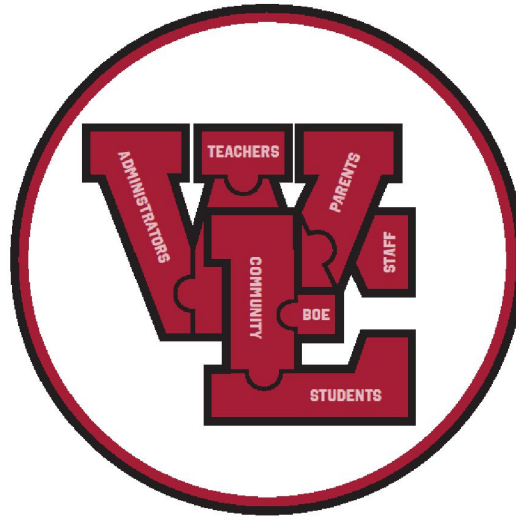


# West Essex Regional School District Reopening Plan

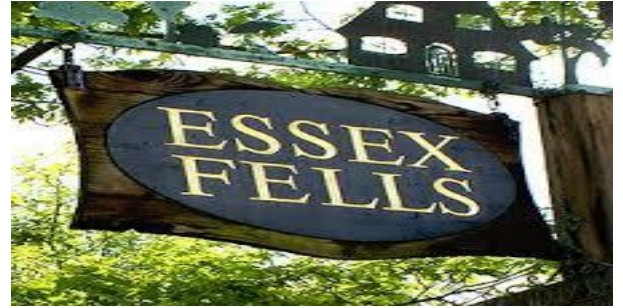
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**July 27, 2020**



# ***Health and Safety = *PRIORITY****

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# Reopening Task Force

## *65 Members*

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- Social Emotional Learning and School Climate and Culture
- Facilities
- Medical
- Building Operations
- Extra Curricular/Athletics
- Distance Learning



# Committee Members

Board of Education/Central Office			
Calderdone	Deb	Board Member	Roseland
Egan	Cindy	Board Member	Fairfield
Gupta	Ryan	Director of Curriculum	District
Kida	Melissa	Business Administrator	District
Macioci	Damion	Superintendent	District
Perrotti	Frank	Board Member	Roseland
Skelton	Jann	Board Member	North Caldwell
Straus	Kathy	Central Office	District
Wojtowicz	Mary	Board President	North Caldwell

# Committee Members

Administrators			
Aschoff	Greg	Supervisor of Math	District
Casais	Stacy	Supervisor of English	District
Diliberto	Caesar	Principal	WEHS
Donlevie	Gina	Principal	WEMS
Drago	Laura	Supervisor of World Language/Social Studies	District
Feti	Taulant	Director of Building & Grounds	District
Hoebee	Julie	Assistant Principal	WEHS
Hulse	Lisa	Director of Guidance	District
Lerner	Jason	Supervisor of Science	District
Minnella	Anthony	Athletic Director/Supervisor of Health/PE	District
Swanick	Lisa	Supervisor of Arts	District
Symmons	Tania	Director of Special Services	District
Tamburri	Lisa	Assistant Principal	WEMS
Westervelt	Kimberley	Assistant Principal	WEHS

# Committee Members

Teachers			
Cappello	Jarrold	Teacher - Special Education	WEHS
Cavallo	Toni-Ann	Teacher - Physical Education	WEHS
Colucci	Gary	Teacher - Social Studies	WEHS
Dolce	Jody	Teacher - Science	WEHS
Fabrizio	Anthony	Teacher - Music	WEHS
Faggiani	Robert	Teacher - Physical Education	WEHS
Hermosilla	Christopher	Teacher - English	WEHS
Martin	Abigail	Teacher - Social Studies	WEHS
Perez	Alicia	Teacher - English	WEHS
Plesnitzer	Bettina	Teacher - Physical Education	WEHS
Shroyer	Caitlyn	Teacher - Music	WEMS
Smith	Maria	Teacher - Math	WEMS
Sommer	Lauren	Teacher - Science	WEMS
Spinella	Catherine	Media Specialist	WEMS
Vaknin	Beth	Teacher - Social Studies	WEHS
Zuhl	Jean	Teacher - Science	WEMS

# Committee Members

Staff			
Davis	Pete	Safety Coordinator	District
Emering	Anthony	Student Assistance Counselor	WEHS
Fredo	Louise	Secretary	WEMS
Gramata	Kevin	Athletic Trainer	District
Johnson	Michael	Network Administrator/Technology	District
Kinsey	Karen	Nurse	WEHS
Logan	Denise	Nurse	WEMS
Mascola	John	Athletic Trainer	District
Riker	Michelle	Guidance	WEMS
Schlam	Dr. Everett	School Physician	District
Siragusa	Steven	Custodian	WEMS

# Committee Members

Parents			
Calise	Dr. Arthur	Parent - (Class of 2020)	Roseland
Ciardella	Kristin	Parent - (8)	Roseland
Dias	Judith	Parent - (10)	North Caldwell
Ellman-Grunther	Dr. Lisa	Parent - (12)	North Caldwell
Fauerbach	Alison	Parent - (7 & 11)	Roseland
Kolb	Amy	Parent - (7)	Essex Fells
Lombardi	Fran	Parent - (10)	Fairfield
Machin	Lorely	Parent - (7 & 11)	Fairfield
Oppen	Mindy	Parent - (7)	North Caldwell
Perez	Nidia	Parent - (11)	Fairfield
Piccoli	Julie	Parent - (9)	Essex Fells
Prince	Debbie	Parent - (11)	North Caldwell
Rich	Madeline	Parent - (8 & 11)	North Caldwell
Stewart	Eileen	Parent - (9)	Roseland
Tiegel	Steven	Parent - (7 & 11)	North Caldwell
Westbrook	Lisa	Parent - (12)	Fairfield



# Healthcare/Medical

Medical Committee & Consultants		
Calise, MD	Arthur	Emergency Medicine
Ellman-Grunther, MD	Lisa	Allergist/Immunologist
Gramata	Kevin	Athletic Trainer
Kinsey, RN	Karen	Nurse
Logan, RN	Denise	Nurse
Mascola	John	Athletic Trainer
McInerney, MD	Vincent	Team Physician/Orthopedics
Schlam, MD	Everett	School Physician/Family Medicine
Wallace	Bill	Public Health Officer

