Wellness Committee Response Plan

Response Team

**Item To Be Addressed:** Designate a mental health liaison (school-based) who will work across the school, local public health agencies and community partners

**Phase:** 1-3, 4, 5
**Level:** Strongly Recommended (Rec 5)
**Reference:** Roadmap p16, p29 (p45)

- **How the district will address this:** Building Administrators will determine the appropriate staff member to serve as the Mental Health Liaison (school-based) for their building. School Social Workers, Counselors, Psychologists and RTI coordinators would be the likely candidates for this position, and will be determined by each building administrator based on each school's needs and specific staff members availability.

**Item To Be Addressed:** Establish a comprehensive crisis management plan that leverages available internal and external/community-based resources which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member due to COVID-19).

**Elementary**
**Middle School**
**High School**

**Phase:** 1-3, 4, 5
**Level:** Strongly Recommended (Rec 5)
**Reference:** Roadmap p16, p29 (p45)
● **How the district will address this:** Crisis Management Plans have been created for elementary, middle, and high schools that address the steps and procedures to take when a COVID-19 death has occurred. This plan addresses the roles and responsibilities for specific staff members.

**Item To Be Addressed:** Identify appropriate support persons at each level; Identify roles and responsibilities for District Level/Building Level

**Phase:** 1-3, 4, 5  
**Level:** Strongly Recommended (Rec 5)  
**Reference:** Roadmap p16, p29 (p45)

● **How the district will address this:** All staff members will be considered front line support persons for students and families. Teachers and counselors/social workers will provide routine “check ins” with students. If a teacher believes a student or family is in need of additional support and/or assistance they should make written contact (e.g., email) to that student’s counselor or social worker. If the counselor or social worker thinks additional support and/or assistance is needed, they should contact their building administrator for further assistance.

**Item To Be Addressed:** Develop guidelines for referral process at each level

**Protocol for At-Risk Students**

**Phase:** 1-3, 4, 5  
**Level:** Strongly Recommended (Rec 5)  
**Reference:** Roadmap p16, p29 (p45)

● **How the district will address this:** If a teacher is concerned that a student and/or family may require additional support outside what he/she is able to provide within their role, teachers should make a written request (e.g., email) to the student’s counselor or the school social worker. If the counselor or social worker believes additional supports outside of school are needed (e.g., CMH, ROYA, Common Ground, private therapists, etc.), they will share these resources in written form (e.g., email) with the family. Mental Health “Screeners” will be identified by each building’s administrator.
Physical & Emotional Wellness Resources/Support

Item To Be Addressed: Identify internal and external resources

Phase: 1-3, 4, 5  
Level: Strongly Recommended (Rec 5)  
Reference: Roadmap p16, p29 (p45)

- How the district will address this: Leverage MDE resources for all phases including School Wellness Checklist, Referral Resources, Parent Information Resources, Medical Resources, Legal and Financial Resources, Housing and Internet Resources, Food Resources, Clothing Resources.

Item To Be Addressed: Compile and Regularly Update Comprehensive Lists of Wellness Resources to both Staff and Students

Phase: 1-3, 4, 5  
Level: Strongly Recommended (Rec 5)  
Reference: Roadmap p16, p29 (p45)

- How the district will address this: Create lists for staff and families of the various necessary resources, Post on the district website under specified categories (staff, each schools page, etc.), Establish ongoing reporting protocols for school staff to evaluate physical and mental health status, Provide resources for staff self-care, including resiliency strategies, Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.

Item To Be Addressed: Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19

Phase: 1-3, 4, 5  
Level: Strongly Recommended (Rec 5)  
Reference: Roadmap p16, p29 (p45)
How the district will address this: Establish and communicate guidelines to all staff regarding identification and rapid referral of at risk students to appropriate building-level support teams, Establish a comprehensive crisis management plan that leverages available internal and external/community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member): Each school will use their current crisis management plans and will add a part on the process for Covid-19, Communicate with parents and guardians, via a variety of channels, return to school transition information including: Destigmatization of COVID-19, Understanding normal behavioral response to crises, General best practices of talking through trauma with children, Positive self-care strategies that promote health and wellness.

Professional Learning

Item To Be Addressed: District and Building Level Professional Development to be provided to all staff members.

