

# EXCELLENCE IN LEADERSHIP ACADEMY

915 West Interstate Highway 2

Mission, Texas 78572

(956) 424-9504

(956) 585-4673 fax

[www.elacharterschool.com](http://www.elacharterschool.com)

[info@elacharterschool.com](mailto:info@elacharterschool.com)



*“Leaders Soaring to Excellence”*

INSTRUCTIONAL CONTINUITY

EDUCATIONAL PLAN

2020-2021

#STRONGLEADERS

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## INTRODUCTION

EXCELLENCE IN LEADERSHIP ACADEMY looks forward to welcoming students back to school on **August 31<sup>st</sup>**. Despite the challenges with COVID-19, our district will continue to provide the excellent education to our students, which will include both in-person and remote learning environments. As the public health crisis continues, we have been planning for the opening of the 2020-2021 school year with a focus on the health, safety and well-being of our staff, students and community, which is of utmost importance to ELA.

EXCELLENCE IN LEADERSHIP ACADEMY is planning for two different instructional environments, our plan follows recommendations for school opening and operations provided by the Centers for Disease Control and Prevention (CDC), the Texas Education Agency, and state and local health officials.

The situation with COVID-19 is continuously changing, as are the protocols and measures needed to keep students and staff safe. Plans will remain flexible to accommodate potential changes and these guidelines may be modified as needed. As adjustments may be necessary throughout the coming school year, it will be our priority to keep the community informed of those changes and updates. The ELA website will provide you with the most up-to-date information. Our planning process has continuously evolved around new information and guidance that we receive from the state.

## INSTRUCTIONAL PLAN DESIGN

**Purpose:** EXCELLENCE IN LEADERSHIP ACADEMY will continue to monitor the severity of the pandemic and acknowledges that this plan may be modified as public health changes. This plan is divided into two sections; Instructional Plan and Operations/Safety Plan.

**Instruction:** Instruction will commence on Monday, August 31, 2020, and conclude on Friday, May 28, 2020. The district will provide the following instructional models to our parents:

### INSTRUCTIONAL MODEL 1

**Traditional Classroom Instruction/Face to Face Instruction** - Students and teachers will attend class in-person, five days a week, with additional safety measures in alignment with state and federal guidelines and recommendations.

- In this setting, teachers will provide face-to-face instruction, learning resources and support utilizing Google Classroom and Schoology.
- Teachers will plan instruction that is quickly and easily transferable from face-to-face to remote in the event of a temporary school closure due to COVID-19 spread.
- Campus-designed safety procedures will be implemented.

### INSTRUCTIONAL MODEL 2

**Asynchronous Learning** - The district will provide traditional instruction or at home distance asynchronous learning based on parent choice. Asynchronous instruction does not require all participants to be virtually present at the same time.

**Remote Asynchronous Instruction** - Instruction that does not require having the instructor and student engaged at the same time. In this method, students learn from instruction that is not necessarily being delivered

in-person or in real time. This type of instruction may include various forms of digital and online learning, such as prerecorded video lessons or game-based learning tasks that students complete on their own, and pre-assigned work and formative assessments made available to students on paper. The instructional method must address the required curriculum, per TEC, §28.002.

Remote Asynchronous Learning is a curricular experience where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer or other electronic devices. In this setting, teachers will provide instruction, learning resources and support through the use of Google Classroom.

ELA student expectations for *asynchronous* learning:

- Students will complete asynchronous activities assigned each day.
- Students show proof of participation in daily virtual instruction by satisfactorily completing assignments to demonstrate evidence of student learning, e.g., video, picture or activities submitted as lessons and/or completing assignments.
- Students and parents will communicate with the teacher when needing additional assistance, tutoring, etc.
- Asynchronous instruction requires staff to check engagement daily to mark students present “Present-Remote Asynchronous”. Students who are not “engaged” that day are marked absent.

