

- Students who do not have a mask can NOT be denied transportation - they will be provided a mask from OPT
- Students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.

Hand sanitizer

- School buses are not equipped with hand sanitizer due to its combustible composition and potential liability to the carrier
- Students may use their own personal hand sanitizer
- Students receive hand sanitizer before entering the school building.

Social-Emotional Learning

A Team Approach

CPCS' Student Support Team is composed of guidance counselors, social workers, and family engagement coordinators who partner and collaborate with parents/guardians, students, administrators, teachers, and the community at large; to provide comprehensive services to students to ensure their social-emotional well-being. Due to the nature of SEL work, several groups must be involved in the development and implementation of a successful program. Our program was developed with input from our chief executive officer, director of pupil personnel services, certified school counselors, social workers, principals, family engagement coordinators; and will be informed by research and feedback from families, students, and community members. Key responsibilities of some groups are listed below:

Team Responsibilities:

- Serve as a member of the school's SEL team
- Advocate for two-way communication strategies in which the school shares information with families and empowers families to communicate with staff
- Facilitate reflective discussions about data and implications for decision making and action (see a structured facilitation guide within the tool *SEL Data Reflection Protocol*)
- Regularly communicate the importance of social and emotional learning throughout the school community and model SEL competencies through professional development both virtual and face-to-face, provide 1:1 support to staff, provide workshops/activities for parents and all other stakeholders
- Develop and deliver school-wide presentations about SEL for the school community.
- Provide regular communication with the constituent group that the team member represents.

Principal/Administrators

- With the support of the team, identify goals and next steps to scale the implementation of school-wide SEL.
- Schedule regular SEL team meetings (at least monthly)
- Monitor progress toward school-wide SEL implementation
- Help secure school and community involvement for whole school SEL implementation
- Facilitate and reinforce the integration of the shared SEL vision into all aspects of school culture
- Ensure availability of necessary resources

- Serve as the SEL program spokesperson and advocate
- Model SEL skills and enthusiasm for SEL to the staff and community
- Educate and promote feedback from staff, students, and parents for SEL
- Involve all stakeholders, especially those who are traditionally underrepresented and most affected by decisions, in creating an implementation plan for school wide SEL.

Teachers

- Incorporate student-centered discipline strategies that are developmentally appropriate, culturally responsive, trauma responsive, prioritize relationship building, and strive to find intrinsic motivation with students.
- Focuses language on effort, support, and acknowledging small gains.
- Utilizes a growth mindset.
- Allow students to make responsible decisions about their work in their classroom.
- Allow student voices to be heard.
- Create a sense of care, support and rapport through established classroom structures
- Hold CPCS high academic belief that all students can and will succeed.

Specialized Support Staff/Pupil Personnel Services (School Psychologists, Social Workers, School Counselors, Parent Engagement Coordinator, etc.)

- Provide expert information about health and mental health, young people's developmental processes, and the effectiveness of various prevention efforts
- Relate SEL elements to academic learning, student behavior issues, maintaining positive relationships and non academic activities.
- Help choose appropriate SEL programs and practices to meet special needs of unique populations
- Identify appropriate SEL strategies and interventions
- Collect data on behavior and SEL competencies
- Coordinate services for At Risk and IEP students with SEL programs
- Conduct and participate in parent workshops to ensure parents are knowledgeable about the benefits of SEL for their children.
- Advocate for considering new, meaningful ways to expand school-family partnerships
- Work closely with staff to promote family partnerships

Non-Instructional Staff (bus drivers, clerical staff, custodial staff, food service staff)

- Provide information about the needs and roles of this group of staff
- Provide suggestions and recommendations for how SEL can be incorporated in non-instructional spaces such as on the bus, at recess, and in the lunchroom
- Implement effective strategies to engage all students in the appropriate school culture and climate improvement process

Parents/Family Members

- Ensure regular and effective two-way communication between the SEL team and family members in both formal and informal settings

- Provide perspectives on current and proposed school practices
- Participate in workshops on SEL and related issues impacting school culture
- Collaborate with school staff to identify community resources that can benefit students and families.

Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI)

The adverse impact of the coronavirus pandemic on the social-emotional health of students, families, and staff, will be addressed through a comprehensive counseling program that meets the needs of all students by facilitating their personal/social development, academic development and career development. The program aims to: create a positive and safe learning climate, help students feel connected to school, help students feel connected to at least one caring adult, and help students resolve problems that prevent their healthy development (i.e. managing traumatic experiences). The program is delivered through the following program components:

Multi-Tiered System of Supports- organized levels of healing centered interventions to ensure scholars receive timely services based on social and emotional need

Tier 1: Core Program with Universal Supports. All students (100%) receive standards- and competency-based school counseling core curriculum, individual planning, and school-wide activities

Tier 2: Targeted Intervention for Some Students. A smaller set of students (20%), identified by data screening, receive targeted, data-driven interventions.