Professional Development Calendar
Compassionate Self-Care Resources
Professional Learning: Staff Well-Being
Oakland Schools COVID-19 Resource Documents

Phase: 1-3, 4, 5
Level: Strongly Recommended (Rec 5)
Reference: Roadmap p16, p29 (p45)

How the district will address this: Identify Learning Opportunities and a Calendar of Events and provide a non-exhaustive list of topics will include HIPPA and FERPA Compliance, Social Emotional Learning, Trauma Informed Best Practices, Identification of At-Risk Students, Referral Protocols, and Self-Care/Resiliency Methods for both Staff and Students.
Communication, Access, and Equity

**Item To Be Addressed:** Ensure Mental Health Screening for all students by trained professional

**Protocol for At-Risk Students**

**Phase:** 1-3, 4, 5  
**Level:** Strongly Recommended (Rec 5)  
**Reference:** Roadmap p16, p29 (p45)

- **How the district will address this:** DK-5: Elementary Screening tool, like the Elementary SRSS, to be implemented 3 times a year by teachers with outcomes captured in Illuminate. These indicators will guide monthly social work or interventionist visits to address student needs. SRSS coordinators could be trained by Oakland Schools in order to lead team development to analyze these results. Schools will send home a district approved school wellness checklist to be completed by parents upon the beginning of the school year and quarterly thereafter.

  Middle School: Mental Health questionnaire completed by students and/or parents during quarterly email blasts to parents/guardians. Special education students will be eligible for questionnaires as necessary. At-risk students can be monitored by the MTSS committee, school psychologist, or at-risk school social worker.

  High School: Mental Health Wellness questionnaire for students and parents to complete with registration forms, including Household Application for Free and Reduced School Meals form, to be signed and turned in during registration. This will help identify students and families at-risk or in need of assistance. This mental health wellness questionnaire will be repeated throughout the school year. Questionnaires will be reviewed by a trained mental health professional.

**Item To Be Addressed:** Communicate guidelines to all staff on referral process

**Phase:** 1-3, 4, 5  
**Level:** Strongly Recommended (Rec 5)
How the district will address this:

DK-5: The district will develop a universal referral process that will include identifying students through the use of universal screeners, daily/weekly check ins, and documented student behavior. Once a student is identified as being in need or at risk staff will notify their administrator and provide documentation of the trends or concerns. Administration will include necessary members of their SST or MTSS team. Teachers will be notified of scheduled meetings and outcomes, like planned interventions, that need to be implemented in order to document student growth. This process will be communicated the first week of school, and be reiterated throughout the school year. Teacher handbooks should reflect this process as well. DK-5 Google document could be created/shared from middle/high school and could be shared by teachers with administration for student concerns.

Middle School: Similar to high school. In addition, the MTSS can monitor these students. Google document is shared by teachers with administration for student concerns.

High School: Administration and staff can identify students in need through the MiStar student identifier. New symbols/icons will be created to identify students based on their mental health wellness status; example - symbol that would identify that a student has 504. Counselors/Social Worker/Support teachers will reach out to the administration, individual teachers and staff members on a students status. The support staff can send out a google document on each student to monitor and communicate with all staff associated on an ongoing basis. Google document is shared by teachers with administration for student concerns.

Item To Be Addressed: Establish ongoing reporting protocols for school staff to evaluate physical and mental health status

Phase: 1-3, 4, 5
Level: Strongly Recommended (Rec 5)
Reference: Roadmap p16, p29 (p45)
• **How the district will address this:** DK-5: Staff and administration can identify students in need through the use of daily/weekly check ins, including but not limited to mood meters. Staff can utilize an array of tools that fit their classrooms needs. Daily check ins are a recommendation of Oakland Schools to evaluate physical and mental health status. Check ins will be analyzed for trends. The protocol for communicating concerns or trends for student needs or at risk students includes notifying administration, where the administration can involve the necessary members of MTSS. Elementary MTSS will be tasked with managing health referrals, communicating with families, and providing wellness materials based upon the outcomes of these meetings.

Middle School: Staff can refer concerns to administration and then it will be forwarded to a grade level counselor, MTSS committee or designated department i.e. (Special Education if appropriate). Staff can utilize an array of tools that fit their needs to check in with students daily/weekly. This includes, but is not limited to, mood meters or daily questionnaires.

High School: Administration and staff can identify students in need through the MiStar student identifier. New symbols/icons will be created to identify students based on their mental health wellness status; example - symbol that would identify that a student has 504. Counselors/Social Worker/Support teachers will reach out to the administration, individual teachers and staff members on a students status. The support staff can send out a google doc on each student to monitor and communicate with all staff associated on an ongoing basis.

