



Gilbert Public Schools
Mitigation Plan: Reopening Schools, 2020-2021 SY

Introduction

Gilbert Public Schools' mission is to inspire excellence in every learner. This plan directly reflects district efforts to achieve this mission for the 2020/21 school year by continuing to provide a high-quality education for all students, while minimizing the spread of COVID-19, and supporting the health and wellbeing of our students and employees. The plan centers around providing choice for our students and families, achieved through offering a number of high-quality learning options designed to meet the needs of as many of our students and families as possible, with support, flexibility and mitigating strategies built within each.

As a school district within the communities of the Town of Gilbert and the City of Mesa, operating within the state of Arizona, it was essential as part of the planning process to consider a number of factors:

- Recommendations at a federal, state and local level from entities including the CDC, and the Arizona Governor's Office.
- Arizona Department of Education Roadmap for Reopening Schools.
- Feedback from employee and parent surveys (June 2020).
- Resource limitations and funding parameters.

Guiding Principles

Gilbert Public Schools will reopen schools using the following guiding principles:

- A. Schools are obligated to find ways to serve all students, even during times of disruption when remote learning requires students to connect from home.
- B. Schools are responsible for meeting the needs of all students, including the distinctive needs of students from low-income backgrounds, students with disabilities, and English language learners.
- C. Decisions are best made by consulting with those closest to the problem, including school leaders, health officials, community leaders, and parents.
- D. Resource limitations (to include product availability) and funding levels must be considered to ensure GPS operates in a fiscally responsible manner.

Commitments

Gilbert Public Schools is committed to the following:

1. Ensure the health and safety of our students, staff, and families.
2. Provide a high-quality education for all students.
3. Ensure the social and emotional wellbeing of our students, staff, and families.
4. Offer choices based on what is best for our students academically and for their health and wellness, which includes both in-person and online learning options.
5. Provide support to students who experience a disruption in their learning due to sickness or future closures.
6. Create a plan that is flexible that could be modified as circumstances change.

Task Force Committee Considerations

The Task Force included representation from all stakeholder groups (130+ members) on Advisory and Subcommittee and Work Teams comprised of District Leadership, Campus Administrators, Teachers, Counselors/Social Workers, Parents, Governing Board Members and Community Members. In addition, more than 26,000 parent surveys were collected, in addition to staff survey data. Each subcommittee developed plans and mitigation strategies for the Reopening of the 2020-2021 School Year.

- Academics
- Accountability
- Advisory Committee
- Campus Operational Management
- Communication
- Employees
- Extra Curricular
- Feedback: Parent & Staff
- Finance
- Legislative Advocacy
- Operations
- Programs Health Services
- Remote Learning/Technology
- Whole Child Supports
- Work Teams

LEARNING MODEL DESCRIPTIONS

To promote a healthy and supported beginning to our school year, there are three model choices:

- In-Person Learning on School Campus
- Flex (In-Person/Online Learning)
- Online Learning (GPS Global Academy)



Full time in Person
Campus Classroom



Flex:
In Person/Online



Online Instruction
GPS Global Academy

[Delivery Model Descriptions](#)

Please note the following:

- If students experience a disruption to learning due to sickness, there will be an option in place to support their continued education with their classroom teacher.
- There is flexibility for families who want to initially choose online learning but wish to move to the in-person model later in the school year at recommended intervals and based on conversations with the campus.
- As the need arises for classroom, school or state closures due to COVID-19, GPS will move to a hybrid learning model where students can continue learning from their classroom teacher within a structured instructional and collaborative communication model during closure.

PLAN: Communication

Overview:

All communications (internal and external) will be consistent, detailed and frequent with the goals of: keeping our stakeholders informed, limiting loss of / increasing enrollment, and continuing to build trust with our employees and families. It is important to note that this is an ever-evolving situation, and it is paramount that our communications are timely and frequent to minimize confusion and concern within our community. The preferred method for updating our stakeholders will be on our websites, with links to the websites for up-to-date information provided via email and social media. The internal website will be the Employee Hub, the external website will be gilbertschools.net/families. These two websites will be viewed as single sources of truth to minimize the spread of misinformation. Information will be provided in both English and Spanish.

