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## Dallas Center-Grimes

### Teaching and Learning Onsite Learning

The on-site instructional classroom during Covid-19 will look very similar to classroom instruction prior to Covid-19 with health and safety precautions.

#### **Health and Safety Goals**

- It will be impossible to mitigate all risk for students and staff in an on site learning environment therefore, we will target the needs of high risk students and staff and accommodate for their needs.
- We will take health and safety precautions to increase the general level of safety for students and staff without risk factors.

#### **Helpful Precautions**

- Prop open interior doors to alleviate using door knobs
- Turn off drinking fountains. Bottle filling stations will remain in use.
- Involve parents in doing a health screening at home before their child comes to school. If there are any unhealthy indicators, the child needs to stay at home
- Dosage equates to being within six feet of an infected person or item for 15 minutes, according to Public Health Office
- Staggered passing, when possible, can also help alleviate congestion in hallways between classes. This will vary between buildings
- Students and staff will wear a mask or other PPE if social distancing requirements cannot be met
- Frequent hand washing or use of hand sanitizer is recommended

## Classroom

Do I need to wear a mask?	Students and staff will wear a mask or other PPE if social distancing requirements cannot be met.
What about social distancing?	Use social distancing when possible. This may mean less carpet time for younger students. This may not be possible in crowded classrooms with older students. Tables that allow students to face one another are to be avoided. Individual desks should face the same direction.
Can students share materials?	Shared materials should be avoided. This may mean purchasing extra materials, so each student has their own supply. Shared materials need to be cleaned as much as possible between users.
Will we take student temperatures each day?	No. The logistics of taking temps of over 3300 students daily makes this impossible. We are asking parents to do a health screening each morning and keep students home who exhibit unhealthy indicators. We do recommend checking with students each morning to see how they are feeling physically and involve the nurse if you have concerns about a student.
Do we shorten the day or alter schedules to eliminate non-academic times?	<b>We could consider early dismissal each day or maintain existing schedules. Early dismissal would be considered to provide time to meet the need of students who require online learning due to health related concerns. If area</b>

	<b>schools do not shorten the day, we will maintain existing schedules.</b>
What time is built in for hand washing and related hygiene behaviors? <a href="#">Handwashing link</a>	Teachers will encourage frequent hand washing and/or hand sanitizer throughout the school day.

What about cleaning my room?	Custodians will continue to clean your classroom according to their schedule. We ask that teachers find one additional time during the day (recess, lunch or plan time) to wipe down student desks. (Custodians will provide cleaning supplies to accomplish this task.)
Will there be other cleaning?	Custodians will clean frequently touched surfaces multiple times throughout the school day.
What about hand sanitizer and hand soap? <a href="#">Handwashing link</a>	We suggest finding time during the day to wash hands or use hand sanitizer more frequently. Hand sanitizer stations will be placed in all buildings to facilitate this process.

### **Common Areas**

Common areas such as the lunchroom, playground, hallways or waiting areas can be challenging as they contain large numbers of students.

How will lunch be handled?	Meals may be consumed in classrooms unless students can be seated 6 feet apart and face the same direction in designated eating locations. Wherever meals are consumed, staff will clean the areas following sanitizing guidelines.
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	Taher Lunch Program will provide boxed or sealed lunches. Schools will potentially stagger lunch times to help reduce the number of students present and increase opportunities for social distancing.
Where will students wait before school starts?	Buildings will designate areas for students who arrive before school begins.
What about passing times in hallways?	If passing times can be staggered somehow, it would reduce the number of students in the hallway at one time. The short duration of students in hallways falls under the dosage guideline of being within six feet of someone for 15 minutes.
Can students do outside recess?	Yes. Being outside is actually a good thing as it greatly dilutes airborne germs. If social distance guidelines cannot be met, the students outside at one time will be reduced. Students should use hand sanitizer or wash hands before going outside and when they come back inside the building from recess.
What about field trips?	Trips will be canceled during this time as it increases levels of exposure due to outside influences and/or large groups of people in one place.

## Transportation

The current guideline from the CDC suggests allowing only 13 students on a bus designed to carry 77. **This is not feasible for our district to sustain.** Buses will run their regular routes during on-site instruction and will utilize health and safety precautions. These precautions apply to all modes of district transportation. [Transportation guidance link](#)

Will riders have to wear masks?	Students and staff will wear a mask or other PPE if social distancing requirements cannot be met.
Will the district vehicles be cleaned?	District vehicles will be cleaned at the end of their shift daily
What about social distancing?	When a smaller number of students are on the bus, social distancing could be possible. With a full bus, students will wear a mask.
Are there other safety procedures on the bus?	The seat directly behind the driver should remain open to provide some safety for the driver. Some windows will be open (weather permitting) to create increased air flow during the bus ride.

