

Elko Institute for Academic Achievement

Path Forward: Plan for a Safe, Efficient, and Equitable Return to
School

Fall 2020

EIAA

Our mission is to empower students to acquire and value knowledge and skills that will support them as life-long learners and leaders, to contribute to the world, and practice the core values of our school: RESPECT, HONESTY, KINDNESS, and EXCELLENCE.

I am a Coyote; I am in charge of me.
I am respectful, I am kind, I strive for
excellence.

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Disclaimer

Circumstances regarding COVID-19 are fluid and social distancing protocols and other health and safety requirements are subject to change based on the advice of public health officials, including the State's Chief Medical Officer.

The purpose of this letter is to provide parents and current information for the 2020-2021 school year. All quotes and information provided in the disclaimer have been pulled from Guidance Memorandum 20-5 from the State Superintendent's office. The state has required all Districts and Charter schools to put a plan into place containing the following 3 scenarios:

- 1.) In-person instruction following social distancing protocols
- 2.) A hybrid of in person instruction and distance education (maintaining 50% capacity in the building)
- 3.) 100% Distance Education

The state has made it known that the scenarios being used by schools at any given time can and will change based off of COVID outbreak and current directives from the governor. "Circumstances regarding COVID-19 are fluid and social distancing protocols and other health and safety requirements are subject to change based on the advice of public health officials, including the State's Chief Medical Officer".

"Districts and charter schools will be required to adhere to emergency directives, public health protocols, and NDE guidance throughout the 2020-21 school year. While directives, protocols, and guidance may evolve to reflect changes in public health conditions, at any point in time the prevailing guidance will need to be upheld. Therefore, districts/schools should plan to reopen in the fall under Phase 2 social distancing and public health protocols". This means EIAA at this point will be starting in the hybrid scenario. If this is the case, there is a chance school will be delayed a week so teachers can spend more time meeting with families and working with kids to set up the hybrid approach. As quick as everything changes there is still plenty of potential for us to start a regular school year however, this is the guidance we have been provided at this point.

This policy includes measures we are actively taking to mitigate the spread of coronavirus. It is our goal to sustain a healthy and safe school in this unique environment. It is important that we all work together to eliminate outbreaks within the school so we can keep our physical doors open. Reporting to the school nurse any positive results or contact with individuals who have positive results is an integral part of keeping our stakeholders safe. We assure you that we will always treat your private health and personal data with high confidentiality and sensitivity.

In creating EIAA's reopening plan, careful consideration of the [CDC Guidance for Schools](#), and in conjunction with local health officials, an advisory group was formed to help inform the process. The plan must be approved by the Elko Institute for Academic Achievement Board of Directors, State Public Charter School Authority, and the Nevada Department of Education. Our top priority is to continue to provide high-quality and accessible learning opportunities to all students – without regard to means, ability, or at-home support – while ensuring the health and safety of students, staff, and communities.

All individuals should monitor their health and symptoms (Appendix A). Any individual who does not feel well or is symptomatic should remain at home and away from others.

When in public or at work, all persons should maximize physical distance from others. All EIAA team members should monitor to avoid those circumstances that do not allow for appropriate physical distancing. Again, every individual is responsible for the safety and health of themselves and those persons around them.

Individuals returning to worksites who may have any of the serious underlying health conditions as noted by the CDC, should take any and all precautions necessary to protect themselves, especially while they are in the workplace. This may include (not all inclusive) maintaining social distances, following CDC recommended guidance for good hygiene and /or the wearing of proper equipment (masks) necessary to mitigate the contraction or spread of the COVID-19 virus.

Individuals should minimize any non-essential travel to hot spots. If an individual does travel to a hotspot, they should report to the school when and where they will be traveling so as to protect others and follow CDC guidelines regarding isolation and protection of others.

Individuals of the school who have receive a positive COVID test should notify the school immediately. If an individual with the school has tested positive or someone within the immediate household has tested positive the school needs to be notified as soon as possible so correct action can be taken.

Re- Opening School Buildings

This section provides general considerations regarding the re-opening of the school buildings to staff, students and the public.

There are three potential scenarios for reopening the schools in the fall of 2020:

- Scenario A: Total traditional reopening for all students and staff
- Scenario B: Blended re-opening that balances in-person learning with distance learning as a result of social distancing orders
- Scenario C: Total virtual learning for all staff and students

In the event EIAA switches scenarios during the school year, Professional Development days may be used to guide in transition (setting up content, meeting with families, checking out equipment).

***The first two Professional Development days will be added August 24th and 25th. August 20th, 21st, 24th, and 25th will be used for teachers to meet with parents and students. During the meeting Chromebooks will be checked out and teachers will walk parents and students through online platforms and expectations for hybrid learning.**

The final decision as to what approach re-opening scenario will be in place is based on the statewide mandates that are in place at the time.

PHYSICAL HEALTH SCREENING

EIAA purchased 5 no touch thermometers to screen employees and students each day. Screening will be conducted safely and respectfully. Health Screening will continue as directed by the state and local health officials.

Employees:

- Take their own temperature each morning BEFORE opening their classroom. Anyone with a temperature over 100.4 will be provided a mask, isolated, and retested after 20 minutes of indoor rest. If elevated temperature remains staff will be sent home. If staff are able, they will teach virtually from their homes, with a substitute supervising their class. Staff may return to school once they have the okay from a medical professional or they are symptom free without the aid of medication for 72-hours.

Students:

- When students arrive at school, they will immediately have their temperature checked. If their temperature is within normal range, they will wash their hands with soap and water and report immediately to class. NO STUDENTS MAY BE DROPPED OFF PRIOR TO 7:45 a.m.
- Students who have a temperature over 100.4 will be provided a mask, isolated, and retested after 20 minutes of indoor rest. If elevated temperature remains parents will be called to pick them up.
 - Students with a temperature must IMMEDIATELY put on a mask.

- We will create a list of any staff and students who may have come into contact with the student for an extended amount of time. (Within 6 feet for greater than 10 minutes)
- Students may return to school once they have the okay from a medical professional or they are symptom free for 72-hours.
- Staff members who help take temperatures: School Nurse, Administration, Office Personnel, Special Education Teacher, Aides, Specials Teacher.

Volunteers or Guests within the school:

- Any volunteers or guest must have an appointment to go beyond the front office.
- Any guest or visitor within the school must have their temperature checked and anyone over 10 years of age must wear a mask.