Engaged is any of the following:

- Progress (as defined in the approved learning plan) in the Schoology Learning Management System (LMS) made that day.
- Progress (as defined in the approved learning plan) from teacher/student interactions made that day.
- Turn in of assignment(s) that day (via pictures through class dojo, email, etc.)

If a student is engaged in asynchronous learning and completes the entire weeks’ worth of learning activities on Monday and does not log in for the remainder of the week, he/she will be marked “present” on Monday **only** and counted “**absent**” for Tuesday-Friday.

### **Design for Grades PK-2**

Teachers will structure the instructional day to ensure there are enough minutes devoted to each subject area, chunked into some synchronous (live) times and some asynchronous times.

Daily synchronous time may include activities such as:

- Read aloud
- Small group reading instruction
- Number Talks
- Community Circles/Check ins
- Direct instruction by teacher (mini lesson)

Daily asynchronous assignments are to be completed independently. These may include activities such as:

- Choice boards
- Student self-selected reading and writing
- Writing assignments
- Independent practice
- Pre-recorded lesson videos

- Computer Programs (I Station/Education Galaxy)

Teachers will design small group time to differentiate instruction within the instructional block. This will require teachers to set up small group instruction schedules for students. It will be vital for teachers and parents to openly communicate the schedules for the students.

Regular communication and the partnership between teachers and parents will be crucial to the success of elementary students during remote learning. Parents may be needed at home to assist their student with logging into Schoology/Google Classroom, monitoring their participation and progress in the learning, and ensuring completion of asynchronous activities.

## ATTENDANCE

**Remote Asynchronous Instruction** - This method allows LEAs the flexibility to earn daily attendance through an approved plan for providing high-quality instructional practices with daily engagement measures. LEAs can earn ADA through primarily asynchronous instructional methods OR through a combination of asynchronous and synchronous instruction together. The LEA's approved instructional plan determines the daily engagement, instructional materials, progress monitoring, and teacher supports the students receive in order to earn daily attendance.

For students who typically attend school on campus but may periodically generate daily attendance via a remote asynchronous instructional method, they should be coded full-day or half-day based on their on-campus schedule. For students who generate daily attendance via remote asynchronous instructional methods throughout the year:

### **How Is Remote Asynchronous Attendance Measured?**

Measurement frequency is daily. Under an approved learning plan, students earn daily attendance through daily engagement measure(s). The approved engagement methods are listed below:

- Daily progress in the Schoology Learning Management System (LMS) / Google Classroom, as defined in the approved learning plan; or
- Daily progress via teacher-student interactions, as defined in the approved learning plan; or
- Completion/Turn-in of assignments from student to teacher (potentially via email, on-line, or mail).

Student engagement with the Schoology LMS or other instructional avenues and/or any daily contact by the teacher with a student focused on supporting or monitoring student academic progress, as defined by the approved asynchronous instructional plan, will establish daily attendance. A student will be considered absent if the student does not have documented engagement with the LMS and/or daily contact with the teacher, and/or documentation of completion/turn in of daily assignments. A teacher or campus representative will input the student's daily attendance into the Student Information System (SIS) for the asynchronous method, based on the student's daily engagement with the LMS or other instructional avenue and/or the daily contact with the teacher, by marking the student remote asynchronous present or absent on that day.

If the LEA has an approved remote asynchronous plan with students participating in both synchronous and asynchronous classes, the student's attendance recorded by the teacher in the synchronous class can count for official attendance for funding purposes. A student who misses the synchronous class can still be counted remote asynchronous present for the day by engaging with the teacher or progressing in the Schoology LMS during that same day.

## INSTRUCTIONAL MODEL 3

**Remote Synchronous Instruction** - Two-way, real-time/live, virtual instruction between teachers and students when students are not on campus. In this method, the required amount of instructional time is scheduled each day, and funding is generated when attendance is recorded daily at a locally selected snapshot time. Synchronous instruction is provided through a computer or other electronic device or over the phone. The instructional method must address the required curriculum, per TEC, §28.002.