## Health Care Staff

Will nurses wear full PPE during the day?	Nurses may choose what level of protection they deem necessary based on the students they serve and their own safety needs. The district will provide full PPE (masks, gloves and face shields) for the nursing staff.
What happens if there is a positive	Public Health has suggested we

<p>case in a school building?</p>	<p>deal with positive cases similar to the flu. There is no need to close a building unless the level of contagion exceeds 10%. We may decide to close down an individual classroom for one day for extended cleaning if deemed necessary.</p>
<p>What happens if I think a student is sick with Covid-19?</p>	<p>Students demonstrating positive factors of Covid will be quarantined in a separate space outside the nurses office to wait until parents can pick up their child. Nurses will wear PPE when assisting the student in question. Parents will be encouraged to take their child for testing. Students with a fever must remain home 72 hours with no fever.</p>
<p>Will we take temps at school?</p>	<p>No, the logistics of taking temps of 3300 students daily combined with the issue that a positive case may not show a fever make it unrealistic to do so. We are expecting parents to do a health screening at home before sending students to school. If a student has a fever of 100.4 or higher, they are to stay home.</p>
<p>Can nurses help students with masks? <a href="#">Mask management video</a> <a href="#">Nurse mask letter to parents</a></p>	<p>Staff should assist a student with their mask. Due to contagion issues, staff will need to wash their hands or use sanitizer before and afterwards.</p>

<p>How will we support needs of students who have identified chronic health needs that present higher risk?</p>	<p>School nurses will communicate with families of high risk students to determine the safety of them attending school. If it is determined that the risk is too high to attend on site, online learning will be made available to</p>
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	the student.
If a staff member is fearful of their health, how do we respond? What are our expectations for them?	Masks will be provided to staff members to allow them to complete their job. Each staff person provides a valuable service to our district which can only be fulfilled when the employee is present at work. If an employee displays symptoms, they need to stay home and inform their supervisor. Staff members need to share concerns with their direct supervisor.
How will we support staff members with compromised immune systems?	High risk staff members should consult their doctor for guidance on working in a child centered environment. Staff members with identified risks will be supported with PPE.
Who and what will determine when a staff member can return after they have been sick?	We will follow public health guidelines for Covid related illnesses as well as other illnesses that may necessitate an employee absence.
What will be our expectation for parents when there is a concern about a student's health?	Parents should follow normal procedures when communicating a health concern for their child - contact the school office or nurse.
Who or what will determine when a student can return after they have been sick?	We will follow public health guidelines for when a student may return to school. School nurses will be in charge of communicating this information to families.
What will be our consistent expectation and response when an employee has informed their supervisor of a health concern?	Employees who have informed their supervisor of a health condition can expect a prompt response.

What procedures will be built to monitor people as they enter the building?	There will be signage at the entrances requesting people who show positive symptoms to not enter.
Who communicates positive test results to families and how is it communicated?	This will be determined, based on County Health decisions for schools.

## General Topics

How will we determine who is considered essential staff that can meet on site and who should remain remote?	It is believed all staff serve an important function in the district and should be available to work on site as long as students are present.
Will the district provide PPE for staff during on site instruction?	Yes, the district will provide PPE as needed for staff members. Staff can also wear their own mask while on site.
Do all staff need additional training to deal with increased Covid risks?	Training may be provided to all staff in proper mitigation strategies, as needed.
What training will students/families need in the safe handling of school materials?	Our goal is to minimize the use of shared materials. This may mean modifying class supply lists. When using shared materials, increased cleaning will need to happen preferably between users. Teachers will be responsible for knowing which materials need to be shared and thus cleaned more often.
What are expectations for cleaning and wiping classroom materials?	There will be increased frequency of cleaning by custodial staff, particularly for frequently touched surfaces. Custodians will provide cleaning supplies.
What supplies need to be ordered for all buildings?	Hand sanitizer will be provided in buildings as well as necessary PPE equipment. PPE equipment will



	include masks and face shields, as needed.
What cleaning protocols will be in all buildings?	All areas of each building will be cleaned daily according to regular schedules. Frequently touched surfaces will be cleaned multiple times per day by custodial staff. Classroom desks and shared materials will be wiped down by teachers once daily in addition to regular cleaning by custodians.
What happens when people refuse to follow safety protocols?	Inform the supervisor of the issue and they will meet with those involved to seek a solution.

