hybrid model or virtual learning.

Multi-Tiered Systems of Support by Campus/ Social Emotional Learning

SEL Critical Practice 1- Take time to cultivate and deepen relationships, build partnerships and plan for SEL

Thoughts, Ideas, Resources
- Based on what was learned during the 2020-2021 school year, staff will engage parents and students with key resources such as videos, social stories, information, visuals, etc. This would open lines of communication and monitor family needs
- Share a favorite object and ask students to share one of theirs
- Read a familiar book or story
- Sing a familiar or popular song
- Eat a meal (breakfast/lunch/snack) together
- Short videos sent from your phone
- Tell/show about something you saw on a walk
- Show a favorite spot in your home
- Introduce students to a pet
- Daily email
- Provide a daily challenge (count the spoons in your house; draw a picture of the people in your house; find 5 leaves)
- Share a photo of your day (doing dishes, working on a puzzle) and tell about what you are doing.

1.1   Foster new relationships that elevate the voices and perspectives of students and families
- Relationship Mapping (Harvard Graduate School of Education) - This strategy helps ensure that each student has a relationship with at least one caring adult in school. This can also be done virtually.
- Strategies for Equitable Family Engagement (State Support Network) This overview is organized around five categories of equitable family
  engagement strategies, offering summaries of research and examples of school practices.
- Tools for Educators to Listen and Learn From Families During COVID-19 School Closures (Culturally Responsive Education Hub) This tool includes sample emails, call scripts, and post- conversation reflection and action in both English and Spanish.
- Responsive Circles for COVID-19 (International Institute for Restorative Practices) This practice uses familiar restorative questions tailored
  to the current moment to build knowledge about the experiences of the community.
- Community-Care Strategies for Schools During the Coronavirus Crisis (WestEd) This brief offers guiding questions and specific strategies for building community and connectedness among staff, students, and families. Key Concepts for Leveraging Chronic Absence During

(Attendance Works) This framework and list of strategies supports connecting with students and families to reduce chronic absenteeism.

1.2   Use two way communication strategies to inform, engage, and listen to members of the school community
- Establish Structures for Two-Way Communication (CASEL Guide to Schoolwide SEL) This webpage includes questions for planning communications about SEL and a tool for identifying stakeholders and developing a communication strategy.
- Critical Practices for Anti- Bias Education: Culturally Sensitive Communication (Teaching Tolerance) This selection from the publication Critical Practices for Anti-Bias Education includes concrete strategies for culturally sensitive communication, inclusion, and connection-building among families and engagement with community problems.
- Developing Life Skills in Children: A Road Map for Communicating With Parents (Learning Heroes) These slides share research on how families respond to information about SEL and what kind of messaging is most effective.
- Engage all Stakeholders in Foundational Learning (CASEL Guide to Schoolwide SEL) This webpage offers essential questions for planning learning opportunities, sample presentations, articles, videos, and a downloadable planning template.
- Impact of SEL (CASEL) This webpage offers a variety of resources for communicating about SEL, including a customizable slide deck on the research supporting SEL.

1.3   Examine where SEL efforts have been impactful and where more support is needed
- Interview and Survey Your Community About the Path Forward (CASEL) This process, sample letters, and survey templates can be used to assess current successes and areas for additional support in your school community.
- SEL Effort Inventory and Analysis (CASEL) This interview protocol and inventory template can be used to review both schoolwide SEL efforts and efforts used by individuals and school partners to prioritize the most impactful practices for the coming year.
- For Educators: Resource Mapping Strategy (Harvard Graduate School of Education) This strategy helps educators identify and analyze existing school resources and programs related to SEL, climate, and well-being to make informed decisions.
- Focal Students: Equity in the Classroom (Webinar from the National Equity Project) This approach supports educators to learn deeply from a few students, particularly those who are not well-served by current systems, to change practices to impact a greater number of students. Consider this approach as you identify focal students who are disengaged this fall.

1.4   Build a broad coalition to create and maintain a safe, supportive, and equitable environment for all students and adults by integrating SEL and academic supports for reopening schools
- Build a Transition Coalition (CASEL) This worksheet can help you prepare to recruit members of a coalition to help set a schoolwide SEL vision and goals.
- Develop a Shared Vision and Goals for Social and Emotional Learning (CASEL) This tool provides processes for articulating a vision statement that reflects input from the full school community and using that vision to develop specific, measurable SEL-focused goals to drive transition planning.