All activities will be designed to meet the needs of the student in the online environment through differentiated experiences that are consistent with those of their grade-level peers attending face-to-face.

- In this setting, teachers will also provide instruction, learning resources and support through the use of Schoology/Google Classroom.
- Parents will support students as a “learning coach” and ensure they have access to a device, a place to work and are engaged in virtual learning activities.
- We will ensure open lines of communication between teachers, students, and parents as we work together to ensure each student is academically and socially-emotionally future ready.
- Teachers will utilize the same curriculum as students who attend face-to-face instruction and will design strategies for learning in the remote environment.
- Grading will be consistent with the guidelines and practices used in all face-to-face instruction.

**Remote Synchronous Learning** is defined as two-way, real-time, live, instruction between teachers and students, through the computer or other electronic devices. Students enrolled in ELA will be assigned a virtual class schedule and must be available for live, synchronous instruction during each school day.

ELA student expectations for *synchronous* learning:

- Students attend class on time, per their class schedule.
- Students are ready to engage and learn.
- Students should have a designated, distraction-free workspace to engage in learning.
- Students will show their face on the screen to engage with the teacher virtually.
- Students will participate in the class activities, discussions and assignments.
- Students and parents will communicate with the teacher when needing additional assistance, tutoring, etc.

### **Schedule for Remote Synchronous**

While in a remote learning environment, time management is critical to success. Students and teachers must remain in communication regarding daily schedules and assignments. As with any traditional course, there is a risk of receiving a lower grade if a student falls behind. If students are struggling with time management, then the parent or student should contact the teacher for additional assistance.

# ATTENDANCE FOR REMOTE SYNCHRONOUS

## ATTENDANCE METHODS

### Remote Synchronous Instruction

This method replicates the current on-campus method of taking daily attendance in a remote synchronous instructional setting. In a remote synchronous teaching and learning method, students who are logged in at the teacher's documented official attendance time are marked remote synchronous present for that day, and students who are not logged in at the teacher's documented official attendance time are marked absent. ELA will post on its website and submit to TEA a signed attestation that outlines what the ELA will provide in order to serve students through the remote synchronous instruction method. The attestation must include a summary of training and support for teachers and ELA staff, instructional framework, the platform and technology the district will utilize, grading and progress monitoring, and student access.

### How Is Remote Synchronous Attendance Measured?

Teachers will take and post attendance as if the student were physically present in the on-campus classroom. In this type of environment, the LEA would need to provide students a minimum number of daily instructional minutes for students to earn full-day funding, as follows:

- *Pre-K3* – 90 instructional minutes (not necessarily consecutive)
- *PK4 through 5<sup>th</sup> grade* – 180 instructional minutes (not necessarily consecutive)
- *6<sup>th</sup> through 12<sup>th</sup> grade* – 240 instructional minutes (not necessarily consecutive)

Students who login each day and engage in teacher-assigned learning apps (including but not limited to Schoology, Google Classroom, Zoom, etc.) are considered “present” and **will not** be marked absent. Students who have not logged in by 3:00 pm each school day **will** be marked absent. This absence can be resolved if the student engages in daily learning assigned by their teachers.

Parents and students will receive absence notifications via School Messenger after 6:00pm each day and will be reminded of the opportunity to resolve that day's absence if the student engages in learning before 11:59 pm of the same day.

Any absences recorded but resolved by the student before 11:59 p.m. on the same day, will be reconciled based on login records.

If a student is engaged in asynchronous learning and completes the entire weeks' worth of learning activities on Monday and does not log in for the remainder of the week, he/she will be marked “present” on Monday **only** and counted “**absent**” for Tuesday-Friday.

## ATTENDANCE FOR CREDIT

1. Per Texas Education Code (TEC), §25.092, students must attend 90% of a course (with some exceptions) in order to be awarded credit for the course and/or to be promoted to the next grade. This requirement remains in force during the 2020-21 school year.
2. Given the public health situation, student attendance may be earned through the delivery of virtual instruction.