Who communicates health and safety protocols and how are they communicated?	We will use the school website and other forms of media.
What is the system for staff to communicate exposure, positive test results or other health updates?	This will need to be communicated to the direct supervisor.
Who monitors and enforces safety protocols at each building?	The building principals and supervisors will be responsible for monitoring and enforcing safety protocols.
Who is responsible for being informed of CDC and state recommendations and other health issues?	The school nurses and the Cabinet team.
What is frequency for sanitizing rooms, hallways and lockers throughout the day?	Custodians will be doing their normal cleaning duties. They will increase their cleaning on critical touch points, desktops and other hard surfaces.
What mitigation strategies will be added?	PPE will be required and social distancing will be practiced. Shared materials will be

	minimized.
What is the protocol for visitors/vendors on our properties?	Entrance into the building will be limited during the school year.
Can parents send students to school with their own PPE?	Yes, however school staff will not be responsible for maintaining and cleaning personal student PPE.

## Teaching and Learning (Infrastructure and Iowa Academic Standards) Onsite Learning

### **Determining student learning needs**

The district analyzes student needs each year with screening tests for reading in grades K-8. Number Corner K-5, FAST Math 6-8. These assessments, called FAST, will be administered early in the year to allow for the identification of those needs. IXL Learning (a K-12 standards-aligned personalized online curriculum) Real-Time Diagnostic will also be used to pinpoint students' proficiency in key math and language arts strands.

Pre-School will develop/identify assessments to determine student learning.

Once the needs have been identified, decisions will be made as to whether the scope of the need justifies a classwide intervention or whether the effort will be restricted to a smaller number with the need. This would happen through our multi-tiered system of support. (MTSS) Teachers will use previously established guidelines for proficiency to make these decisions.

The high school courses will look at needs on a case by case basis. This will involve referrals to the student assistance team based on early student performance in courses. While this happens every year, our emphasis will be enhanced this year to provide remediation as soon as possible.

## **Standards recovery guidelines**

Teachers have targeted potential missing skills through curriculum adjustment documents. This work involved identifying the skills and standards in our curriculum that would have been taught after March 12th to June 4th last school year. We also identified if the skills were vital to understanding and learning at the next level. This led to documentation of the steps necessary to plan for the recovery of those standards in the 20-21 school year. These standards will be discussed regularly in PLCs this year and adjustments will be made as data indicates throughout the year.

## **MTSS planning**

All buildings either have an MTSS Framework in place. The data is analyzed to determine if the need can be met in the classroom or if it requires more intensive intervention work. Once the need has been identified, interventions are matched to student need. The intervention is implemented and progress monitored to ensure increased understanding. This allows us to make real time decisions that are supported by data for individual, small group and whole class.

# Equity Onsite Learning

## Meeting the needs of students with IEPs

<p><b><i>How will we develop a comprehensive list of students with an IEP, including learning needs and supports?</i></b></p>	<p>PK-12 This list can be generated in two ways:</p> <ol style="list-style-type: none"> <li>1. DeEtta Rosa (district information) and Mary Jane Stites (Director of Student Services) can develop a spreadsheet with SPED teachers that has many of these components.</li> <li>2. Admin assistant at Heartland AEA (in Adel) can be contacted to run a report to include any components deemed necessary to plan for students.</li> </ol>
<p><b><i>How will SPED teachers collaborate with colleagues?</i></b></p>	<p>PK-12 SPED teachers will collaborate with regular education teachers and support staff in a manner consistent with page F of each student's IEP.</p>
<p><b><i>How will we ensure the engagement of students with an IEP?</i></b></p>	<p>PK-3 SPED teachers, after consulting page F on each student's IEP, will collaborate with classroom teachers to develop a schedule of instruction that meets the learning needs as documented on the IEP. This includes pull out and coteaching options for instruction. SPED teachers will also assign associates to specific instruction and tasks with students to best provide supports outlined in the IEP.</p> <hr/> <p>4-6 SPED teachers, after consulting page F on each student's IEP, will collaborate with classroom teachers to develop a schedule of instruction that meets the</p>