Tier 3: Intensive Intervention for a Few Students. A limited number of high needs students (5-10%) with supports of a greater intensity specifically tailored to meet individual needs.

MTSS and Response to Intervention (RTI) work in a complementary fashion to identify students in need, to provide support, to monitor student outcomes, and to modify support as needed.

Curriculum- Members of the student support team will create developmentally appropriate lessons to address the SEL needs of our students. Curriculum will be heavily tied to the five core social-emotional competencies identified by The Collaborative for Academic, Social, and Emotional Learning (CASEL). CPCS' implementation of the Schoolwide Enrichment model (SEM), will also engage students in SEL by having them identify their interests through a research-based self-assessment tool and by engaging students in Enrichment Clusters (ECs) where they will work in project-based learning teams (virtually and/or in-person) to deeply explore a topic, research issues, formulate a plan of action that they then share with the community at large.

Individualized and Transitional Planning- Students will engage in reflective self-evaluations, the development of Personal Plans of Study, and the development of transition plans.

Responsive Services- Individual counseling, small-group counseling, consultation, and referrals will be provided by licensed personnel.

SEL Advisory Council

CPCS will establish either an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of trustees, charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists, to inform the comprehensive developmental school counseling program plan.

SEL Professional Development for Faculty and Staff

CPCS will provide professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide support for developing coping and resilience skills for students, faculty, and staff.

Resources and Referrals

CPCS has established relationships with key community partners who will provide additional services if/where needed. A few partners are listed here:

Catholic Charities
1847 Mott Avenue, Far Rockaway, NY 11691
718-337-6800

Community Mental Health Center
521 Beach 20th Street Far Rockaway, NY 11691
718-869-8822

Family Health Center
1288 Central Avenue, Far Rockaway, NY 11691
718-868-1370

Harlem Dowling - Westside Center
Far Rockaway Preventative Services Program
1600 Central Avenue, Suite 401, Far Rockaway, NY 11691
718-471-3303

St John's Episcopal Hospital Community Mental Health Clinic
521 Beach 20th St, Far Rockaway NY 11691 United States
718-869-8822

Professional Development

Staff will receive ongoing training and professional development in SEL. Training will focus on personal well-being so that staff feel cared for as they support students, families, and each other. Key topics will include:

- Strategies for Being Your Best Possible 'Self'
- The Big Seven Strategies for Healthy Emotion Regulation in Uncertain Times
- Check In! Using the Mood Meter, and giving the permission to feel
- Coping with Grief and Loss
- Dealing with Race (through book study)

- Helping Children Manage Emotions During Uncertain Times
- SEL Best Practices for Supporting Educators
- Dignity for All Students Act
- Trauma-Sensitive Schools (learning coping and resiliency skills)
- Restorative Practices and Reducing Exclusionary Discipline
- School Climate Survey Pilot

School Schedules

At the start of the 2021-22 school year, all scholars will have 100% in-person learning. Scholars will only go to a hybrid or remote learning schedule if mandated by state or local health officials.

Monday, August 16: All staff return in person for professional development.

Monday, August 23: All students return to 100% in-person learning.

**All programming through July(Summer School 2022) will take place face to face. Unless mandated changes are made by the state.*

Sample Schedules

| Time | Grade |
|-------------|------------------------|
| 8:00-8:20 | Breakfast |
| 8:20-8:30 | Morning Meeting |
| 8:30-9:25 | Reading |
| 9:30-10:15 | Guided Reading |
| 10:20-11:05 | Writing |
| 11:10-11:55 | Lunch |
| 12:00-12:45 | Math |
| 12:50-1:35 | Math |
| 1:40-2:25 | Special |
| 2:30-3:20 | Science/Social Studies |
| 3:20-3:30 | Student Conferences |
| 3:35-3:45 | Bus Dismissal |
| 3:50- 4:00 | Dismissal |

SAMPLE 6-10 SCHEDULE

| Time | Content |
|-------------|--|
| 8:00-8:20 | Breakfast, Advisory, and Cheetah Report |
| 8:25-9:15 | Core subject: ELA/Math/Science/Social Studies |
| 9:20-10:10 | Core subject: ELA/Math/Science/Social Studies |
| 10:15-11:05 | Core subject: ELA/Math/Science/Social Studies |
| 11:10-12:00 | Core subject: ELA/Math/Science/Social Studies |
| 12:00-12:50 | Lunch for Grades 6,8,9, and 10; Specials for Grade 7 |
| 12:50-1:40 | Lunch for Grade 7; Specials for Grades 6, 8, 9, and 10 |
| 1:45-2:35 | RTI period for all grades |
| 2:40-3:30 | RTI period for all grades |
| 3:30-4:00 | Social-Emotional Learning (SEL) |