Audiences: Students, Parents, Employees

External - Students and Parents

www.gilbertschools.net/families

This exists as an online hub for our external stakeholders, primarily our parents and families. The website will be updated frequently and provides key information to support our families during this time. Content includes:

- Health and safety measures
- In-person start date information and updates
- [Social emotional resources](#)
- [Enhanced protocols for health services](#)
- [Preventative Measures on Campus](#)
- [COVID-19 resources](#)

Health Services Video Library

A video library has been created including 10+ 30 second videos highlighting key information for students and families and employees. These videos are accessible on the external website for families, the employee hub, and available to campuses to use to reinforce messaging as needed.

Signage

Signage is posted throughout our campuses and offices and on buses to reinforce best practices to minimize the spread, and promote mental health and wellbeing for our students and employees..

Parent Newsletter and Emails

The weekly Friday parent newsletter will be reinstated Wednesday, August 5th, 2020. Regular emails, with key updates will also be sent out as needed. Text messaging will be used, as well as posting updates on social media.

Internal - Employees

Employee Hub - This will be the main source of information for internal stakeholders. The Hub itself will be regularly updated with key information for employees, including updates on the message board which appears on the home page.

Training Videos - Training videos highlighting key enhanced protocols and health messaging have been created and disseminated to staff as appropriate.

Posters in English and Spanish

These will be created and disseminated to all departments to ensure that our staff that do not access their email or the employee hub, have access to key information and guidance.

Achieving Consistency and Clear District Voice

There are a number of actions that will be taken to promote consistent messaging district-wide:

- Communication Assets folder accessible to schools and frontline staff
- Gilbertschools.net and Employee Hub as the single sources of truth / reference point for up-to-date information
- Frequent updates to gilbertschools.net and Employee Hub
- Communication training for frontline staff at district and schools
- All signage requests, design, and printing to go through Communications Department and GPS Print Shop
- Weekly parent and employee newsletters will begin again the first week of August 2020.

Communication Channels - Existing and New

- District website
- Employee Hub
- Parent Newsletter - Every Friday
- Staff Newsletter
- Emails - Blackboard
- School websites
- Peachjar flyers
- School newsletters
- Posters/Signage
- Front line staff

Supporting Documents / Websites / FAQs:

<https://www.gilbertschools.net/families>

<https://www.gilbertschools.net/backtoschool>
<https://www.gilbertschools.net/healthservices>
[Health Services Video Library](#)
[Preventative Measures on Campus](#)

PLAN: Campus Operational Management

Overview:

Parents have voiced the need to have a variety of learning experiences to meet their individual students and family needs during this pandemic. Gilbert Public Schools is committed to providing different options while still providing an exemplary experience designed to meet the academic as well as social-emotional needs of each student.

PK -12 Enrollment Options:

1) In-Person:

- Parents who choose the In-Person Model of Instruction will remain at their current school site.
 - Preschool - 12th grade
 - 5 full days per week
 - Preventative safety measures in place
 - Social-Emotional supports in place for students
 - Accommodations and support services provided
 - Special Area/Elective Classes
 - Hand sanitizer/hand-washing stations located throughout the school for students to use multiple times each day
 - Nightly cleaning of all classrooms and office spaces
 - Personal protective equipment for all staff and students as directed by the Maricopa County Department of Health.

[Elementary Details](#)

[Secondary Details](#)

Student Health:

- Parents will be provided information on the signs and symptoms of COVID-19 and required to screen their student each day before school. Screening includes possible close contact as well.
- Following local and other agency guidelines, all staff and students in grades 1-12 will wear face coverings unless not feasible due to documented health/behavior concerns.
- Working in conjunction with attendance personnel to monitor student absences, including a tracking plan that will allow Nurses and Health Assistants to assess

students and staff who have been ill before they return to work or class and watch for patterns in absences.

