



Reopening 2020-2021

Update to the School Board

Dr. Lloyd Gardner, Chief of Staff and Strategic Planning
June 23, 2020

Desired Outcomes

By the end of this session, Board members will have. . . .

- A deeper understanding of our school community inputs
- An understanding of the ways in which we are enhancing our cleaning, disinfecting, and sanitizing processes
- An outline of the behavioral health supports being planned for students and staff
- Updates around key human resources decisions



Understanding our School Community Input

Board Advisory Council Sessions

Dr. Lloyd Gardner, Chief of Staff and Strategic Planning

Beth Hodge, Senior Director, Innovative and Strategic Initiatives

Unpacking the Board Advisory Councils (BACs)

What themes arose in your Board Advisory Council sessions?



Planning Considerations

Maintenance and Operations

James Crook, Director, Custodial Services

Nate Slavik, Director, Energy and Physical Plant

Guiding Principles

- Our attention is going to be on **cleaning and disinfecting** our schools - in classroom spaces and other high touch areas
- We are going to implement **processes and protocols** in accordance that meet the health standards and requirements.
- We will be addressing the **frequency and timing** of cleaning and disinfecting during the instructional day and after school hours in preparation for the next day.

Product Criteria

- Meets CDC health guidelines and requirements
- EPA-approved disinfectant for SARS-CoV-2, the virus that causes COVID-19
- Kills HIV-1, Influenza Type A, MRSA and other pathogens

Cleaning and Disinfecting Protocols

- Current cleaning and disinfecting protocols continue to be reviewed and enhanced in terms of **frequency and intensity**
- **Multiple times** a day, protocols include, but are not limited to:
 - Sweeping, dust mopping and spot mopping hallways, steps and stair landings, as well as cafeteria
 - Cleaning and disinfecting hall water fountains
 - Cleaning and disinfecting bathroom floors, sinks, toilets, urinals, and stall handles; monitoring hand sanitizer, soap, and paper products
 - Wiping and disinfecting touch points in halls, common areas and classrooms, if accessible
 - Washing windows and walls

Extended Scope of Work

In addition to the protocols highlighted, Maintenance and Operations will be working with:

- Human Resources
- Health Guidelines Steering Committee
- Child Nutrition Services
- Transportation
- Technology

Response to Suspected, Presumptive, or Confirmed Case

Maintenance, in collaboration with other Central Services departments and school-based personnel, will follow the DHHS and CDC guidelines in formulating our response to a suspected, presumptive, or confirmed case.

Questions and Considerations

What questions do you have?

Are there other factors that you would like for us to consider as we develop plans?



Planning Considerations

Behavioral Health

Paul Koh, Assistant Superintendent, Student Support Services

Transition back to school

“Local education agencies and individual schools planning for students and staff to return following COVID-19 closures must prioritize efforts to address **social and emotional learning** and **mental and behavioral health** needs. Equally important is ensuring staff feel their physical and mental health needs are supported. Districts should ensure all policies or recommendations are culturally sensitive and ensure equity and access for all youth.”

School Reentry Considerations (American School Counselor Association and National Association of School Psychologists)

Behavioral Health

- Social Emotional Learning (SEL)
- Behavior
- Mental Health

Social Emotional Learning

Social Emotional Learning (SEL) - is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (***Collaborative for Academic, Social and Emotional Learning, CASEL***).

Behavior

Behavior - The foundation for implementing behavior support is defining, teaching, and supporting appropriate student behaviors in classroom and non-classroom settings. With a focus on desired behaviors, schools hope to prevent negative behaviors as much as possible and form ways to help students who may struggle with behavior. Behaviors are specific, observable, and measurable. **(WCPSS)**

Mental Health

Mental Health - Good mental health is critical to children's success in school and life. Research demonstrates that students who receive social–emotional and mental health support achieve better academically. School climate, classroom behavior, on-task learning, and students' sense of connectedness and well-being all improve as well. Mental health is not simply the absence of mental illness but also encompasses social, emotional, and behavioral health and the ability to cope with life's challenges *(National Association of School Psychologists, NASP)*.

Behavioral Health Steering Committee Intent

Develop a systematic support structure of behavioral health for staff, family and students as they return to school in the fall post-COVID.

Steering Committee Desired Outcomes

1. Understanding of stakeholders' perspectives related to behavioral health
2. Communication plan tailored to various stakeholders
3. Comprehensive plan for addressing adult behavioral health needs for reopening
4. Tiered professional learning plan
5. Community partnerships to support student and adult needs
6. Discipline policies for the 2020-2021 school year for in-person and remote learning
7. Needs assessment guidance through the use of data

Action Plans in Progress

Each of the desired outcomes is a subcommittee led by our steering committee members

- Development of guidance by June 30, 2020
 - explicit guidance for face-to-face and fully online school environments
- Alignment with multi-tiered instructional steering committee for consistency with schedules and learning environments
- Finalize guidance subcommittee and steering committee stakeholders for approvals with Reopening Core Team