- Youth-Adult Partnership Roadmap to Agency (Unleashing the Power of Partnership for Learning) This rubric provides a means to understand, assess, and improve youth-adult partnerships to increase agency and situate young people as full partners.
- Liberatory Design: Your Toolkit to Design for Equity (National Equity Project and Stanford d.school's K12Lab) This card deck adapts the design thinking process to include steps that center equity and mindsets that should underlie all work.
- Pursuing Social and Emotional Development Through a Racial Equity Lens: A Call to Action (Aspen Institute) This publication identifies ways that equity and social, emotional, and academic development can be mutually reinforcing bodies of work.SEL Critical Practice 2-Design opportunities where adults can connect, heal, and build their capacity to support students

- Continue to provide weekly online meets for parent support groups that can initially start with COVID-19 support groups and then turn into parent training as the year goes on. Angela Pressner is doing this as part of the connection series through July and August.
- Continue to create flyers that promote online resources and methods to access mental health and trauma supports. Flyers would be sent out via blackboard email blasts. Staff can follow up with communication with families. Be sure to send in various languages (e.g., Spanish).

2.1   Allow space for connection, listening, and healing among all adults in the school community
- Ensure lines of communication are open and there is a protocol in place to communicate significant concerns/issues with counselors, nurses, and administrators.
- Email parents via survey with the opportunity to express concerns, current in home assistance
- Educator Resilience and Trauma-Informed Self-Care: Self-Assessment and Planning Tool (Center on Great Teachers and Leaders at AIR) This self-care assessment asks teachers to first reflect on their current self-care practices and then helps them build a plan for the future.
- Self-Care Circle (Circle Forward, via Greater Good Science Center) This circle protocol can be used with adults or students to center themselves and reflect on and share ways to practice self-care.
- Listening as a Leadership Strategy: Getting Started With Constructivist Listening (National Equity Project) These slides introduce constructivist listening and include a practice activity to try with staff.
- 5 Minute Chats With the Principal (CASEL with support from NAESP) This sample check-in agenda and questions can be used by school leaders when connecting individually with staff members.

2.2   Ensure access to mental health and trauma supports for adults as needed
- Compassion Resilience Toolkit for Schools (Wisconsin Initiative for Stigma Elimination) This toolkit addresses teacher compassion fatigue and how to build resilience.
- The Educator Context and Stress Spectrum (Center on Great Teachers and Leaders at AIR) This tool supports educators in gaining a greater awareness of how their current personal and professional context affects their levels of stress in the time of COVID-19.
- Self-Care Strategies for Educators During the Coronavirus Crisis (WestEd) This brief offers practical guidance for educators who face the stresses of the pandemic, school building closures, online service provision, and quarantine conditions.

- Support for Teachers Affected by Trauma (STAT) This online curriculum supports teachers dealing with secondary traumatic stress.
- Psychological First Aid (National Child Traumatic Stress Network) This six-hour online learning module features innovative activities, video demonstrations, and mentor tips from the nation's trauma experts.

2.3 Capture this moment to identify opportunities for innovation and anti-racist practices
- District wide art/poetry/etc to be shared via youtube to provide unity as a school/district
- Futures Protocol (National School Reform Faculty) This protocol harnesses the creative energy of a team for expanding and envisioning opportunities and paths forward, focusing on collective brainstorming on the best possible future scenario.
- Avoiding Racial Equity Detours (EdChange) This short article describes four common ways schools and districts attempt to address equity while avoiding the discomfort of directly challenging racism and racist structures and policies, and follows with five principles to guide equity actions.
- If We Aren't Addressing Racism, We Aren't Addressing Trauma (Simmons, via ASCD) This blog from Dena Simmons provides critical context to push educators to "interrogate, with an anti-racist lens, the curriculum, learning experiences, and school policies to which our Black students are subject."