3. Schools are required to provide parents a notice of their public education enrollment and attendance rights and responsibilities during the COVID-19 pandemic using a document published by TEA.

To receive credit in a class, a student must attend at least 90 percent of the days the class is offered. A student who attends fewer than 90 percent of the days the class is offered may be referred to the attendance review committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit. In determining whether there were extenuating circumstances for the absences, the attendance committee will use the following guidelines:

- All absences will be considered in determining whether a student has attended the required percentage of days.
- If make-up work is completed, absences for religious holy days and health care appointments will be considered days of attendance for this purpose.
- A transfer or migrant student incurs absences only after his or her enrollment in EXCELLENCE IN LEADERSHIP ACADEMY.
- For a student transferring into EXCELLENCE IN LEADERSHIP ACADEMY after school begins, including a migrant student, only those absences after enrollment will be considered.
- In reaching consensus about a student's absences, the committee will attempt to ensure that its decision is in the best interest of the student.
- The committee will consider the acceptability and authenticity of documented reasons for the student's absences. The committee will consider whether the absences were for reasons over which the student or the student's parent could exercise any control.
- The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
- The student or parent will be given an opportunity to present any information to the committee about the absences and to talk about ways to earn or regain credit.
- The student will be required to attend summer school in order to regain credit.

### **Design for Grades 3<sup>rd</sup>-8<sup>th</sup>**

Classes within this environment will follow the schedule of classes at the student's home campus. ELA will structure the students' learning schedule to require students to participate in synchronous and asynchronous learning.

Teachers will structure the instructional day to follow their campus bell schedule.

Within each course/subject, teachers will plan for students to participate in synchronous and asynchronous learning.

### **Intervention and Enrichment for Remote Learning**

Intervention, enrichment, and tutorial time will be scheduled regularly for students to best meet their academic needs. During this time, students may engage in assigned group activities, project-based learning activities, small group or individual instruction. Teachers will communicate with students their plan for the designated time.

### **Grading**

Grading for all remote courses will follow the same grading policy as the courses in the face-to-face model.

### **Special Education Support**

ARD Committees will determine the unique needs of students who receive special education services and will make service recommendations for students attending the remote program. The nature of special education



interventions will likely require a heavier concentration of synchronous supports and services to ensure that individual student needs are met. Progress will be carefully monitored and ARD Committees will convene as needed to make appropriate recommendations to meet individual student needs. This will ensure continued growth in the general education curriculum and on IEP goals and objectives.

## INSTRUCTIONAL ROLES FOR BOTH ENVIRONMENTS

### Preparation for Learning

- |                |  |
|----------------|--|
| <b>Student</b> | <ul style="list-style-type: none"><li>• Be prepared for learning each day and have work and assignments completed and ready.</li><li>• Complete coursework by deadline set by teachers.</li><li>• For face-to-face learning: Take all materials and devices home each day in order to be prepared for possible school closure.</li></ul>   |
| <b>Parent</b>  | <ul style="list-style-type: none"><li>• Access parent resources to learn how students will navigate Schoology/Google Classroom.</li><li>• For face-to-face learning: Encourage your child to have their things in their backpack/device and ready for school the night before.</li><li>• Create a designated place in your home for your student to use as their remote classroom.</li></ul>   |
| <b>Teacher</b> | <ul style="list-style-type: none"><li>• Meet weekly with collaborative team to plan instruction for all students.</li><li>• Utilize the district curriculum documents and follow the scope and sequence.</li><li>• Upload “Week at a Glance” for parents and students in Schoology/Google Classroom.</li><li>• Upload weekly instructional materials into Schoology/Google Classroom.</li><li>• Be prepared to teach daily lessons. Teachers will teach from their virtual classrooms at campus or home.</li><li>• Take all materials and devices home each day in order to be prepared for possible school closure.</li></ul> |