Behavioral Health Steering Committee Membership

- Student Support Services
- Area Superintendents
- Academics
- Special Education Services
- Office of Professional Learning
- Communications
- Student Due Process

Subcommittee Membership

Central Services

- Office of Early Learning
- Title I Office
- Intervention Services
- MTSS Coaches
- Office of Equity Affairs
- Student Due Process
- Data Research & Accountability
- School Psychologists
- Special Assistants to Area Superintendents
- Social Workers
- Alternative Education

School Based

- Students
- Parents
- Teachers - elementary, middle, high school
- Principals - elementary, middle, high school
- Counselors

Community Partners

- Alliance Health, Hope Services, Sigma Health, YouThrive

Example - Core Behavioral Health



Core Behavioral Health in Reopening

Purpose: Supporting students with transition into the school year, building relations, and teaching behavior and health safety expectations in the return to school increases the likelihood that students will have a positive start to the school year and lead to improved student outcomes.

Behavioral Health includes social emotional learning, behavior support, mental health, and student well-being defined in consideration of academic and social emotional instruction.

Note: An important first step to supporting students behavioral health in the reopening of schools is to support and teach skills in validation: acknowledging that everyone has had a different experience during the time away from the school building. Validate that some are disappointed, some had fun, some are grieving, some are exhausted from added responsibilities at home, some are scared, etc. ([ASCA, NASP 2020](#))

First Week	Ongoing	Resources
Planning		
Transition		
Building and Establishing Relationships		
Teaching & Supporting Behavior Expectations		
Teaching Social Emotional Skills		
Supplemental & Intensive Interventions		



Behavioral Health Instructional Practices in Remote Learning

Purpose: Implement behavioral health instructional practices to increase the success of remote learning. Behavioral Health includes social emotional learning, behavior support, mental health, and student well-being.



See also: [Essentials for Teaching Online](#)
[Expectations and Guidelines for Remote Learning](#)

Behavioral Health Best Practices	Behavioral Health Instructional Practices in Remote Learning
Focus on personal relationship building	<p>Prioritize Connection Student engagement and personal relationship building is key.</p> <p>Icebreakers Use check-ins and online icebreaker activities to engage students at the beginning of a Google Meet call or through a Canvas Discussion board each week.</p>
Establish a respectful environment for a diverse population of students	<p>Norms Engage students in setting norms and expectations for online discussions and collaboration.</p> <p>Google Meet Host regular class or small group meetings via Google Meet. See Best Practices for Video Meetings and the Google Meet Quick Start Guides for Staff and Students.</p>
Define and develop clear and consistent behavior expectations, classroom routines and procedures for activities and transitions	<p>Virtual Classroom Expectations Work with your PLT to create a remote learning matrix using your schoolwide or classroom behavior expectations.</p> <p>Consider online-specific behaviors that need to be taught. For example, use of video, audio, and chat. Teach technology & behavior explicitly as a lesson.</p>

[Document Link](#)

Example - CASEL 3 Signature Practices

SOCIAL AND EMOTIONAL LEARNING
3 SIGNATURE PRACTICES PLAYBOOK
A TOOL THAT SUPPORTS SYSTEMIC SOCIAL AND EMOTIONAL LEARNING



Welcoming/Inclusion Activities

Welcoming Inclusion Activities are [brief, interactive experiences](#) that bring the voice of every participant into the room, making a connection to one another and/or to the work ahead, with each perspective-laden, culturally-rich voice being heard, respected and learned from. The more we fully share ourselves and are fully received and understood by others, the stronger and safer our learning environments become. Growing knowledge of and appreciation for our groups help ensure that we will provide opportunities to welcome people in the ways they need and want to be included.



Psychologist Barbara Fiese explains that *routines* are a way of communicating “this is what needs to be done,” while *rituals* symbolically communicate the idea that “this is who we are” as a group, providing continuity in meaning across time.

Welcoming Routines include a well-taught system of actions or series of tasks that contribute to an expected rhythm that starts an event. This might be a list of pictures and/or written directions near the door of an elementary classroom, or a “Do Now” on the board for secondary students that spells out expectations upon arrival. Students and adults who enter can see at a glance exactly how to get engaged. Practicing these steps, as you do with other classroom routines, is an investment in creating a calm, orderly space in which learners move with confidence and agency.

Welcoming Rituals are a special subset—a routine imbued with special meaning. An example is how the U.S. Supreme Court justices begin their work days by each shaking every other justice’s hand. This carries symbolism, making a public statement that despite strongly held differences of opinion that will be expressed during this work session, they are all civil members of the group, able to maintain personal connections across lines of difference. Examples of welcoming rituals in a classroom include a [warm, consistent greeting of every student at the door](#).

