

Tully Central School District

Continuity of Learning Plan



Grades PK - 12

Revised: May 11, 2020

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- **Attendance/Student Engagement**

At this time, we are not recording daily attendance in the traditional sense, rather we are focused on making sure each teacher is regularly engaged with their students and that each student is taking an active role in their learning. Engagement is documented in multiple ways, including, but not limited to completion of assignments, submission of materials online, emails, phone calls, video conferencing or other real-time methods, and return of hard copy materials.

For students who may not be engaged in their learning on a regular basis, teachers continue to attempt direct communication with students through email, phone calls, or video conference meetings. They also attempt the same with parents. The school social worker, counselors and principals also make contact with families and conduct home visits when appropriate while observing social distancing guidelines.

In grades 7-12, teachers periodically submit student names for those who are not regularly engaging in school. Each of those students receives a letter generated by the counselors and administration. Weekly grade level meetings allow teachers to share student concerns.

All interactions and communication attempts are logged by teachers and clerical staff.

- **Parent Engagement**

As standard practice, teachers communicate regularly with parents through email, phone calls, and/or video conferencing. In most cases, parents also have access to their child(ren)'s Google Classroom and all parents have access to our student management system, Schootool, to track assignments and posted grades.

Administration and counselors also engage in regular communication with individual parents through email and phone calls. For communication to all families, our district mass communication system, School Messenger is used to make phone calls and send emails with frequent updates and information to families in both English and Spanish. Additionally, general information about District operations during this public health emergency is regularly posted in the Announcements Section of the District Homepage.

The District has also created a few website links to consolidate information and resources for students parents and families:

District Webpage - <http://www.tullyschools.org/>

JSHS COVID Resource Site - <https://sites.google.com/k12.tullyschools.org/jshscovid-19/home>

TES COVID Resource Site - <https://sites.google.com/k12.tullyschools.org/tescovid19/>

COVID Resources for Staff, Students, and Families -

<https://sites.google.com/k12.tullyschools.org/covid-19-staffstudent-resource>

- **Technology Tools**

Current technology capabilities allow for teachers to utilize a variety of synchronous and asynchronous instructional strategies. All students who needed an internet-connected device were provided a district-owned Chromebook. The following are some of the most commonly utilized district approved technology resources:

Google Suite
Zoom

Email
YouTube

EdPuzzle
Flipgrid

Screencastify
Screencast-O-Matic
Reflex Math
Raz-Kids
Sora & Kindle Cloud
Reader

Chrome
Quizizz
Starfall
Castle Learning
AP Central
Library databases

Edhesive
Khan Academy
Content-specific software

- **Alternative/Hard Copy/Offline Methods**

For those students without reliable high-speed internet access, the District has taken a couple of different approaches to assist students with obtaining access. Some families were connected with an internet provider offering discounted access during the duration of the closure. For families unable to access this opportunity because of geography, the District also installed a wireless internet "hot-spot" accessible from the parking lot of the junior-senior high school and notified families of this no-cost opportunity.

Some families also have home internet access but experienced difficulties in getting devices connected reliably to the home internet network. Our technology support staff assisted families with troubleshooting and getting school devices connected to existing networks.

For students still unable to access the internet are contacted by phone or mail and have hard copies of materials and resources delivered to home weekly by school transportation, following social distancing protocols. Several assignments, especially in the earlier grades, are intentionally provided in the way of a physical copy as opposed to on the computer.

Here are the options to return those printed materials for feedback:

- Drop-off at school, either to the lobby or a "dropbox."
- Take a photo or scan of the work and then email it to the appropriate teacher.

Families unable to access either of the first two options should contact the teacher or main office to arrange a pick-up schedule with transportation.

- **Instructional Program**

- **Primary Grades PK - 2**

- At the primary level, a variety of hard copy and online methods are utilized to continue the instructional program. Paper activities are delivered approximately once a week to all students via the school bus and all instruction is aligned with the district curriculum maps. Teachers are providing opportunities for families to engage in our Positivity Project focus each week. Standards have been aligned and prioritized according to the importance for learning and mastery. Google Classroom along with Zoom are used as the primary methods of virtual instruction.