Upon notification that a positive test occurred, in consultation with local health officials, the school will assess the risk, temporarily close the building for cleaning, disinfecting, and contact tracing. With guidance from the local health officials, students and families will be notified in a confidential matter that there has been a positive case confirmed within the school.

Any student or staff member who lives with an individual with a positive result for COVID will follow the guidelines given by local health and medical professionals as to when they can return to school. Distance education will be provided during the time a student is out of school.

PHYSICAL HYGIENE

On the first day of school all teachers will teach [proper handwashing techniques](#) (Appendix A) to all students, the proper [use, removal and washing of face coverings](#) (Appendix B), how to safely cover [coughs and sneezes](#) (Appendix C), and how to limit contact in the classroom setting. There will be no shared supplies between students. School supplies and manipulatives that are used will be sanitized and cleaned on a daily basis.

Due to the fact that soap and water are not readily available in the classrooms, hand sanitizer and/or Antibacterial Wet Wipes will be used. Hand sanitizer/Wet Wipes will be used at each transition between classes/subjects, or more often as deemed appropriate by the classroom teacher.

Social Distancing

Social distancing is one of the best tools to avoid being exposed to viruses and slowing the spread.

Scenario A: Total traditional learning for all students and staff

- EIAA will operate at full capacity
- Due to social distancing protocols and temperature checks it is imperative that we stagger pickup and drop off times when returning to school full time.
- We understand work schedules can be tough and some families are dropping off multiple students that may not fall within the same time slot. Please do your best to accommodate the following pick up and drop off times to help us eliminate long lines for temperature checking.
 - Students with the last name that starts with A-K will drop off at 7:45 and pick up at 2:45
 - Students with the last name starting with L-Z will drop off at 8:00 and pick up at 3:00
 - After screening students will report directly to class

- Health Screens will stay in place as recommended by local and state health officials
- Increased Hygiene practices will stay in place as recommended by local and state health officials
- Static transitions will stay in place as recommended by local and state health officials.
- Social Distancing will stay in place as recommended by local and state health officials.

Scenario B: Blended learning that balances in-person learning with distance learning as a result of social distancing orders

- EIAA will operate at 50% capacity
- A licensed teacher or substitute teacher will attempt to contact each student via electronic means or by telephone at least once per instructional day; if a student's lack of access to a telephone or phone service results in an inability to be contacted, a licensed teacher or licensed substitute teacher will record attempted contact once per week;
- Any student who is quarantined on the advice of local public health officials receives access to distance education.
- Licensed teachers and/or licensed substitutes are accessible to students through the internet or by telephone during the school's regularly scheduled instructional hours.
- Static transitions will be used. Meaning students stay in one classroom and teachers rotate in and out as necessary. Lunch will be in the classroom.
- Health screens will stay in place as recommended by local and state health officials: Temperatures will be taken upon arrival to the school. Students will report directly to class after temperature has been taken and is within normal range.
- Increased Hygiene practices will stay in place as recommended by local and state health officials
- Mask will be worn by all staff members working with the public when feasible.
 - Many teaching scenarios require teachers to remove their masks (ex. Articulation, mouth and tongue placement, clarity)
- Masks will be worn by students as required by local and state officials.
 - Directive 028 states all students and staff Kindergarten – 8th grade are required to wear masks. With this change all adults will be required to wear masks while on school campus. All students grades Kindergarten-8th grade will be required to wear masks upon arrival, departure and any transitions within the classroom or the school. Once students are in their classrooms settled and appropriately social distanced, they will be allowed to remove their mask while working, receiving instruction, eating snack, or drinking water. Students will be required to put their masks back on once they start to move about the classroom, school, or if appropriate social distancing cannot take place. According to Directive 028, appropriate social distancing for students in Kindergarten through 8th grade is 3ft. **Masks can be of any color (does not have to align with dress code) but must be school appropriate.**

Scenario C: Total virtual learning for all staff and students

- EIAA will be closed to the public
- 100% of classes and instructions will be provided virtually
- A licensed teacher or substitute teacher will attempt to contact each student via electronic means or by telephone at least once per instructional day; if a student's lack of access to a telephone or phone service results in an inability to be contacted, a licensed teacher or licensed substitute teacher will record attempted contact once per week;
- Any student who is quarantined on the advice of local public health officials receives access to distance education.
- Licensed teachers and/or licensed substitutes are accessible to students through the internet or by telephone during the school's regularly scheduled instructional hours

Human Resources

School staff in all roles and at all levels are integral to emergency planning and response. EIAA must consider its role as employer, policymaker, and trainer when addressing the human resource aspect of the response and recovery.

Social Distancing

Staff with any symptoms will not be permitted to come to work. If they are able, they will be asked to teach remotely from home. A substitute will be utilized to monitor the students in the classroom.

Guidelines require that staff and students be symptom free for 72 hours before returning to work. As such we can certainly assume that absenteeism and/or substitute teacher costs will increase. The EIAA Board of Directors has adjusted EIAA's sick leave policy accordingly.

Governing Body Role

The administration provides monthly updates regarding COVID-19 at regularly scheduled board meetings. Updates can be increased via email to a daily, weekly, or bi-monthly level as circumstances warrant. Board members can email questions at any time to administration.

The Board of Directors has made provisions and will provide guidance regarding extended sick leave to staff for those that are ill. The sick-leave policy takes into consideration the recommendation that all individuals with flu-like symptoms stay home for 72 hours after symptoms resolve. EIAA's sick leave policy takes into account that individuals may not be able to produce doctors' notes if the healthcare system is stressed.

School Leadership Role

The administration will be responsible to approve all communication regarding COVID-19 to ensure clear and consistent messaging at all levels.

EIAA will continue to use email as the primary form of communication with all families. Social media will also be used to provide updates. Both platforms will be used to debunk inaccurate information.

EIAA administration will provide and ensure participation in professional learning for educators and staff regarding high quality distance education and health and safety requirements related to preventing the spread of COVID-19 and other illnesses.

- If we are in scenario A or C EIAA administration will use Wednesday afternoons from 2:30 – 3:45 to provide professional development.
- If we are in scenario B (Hybrid Scenario) Wednesday will become a full day of instruction and PD will be provided Friday afternoons.

EIAA sent a survey to all staff, parents/guardians, and students to determine the needs and positions of our community. It is imperative that the reopening plan be carefully and clearly communicated to families and staff. EIAA will work to maintain clear lines of communication with families. If families have additional questions or concerns they can contact the school 775-738-3422 or email administration at aperkins@eiaanv.net, llynch@eiaanv.net, or bthran@eiaanv.net.