SEL 3 SIGNATURE PRACTICES PLAYBOOK 2019 10

SOCIAL AND EMOTIONAL LEARNING
3 SIGNATURE PRACTICES PLAYBOOK
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Engaging Strategies

Including [Brain Breaks](#) and Transition Techniques

Engaging strategies are inherently infused with SEL, vary in complexity, include reflection and processing time, and consist of sequential steps that are facilitated to support learning individually (like the use of “[turn-to-your-partner](#)”) and collectively (for example, “[Socratic Seminar](#)” and “[Jigsaw](#)”). The goal is being in tune with and responsive to neurological, biological, and social and emotional needs!



Since SEL skills are integral to engaging strategies, it’s critical that as educators we make SEL explicit. Being aware of the skills we’re developing and how they impact learning will support learners in being ready and able to intentionally engage in SEL-integrated instruction. It is important to provide a balance of interactive and reflective experiences to meet the needs of all learners, and to meet the leader’s needs in helping to bring the group’s energy up or down, as the moment dictates.

Brain breaks provide vital opportunities for anchoring learning, regaining focus, and enhancing creativity. [Bill McBride](#) writes about the need for embedding brief and relevant experiences that engage participants emotionally throughout content delivery, to better ensure that concepts transfer into long-term memory. Offering [opportunities to be up and moving](#) helps keep brains refreshed and open to learning. Timing and design of brain breaks tie directly to the on-going experiences. If a particular class period or meeting is mainly lecture / directed input, schedule specific brain breaks to digest material and provide sense-making opportunities. When the room is more autonomously centered, breaks may be available in an authentically personalized way, in keeping with the individual flow of learning and doing.

Transition techniques, including routines (“*Five-minute heads up before we...*”) and rituals (singing “*It’s time to put the toys away so we can play another day...*”), foreshadow shifts within a class period or school day. These are helpful techniques for all people and are absolutely essential for some, including [those with processing challenges](#) or for whom traumatic events have impacted their social and learning experiences.

SEL 3 SIGNATURE PRACTICES PLAYBOOK 2019 19

SOCIAL AND EMOTIONAL LEARNING
3 SIGNATURE PRACTICES PLAYBOOK
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Optimistic Closure

Close each experience in an intentional way. An **OPTIMISTIC CLOSURE** is not necessarily a “cheery ending,” but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward thinking.

Optimistic Closures may be reflective about the learning, help identify next steps, or make connections to one’s own work. Since our learning and our work are always a part of an on-going journey, these experiences bring a moment of pause, of collection, of reflection, to help anchor learning and build anticipation for the efforts to come.

What’s important is that each engagement, class period, or school day ends in a thoughtfully planned and meaningful way, helping everyone leave with appreciation and energy, looking forward to connecting again.

SEL 3 SIGNATURE PRACTICES PLAYBOOK 2019 36

[Link to CASEL SEL 3 Signature Practices](#)

Example - Behavioral Health and Mental Health Services



Behavioral Health-Mental Health Services in Reopening



Purpose: Provide clarity for behavioral health and mental health supports available to students and families beyond core needs.

Note:

Resource	Process
SSS PLT	
Alliance Referrals	
Individual & Group Counseling Support	
School-Based Mental Health Services	
Communication	

Example - Adult Social-Emotional Learning and Behavioral Health Supports

WCPSS Adult Social & Emotional Learning (SEL) & Behavioral Health Supports

Desired Outcome & Purpose of this Document:

- A comprehensive professional learning plan to address staff behavioral health (social emotional learning, mental health, and crisis) needs prior to the first days of school that incorporates support for the remainder of the school year.

[Professional Learning & Resources Plan](#) (Social & Emotional Learning)

[Employee Assistance Program \(EAP\)](#) (Mental Health & Crisis Support)

Definition: Social & Emotional Learning (SEL) is the process through which children **and adults** acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Rationale: To fully implement schoolwide SEL, it's important for schools and districts to **support staff in cultivating their own social and emotional competence** while developing their ability to support SEL in their peers and students. By **engaging in their own social and emotional learning**, individuals enhance their own **efficacy** and **job satisfaction** while creating models for students' SEL (Elias et al. in press; Jones & Weissbourd, 2013).

Studies have found that adults who can recognize, understand, label, express, and regulate their own emotions:

- More effectively teach and model social emotional competence for their students (Brackett et al., 2008).
- Build and maintain stronger relationships with their students (Jennings & Greenberg, 2009), which leads to improved classroom management (Durlak et al., 2011) and fewer discipline problems (Marzano & Marzano, 2003).
- Demonstrate higher levels of patience and empathy, encourage healthy communication, and create safe learning environments (Brackett et al., 2008).
- Are less likely to report burnout (Brackett et al., 2010) and have higher levels of relational trust with their peers at work (Bryk & Schneider, 2002), which lays a foundation for productive collaboration.
- Positively contribute to the school's overall climate (DiPaola & Tschannen-Moran, 2001).