2.4 Provide embedded professional learning to educators' capacity to support students' social, emotional, and academic growth

Building Trauma-Sensitive Schools (NCSSLE) This online module and handouts provide examples of ways to incorporate trauma sensitivity into the classroom.
- Stress and the Brain (Turnaround for Children) This professional learning packet explains how stress impacts the developing brain and related tools (made to accompany this edition of The 180 Podcast).
- Addressing Race and Trauma in the Classroom: A Resource for Educators (The National Child Traumatic Stress Network) This professional learning tool defines key terms, describes developmental differences in how children may be affected by racial trauma, and offers recommendations for creating a more trauma-informed classroom.
- Common Beliefs Survey: Teaching Racially and Ethnically Diverse Students (Teaching Tolerance, via Greater Good Science Center) This professional learning activity leads staff to reflect on their beliefs and then critically examine commonly held beliefs about how to meet the learning needs of racially and ethnically diverse students.
- Mindful Reflection Process for Developing Culturally Responsive Practices (Dray & Wisneski [2011], via Greater Good Science Center) This independent reflective practice guides educators to process a challenging interaction with a student by examining their own assumptions, prejudices, and biases and consider how they affect their interactions with and expectations of their students to develop more culturally and linguistically responsive approaches.

SEL Critical Practice 3- Create safe, supportive, and equitable learning environments that support all students' social and emotional development

3.1	Intentionally build structures that promote supportive adult-student and peer relationships

A COVID-19 Check-in Student Survey (Harvard Graduate School of Education) This survey can be shared with students to build connection and understanding.

Creating Opportunities Through Relationships (University of Virginia) These free online professional learning modules support educators in developing supportive relationships with students.

3.2	Weave in opportunities for students to develop, practice, and reflect upon social and emotional competencies throughout the day
- COVID-19 E-Learning Free Resources (SEL Providers Council) This searchable library links to SEL provider webpages where they offer free resources and curriculum to support SEL virtually and at home.
- Strategies for Trauma- Informed Distance Learning (WestEd) This brief offers general strategies and specific examples for how to recognize and respond to students' social and emotional needs as well as build in trauma-informed practices that will support all students.
- Tennessee Toolkit for Teachers and Administrators to Incorporate Social and Personal Competencies Into Instruction (Tennessee DOE) This toolkit is designed to increase administrator and teacher awareness of the instructional practices that promote SEL.
- This Time, With Feeling: Integrating Social and Emotional Development and College and Career Readiness Standards (Aspen Institute) This publication provides examples of how academic standards call upon students to use social and emotional skills and a rationale for embedding SEL in academic lessons.
- Sample Teaching Activities to Support Core Competencies of SEL (CASEL) This document draws from evidence-based programs to identify and describe some of the most common strategies used to promote student SEL.
- SEL Reflection Prompts (CASEL) This tool lists prompts that can be used in group or partner discussions, journals, or integrated into assignments to prompt student reflection aligned with the five SEL competency framework.
- Project Based Learning for Remote Learning (Buck Institute for Education) This webpage provides project ideas, recommended technology, and best practices for facilitating projects remotely.

3.3	Identify and implement a comprehensive system of support for students with additional needs
- Guidance for Trauma Screening in Schools (National Center for Mental Health and Juvenile Justice) This guide outlines the role of schools with regards to trauma screening, including key considerations and cautions, different screener options, intervention options, and connections to a whole-school approach.
- Why We Need Trauma- Sensitive Schools (Trauma and Learning Policy Initiative) This video stresses the importance of trauma- sensitive learning environments to support students.
- Trauma-Informed School Strategies During COVID-19 (The National Child Traumatic Stress Network) This fact sheet offers information on

the physical and emotional well-being of staff, creating a trauma- informed learning environment, identifying and assessing traumatic stress, addressing and treating traumatic stress, partnerships with students and families, cultural responsiveness, emergency management and crisis response, and school discipline policies and practices.

- Trauma-Informed SEL Toolkit (Transforming Education) This toolkit includes everything needed to deliver a two-hour professional development session designed for educators seeking research-based strategies to create a healthy classroom environment for students who have experienced adversities and trauma.
- Teacher Training Modules (National Center for School Crisis and Bereavement) These professional learning modules provide a structure for supporting grieving students.
- Mental Health Resources for Adolescents and Young Adults (Society for Adolescent Health and Medicine) This list of online resources aimed at adolescents and young adults includes support groups, peer networks, helplines, treatment locators, and advocacy opportunities.

