

- not seat students directly behind the driver

Routing

- The Schodack Central School District will develop multiple routing scenarios for administration to analyze different instructional scheduling options.
 - Split sessions
 - Alternating days
 - Hybrid schedules – some grade levels in-person learning at school buildings, other grade levels virtual remote learning
 - Utilize computerized routing programs to provide different routing scenarios and analyze cost/feasibility
- The District will limit rotation of substitute drivers and aides if possible.
- The District will limit student movement between bus routes.
 - Discontinue allowing students to ride different buses on different days of the week unless parent or guardian makes plausible requests (childcare, custody arrangements)
 - If possible, mirror AM and PM routes, so bus riders are the same group each day

Loading/Unloading & Pickup/Drop-off

- Students shall be loaded in sequential route order. First student on the bus sits in the back, when going to school, the last student off the bus sits in the back when going home from school.
- Dismissal times will be staggered to best suit building needs and to promote social distancing.
- Adjustments will be made by buildings for:
 - Unloading and entry, and loading and departure.
 - Route timing which will be affected by delayed loading/unloading processes.
 - Arrival and departure activities, they shall be supervised to ensure social distancing.
- Will add or modify bus routes to reduce load levels on buses.

Transporting to BOCES

- The Schodack Central School District will be transporting to BOCES and will follow similar protocols as previously described.
- The Schodack Central School District will keep a log of attendees on the trip in both directions from the BOCES building. Upon request, schools may need to supply the log of passengers in addition to cleaning logs in the event BOCES must assist in contact tracing due to exposures either at the BOCES buildings, or during transportation.

Social-Emotional Well-Being

In planning for our re-entry in September, the District has formed Reopening Task Force teams to examine the guidance provided by the Department of Health and NYSED for our possible return in the Fall. Our work is grounded in our beliefs the most equitable opportunities for educational success relies upon the comprehensive support for students and families provided in our schools with our professionals and the systems of support we have built. These supports include academics as well as the social and emotional well-being of our students. We are committed to prioritizing social emotional well-being - not at the expense of academics, but in order to create the mental, social and emotional space to access rigorous academic content with confidence.

In support of this belief, a Social-Emotional Learning Advisory Team will be created consisting of certified teachers, certified school counselors, licensed mental health professionals, community members and school administrators. This team was created to develop a cohesive and strategic plan, regardless of the re-entry phase, to support students and staff upon for the 2020-2021 school year; this includes a means to identify and actively support student and staff well-being and mental health concerns through a range of pre-determined tactics to be employed by those dealing with difficult situations. This plan will focus specifically on how to best support students and staff in a blended learning model scenario, which includes a mix of both in-person and virtual classroom instruction. This plan includes considerations for teams to rapidly transition between face-to-face and continuous remote learning, which may be required based on the pandemic.

Research shows the importance of mental and emotional well-being for students and staff, which has both psychological and ultimately academic outcomes. We know, after this prolonged closure, many of our students and staff will require social-emotional supports to help them re-engage and re-enter work and school. As a district, our commitment is to create and maintain emotionally and physically safe, supportive and engaging learning environments that promote all students' social and emotional well-being and development. The pandemic has elevated the role of leaders in creating conditions helping students practice empathy, create social bonds across distance and adapt to new learning experiences. Counselors and school based health programs will play an extremely important role in the adjustment period when buildings reopen and access to school counselors will be invaluable support to our students.

Before school resumes, school administrators, teachers and mental health practitioners (school counselors, school psychologists and/or school social workers) will meet to create an asset map of already existing foundational assets within school districts and community-based organizations, and build upon them. In addition, it will be critical to identify students who might be at risk for needing mental health supports. School counselors and administrators will be equipped with tools and information needed to see each child through a social emotional lens.

We remain committed to supporting all students and maintain our whole child commitment as well as equipping all staff to connect, heal, and build capacity to support our students. Supports will include resources primarily from *The Collaborative Classroom - Caring School Community* curriculum which is currently used at Castleton Elementary School daily. At Maple Hill Jr./Sr. High School, the *Whole School, Whole Community, Whole Child* framework was implemented last year and we will continue to build off of its strengths. In addition, we will build upon and continue the regular use of restorative practices and mindfulness strategies and activities K-12, which are already being implemented in the Schodack Central School District .

Additionally, all Schodack Central School District employees have access to the Employee Assistance Program (EAP) which offers many free services including face-to-face and virtual counseling. Information about all social-emotional supports will be made widely available to the Schodack Central School District community on our website. We are committed to developing/making accessible family/caregiver-appropriate social and emotional learning (SEL) content to be used during all phases of our re-entry.

Transitions are important every year, and they will be even more important this fall returning from continuous remote learning to in-person instruction in buildings or a phased in approach to in-person instruction. Districts should support transitions in a culturally responsive manner and engage students, families, and communities in the process of identifying needs and supports. Transitions take many forms and include returning to school in the fall, moving from one grade band to another, or dealing with the varying emotional needs as a result of the health pandemic.

The following considerations guided our building level planning:

Emotional reactions to coming out of quarantine may include:

- Mixed emotions, including relief after quarantine.
- Fear and worry about your own health and the health of your loved ones.
- Stress from the experience of monitoring yourself or being monitored by others for signs and symptoms of COVID-19.
- Sadness, anger, or frustration because friends or loved ones have unfounded fears of contracting the disease from contact with you, even though you have been determined not to be contagious.
- Guilt about not being able to perform normal work or parenting duties during quarantine.
- Other emotional or mental health changes.

Addressing Social-Emotional Health for Students and Faculty/Staff

- Establish/sustain a culture that supports and emphasizes mental health services available for faculty, staff, students and families
Building and district wide mental health committees will meet frequently to communicate about the social-emotional health and wellness of all stakeholders. This committee will make recommendations and support the ongoing implementation of this plan.
- Continue the use of Restorative Practices (use of healing/restorative circles for both staff and students)
- Assist in adequate training for staff/faculty as requested to assist them in understanding:
 - Social Emotional Learning (SEL) competencies; self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
 - The warning signs for quarantine related mental health needs.
 - How to access crisis support and other mental health services and resources.

What Mental Health Professionals can do in schools

- Educate staff, parents, and students on symptoms of mental health needs and how to obtain assistance.
- Promote social emotional learning competency and build resilience.
- Help ensure a positive, safe school environment.
- Teach and reinforce positive behaviors and decision-making.
- Encourage good physical health.
- Help ensure access to school-based mental health supports; facilitate the expansion of school-based mental health supports.

School Schedules