Professional Learning & Resources Plan

Adult Social & Emotional Learning (SEL) Overview

- Learn:
 - WakeLeans Course #: [11733](#)
 - [Strengthening Adult SEL: Overview Slides](#)
- Take: [Adult SEL Self-Assessment](#)
- Reflect: on perceived strengths & weaknesses
- Act: register for and participate in relevant Professional Learning in WakeLeans (instructor lead webinars or self-paced online)

Self-Awareness	ISEI Toolkit & Strategies	Other Resources	Other WCPSS Courses
WakeLeans Course #: 12533 Strengthening Adult SEL: Self-Awareness Slides			
Emotional Self-Awareness I am able to identify, recognize, and name my emotions in the moment. I recognize the relationship between my feelings and my reactions to people and situations.	<ul style="list-style-type: none"> Emotion Action Journal (p.6-17) Emotion Action Journal (p.6-17) 		Community Resiliency Model Awareness Training Crucial Conversations
Accurate Self Perception I know and am realistic about my strengths and limitations. I encourage others to tell me how my actions have affected them.	<ul style="list-style-type: none"> StrengthsFinder 2.0 Assessment Johari Window (p. 20) Identify Strengths (p. 21-23) Seeking Feedback (p. 23) 	Strengths Finder 2.0, Tom Rath Now Discover Your Strengths, Marcus Buckingham and Donald O. Clifton. Insight, Tasha Eurich	

Questions and Considerations

What questions do you have?

Are there other factors that you would like for us to consider as we develop plans?



Planning Considerations

Human Resources

AJ Mutillo, Assistant Superintendent, Human Resources

Human Resources Steering Committee - Desired Outcomes



A plan for staffing for schools under reopening plans A, B and C.



A plan for determining student membership with the uncertainty of students physically attending school.



A plan for staffing to support a fully online learning option.

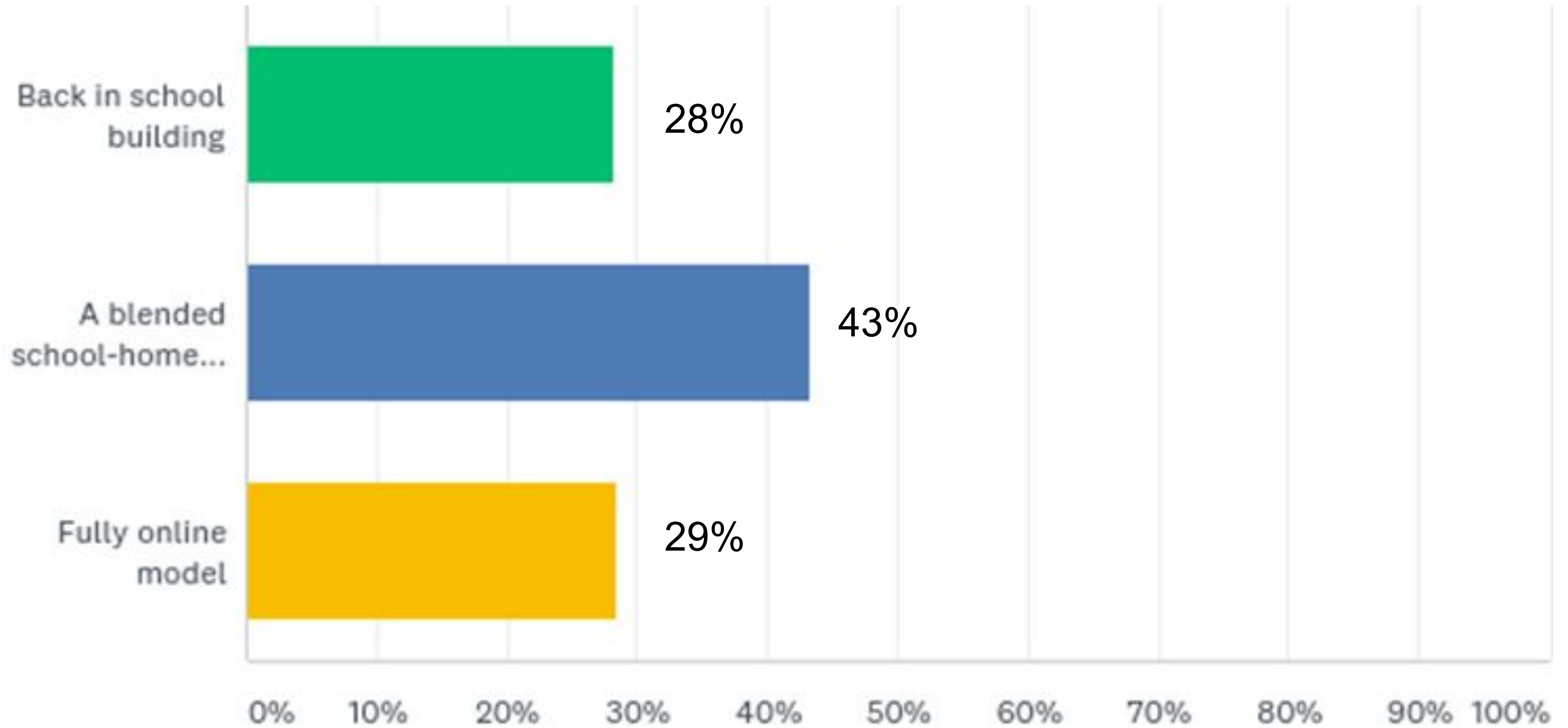


A plan to support employee wellness and morale.