3.4   Engage students in developmentally appropriate conversations and lessons to discuss past, current, and future impacts of the pandemic and racial inequities on themselves, their families, their communities, and the broader world

- Strategies for Teaching Fearless SEL for Societal Change (Simmons [2019], via Greater Good Science Center) This SEL integration tool shows how CASEL's five SEL competencies can create the conditions for youth agency and engagement and social change and can be a key part of classroom-based learning.
- COVID-19: How Can We Make Choices that Promote the Common Good? (Facing History and Ourselves) This youth conversation lesson encourages students to share their views, values, and voices to strengthen the community.
- Speaking Up Against Racism Around the Coronavirus (Teaching Tolerance) Written for teachers to address stereotypes, xenophobia, and racism in connection with COVID-19, this article contains links to Teaching Tolerance guides for responding to hate or bias incidents and resources for educators to facilitate critical conversations about bias and stereotypes.
- Talking to Students About Race and Ethnicity (Teaching Tolerance) Packaged tools, webinar, and publications to support conversations with students about race, the Black Lives Matter movement, and injustice.
- Talking About Race (National Museum of African American History & Culture) This online portal is designed to help educators, families, and other individuals talk about racism, racial identity, and the way these forces shape society.
- Reflecting on George Floyd's Death and Police Violence Towards Black Americans (Facing History and Ourselves) This teaching guide will help teachers begin conversations with their students about George Floyd's death and the events that surround it, including reflection activities to prepare for teaching, creating space for emotional processing, and diving deeper with multimedia tools.

Circle Scripts for Black Lives Matter at School (ROCRestorative Team, Rochester City School District) Five sample scripts for facilitating Circle discussions about race and identity, challenging racism, and the Black Lives Matter movement.

3.5   Collaborate with families and community partners to align strategies for supporting students' SEL at school and at home and during extended learning

- Collaboration Tools for Building SEL Across the School Day and Out-of- School Time (CASEL Guide to Schoolwide SEL) This tool includes guidelines and activities for building strong collaborative relationships between schools and community partners to align SEL practices and learn from one another.
- Building Positive Conditions for Learning at Home: Strategies and Resources for Families and Caregivers (AIR) Tools in English and Spanish for parents for fostering emotional health and well-being within their home.
- Making Families Feel Welcome (Siegel, Esqueda, Berkowitz, Sullivan, Astor, & Benbenishty [2019], via Greater Good Science Center) This brief reflection activity for school staff lists methods for making students' families feel valued and respected.
- SEL Discussion Series for Parents and Caregivers (CASEL) This 10-session discussion series supports schools and community partners that wish to engage parents and caregivers in conversations about the social and emotional growth of their families. Also available in Spanish.
- PTAs Leading the Way in Transformative Family Engagement (The Center for Family Engagement) This report outlines best practices for a

  PTA to engage families.
- George Floyd, Racism and Law Enforcement (Anti- Defamation League) This Table Talk tool provides a current event summary and discussion questions in English and Spanish for families to use at home.

SEL Critical Practice 4- Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff

4.1   Elevate student voice in reflecting and acting on data around their learning and engagement
- Understand and Improve Students' Learning Experiences (PERTS—Project for Education Research that Scales) Copilot-Elevate helps educators customize a short survey to learn how students are experiencing school, review results to see how experiences are promoting or hindering equitable learning, learn new practices to try with students, and track improvement over time.
- Strategies for Gathering Student Feedback (CASEL) Choose from or adapt these methods for hearing from your students about their learning experience in the new school year, whether instruction and learning is taking place at school or elsewhere.
- Examining Your School's Climate (Teaching Tolerance) This short school climate questionnaire and social mapping activity can be used to work with students to analyze differing perceptions of school climate.
- Reflecting on School Discipline and SEL Alignment (CASEL Guide to Schoolwide SEL) This organizer and checklist can be used to review and update policies and procedures to better align with your school's SEL vision and promote skill- building.
- YPAR Hub (Berkeley University) This website provides resources that help schools set up structures for Youth Participatory Action Research, which supports young people in conducting research to improve their lives, communities, and institutions.