# Board of Education - Committees

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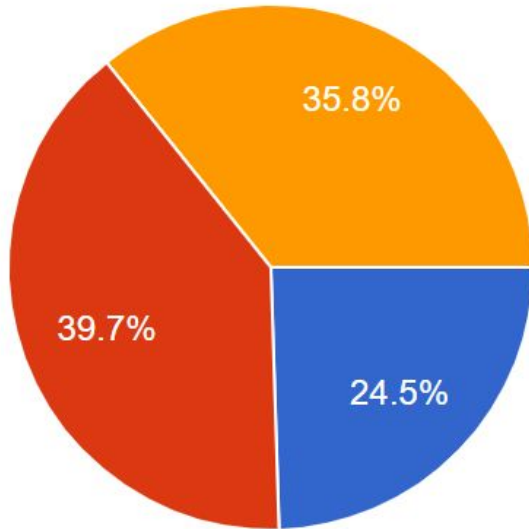
- Curriculum and Instruction - Calderone, Skelton, Stampone, & Wojtowicz
- Finance and Facilities - Egan, Rubinich, Perrotti, & Wojtowicz
- Policy - Fahey, Marcus, Rubinich, & Wojtowicz
- Safety and Security - Marcus, Perrotti, Stampone, & Wojtowicz
- Sustainability - Egan, Fahey, & Wojtowicz

# SURVEYS

If the district reopened its schools with all required health and safety measures in place, how comfortable would you be returning to school?

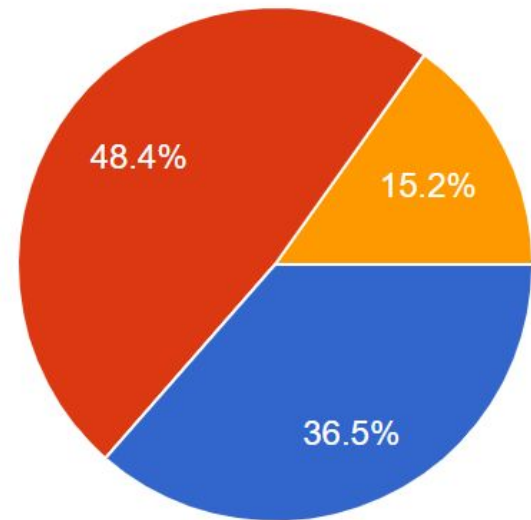
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**Staff (151 responses)**



- Very comfortable
- Somewhat comfortable
- Not comfortable

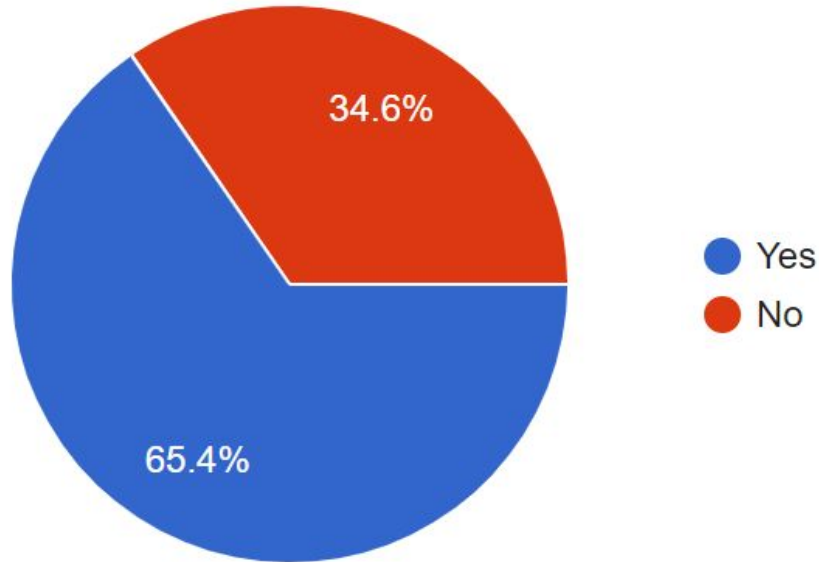
**Parents (930 responses)**



Do you plan on using school district transportation? Students will be required to wear face coverings if social distancing cannot be maintained.

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**Parents**

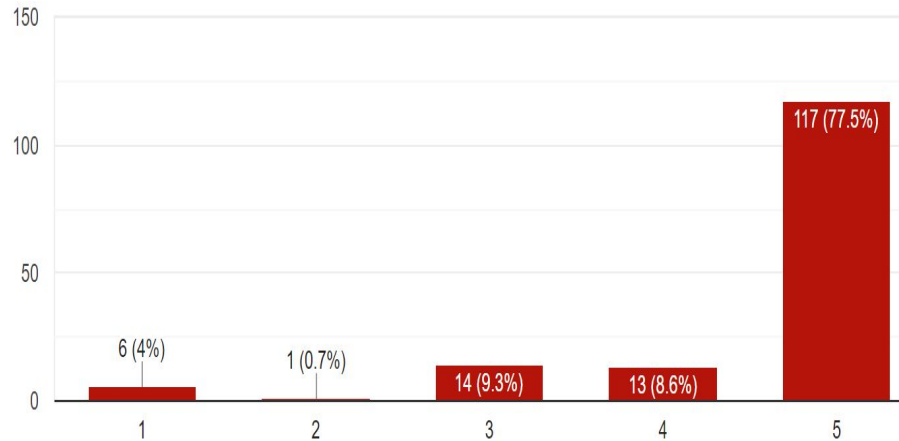


Screening is required for students and staff upon arrival to school. Indicate your level of support for daily temperature checks of all students and staff.