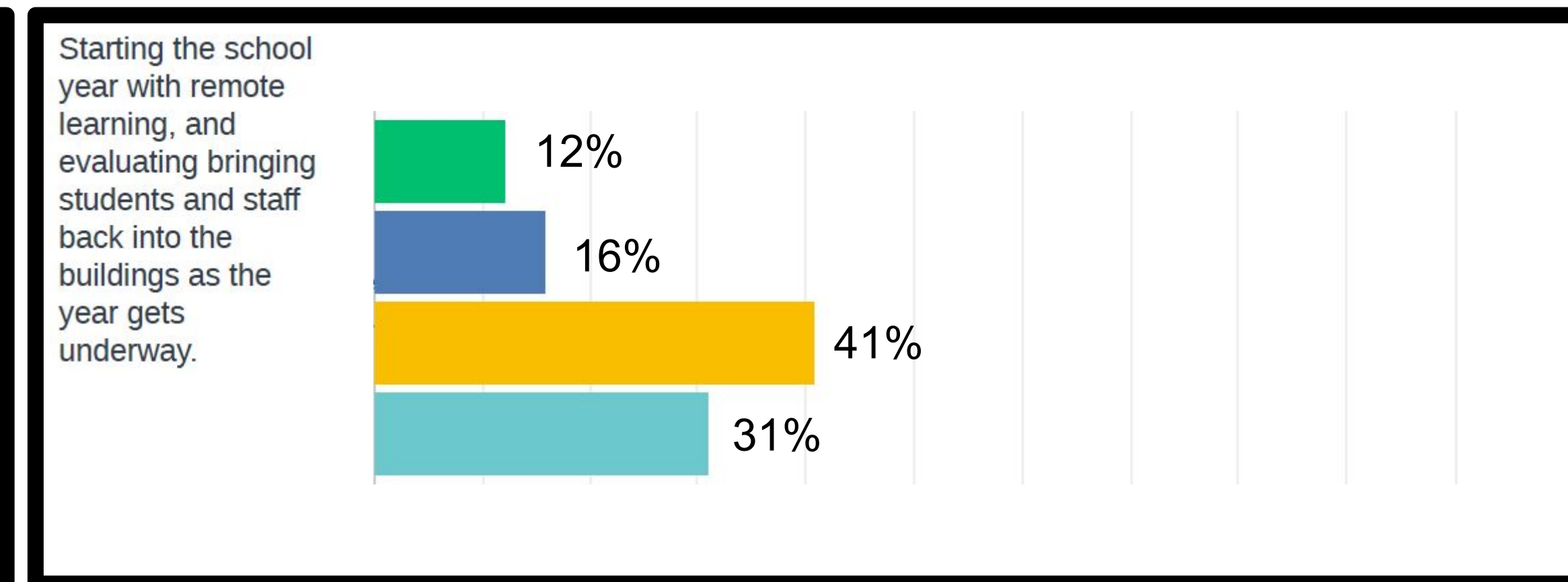
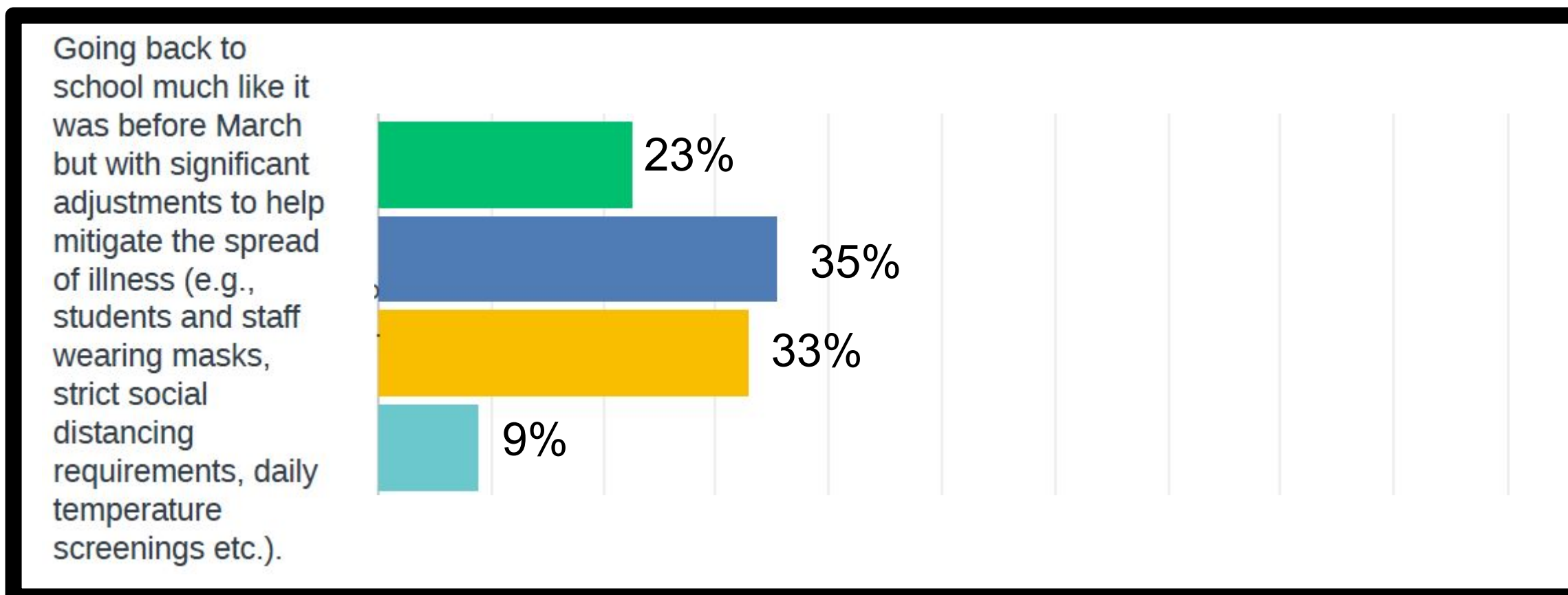