4.2   Support educators in reflecting on data around their own instructional practices and learning environment, especially when trying out new strategies or modes of teaching
- SEL Through Distance Learning: Teacher Self- Assessment (CASEL Guide to Schoolwide SEL) This self- assessment provides insight into strengths and areas to develop as educators promote SEL through distance learning and at-home assignments.
- PIRL: Preparation, Interaction, Reflection and Logistics Tool (Denver Afterschool Alliance) This 24- item rubric can help you improve online, live sessions on platforms where youth are engaging with an instructor and their peers.
- SEL Look-Fors in Blended Learning (CASEL) Use this tool to reflect on a learning activity you have designed or led after it has taken place, or ask a colleague to use it as they observe you.
- SEL Teacher Self-Check Tool (Transforming Education) This tool encourages educators to reflect on their own progress toward cultivating positive environments and integrating SEL in a way that is responsive to students' needs and aligned with academic instruction.
- Problem of Practice Protocol: Teaching During a Pandemic (CASEL, adapted from School Reform Initiative) Use this protocol with a small group of colleagues to share, process, and collectively problem- solve around challenges of the moment.
- How Can Educators Tap Into Research to Increase Engagement During Remote Learning? (Rice & Kipp, EdSurge) This article provides ideas for measuring behavioral, cognitive, and emotional engagement in virtual settings and concrete ways that teachers can boost engagement through their own practices by engaging families, and facilitating connections between students.

4.3   Partner with families and community members to continuously improve experiences and outcomes
- Examining Transition Data With an Equity Lens (CASEL) This data reflection protocol and key questions can be used as part of a data review routine, with an eye toward how decisions impact equity and outcomes.
- Why Am I Always Being Researched? (Chicago Beyond) This guidebook was made to help shift the power dynamic between those doing the research and the communities who are the subjects of research to address unintended bias and restore communities as authors and owners.
- School Climate Survey Compendium (National Center on Safe Supportive Learning Environments) This webpage gathers valid and reliable surveys, assessments, and scales of school climate to help educators identify and assess their conditions for learning.
- ED School Climate Surveys (U.S. Department of Education) These adaptable school climate surveys and web-based platform are free to download and administer and provide user- friendly reports in real-time; they also include a subscale on the experience of cultural responsiveness.
- SEL Assessment Guide (Assessment Work Group) This interactive tool helps educators select and effectively use currently available assessments of students' SEL competencies.
- Tracking Your School's Progress Towards Implementing Schoolwide SEL (CASEL Guide to Schoolwide SEL) Use the implementation rubric and planner to engage in a full review of your current SEL implementation and establish goals; then use the walkthrough protocol to look for signs of high-quality SEL implementation by observing for the indicators of schoolwide SEL.

Student At Risk Process:

Step 1:   "At Risk" identification can be made by any person in the building. The principal or Director of Related Services and Child Study team will then review with appropriate school personnel.

Step 2:   Data Collection- Utilize district resources and record prior interventions provided to the student and document the interventions and review all data. The interventions incorporate strategies from the "teacher tool kit", student learning styles, consultation with the school's SAC (student assistance counselor, consultation with school psychologist, the school's LDTC or school social worker/school counselor.

Step 3: Implement the interventions and record the student's progress. Communicate the plan to the student's teachers and building administration. Continue to utilize supports within the school and refer students to the community partners when appropriate. Secure a records release to have school staff stay in contact with the outside provider. Document all steps taken and communicate with parents/guardians of the plan and resources.

Step 4: Communicate the plan to the student's teachers and building administration. Continue to utilize supports within the school and refer students to the community partners when appropriate. Secure a records release to have school staff stay in contact with the outside provider.

Step 5: Document all steps taken and communicate with parents/guardians of the plan and resources.

Step 6: If the supports are not working or the student continues to decline, refer the student to the intervention team to conceptualize a written plan to continue to collect data regarding the student's progress. For BCSSSD, refer the student to Case managers and principal. See Appendix K for additional information for BCSSSD.