- Lessons and activities are posted daily/weekly as appropriate on Google Classroom or delivered in hard copy format. Video lessons, teacher read-alouds, and daily assignments are here for the children and their parents to access. This platform allows for the teachers to see completed assignments and privately provide feedback for their students on their learning.

- Each teacher uses Zoom to hold class meetings and individual meetings. These meetings provide an emotional and social check-in, provide opportunities for assessment and feedback, allow the teacher to convey information about learning expectations, and allow sharing interactions between the students.

For students without high-speed internet access, teachers utilize phone calls and email to provide feedback.

Intermediate Grades 3 & 4

At the intermediate level, teachers strive for daily interactions with students. Google Classroom is used as the main platform to convey information such as instructional videos, links, and due dates. Regular morning meetings are held to virtually connect with everyone as a grade level and go over assignments. Teachers hold office hours with individual students and parents. Students receive feedback from the teachers on a regular basis, either written or verbal via Google Classroom. Due dates and new learning versus practice aligned with the standards and curriculum maps are staggered in an effort to avoid further overwhelming students and parents. Teachers schedule Zoom or Meet meetings with students. Students that do not have access to the internet are provided with hard copies of materials that mirror the assignments, standards and skills in Google Classroom. For all students, the focus is on meeting their needs.

Grades 5 & 6

At the 5th and 6th grade levels, core instruction is provided on a departmentalized basis. Live virtual class lessons, led by the teacher, are provided in real-time twice per week per subject. Assignments based on the lessons are also provided twice per week in each subject. Lesson recordings are also posted to Google Classroom for on-demand review for students who may have missed the live lesson or wish to see it again. Teachers also offer scheduled “office hours” and homework help sessions. Teachers have focused on the priority standards during the period of closure to have the greatest positive impact on the transition to the next school year. As with the younger grade levels, Google Classroom serves as the primary learning management system for posting assignments and providing individualized feedback. Grades are posted on Schootool. Teachers utilize email and phone calls as needed to engage with students. For students without internet access, paper copies of materials are sent home.

Grades 7-12

At the 7th-12th grade levels, core instruction is provided on a departmentalized basis. Lessons are provided by teachers as live virtual class lessons, assignments posted on Google Classroom and demonstration videos. Teachers also offer scheduled “office hours” for assistance with comprehension, homework, or individual meetings based on student need. Some recordings are saved and posted for students who wish to view them again. Teachers have focused on the priority standards during the period of closure to have the greatest positive impact on the transition to the next school year. Assignments and grades are posted on Schootool. Teachers utilize email and phone calls as needed to engage with students. For students without internet access, paper copies of materials are sent home.

Special Areas

All special area subjects have Google Classroom sites, with hard copy assignments provided as needed for specific students.

Art

In Art, there are Google Classrooms for grades PK-12. The teacher engages in daily communication with students through Google Classrooms and to both parents and students through email. Activities are provided for all students on Google Classroom (usually 3-5 times a week) and packets of art activities are sent to students without internet connection. Teachers follow the

curriculum map as much as possible but choose activities that students can complete at home with minimal supplies and resources. In grades 7-12, assignments include supplies, resources and directions for completion at home.

Library

During the COVID-19 school closure, the TES library is engaging students via both whole-group and individual methods. Activities for student engagement during closure have focused primarily on sustaining enthusiasm for reading and appreciation of literature, fostering critical thinking and teamwork (example: digital escape room exercises), and accessing digital resources (library and otherwise). Parents may view upcoming online events via the newly created TES Library website, which is updated regularly.

Music

Music teachers engage in daily communication with students through Google Classrooms and to both parents and students through email. Activities are provided for all students on Google Classroom and hard copy activities are sent to students without internet connection. All submissions of work receive immediate feedback. Curriculum maps are being followed as much as possible, but activities are chosen so that students can complete them at home with minimal supplies and resources.