- Age-appropriate education on good hygiene to students via video and signage throughout school sites.
- Education to staff and students regarding what constitutes “close-contact” and what steps they can take to stay healthy.
- Management of ill students within the school health office to include separation of students who require first aid or medication from students who are symptomatic and require isolation. Symptomatic students will be required to wear a disposable mask while in the health office and until they leave the building.
- Communication to staff and parents when necessary to notify of positive contacts. Elementary and Secondary families will receive notification if there is a positive case in their classroom.
- Staff will be educated on the signs and symptoms of COVID-19 in order to help identify any students that need to be sent to the Health Office.

Transportation:

- All busses have been fully cleaned and are 100% caught up with preventive maintenance and 100% DPS inspected.
- Siblings will be encouraged to sit together in same seat
- Buses will be sanitized twice a day - between the morning and afternoon runs and at the end of the day along with daily cleaning.
- All drivers will be wearing face coverings and will have hand sanitizer available to students who may request it.
- Masks must be worn by grades 1-12 students due to close proximity of students on the bus
- Drivers will offer masks to students who do not have them but will not enforce the wearing of masks - their focus must be to drive the bus or van.
- Social distancing may not be feasible.
- Buses all have air conditioning systems set to 100% make-up air from outside (No-recirculation) and the back roof hatch will be kept open as much as possible balancing the need for cooling with the need for ventilation.

2a) Flex Option (Elementary):

- Parents who choose the flex option will register with their current school.
- Classes at each school will be based on enrollment needs.
 - K-6th grade
 - Flex model provides in-person and online learning experiences
 - Allows for physical distancing by reducing the number of students in the classroom
 - 2 days of in-person teacher support each week (Mon/Thurs or Tue/Fri 7:30am - 12:30pm)

- Teachers available each afternoon and Wednesdays for additional support via email, phone, or WebEx when not attending in person
- Highly Qualified Gilbert Public Schools teachers trained with blended learning protocols
- District device provided if needed
- Specials classes offered online (based on enrollment)
- Lunch at school optional
- Parents must be able to provide transportation to and from school the two days their student attends in person (drop off at 7:20am and pick up at 12:30pm)

2b) Flex Option (Secondary):

- Parents who choose a partial day option will register with their current school
- Students can select to take any portion of their schedule each day in person and the remainder online from home or school
 - Grades 7-12
 - On campus courses should be scheduled consecutively (based on availability).
 - District device will be provided.
 - Students must provide their own transportation if arriving or departing campus at times other than before or after school.

3) GPS Global Academy:

- Parents who choose online instruction will register with GPS Global Academy.
 - K-12th grade
 - 5 full days per week of online learning
 - District device provided if needed
 - Highly Qualified Gilbert Public Schools Teachers
 - Accredited standards-based Gilbert Public Schools adopted online curriculum
 - Social-Emotional supports in place for students
 - Accommodations and supports provided as needed
 - Access to teachers 5 days a week with live lessons on designated days
 - In-person support at NEW GPS Global Academy campus, as needed

Attendance:

- Suspension of chronic absenteeism notification and reporting due to COVID-19
- Free and Reduced Lunch Capture Rate -- Encourage parents to complete online for faster turn around
- Reporting of AOI Title students--Retain home school attachment (similar to other programs)
- Concurrent Enrollment K-12 -- Daily attendance requirements for all models as taking of attendance is required to receive funding for Average Daily Membership (ADM)

- Attendance Reporting required to receive funding for ADM

PLAN: Employees

Overview:

As OTM continues to closely monitor COVID-19, our priorities are to maintain the safety and health of our faculty, staff and students while providing a high quality education. All staff will be required to perform a self-check for symptoms and possible contact prior to coming to campus each day.