EIAA will provide assistance and advice to parents/ families so they can support students participating in distance education.

EIAA will post COVID-19 signage throughout the building regarding washing hands, wearing masks and social distancing

Logistics

Facilities Management

- EIAA is currently working on remodeling bathrooms and Janitorial to all stainless fixtures. Stainless fixtures will allow for a more sterile environment. A hand washing sink is being added to the back bathroom which will allow additional space for students to wash hands with soap and water.
- Doors are being added to every classroom
- EIAA purchased 5 non touch thermometers to take temperatures of students and staff every morning. Temperatures will be taken as directed by local and state officials
- EIAA has rented two handwashing stations to be place on the playground for students to wash their hands before entering the building
- Facility will be cleaned with CDC approved cleaners and following their guidelines on a daily basis
- Lunchroom will be used during hybrid scenario as a homework resource room staying within the social distancing guidance.
- Lunch and Nutritional Services will be provided to families in need.

Technology for Virtual Learning

EIAA will:

1. No later than October 1, 2020, EIAA will identify all students who do not have a device and/or internet access at home with which to participate in distance education and report to the Nevada Department of Education the number of:
 - a. Students lacking a device with which to participate in distance education; if multiple students in one home are sharing devices, then the total number of students without devices should be reported as the difference between the number of enrolled students in the home and the number of devices in the home that can be used to participate in distance education;
 - b. Students without a subscription to home or residential broadband or high-speed internet service.
 - c. Households with a subscription to home or residential broadband or high-speed internet service in which multiple students are sharing the same internet connection and the number of students in those households; and
 - d. Students who fit the descriptions in both (a) and (b).
 2. No later than December 31, 2020, create a plan that includes a cost estimate to make devices and internet access available to all students who do not have a device and/or internet access at home with which to participate in distance education and submit such plan to the Nevada Department of Education.
- EIAA will team up with T-Mobile to provide a hotspot to any family in need of internet service. The contract will be a 12-month contract and will be \$20.00 per hotspot per month.
 - EIAA will check out Chromebooks to students who need a device to work from home. The Chromebooks contain a camera, microphone, and speakers for virtual learning.
 - A two-year contract was signed with GoGuardian to monitor Chromebooks and Student Accounts while facilitating safe student choices when working online in a virtual setting.

Educational Plan

EIAA teachers have taken the summer to compile the big rock must have concepts within their grade level. They have created preassessments to gather data on the big rock items. The preassessment and beginning of the year data will help teachers identify the areas of academic need within their class as a whole and students as individuals. EIAA teachers have grouped topics by which ones are better suited for in person instruction or distance education. Pacing and instruction will be adjusted accordingly.

Scenario A: Total traditional learning for all students and staff

EIAA returns to school as they would under normal circumstances. All students report to school every day unless directed by local health official to quarantine or stay home. Work will be provided to students who are at home with symptoms, sick, or recovering.

- Due to social distancing protocols and temperature checks it is imperative that we stagger pickup and drop off times when returning to school full time.
- We understand work schedules can be tough and some families are dropping off multiple students that may not fall within the same time slot. Please do your best to accommodate the following pick up and drop off times to help us eliminate long lines for temperature checking.
 - Students with the last name that starts with A-K will drop off at 7:45 and pick up at 2:45
 - Students with the last name starting with L-Z will drop off at 8:00 and pick up at 3:00
 - After screening students will report directly to class

Field Trips, Offsite travel, and clubs will be limited to local and state recommended protocols.

Scenario B: Blended learning that balances in-person learning with distance learning as a result of social distancing orders

Upon arrival all teachers and students will have their temperatures checked. Any students or teacher who is above 100.4 will be sent home. All other students will report directly to class.

- A licensed teacher or substitute teacher will attempt to contact each student via electronic means or by telephone at least once per instructional day; if a student's lack of access to a telephone or phone service results in an inability to be contacted, a licensed teacher or licensed substitute teacher will record attempted contact once per week;
- Any student who is quarantined on the advice of local public health officials receives access to distance education.
- Licensed teachers and/or licensed substitutes are accessible to students through the internet or by telephone during the school's regularly scheduled instructional hours.

EIAA will group A and B students by IEP, 504, and ESL needs, families and medical circumstances.

A day / B day schedule will remain consistent in the case of a holiday.

A day Students	
Monday	At School
Tuesday	Distance Learning
Wednesday	At School
Thursday	Distance Learning
Friday	Distance Learning / as needed contact

B day Students	
Monday	Distance Learning
Tuesday	At School
Wednesday	Distance Learning
Thursday	At School
Friday	Distance Learning / as needed contact

SPED and ESL

- Speech and Language Students will be serviced online
- Push in time will be met during the in-school days as outlined in individual IEPs or ESL plans
- Students whose IEP or ESL services stipulates five days of push in will have access to one on one support via google meets on out of school days
- Pull-Out time will be met on distance learning days through live Google Meet sessions.

* Push in time refers to a time a teacher or aide would push into a classroom to provide services

* Pull out time refers to a time when a student is pulled from the general education classroom to provide services.

Field Trips, Offsite travel, and clubs will be on hold until Scenario A traditional learning and protocols are in place.

Scenario C: Total virtual learning for all staff and students

EIAA returns to a 100% virtual model.

- A licensed teacher or substitute teacher will attempt to contact each student via electronic means or by telephone at least once per instructional day; if a student's lack of access to a telephone or phone service results in an inability to be contacted, a licensed teacher or licensed substitute teacher will record attempted contact once per week;
- Any student who is quarantined on the advice of local public health officials receives access to distance education.
- Licensed teachers and/or licensed substitutes are accessible to students through the internet or by telephone during the school's regularly scheduled instructional hours.

Students in grades K-2:

- 30 minute lesson per day math and reading **four** days a week
- 30 minute lesson per day writing and science **two** days a week
- 30 minutes of reading intervention a day (I-ready) **two** days a week
- 30 minutes of math intervention a day (I-ready) **two** days a week
- Licensed teachers and or licensed substitutes are accessible to students through the internet or by telephone during the school's regularly scheduled instructional hours

Students in grades 3-8:

- Three 45 minute lesson per day (ELA, math, science) **four** days a week

- Project assigned to be completed independently (teacher has a 30-minute block every other day to answer questions regarding projects).
- 30 minutes of reading and math intervention a day (I-ready, Kahn...) **two** days a week
- Licensed teachers and or licensed substitutes are accessible to students through the internet or by telephone during the school's regularly scheduled instructional hours

SPED and ESL

- Speech and Language Students will be serviced online
- Push in time and pull out time will be met by a Google Meet sign up sheet with SPED staff. Group meetings will be recorded for students who cannot attend at that time. In addition, students can sign up for one on one time.
- Time will be focused on meeting IEP goals

Field Trips, Offsite travel, and clubs will be on hold until Scenario A traditional learning and protocols are in place.