	<p>learning needs as documented on the IEP. This includes pull out and coteaching options for instruction. SPED teachers will also assign associates to specific instruction and tasks with students to best provide supports outlined in the IEP.</p>
	<p>7-8  SPED teachers, after consulting page F on each student's IEP, will collaborate with classroom teachers to develop a schedule of instruction that meets the learning needs as documented on the IEP. This includes pull out and coteaching options for instruction. SPED teachers will also assign associates to specific instruction and tasks with students to best provide supports outlined in the IEP.</p>
	<p>9-12  SPED teachers, after consulting page F on each student's IEP, will collaborate with classroom teachers to develop a schedule of instruction that meets the learning needs as documented on the IEP. This includes pull out and coteaching options for instruction. SPED teachers will also assign associates to specific instruction and tasks with students to best provide supports outlined in the IEP.</p>
<p><b><i>What will be the process for how IEP meetings will be held?</i></b></p>	<p>PK-12  IEP meetings will be held in a manner consistent with IDEA expectations outlined in the State of Iowa Special Education Procedures Manual and our district's Service Delivery Plan.</p> <p><a href="#">Special Education Procedures Manual</a></p>
<p><b><i>How will services for IEP students be adapted, accommodated, or modified to fit individual needs? How does this include methods for providing parents</i></b></p>	<p>PK-12  SPED teachers will work with classroom teachers to provide accommodations and modifications that allow rostered students to access, participate and</p>

<p><i>or other household members instructions to support students to access, participate and progress in the curriculum?</i></p>	<p>progress in the curriculum. Parents will be a part of this process via regularly scheduled IEP meetings.</p>
<p><i>How will assistive technology and other supports be provided to families?</i></p>	<p>PK-12 Assistive technology will be provided in a manner consistent with the language documented in the student's IEP.</p>
<p><i>How will progress in regard to goals be monitored and adjustments in services (if necessary) be made for students with an IEP?</i></p>	<p>PK-12 SPED teachers will use the results of weekly progress monitoring to determine where rostered students are performing in relation to their IEP goals. SPED teachers will use the data-based decision making rules that are outlined in the IEP to determine whether adjustments are necessary to instruction. Progress monitoring will be done in a face-to-face fashion using tools defined in the IEP.</p>
<p><i>How will we ensure that all rights and responsibilities under IDEA are provided?</i></p>	<p>PK-12 Two things will directly impact the degree to which IDEA rights and responsibilities are fulfilled:</p> <ol style="list-style-type: none"> <li>1. During the most recent annual review IEP meeting, has the team used multiple data sources, including ongoing progress monitoring data to write challenging and attainable goals, provide formative, actionable feedback to the student and provide supports that move the student's performance toward closing the learning gap?</li> <li>2. There is a team of people, including the SPED teacher, support personnel (AEA district team) and building administrator who are reviewing weekly data in regard to rostered students' progress.</li> </ol>

## **Meeting the needs of at-risk students**

- Monitoring student data
- SAT / MTSS (Student Assistance Team) Collaboration and monitoring
- Student Services Team interventions and monitoring
- Building level At-Risk Staff and/or counselors connect and monitor daily

## **Meeting the needs of EL students**

- Building ELL Staff daily monitoring and support
- PD to support staff skills
- Instructional coach supports

## **Meeting the needs of students needing extension**

- Building TAG/ELP staff
- Classroom Teacher differentiation
- PD to support staff skills
- Instructional coach supports

## **Internal**

- Ensure IEPs are updated and relevant
- How do special ed teachers determine plans for students who have regressed due to not being in session?
  - These decisions will be made at IEP team meetings.
- How do we identify students who would be considered at-risk and meet their needs?
- How do we identify and provide resources to TAG/ELP students?
  - TAG/ELP teachers will use the same screeners and identifying assessment materials they have used in the past to determine students who qualify for TAG/ELP services.

## **External**

- How can we ensure students have equity of access for an IEP student who cannot be on site?
- How do we determine at-risk factors for students?
- Identify criteria for why a student would receive a different delivery method
- How will we determine how to effectively communicate with EL families?

ELL teacher, administrator, classroom teachers will discuss family situation and meet with family.