### Learning & Teaching Expectations

- |                |  |
|----------------|--|
| <b>Student</b> | <ul style="list-style-type: none"><li>• Attend classes according to school schedule (either face-to-face or remotely) and give your best efforts in your school assignments.</li><li>• Participate in face-to-face learning activities, asynchronous or live synchronous virtual sessions as instructed by teachers.</li><li>• Be organized in your work and in getting projects completed.</li><li>• Ask questions and communicate with your teacher.</li><li>• Be aware of what you should be learning each day.</li><li>• Become familiar with the structure of Schoology/Google Classroom and how your teacher organizes information.</li><li>• Turn in assignments on time.</li></ul> |
|----------------|--|

**Parents:**

- Check in with students(s) to monitor completion of homework and assignments.
- Discuss your child's favorite part of their day and what they learned in school.
- Facilitate academic support and encouragement as a learning partner to motivate and guide your child throughout the school year in your role as a learning coach.
- Provide your child with assistance on their day-to-day activities with the exception of designated independent work.
- Consider creating a designated learning/study space for your child at home to learn comfortably.
- Maintain communication with your child's teacher by phone, email and/or online meetings to create a learning partnership.
- Monitor and ask for evidence that your child is on track with assignments and coursework.

**Teacher**

- Teach students how to access learning materials through Schoology/Google Classroom.
- Provide face-to-face, asynchronous or live synchronous instruction and facilitate learning throughout the day.
- Manage online and offline resources to provide consistency and routines for students.
- Provide clear learning goals for students.
- Follow the expectations established across the district for Schoology/Google Classroom.
- Check student assignments in a timely manner and give feedback in verbal or written form at a weekly minimum to provide next steps or necessary academic intervention/extension.
- Post grades in a timely manner according to district grading guidelines.

**Support and Intervention****Student**

- Attend intervention/tutorial sessions as established by your teacher or school.

**Parent**

- Allow your child to attend intervention/tutorial sessions as needed.
- Assist in supporting your child's needs by establishing and managing the daily schedule communicated by the teacher.
- Help your child own their learning. Provide support and encouragement and expect your children to do their part.

**Teacher**

- Provide intervention or tutorial sessions as needed.
- Follow student IEPs/504 accommodations in all learning environments.
- Use data to pinpoint students' specific needs for enrichment and intervention.
- Monitor student progress with fidelity according to recommendations.
- Provide and communicate office hours or conference period for student/parent support.
- Attend and participate in professional learning.

# LEARNING TOOLS FOR BOTH ENVIRONMENTS

## Information Resources

### Device

- All students will be offered a Chromebook Laptop (2<sup>nd</sup>-8<sup>th</sup>) and tablet for (PK-3 -1<sup>st</sup>) to use in either learning environment.

### Technology Device Loan Agreement

- It is the students' responsibility to care for equipment and ensure that it is kept in a safe environment. Any technical or mechanical issues with the technology device must be reported to school staff which will in turn contact a Mrs. Lozoya. This device is, and at all times remains, the property of Excellence in Leadership Academy and is subject to inspection.
- All parents are required to sign and turn in a signed Technology Device Agreement.
- By signing for the devices, we agree to use the technology device appropriately for educational learning sessions as well as take proper care of it at all times while in our possession. We also commit to returning the technology device to the campus at the end of the instructional program.

### Instructional Platform

- All teachers, grades PK-8, will utilize Schoology/Google Classroom as their primary learning management system and communication tool for the 2020-2021 school year.
- Schoology/Google Classroom will use a similar structure by grade level in order to provide consistency for all students and classes.
- Assignment submissions: For both environments, student assignments will be submitted (as much as possible) through online platforms to eliminate unnecessary contact and shared materials.

### Replacement of a lost, damaged, or stolen devices:

- Lost, damaged, or stolen devices should be reported immediately to the school's Principal.
- Students/parents may be liable for the replacement cost of a lost, damaged, or stolen Chromebook if so determined (pending investigation) by campus team.