Wellness and Recovery

Social- Emotional Learning Tier 1 and Trauma-Informed, Tier 1-3

Mary Stull and Lynette Vega are the social emotional contacts for EIAA. They can be contacted at mstull@eiaanv.net and lvega@eiaanv.net.

Due to the current pandemic it has created situations where many people have been thrown out of their normal routines and facing many uncertainties and increased stress. The following is a Mental Health Wellness plan for EIAA.

Whenever possible, provide consistency in daily school routines. While school closures or changes in schedules may be inevitable, consistent routines and procedures in the meantime help reduce stress and facilitate learning for all students. This is also an opportunity to create new routines that promote healthy practices, such as adding favorite classroom songs to hand washing routines. Routines are important for everyone; it helps us stay grounded.

Our goal with all three scenarios is to create a trauma sensitive school environment with students and staff. Almost everyone has been affected by CODIV-19 in one way or another, therefore, we need to be sensitive to everyone's needs at EIAA.

Staff will complete training at Trauma-Sensitive Schools Training http://airhsdlearning.airws.org/building-trauma-sensitive-schools/story_html5.html There will be a survey for staff before and after about Building Trauma Sensitive Schools.

Every staff member will create their own routine with each scenario.

Scenario A-Full Capacity

- Continue with Leader In Me, with emphasis on Trauma Sensitive School
- Provide opportunities for adults and students to share and process their emotions, for example **Brain Dumps**, as well as structures that allow them to take individual time to reflect and gather their thoughts.

Use existing SEL programs to help provide these opportunities and promote empathy for one another and those most impacted by the virus.

- Existing SEL program can be found at Morning Side Center SEL Lessons <https://www.morningsidecenter.org/teachable-moment>
- Teachers need to engage students in developmentally-appropriate conversations and lessons to discuss the news around COVID-19. This can include assessing facts from misinformation, as well as opportunities for students to develop and suggest strategies for their school or community to prevent the spread of disease.
- Use developmentally-appropriate conversations and lessons to discuss the impact, history, and context around biased or stigmatizing comments and behaviors related to the disease. See examples of how to have conversations about racism, stereotyping, and bias related to the virus. Talking to students in classrooms about coronavirus:
 - Morningside Center for Teaching Social Responsibility: Guidelines for Talking with Students About the Coronavirus <https://www.morningsidecenter.org/teachable-moment/lessons/guidelines-addressing-coronavirus-outbreak>
 - Teaching Tolerance: Speaking Up Against Racism Around the New Coronavirus <https://www.tolerance.org/magazine/speaking-up-against-racism-around-the-new-coronavirus>
 - AFT Share My Lesson: Coronavirus Lesson Plans & Resources <https://sharemylesson.com/collections/coronavirus>
- Provide families with consistent communication, as well as guidance and support in talking with their children about coronavirus with other health and mental health needs.
- Consider the different needs of students and families when making response plans and connect them to necessary resources. This includes ensuring that response plans will fully meet the needs of students and families who are homeless or in transitional living situations, may not have easy access to computers or internet, receive free or reduced price meals through school, or rely on support services at their schools.
- Continue SEL and community-building practices, which help maintain a sense of emotional safety and support. Provide fun alternatives to minimize the spread of germs. For example, if students and teachers typically greet one another with handshakes and high-fives, switch to elbow bumps or footshakes. If classrooms pass around shared “talking pieces” to engage in circles, create individualized ones. Or if classes or staff meetings are held virtually, provide time for verbal or written “check-ins” with one another.
- Provide families with consistent communication, as well as guidance and support in talking with their children about coronavirus.
- Check in with parents, students and staff on a regular basis of what is working and not working for them.
- Increased Hygiene practices will stay in place with added hand sanitizer dispensers inside classrooms.
- Referrals for Social Emotional support will come from staff, student and or parents.

Scenario B-Blended 50/50

- Scenario B will follow Scenario A
- Mary Stull and Lynette Vega are the social emotional contacts for EIAA. They can be contacted at mstull@eiaanv.net and lvega@eiaanv.net. If a student or a parent needs support during these difficult times, please make contact with Mary or Lynette.

Scenario C-Total Virtual

- Scenario C will follow Scenario A and B, except teachers will need to create a virtual **Brain Dump** for students, as well as using the following resources.
- Talk to students at home about coronavirus:
- National Association of School Psychologists: Talking to Children About COVID-19 <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-children-cope-with-changes-resulting-from-covid-19>
- New York Times: How to Talk to Kids about Coronavirus <https://www.nytimes.com/2020/03/17/parenting/coronavirus-kids-talk.html>
- COVID-19 E-Learning SEL Free Resources <https://selproviders.casel.org/sel-resources/>

Emphasis for the three scenarios will be Building a Trauma Sensitive school. Educators in this moment of transition have an opportunity to reflect, innovate, and build on evidence-based practices at EIAA. The COVID-19 pandemic has underscored SEL as an essential part of high-quality education—highlighting our relationships, resiliency, and collective problem-solving as fundamental to teaching and learning. While nearly everyone has faced disruption, we must acknowledge the complex, varying ways individuals have experienced these months. The pandemic has exposed and exacerbated existing inequities in education and emphasized the need for learning environments that welcome and support all students, including those who were not equitably served before COVID-19. In the process of reopening schools, SEL provides an opportunity to elevate student voice and agency, support educator SEL and well-being, deepen partnerships with families, broaden our definition of what learning is and where it takes place, and contribute to more inclusive and equitable learning environments.