Band students in grades 4-6 are using Google Classroom. Every student is assigned a guided lesson specific to their instrument each week. Students have one of four prompts to answer to turn their lessons in, and feedback is given based on their answer. Students can also access documents with specific instrument videos and leave a comment on those videos, in which students can interact with other students' comments. Students can also sign up for individual 30-minute zoom lessons on their lesson material or band music any day of the week. Parents were emailed in March about what Band would look like, instrument cleaning, and what materials and resources are available to students.

Grades 7-12: Students in performance-based classes focus on individualized goals by sending video recordings for evaluation and feedback. Written assignments are provided in all music classes. Elective music courses utilize content-specific learning activities such as viewing music-based documentaries and using College Board assignments for AP Music Theory.

Physical Education PK-12; Health 7-12

Google Classroom is the main platform for instruction where students are able to access different resources with various tasks and activities through links, documents, and videos. Students are provided a daily or weekly assignment, activity, challenge, etc. Additional resources are in Google Classroom for student use. Teachers have maintained our curriculum by altering activities and lessons to be made home-friendly with minimal equipment or support.

Agriculture/Technology 7-12

Students receive assignments throughout the week and attend virtual class meetings. Materials and directions for hands-on learning activities are picked up or delivered to students. Supporting videos that model appropriate techniques are sent to students along with additional information for parents to supervise their child's work.

- **Academic Support**

- Elementary ELA AIS

- ELA AIS teachers support grade level teachers and students by joining their Google Classrooms (K-6) and contacting publishers on what could be copied from textbooks to send home to students to learn from, what can be posted on Classroom, and many other questions teachers requested answers to. A team-teaching, or co-teaching, approach during real-time lessons is utilized in some classrooms along with meeting in small groups with students in need of academic support with parent approval. Weekly updates and schedules were emailed to parents and students. Throughout the closure, teachers visit the schools to create book bags (at reading levels) to be sent home on the delivery buses for students in grades K through 4th.

- Elementary Math AIS

- The AIS Math department provides services and communicates with students and parents through technology and home-delivered instructional folders. Supplementary instruction, based on the NYS Common Core Math Standards, is delivered through videos and assignments on Google Classroom and small group or 1:1 sessions on Google Meet/Zoom as scheduled. Lessons are coordinated with the instruction provided by the classroom teacher. Teachers are in communication with classroom teachers regarding instruction and those who they have been unable to have direct communication with to ensure all AIS students are accounted for.

Some grade levels have live lessons each week in which teachers participate. For other grade levels, live Math Lab sessions are offered at least twice a week. In some cases, students receive individualized live instruction as scheduled through students or parents. Exit tickets, classwork assignments and Castle Learning results are analyzed so as to provide instructional feedback to students to meet their specific needs. Feedback is provided via Math Lab sessions, individualized videos and/or notes in Google Docs.

Communication with parents and/or students occurs through private Google Classroom posts, notes with home-delivery materials, email and/or phone calls on a regular basis, at the least weekly, to notify them of ongoing direct instruction opportunities. A notebook for each grade level is maintained to track interactions with parents and students. The classroom teachers are advised of the interactions with students on a weekly basis. For those students teachers are unable to interact with, weekly efforts continue to invite students to video conferences or telephone meetings.

- Grades 7-12

- Teachers provide support for all AIS students on an individual basis to meet learning goals.

- **Feedback/Grading/Assessment**

Immediate feedback is provided by teachers when interacting with students in real-time. For materials submitted online, such as through Google Classroom, feedback and/or grades are given once they are assessed by the teacher. Hard copy returns are provided feedback after being received by the teacher. It is then returned on the next possible delivery day. When appropriate, grades and feedback comments are posted in Schooltool. Teachers track communication and completion of assignments to ensure student engagement and participation. For those students not submitting work or engaging in their learning, contact is attempted or made via letter, phone call, email, or virtual meetings.

- **Special Education and Related Services**

Pursuant to Executive Order 202.4: School districts must ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's individualized education program (IEP). However, FAPE may be provided consistent with the need to protect the health and safety of students with disabilities and those individuals providing special education and related services to students. During this emergency, schools may not be able to provide all services in the same manner they are typically provided.

