



MARANACOOK
AREA SCHOOLS

A Caring School Community Dedicated to Excellence

RSU #38 Return To Learn Plan for Social Emotional Wellbeing & Learning



August 2020

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RSU #38 Members of the Social Emotional Learning Committee

Elementary School:

Katie Reed
Catherine Gross
Dorie Tripp
Tara Wicks
Becky Vining
Kerry Welch
Jada Clark

Middle School:

Karen Magnusson
Kelly Jewell
Gwen Mohlar

High School:

Rebecca Reynolds
Sara Chisholm
Dan Gilbert

District Staff and Administrators:

Kate Taylor
Ryan Meserve
Monica Smith
Dru Johnston
Donna Benjamin

School Board Members:

Kim Bowie
Rebecca Lambert

RSU #38 Mission, Vision, and Guiding Principles

RSU #38

Mission Statement

“A caring school community dedicated to excellence”

Vision Statement

Maranacook Schools will be safe, dynamic learning communities where people of all ages will think, aspire, and participate as responsible citizens in an ever-changing global society.

Guiding Principles

WE BELIEVE:

- Teachers, staff members, parents, and students are life-long learners with a dedication to excellence and an expectation of high achievement for all.
- All learners need a safe, respectful, positive environment to achieve.
- Students need an evidence based, rigorous curriculum:
 - that focuses on state standards
 - promotes engagement
 - provides a challenging range of courses, experiences, and extracurricular activities
 - recognizes the needs, interests, and abilities of all learners
 - blends the changing needs of society with the needs of individual learners
 - integrates technological advances and collaboration
- Parents and community members are a vital part of our schools
- The instruction and assessment process measures growth for all learners through feedback, collaboration, and problem solving.
- The supervision and evaluation process encourages and supports staff growth and development that is designed to promote our mission and vision.

Approved by RSU #38 Board of Directors: March 6, 2019

Role of Stakeholders

One of the most effective ways that schools can acknowledge the mental health effects, and alleviate some of the anxiety, fear, and uncertainty around COVID-19 is to create a sense of safety by cultivating a compassionate school community. This type of compassionate community reassures students that they have caring adults that are working hard to keep them safe and that there are things they can do to keep themselves and the rest of the community safe.

Role of Schools

- Build relationships with students
- Make sure that each student has at least one adult to turn to in times of crisis.
- Create a culture of joy. Celebrate joyful moments. In the midst of tragedy, it is the bright spots that keep us going, so search out the playful, happy, and silly things that put smiles on faces.
- Make time for fun in each and every day.
- Give factual, developmentally appropriate information when questioned. Because uncertainty has been one of the biggest culprits of people's anxiety during COVID-19, sharing information can alleviate fear.
 - With COVID-19, the facts seem to change from day to-day, so stick to guidelines released by trusted sources
- Empower students to take care of themselves and others. To give students a stronger sense of control, help them understand what steps they can take to keep themselves safe, including frequent handwashing and finding new greetings like elbow bumps instead of handshakes or hugs.
- Although it's important to recognize the very real sense of uncertainty and fear that everyone has felt over the preceding months, it's also important to have a clear message that your school community is a team and that you will all work together to come back even stronger than you were before.

Role of Students

- Abide by the school's Standard Operating Procedures
- Look out for one's own well being
- Ask for help when someone needs it
- Take steps to keep self safe, including frequent handwashing and finding new greetings like elbow bumps instead of handshakes or hugs
- Make time for fun in each and every day

Role of Parents

- Support the school's new protocols
- Communicate with school staff as needed

- Talk with your child about the new protocols and explain the reasons behind them
- With COVID-19, the facts seem to change from day to-day, share information that will apply to you and your child
- Make time for fun in each and every day

“

RELATIONSHIPS before rigor

GRACE before grades

PATIENCE before programs

LOVE before lessons

Brad Johnson
EDUCATOR

edutopia

RSU #38 District Wide Social Emotional Learning Tiered Plan

It is critical that RSU #38 focus on a students social/emotional wellbeing as a top priority as we adjust to school in the new formats it will be presented in. With Social Emotional Learning (SEL) as the top priority, students will have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and respectful.

Social Emotional Learning Immersed Throughout the School and Community

(from CASEL)



SEL TIERS OF SUPPORT

Tertiary Interventions

(for individual students)

- Individualized counseling through collaborative
- Possible individualized behavior plan
 - Intense, durable, and measurable procedures

Secondary Interventions

(for some students)

- Support from school counselor and/or nurse
- Staff member who checks in on student will do so more frequently
- Call home as needed

Universal Interventions

(for all students) All settings

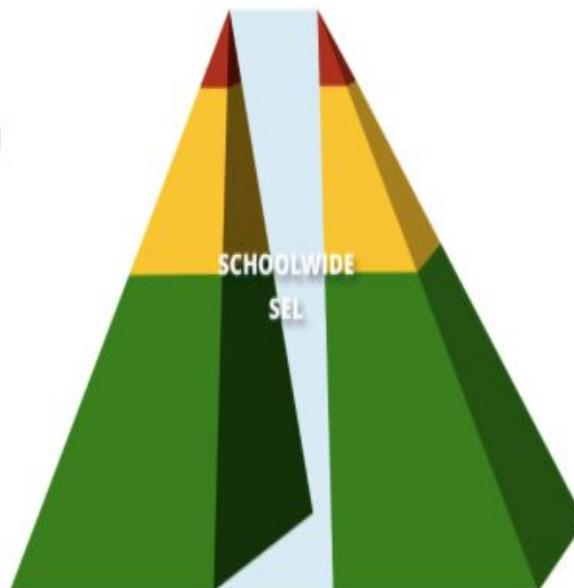
- Preventive, Proactive
- Homeroom teacher or advisor support
- All students have a staff member who checks in on them

ACADEMICS:

Learning is a social and emotional process. For this reason, students are most successful academically when they:

1. Know themselves and can manage themselves;
2. Take the perspectives of others and relate effectively with them; and,
3. Make sound choices about personal and social decisions.

(Durlak et al., 2015)



BEHAVIOR:

Social and emotional learning provides students with the foundational competencies that they need in order to follow behavioral expectations, reflect on and learn from mistakes, navigate complex relationships, and, ultimately, make responsible decisions. (Durlak et al., 2015)

Adapted from: pbis.org/school/mtss

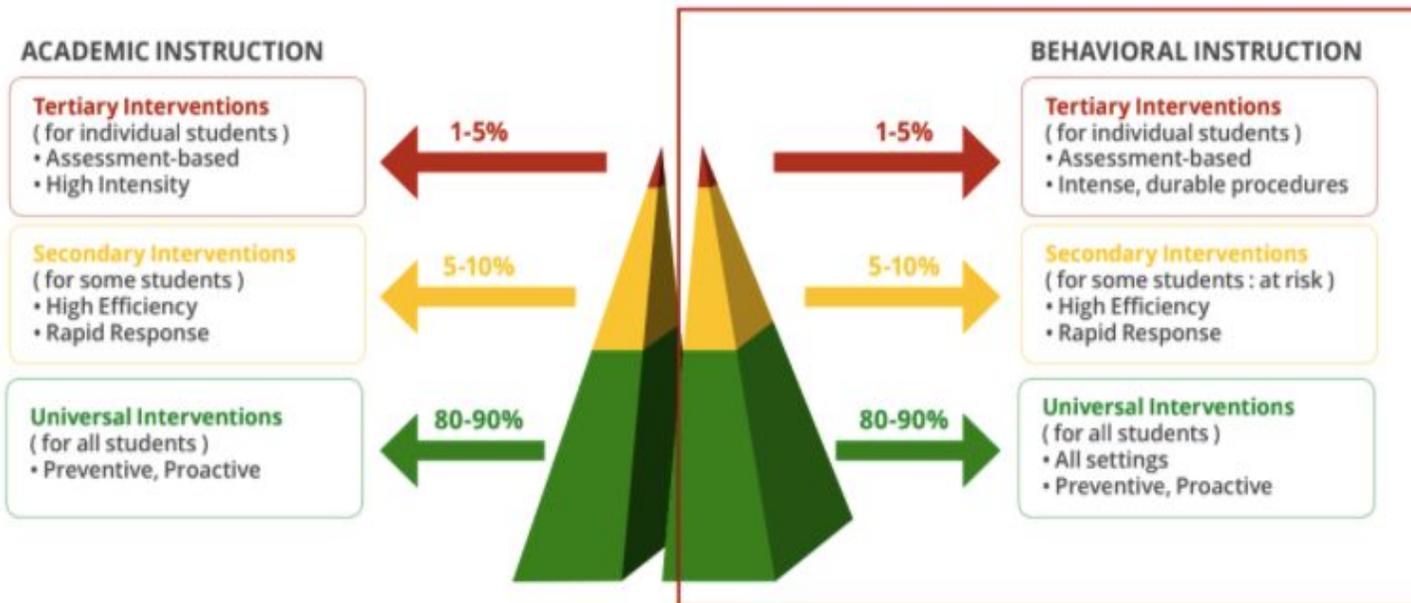


Image adapted from: pbis.org/school/mtss

What is MTSS?

A Multi-Tiered System of Supports (MTSS) refers to a systemic, prevention-focused framework for addressing student needs through the integration and continuous improvement of systems and services. A well-designed MTSS includes:

- Multiple tiers of integrated support for academics and behavior.
- Screening to determine which students could benefit from additional supports.
- Progress monitoring of evidence-based strategies.
- Data-driven decision-making (National Association of School Psychologists).