Resources

For Staff:

- As you prepare to reopen and renew your school community https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf
- Teachers are anxious and overwhelmed. They need SEL now more than ever <https://www.edsurge.com/news/2020-04-07-teachers-are-anxious-and-overwhelmed-they-need-sel-now-more-than-ever>
- A Trauma-Informed Approach To Teaching Through Coronavirus <https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus>
- COVID-19: Information for Educators and School Support Staff <https://www.aft.org/coronavirus/educators>

For Everyone:

- Children's Mobile Crisis Response Team (18 yrs and younger) 702-486-7865
- Adult CARE Mental Health Team 1-877-283-2437
- Your Choice Behavioral 702-834-8437
- Lifequest 775-299-3738
- Veterans Services 775-777-1000
- Elko Band Social Services 775-738-9210
- CADV Committee Against Domestic Violence 775-738-6524
- Family Resource Center 775-753-7352
- Communities in Schools 775-738-2783
- UNR Med Family Residents 775-738-5850 -"0"
- Stressing Out? STOP <https://www.mindful.org/stressing-out-stop/>
- CODVI-19 On-Demand Webinars <https://allonehealth.com/covid-19-resources/covid-19-on-demand-webinars/>
- COVID-19 E-Learning SEL Free Resources <https://selproviders.casel.org/sel-resources/>
- In a Crisis? TEXT HOME to 741741 https://www.crisistextline.org/?mc_cid=797cda1119&mc_eid=cf8fa68d18
- National Association of School Psychologists: Talking to Children About COVID-19 <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-children-cope-with-changes-resulting-from-covid-19>
- New York Times: How to Talk to Kids about Coronavirus <https://www.nytimes.com/2020/03/17/parenting/coronavirus-kids-talk.html>

Casel Cares SEL Community <https://casel.org/resources-covid/>

Appendix A: How to Protect Yourself & Others

Older adults and people who have severe underlying medical conditions like heart or lung disease or diabetes seem to be at higher risk for developing serious complications from COVID-19 illness. More information on [Are you at higher risk for serious illness](#).

head side cough light icon

Know how it spreads

- There is currently no vaccine to prevent coronavirus disease 2019 (COVID-19).
- **The best way to prevent illness is to avoid being exposed to this virus.**
- The virus is thought to [spread mainly from person-to-person](#).
 - Between people who are in close contact with one another (within about 6 feet).
 - Through respiratory droplets produced when an infected person coughs, sneezes or talks.
 - These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
 - Some recent studies have suggested that COVID-19 may be spread by people who are not showing symptoms.

Everyone Should

Wash your hands often

- [Wash your hands](#) often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
- It's especially important to wash:
 - Before eating or preparing food
 - Before touching your face
 - After using the restroom
 - After leaving a public place
 - After blowing your nose, coughing, or sneezing
 - After handling your cloth face covering
 - After changing a diaper
 - After caring for someone sick
 - After touching animals or pets
- If soap and water are not readily available, **use a hand sanitizer that contains at least 60% alcohol**. Cover all surfaces of your hands and rub them together until they feel dry.
- **Avoid touching your eyes, nose, and mouth** with unwashed hands.

Avoid close contact

- **Inside your home:** Avoid close contact with people who are sick.
 - If possible, maintain 6 feet between the person who is sick and other household members.
- **Outside your home:** Put 6 feet of distance between yourself and people who don't live in your household.
 - Remember that some people without symptoms may be able to spread virus.

- [Stay at least 6 feet \(about 2 arms' length\) from other people.](#)
- Keeping distance from others is especially important for [people who are at higher risk of getting very sick.](#)

Cover your mouth and nose with a cloth face cover when around others

- You could spread COVID-19 to others even if you do not feel sick.
- The cloth face cover is meant to protect other people in case you are infected.
- Everyone should wear a [cloth face cover](#) in public settings and when around people who don't live in your household, especially when other [social distancing](#) measures are difficult to maintain.
 - Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance.
- Do NOT use a facemask meant for a healthcare worker. Currently, surgical masks and N95 respirators are critical supplies that should be reserved for healthcare workers and other first responders.
- Continue to keep about 6 feet between yourself and others. The cloth face cover is not a substitute for social distancing.

Cover coughs and sneezes

- **Always cover your mouth and nose** with a tissue when you cough or sneeze or use the inside of your elbow and do not spit.
- **Throw used tissues** in the trash.
- Immediately **wash your hands** with soap and water for at least 20 seconds. If soap and water are not readily available, clean your hands with a hand sanitizer that contains at least 60% alcohol.

Clean and disinfect

- **Clean AND disinfect [frequently touched surfaces](#) daily.** This includes tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, and sinks.
- **If surfaces are dirty, clean them.** Use detergent or soap and water prior to disinfection.
- **Then, use a household disinfectant.** Most common [EPA-registered household disinfectantsexternal icon](#) will work.

Monitor Your Health Daily

- **Be alert for symptoms.** Watch for fever, cough, shortness of breath, or [other symptoms of COVID-19.](#)
 - Especially important if you are [running essential errands](#), going into the office or workplace, and in settings where it may be difficult to keep a [physical distance of 6 feet.](#)
- **Take your temperature** if symptoms develop.
 - Don't take your temperature within 30 minutes of exercising or after taking medications that could lower your temperature, like acetaminophen.
- Follow [CDC guidance](#) if symptoms develop.

Appendix B: Handwashing

Handwashing is one of the best ways to protect yourself and your family from getting sick. Learn when and how you should wash your hands to stay healthy.

How Germs Spread

Washing hands can keep you healthy and prevent the spread of respiratory and diarrheal infections from one person to the next. Germs can spread from other people or surfaces when you:

- Touch your eyes, nose, and mouth with unwashed hands
- Prepare or eat food and drinks with unwashed hands
- Touch a contaminated surface or objects
- Blow your nose, cough, or sneeze into hands and then touch other people's hands or common objects

Key Times to Wash Hands

You can help yourself and your loved ones stay healthy by washing your hands often, especially during these key times when you are likely to get and spread germs:

- **Before, during, and after** preparing food
- **Before** eating food
- **Before and after** caring for someone at home who is sick with vomiting or diarrhea
- **Before and after** treating a cut or wound
- **After** using the toilet
- **After** [changing diapers or cleaning up a child who has used the toilet](#)
- **After** blowing your nose, coughing, or sneezing
- **After** touching an animal, animal feed, or animal waste
- **After** handling pet food or pet treats
- **After** touching garbage

During the COVID-19 pandemic, you should also clean hands:

After you have been in a public place and touched an item or surface that may be frequently touched by other people, such as door handles, tables, gas pumps, shopping carts, or electronic cashier registers/screens, etc. Before touching your eyes, nose, or mouth because that's how germs enter our bodies.

Follow Five Steps to Wash Your Hands the Right Way

Washing your hands is easy, and it's one of the most effective ways to prevent the spread of germs. Clean hands can stop germs from spreading from one person to another and throughout an entire community—from your home and workplace to childcare facilities and hospitals.