The Tully Schools recognizes that students with disabilities may have a variety of additional barriers and needs beyond those of the general education students, especially during this period of closure when distance learning is required. Tully Central School District's Continuity of Learning Plan includes focused consideration of each student's individual educational program plan. The entire staff (administration, teachers, teaching assistants, therapists, etc.) are communicating and collaborating with each other, with parents, and with students to address individual barriers and areas of weakness as well as areas of strength for each student with an IEP. Below is a list that includes information about how Tully is addressing the special education needs of our students during the COVID 19 closure:

- **Technology**

- Chromebooks/iPads (each student has access to a school Chromebook and/or iPad)
- Depending on the student their Chromebook or iPad is set up specific to their needs with software or apps that support each student's needs (ex. Co-Writer, Pro Lo Quo, etc.)
- Switches & Language boards
- Google Classroom
- Individual/1:1, Small Group, and Class Google Meetings (interactive/live)
- Individual/1:1, Small Group, and Class Zoom Meetings (interactive/live)
- Videos that are individualized to specific students or groups of students with IEPs that present information at a level, or in a manner, that meets the individual needs and learning characteristics for the student(s) based on the IEP(s)

- **Communication with Students and Parents**

- Google or Zoom Meetings
- Phone calls
- Emails
- Shared access to Google Classroom or Web Based programs
- CSE/CPSE/504 Meetings on Google Meet
- District Website Postings/Letters/Sites
- Mailings home

- **Communication and Coordination between all IEP Team Members**

- Google or Zoom Meetings
- Phone calls
- Emails
- Shared Google Documents
- Special Education Department Meetings
- Grade Level Team Meetings

- **Recording and Monitoring Progress**

- Distance Learning Logs for each student with an IEP by each special education provider
- 1:1 interactive progress monitoring sessions on skills/goals
- Communication with parents on student performance and success with assignments/tasks provided
- Informal observations and data collection during interactive sessions or through performance on assignments
- Assessment of assignments with specific feedback given and notes kept about future instruction based on performance
- **Connecting with and Keeping Track of Students' Engagement and Well-Being**
 - Building logs and shared input about student interactions, engagement, communication (or lack of), etc.
 - Individual phone calls, emails, home visits (with precautions taken- masks and distance) for students not connecting regularly
 - School Psychologist/Social Worker. School Counselors connecting 1:1 with students and families on a regular basis as well as on an as-needed basis

Through purposeful close examination of each individual student's IEP and in-depth collaboration and communication with staff, students, and families, Tully is striving to do our best to provide specially designed instruction to the greatest extent possible for each student with an IEP. We are utilizing high tech and low tech options as well as hard copy materials with a variety of scaffolds and accommodations, to ensure we are reaching and providing continued education and support to our students with special education needs during this closure.

- **Continuum of Special Education Programs/Services** and how these are being considered during the closure
 - **Integrated Co-Teach:** The special education teacher will collaborate with the general education teacher to develop instructional activities for all students including attending to specific individual needs of students in line with his/her IEP. This instruction may include videos, hard copy materials, electronic materials and references, as well as virtual meetings as appropriate for each individual student.
 - **Consultant Teacher Direct or Indirect:** The special education teacher will collaborate with the general education teacher to develop instructional activities in line with each student's needs according to his/her IEP. This instruction may include videos, hard copy materials, electronic materials and references, as well as virtual meetings as appropriate for each individual student.
 - **Special Class:** Special education teachers will design learning activities for students in special classes. These activities will focus on the standards and essential learning for the class and will include specific specially designed instruction as appropriate for each individual student. This instruction may include videos, hard copy materials, electronic materials and references, as well as virtual meetings as appropriate for each individual student.