Focus Areas

1. Teachers
 - a. Using appropriately certified teachers for online and flex learning.
 - b. Teacher Evaluations
2. Staffing Assignments, Adjustments/Costs
 - i. Consider if there is a need to employ additional nurses, health care aides, custodians, and full-time substitute employees.
 - ii. [Survey Staff with underlying health conditions](#)
 - iii. Determine the vacancy rate of employees and the needs associated with getting coverage for vacancies.
3. Families First Coronavirus Response Act (FFCRA) /American with Disabilities Act (ADA)
 - i. Establish easy to follow guidelines regarding FFCRA/ADA for those employees who qualify
 - ii. [Inform and educate employees of their rights under FFCRA/ADA](#)
 - iii. For the 2020-2021 school year, if an employee has exhausted FFCRA due to COVID-19 and the employee contracts COVID-19 for a second time, they may request up to two weeks-or ten days (80 hours for a full-time employee, or for a part-time employee, the number of hours equal to the average number of hours that the employee works over a typical two week-period) of paid sick leave from the Medical Leave Bank.
 - iv. Membership to the Medical Leave Bank for COVID-19 (policy GCCG) related requests is waived for the 2020-2021 school year.
4. Return to work precautions and procedures
 - a. Establish a process for regular check-ins with vulnerable staff from administration
 - b. [Allow vulnerable staff to wear PPE throughout the school day \(to the extent practicable\)](#)
5. Reporting of identified COVID cases w/ employees/OSHA
 - a. Establish procedures and training with school administrators, school nurses, and other healthcare providers to identify staff with COVID-like symptoms and the procedures to utilize to remain healthy.
 - b. Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and follow the state Department of Health guidance if symptoms develop.
6. Return to work precautions and procedures
 - a. Personal protective equipment (PPE), including distribution of N-95 masks as appropriate
 - b. Hand sanitizer in every classroom
 - c. Cleaning solutions provided for daily spot cleaning of high traffic surfaces (door

- handles, light switches, desks, etc.)
 - d. Deep sanitizing every two days at a minimum
 - e. District health protocols for reporting and returning to work
 - f. Notification of positive contacts
7. Return to work support
- a. Employee Assistance Program for all staff members
 - b. Regular communication and check-ins with vulnerable staff
 - c. Training for use of online platform and supplemental resources
 - d. Instructional technology support dedicated to virtual learning

Additional Supporting Documents

[How to wear and care for masks](#)

[CDC - How to wear and care for masks](#)

[School Tour Health and Safety](#)

[CDC - Stop the Spread of Germs](#)

[FFCRA - English](#)

[FFCRA - Spanish](#)

FFCRA Leave Request - English

[FFCRA Leave Request - Spanish](#)

Cross Reference- Health Services

PLAN: Academics

Overview:

Parents and staff have voiced the need to provide a high-quality education for all students, regardless of the delivery model. A learning platform ensures ease and accessibility for students and families, rather than lessons delivered on a compilation of apps. A virtual platform will also provide additional supplemental resources, in case of disruption caused by individual student illness or future closure, that will be familiar to students and parents to ensure continued learning.

Continuity of Learning

Brick and Mortar/In-Person on Campus

Using the district-approved curricula, teachers will provide instruction and support student learning. Use of a virtual platform could be used for homework or other assignments, as appropriate for grade level and student readiness. Teachers will follow the scope and sequence identified by the GPS Curriculum Team. This will ensure that students and parents are familiar with all resources, in the case of student absences or future closures.

GPS Global Academy

Using the accredited standards-based Gilbert Public Schools adopted online curriculum, students will have scheduled class times during each week of the school year, where they will have the

opportunity to interact with their teacher and classmates. They will also have access to their teacher during daily office hours or small group sessions, or in person at an open lab.

The teacher will take the lead in teaching the curriculum, and students will engage in online practice activities mostly on their own, as developmentally appropriate. For junior high and high school students, there will be a greater emphasis on student self-directed learning and collaborative learning structures.

Flex (In-Person/Online Learning)

Elementary: District-approved curriculum with online resources for independent practice

Secondary: District-approved classroom curriculum (in person) with GPS Global Academy courses

Addressing Learning Gaps

Due to the 4th quarter school closure, academic standards have been prioritized to determine potential learning gaps as students engage in their learning during the 2020-21 school year.