Follow these five steps every time.

1. **Wet** your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
2. **Lather** your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
3. **Scrub** your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.
4. **Rinse** your hands well under clean, running water.
5. **Dry** your hands using a clean towel or air dry them.

[Why? Read the science behind the recommendations.](#)

Use Hand Sanitizer When You Can't Use Soap and Water



You can use an alcohol-based hand sanitizer that contains at least 60% alcohol if soap and water are not available.

Washing hands with soap and water is the best way to get rid of germs in most situations. If soap and water are not readily available, you can use an alcohol-based [hand sanitizer](#) that contains at least 60% alcohol. You can tell if the sanitizer contains at least 60% alcohol by looking at the product label.

Sanitizers can quickly reduce the number of germs on hands in many situations. However,

- Sanitizers do **not** get rid of all types of germs.
- Hand sanitizers may not be as effective when hands are visibly dirty or greasy.
- Hand sanitizers might not remove harmful chemicals from hands like pesticides and heavy metals.

Caution! Swallowing alcohol-based hand sanitizers can cause alcohol poisoning if more than a couple of mouthfuls are swallowed. [Keep it out of reach of young children and supervise their use.](#)

How to use hand sanitizer

- Apply the gel product to the palm of one hand (read the label to learn the correct amount).
- Rub your hands together.

- Rub the gel over all the surfaces of your hands and fingers until your hands are dry. This should take around 20 seconds.



CDC's Handwashing Campaign: *Life is Better with Clean Hands*

CDC's *Life is Better with Clean Hands* campaign encourages adults to make handwashing part of their everyday life and encourages parents to wash their hands to set a good example for their kids. Visit the [Life is Better with Clean Hands](#) campaign page to download resources to help promote handwashing in your community.

For more information on handwashing, visit CDC's [Handwashing website](#) or call 1-800-CDC-INFO.

Appendix C:

How to Wear Cloth Face Coverings

Updated July 6, 2020

Languages

Print

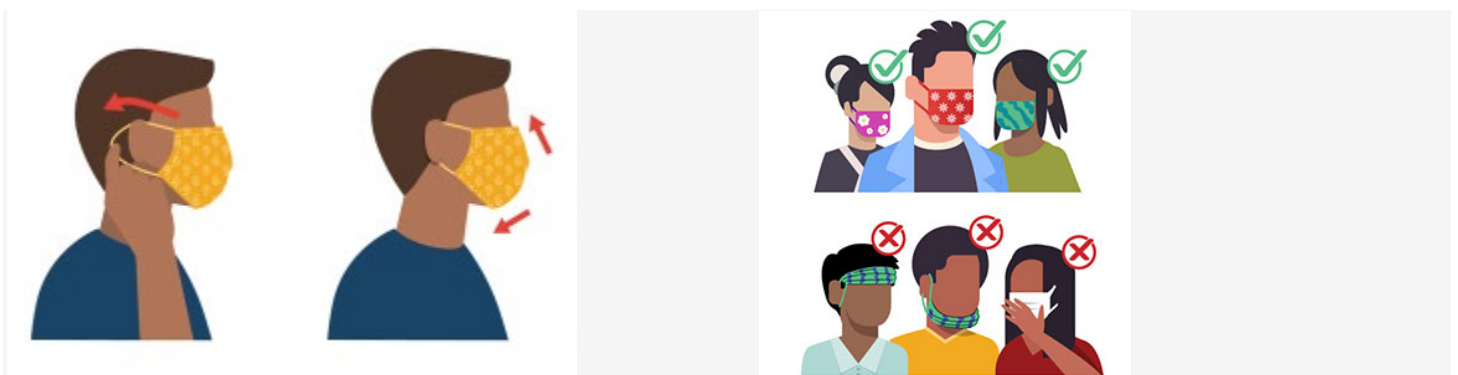
- [Facebook](#)
- [Twitter](#)
- [LinkedIn](#)
- [Email](#)
- [Syndicate](#)

Cloth face coverings are an additional step to help slow the spread of COVID-19 when combined with [every day preventive actions](#) and [social distancing](#) in public settings.

- **Who should NOT use cloth face coverings:** children under age 2, or anyone who has trouble breathing, is unconscious, incapacitated or otherwise unable to remove the mask without assistance.
- **Cloth face coverings are NOT surgical masks or N95 respirators.** Currently, surgical masks and N95 respirators are critical supplies that should be reserved for healthcare workers and other first responders.

Wear your Face Covering Correctly

- Wash your hands before putting on your face covering
- Put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily

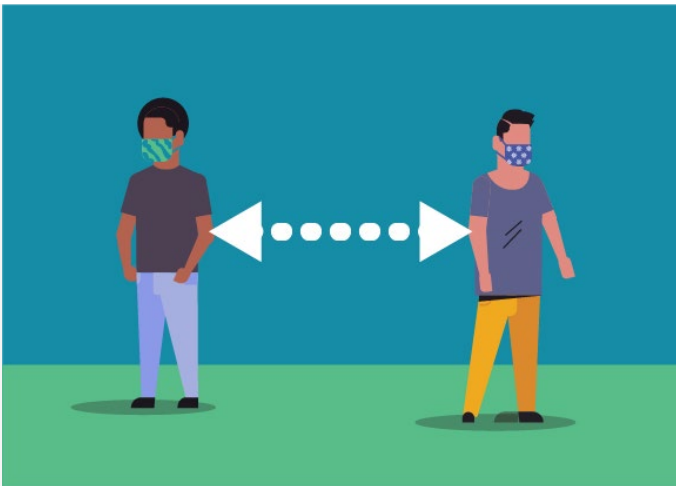


Wear a Face Covering to Protect Others

- Wear a face covering that covers your nose and mouth to help protect others in case you're infected with COVID-19 but don't have symptoms
- Wear a face covering in public settings when around people who don't live in your household, especially when it may be difficult for you to stay six feet apart
- **Don't** put the face covering around your neck or up on your forehead
- **Don't** touch the face covering, and, if you do, wash your hands or use hand sanitizer to disinfect

Follow Everyday Health Habits

- Stay at least 6 feet away from others
- Avoid contact with people who are sick
- Wash your hands often, with soap and water, for at least 20 seconds each time
- Use hand sanitizer if soap and water are not available



Take Off Your Cloth Face Covering Carefully, When You're Home

- Untie the strings behind your head or stretch the ear loops
- Handle only by the ear loops or ties
- Fold outside corners together
- Place covering in the washing machine (learn more about [how to wash cloth face coverings](#))
- Be careful not to touch your eyes, nose, and mouth when removing and wash hands immediately after removing.