MTSS Tier 1

Supports at Tier 1 represent a universal approach to ensure that all students experience a safe, supportive environment and receive high-quality core academic instruction and prevention-focused systems that promote positive behavior. The district selects evidence-based supports based on the needs of the entire student population, which are then made available to all students. Tier 1 supports must be fully operational before schools can most effectively support more intensive needs. Without this foundational tier, support at Tiers 2 and 3 may become over-accessed by students who may have otherwise been adequately served by Tier 1 supports.

MTSS Tier 2

At Tier 2, schools provide targeted, evidence-based academic and behavioral supports to students for whom Tier 1 supports are insufficient. These supports may include classroom-based interventions or small-group interventions facilitated by a qualified professional. These supports supplement and align with Tier 1 supports, and may be provided by teachers, support staff, or community partners.

MTSS Tier 3

Tier 3 provides highly intensive and individualized academic and behavioral supports to students for whom Tier 1 and Tier 2 supports are insufficient. The evidence-based supports in Tier 3 are layered on and aligned with the supports that students are receiving at Tiers 1 and 2. These supports may be provided by teachers, support staff, or community partners

(from <http://www.rtnetwork.org/>)

SEL Pillar Final Recommendations

RSU 38

Recommendations
<p>Professional Development (PD) recommendations:</p> <ul style="list-style-type: none">● <i>Trust and Teambuilding for staff: Focus on PD that allows for team building that is light hearted and fun then go into the deeper discussions</i>● <i>How to implement protocols</i>● <i>How to have a supportive conversation</i>● <i>Training for stress management strategies- navigation and mental blocks</i>● <i>Adverse Adult Effects AND Adverse Childhood Experiences in regards to the pandemic</i>● <i>Responding to anxiety</i>● <i>Integrated SEL into the academics</i>● ** Recommendations here
<p>Reaching out to Families: <i>Prior to school starting</i></p> <ul style="list-style-type: none">- <i>MS and HS advisors to reach out to advisee families before school starts to gauge where students are at</i>- <i>ES classroom teachers (is this manageable?) to reach out to student families before school starts to gauge where students are at</i> <p><i>When School Starts:</i></p> <ul style="list-style-type: none">- <i>First week of school to be team building, trust building, SEL focus</i><ul style="list-style-type: none">- <i>Address the disconnect from end of last year to start of this year</i>- <i>After the first week, SEL needs to be intentional and integrated into the academics</i> <p><i>Throughout the year</i> <i>Focus on "caring community."</i> <i>Administrative support with SEL</i></p>
Share out the decision tree with all
Share out the Recognizing Emotional Distress with all
K, 6th, 9th will need extra time to transition - Start on Sept 8, remaining students start on Sept 9
Use of an SEL curriculum larger recommendation for Second Step for K-8 ; HS to use different SEL curriculum
There will be morning check ins (morning meetings, class meetings, circles), p.K-12 daily
Advisee Time 6-12: Increase advisee time up to 20-30 minutes every day at least for the first month of school. Grades 6-12 will have advisee at the end of the day (at appx. 10min)
60-90 minutes dedicated to SEL in the elementary schools, daily
Explicit staff check in daily (and potentially add to the symptom check in for staff only)

Find a way to have time for staff to come together to make sure what we are doing is working (at least weekly).

Provide virtual options to help ease students back into school. Encourage messaging out to families that is more than about COVID regulations

Have a district wide “we cannot wait to see you” message

For faculty: among different departments, reach out to each other to support SEL in an integrated design (ie. PE, art and music tie in well with SEL)

Overall Components of an In-Person, Hybrid or Remote Learning Plans

A plan for instruction that provides students with learning opportunities aligned to, and which result in demonstration of achievement towards Maine's Learning Results. Plans must include forward movement along learning progressions or through grade level expectations as well as reinforcement of prior learning and necessary intervention.

1. A daily schedule to include age-appropriate engagement expectations for students; live daily contact between teachers and students (and/or caregiver); direct instruction (either synchronously or asynchronously); independent student work; opportunity for questions and feedback during teacher office hours.
2. The daily schedule offers sufficient educational service/interaction to be reasonably expected to promote student progress toward quarterly/semester/trimester grade-level educational goals and objectives.
3. A plan to equitably provide students with necessary materials and resources to support engagement in lessons.
4. A plan to certify student attendance each day, and a plan to address lack of attendance/engagement. Mandated reporter requirements remain in place in remote learning environments, so school staff should also be familiar with these policies and protocols.
5. A plan for identifying and addressing social/emotional, behavioral, and mental health concerns.
6. A plan for coordination of schedules, assignments, and workload when students have different teachers for different subjects.
7. A plan for regular/ongoing formative assessment of student learning and engagement to inform and guide instruction and pacing.
8. A multi-tiered system of supports (MTSS) plan for ensuring differentiation, IEP implementation, and equitable access for special populations. Services and accommodations must be adapted for a remote learning environment.
9. A plan for grading and for certifying achievement. This plan should take into consideration the uneven/inequitable conditions in which students will be accessing their educational experiences – including inequitable access to: supervision, technology, materials, quiet study space, adult support, and other basic needs.
10. A plan for providing student nutrition.
11. A communication plan to assist students and caregivers of students in understanding what to expect, how to engage in remote learning, where to get questions answered.
12. School-board approval of the hybrid or remote learning plan.

In- Person Social Emotional Learning Model

- School preparedness and response activities continue - conducting ongoing surveillance and executing a series of active mitigation measures.
- Schools should be implementing and monitoring social distancing measures.

- Short-term dismissal and suspension of extracurricular activities should be prepared for, for cleaning and contact tracing purposes.
- Schools must consider the judgement of the local health department for the sub-region (i.e. county) of concern.

PreK-12 Social Emotional Wellness Checkpoints for In-Person Learning:

- Ensure that every student:
 - a) Is offered support to meet their diverse social-emotional needs.
 - b) Has at least one adult in the school who will act as the student’s mentor (teacher, counselor, advisor)
- Conduct checkpoints around emotional wellbeing of students and staff on a consistent basis (as determined by grade level)
 - Use [RSU# 38’s Recognizing and Addressing Emotional Distress Procedure](#) as needed
- Conduct a review of each students’ 504 plan and IEP in partnership with teachers and parents to reflect each students’ evolving needs based on time away from isolated services including OT, PT, and Speech while school buildings were closed. Ensure that student support plans (IEPs, 504s and/or RTI plans) are designed to support the various instructional transitions (in-person, hybrid and/or remote) that could occur during the year. These contingency plans will outline what will be provided during the different instructional options and how parents will be communicated with.
- Communicate regularly (as determined by grade level) with families about their child’s progress and the targeted plans for students in need of additional support.

RSU #38 Elementary Schools Student Plan for Social Emotional Wellness: In-Person

Social Emotional Wellbeing & Learning Outcomes	Actions and Expectations	Communication and Engagement Expectations
SEL as a priority	<ul style="list-style-type: none"> • Following Maslow’s Hierarchy, SEL will be the priority as social emotional wellbeing is a prerequisite for academic learning 	<ul style="list-style-type: none"> • Social Emotional Wellness will be the priority focus. <ul style="list-style-type: none"> ◦ This will be evident through check ins and community time (circles, class meeting etc) • Behavioral Intervention Supports in place for all

		learning platforms
Students will have an adult mentor from the school	<ul style="list-style-type: none"> ● Staff will identify students that they will act as their caring adult/mentor to. <ul style="list-style-type: none"> ○ For many this will be the classroom teacher. ○ Sometimes it may be other staff. 	<ul style="list-style-type: none"> ● Students will have opportunities to check in with a caring adult every school day. ● Mentor staff will use Emotional Distress Procedure as needed ● Mentor staff will communicate with students and family as needed ● Mentor staff will explain Standard Operating Procedures and Rationales to students ● Tiered MTSS support plan in place for students
Students will participate in community time (circles, class meeting etc), morning meetings, community time (however that time is identified in the school), as designed by their teacher	<ul style="list-style-type: none"> ● Teachers will provide students with daily times to run community time (circles, class meetings etc), hold morning meetings, mindfulness, SEL activities with their class, to allow for SEL to be a priority. This should be 60-90 minutes a day. 	<ul style="list-style-type: none"> ● community time (circles, class meeting etc) to be included in every in-person school day ● Resources available to support this
Students will participate in a social emotional learning curriculum	<ul style="list-style-type: none"> ● School counselors to follow their curriculum with focus on SEL 	<ul style="list-style-type: none"> ● School counselors to follow the schedule identified within each school for Guidance lessons using the elementary school curriculum. ● Use of a SEL curriculum (such as SecondStep)