#### REPLACEMENT COST:

- Chromebook-\$235.00
- Charger-\$20.00
- Chromebook Cover- \$35.00

## CURRICULUM

The design curriculum will guide students in achieving specific educational goals and objectives. The curriculum process will have clear and specific behavioral and observable outcomes. ELA will utilize the following curriculum:

### Elementary & Middle School

(TEKS) Texas Essential Knowledge and Skills

- TEKS Resource System
- Frog Street for Pk-3 & 4
- Pearson Reading Curriculum
- I Station Reading and Math
- Reading Renaissance/My ON
- Pearlized Math (K & 1<sup>st</sup>)
- Sharon Wells (2<sup>nd</sup>-5<sup>th</sup>)
- STEM Scopes
- EPIC
- Texas Home Learning 3.0
- Google Classroom
- Zoom
- Education Galaxy
- Reading Plus 3<sup>rd</sup>-8<sup>th</sup> Grade
- Special Education
- Schoology
- RTI
- 504
- Dyslexia

*Note: Curriculum will be used for both traditional and at-home distance asynchronous instruction.*

## STAFF DEVELOPMENT PLAN

Our staff will be supported through specific job-related professional development sessions that will assist teachers in improving skills, and most importantly, delivering engaging lessons online or through traditional instruction. Staff development will be offered in the following areas:

### Professional Development

(TEKS) Texas Essential Knowledge and Skills

- Google Platform
- Schoology Learning Management System
- Ed Technology Tools
- Using online tools for differentiation for special populations
- Pearson Online Resources
- Pearlized Math (K & 1<sup>st</sup> Grade)
- Sharon Wells Math (2<sup>nd</sup>-5<sup>th</sup> Grade)
- TEKS Resource Online Training
- TEAMS
- Accountability and Goal Setting
- PLCs
- Counseling Program – Second Step
- Texas Home Learning 3.0
- STEM Scopes
- Reading Plus (3<sup>rd</sup>-8<sup>th</sup> Grade)
- TELPAS Academy
- Distance Learning 101
- Amplify
- Special Education
- Zoom
- RTI/504
- Dyslexia
- Social Emotional Learning
- Discovery Education
- Virtual Classroom

## INSTRUCTIONAL RESOURCES

The purpose of instructional resources is to support learning. The resources listed will allow students to engage in application and allow them to master the objectives being taught, whether through the traditional or at home distance asynchronous learning model. Teacher and students will have the necessary resources to deliver and master learning.

- Provide campus with electronic devices
- Schoology Learning Management System
- Zoom Licenses
- School Google Accounts

# SOCIAL EMOTIONAL LEARNING

SECOND STEP CURRICULUM: MRS. JESSICA NELSON, SCHOOL COUNSELOR – IF YOU HAVE ANY QUESTIONS CONTACT MRS. NELSON.

## Unit 1 Skills for Learning

- Description**
- Timeframe: October - November
  - SEL: Responsible Decision Making Social-Awareness
  - ASCA Mindsets: B-SMS Demonstrate ability to assume responsibility
  - B-SS Create relationships with adults that support success
  - **MIDDLE SCHOOL** – Mindsets and Goals SEL: Responsible Decision Making Social-Awareness ASCA MINDSETS: B-SMS- Demonstrate ability to assume responsibility B-SS -Create relationships with adults that support success

### Objectives *PK - Kindergarten*

- Being Covered**
- Name and demonstrate the rules for listening in a group
  - Name and demonstrate the Listening Rules
  - Demonstrate attention skills in the context of a game
  - Demonstrate listening and following directions within the context of a game
  - Demonstrate self-talk for remembering directions in the context of a drawing game
  - Demonstrate being assertive in response to scenarios
  - Lesson 1: Learning to Listen
  - Lesson 2: Focusing Attention
  - Lesson 3: Following Directions
  - Lesson 4: Self-Talk for Staying on Task
  - Lesson 5: Being Assertive