Appendix D: Coughing and Sneezing



Covering coughs and sneezes and keeping hands clean can help prevent the spread of serious respiratory illnesses like influenza, respiratory syncytial virus (RSV), whooping cough, and COVID-19. Germs can be easily spread by:

- Coughing, sneezing, or talking
- Touching your face with unwashed hands after touching contaminated surfaces or objects
- Touching surfaces or objects that may be frequently touched by other people

Covering coughs and sneezes and washing hands are especially important for infection control measures in healthcare settings, such as emergency departments, doctor's offices, and clinics.

To help stop the spread of germs:

- Cover your mouth and nose with a tissue when you cough or sneeze
- Throw used tissues in the trash
- If you don't have a tissue, cough or sneeze into your elbow, not your hands

Remember to immediately [wash your hands](#) after blowing your nose, coughing or sneezing.

Washing your hands is one of the most effective ways to prevent yourself and your loved ones from getting sick, especially at [key times](#) when you are likely to get and spread germs.

- Wash your hands with soap and water for at least 20 seconds
- If soap and water are not readily available, [use an alcohol-based hand sanitizer](#) that contains at least 60% alcohol to clean hands

For information about preventing the spread of COVID-19, see CDC's [COVID-19: Prevent Getting Sick](#) web page.

To help prevent the spread of respiratory disease, you can also avoid close contact with people who are sick. If you are ill, you should try to distance yourself from others so you do not spread your germs. Distancing includes staying home from work or school when possible.

Appendix E: Stressing Out? S.T.O.P.

Elisha Goldstein on how creating space in the day to come down from a worried mind can mitigate the negative effects of our stress response.

- BY [ELISHA GOLDSTEIN](#)



Two-thirds of Americans say they need help for stress. But stress itself is not the problem. It's how we relate to stress. The stress response is critical to our survival. It can save our lives or enable a firefighter to carry a 300-pound man down 20 flights of stairs. Of course, most of us don't encounter a life-or-death threat all that often. We usually experience stress reactions in response to thoughts, emotions, or physical sensations. If we're actively worried about whether we can put food on the table or get the perfect exam score, presto: the stress reaction activates. And if the bodily systems involved in stress don't slow down and normalize, the effects can be severe. Over time, we can succumb to, among other things, high blood pressure, muscle tension, anxiety, insomnia, gastrodigestive complaints, and a suppressed immune system.

Creating space in the day to stop, come down from the worried mind, and get back into the present moment has been shown to be enormously helpful in mitigating the negative effects of our stress response. When we drop into the present, we're more likely to gain perspective and see that we have the power to regulate our response to pressure.

Here's a short practice you can weave into your day to step into that space between stimulus and response.

S = Stop

Stop what you're doing; put things down for a minute.

T = Take

Take a few deep breaths. If you'd like to extend this, you can take a minute to breathe normally and naturally and follow your breath coming in and out of your nose. You can even say to yourself "in" as you're breathing in and "out" as you're breathing out if that helps with concentration.

O = Observe

Observe your experience just as it is—including thoughts, feelings, and emotions. You can reflect about what is on your mind and also notice that **thoughts** are not facts, and they are not permanent. Notice any **emotions** present and how they are being expressed in the body. Research shows that just naming your emotions can turn the volume down on the fear circuit in the brain and have a calming effect. Then notice your **body**. Are you standing or sitting? How is your posture? Any aches or pains?

P = Proceed

Proceed with something that will support you in the moment: talk to a friend, rub your shoulders, have a cup of tea.

Treat this whole exercise as an experiment: Get curious about where there are opportunities in the day for you to just STOP—waking up in the morning, taking a shower, before eating a meal, at a stop light, before sitting down at work and checking email.

You can even use your smartphone's message indicator as a reminder to STOP, cultivating more mindfulness with technology.

What would it be like in the days, weeks, and months ahead if you started stopping more often?

Appendix F: What to say to Children

Families across the country are adapting to the evolving changes in daily life caused by the COVID-19 pandemic. Most schools, places of public gathering, and nonessential businesses are closed, and parents and other caregivers are faced with helping their families adjust to the new normal. This includes trying to keep children occupied, feeling safe, and attempting to keep up with schoolwork as best as possible. None of this is easy, but it helps to stay focused on what is possible in order to reinforce a sense of control and to reassure children that they are okay, and that the situation will get better.

It is very important to remember that children look to adults for guidance on how to react to stressful events. Acknowledging some level of concern, without panicking, is appropriate and can result in taking the necessary actions that reduce the risk of illness. Teaching children positive preventive measures, talking with them about their fears, and giving them a sense of some control over their risk of infection can help reduce anxiety. This is also a tremendous opportunity for adults to model for children problem-solving, flexibility, and compassion as we all work through adjusting daily schedules, balancing work and other activities, getting creative about how we spend time, processing new information from authorities, and connecting and supporting friends and family members in new ways. The following tips can help.

STAY CALM, LISTEN, AND OFFER REASSURANCE

- **Be a role model.** Children will react to and follow your reactions. They learn from your example.
- **Be aware of how you talk about COVID-19.** Your discussion about COVID-19 can increase or decrease your child's fear. If true, remind your child that your family is healthy, and you are going to do everything within your power to keep loved ones safe and well. Carefully listen or have them draw or write out their thoughts and feelings and respond with truth and reassurance.
- **Explain social distancing.** Children probably don't fully understand why parents/guardians aren't allowing them to be with friends. Tell your child that your family is following the guidelines of the Centers for Disease Control and Prevention (CDC), which include social distancing. Social distancing means staying away from others until the risk of contracting COVID-19 is under control. Showing older children the "flatten the curve" charts will help them grasp the significance of social distancing. Explain that while we don't know how long it will take to "flatten the curve" to reduce the number of those infected, we do know that this is a critical time—we must follow the guidelines of health experts to do our part.
- **Demonstrate deep breathing.** Deep breathing is a valuable tool for calming the nervous system. Do breathing exercises with your children.
- **Focus on the positive.** Celebrate having more time to spend as a family. Make it as fun as possible. Do family projects. Organize belongings, create masterpieces. Sing, laugh, and go outside, if possible, to connect with nature and get needed exercise. Allow older children to connect with their friends virtually.
- **Establish and maintain a daily routine.** Keeping a regular schedule provides a sense of control, predictability, calm, and well-being. It also helps children and other family members respect others' need for quiet or uninterrupted time and when they can connect with friends virtually.
- **Identify projects that might help others.** This could include: writing letters to the neighbors or others who might be stuck at home alone or to healthcare workers; sending positive messages over social media; or reading a favorite children's book on a social media platform for younger children to hear.
- **Offer lots of love and affection.**