RSU #38 MCMS Student Plan for Social Emotional Wellness: In- Person

Social Emotional Wellbeing & Learning Outcomes	Actions and Expectations	Communication and Engagement Expectations
SEL as a priority	<ul style="list-style-type: none"> ● Following Maslow's Hierarchy, SEL will be the priority as social emotional wellbeing is a prerequisite for academic learning 	<ul style="list-style-type: none"> ● Social Emotional Wellness will be the priority focus. <ul style="list-style-type: none"> ○ This will be evident through check ins and community time (circles, class meeting etc) ● Positive Behavior Intervention Supports in place, along with tiered behavioral system, in place and accessible in all learning platforms
Students will have an adult mentor from the school	<ul style="list-style-type: none"> ● Staff will identify students that they will act as their caring adult/ mentor to. <ul style="list-style-type: none"> ○ For many this will be the advisor or a team teacher. ○ Sometime s it may be other staff. 	<ul style="list-style-type: none"> ● Students will have opportunities to check in with a caring adult every school day. ● Mentor staff will use Emotional Distress Procedure as needed ● Mentor staff will communicate with students and family as needed ● Mentor staff will explain Standard Operating Procedures and Rationales to students ● Tiered MTSS support plan in place for students
Students will participate in community time (circles, class meetings etc), as designed within their advisee groups and on- team.	<ul style="list-style-type: none"> ● Advisors and team teachers will provide students with daily times to run community time (circles, class meetings etc) with their class, 	<ul style="list-style-type: none"> ● Community time (circles, class meeting etc), morning meetings, community time (however that time is identified in the school) to be included in every in-person school day. ● Resources available to support this

	<p>to allow for SEL to be a priority.</p> <ul style="list-style-type: none"> • Community time (circles, class meeting etc) will also occur in world language courses and in Unified Art courses. 	<ul style="list-style-type: none"> • Use of a SEL curriculum (ie. Second Step)
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RSU #38 MCHS Student Plan for Social Emotional Wellness: In- Person

Social Emotional Wellbeing & Learning Outcomes	Actions and Expectations	Communication and Engagement Expectations
SEL as a priority	<ul style="list-style-type: none"> • Following Maslow's Hierarchy, SEL will be the priority as social emotional wellbeing is a prerequisite for academic learning 	<ul style="list-style-type: none"> • Social Emotional Wellness will be the priority focus. <ul style="list-style-type: none"> ○ This will be evident through check ins and community time (circles, class meeting etc) • Supportive Behavioral Program in place
Students will have an adult mentor from the school	<ul style="list-style-type: none"> • Staff will identify students that they will act as their caring adult/ mentor to. <ul style="list-style-type: none"> ○ For many this will be the advisor or a team teacher. ○ Sometimes it may be other staff. 	<ul style="list-style-type: none"> • Students will have opportunities to check in with a caring adult every school day. • Mentor staff will use Emotional Distress Procedure as needed • Mentor staff will communicate with students and family as needed • Mentor staff will explain Standard Operating Procedures and Rationales to students. • Tiered MTSS support plan in place for students

<p>Students will participate in community time (circles, class meeting etc), as designed within their advisee groups.</p>	<ul style="list-style-type: none"> ● Advisors will provide students with daily times to run community time (circles, class meeting etc) with their class, to allow for SEL to be a priority. 	<ul style="list-style-type: none"> ● Community time (circles, class meeting etc) to be included in every in-person school day. ● Resources available to support this ● SEL Curriculum (see resources)
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RSU #38 Staff Plan for Social Emotional Wellness: In- Person

Social Emotional Wellbeing & Learning Outcomes	Actions and Expectations	Communication and Engagement Expectations
<p>Staff emotional wellbeing will be a priority</p>	<ul style="list-style-type: none"> ● Staff will check in on each other ● Staff will have an explicit check in daily ● There will be time for staff to come together to make sure what RSU 38 is doing is working. 	<ul style="list-style-type: none"> ● Staff team building and trust activities will be included in professional development to support staff social emotional wellbeing. ● Emotional Distress Procedure to be shared and utilized by all staff to support students and each other ● Tiered MTSS support plan in place for students and staff ● Time for staff to come together to make sure what RSU 38 is doing is working <ul style="list-style-type: none"> ○ at least weekly. ● Human Resources Support <ul style="list-style-type: none"> ○ Case by case support; as needed ○ Employee Assistance Program
<p>Staff will be provided with clear communication</p>	<ul style="list-style-type: none"> ● Communication and rationales to be provided to all staff to help with the 	<ul style="list-style-type: none"> ● Clear communication to be sent from Superintendent and Principal whenever plans created and/changed

	return to school	<ul style="list-style-type: none"> ● Decision Making Tree available to help explain how decisions are made ● Standard Operating Procedures ● Rationales ● SEL Professional Development
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Hybrid Social Emotional Wellbeing Model

- School preparedness and response activities continue - conducting ongoing surveillance and executing a series of active mitigation measures.
- Schools should be prepared to implement social distancing measures.
- Short-term dismissal and suspension of extracurricular activities should be expected for cleaning and contact tracing purposes.
- Students and teachers at increased risk of severe illness should remain prepared to implement remote teaching and learning modalities.
- Schools must consider the judgement of the local health department for the sub-region (i.e. county) of concern.

PreK-12 Social Emotional Wellness Checkpoints for Hybrid Learning:

- Ensure that every student:
 - c) Is offered support to meet their diverse social-emotional needs.
 - d) Has at least one adult in the school who will act as the student’s mentor (teacher, counselor, advisor)
- Conduct checkpoints around emotional wellbeing of students
- Conduct a review of each students’ 504 plan and IEP in partnership with teachers and parents to reflect each students’ evolving needs based on time away from isolated services including OT, PT, and Speech while school buildings were closed. Ensure that student support plans (IEPs, 504s and/or RTI plans) are designed to support the various instructional transitions (in-person, hybrid and/or remote) that could occur during the year. These contingency plans will outline what will be provided during the different instructional options and how parents will be communicated with.
- Communicate regularly (as determined by grade level) with families about their child’s progress and the targeted plans for students in need of additional support
 - Use [RSU# 38’s Recognizing and Addressing Emotional Distress Procedure](#) as needed

- If hybrid, activate plans to monitor and assess the following:
 - a) Connectivity and Access: Ensure all students, staff and families have adequate connectivity and the devices necessary to successfully engage in school

RSU #38 Elementary Schools Student Plan for Social Emotional Wellness: Hybrid

Social Emotional Wellbeing & Learning Outcomes	Actions and Expectations	Communication and Engagement Expectations
SEL as a priority	<ul style="list-style-type: none"> ● Following Maslow's Hierarchy, SEL will be the priority as social emotional wellbeing is a prerequisite for academic learning. <ul style="list-style-type: none"> ○ With a hybrid model, this is important to keep as the priority as students learning in various platforms 	<ul style="list-style-type: none"> ● Social Emotional Wellness will be the priority focus. ● This will be evident through check ins and community time (circles, class meetings etc). These will be conducted in person or through virtual means ● Behavioral Intervention Supports in place for all learning platforms ● Time for SEL in the classroom
Students will have an adult mentor from the school	<ul style="list-style-type: none"> ● Staff will identify students that they will act as their caring adult/mentor to. <ul style="list-style-type: none"> ○ For many this will be the classroom teacher. Sometimes it may be other staff. 	<ul style="list-style-type: none"> ● Students will have opportunities to check in with a caring adult every school day (in person or virtually) ● Mentor staff will use Emotional Distress Procedure as needed. <ul style="list-style-type: none"> ○ When virtually, staff will still reach out on the flow chart as needed ● Superintendent and/or Principal will communicate to

		<p>families consistently</p> <ul style="list-style-type: none"> ● Mentor staff will communicate with students and family as needed <ul style="list-style-type: none"> ○ Often, this will come after Administration Update ● Mentor staff will explain Standard Operating Procedures and Rationales to students ● Tiered MTSS support plan in place for students
Students will participate in community time (circles, class meeting etc), as designed by their teacher	<ul style="list-style-type: none"> ● Teachers will provide students with daily times to run community time (circles, class meeting etc) with their class, to allow for SEL to be a priority 	<ul style="list-style-type: none"> ● Community time (circles, class meeting etc) to be included in every in-person school day ● Resources available to support this ● SEL curriculum
Students will participate in a social emotional learning curriculum	<ul style="list-style-type: none"> ● School counselors to follow their curriculum with focus on SEL ● Teachers to incorporate 60-90 minutes of SEL into daily instruction 	<ul style="list-style-type: none"> ● School counselors to follow the schedule identified within each school for Guidance lessons.