Special Class special education teachers are using Google Classroom, Google Meet and Screencastify to implement distant learning during the Covid-19 school closure. Screencastify

lessons are recorded and uploaded by topic onto Google Classroom. Google Meet is used to conduct weekly activities with some students. The teacher sends out a weekly email to parents and calls when parents are not responding to the emails. Daily communication occurs with students through Google Classroom. All special class students have the internet but for some students, online distance learning is not conducive to their cognitive skills. The teacher has sent lessons / activities / materials home to those students. These students need adult support across all settings and the teacher has provided those parents with a chart to fill out to track progress. Modified lessons are planned based on student's IEPs. Student goals, lessons / activities being provided and parent interactions are recorded on the special education log.

- **Resource:** Teachers will provide materials, lessons and activities or will utilize content area assignments, to support the students' educational needs and IEP goals. Teachers will also offer small group and/or individual interactive support for students through 2-way phone communication or virtual meetings, in order to address support needs and/or provide continued instruction that addresses each student's area of skill deficit.
- **Related Services:** Providers will develop activities for students to participate in while school is closed. These activities will be designed with the students' IEP in mind and will be individualized to address specific skill deficits. As appropriate therapists will also offer small group and/or individual interactive support for students through 2-way phone communication or virtual meetings, in order to provide continued instruction/therapy that addresses each student's needs as listed on his/her IEP.

Related Service Providers are using Zoom and Meet as teletherapy platforms. Within teletherapy, staff continues to use application tools used within traditional therapy sessions. Teletherapy follows traditional therapy sessions in 30 minutes of targeted practice of their goals. For students whose parents have opted not to participate in teletherapy or have not responded after repeated attempts, periodic check-ins and weekly assignments are emailed. Additionally, packets are sent to each student with paper-based activities and general ideas to last the length of the closure.

Therapy sessions are scheduled based on the parents' scheduling preferences. Staff communicates with most parents within the opening, during, or upon wrapping up therapy sessions with their child. For parents who have opted not to pursue teletherapy, staff continues to send weekly check-in emails or call depending on parent preferences.

During teletherapy, progress is assessed just as it would be in traditional therapy sessions. Data on the goal is recorded throughout the session. Services are tracked in a log kept for "in house" record keeping. Additionally, all therapy sessions are logged in to IEP Direct for Medicaid purposes.

Just as during the school year, related service staff routinely collaborate with Special Education teachers through email correspondence, phone calls and Zoom meetings.

- **BOCES Special Education Programs:** OCM BOCES Administration and staff will be providing information directly to families and students about the ways they will be supporting continued education and services. The home school district will receive communication from the BOCES

providers on a regular basis documenting communication with students/families as well as progress on IEP goals.

- **Instructional Planning and Delivery of Special Education Supports:**
 - Collaborate with general education teachers on a regular and ongoing basis to create home learning experiences per the curriculum to include individualized attention to delivery, content, and methodology for students with disabilities
 - Create appropriate, differentiated home learning experiences for students on their caseload, in compliance with NYS guidelines, student's IEPs and 504 plans will be implemented to the greatest extent possible
 - Keep a record (learning log) of learning activities, and skill work provided to students throughout the school closure
 - Create communication to allow progress monitoring of students progress/IEP goals

- **Communication:**
 - Coordinate with general education teachers, counselors, and administration in order to identify students/families who are not engaging with provided resources and attempt to reach out to those families/students on an individual level
 - Collaborate through ongoing communication with related service providers and other staff members to ensure the continuity of instruction throughout the materials provided to students and families
 - Provide ongoing feedback and opportunities for communication with students and families of students with disabilities (regular interactive video, phone, email, etc.)
 - Establish office hours or scheduled times for students to reach out for individualized support or assistance (working with families as needed to meet individual student/family needs and/or abilities)
 - Participate in virtual faculty, department, CSE, 504, etc. meetings as needed

Teachers and related service providers are utilizing both online learning (ex. Google Classroom, Google Meet, Zoom, etc.) and printed (hard copy) materials. They have also been reaching out to parents via phone and email. Related service providers are also offering telepractice/teletherapy services to students.

Special education staff maintain a Distance Learning Log. Related service providers will bill Medicaid for teletherapy services in the RS log on IEP Direct. Progress monitoring will occur through formal and informal assessment. Special education teachers are also offering virtual meetings (or phone calls) with students and groups of students to provide accommodations and support as well as reteaching or additional practice for students in need.