Teachers will use content-specific learning progressions and success criteria as the basis for diagnostic formative assessments that can identify learning gaps. District curriculum guides and course scope and sequence documents will provide additional teaching and learning guidance, specifically addressing where gaps might occur.

Elementary specific to reading:

Using diagnostic screeners, teachers will identify students who have gaps in foundational skills.

Then using whole group, small group and/or intervention settings, teachers will support students with specific identified needs in reading either in person or through the virtual platform.

Learning Supports and Services

Specific guidance has been created to ensure success of all students that includes instructional content and models. In addition, the delivery of specialized services for students with specific needs will be provided in all learning models and settings:

- a. Special Education
- b. 504
- c. Title
- d. ELL
- e. Gifted

Assessing Student Growth

In the absence of Spring 2020 state assessments, teachers will use District ELA and Math Benchmarks K-12 within the first six weeks of the start of school per the Governor's Executive Order 2020-41. Additionally, campuses will have access to District identified universal screeners, diagnostics, and inventories, as well as classroom formative assessments, to determine student progress toward mastery of academic standards.

- Administrator Guidance
- Classroom Teacher Guidance
- Instructional Coach/Reading/Math Specialist Guidance
- Student and Family Information

Supporting Documents:

Learning Gap Diagnostics/Solutions

[Special Education/504 - By Delivery Model](#)

Special Education Instructional and Service Delivery

Title I Campus Services

Title I Services for Distance Learning

ELL Services and Supports

Assessment of Learning

Sample Teacher Schedule

Teacher Expectations of Hybrid (Disruption) Model

Teacher Expectations of Online Learning

GPS Global Academy and Flex 'Vision'

Cross-Reference

Remote Learning

Employees (Teacher Expectations)

PLAN: Remote Learning/Technology

Overview:

Providing professional development to our GPS teachers and parental support resources for the selected learning platform will be an essential component in the continued success of our students' learning. The advantage of having a common platform for GPS teachers will provide consistency for students and assist parents in navigating their child's educational journey.

Supporting all staff, students, and parents with technical assistance will continue as a practice and current models modified to maintain customer satisfaction. By adding additional options for GPS K-6 students needing a device if there is a disruption or a K-12 student choosing our GPS Global Academy option, Technology Services will be prepared to support them.

1. Teacher Training-GPS Technology Services Instructional Technology team has provided 120 hours of training for teachers on the online virtual platform. An online resource center is in place that provides video and text based instruction.
 - a. Train all certified teachers on common learning platform
 - b. Train teachers on integrating supplemental resources, content partners, and GSuite in common learning platform
 - c. Train additional teachers focused on GPS Global Academy and flex option on FLVS integration
2. Parent Training/Support-GPS Technology Services has developed online resources for parents, staff and students to ensure login, navigation and how to obtain live phone support.
 - a. Learning platform access

- b. Resource navigation
 - c. Strategies for student support
- 3. Device and Technical Support-GPS 7-12 grade students participate in a 1:1 take home program and provided with a student device. Each GPS elementary student has the option to check out a loaner device during the duration of at-home learning. If a family has multiple students, each of them are able to check out a loaner device. GPS Technology Services has developed online resources for parents, staff and students to ensure login, and has a fully staffed help desk that operates 5 days a week for call in assistance and then drive up service if needed.
 - a. Technical assistance navigation/resources
 - b. K-6 Device Distribution/Insurance Options
- 4. Internet Accessibility-GPS has different options to assist students with connectivity at-home. Each school's social worker and counselor work with families in need and assist with options for at-home connection. If a traditional cable solution is not available a hot spot option is available and communicated to Technology Services for configuration to student devices. Staff has access to check out a hot spot if needed.
 - a. Cox Connect 2 Compete
 - b. Verizon mobile hotspot alternative

Supporting Documents

[Teacher Training](#)

[Parent Training / Support](#)

[Delivery & Technical Support](#)

PLAN: District Operations

Overview:

All District operations departments; Transportation, Nutrition Services and Facility Operations, will focus on supporting schools, students and staff to ensure appropriate levels of cleaning and sanitization are completed daily to maintain healthy instructional environments at all times.