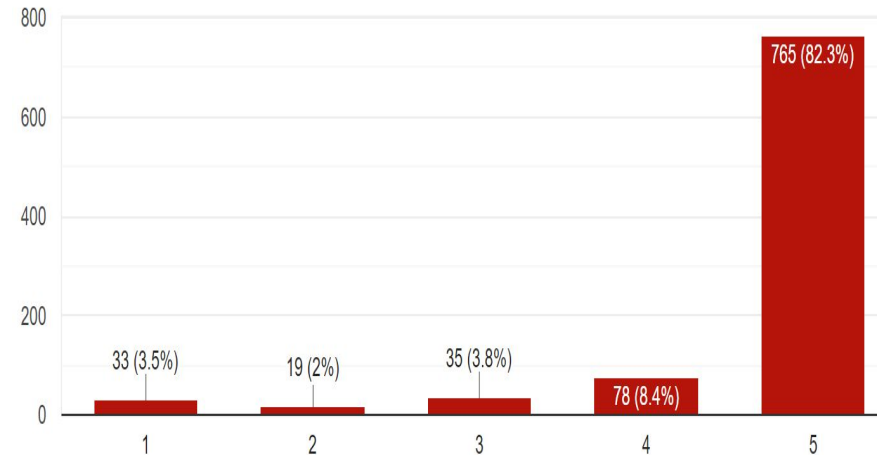
**1 - Do Not Support**      **5 - Strongly Support**

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### Staff



### Parents

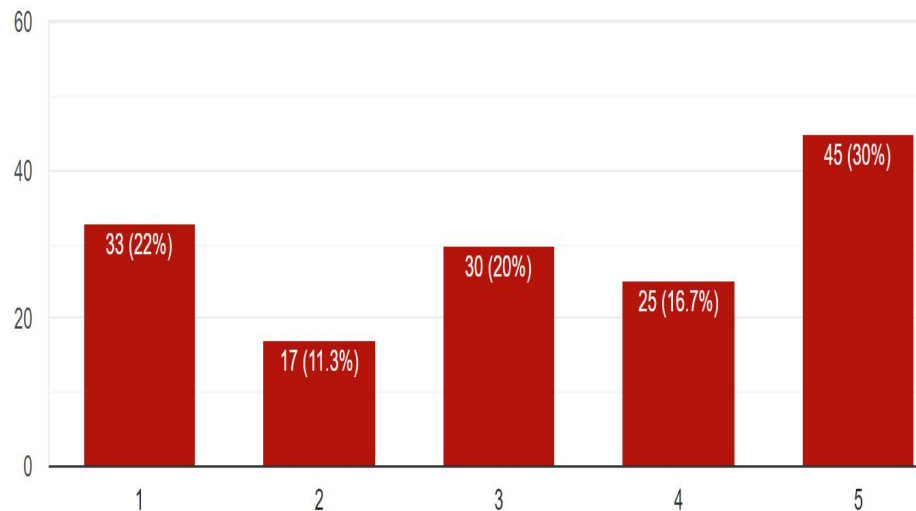


Indicate your level of support for students eating lunch in classrooms instead of cafeterias.

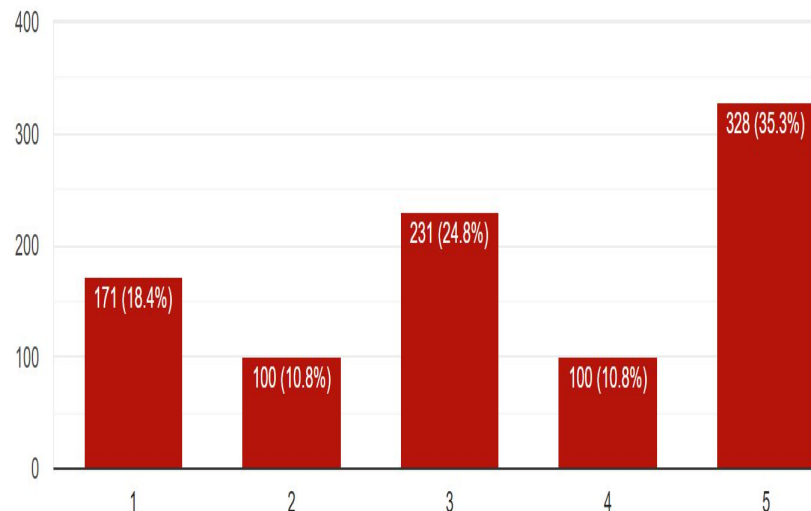
**1 - Do Not Support**      **5 - Strongly Support**

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**Staff**



**Parents**

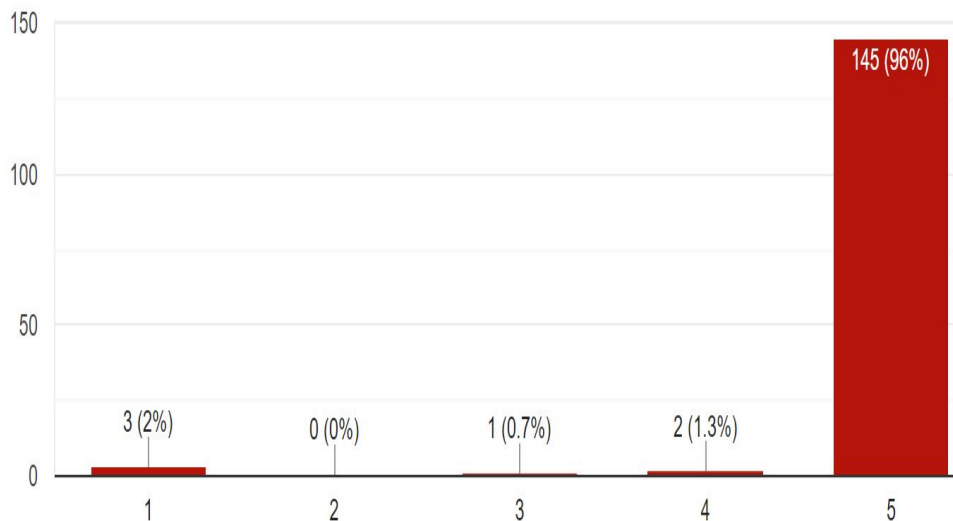


Indicate your level of support for limiting nonessential visitors access to school buildings.