RSU #38 MCMS Student Plan for Social Emotional Wellness: Hybrid

Social Emotional Wellbeing & Learning Outcomes	Actions and Expectations	Communication and Engagement Expectations
SEL as a priority	<ul style="list-style-type: none"> ● Following Maslow's Hierarchy, SEL 	<ul style="list-style-type: none"> ● Social Emotional Wellness will be the priority focus. ● This will be evident through

	<p>will be the priority as social emotional wellbeing is a prerequisite for academic learning.</p> <ul style="list-style-type: none"> ○ With a hybrid model, this is important to keep as the priority as students learning in various platforms 	<p>check ins and community time (circles, class meeting etc). These will be conducted in person or through virtual means</p> <ul style="list-style-type: none"> ● Principal will send out Morning Announcements Virtually (via email) ● Advisee groups to meet consistently, with school-designed schedules ● Positive Behavior Intervention Supports in place, along with tiered behavioral system, in place and accessible in all learning platforms ● SEL taught explicitly (on team or in advisee)
<p>Students will have an adult mentor from the school</p>	<ul style="list-style-type: none"> ● Staff will identify students that they will act as their caring adult/mentor to. ● For many this will be the advisor or a team teacher. ● Sometimes it may be other staff. 	<ul style="list-style-type: none"> ● Students will have opportunities to check in with a caring adult every school day (in person or virtually) ● Mentor staff will use Emotional Distress Procedure as needed. <ul style="list-style-type: none"> ○ When virtually, staff will still reach out on the flow chart as needed ● Superintendent and/or Principal will communicate to families consistently ● Mentor staff will communicate with students and family as needed <ul style="list-style-type: none"> ○ Often, this will come after Administration Update ● Mentor staff will explain Standard Operating Procedures and Rationales to students ● Tiered MTSS support plan in place for students
<p>Students will</p>	<ul style="list-style-type: none"> ● Advisors and team 	<ul style="list-style-type: none"> ● Community time (circles, class

<p>participate in community time (circles, class meeting etc), as designed within their advisee groups and on team.</p>	<p>teachers will provide students with consistent times to run community time (circles, class meeting etc) with their advisee group or class, to allow for SEL to be a priority.</p> <ul style="list-style-type: none"> ○ This will be conducted virtually, with a schedule, as needed. 	<p>meeting etc) will be in person when able and scheduled virtually as needed</p> <ul style="list-style-type: none"> ● Resources available to support this ● SEL Curriculum
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RSU #38 MCHS Student Plan for Social Emotional Wellness: Hybrid

Social Emotional Wellbeing & Learning Outcomes	Actions and Expectations	Communication and Engagement Expectations
<p>SEL as a priority</p>	<ul style="list-style-type: none"> ● Following Maslow's Hierarchy, SEL will be the priority as social emotional wellbeing is a prerequisite for academic learning. <ul style="list-style-type: none"> ○ With a hybrid model, this is important to keep as the priority as students learning in various platforms 	<ul style="list-style-type: none"> ● Social Emotional Wellness will be the priority focus. <ul style="list-style-type: none"> ○ This will be evident through class meetings and/or through 1:1 discussions ● Behavioral Intervention aligned to learning platforms.

<p>Students will have an adult mentor from the school</p>	<ul style="list-style-type: none"> ● Staff will identify students that they will act as their caring adult/mentor to. <ul style="list-style-type: none"> ○ For many this will be the advisor or a team teacher. ○ Sometimes it may be other staff. 	<ul style="list-style-type: none"> ● Students will have opportunities to check in with a caring adult every school day. ● Mentor staff will use Emotional Distress Procedure as needed ● Mentor staff will communicate with students and family as needed ● Mentor staff will explain Standard Operating Procedures and Rationales to students. <ul style="list-style-type: none"> ○ These will be used to support the hybrid learning design ● Tiered MTSS support plan in place for students
<p>Students will participate in community time (circles, class meeting etc), as designed within their advisee groups.</p>	<p>Advisors will provide students with virtual times to run community time (circles, class meeting etc) to allow for SEL to be a priority.</p>	<ul style="list-style-type: none"> ● community time (circles, class meeting etc) to be included in every in-person school day and scheduled virtually as needed. ● Resources available to support this ● SEL Curriculum

RSU #38 Staff Plan for Social Emotional Wellness: Hybrid

Social Emotional Wellbeing & Learning Outcomes	Actions and Expectations	Communication and Engagement Expectations
<p>Staff emotional wellbeing will be a priority</p>	<ul style="list-style-type: none"> ● Staff will check in on each other ● Administration to focus on staff and student SEL throughout the transition to hybrid 	<ul style="list-style-type: none"> ● Staff team building and trust activities will be included in professional development to support staff social emotional wellbeing. ● Staff meetings, team meetings and 1:1 discussions ● Emotional Distress

		<p>Procedure to be shared and utilized by all staff to support students and each other</p> <ul style="list-style-type: none"> ● Tiered MTSS support plan in place for students and staff ● Human Resources Support <ul style="list-style-type: none"> ○ Case by case support; as needed ○ Employee Assistance Program
Staff will be provided with clear communication	<ul style="list-style-type: none"> ● Communication and rationales to be provided to all staff to help with the return to school 	<ul style="list-style-type: none"> ● Clear communication to be sent from Superintendent and Principal whenever plans created and/changed ● Decision Making Tree available to help explain how decisions are made ● Standard Operating Procedures ● Rationales

Remote Learning Model

No in-person instruction, remote only.

PreK-12 Social Emotional Wellness Checkpoints for Remote Learning:

- Ensure that remote learning plans are distributed to all involved stakeholders and create opportunities for feedback and additional support, as needed
- Integrate synchronous and asynchronous learning and best practices that promote student engagement and provide students with outlets of communication
- Conduct a review of each students’ 504 plan and IEP in partnership with teachers and parents to reflect each students’ evolving needs based on time away from isolated services including OT, PT, and Speech while school buildings were closed. Ensure that student support plans (IEPs, 504s and/or RTI plans) are designed to support the various instructional transitions (in-person, hybrid and/or remote) that could occur during the year. These contingency plans will outline what will be provided during the different instructional options and how parents will be communicated with.

- a) Commence online intervention and support services.
- Conduct checkpoints around communication, specifically honing in on students, staff and families in need of additional support.
 - Use [RSU# 38's Recognizing and Addressing Emotional Distress Procedure](#) as needed
- Remain connected with MDOE about policies and guidance.

**RSU #38 Elementary Schools Student Plan for Social Emotional Wellness:
Remote**

Social Emotional Wellbeing & Learning Outcomes	Actions and Expectations	Communication and Engagement Expectations
SEL as a priority	<ul style="list-style-type: none"> ● Following Maslow's Hierarchy, SEL will be the priority as social emotional wellbeing is a prerequisite for academic learning. ● With a hybrid model, this is important to keep as the priority as students learning in the remote platform (updated from the spring 2020 remote platform) 	<ul style="list-style-type: none"> ● Social Emotional Wellness will be the priority focus. ● This will be evident through check ins and community time (circles, class meeting etc). These will be conducted in through virtual means, based on technological accessibility ● School to be in scheduled, regular contact with families ● Behavioral Intervention Supports in place for all learning platforms
Students will have an adult mentor from the school	<ul style="list-style-type: none"> ● Staff will identify students that they will act as their caring 	<ul style="list-style-type: none"> ● Students will have opportunities to check in with a caring adult every school day (virtually) ● Mentor staff will use Emotional

	<p>adult/ mentor to. For many this will be the classroom teacher.</p> <ul style="list-style-type: none"> • Sometimes it may be other staff. 	<p>Distress Procedure as needed.</p> <ul style="list-style-type: none"> ○ As it is virtually, staff will still reach out on the flow chart as needed • Superintendent and/or Principal will communicate to families consistently • Mentor staff will communicate with students and family as needed <ul style="list-style-type: none"> ○ Often, this will come after Administration Update • Mentor staff will explain Standard Operating Procedures and Rationales to students • Tiered MTSS support plan in place for students
<p>Students will participate in community time (circles, class meeting etc), as designed by their teacher</p>	<ul style="list-style-type: none"> • Teachers will provide students with community time (circles, class meeting etc) <ul style="list-style-type: none"> ○ Allow for SEL to be a priority 	<ul style="list-style-type: none"> • community time (circles, class meeting etc) to be included in Remote Learning program • Resources available to support this. Professional Development should be included for all-remote community time (circles, class meeting etc).
<p>Students will participate in a social emotional learning curriculum</p>	<ul style="list-style-type: none"> • School counselors to follow their curriculum with focus on SEL 	<ul style="list-style-type: none"> • School counselors to follow the schedule identified within each school for Guidance lessons which will be adapted for Remote Learning • SEL Curriculum adapted for remote learning

RSU #38 MCMS Student Plan for Social Emotional Wellness: Remote

Social Emotional	Actions and	Communication and Engagement
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Wellbeing & Learning Outcomes	Expectations	Expectations
SEL as a priority	<ul style="list-style-type: none"> ● Following Maslow's Hierarchy, SEL will be the priority as social emotional wellbeing is a prerequisite for academic learning. ● It is important to keep as the priority as students learning in the remote platform 	<ul style="list-style-type: none"> ● Social Emotional Wellness will be the priority focus. ● This will be evident through check ins and community time (circles, class meeting etc). These will be conducted through virtual means ● Principal will send out Morning Announcements Virtually (via email) ● Advisee groups to meet consistently, with school-designed schedules (decided by school leadership) ● Positive Behavior Intervention Supports in place, along with tiered behavioral system, in place and accessible in all learning platforms
Students will have an adult mentor from the school	<ul style="list-style-type: none"> ● Staff will identify students that they will act as their caring adult/ mentor to. <ul style="list-style-type: none"> ○ For many this will be the advisor or a team teacher. ○ Sometime s it may be other staff. 	<ul style="list-style-type: none"> ● Students will have opportunities to check in with a caring adult every school day (in person or virtually) ● Mentor staff will use Emotional Distress Procedure as needed. <ul style="list-style-type: none"> ○ As it is virtual, staff will still reach out on the flow chart as needed ● Superintendent and/or Principal will communicate to families consistently ● Mentor staff will communicate with students and family as needed <ul style="list-style-type: none"> ○ Often, this will come after Administration Update ● Mentor staff will explain Standard Operating Procedures and Rationales to

		<p>students</p> <ul style="list-style-type: none"> ● Tiered MTSS support plan in place for students
<p>Students will participate in community time (circles, class meeting etc), as designed within their advisee groups and on team.</p>	<ul style="list-style-type: none"> ● Advisors and team teachers will provide students with consistent times to run community time (circles, class meeting etc) with their advisee group or class, <ul style="list-style-type: none"> ○ Allow for SEL to be a priority. ● This will be conducted virtually, with a schedule. 	<ul style="list-style-type: none"> ● Community time (circles, class meeting etc) will be held virtually ● Resources available to support this. Professional Development should be included for all- remote community time (circles, class meeting etc). ● SEL Curriculum (Second Step is online for 6-8)