Exhibit C

Burlington County School Crisis Response Team

Resources during COVID-19

IMPORTANT:

In Crisis? Call 9-1-1 or SCIP 609-835-6180

NATIONAL SUICIDE PREVENTION LIFELINE

1-800-273-TALK (8255)

Crisis Text Line- 741-741

Resources for Parents:

- District website within the student/parent portal tab
- Parent/Caregiver Guide to Helping Families Cope With the Coronavirus Disease 2019
- Parent Guidelines for Crisis Response
- Helping Children Cope With Loss, Death, and Grief Tips for Teachers and ParentsBurlington County Mental Health Resource Guide 2015
- CMI COVID-19 and The Journey Ahead   HELPLINE: 1-866-AID-NJEA (1-866-243-6532)
- Burlington County Mental Health Resource Guide 2015

Resources for Administrators/Staff:

- Addressing Grief: Tips for Teachers and Administrators
- Coalition to Support Grieving Students
- Grief Speaks- Traumatic Loss Coalition Listing
- Helping Children Cope With Loss, Death, and Grief Tips for Teachers and Parents
- Talking to Children about Death
- Burlington County Mental Health Resource Guide 2015

Resources for Students:

- Second Floor Youth Hotline (call or text) 888-222-2228
- 2nd Floor Website
- Suicide Prevention Lifeline

Important Phone Numbers :

- Police/ Emergency Services: 911
- Non-Emergency Helpline: 211
- Crisis Intervention and Emergency Services·Screening Crisis Intervention Program (SCIP)(Lourdes Hospital):
- 609-835-6180 or 911
- Children's Crisis Intervention Services (CCIS)(Jefferson Hospital): 856-488-6796
- Crisis Intervention Support Services for adults (CISS): 609-386-7331
- Children's Mobile Response and Stabilization Services: 1-877-652-7624
- Family Crisis Intervention Services (FCIU): 609-261-3330
- Department of Children Protection and Permanency (DCPP) (formerly known as DYFS): 1-877-652-2873

Crisis Hotlines/ Listening Services:

- CONTACT: 856-234-8888 or 866-234-5006
- 1-800-SUICIDE: 800-784-2433
- 1-800-273-TALK: 800-273-8255
- 2nd Floor – Youth Helpline: 888-222-2228
- NJ HOPELINE: 855-654-6735

Inpatient Services:

- Lourdes Medical Center of Burlington County: 609-835-2900   Hampton Behavioral Health Center (in Burlington County): 609-267-7000 or
- 800-603-6767
- Princeton House Behavioral Health (Mercer County): 800-242-2550 ort 609-497-3300
- Carrier Clinic (in Somerset County): 800-933-3576
- Virtua Memorial Hospital (in Burlington County): 609-267-0700
- Outpatient Services

- Hampton Behavioral Health Center: 609-267-7000 or 888-603-6767
- Princeton House Behavioral Health: 888-437-1610
- High Focus Centers: 800-877-3628
- Catholic Charities: 800-360-7711
- Legacy Treatment Services: 609-267-1377
- Oaks Integrated Care: 800-963-3377
- South Jersey Family Medical Center, Inc.: 609-481-3073
- South Jersey Behavioral Health Resources: 856-361-2710 or 800-220-8081

Mindfulness Apps:

- https://www.calm.com/
- https://www.headspace.com

Exhibit D

BCSSSD will continue to consult with the latest guidance from the CDC and Burlington County Health Department The district will plan for all in-person instruction in September 2021 per the Governor and NJDOE and aligned with health and safety guidelines. Staff are trained to integrate into their lessons the promotion of good hygiene practices (hand washing, social distancing, wearing a mask, etc.) that aligns with the CDC recommendations. Staff will be provided ongoing training on topics related to support students' social and emotional learning, mental health, and the impact of trauma. Procedures are in place to include temperature checks for non-vaccinated staff and students and visitors (currently screening for temperatures 100.4 degrees or higher) and for those who exhibit COVID-19 symptoms and other assurances that staff and students who exhibit COVID-19 symptoms do not enter the building. The district has an extensive communication plan in multiple languages that ensures all staff, families, and community members are informed of closures and quarantines.