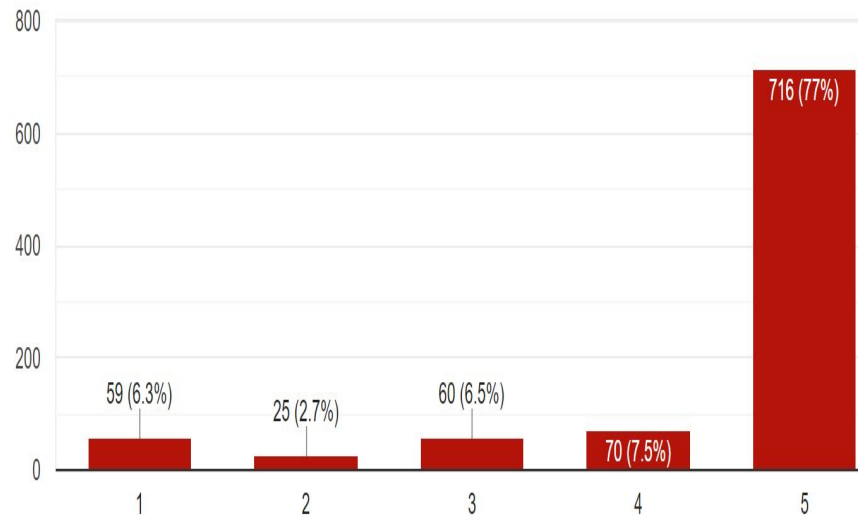
**1 - Do Not Support**

**5 - Strongly Support**

### Staff



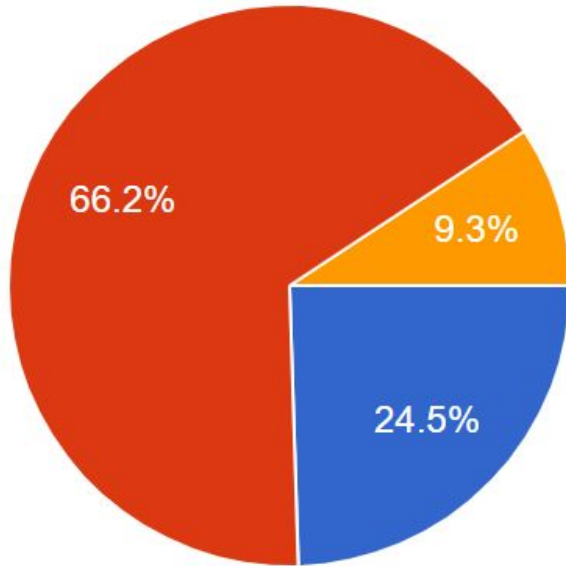
### Parents



Which of the following options would you prefer when schools reopen? All health and safety measures will be followed.

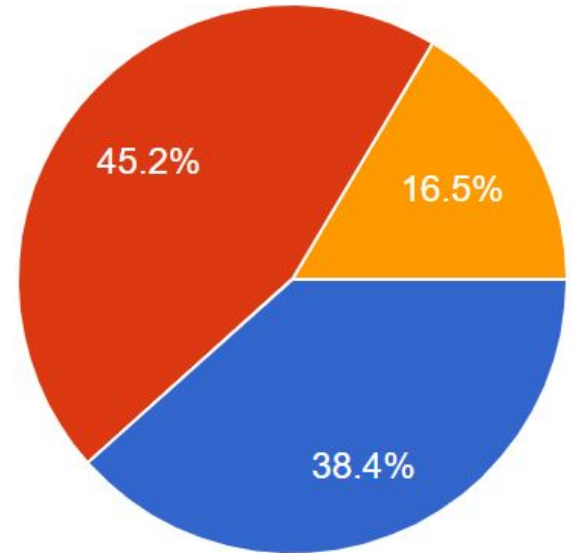
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### Staff



- I prefer in-person instruction at full student and staff capacity. (Extra safety precautions would be needed including increased usage of face coverings.)
- I prefer a hybrid approach of distance learning and in-person instruction at reduced student and staff capacity.
- N/A

### Parents



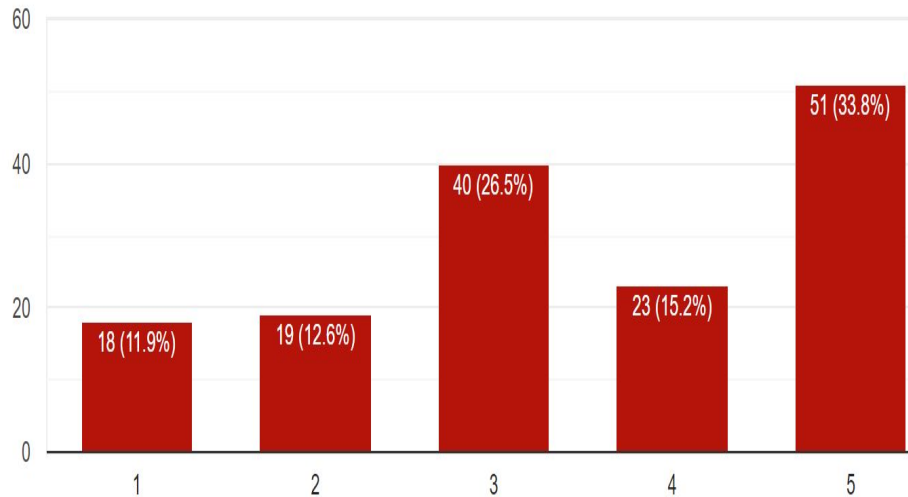


Indicate your level of support for a hybrid schedule in which a percentage of our students would attend in-person instruction on alternating days (distance learning when students are not in school).