Special education teaching assistants are participating in the Google Meet or Zoom Meetings with special education teachers. Some are also creating videos and sharing them with their students via a variety of online platforms. Special Education TA's are also offering accommodations through virtual meetings and recordings that meet individualized IEP expectations (materials and assessments read aloud, etc). TAs are also continuing to be a resource and available to support individual students to the extent possible through electronic and virtual means.

CSE/CPSE/504 meetings are being held via Google Meet, Zoom or phone conferences.

- **English Language Learners**

In regard to the curriculum for emerging ELLs, classroom teachers and the ELL teacher have worked to prioritize the curriculum. These students are focusing on math and ELA skills and vocabulary development, as well as receiving AIS services. Science and social studies opportunities are still provided for these students in the form of watching video clips or viewing slideshows. For other ELLs with more English proficiency, they are following the standard curriculum with the appropriate ENL supports and materials. Each week, a folder is sent home. The folder contains a letter, color-coded weekly calendar with assignments, answer keys and native language learning materials. All written communication in the folder is provided in English and the native language.

For ELLs with internet access, Google Classroom, Zoom and Google Meet are used for direct instruction. On Google Classroom, there are different resources and programs the students use such as Edpuzzle, ReadWorks, RAZ Kids, Reflex Math, Google Docs, Google Slides and educational websites. The teacher communicates with ELLs through Google Classroom, Zoom and Google Meet on a daily basis.

For ELLs without internet access, communication is conducted through written letters and by phone weekly, since a cell phone is the most technology available to them. Communication with parents of ELLs occurs each week in the manner that works best for them. This includes email, phone calls, text messages and written weekly letters, all in their native language. The ELL teacher uses the assistance of one of our district Spanish teachers to help communicate and connect with one ELL with whom I do not have regular communication. The parents of the student have low literacy skills in Spanish, so written messages are not beneficial and the family requires oral Spanish translation.

Assessment and feedback are provided on Google Classroom and through Zoom and Google Meet. Many of the assessments relate to accuracy of work completion and having a dialogue with students to ensure they are understanding new material. For ELLs with limited technology and no internet access, paper materials are being dropped off at the school or picked up by bus for review and feedback.

The ELL teacher has collaborated with AIS and Special Education teachers by arranging Zoom Math Lab and WINN Reading Group times for ELLs who require additional math and reading support. AIS teachers also send appropriate paper materials for ELLs so they can continue to improve their math and reading skills at home.

- **Homeless and Alternative Placed Students**

Homeless and alternative placed students have been identified and counselors continue to monitor their progress throughout the closure. Assistance with distance learning as well as mental health and wellness support for these identified students and families is in place. Administrators and teachers at alternative schools are in frequent communication with staff from the Tully Central School District.

- **Social/Emotional Support**

The District school social worker and school counselors are responsible for continuing to address the mental and emotional wellness of our students during the New York State Covid-19 “stay home” orders. During this time, the school social worker and the school social work intern contacted all families in the elementary school to check on the mental wellness of students and family members. School counselors reached out to numerous families as identified by all staff members needing assistance. Through this process, students who were in need of additional services were identified. All family members and students

were offered ongoing mental health support by the school social worker and counselors through teletherapy or online sessions. Many students and families in need of mental health support have participated in weekly or biweekly sessions. All contacts, teletherapy, and online services are documented.

The school social worker and counselors are also responsible for identifying and reaching out to students who are in crisis or have been flagged as at-risk students. They contact the family to assess the crisis, identify mental health needs and are able to offer services or resources within the community. They also refer families who are in need of tangible resources, such as food, to county programs who can help families acquire essential items. They work closely with administration as well as other members of the district, including nurses, school psychologist, and school counselors to help coordinate management of the mental health and wellness of students throughout the school district.

Additionally, the Tully Central School District has formed a COVID-19 Mental Health and Wellness team. This team meets weekly to identify students and families in need or at risk, develop support structures for families during this crisis, and to provide resources for social emotional learning and mental health education.

