<div align="center">Re-Entry Social./Emotional Subcommittee Meeting

June 3, 2020

2:30 p.m.</div>

Attendees: Kathy Gombos, Bret Nichols, Rebekah Harriman-Stites, Jen Hoag, Keristan Raccio, and Kim Shapiro.

Brainstormed Areas of Focus of our Work - to build our plan off of...

Comprehensive School Counseling Model
- What support will "all students" need "comprehensive school counseling model"
- Whole School Supports
  - Communication / Outreach to all
  - Define plan for "welcoming strategies"
  - How are we reaching all kids - "Net"out to catch families / students on radar
  - Mindfulness rooms
  - Assemblies
  - **Celebrations - simple connectedness**
    - Last years' class
    - Bulletin boards about pride
    - Shout outs / announcements
    - Celebrate staff - what have we accomplished

- Individual Supports / Interventions
  - Assessment
  - Opportunities for face to face with students before school
  - Lunch Bunches
  - Behavior support plans
  - Mindfulness rooms
  - Differentiation based on developmental level and individual situation
  - Begins with differentiated outreach (personal connections with the kids we know have needs)
    - Disengaged during distance learning
    - Disengaged in school before distance learning
    - Special Education
    - Attendance and Behavior Concerns
    - Complex Family Issues
  - What about the kids we expected to return that did not? What is our plan/ protocols?
  - Social stories
  - Individual Counseling
  - Small group
  - Behavior Plans
  - Individual Parent outreach

- Classrooms Supports / Interventions
  - Define plan for "welcoming strategies"
  - Classroom Lessons
  - Assessment / Observations
  - Mindfulness rooms
  - Opportunities for face to face with students before school

- Differentiation based on developmental level and individual situation
- Re-engagement strategies
- Teachers need to do "active monitoring" of how well their students to identify those that are not adjusting well
- Proactive strategies during unstructured times
- Utilizing "teachable moments"

- **Communication**
  - Creation of community support list
  - Information to parents about plans, models and support offered in school
  - Information to staff about plans, models and support offered in school
  - Contact ALL families and students - identify concerns about returning and reengagement
  - Communication - Newsletters / Messages about Social / Emotional for families
    - After plan is announced "how to talk to your child"
    - How to access additional support if necessary
    - How to mitigate stress during these time

Other Considerations
- Know the Impact of COVID
  - We are planning for the uniqueness of this situation
    - Impact of being home
    - Anxiety around the virus and being home
    - Fear of virus and PPE
    - Disengagement from school
    - Social Isolation

  - More families with financial stress
    - free and reduced lunch increase
    - Asking for supplies

  - More families with Grief Issues
  - More families have domestic stress

- **Tiered Interventions**
  - Minor - provide universal, individual and personal
  - Major - referral when necessary for major adjustment problems

- **Assessments / Observations / Protocols**
  - What are we looking for… how do we define that for parents, students and staff
  - Rapid ID of those who are having real difficulty adjusting to school
  - Signs of mental health stress in students
  - Signs of mental health stress in co-workers

Considerations Unique to "Distance Learning"
- Virtual (face to face)
- Lack of Social Opportunities
- Easily Disconnected

Considerations Unique to "In school"
- Face to face with kids possible
- Social distancing / PPE