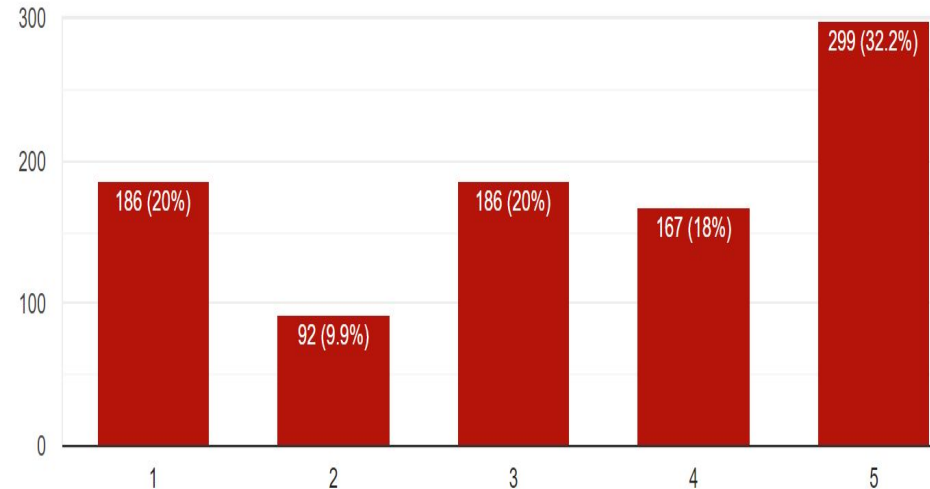
**1 - Do Not Support**      **5 - Strongly Support**

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### Staff



### Parents

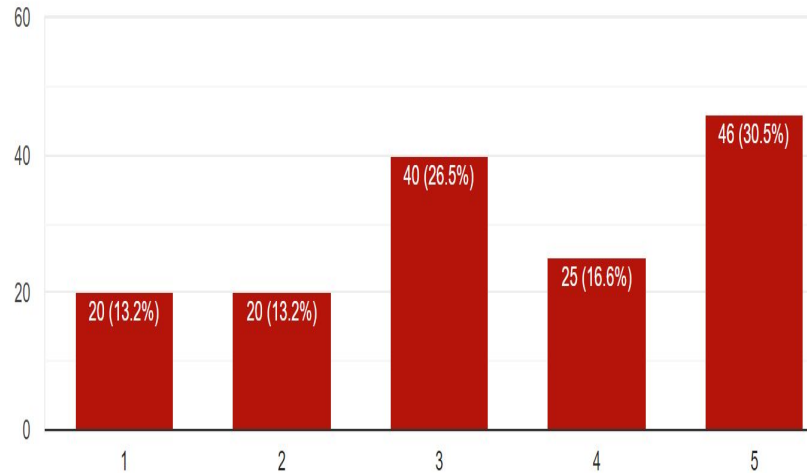


Indicate your level of support for a hybrid schedule in which a percentage of our students would attend in-person instruction on alternating weeks (distance learning when students are not in school).

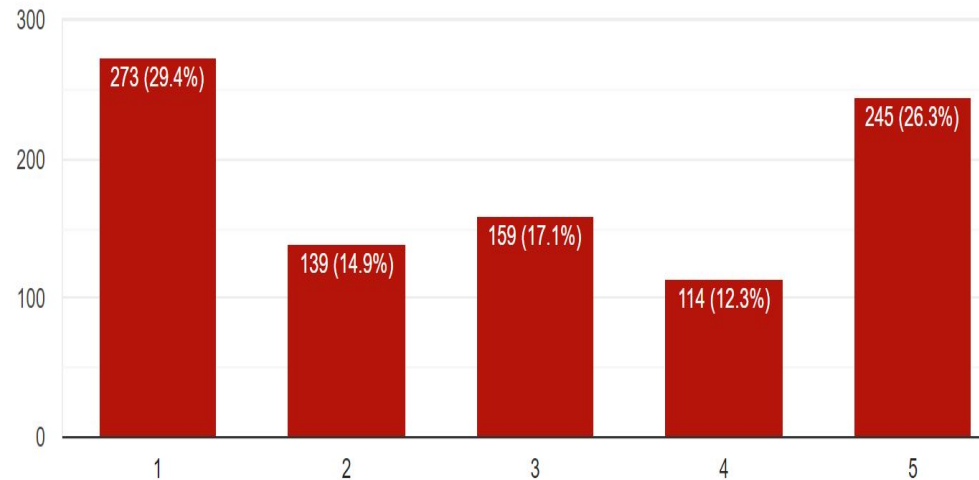
**1 - Do Not Support**      **5 - Strongly Support**

---

### Staff



### Parent



# Phased Reopening

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Our phasing plan operates on existing flexible rotating drop schedules.

Benefits of phases:

- Allows flexibility to move forward or backward in the process
- Phases based on our standard full day, all classes meet and single session schedules provide seamless transitions and continuity of instruction between all phases
- Anticipates changes in State mandates

***\*\*Full-time remote learning options will be available\*\****

## West Essex Phased Reopening Plan

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Virtual Plus Single Session Select Cohorts and Subsets	33% Capacity Single Session 3 Cohorts	33% Capacity Full Day 3 Cohorts	50% Capacity Single Session or 50% Capacity Full Day 2 Cohorts	100% Capacity
Target Date: September 2 (6 day duration)	Target Date: September 14	Target Date: October	Target Date: mid November to early December	Target Date: TBD

## PHASE 1

# Virtual Plus Select Cohorts Single Session

---

### 20.5 hours of instructional time per week with rotating single session schedule

- All teachers are live for the entire period
  - Combination of direct instruction, break out sessions (Zoom), brief individual guidance, student time on task, and other best practices.
- Teachers are in the school buildings teaching from their classrooms (technology provided).
- Select cohorts of 7th grade and 9th grade attend in-person throughout the first few days.
- Others based on need.
- Virtual attendance is required for every period for all students. All attendance policies and procedures are adhered to.
- Standard procedures for deadlines, late work, and missed work are adhered to unless there are extenuating circumstances.

## PHASE 1

# Virtual Plus Select Cohorts continued

---

- **WE Campus and school buildings are open.**
  - Counselors and case managers may set up meetings to potentially be held outside.
  - Schedules for extracurricular activities and athletics are TBD.
  - Special Services will make accommodations for individuals to come to the building.
  - Exploring the possibility of tents for outdoor meetings locations.
- All staff members will have temperature screening upon arrival.
- Faculty and staff will be available in the afternoons for extra help, meetings, professional development, etc.

# Other Benefits of Virtual Plus

---

- Provides time for teachers to plan.
- Provides time to refine the new Distance Learning Plan considering the possibility we may be forced to return to it.
- Teachers, administrators, and staff members can get comfortable with the new Distance Learning Plan and the operations of the building before introducing the hybrid schedule with increased in-person learning.
- The open campus and building provide for accommodations where necessary and appropriate socialization.