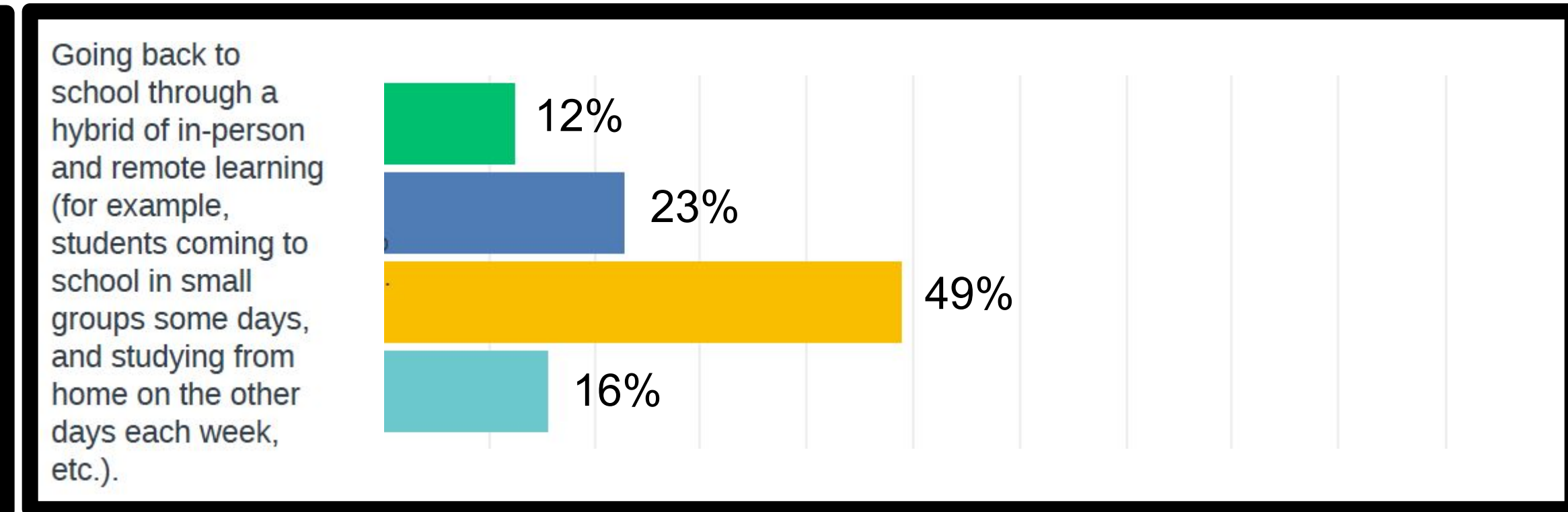
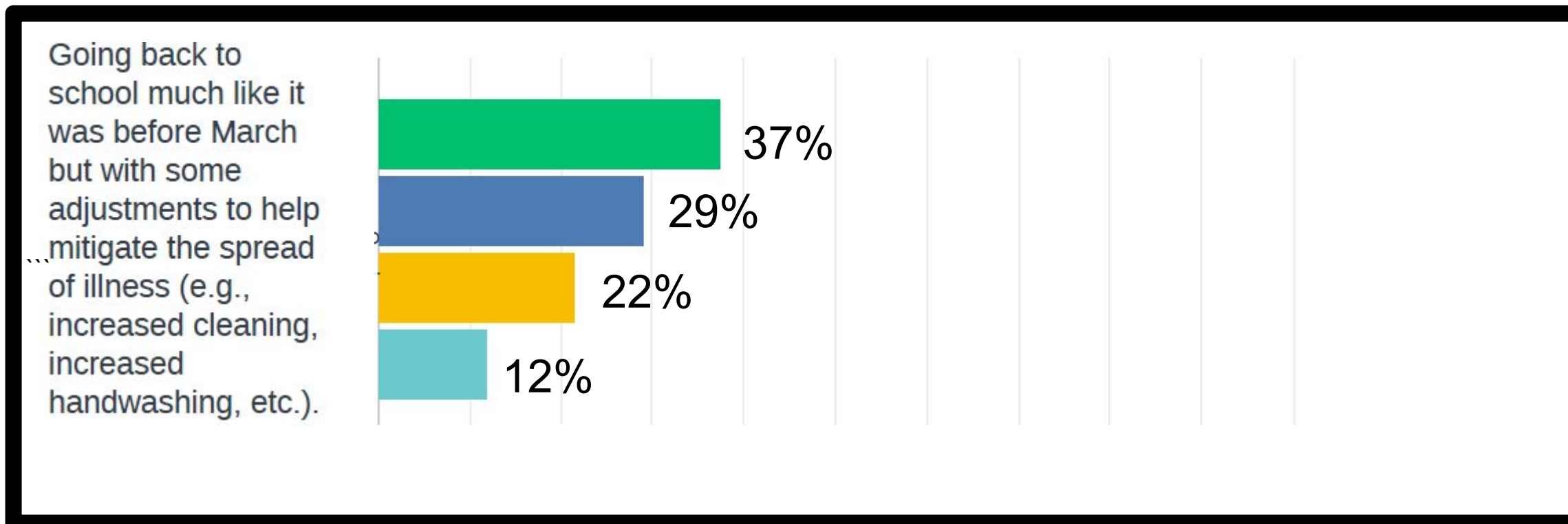