- How do we determine the needs of EL families?  
Meet with families using ELL teachers and/or paid translators
- How will we deliver materials for EL families in a native language?
  - ELL Teachers
  - Google Translate
  - Paid translator
- How do we provide students with limited internet access?
  - Provide hot spots using district inventory, if available

## Social-Emotional-Behavior Health Needs Onsite Learning



**Social-Emotional-Behavioral Health Needs (SEBH)  
On-Site Learning**

**Assessing Staff SEBH Needs**

<p><b>How will we assess our teacher/staff SEBH needs?</b></p>	<ul style="list-style-type: none"> <li>● Require a check-in method from last school year. A simple click to measure how staff is feeling. Possibly a selection of reasons why.</li> <li>● Staff Survey with option for 1:1 check in from admin             <ul style="list-style-type: none"> <li>○ Once a week or more if staff would like to check in more often</li> </ul> </li> <li>● Staff PD - Suldo</li> <li>● Admin all-group check in with building staff             <ul style="list-style-type: none"> <li>○ Face 2 Face</li> </ul> </li> </ul> <p align="center"><b>Develop district-wide prior to August 24th or wait for Dr. Suldo information?</b></p>
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<p><b>How will we monitor our teacher/staff SEBH needs?</b></p>	<ul style="list-style-type: none"> <li>● Reference measure of how staff is feeling</li> <li>● Building monitoring - Admin or BHT</li> <li>● Data collected weekly (may look different in this model)</li> </ul>
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<p><b>How will we determine the responsibilities teachers/staff have outside their job responsibilities that may impact their ongoing SEBH needs?</b></p>	<ul style="list-style-type: none"> <li>● Encourage staff to discuss personal situations with the Principal and/or Supervisor</li> <li>● Provide contact information for the EAP (Employee Assistance Program) through EFR resources.</li> </ul>
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**Meeting Staff SEBH needs**

<p><b>How will we respond to needs as they arise?</b></p>	<ul style="list-style-type: none"> <li>● EFR Supports</li> <li>● Newsletters and other resources from EAP or EFR</li> <li>● Reach out to your building counselors</li> <li>● Promote interactive communication process with Supervisor and/or Principal</li> <li>● Continue to offer resources through EAP and EFR as needed.</li> <li>● Small group support</li> <li>● District platform of resources</li> </ul>
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<p><b>How will we coordinate and communicate resources that</b></p>	<ul style="list-style-type: none"> <li>● Survey to determine level of needs/resources.             <ul style="list-style-type: none"> <li>○ Get to the root of the cause and address</li> </ul> </li> </ul>
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<p>will assist teachers/staff with SEBH needs?</p>	<ul style="list-style-type: none"> <li>○ Be transparent with the data/results but keep personal information confidential</li> <li>● Reminders for staff <ul style="list-style-type: none"> <li>○ Emails reference card for staff</li> </ul> </li> <li>● Promote EAP resources and possible Wellness Program resources relative to survey response.</li> <li>● Promote self-care resources such as <u>Tips for Taking Care</u></li> <li>● District wide platform for all teachers/staff</li> </ul>
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**Assessing Student SEBH needs**

<p>What method will we use to assess the SEBH needs of students?</p>	<ul style="list-style-type: none"> <li>● Five-minute morning meeting <ul style="list-style-type: none"> <li>○ Structure - what does this look like?</li> <li>○ Staff Training TBD</li> <li>○ Student Training TBD <ul style="list-style-type: none"> <li>■ Tool Ex. - lower grades Green, Yellow, Red, &amp; Blue (hand signal) - <i>Zones of Regulation</i> example</li> </ul> </li> <li>○ Check-in samples: <ul style="list-style-type: none"> <li>■ <u>Emoji check-in</u></li> <li>■ <u>Google form check-in</u></li> </ul> </li> </ul> </li> <li>● Engagement &amp; Participation</li> <li>● Student Culture &amp; Climate Surveys (when TBD)</li> </ul>
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<p>What method will we use to monitor the SEBH needs of students?</p>	<ul style="list-style-type: none"> <li>● Formative check monitored by MTSS, PBIS, BLT, BHT</li> <li>● SEBH student discussions in PLC Meetings</li> </ul>
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<p>How will surveys be delivered to students if we are in an on-site setting?</p>	<ul style="list-style-type: none"> <li>● 2nd - 12th online surveys</li> <li>● PS - 1st <ul style="list-style-type: none"> <li>○ information from parents - parents complete survey</li> <li>○ interview face 2 face with student</li> </ul> </li> <li>● Daily checks by teachers <ul style="list-style-type: none"> <li>○ Engagement &amp; Participation will also support</li> <li>○ Check-in samples: <ul style="list-style-type: none"> <li>■ <u>Emoji check-in</u></li> <li>■ <u>Google form check-in</u></li> </ul> </li> </ul> </li> </ul>
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<p>What groups or staff will break down the data gathered from a student survey?</p>	<p>Teams: School Improvement team (SIT), MTSS, PBIS, BLT, BHT</p>
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**Meeting Student SEBH needs**