# 33% Capacity Single Session

---

## **20.5 hours of instructional time per week with rotating single session schedule**

- All students and staff will have temperature screenings.
- 33% of the student population will attend school for in-person instruction. The remaining students will remain virtual for synchronous instruction.
- The 33% population of students attending school in-person will rotate so that each of 3 cohorts is attending in-person once every 3 days.
- Curriculum and instruction will continue to move forward. In-person and virtual students will attend the same class.
- Eliminating lunch in the beginning eliminates a social distancing obstacle.



# Other Benefits of 33% Capacity Single Session

---

## Other Benefits of 33% Capacity

- Students are receiving in-person instruction.
- Students, parents, and teachers feel a forward moving process to normal, or a new normal.
- 33% is very manageable even during transition times and on buses.
- Faculty and staff will be available in the afternoons for extra help, meetings, professional development, etc.

Note: Calendar may be augmented with full day virtual.

# 33% Capacity Full Day

---

### **27.5 hours of instructional time per week**

- All students and staff will have temperature screenings.
- Introduce lunch which increases instructional time.
- Other lunch activities may resume such as music lessons, NHS Tutoring, English & Math Labs, lunch activities (adjusted for social distancing), etc.

## PHASE 3

# Other Benefits of 33% Capacity Full Day

---

- Instructional time increases 7 hours per week for the entire school population.
- Opportunities for in-person extra help and other supports.
- Provides time for socialization during lunch and lunch activities.

Note: Calendar may be augmented with full day virtual.

## PHASE 4

# 50% Capacity - Single Session or Full Day

---

**27.5 hours per week with full day standard FRD schedule (lunch)**

**20.5 hours per week with single session**

- Half of the population attends school in person
- Students attend synchronous instruction every day.
- Classrooms can still operate with 6 foot social distancing.
- Adjustments may be necessary during lunch (for full day).
- Adjustments may be necessary during transition periods.

## Other Benefits 50% Capacity

- Increasing number of students attending school for in-person instruction and supports.

# 100% Capacity

---

- Social distancing may not be possible in all classrooms with current CDC guidelines.
- Major adjustments are necessary during lunch.
- Major adjustments are necessary during transition times.

## Sample Calendar Days for September

Monday	Tuesday	Wednesday	Thursday	Friday
	1	2 All Classes Meet Single Session V+	3 A Single Session V+	4 School Closed
7 Labor Day School Closed	8 B Single Session V+	9 C Single Session V+	10 D Single Session V+	11 A Single Session V+
14 B Single Session Red Cohort	15 C Single Session Blue Cohort	16 D Single Session Green Cohort	17 A Single Session Red Cohort	18 B Single Session Blue Cohort
21 C Single Session Green Cohort	22 D Single Session Red Cohort	23 A Single Session Blue Cohort	24 B Single Session Green Cohort	25 C Single Session Red Cohort
28 Yom Kippur School Closed	29 D Single Session Blue Cohort	30 A Single Session Green Cohort		

## Sample Calendar Days for October

Monday	Tuesday	Wednesday	Thursday	Friday
			1 <b>B</b> Single Session Red Cohort	2 <b>C</b> Single Session Blue Cohort
5 <b>D</b> Single Session Green Cohort	6 <b>A</b> Single Session Red Cohort	7 All Classes Meet Full Day Virtual	8 <b>B</b> Single Session Blue Cohort	9 <b>C</b> Single Session Green Cohort
12 (½ Day PD) <b>D</b> Single Session Red Cohort	13 <b>A</b> Single Session Blue Cohort	14 All Classes Meet Full Day Virtual	15 <b>B</b> Single Session Green Cohort	16 <b>C</b> Single Session Red Cohort
19 <b>D</b> Full Day Blue Cohort	20 <b>A</b> Full Day Green Cohort	21 All Classes Meet Full Day Virtual	22 <b>B</b> Full Day Red Cohort	23 <b>C</b> Full Day Blue Cohort
26 <b>D</b> Full Day Green Cohort	27 <b>A</b> Full Day Red Cohort	28 All Classes Meet Full Day Virtual	29 <b>B</b> Full Day Blue Cohort	24 <b>A</b> Full Day Green Cohort

# Full-Time Remote Learning Options

**DOE Release Date: July 24, 2020**

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*In addition to the methods and considerations explicitly referenced in the guidance for scheduling students for in-person, remote, or hybrid learning, families/guardians may submit, and school districts shall accommodate, requests for full-time remote learning.*

- Requests may include any service or combination of services that would otherwise be delivered on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education and related services.
- A family/guardian may request that some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the district's reopening plan



# Cohort Rationale

## The Committee analyzed data to determine the best means of creating cohorts

- 3 Cohorts based on Genesis generated balanced sections to fill 33% capacity

The data showed this allowed for balanced classes & an appropriate number of students in the classroom. This also allows the district to get more students in the building and in front of their teachers.

Example:

<i>Course</i>	<i>Period</i>	<i>Total Number of Students</i>	<i>RED Cohort</i>	<i>BLUE Cohort</i>	<i>GREEN Cohort</i>
CPA Geometry	4	22	8	7	7

**\*Genesis allows the district to manipulate cohorts so we can include siblings in the same cohorts**

- 3 Cohorts based on alphabet to fill 33% capacity

The data showed this caused uneven class sizes and breaking social distancing rules

Example:

<i>Course</i>	<i>Period</i>	<i>Total Number of Students</i>	<i>RED Cohort</i>	<i>BLUE Cohort</i>	<i>GREEN Cohort</i>
CPA Geometry	4	22	2	8	12

# HS Sample Student Schedule

33% Capacity - Genesis Generated Balanced Sections Cohorts

Period	Course	Semester	Days	<i>Student Roster</i>	<i>RED Cohort</i>	<i>BLUE Cohort</i>	<i>GREEN Cohort</i>
1	CPA Pre-Calculus	FY	ABC	22	7	7	8
2	H Chemistry	FY	ABD	23	8	7	8
3	H Journalism	FY	ACD	11	4	4	3
4	AP Human Geography	FY	BCD	17	5	6	6
5	H French IV	FY	ABC	22	7	8	7
6	PE III - Health 11	Q1, Q2, Q4 Q3	ABD	28	10	9	9
7	AP Eng. Lang & Comp	FY	ACD	23	8	8	7
8	AP US History II	FY	BCD	24	7	8	9