MONITOR TELEVISION VIEWING AND SOCIAL MEDIA

- Parents/guardians should monitor television, internet, and social media viewing—both for themselves and their children. Watching continual updates on COVID-19 may increase fear and anxiety. Developmentally inappropriate information, or information designed for adults, can also cause anxiety or confusion, particularly in young children.
- Dispel rumors and inaccurate information. Explain to your child that many stories about COVID-19 on the internet may include rumors and inaccurate information. Older children, in particular, may be accessing a great deal of information online and from friends that contains inaccuracies. Talk to your child about factual disease information.
- Provide alternatives. Engage your child in games or other exciting activities instead.

TAKE TIME TO TALK

- **Let your children's questions guide you.** Answer their questions truthfully, but don't offer unnecessary details or facts. Don't avoid giving them the information that experts indicate as crucial to your children's well-being. Often, children and youth do not talk about their concerns because they are confused or don't want to worry loved ones. Younger children absorb scary information in waves. They ask questions, listen, play, and then repeat the cycle. Children always feel empowered if they can control some aspects of their life. A sense of control reduces fear.

BE HONEST AND ACCURATE

- **Correct misinformation.** Children often imagine situations worse than reality; therefore, offering developmentally appropriate facts can reduce fears.
- **Explain simple safety steps.** Tell your child this disease spreads between people who are in close contact with one another, when an infected person coughs or sneezes, or when one touches infected objects or surfaces.
- **Stay up-to-date on the facts.** Go to <https://www.cdc.gov/coronavirus/2019-ncov/index.html> for additional factual information.

KEEP EXPLANATIONS AGE-APPROPRIATE

- **Early elementary school children.** Provide brief, simple information that balances COVID-19 facts with appropriate reassurances that adults are there to help keep them healthy and to take care of them if they do get sick. Give simple examples of the steps people make every day to stop germs and stay healthy, such as washing hands. Use language such as "adults are working hard to keep you safe."
- **Upper elementary and early middle school children.** This age group often is more vocal in asking questions about whether they indeed are safe and what will happen if COVID-19 spreads in their area. They may need assistance separating reality from rumor and fantasy. Discuss the efforts national, state, and community leaders are doing to prevent germs from spreading.
- **Upper middle and high school students.** Issues can be discussed in more depth. Refer them to appropriate sources of COVID-19 facts. Provide honest, accurate, and factual information about the current status of COVID-19. Engage them in decision-making about family plans, scheduling, and helping with chores at home.
- *For all children, encourage them to verbalize their thoughts and feelings. Be a good listener!*

STAY CONNECTED TO SCHOOL

- **Locate learning resources.** Schools' capacity to conduct virtual learning experiences will vary greatly, but most schools are providing lessons and learning activities for children to do. Take advantage of the many companies and online platforms currently offering free learning opportunities.

- **Identify additional resources.** Know if your school or district is providing additional resources, such as meals, or technology, such as a laptop or tablet.
- **Stay in touch.** Find out how the school is communicating with families and students. Be sure to read any communications you receive. Check with your children, particularly older ones, as they may be receiving information directly that would be helpful for you to know.
- **Connect with school staff.** Reach out to your child’s teacher and other relevant school staff if you have concerns about their coping and keeping up with assignments or activities.

KNOW THE SYMPTOMS OF COVID-19

- According to the CDC, symptoms of fever, cough, and/or shortness of breath appear within 14 days after being exposed to the disease.
- For some people, the symptoms are similar to having a cold; for others, they are more severe or even life threatening.

MODEL BASIC HYGIENE AND HEALTHY LIFESTYLE PRACTICES

- **Practice daily good hygiene.** Encourage your child to practice these simple steps to prevent spreading the virus.
- Wash your hands multiple times a day for 20 seconds. Singing “Twinkle, Twinkle Little Star” or “Happy Birthday” twice is about 20 seconds.
- Compliment your children when they use a Kleenex or sneeze or cough into the bend of their elbow. Teach them the importance of throwing away used tissues immediately after sneezing or coughing.
- Sadly, handshakes and hugs need to be limited to immediate family members, at least for now.
- **Foster a sense of control.** Offering guidance on what your child/children can do to prevent infection offers them a greater sense of control, which reduces anxiety.
- **Build the immune system.** Encourage your child to eat a balanced diet, get enough sleep, and exercise regularly; this will help them develop a robust immune system to fight off illness.

BE AWARE OF YOUR CHILDREN’S MENTAL HEALTH

Most children will manage well with the support of parents and other family members, even if showing signs of some anxiety or concerns, such as difficulty sleeping or concentrating. Some children, however, may have risk factors for more intense reactions, including severe anxiety, depression, and suicidal behaviors. Risk factors can include a pre-existing mental health problem, prior traumatic experiences or abuse, family instability, or the loss of a loved one. Parents and caregivers should contact a professional if children exhibit significant changes in behavior or any of the following symptoms for more than 2 weeks.

Preschoolers—thumb sucking, bedwetting, clinging to parents, sleep disturbances, loss of appetite, fear of the dark, regression in behavior, and withdrawal.

Elementary school children—irritability, aggressiveness, clinginess, nightmares, school avoidance, poor concentration, and withdrawal from activities and friends.

Adolescents—sleeping and eating disturbances, agitation, increase in conflicts, physical complaints, delinquent behavior, and poor concentration.

ADDITIONAL RESOURCES

- Coping With Stress During Infectious Disease Outbreaks, <https://store.samhsa.gov/product/Coping-with-Stress-During-Infectious-Disease-Outbreaks/sma14-4885>
- Centers for Disease Control and Prevention, Coronavirus Disease 2019 (COVID-19), <https://www.cdc.gov/coronavirus/2019-ncov/prepare/children.html>
- Handwashing and Hand Sanitizer Use at Home, at Play, and Out and About, <https://www.cdc.gov/handwashing/pdf/hand-sanitizer-factsheet.pdf>
- NASP COVID-19 Resource Center, <https://www.nasponline.org/COVID-19>