**Item To Be Addressed:** Communicate with parents and guardians, via a variety of channels, return to school transition information including:

- Destigmatization of COVID-19
- Understanding normal behavior response to crises
- General best practices of talking through trauma with children
- Positive self-care strategies that promote health and wellness

**Phase:** 1-3, 4, 5
**Level:** Strongly Recommended (Rec 5)
**Reference:** Roadmap p16, p29 (p45)

• **How the district will address this:** DK-5: Elementary administration will provide students, parents/guardians, ROSD employees and the community with information and updates through links to approved resources. Identifying each week which phase and status of the district. The information will be provided via weekly emailed newsletters,
US postal system, phone contact, in person, or any other district approved communication systems, if required.

Weekly lessons will be implemented that provide positive self care strategies and promote health and wellness via the platform provided by the ROSD according to stage, state mandates for safety, and family choice. These lessons will include trauma informed principles on health and wellness. Second Step staff may be included in the development of these lessons. Restorative practices and conscious discipline strategies professional development should be offered to teachers to provide support.

Middle School: Administration will send email newsletters in conjunction with the board office updates. US postal system and phone contact available as requested. Information can also be included in teacher google classrooms or other electronic forums.

High School: Providing students, parents/guardians, ROSD employees and the community with information and updates through links to approved resources. Identifying each week which Phase and status of the district. The information will be provided via email newsletters, US postal system, phone contact or in person, if required.

**Item To Be Addressed:** Ensure equity of access, communication, resources and support for all students

**Phase:** 1-3, 4, 5  
**Level:** Strongly Recommended (Rec 5)  
**Reference:** Roadmap p16, p29 (p45)

- **How the district will address this:** DK-5: The ROSD will provide equity by ensuring equitable access to learning materials. Surveys for collecting student needs will go out to families. Resources, including technological support, will be provided according to each family’s needs. ROSD will work closely with teachers and support staff to provide support to students and their families. This includes instructional materials, professional development for teachers on providing these materials, and a process for referring socio-emotional needs to administrators and MTSS’s. ROSD will address the specific learning needs of students with disabilities, English language learners, and students in temporary housing. Departments within the district are responsible for each of these support services. District protocols, already in place, will continue to be implemented to meet these needs. Teachers with concerns about any of these services can contact their administrator. The ROSD will provide breakfast and lunch to students who rely on school meals. Food service will be arranged for families in need during the duration of any school closure. The ROSD will coordinate with trusted community partners to provide clear and consistent information about accurate coronavirus information. All
communication and outreach efforts will be provided in multiple languages, when necessary, to meet community needs. The ROSD will connect families with other services they may need. District conducted surveys, questionnaires, and staff referrals will be utilized to make contact with school administrators regarding family needs. The ROSD has protocols in place, like ROSD Policy 5111.01 (homeless students and families) - Oakland Schools has multiple resources to guide the achievement of these outcomes. https://go.boarddocs.com/mi/ros/Board.nsf/Public to address these needs.

**Ideas for consideration:** Prepare-Create cross-role teams with well-connected community partners, staff, and family or student volunteers to double-down on personalized outreach efforts and stay in touch with students and families who have not been fully engaged by the school. Learn from those who were disconnected during the building closures to find out what they need to stay engaged during future closures.

Implement-Work with your cross-role team and other community partners who are well-connected to students and families to lead small-group or one-on-one discussions about their experiences, hopes for their children’s education, and ways to deepen school, family, and community relationships. For example, host in-person or virtual conversation circles, coffee chats, office hours, or other small meet-ups to give space for listening and processing.

**Script to use when communicating with families:**
https://docs.google.com/document/d/1e1JLqNvf_yPfOqwNNObPATrSLSRAKKVQe7viGFTAWU/edit

**Middle School:** Questionnaire of needs will go out to families. Links for resources will be sent out in newsletters and posted on district and classroom websites. ROSD will provide technical support as necessary.

**High School:** The ROSD will provide technology support with instruction and follow-up, to ensure adequate access for students in need. Providing all students, parents/guardians, ROSD employees and the community with information and updates through links to approved resources. Identifying each week which Phase and status of the district. The information will be provided via email newsletters, US postal system, phone contact or in person, if required.