RSU #38 MCHS Student Plan for Social Emotional Wellness: Remote

Social Emotional Wellbeing & Learning Outcomes	Actions and Expectations	Communication and Engagement Expectations
SEL as a priority	<ul style="list-style-type: none"> ● Following Maslow's Hierarchy, SEL will be the priority as social emotional wellbeing is a prerequisite for academic learning. With a remote learning model, this is important to keep as the priority 	<ul style="list-style-type: none"> ● Social Emotional Wellness will be the priority focus. <ul style="list-style-type: none"> ○ This will be evident through class meetings and/or through 1:1 discussions ● Behavioral Intervention Supports in place for all learning platforms
Students will have	<ul style="list-style-type: none"> ● Staff will identify 	<ul style="list-style-type: none"> ● Students will have

<p>an adult mentor from the school</p>	<p>students that they will act as their caring adult/mentor to.</p> <ul style="list-style-type: none"> ○ For many this will be the advisor or a team teacher. ○ Sometimes it may be other staff. 	<p>opportunities to check in with a caring adult every school day.</p> <ul style="list-style-type: none"> ● Mentor staff will use Emotional Distress Procedure as needed ● Mentor staff will communicate with students and family as needed ● Mentor staff will explain Standard Operating Procedures and Rationales to students. <ul style="list-style-type: none"> ○ These will be used to support the remote learning design ● Tiered MTSS support plan in place for students
<p>Students will participate in community time (circles, class meeting etc), as designed within their advisee groups.</p>	<ul style="list-style-type: none"> ● Advisors will provide students with virtual times to run community time (circles, class meeting etc) ● Allow for SEL to be a priority. 	<ul style="list-style-type: none"> ● Community time (circles, class meeting etc) to be included in every in-person school day and scheduled virtually as needed. ● Resources available to support this. ● SEL Curriculum (many programs offered online for gr.6-12)

RSU #38 Staff Plan for Social Emotional Wellness: Remote

<p>Social Emotional Wellbeing & Learning Outcomes</p>	<p>Actions and Expectations</p>	<p>Communication and Engagement Expectations</p>
<p>Staff emotional wellbeing will be a priority</p>	<ul style="list-style-type: none"> ● Staff will check in on each other ● Administration to focus on staff and student SEL throughout the transition to Remote Learning 	<ul style="list-style-type: none"> ● Staff team building and trust activities will be included in professional development to support staff social emotional wellbeing. ● Staff meetings, team meetings and 1:1 discussions ● Emotional Distress Procedure

		<p>to be shared and utilized by all staff to support students and each other</p> <ul style="list-style-type: none"> ● Tiered MTSS support plan in place for students and staff ● Human Resources Support <ul style="list-style-type: none"> ○ Case by case support; as needed ○ Employee Assistance Program
<p>Staff will be provided with clear communication</p>	<ul style="list-style-type: none"> ● Communication and rationales to be provided to all staff to help with the return to school 	<ul style="list-style-type: none"> ● Clear communication to be sent from Superintendent and Principal whenever plans created and/changed ● Decision Making Tree available to help explain how decisions are made ● Standard Operating Procedures ● Rationales ● Regular communication also provided via online staff meetings ● Professional Development should be included for all-remote community time (circles, class meetings etc).

SEL in the Classroom

Social Emotional Learning Instruction

SEL instruction refers to consistent opportunities for students to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive. These opportunities provide dedicated time to focus on social and emotional competencies.

Structuring Explicit SEL Instruction

Advisors and Teachers Leading SEL for their Classroom: It is important that teachers and advisors take the lead on delivering SEL instruction for RSU #38 students. This approach allows teachers to form and maintain strong relationships with their students and integrate SEL concepts throughout all instruction so students can practice and apply SEL using an integrated context.

School counselors, nurses, and other support staff are great sources of knowledge on SEL and can support by leading professional learning on SEL instruction.

Explicit SEL instruction occurs with step-by-step instructions to teach students social and emotional competencies on age-appropriate topics.

- Identifying feelings (using the color chart- for staff and students)
- Coping with stress
- Communicating effectively
- Making decisions

RSU #38 will also use programs to provide explicit SEL instruction through classroom activities that develop specific skills, routines and structures such as morning check-ins (or community time (circles, class meeting etc) -restorative practices-) or conflict resolution/peace corners (restorative practices), or other teaching practices.

Time for SEL Instruction in the Schedule: SEL instruction may occur during a dedicated class period, such as advisee time, and other class times. All teachers teach SEL lessons on the same day at the same time and this needs to be determined by the school.

Make Intentional Time for SEL: All teachers move through lessons at the same pace, using the resources provided through School Counselors, Extended Advisee Times (Middle School), and through other leadership and planning.

SEL Designed Classrooms

A supportive classroom (and advisee) climate: Students feel emotionally safe and part of a community.

This includes:

- Community-building and trust building
- Belonging and emotional safety
- Student-centered discipline

Integration of SEL into School Day: Social Emotional Learning and Wellbeing must be explicitly taught (in advisee, through the use of community time (circles, class meeting etc), and other measures) as well as in the classroom. As SEL is the priority, there needs to be integrated opportunities for students to understand their own emotions, empathize with others, cultivate trusting relationships, solve problems constructively, and make decisions while considering the needs of others, all while also in the academic learning environment.

This includes:

- Fostering academic mindsets
- Aligning SEL and academic objectives
- Using interactive pedagogy

*Effective SEL instruction has four elements represented by the acronym **SAFE**:*

- **Sequenced**—*connected and coordinated activities to foster skills development;*
- **Active**—*active forms of learning to help students master new skills;*
- **Focused**—*containing activities that clearly emphasize developing personal and social skills;*
- **Explicit**—*targeting specific social and emotional skills (adapted from CASEL)*

SEL instruction must be integrated into the daily programming and connected to other opportunities for practicing/reflecting on SEL competencies throughout the day. All students have dedicated time during the school day to learn about, reflect on, and discuss SEL competencies through developmentally appropriate instruction.

- This time needs to be allocated in each grade level, as developmentally appropriate.
 - Elementary - With their classroom teacher during morning check-ins and scheduled within their day.
 - Middle - During advisee and in team homeroom times. Will also occur during Extended Advisee Time.
 - High School - During advisee time. With teachers, on an intermittent basis as determined by school administration and leadership.

Sample SEL lessons:

- Early Elementary: How to calm down and solve interpersonal conflicts
 - i. Stop and take a breath
 - ii. Say how you feel and why
 - iii. Let the other person say how they feel and why
 - iv. Decide together what you can do

- Elementary: How to label feelings using words like “pleasant,” “happy,” “irritated,” or “angry.”
- Middle or High School: Discussion about mixed emotions
 - i. Explore the reality that different people can experience different feelings in a similar situation (ie. COVID response)

SEL Needs: Prior, First Week and During School

Prior to School Starting

SEL Recommendations for Students

Recommendation with description	Elementary (include notes and time needed)	Middle School (include notes as needed)	High School (include notes as needed)
Reach out to advisee/ student families before school starts to gauge where students are at.	Classroom teachers? Time Needed: unk.	Advisors, Time Needed: 2 hours	Advisors, Time Needed: 2 hours
Reach out to advisee/student families prior to school start, concerning safety equipment.	Classroom teachers? Time Needed: unk.	Advisors, Time Needed: 2 hours	Advisors, Time Needed: 2 hours
SOP's made available to students, parents and staff prior to start of academic school year	Responsibility: Admin Time Needed: 2 hours	Responsibility: Admin Time Needed: 2 hours	Responsibility: Admin Time Needed: 2 hours
Professional Training on SOPs while in school, how to talk about Covid, and protocol on enforcing SOPs.	Responsibility: Nurses Time Needed: 2 hours	Responsibility: Nurses Time Needed: 2 hours	Responsibility: Nurses Time Needed: 2 hours
Professional Development training on SEL curriculum and topics.	Responsibility: Specialist Time Needed: 6 hours	Responsibility: Specialist Time Needed: 6 hours	Responsibility: Specialist Time Needed: 6 hours
Professional	Responsibility:	Responsibility:	Responsibility:

Development training on Check-ins and supports for Staff and Students	School Counselors/Nurse/Health + Wellness Center Time Needed: 2 Hours	School Counselors/Nurse/Health + Wellness Center Time Needed: 2 Hours	School Counselors/Nurse/Health + Wellness Center Time Needed: 2 Hours
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First Week of School

- *First week of school to be team building, trust building, SEL focus*

SEL Recommendations for Students

Recommendation	Elementary (include notes and time needed)	Middle School (include notes as needed)	High School (include notes as needed)
Teambuilding <i>*Each grade level/building will need a team to help discover social distancing activities that would work.</i>	Necessary to have multiple opportunities to run activities that help connect students while not touching: games/fun/social/excited to engage with the community.	Necessary to have multiple opportunities to run activities that help connect students while not touching: games/fun/social/excited to engage with the community.	Necessary to have multiple opportunities to run activities that help connect students while not touching: games/fun/social/excited to engage with the community.
Daily check in	Morning Mtg	Circles/Advisee	Advisee time
Transition Supports <i>*Recommend that K, 6th, 9th will need extra time to transition - Start on Sept 8, remaining students start on Sept 9</i>	SOP Review/Instruction	SOP Review/Instruction	SOP Review/Instruction
SEL Curriculum	Daily Structured Lessons	Daily Structured Lessons	Daily Structured Lessons or SEL Opportunities

