

## Returning to School (with students)- Phase 2: Instruction and SEL Program: Excel Academy, DHH, VI (revised (7/30/20))

Planning for 2020-21	Plan A: All Remote	Plan B: Hybrid (alternating days with cohorts of students) *This template reflects AM/PM Daily Cohorts (T-F)at Excel	Plan C: All on campus, with parent choice for remote
<p>Social/Emotional Wellness</p> <ul style="list-style-type: none"> <li>● Providing Support and Reassurance</li> <li>● Schoolwide programs</li> <li>● Classroom Practices</li> <li>● How to monitor students</li> <li>● Plan for referral</li> </ul>	<p>Support and reassurance will include open and frequent communication in a variety of ways.</p> <p>Access to mental health support through SELPA ERMHS.</p> <p>We currently have several SEL curricula that can be adapted to virtual learning. All students receive small group counseling that addresses SEL that can be provided by counselors, BMAs, teachers and/or a behavior consultant. SEL is embedded in all areas of instruction.</p> <p>The behavior consultant will be in regular contact with parents to address behavior goals in the home setting and to provide SEL instruction.</p> <p>Providing a variety of support in whole group, small group, and/or individual instruction.</p> <p>Daily check-ins and check-outs, which is also a self-monitoring tool.</p> <p>Monitor students through regular communication, and GoGuardian (online activity monitoring).</p>	<p>Support and reassurance will include open and frequent communication in a variety of ways.</p> <p>Access to mental health support through SELPA ERMHS.</p> <p>We currently have several SEL curricula. All students receive small group counseling that addresses SEL that can be provided by counselors, BMAs, teachers and/or a behavior consultant. SEL is embedded in all areas of instruction.</p> <p>The behavior consultant will be in regular contact with parents to address behavior goals in the home/ school setting and to provide SEL instruction.</p> <p>Providing a variety of support in whole group, small group, and/or individual instruction.</p> <p>Daily check-ins and check-outs, which is also a self-monitoring tool.</p> <p>Monitor students through regular communication, and GoGuardian (online activity monitoring).</p>	<p>Support and reassurance will include open and frequent communication in a variety of ways.</p> <p>Access to mental health support through SELPA ERMHS.</p> <p>We currently have several SEL curricula. All students receive small group counseling that addresses SEL that can be provided by counselors, BMAs, teachers and/or a behavior consultant. SEL is embedded in all areas of instruction.</p> <p>The behavior consultant will be in regular contact with parents to address behavior goals in the home/ school setting and to provide SEL instruction.</p> <p>Providing a variety of support in whole group, small group, and/or individual instruction.</p> <p>Daily check-ins and check-outs, which is also a self-monitoring tool.</p> <p>Monitor students through regular communication, and GoGuardian (online activity monitoring).</p>

	<p>Refer to individual/group counselor or to outside resources as needed.</p> <p>Practice of calming strategies and coping skills virtually</p> <p>School psych to support explicit instruction and guided practice in relaxation techniques</p> <p>Direct instruction in COVID 19 safety protocols (i.e. frequent thorough handwashing, appropriate mask usage, personal belonging sanitation, social distancing etc.)</p> <p>DHH/VI: will support district teacher; refer to teacher/counselor if needed</p>	<p>Refer to individual/group counselor or to outside resources as needed.</p> <p>Practice of calming strategies and coping skills virtually/within the classroom</p> <p>Begin school day with mindfulness activity</p> <p>School psych to support explicit instruction and guided practice in relaxation techniques</p> <p>Direct instruction in COVID 19 safety protocols (i.e. frequent thorough handwashing, appropriate mask usage, personal belonging sanitation, social distancing etc.)</p> <p>DHH/VI: will support district teacher; refer to teacher/counselor if needed</p>	<p>Refer to individual/group counselor or to outside resources as needed.</p> <p>Practice of calming strategies and coping skills</p> <p>Begin school day with mindfulness activity</p> <p>Direct instruction in COVID 19 safety protocols (i.e. frequent thorough handwashing, appropriate mask usage, personal belonging sanitation, social distancing etc.)</p> <p>DHH/VI: will support district teacher; refer to teacher/counselor if needed</p>
<p>Academic Instruction</p> <ul style="list-style-type: none"> <li>● Essential Grade Level Skills/Knowledge</li> <li>● Formative Assessment</li> <li>● Diagnosis of Student learning needs</li> <li>● Pacing</li> <li>● Accelerating Learning</li> </ul>	<p>The use of state/site adopted curriculum.</p> <p>We will use individual, small group, and whole class virtual meetings. We will utilize online and/or physical materials and resources.</p> <p>We will perform benchmark assessments through individual meets (virtual), and formative assessments throughout lessons as possible.</p> <p>Follow pacing guides with the flexibility to support student needs.</p>	<p>The use of state/site adopted curriculum.</p> <p>Direct instruction will be provided during their in person time on campus in core areas. Follow up, supplemental assignments to be completed through google classroom during virtual classroom time</p> <p>We will perform benchmark assessments through individual meets, and formative assessments throughout lessons.</p> <p>Follow pacing guides with the flexibility to support student needs.</p>	<p>The use of state/site adopted curriculum.</p> <p>Direct instruction will be provided during their in person time on campus in all subjects.</p> <p>We will perform benchmark assessments through individual meets, and formative assessments throughout lessons.</p> <p>Follow pacing guides with the flexibility to support student needs.</p> <p>Access to a variety of online accelerated learning resources.</p>

