

Rochdale Early Advantage Charter School (REACS)

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



Rochdale Early Advantage Charter School



“Yes, We Can”




Ms. Sylvia Fairclough-Leslie, School Leader
Dr. Al K. Knight, Administrator **Vacancy, Assistant Principal**
Ms. T. Muniz, Business/Ops. Manager
Purpose ~ Passion ~ Proficiency

Social-Emotional Well-Being

 <p>The district’s school counseling/guidance program should be reviewed and revised to plan, develop, and implement a Multi-Tiered System of Supports (MTSS).</p>	 <p>As part of an MTSS framework, SEL, mental health, and well-being supports offered at all levels should reflect school-wide implementation of effective, efficient, and evidence-based practices and strategies that all students can access.</p>
 <p>Offer all staff opportunities to heal together, to build strong, mutually supportive relationships, and to process their own emotions, including bus drivers, cafeteria workers, office workers, nurses, pupil personnel services staff, and administrators.</p>	 <p>Leverage Transformative SEL to support the work of adult anti-racism and anti-bias work.</p>

Social-Emotional Well-Being

Social emotional well-being must be schools’ and districts’ top priority in supporting school transitions, not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur.

	<p>Communicate social emotional well-being and learning as a priority and engage members of the school community in implementation efforts.</p>
	<p>Identify or build a team to lead your implementation. Decide how students, staff, and family will contribute.</p>
	<p>Consider a prolonged orientation or transition period to support the social and emotional well-being and resiliency before phasing in academic content.</p>

Social Emotional Well-Being of:

Staff

- Professional Development sessions for staff on:
 - Trauma-informed practices,
 - Self-care, and
 - How to support students during a public health crisis
- Creating spaces for staff reflection: all-staff meetings, team meetings, co-teacher check-ins, and surveys
- Survey staff regularly to assess needs
- Opportunities for staff to connect (e.g. lunches, game nights, workshops)
- Opportunities for staff to have 1:1 check-ins

Students

- REACS will program advisory period for every scholar
 - The Leader In Me program will include daily lessons. *Leader in Me* helps schools create well-rounded learners by developing the whole-person and preparing students to become life-ready leaders. *Leader in Me* unites students, staff, and families around a common goal to prepare students with college, career, and life-readiness skills that are necessary to thrive in today's ever-changing, fast-paced environment, like:
Critical Thinking, Creativity, Self-Discipline, Vision, Initiative, Communication, Relationship Building, Goal Achievement, Public Speaking, Global Awareness, Social-Emotional Learning, Teamwork, Listening Skills, Time Management, Leading Projects, Self-Directed Learning, Valuing Diversity, and Problem Solving
- REACS Counselors will support mandated and non-mandated scholars and families as needed.
- REACS enact procedures and protocols for scholars to share topics of interest specific to their needs.
 - Topics may include: Dealing with change and coping mechanism, how to be a better Me/Scholar (goal setting/self-awareness), "How will you become the change you want to see in the world?"
- REACS will allow scholars to express themselves without fear of being judged.

Families

- Staff and family social emotional check-ins as needed
- Newsletters/Outreach
- Family Workshops
- Regularly distributed surveys to assess family needs
- Opportunities for families to check-in with counselors

