



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

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 when updated and reviewed every 6 months.** 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.

Subsequent to the prior June 28, 2021 guidance noted earlier, the Governor under Executive Order No. 251 announced on August 6, 2021 a mask mandate for all staff and students in schools where all must wear masks inside with notable exceptions which were outlined. On August 20, 2021, the NJDOE released revisions to the Road Forward document which were intended to supplant health and safety protocols outlined in Executive Order No. 175 and the Road Back. The following reflect the most recent guidance and executive orders. On August 23, 2021, the Governor announced in Executive Order no. 253 that all preschool-through-12 school personnel are required to complete a full vaccination course by October 18, 2021 or undergo regular testing at a minimum of once to twice each week.

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 12/22/2022 Last Revision: 6/15/2023

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.

With the continuation of 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 (BCDOH):

- 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.

A. Universal and correct wearing of masks and Meals: The district will continue to follow the guidelines of the CDC, Governor Murphy, and the Burlington County Health Department with respect to the wearing of masks. Our district has made wearing masks in schools optional for students, staff, and visitors. Students and staff may continue to wear protective masks for added protection if they prefer to do so. No adverse reaction of any masked individual in our school facility or on school grounds will be tolerated. BCSSSD will continue to monitor the status of communicable diseases and recommendations from the NJDOH and CDC.

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, quarantine procedures shall be implemented. Submission of a daily form is required for staff members, who will be required to utilize the form in the Genesis Portal. 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): Per existing CDC/NJDOH guidance, the district will maintain physical distancing between individuals to the maximum extent practicable. Throughout the school year, the district will consult with the BCDOH in measuring local health data/needs, in conjunction with CDC/NJDOH guidelines, in determining its distancing policies or the cessation where indicated. As these data/needs/guidelines change, the district will adjust its policies and protocols accordingly by balancing the benefits of mitigating risk of virus transmission relative to distancing with the benefits of providing a quality in-person learning experience.

C. Handwashing and respiratory etiquette: Our staff and students will work together to reduce the spread of the COVID-19 and other communicable diseases 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 and follow signs and floor markings. Water bottle filling stations and water fountains will be available and subject to CDC guidelines.

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. 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.

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, including all new hires and new student admissions, 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.

Staff as well as parents/caregivers are strongly encouraged to monitor their own symptoms and that of their children for signs of illness every day as they are the front line for assessing illness in their children.

Key considerations:

- Students or staff who are sick should not attend school.
- Schools should strictly enforce exclusion criteria for both students and staff.
- Schools should educate parents about the importance of monitoring symptoms and keeping children home while ill.

- Schools can use existing outreach systems to provide reminders to staff and families to check for symptoms before leaving for school.
- Schools should provide clear and accessible directions to parents/caregivers and students for reporting symptoms and reasons for absences.

Remote Instruction and 180 Day Requirement: Pursuant to N.J.S.A. 18A:7F-9, schools must be in session for 180 days to receive state aid. The statute requires that school facilities be provided for at least 180 days during the school year.

- Section (b) notes that where a district is required to close the schools of the district for more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive and/or recommendation by the appropriate health agency or officer to institute a public health-related closure, days of virtual or remote instruction commensurate with in-person instruction will count towards the district's 180-day requirement.
- Districts may be confronted with the incidence of COVID-19 positive cases amongst staff and/or students. If a District is required to exclude a student, group of students, a class, or multiple classes as a result of the scenarios listed above, while the school itself remains open for in-person instruction, in accordance with the NJDOE guidelines for Chapter 27 Emergency Virtual and Remote Instruction Programs to which Districts must submit annually a plan to address emergency virtual or remote instruction, the District will be prepared to offer virtual or remote instruction to those students in a manner commensurate with in-person instruction to the extent possible. This will be made on a case by case basis at the District level.
- In circumstances when the school facilities remain open and in-person instruction continues in those classrooms that are not required to quarantine, those days in session will also count towards the district's 180-day requirement in accordance with N.J.S.A. 18A:7F-9.
- Students with underlying health conditions that may make them more susceptible to or exacerbate the symptoms of COVID-19 may be eligible for home instruction per the process outlined at N.J.A.C. 6A:16-10.1 or as required by the student's Individualized Education Plan (IEP) or 504 plan.

F. Diagnostic and screening testing: All faculty, staff, and students are required to complete a COVID-19 Screening Form prior to the start of the school year

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. Though mandatory vaccinations for all NJ educators is indicated in an Executive Order, provisions will need to be considered for unvaccinated and testing periods. Vaccination is currently the leading public health prevention strategy to end the COVID-19 pandemic. Promoting vaccination can help schools safely return to in-person learning as well as extracurricular activities and sports.

Boards of Education and the Superintendent shall continually work with the local BCDOH to implement mitigation strategies when and where based on data.

H. Appropriate accommodations for children with disabilities with respect to the health and safety policies: The Director of Special Education/CST and Related Services will work with BCSSSD faculty, staff, and administrators to monitor the academic, as well as the social, emotional, and intellectual needs of all students with disabilities. Child Study Team Members, Case Managers, and other appropriate BCIT faculty and staff will monitor student progress and maintain the highest level of communication with all parents and guardians to ensure student safety and success during the 2022-2023 school year. Annual IEP Meetings and periodic progress reports will also continue to be utilized to monitor student progress and the need for intervention when applicable and as aligned to the BCIT policies and procedures for I&RS screening and services.

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.

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 LEA has posted the BCIT NJDOE Safe Reopening Plan on the district website for review and feedback from our valued community stakeholders. Continuous updates and communication to the community will be available via blackboard and through the Genesis Parent Portal. The BCIT Learning Community are invited to attend and speak at monthly Board of Education Meetings. The opportunity for public comment and discussion commenced with the opportunity listed on the Superintendent's Agenda at the September 22, 2022 Board of Education Meeting which helped with the updates to the plan. Central office administration will continue to work with all local and state organizations to ensure the most current information regarding COVID-19 health and safety practices and protocols is available to all students, families, and the community. Members of the BCIT Learning Community are also welcome to email their comments and suggestions to BCITSafereturn@burlcoschools.org which is being monitored and taken into account when doing updates to the plan.

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 by emailing BCSSSDSafereturn@burlcoschools.org. Parents with limited English proficiency may request a copy in their native language.

Resources for Students, Staff, and Families Regarding COVID-19 and Mental Health

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

988

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 Parents Burlington 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 or 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 supporting 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 support 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 support 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 the 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) support for the recovery process, 4) understanding of referral services.
- A survey will be conducted to evaluate the school culture and climate.