A plan to operationalize COVID-19-related HR policies and processes.

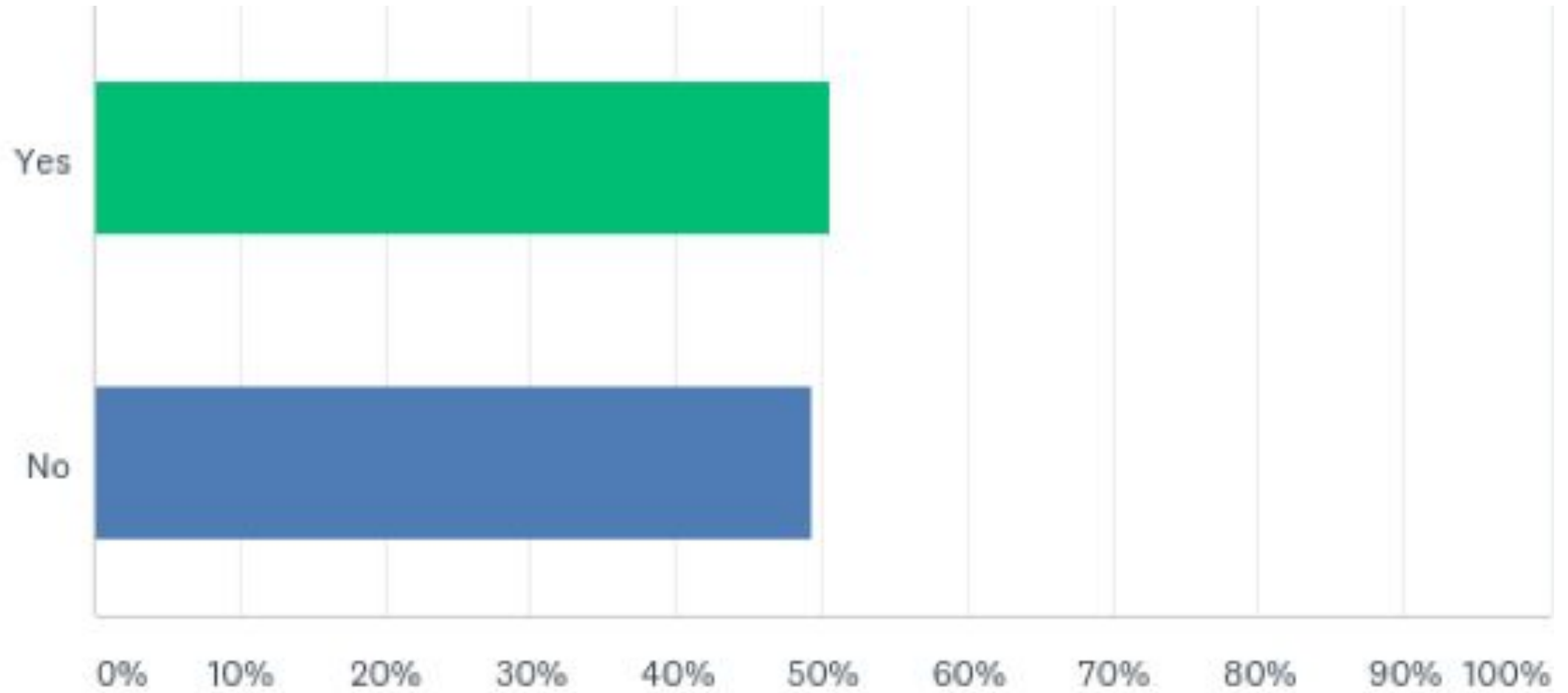
If you could choose the learning model for your school next year...