	<p>Access to a variety of online accelerated learning resources.</p> <p>***In the event that state testing occurs in Spring 2021, and we are still within virtual learning, the state will have to determine how that looks.</p>	<p>Access to a variety of online accelerated learning resources.</p>	
<p>Support for Vulnerable Groups</p> <ul style="list-style-type: none"> <li>● Scaffolding</li> <li>● Intervention</li> <li>● Meeting IEP goals</li> </ul>	<p>All Excel Academy students are on IEPs so their individual goals will be addressed and progress monitoring will occur during individual and/or group meets.</p> <p>Scaffolding and interventions are differentiated and individualized to each student's needs.</p> <p>IEP Academic goals will be addressed through instruction with the teacher and BMA support.</p> <p>Behavior goals will also be supported by behavior consultant.</p> <p>Behavior consultant, counselor, and teacher will also work closely with families to address functions of behavior goals in the home setting.</p>	<p>All Excel Academy students are on IEPs so their individual goals will be addressed and progress monitoring will occur during individual and/or group meets.</p> <p>Scaffolding and interventions are differentiated and individualized to each student's needs.</p> <p>IEP Academic goals will be addressed through instruction with the teacher and BMA support.</p> <p>Behavior goals will also be supported by behavior consultant.</p> <p>Behavior consultant, counselor, and teacher will also work closely with families to address functions of behavior goals.</p>	<p>All Excel Academy students are on IEPs so their individual goals will be addressed and progress monitoring will occur during individual and/or group classroom activities</p> <p>Scaffolding and interventions are differentiated and individualized to each student's needs.</p> <p>IEP Academic goals will be addressed through instruction with the teacher and BMA support.</p> <p>Behavior goals will also be supported by behavior consultant.</p> <p>Behavior consultant, counselor, and teacher will also work closely with families to address functions of behavior goals.</p>
Collaboration	Staff will meet to collaborate weekly.	Staff will meet to collaborate weekly.	Staff will meet to collaborate weekly.
Professional Learning Needs	<p>Time to learn and practice: Virtual platforms Current curriculum offerings for virtual learning/support Use of technology to support student learning and engagement College and Career awareness</p>	<p>Time to learn and practice: Virtual platforms Current curriculum offerings for virtual learning/support Use of technology to support student learning and engagement College and Career awareness</p>	<p>Time to learn and practice: Virtual platforms Current curriculum offerings for virtual learning/support Use of technology to support student learning and engagement College and Career awareness</p>