School busses will be sanitized at least twice daily in addition to the daily cleaning. Meal service operations at breakfast and lunch are prepared in a manner that minimizes the spread of any diseases and all cleaning protocols will be followed based on the details included here: [\(link here\)](#)

- 1. Facilities
 - a. Adoption of District - wide cleaning protocols, equipment and chemical product - Hillyard Products and Protocols
 - b. Mounting of hand sanitizer dispensers throughout buildings as well as providing individual hand sanitizer bottles within each classroom of every building
 - c. Training of building managers and custodial staff ongoing
[Bldg Mgr Meetings on Pandemic Cleaning Protocols and Expectations Linked.pptx](#)

- d. Ensuring appropriate ventilation - outside make-up air quantities set to 20% to 30% instead of the normal 10% to 15% in the summer.
 - e. Considering the health safety of various water systems throughout the District. All water fountains are turned off only allowing bottle fillers. Students are asked to bring their own water bottles
 - f. Deployment of cleaning teams in the event of a school-based outbreak and ensuring contaminated areas are closed off for 24 hours and then fully cleaned and disinfected prior to making available for use.
2. Transportation
- a. Sanitizing of busses twice daily - student materials left on the busses at any point will be gathered and returned to the school prior to sanitizing. - material used is Hillyard QT3 with a three minute dwell time.
 - b. Cleaning of busses nightly
 - c. Masks available to students embarking on busses
 - d. Hand sanitizer available upon request
 - e. Personal Protective Equipment worn by bus drivers and bus monitors for staff safety.
3. Nutrition Services
- a. Elimination of salad bars and self service
 - b. Complete packaging of meals allowing for easy clean up and minimizing spillage
 - c. Support schedule changes made by school administration to decrease students in cafeteria at any point in time - may involve longer shifts for Nutrition Services personnel

SUPPORTING DOCUMENTS:

[ReOpening America Cleaning Disinfection Decision Tool.pdf](#)

[Hillyard Products for Education](#)

[ReJuvNal](#)

[QT 3](#)

PLAN: Financial

Overview:

Business Services will work to closely monitor funding levels, ensure needed cleaning supplies and personal protective equipment (PPE) are available in the warehouse, and ensure that budget lines are set-up within each school and department that will allow for the acquisition of needed supplies without delay.

Funding

- a. Attendance Requirements and Reporting - ADM (Average Daily Membership) in bricks and mortar schools versus AOI - Arizona OnLine Instruction
- b. Concurrent Enrollment considerations as students take some classes on line and others in school.
- c. Cares Act Grant

- d. Enrollment Stabilization Grant - maintains funding up to 98% of prior year weighted ADM.

School Support

- a. Warehouse cleaning supplies and PPE in stock and in appropriate quantities
- b. School and department supply needs monitored and allocate out additional resources associated with the CoronaVirus

Sustainability

- a. Risk Retention Trust Insurance Endorsement for Covid - 19
- b. Deployment of Student Acknowledgement Form
[COVID~19 Acknowledgement and Disclosure Form](#)

PLAN: Legislative Advocacy

Focus Areas

1. Funding
2. Accountability

Health Services (Also included in Campus Operations or Employees)

Focus Areas

1. AZDHS/CDC Guidance and Point of Contact- will be in contact with Maricopa County Department of Health regarding any positive cases we are aware of.
2. Protocols and Procedures: Students- Health Office Protocols to manage symptomatic students versus first aid/ medication needs.
3. Parents educated on who their HA/ Nurse is on campus and how to contact this staff member. Parents required to report any positive contact for students with someone diagnosed with or displaying symptoms of COVID.
4. Protocols and Procedures: Staff- Protocols written for guidance of staff members who are diagnosed with or come in contact with COVID.
5. Prevention modalities- masks, barriers.
6. Identify local COVID-19 testing sites
7. Staff will be educated on Signs and Symptoms of COVID-19 and will be asked to refer anyone displaying signs and symptoms to the Health Office for assessment. Should a staff member be sent home after assessment from the Health Office the Nurse/ Health Assistant will notify the Director of Health Services and OTM to follow up.
8. Working with Maricopa Department of Public Health to offer vaccinations for students returning to school as availability of Primary Care is limited