SEL Throughout Year

- *After the first week, SEL needs to be intentional and integrated into the academics*
- *Focus on "caring community."*
- *Administrative support with SEL*

SEL Recommendations for Students

Recommendation	Elementary (include notes and time needed)	Middle School (include notes as needed)	High School (include notes as needed)
Teambuilding	<p>Full School "Morning Meetings" via Zoom? Weekly?</p> <p>Daily Morning Messages that would be helpful to students/fun/a challenge?</p>	<p>Full School "Morning Meetings" via Zoom? Weekly?</p> <p>Daily Morning Messages that would be helpful to students/fun/a challenge?</p>	<p>Full School "Morning Meetings" via Zoom? Weekly?</p> <p>Daily Morning Messages that would be helpful to students/fun/a challenge?</p>
Circles/Morning Meeting/Digital Check-ins	<p>Predictable/consistent time for students and staff to hear from one another.</p> <p>Full School "Morning Meetings" via Zoom?</p>	<p>Predictable/consistent time for students and staff to hear from one another.</p> <p>Full School "Morning Meetings" via Zoom?</p>	<p>Predictable/consistent time for students and staff to hear from one another.</p> <p>Full School "Morning Meetings" via Zoom?</p>
SEL Curriculum	<p>Consistent program for teachers to use (Possibly Second Step)</p>	<p>Consistent program for teachers to use (Possibly Second Step)</p> <p>Advisee Time</p>	<p>Using Advisee time. Provide Advisors with talking points that they could use consistently.</p> <p>Same information for all groups.</p>
Make Time for SEL instruction	<p>Designated time to talk about SEL (worries, empathy, feeling) check-ins throughout the day. Maybe First thing, after lunch, and before they go.</p>	<p>Advisee/Activity time? Working with students on their own feelings and tolerance of others feelings.</p>	<p>30 mins/day</p> <p>-Broken up morning and afternoon.</p>

Appendix A

Recognizing and Addressing Emotional Distress in Peers and in Students:

A step by step guide for RSU #38 Staff

RSU #38: A caring school community dedicated to excellence.

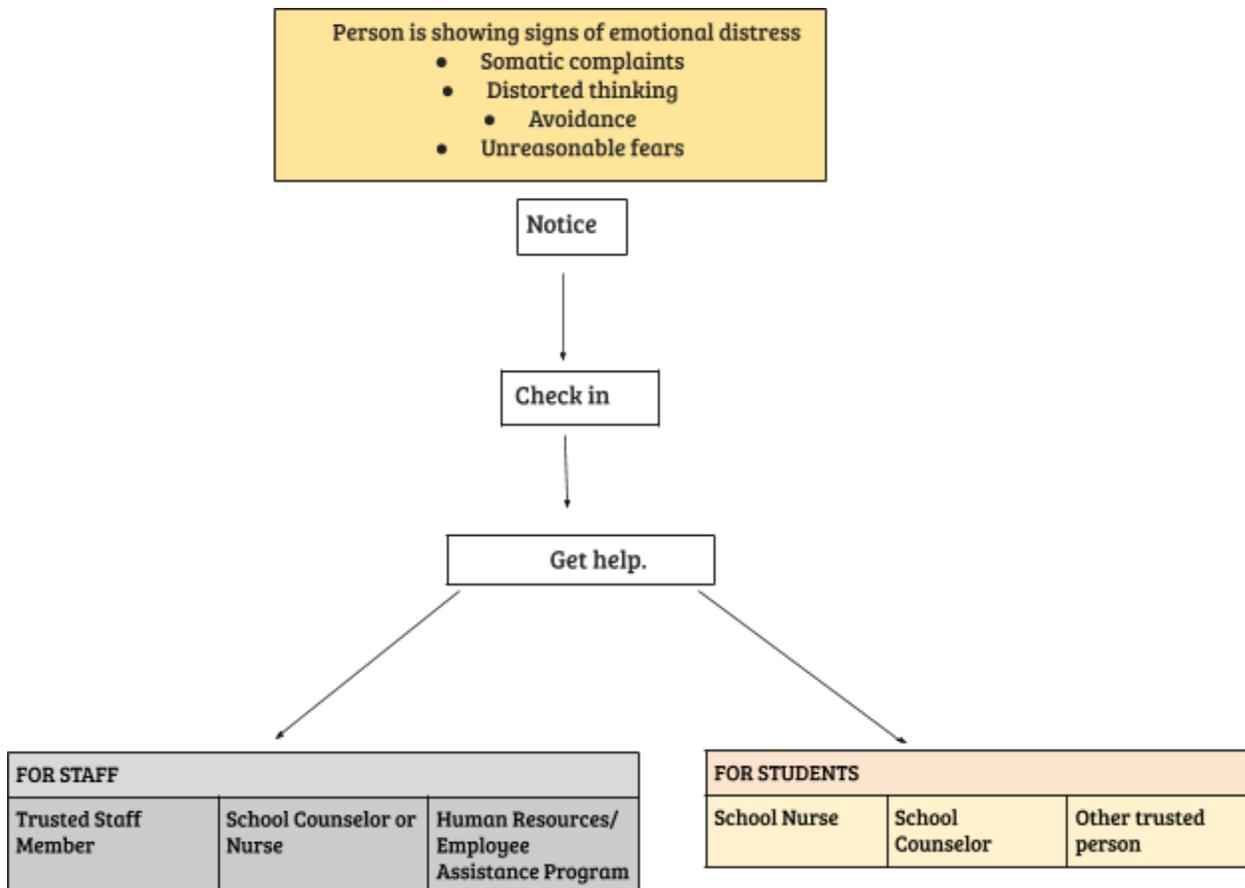
Students and staff will return to school with varying degrees of anxiety and stress. It is important that we focus on cultivating and deepening relationships, build partnerships and connect with one another to build our capacity to help students.

A person struggling with anxiety may show the following signs:

1. Somatic Complaints - stomachaches, headaches, other physical complaints
2. Distorted Thinking - preoccupied with failure, perfectionism, seeks lots of reassurance, all or nothing thinking (you never call on me, I always get it wrong, etc) and catastrophic thinking (I'm gonna fail, I made a mistake so I will get a zero, etc)
3. Behaviors like avoidance (most observed behavior with anxious students), shutting down at times, may be seen as manipulative or noncompliant (really a skill deficit)
4. Fears and concerns are unreasonable and out of proportion to the event.

If someone that you know is showing these signs, you may:

- 1) Ask them: Say something like: "I have noticed that you often complain about stomach aches. Do you think you might be struggling (with anxiety)?"
- 2) Let them know you care: Say something like: "I care about you. Can we talk more about this?"
- 3) If they want to talk, just listen.
- 4) Next steps would be to offer to take them to meet with the school nurse, school counselor or other trusted adult such as their advisor or a person that they name that they can trust.



Appendix B

RSU #38 Social Distancing & Precautionary Steps: Standard Operating Procedures

Getting on and off the bus
<ul style="list-style-type: none"> ● Have mask on <ul style="list-style-type: none"> ○ Say hello to your driver ○ Use the hand sanitizer ● Take your assigned seat (1 person per seat) ● Sit in seat quietly, with mask on, until you reach your stop ● When the bus stops, walk to the front of the bus <ul style="list-style-type: none"> ○ Use your hand sanitizer ○ Say bye to your bus driver

Getting Lunch		
Elementary	Middle	High School

Morning Routine		
Pre K	K-5	6-12
<ul style="list-style-type: none"> ● Enter building and wash hands or use hand sanitizer ● Proceed to classroom ● Put materials away ● Go to individual desk 	<ul style="list-style-type: none"> ● Enter building and wash hands or use hand sanitizer ● Proceed to classroom ● Put materials away ● Go to individual desk 	<ul style="list-style-type: none"> ● Enter building and wash hands or use hand sanitizer ● Proceed to classroom ● Put materials away ● Go to individual desk

End of Day Routine		
Pre K	K-5	6-12
<ul style="list-style-type: none"> ● Gather materials ● Wash hands or use hand sanitizer ● Exit building 	<ul style="list-style-type: none"> ● Gather materials ● Wash hands or use hand sanitizer ● Exit building 	<ul style="list-style-type: none"> ● Gather materials ● Wash hands or use hand sanitizer ● Exit building

Classroom Setup (Desks, at least 4-5 feet apart, masks)	
SOP	Staff Script When Not Complying
<ul style="list-style-type: none"> Students will remain outside of the classroom they are going to until they are signaled to enter by the classroom teacher. Students enter the classroom (staggered?) and go directly to their assigned seat while maintaining at least a three foot distance from their classmates. Students will prepare for the class, keeping all of their belongings underneath and close to their designated work-space. 	<p><i>"To share a space with those we care for and miss, we respect the classroom setup"</i></p> <p>The transmission of COVID-19 is not yet completely understood by doctors and scientists, but is spread most commonly by coughing, sneezing and talking. By optimizing our classroom setup to limit the spread of disease, we create an environment that allows us to be together, communicate, and protect each other from something beyond our control.</p> <ul style="list-style-type: none"> When students do not comply please repeat the script above. If they still do not comply, please notify the front office