The COVID-19 Mental Health/Wellness Team has included resources on our webpage that can help continue to facilitate conversations with students and families regarding their concerns with COVID-19, as well as resources on how students can stay mentally, physically, and emotionally healthy. The team continues to update this website periodically as new information on COVID-19 arises. The Elementary Social Worker Website and the Tully JSHS Counseling Center website each have helpful resources for families as well.

Additionally, the social worker, psychologist and counselors are available to students and families as needs arise and for further support throughout this time away from school. The support staff can be reached through email or phone and can set up meetings through Google Meet or Zoom. The Mental Health/Wellness Team is available to help provide information, support, referrals to services, and check-ins with students, and counseling.

Elementary School

- Staff routinely contacted through phone calls, Google Meets, and faculty meetings to check in on their concerns and needs.
- Social worker and school psychologist meet consistently with students via Google Meet and/or phone sessions. Social worker contacted all students by phone to connect and provide support as needed.
- Staff regularly conducts home visits to check in on the welfare of at-risk students.
- Social Worker has created a Google Classroom titled “Mental Health and Wellness” that provides local resources for parents and SEL videos have been created to address emotions and coping skills for students and families.
- Lightspeed Systems Relay Software monitors students’ chromebook use at home. Monitoring efforts are related to health and safety issues, which may include but are not limited to flagged words associated with drugs, violence, and self-harm. As needed, administration and/or counselors may reach out to students and families if there is any concern found on our daily reports.

- Principal calls, emails, and meets with teachers and building leaders, as well as visits Google Classrooms each week to communicate with school staff.
- School staff meets and collaborates virtually with outside resources to assure at-risk students and families are assisted with counseling, safety concerns, and other family issues.
- The District COVID-19 Mental Health and Wellness team is addressing the current crisis in our schools. This team meets weekly to identify students and families in need or at-risk, develop support structures for families during this crisis, and provide resources for social emotional learning and mental health education.
- The District COVID-19 Mental Health/Wellness Team has included resources on our webpage that can help continue to facilitate conversations with students and families regarding their concerns with COVID-19, as well as resources on how students can stay mentally, physically, and emotionally healthy

Junior Senior High School

- Staff routinely contacted through phone calls, Google Meets, and faculty meetings to check in on their concerns and needs.
- Counselors and administrators regularly conduct home visits to check in on the welfare of at-risk students.
- School counselors and the school psychologist meet consistently with students via Google Meet and/or phone sessions.
- School counselors regularly update the Counseling website to provide information on the school closure, resources, and important contact information for students and parents.
- Counselors regularly attend weekly grade level team meetings to discuss and address any students and family concerns related to virtual learning and the school closure. Counselors also develop personalized education plans for those students that are consistently struggling with virtual learning.
- Lightspeed Systems Relay Software monitors students' chromebook use at home. Monitoring efforts are related to health and safety issues, which may include but are not limited to flagged words associated with drugs, violence, and self-harm. As needed, administration and/or counselors may reach out to students and families if there is any concern found on our daily reports.
- Principal calls, emails, and uses Zoom and Google Meet to connect with teachers and building leaders, as well as visits Google Classrooms each week to communicate with school staff.
- Administration meets regularly with grade level teams and special area departments to monitor students' progress and support virtual instruction.
- School staff meets and collaborates virtually with outside resources to assure at-risk students and families are assisted with counseling, safety concerns, and other family issues.
- Teachers establish regular virtual office hours for students to use to meet one-on-one, address concerns, provide feedback, answer questions, and provide support as needed.
- Weekly cabinet meetings involving administration, counselors, and the Director of Safety and Security focus on student/family concerns and well-being.
- The District COVID-19 Mental Health and Wellness team is addressing the current crisis in our schools. This team meets weekly to identify students and families in need or at-risk, develop support structures for families during this crisis, and to provide resources for social emotional learning and mental health education.

- The COVID-19 Mental Health/Wellness Team has included resources on our webpage that can help continue to facilitate conversations with students and families regarding their concerns with COVID-19, as well as resources on how students can stay mentally, physically, and emotionally healthy