How comfortable would you be with the following scenarios?



Are you or someone you live with or care for at high risk for COVID-19 due to age, underlying health conditions, etc.?



Staffing Plans for Schools Under Plans A, B, and C

- Develop COVID-19 accommodations request process for high-risk employees.
- Support schools in handling additional responsibilities related to health screenings.
- Define of roles/responsibilities for employee groups (i.e. adjustment in responsibilities of Instructional Assistants during remote learning).
- Utilize subs to address additional staffing needs, including staff absences related to COVID-19.

Staffing Plan for Online Learning Option

- Partner with Academics, OPL, Tech Services and existing online schools to identify employee qualifications, responsibilities and training.
- Develop process for current employees to request assignment to support WCPSS Virtual Academy.
- Identify and address additional staffing needs related to WCPSS Virtual Academy.
- Identify appropriate structure in terms of school code, allotments, and budget.

Plan to Operationalize COVID-19-Related HR Policies

- Develop new guidance to outline the following:
 - COVID-19-related leave policies and processes;
 - Teleworking policies and processes; and
 - Procedures for HR and support staff who record, key and process leave and accommodation requests.
- Partner with Communications in sharing guidance with employees.

Plan to Determine Student Membership

- Advocate for flexibility in how we “count” students.
- Work with Academics to determine if/how fully online learning option will impact school ADM.
- Respond to state-level policy changes in how students will be counted.

Plan to Support Employee Wellness and Morale

- Support employees who have childcare or elder care needs.
- Support employees who are caring for someone who is high risk.
- Ensure employees have access to wellness and stress management resources offered through Employee Assistance Program.
- Support morale through employee appreciation and recognition efforts.

2020-21 Hiring Update

- Digitizing of personnel files and implementation of virtual employee orientation ensured hiring has continued without interruption.
- All staffing plans from schools have been reviewed and processed.
- Currently focusing on reviewing/processing new hires.
- Hiring Statistics for 2020-21 (employees new assignment start date of July 1 or later):
 - New Hires: 663
 - Rehires: 940
 - Total: 1,603

Next Steps

- Finalize and share policy and process guidance.
- Finalize and share plans for staffing schools under A, B and C.
- Determine needs and structure for staffing a fully online option.
- Maintain focus on supporting employee wellness and morale.

Questions and Considerations

What questions do you have?

Are there other factors that you would like for us to consider as we develop plans?



Connecting Stakeholder Input

Dr. Lloyd Gardner, Chief of Staff and Strategic Planning

Beth Hodge, Senior Director, Innovative and Strategic Initiatives

Themes from the PEST Analysis

- Learning and Teaching
- Structure for Reopening
- Budget/Funding
- Health and Safety
- Policy Implications

[BOE Group Map](#)

Themes from Thoughtexchange

Communications

Clear, Timely, Transparent Communication

Communication (general)

Learning & Instruction

Accountability & Quality of Online Learning

Assignment & Grading Online

Attendance & Recess

Expectations for Students

Flexibility of Online Learning

General Thoughts on Learning & Instruction

Interact & Engage Students Online

Live Teaching Online

Reliable & Consistent Online Platform

Plan and Decision Making

A Timely, Clear, and Sound Plan

Engaging Teachers and Families in Planning

Stop and Reduce Spreading & Exposure

Cleaning & Sanitation

Face Covering

Other Ways to Reduce Risk

Protocol of Potential Exposure

Safety & Well-being

Social Distancing

Support

Support for Students & Families

Support for Teachers & Staff

Support/Protect High-risk Individuals

Community Thoughtexchange

Themes from Principals



Area Principal Meeting Feedback

Themes from NCAE

Calendar

- Changing calendar to end first semester by Winter Break
- Has there been consideration for year round?
- Will year round be able to return to prepare?

Workdays

- With only 2 workdays, how will schools complete PD and Meet the Teacher?
- Could we move the calendar out days to Mondays and workdays to Tuesdays?
- Protected workdays

Compensation

- Year round want to make sure they have their summer paychecks.
- Employee calendars

Remote Learning

- Can we provide physical as well as digital materials?
- Are teachers required to work on campus on remote learning days or can they telework?
- Concerns about what to do with their own children

Other Concerns

- Questions about 10-day headcount
- Curriculum Adjustments and gaps
- Concerns about class size and problem solving needed to occur.
- Safety

NCAE Feedback

Expanding and Solidifying

How do the themes from your BACs and the themes from the data we just reviewed support or add to your thinking around the key factors that you have identified as a Board?

Next Steps

Planning Considerations to be Discussed.

- Health Guidelines
- Options for Instructional Delivery Models