Mask Wearing	
SOP	Staff Script When Mask is Not On
<ul style="list-style-type: none"> Students should have masks on when inside Masks should cover nose and mouth If the mask is removed or touched students should hand sanitizer or wash hands. Students will be given mask breaks and at that time masks may be removed and students must maintain 6 ft distance When outside and maintaining 6ft distance students may remove their masks. 	<p><i>"To be with those we care for and miss, we wear a mask"</i></p> <p>In our time away from friends, teachers and staff, we have learned not to take for granted the relationships we have, and the people we miss. By wearing a mask, we create an environment that allows us to be together, communicate, and protect each other from something beyond our control.</p> <ul style="list-style-type: none"> If a student refuses to wear a mask: <ul style="list-style-type: none"> Offer them a new mask Call the front office and tell the student to go to the nurses station to be quarantined

Physical Distancing (Hallway and Everywhere):		
Physical Distancing in Classroom = Minimum of 3 Feet		
Pre K	K-5	6-12

<ul style="list-style-type: none"> • Make sure mask is on • Line up on line • Students should be at least 3 ft apart (Have markers or tape in classroom to form line) • Keep hands at side • Walk facing forward and maintaining 3 ft space apart. 	<ul style="list-style-type: none"> • Make sure mask is on • Line up on line • Students should be at least 3 ft apart (Have markers or tape in classroom to form line) • Keep hands at side • Walk facing forward and maintaining 3 ft space apart. 	<ul style="list-style-type: none"> • Make sure mask is on • Allow students to exit classroom before entering classroom • Where possible Hallways should be one way (Example downstairs of middle school) • If one way is not possible, hallway should be divided in two and traffic should be one way on each side (Visual would be helpful) • Students should keep 3ft distance from each other when moving through the hallway.
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Sharing of Supplies	
SOP	Staff Script When Kids Try To Share
<p>Any shared supply you use must be disinfected before putting back or given to another student.</p>	<p><i>“To keep those I care for and miss safe, we use our own supplies”</i></p> <p>In order to prevent the spread of infectious disease, it is important for everyone to only use supplies that belong to them. Limiting the number of people handling objects contains the spread of viruses to a small bubble rather than a whole room. By using our own supplies, we create an environment that allows us to be together, communicate, and protect each other from something beyond our control.</p>

Hand Washing and Sanitation	
SOP	Staff Script if social distancing not followed
<ul style="list-style-type: none"> • When necessary, students will wash their hands 	<p><i>“To do my part for those we care for and miss, we practice proper hygiene”</i></p>

	<p>Proper hygiene, such as hand washing, and sanitation of spaces help ensure that our school will remain suitable and allow us to continue coming back. By sanitising and practicing proper hygiene, we create an environment that allows us to be together, communicate, and protect each other from something beyond our control.</p>
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Mask Breaks	
SOP	Staff Script When Not Complying with Physical Distancing
<ul style="list-style-type: none"> Students throughout the day will keep their masks on when traveling in the hallway, sitting in classrooms. 	<p><i>“To see those we care for and miss, we distance”</i></p> <p>The transmission of COVID-19 is not yet completely understood by doctors and scientists, but is spread most commonly by coughing, sneezing and talking. By maintaining a physical distance from others, we create an environment that allows us to be together, communicate, and protect each other from something beyond our control.</p>

Motor/Movement “Breaks”	
SOP	Staff Script When Not Complying
<ul style="list-style-type: none"> Must be planned and approved Outside options to consider that could support mask breaks 	<p><i>“To see those we care for and miss, we distance”</i></p> <p>The transmission of COVID-19 is not yet completely understood by doctors and scientists, but is spread most commonly by coughing, sneezing and talking. By maintaining a physical distance from others, we create an environment that allows us to be together, communicate, and protect each other from something beyond our control.</p>

<p>Use of Restrooms</p>

SOP
<ul style="list-style-type: none"> ● Only one student in the bathroom at a time. ● Students should go straight to bathroom ● Use bathroom ● Wash hands ● Return straight back to class

Outdoor Breaks	
SOP	Script
<ul style="list-style-type: none"> ● Students throughout the day will keep their masks on when traveling in the hallway, sitting in classrooms. 	<p><i>“To see those we care for and miss, we distance”</i></p> <p>The transmission of COVID-19 is not yet completely understood by doctors and scientists, but is spread most commonly by coughing, sneezing and talking. By maintaining a physical distance from others, we create an environment that allows us to be together, communicate, and protect each other from something beyond our control.</p>

Appendix C

RSU #38 Social Distancing & Precautionary Steps: Rationales

Sharing of Supplies

"To keep those I care for and miss safe, we use our own supplies"

In order to prevent the spread of infectious disease, it is important for everyone to only use supplies that belong to them. Limiting the number of people handling objects contains the spread of viruses to a small bubble rather than a whole room. By using our own supplies, we create an environment that allows us to be together, communicate, and protect each other from something beyond our control.

Hand Washing and Sanitation

"To do my part for those we care for and miss, we practice proper hygiene"

Proper hygiene, such as hand washing, and sanitation of spaces help ensure that our school will remain suitable and allow us to continue coming back. By sanitising and practicing proper hygiene, we create an environment that allows us to be together, communicate, and protect each other from something beyond our control.

Mask Empathy

"To be with those we care for and miss, we wear a mask"

In our time away from friends, teachers and staff, we have learned not to take for granted the relationships we have, and the people we miss. By wearing a mask, we create an environment that allows us to be together, communicate, and protect each other from something beyond our control.

Why We Wear Masks

Thank you for your question concerning not wearing a mask in school if the student has a doctor's note indicating a medical condition. Based on current guidelines set by the Maine Department of Education, "Students age five and above are required to wear a mask/face covering that covers their nose and mouth. Masks are recommended for children ages two to four, when developmentally appropriate. Face shields may be an alternative for those students with medical, behavioral, or other challenges who are unable to wear masks/face coverings. The same applies to staff with medical or other health reasons for being unable to wear face

coverings. Face shields worn in place of a face covering must extend below the chin and back to the ears." (From MDOE, 7/31/20)

Physical Distancing (Hallway and Everywhere)

"To see those we care for and miss, we distance"

The transmission of COVID-19 is not yet completely understood by doctors and scientists, but is spread most commonly by coughing, sneezing and talking. By maintaining a physical distance from others, we create an environment that allows us to be together, communicate, and protect each other from something beyond our control.

Cafeteria and Food

"To prevent spreading disease with those we care for and miss, we eat at a distance"

The transmission of COVID-19 is not yet completely understood by doctors and scientists, but is spread most commonly by coughing, sneezing and talking. For comfort and ease, eating most food requires removing masks. By creating physical distance in order to eat, we create an environment that allows us to be together, communicate, and protect each other from something beyond our control.

Classroom Setup (Desks, 3 feet apart, masks)

"To share a space with those we care for and miss, we respect the classroom setup"

The transmission of COVID-19 is not yet completely understood by doctors and scientists, but is spread most commonly by coughing, sneezing and talking. By optimizing our classroom setup to limit the spread of disease, we create an environment that allows us to be together, communicate, and protect each other from something beyond our control.

Partitions

"To ensure our safety, and that of those we care for and miss, we respect partitions"

Partitions exist to prevent the spread of airborne pathogens and respiratory vapors that carry the virus. Their use helps protect the teachers who educate, the food service workers that provide our food, the secretaries and administration that run our buildings, and everyone else in the building. By respecting and not moving into partitioned spaces, we create an environment

that allows us to be together, communicate, and protect each other from something beyond our control.

Mask Breaks

“To show respect for those we care for and miss, we wait for mask breaks”

It is difficult to remember that not long ago, masks were not required to go to the store, to school or hang out with friends. Mask breaks allow students and staff the opportunity to remove their face coverings for a period of time to add some normalcy, and alleviate the anxiety some feel from wearing one. By respecting the time given for mask breaks, we create an environment that allows us to be together, communicate, and protect each other from something beyond our control.

Why We Would Go Remote

“In order to see those we care for and miss in the future, we go remote”

If the time comes where it is decided that school is not safe for students and staff, remote learning can occur. The health and safety of all students and staff is our paramount belief, and any circumstance that would endanger the members of our schools is not worth the potential harm it could cause. By respecting the severity of our current pandemic and the limitations it puts on us, we protect each other from something beyond our control.

Appendix D

CDC's Schools During the COVID-19 Pandemic

SCHOOLS DURING THE COVID-19 PANDEMIC



The purpose of this tool is to assist administrators in making (re)opening decisions regarding K-12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.

Should you consider opening?

- ✓ Will reopening be consistent with applicable state and local orders?
- ✓ Is the school ready to protect children and employees at **higher risk** for severe illness?
- ✓ Are you able to screen students and employees upon arrival for symptoms and history of exposure?

ANY
NO



Are recommended health and safety actions in place?

- ✓ Promote healthy hygiene practices such as hand washing and employees wearing a cloth face covering, as feasible
- ✓ Intensify cleaning, disinfection, and ventilation
- ✓ Encourage social distancing through increased spacing, small groups and limited mixing between groups, if feasible
- ✓ Train all employees on health and safety protocols

ANY
NO



Is ongoing monitoring in place?