The BCSSSD district will do the following:

- There is a communication plan in multiple languages and a current process to update student demographic information.
- A designated area for staff and students with symptoms.
- Enhanced social distancing measures to increase physical distance between individuals, while allowing students to engage in extracurricular activities in a virtual setting.
- Teachers have increased availability to assist students that need additional individualized instruction.
- Child Study Team members will continue to revise Individualized Education Plans to ensure that students are being given the appropriate supports or services needed to ensure progress.
- Establish contingency plans using school committee members for closing classrooms or school building.School counselors will continue to follow the student's 504 Plans to ensure that students are being given the appropriate accommodations to ensure progress.
- The district will utilize Professional Learning Teams and professional development to focus on guiding students and staff through the various responses to COVID-19 and lifestyle changes.
- Staff will receive updated information regarding Crisis Prevention and Effective Intervention training.
- The district will provide Parent/Guardian trainings on a variety of topics to help support students both in school and at home
- Parents, students, and staff members will be provided with a list of mental health resources in Burlington County
- Campuses will set up protocols to make weekly contact with parents/guardians to check in on student well-being.
- The district administration has reviewed and modified the Multi-Tiered Systems of Support to support students socially, emotionally, behaviorally, and academically.Special Considerations for Varying Wellness, Health and Safety Measures for Specialized Populations and Ages

Student Needs and Support :

- Child Study Team case managers and school counselors will identify students who are struggling and determine the appropriate supports needed. The Director of Pupil Personnel will process any requests for intervention immediately to ensure students are provided services.
- CST case managers will review student Individualized Education Plans (IEPs) to determine which accommodations and modifications are being followed to ensure that students are progressing toward their goals.
- Students will be identified through a screening tool and provide counseling support.
- Students will have access to groups to help students develop coping strategies for students with anxiety or who have developed mental health concerns due to COVID-19,
- Establish plans for continuation of services for students with mental health concerns.
- Establish plans for continuation of services in both a hybrid model or virtual learning for students with mental health concerns.
- Form an interdisciplinary wellness committee to evaluate student physical and emotional needs of students.
- Provided students/parents/staff with a list of mental health resources in Burlington County
- Establish a committee of staff members to assist and be a resource for parents to support student's mental health.

Key Parent and Stakeholder Groups Associated with Special Populations:

- Counseling support staff will make weekly contact with parents/guardians to check in on student well-being
- Parents, students, and staff members will be provided with a list of mental health resources in Burlington County.The committee will familiarize parents with the programs in place at each campus and students will be assessed through pre- and post-surveys.
- Post resources and information on district and school website for parents/guardians about student SEL needs.
- School staff will provide parents/guardians with mental health resources. Organizations like Minding Your Mind, the American Foundation for Suicide Prevention, and the Traumatic Loss Coalition provide free resources for students and families. They provide presentations and webinars (if virtual) to support student and staff well-being.
- Staff have been trained in Trauma Informed Resilient Schools- to prepare and support staff and students with the range of emotional reactions experienced during a crisis, and the significance of placing social and emotional learning needs ahead of a rush to return to formal academic instruction.
- A team approach that focuses to integrate social and emotional learning (SEL) strategies and routines into students' daily classroom experience.Social and emotional skill development to teach self-advocacy, social skills, self-regulation and problem solving in the workplace and classroom. Teachers and aides will jointly provide sessions with strategies to welcome back students and help them to feel safe in the classrooms
- Teachers will integrate social emotional language-related routines, protocols and modeling such techniques as reflection opportunities, positive affirmations, and reinforcing the components of self soothing strategies.

- Teachers will model positive communication skills and express feelings appropriately.
- Teachers will be provided with professional development that reinforces educators' understanding of the importance of SEL in promoting student learning and strategies to reinforce students' SEL development

Emotional Skills and Competencies:

- Teachers will Identify how we will support staff with known pre-existing conditions
- Families will be supported and provided with SEL resources.
- Families are provided with community resources to support needs such as mental and behavioral health etc.
- CST, counselors, SACs, teachers and administrators will provide support and resources based upon need.
- All staff will model effective social-emotional learning strategies and behaviors by the instructor, reinforcing and acknowledging students' demonstration of key cognitive skills, social and interpersonal skills, emotional recognition and self-regulation, as well as empathy;
- Staff will be provided with ongoing professional development related to Trauma-Informed and Trauma-Skilled Practices.
- Staff will be trained in the four skills needed to deal with trauma in schools 1) prevention strategies, 2) intervention techniques, 3) supports for the recovery process, 4) understanding of referral services.
- A survey will be conducted to evaluate the school culture and climate.