Supporting Documents:

- Flow chart for employees to report a possible COVID-19 diagnosis or exposure

PLAN: Whole Child Supports

Overview:

Established and intentional steps will be utilized to ensure a multitiered system of supports that will address student and staff psychological safety, social and emotional learning, and mental and behavioral health needs throughout all learning formats. Strategies and best practices in providing school based mental health supports will be implemented for each phase of reintegration (before opening, immediately after opening, and long term support). This process will include classroom and schoolwide preventive interventions, coordination among families, and collaboration with community resources.

District and schoolwide training focusing on SEL/Trauma informed practices, restorative practices, culturally responsive and inclusive practices, peer to peer mentor programs and tiered intervention supports will be provided for administrators, certified and support staff, students and families.

SEL/Trauma Informed Practices

In-Person

- Assessment of needs prior to return to school
 - Use of universal screener for social emotional functioning
- Social and emotional learning curriculum will be embedded into core academic subjects to ensure delivery in all learning scenarios.
- Re-establishing connections, re-engaging the disconnected
 - Outreach/family engagement
 - Home Visits
 - School Social Workers and Mental Health Counselors will collaborate with school based Attendance Clerks
- Elementary: Establish morning classroom meetings and individual check ins as appropriate in collaboration with BHT members
- Secondary: Establish beginning classes with brief welcoming activity promoting sense of community, individual check ins as appropriate in collaboration with BHT members

Hybrid (In-Person/Online Learning)

- Identify mental health support professional(s) to provide support to students participating in online learning format

GPS Global Academy

- Utilization of all mental health support staff K-12 to assess and prioritize needs virtually.
- Establish regular virtual check-ins with students and staff
- Implementation of virtual SEL activities and programming

Mental Health Supports

In-Person

- Utilization of all mental health support staff K-12.
- Utilization of Behavioral Health Team members
 - Rapid identification of needs and access to support systems and resources
 - Fostering and promoting inclusive practices and culturally responsive support
 - Identification of staff and resources to support language barriers, and/or limited connections to school
 - Supporting compensatory education as appropriate
- Respond and address crisis situations utilizing district crisis intervention protocol and guidelines
- Continuum of care will be implemented to address transition from previous school year grade levels to reentry grade level
- Identification and implementation of “safe spaces” at school sites for students/staff.

Hybrid (In-Person/Online Learning)

- Identify mental health support professional(s) to provide support to students participating in online learning format
- Ensure connection to technology.
- Collaboration and coordination with community social service agencies (food and clothing banks, housing, financial assistance, crisis intervention supports and resources.
- Collaboration and coordination with community behavioral health agencies for streamlined referral process and timely access to mental health support.

GPS Global Academy

- Utilization of all mental health support staff K-12 to assess and prioritize needs virtually.
- Coordination with District Parent University to offer virtual parent education on supporting student social/emotional needs, mental health and wellness, and supporting students in online learning
- Ensure connection to technology.
- Collaboration and coordination with community social service agencies (food and clothing banks, housing, financial assistance, crisis intervention supports and resources.
- Collaboration and coordination with community behavioral health agencies for streamlined referral process and timely access to telehealth mental health support.

Supporting Documents

Social Worker/MHC Referral Form

[Behavioral Health Team Assessment Process](#)

District Crisis Team Process

District Crisis Team Response Procedures

[GPS Wellness WebPage](#)

(link includes Community Resource Guides, Social Service Agency and Mental Health Support Resource Information)

Cross-Reference

Campus Operational Management