- ✓ Develop and implement procedures to check for signs and symptoms of students and employees daily upon arrival, as feasible
- ✓ Encourage anyone who is sick to stay home
- ✓ Plan for if students or employees get sick
- ✓ Regularly communicate and monitor developments with local authorities, employees, and families regarding cases, exposures, and updates to policies and procedures
- ✓ Monitor student and employee absences and have flexible leave policies and practices
- ✓ Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area

ANY
NO



ALL
YES

ALL
YES

ALL
YES

OPEN AND
MONITOR

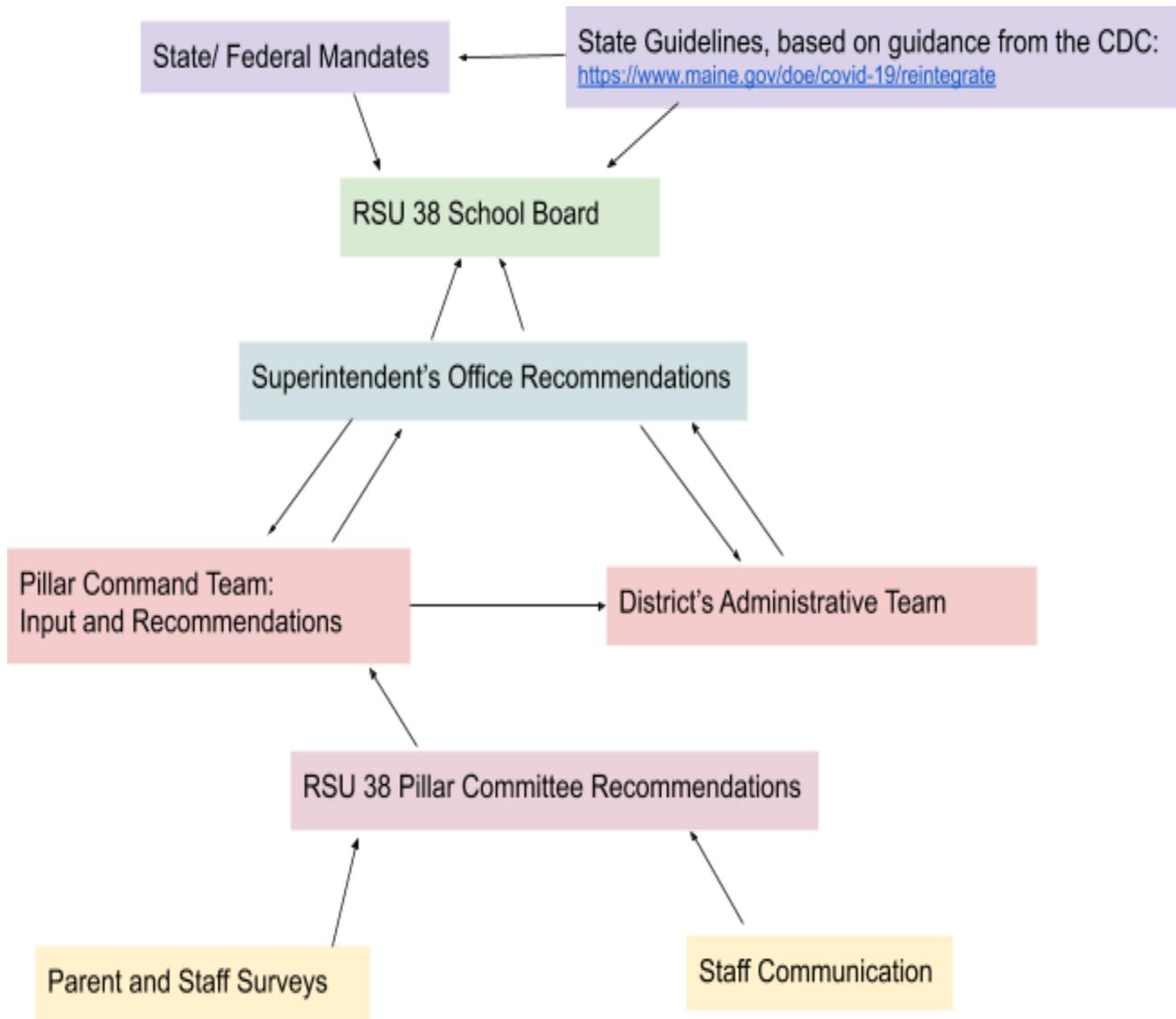


cdc.gov/coronavirus

Appendix E

RSU #38 Return To Learn Decision Making Model

Regarding: COVID 19 Return to Learn



Appendix F

Maslow's Hierarchy

Fostering a Foundation of SEL Growth

Building Relationships to Increase Belonging



Appendix G

MDOE's K-12 Minimum Requirements Required Health and Safety Measures for All Schools

1) Symptom Screening Before Coming to School:

Students (parents/caregivers) and staff members must conduct self-checks for symptoms prior to boarding buses or entering school buildings each day. Schools should provide information to families in their primary language to support them in conducting this check.

Any person showing symptoms must report their symptoms and not be present at school.

Schools must provide clear and accessible directions to parents/caregivers and students for reporting symptoms and absences.

2) Physical Distancing and Facilities:

Adults must maintain 6 feet of distance from others to the extent possible. Maintaining 3 feet of distance is acceptable between and among students when combined with the other measures outlined in this list of safety requirements.

6 feet of physical distancing is required for students while eating breakfast and lunch, as students will be unable to wear masks at that time.

A "medical isolation room" must be designated for students/staff who exhibit COVID-19 symptoms during the school day.

Schools should evaluate their existing ventilation capabilities and ensure that they are maximizing their current capacity. Adequate ventilation is required for classrooms, with schools having flexibility in implementation such as using properly working ventilation systems or outdoor air exchange using fans in open windows or doors.

Groups in any one area, room, or classroom must not exceed the Governor's gathering size limits.

3) Masks/Face Coverings:

Adults, including educators and staff, are required to wear a mask/face covering.

Students age five and above are required to wear a mask/face covering that covers their nose and mouth.

Masks/face coverings must be worn by all students on the bus.

Face shields may be an alternative for those students with medical, behavioral, or other challenges who are unable to wear masks/face coverings. The same applies to staff with medical or other health reasons for being unable to wear face coverings. Face shields worn in place of a face covering must extend below the chin and back to the ears.

4) Hand Hygiene:

All students and staff in a school must receive training in proper hand hygiene.

All students and staff must wash hands or use sanitizing gel upon entering the school, before and after eating, before and after donning or removing a face mask, after using the restroom, before and after use of playgrounds and shared equipment, and upon entering and exiting a school bus.

5) Personal Protective Equipment

Additional safety precautions are required for school nurses and/or any staff supporting students in close proximity, when distance is not possible, or when student require physical assistance. These precautions must at a minimum include eye protection (e.g., face shield or goggles) and a mask/face covering.

Classrooms and/or areas that have been used by an individual diagnosed with Covid-19 must be closed off until thorough cleaning and sanitization takes place.

6) Return to School after Illness

Sick staff members and students must use home isolation until they meet criteria for returning to school.

Resources

ASCA

- ASCA Return to School Roadmap:
<https://www.schoolcounselor.org/asca/media/asca/Publications/SEL-ROADMAP.pdf>
- Website: <https://schoolcounselor.org/>

CASEL

- Website: <https://casel.org/>
- CASEL Roadmap:
<https://www.schoolcounselor.org/asca/media/asca/Publications/SchoolReentry.pdf>

Mindfulness

- Books for Purchase: [Mindfulness Practices](#); [Cultivating Mindfulness in the Classroom](#)
- Websites: <https://www.mindful.org/>; <https://www.headspace.com/meditation/kids>
- Other Resources:
 - [Ten Mindfulness Activities for all](#)
 - [7 Mindfulness Practices](#) (for small groups)
 - [“Creating a Mindful Classroom”](#)
 - [Building Relationships During Remote Learning](#)

Positive Behavioral Intervention Systems

- Books for Purchase: [PBIS Tier 1](#); [PBIS Tier 2](#); [PBIS Team Handbook](#)
- PBIS Website: <https://www.pbis.org/>

Restorative Practices

- Books for Purchase: [Circle Forward](#); [Hacking School Discipline](#); [Restorative Practices Handbook](#)
- International Institute of Restorative Practices Website:
<https://www.iirp.edu/restorative-practices/defining-restorative/>
- Other Resources:
 - [Community Building Circle Blank Template](#)
 - [Handbook: Restorative Practices and community time \(circles, class meeting etc\), morning meetings, community time \(however that time is identified in the school\)](#)
 - [Community Building Circle Prompts](#)
 - [Virtual Community Circle To Build Connection During COVID-19](#)

RSU #38 Specific Resources

- [Elementary School Counseling Lessons](#)
 - [Counselor Keri Supplemental Materials](#)
- [Middle School Career & Education Curriculum](#)
- [High School Career & Education Curriculum](#)
- [Gr. 6-12 Advisor Handbook](#)

SEL Pillar Recommended Activities and Professional Development

- [Teambuilding Activities](#)
- [Professional Development Recommendations](#)

SEL and Standard Operating Procedures Lesson Plans

- Gr. K-8: [Second Step Program Overview](#)
 - [Second Step Pricing for K-8](#)
- Gr 9-12 Options:
 - <http://secondaryguide.casel.org/description-page.html#sss>
 - <http://secondaryguide.casel.org/description-page.html#wtop>
 - <http://secondaryguide.casel.org/>