	activities, speakers, videos, etc.	activities, speakers, videos, etc.	activities, speakers, videos, etc.
Technology	Cameras on computers for teachers Document cameras Possible software Students need internet and chromebooks to be compatible with platforms Parent training DHH/VI: access to student emails throughout the county; access to platforms	Cameras on computers for teachers Document cameras Possible software Students need internet and chromebooks to be compatible with platforms Parent training DHH/VI: access to student emails throughout the county; access to platforms	Cameras on computers for teachers Document cameras Possible software Students need internet and chromebooks to be compatible with platforms Parent training DHH/VI: access to student emails throughout the county; access to platforms
Enrichment	Continue to add to enrichment instructional videos on website Continue to post links to opportunities on website Interest clubs for students  Student choice-self directed learning in areas of interest	Continue to add to enrichment instructional videos on website Continue to post links to opportunities on website Interest clubs for students  Student choice-self directed learning in areas of interest	Student choice-self directed learning in areas of interest  Will need to change elective scheduling to accommodate cohorts during pandemic restrictions
Relationship Building	Provide parent support group meetings Interest clubs for students Weekly class parties with games  Continue current incorporation of restorative/trauma informed practices and conflict resolution	Provide parent support group meetings Cohort based elective Weekly class/cohort parties with games  Continue current incorporation of restorative/trauma informed practices and conflict resolution	Provide parent support group meetings Cohort based elective Weekly class parties with games-specific to cohorts  Continue current incorporation of restorative/trauma informed practices and conflict resolution
Student Involvement/Engagement	Consistent communication Engaging platforms Participation/reward incentives Refer to the student engagement project for non participating students Virtual weekly showcases-recorded to show each class	Consistent communication Engaging platforms Participation/reward incentives Refer to the student engagement project for non participating students Regularly scheduled Open Houses and Events--(i.e. Weekly showcases)	Consistent communication Engaging platforms Participation/reward incentives Regularly scheduled Open Houses and Events--(i.e. Weekly showcases)

	Whole school Friday showcase	to be done virtually	
Questions and Concerns	<p>Time to learn platforms before school starts          Translate to online version of instruction models          Student/parent engagement and support for student work completion          Assessing student learning accurately (parent input during assessment, google answers, etc)          Addressing behavioral issues in the home setting can become limiting due to family dynamics</p> <p><b>Teachers to work from classrooms</b> where supplies and technology are available; possibility of BMA to be at classroom as well (with protocols)</p>	<p>Time to learn platforms before school starts          Translate to online version of instruction models          Student/parent engagement and support for student work completion          Assessing student learning accurately (parent input during assessment, google answers, etc)          Addressing behavioral issues in the home setting can become limiting due to family dynamics</p> <p>Prep time (daily) for <b>BOTH</b> virtual and in person learning</p> <p>Who is responsible for disinfecting between AM and PM shifts? Does this responsibility fall to the Excel staff or maintenance department?</p> <p>***Current prep time is not adequate to support multiple grade spans and learning levels, per classroom, within a 7 hour allotted work day</p> <p><b>Teachers to work from classrooms</b> where supplies and technology are available; possibility of BMA to be at classroom as well (with protocols)</p>	
NEEDS	<b>Social Worker/LMFT at Excel</b>	Aprons	Aprons

	<p>Tripods, web cameras to record lessons but not the meet in order to keep HIPAA, doc cameras (some have been ordered)</p> <p>Therapist led support groups for staff</p>	<p><b>Social Worker/LMFT at Excel</b></p> <p>Tripods, web cameras to record lessons but not the meet in order to keep HIPAA, doc cameras (some have been ordered)</p> <p>Therapist led support groups for staff</p>	<p><b>Social Worker/LMFT at Excel</b></p> <p>Tripods, web cameras to record lessons but not the meet in order to keep HIPAA, doc cameras (some have been ordered)</p> <p>Therapist led support groups for staff</p>
Implications for affected position	<p>Flex hours for certificated and classified based on parent need for time of day; several parents work during school hours and are unable to support students during the day</p> <p>Evening office hours</p>	<p>Off shift BMAs to cover shifts and bus duty/breakfast prep</p>	

Potential Resources:

1. [Shasta County Roadmap to Recovery Education Subcommittee](#) Google Doc/Table [Google Slides](#)
2. [Shasta County Parent/Community document](#)
3. [CPH Guidance for Schools](#)
4. [CDE Guidance](#)
5. [Comparison Document](#)

Timeline:

1. Initial Meeting on Thursday, June 9 at 4PM
2. Look at results of surveys (July 15-17)
3. Draft NIMBLE/FLEXIBLE plans: (July 20-24)
4. Implications for affected positions (July 20-24)
  - a. Identify whose work has changed or gone away and what we can have them do instead
5. Meet with unions and any revisions to plans (July 27-31)
6. No later than July 27, start to develop plans for addressing social-emotional needs and academic assessments to identify learning needs.

Directors share with staff - August 3