# HS Sample Teacher Schedule

33% Capacity - Genesis Generated Balanced Sections Cohorts

Period	Course	Semester	Days	<i>Student</i>	<i>RED</i>	<i>BLUE</i>	<i>GREEN</i>
				<i>Roster</i>	<i>Cohort</i>	<i>Cohort</i>	<i>Cohort</i>
2	H Algebra II	FY	ABD	25	8	9	8
3	H Algebra II	FY	ACD	20	6	7	7
8	H Algebra II	FY	BCD	25	9	9	7
5	CPA Pre Calc	FY	ABC	22	7	7	8
7	CPA Pre Calc	FY	ACD	20	7	7	6

# MS Sample Student Schedule

33% Capacity - Genesis Generated Balanced Sections Cohorts

Period	Course	Semester	Days	<i>Student Roster</i>	<i>RED Cohort</i>	<i>BLUE Cohort</i>	<i>GREEN Cohort</i>
1	Reading 7	FY	ABC	16	4	6	5
2	Science 7	FY	ABD	20	7	5	7
3	Social Studies 7	FY	ACD	23	8	8	6
4	Math 7	FY	BCD	13	5	7	7
5	Exploratory Cycles	FY	ABC	22	7	7	8
6	English 7	FY	ABD	19	7	7	4
7	PE/Health 7	Q1, Q3, Q4 Q2	ACD	29	9	10	10
8	Italian 7	FY	BCD	24	7	8	9

# MS Sample Teacher Schedule

33% Capacity - Genesis Generated Balanced Sections Cohorts

Period	Course	Semester	Days				
				<i>Student Roster</i>	<i>RED Cohort</i>	<i>BLUE Cohort</i>	<i>GREEN Cohort</i>
1	English 7	FY	ABC	13	4	3	6
2	English 7	FY	ABD	19	6	6	7
3	English 7	FY	ACD	18	4	7	7
4	English 7	FY	BCD	17	6	5	6
8	English 7	FY	BCD	18	7	7	4

# Distance Learning

## Overview

---

- Data was collected from several rounds of surveys (staff, students, parents), discussions with other school districts, input from an 18-teacher committee prior to the end of the school year, as well collaboration with our current DLC (teachers, support staff, tech, administrators, parents, board member)
- The revised plan will show a *significant increase* in accountability and support.
- Distance learning utilizes available **technology** to provide a virtual, interactive experience that emphasizes **effective instruction** and **student growth**.

# Distance Learning

## *Technology*

---

- Enhanced infrastructure allows for synchronous instruction throughout the district.
- In-classroom setup allows for interaction with both in-person and at-home cohorts in our hybrid model.
- Zoom Pro allows for small group instruction and interactive feedback within lessons.
- GoGuardian allows teachers to monitor student Chromebooks, restrict available websites, assess student progress, and provide immediate individualized feedback.

# Distance Learning

## *Effective Instruction*

---

- Pre-assess students to identify learning gaps; adjust curriculum pacing plan as needed
- Live interactions with students every class period; maximize student engagement (audio, video, docs)
- Increased use of tech apps to facilitate instruction and monitor student progress ([GoGuardian](#), [ScreenCastify](#), [Zoom Pro](#))
- Individualized, timely feedback
- Use of alternate assessments (formative, project-based, open-ended)
- Mandatory period by period attendance



# Distance Learning

## *Student Growth*

---

- Accountability - routines and structure in place to resemble a “normal” school day, period by period attendance, academic and behavioral expectations, adherence to policies and deadlines, cameras required to be turned on to monitor and engage students (except for approved, documented circumstances)
- Support - differentiated groups, one-on-one live communication, conferences with counselors and case managers, extra help opportunities, IEP/504/I&RS meetings, parent communication, reminders, check-ins, addressing social emotional learning (SEL)

# Distance Learning

## *Within a Hybrid Model*

---

- A cohort or subset of students will attend in-person instruction while the other students tune in from home
- Students at home will receive synchronous instruction and be able to participate in live discussions and activities along with the students attending in-person.
- Students at home may receive alternative assignments during a class period so that teachers may take advantage of the in-person cohort and engage in more hands-on activities (STEM, science labs, arts).
- Attendance is mandatory whether in-person or virtual.

# General Health & Safety

---



- **General Health and Safety Guidelines** – In all stages and phases of pandemic response and recovery, schools must comply with **Center for Disease Control (CDC)**, state, and local guidelines.
- **Screening, PPE, and Response to Students and Staff Presenting Symptoms** – School districts must adopt a policy for safely and respectfully screening students and employees for symptoms of and history of exposure to COVID-19.
- **Contact Tracing** – Contact tracing is the process used to identify those who have come into contact with people who have tested positive for COVID-19. School districts should collaborate with the local health department and engage their school nurses to develop contact tracing policies and procedures.



# General Health & Safety



- School staff and visitors are **required** to wear face coverings unless doing so would inhibit the individual's health.
- Students are **required to wear face coverings** unless doing so would inhibit the student's health.
- Staff will check students for symptoms upon arrival, which will include temperature checks.
- If an individual tests positive for COVID-19, district officials must health officials, staff, and families of a confirmed case while maintaining confidentiality.