<p><b>How will we meet the needs?</b></p>	<ul style="list-style-type: none"> <li>• All staff will monitor and respond to students that appear to be struggling with the SEBH, and when students need further support, a school counselor will be consulted to support.</li> <li>• Team meetings and/or boosters will be used to connect, support, and provide tools to support students</li> <li>• Tips for the new beginning: <b>Article</b> - Communication, Consistency, Control</li> <li>• Continued PD/Learning for staff</li> </ul>
<p><b>How will we respond to the needs?</b></p>	<ul style="list-style-type: none"> <li>• For students who express concerning language or behaviors, staff will follow these steps. <ul style="list-style-type: none"> <li>○ Teacher contact by phone and email</li> </ul> </li> </ul> <p>If no response to initial teacher contact by phone and email</p> <ul style="list-style-type: none"> <li>• SAT team responds (including at risk staff, student services team, special education teachers)</li> </ul> <p>If no response after SAT contact:</p> <ul style="list-style-type: none"> <li>○ Admin contacts</li> </ul> <ul style="list-style-type: none"> <li>• See Control: Self Care Plan in <b>article</b></li> </ul>
<p><b>How will we ensure needs are being met?</b></p>	<ul style="list-style-type: none"> <li>• Staff will monitor student participation, engagement, language, body language, and behaviors of students.</li> <li>• For students expressing concerning language or behaviors while in their school building, a school counselor will be in contact with them.</li> <li>• Continued communication between home and school.</li> <li>• The counselor will be consulted if there is a continued need or the counselor already has an established relationship.</li> <li>• If we haven't connected with a student in one week, the teacher/staff will make a phone call to the student/home. <ul style="list-style-type: none"> <li>○ <u>Script for family reach-out conversations</u></li> </ul> </li> </ul>

**Assessing Family SEBH needs**

<p><b>How will we assess our family SEBH needs?</b></p>	<ul style="list-style-type: none"> <li>• Staff will monitor student participation, engagement, language, body language, and behaviors of students.</li> <li>• Family Survey - Consider a regular email or text questionnaire for families - <b>Would need created</b></li> <li>• See <u>Script for reach-out conversations</u></li> </ul>
<p><b>How will we monitor our family SEBH needs?</b></p>	<ul style="list-style-type: none"> <li>• Review regular questionnaire/check-in data <b>Would need created</b></li> </ul>
<p><b>Meeting Family SEBH needs</b></p>	
<p><b>How will we respond to needs as they arise?</b></p>	<ul style="list-style-type: none"> <li>• Offer resources such as those listed below</li> <li>• Have them talk to a school counselor about a child they are worried about</li> <li>• Educate parents on tools provided (Infinite Campus, Seesaw, etc.)</li> <li>• Provide resources and education to parents on behaviors <ul style="list-style-type: none"> <li>○ PBIS at home</li> <li>○ Create a Parent Group for parents to connect</li> <li>○ Family team meetings</li> </ul> </li> <li>• Continued communication between school and home</li> </ul>
<p><b>What resources can we guide families to if they exhibit SEBH needs?</b></p>	<ul style="list-style-type: none"> <li>• Offer <b>fun free activities</b> young kids can do at home</li> <li>• Provide <b>strategies</b> to help them cope as a family at home.</li> <li>• Offer <b>parent resources</b> on how to talk to children about COVID concerns</li> <li>• District platform of resources</li> <li>• EFR Resources</li> </ul>

**Internal**

- Determine what information is essential to provide and what can be a resource for them to choose to access (eliminate bombarding with emails)
- Identify what resources AEA has to support us (materials, people, training, etc.)
- Identify resources for staff
- Develop instructional SEL plans

- Train teachers in how to recognize students in need
- Develop common terms and messages to deliver to students and families
- How do we collect information on the social emotional needs of students and families?
- Teach students how to observe and practice internet etiquette
- How do we help students express their thoughts and feelings regarding the pandemic?
- Counselors to support students
- Who would/could support staff?