# General Health & Safety

- Reasonable accommodations should be provided for individuals that the CDC—identifies as having a higher risk for severe illness from COVID-19, and individuals with disabilities or serious underlying medical conditions, which may include:
  - Chronic lung disease or asthma (moderate to severe)
  - Serious heart conditions
  - Immunocompromised
  - Severe obesity (body mass index, or BMI, of 30 or higher)
  - Diabetes
  - Chronic kidney disease undergoing dialysis
  - Liver disease
  - Medically fragile students with Individualized Education Programs (IEPs)
  - Students with complex disabilities with Individualized Education Programs (IEPs)
  - Students who require accommodations under a 504 Plan

# Education

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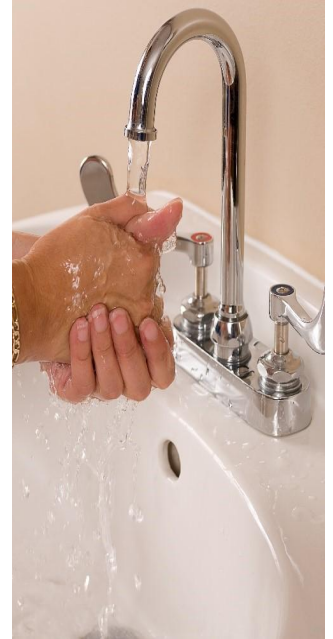


## CDC - Face Covering Tutorial

<https://www.youtube.com/watch?v=dy9TzRwVWoA>

## CDC - What You Need to Know About Handwashing

<https://www.youtube.com/watch?v=UTNi1oEQjZc>



# Facilities

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- Average classroom size is 750-800 sq ft.
- All student desks will be a minimum of 6 feet apart
- Taped boxes will be on floors to ensure desks are in the proper places after the rooms are cleaned
- Teacher's desk/table will be in the front of the room with a technology setup and a barrier
- Air filters are maintained and changed on a scheduled basis
- Every classroom will have their windows opened approximately 3 inches to ensure outside air flow
- Hand sanitizer stations:
  - One in every classroom mounted on wall by entrance
  - We will have them mounted by all entrances and exits to schools; bathrooms and lunchrooms
- All offices will also have barriers to ensure proper measures are in place when interacting with students and staff
- Floor signs will be put in common areas where students line up for check-in, visiting offices, etc.
- Hallways will have tape on the floor to divide traffic into one way lanes
- Wall signs will be around all hallways, bathrooms and high traffic areas
- Looking into alternative spaces with outdoor tents

# Facilities

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## Classroom Examples





# Facilities





## WEST ESSEX REGIONAL KNIGHTS

### SOCIAL DISTANCING DECALS



Please keep in mind that the health and safety of our employees, students and those around us is our top priority, which is why we are continuing to adhere to all COVID-19 workplace regulations and guidelines from local and national government authorities.



**ROOM  
CAPACITY  
LIMIT**



**NOTICE**  
**OUR  
KNIGHTS  
PRACTICE  
SOCIAL  
DISTANCING  
6 FEET**



**STOP KNIGHTS STOP**  
**DID YOU WASH YOUR HANDS?**  
WASH YOUR HANDS WITH SOAP AND WATER FOR **AT LEAST 20 SECONDS** TO REDUCE THE SPREAD OF INFECTIOUS DISEASE  
**CLEAN HANDS SAVE LIVES**

#### NON-SLIP REMOVABLE VINYL DECALS

Our 7mm Non-Slip Removable Vinyl Decal is a great solution for your floors, walls, and windows. This material can be easily installed on a variety of interior and exterior surfaces, while being easily removed with minimal damage. It works on tile, wood, metal, concrete, commercial carpet and painted surfaces. It is ideal for wall and floor graphics, painted cinderblock, locker rooms, break areas and entryways within your facilities.

- Easy to Self-Install
- Clean Only with Non-Abrasive and Non-Solvent Solutions
- Last 6-12 months depending on local conditions


Size	CIRCLES		RECTANGLES				ARROWS
	12	16	10 X 14	12 X 18	18 X 24	36 X 24	18 X 6.5
Qty per sheet	32	18	27	14	10	6	40
per design							



WEST ESSEX REGIONAL KNIGHTS  
**ONE WAY**



WEST ESSEX REGIONAL KNIGHTS  
**ONE WAY**



**PLEASE STAND HERE**  
PRACTICE SOCIAL DISTANCING



**FACE COVERINGS REQUIRED**  
WEST ESSEX REGIONAL KNIGHTS

**Brian Patti**  
brian@bsnsports.com  
(508) 533-3676

# Facilities

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## Cleaning & Disinfecting Procedures

- Develop a schedule for increased, routine cleaning and disinfection included in the district's policy
  - Purchased more Victory Handheld Sprayers and Backpack Sprayers as well as disinfectant solution to spray classrooms and hallways every night
  - All desks, chairs, knobs, handrails, etc. will be cleaned thoroughly each night
  - Bathroom cleaning- will limit the number of bathrooms open and will clean them on a rotational basis every hour
- Cleaning classrooms between each class:
  - Gloves and disinfectant wipes will be available in each classroom for student use

# Social Emotional Learning

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The process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions ([CASEL](#)).

## 5 Main Competencies

Self-Awareness

Self-Management

Social Awareness

Relationship Skills

Responsible Decision-Making

# SEL - Staff Focus

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- Educator Wellness
- Professional Development
  - First Days Back
  - Ongoing PD opportunities
  - Sharing of best practices
- Trauma Informed Care
  - Internal protocols - Tiered levels of support
- Integration of SEL components into classes

# SEL- Student Focus

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- Transition Plan
  - Incoming 7th graders to MS
  - Incoming Freshman to HS, New Students
  - All students returning to the building
- On-going student support
  - Clubs, Peer leaders, MS Student Council
  - Group counseling, social skills, and peer interaction
  - Individual counseling
- Communication
  - Connecting with all students - Universal Screening
  - Outreach - Videos, Instagram, Resources on Re-opening Website

# SCHOOL CLIMATE - GOALS

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- Recognize students' cultural backgrounds
- Diversify the curriculum
- Create an inclusive community

# SCHOOL CLIMATE

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- Provide resources (e.g., SEL, social justice) for the school community
- Implement a social justice committee at the MS
- Implement initiatives aligned with creating an inclusive community led by the multicultural club at the HS
- Provide professional development to the staff on culturally responsive teaching
- Listen to the needs of the students, staff, and community (data collection)
- Communicate information on a regular basis (data reporting and program progress)

# Extracurricular/Athletics

## Considerations for after school activities

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- ☐ Academic Clubs
- ☐ Athletics
- ☐ Fine & Performing Arts
- ☐ Honor Societies
- ☐ School Publications
- ☐ Service-Based Clubs



# For Questions or Concerns

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## *Frequently Asked Questions*

<https://www.westex.org/cms/One.aspx?portalId=586274&pageId=30685285>