### *1<sup>st</sup> Grade*

- Name and demonstrate the Listening Rules
- Apply attention, memory, and inhibitory control skills in a brain-building game
- Name and demonstrate the Listening Rules
- Demonstrate attention skills in the context of a game
- State typical classroom verbal cues that request student attention
- Demonstrate listening and following directions within the context of a game
- Demonstrate self-talk strategies for remembering directions
- Distinguish an assertive request from a passive or aggressive one
- Identify assertive posture and tone of voice
- Demonstrate assertive communication skills in response to scenarios
- Lesson 1: Listening to Learn
- Lesson 2: Focusing Attention
- Lesson 3: Following Directions
- Lesson 4: Self-Talk for Learning
- Lesson 5: Being Assertive

### *2<sup>nd</sup> Grade*

- Identify respectful behavior in themselves and others
- Determine respectful responses to scenarios
- Identify examples of focusing attention
- Identify examples of listening
- Apply focusing-attention and listening skills in the context of a game and in response to scenarios
- Identify classroom distractions
- Demonstrate using self-talk in response to scenarios
- Demonstrate assertive communication skills in response to scenarios
- Determine which adult to ask assertively for help in response to scenarios
- Lesson 1: Being Respectful
- Lesson 2: Focusing Attention and Listening
- Lesson 3: Using Self-Talk
- Lesson 4: Being Assertive

### *3rd Grade*

- Apply focusing-attention and listening skills in response to scenarios.
- Identify classroom distractions
- Demonstrate the use of self-talk in response to scenarios
- Demonstrate assertive communication skills in response to scenarios
- Evaluate three-step plans for different scenarios using the Good Plan Checklist criteria
- Create a simple, three-step plan that meets the Good Plan Checklist criteria
- Lesson 1: Being Respectful Learners
- Lesson 2: Using Self-Talk
- Lesson 3: Being Assertive
- Lesson 4: Planning to Learn
- Lesson 5: Identifying Others' Feelings

### *4<sup>th</sup> Grade*

- Define respect
- Define empathy
- Demonstrate listening-with-attention skills.
- Identify passive, aggressive, and assertive responses
- Demonstrate assertive responses with their partners
- Identify clues that help them recognize other people's feelings
- Identify similarities and differences between how two people feel
- Identify multiple feelings in a given scenario
- Give possible reasons for multiple feelings
- Identify differing perspectives in given scenarios
- Generate prosocial responses to scenarios in which different perspectives could cause a conflict
- Identify components of a successful conversation
- Demonstrate giving and receiving a compliment
- Identify skills for joining a group
- Demonstrate skills for joining a group
- Demonstrate expressing concern or showing compassion for someone
- Lesson 1: Empathy and Respect
- Lesson 2: Listening with Attention
- Lesson 3: Being Assertive
- Lesson 4: Respecting Similarities and Differences

- Lesson 5: Understanding Complex Feelings
- Lesson 6: Understanding Different Perspectives
- Lesson 7: Conversation and Compliments
- Lesson 8: Joining In
- Lesson 9: Showing Compassion

#### *5<sup>th</sup> Grade*

- Recall the S: Say the problem step of the Problem-Solving Steps
- State a problem without blaming anyone
- Generate safe and respectful solutions to a problem
- Identify consequences of potential solutions
- Select an appropriate solution to a problem
- Explain the purpose of making a plan
- Create a three-step plan to carry out a solution to a problem
- Identify common playground conflicts
- Demonstrate using the Problem-Solving Steps to handle playground conflicts
- Demonstrate the ability to use the Problem-Solving Steps to handle scenarios in which someone has been wronged
- Demonstrate acknowledging mistakes
- Demonstrate making an apology and offering to make amends
- Demonstrate using Assertiveness Skills to resist peer pressure
- Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure
- Identify Second Step skills and concepts being used in scenarios students might encounter at school
- Include Second Step skills in a written script about solving a problem
- Lesson 1: Empathy and Respect
- Lesson 2: Listening with Attention
- Lesson 3: Being Assertive
- Lesson 4: Predicting Feelings
- Lesson 5: Taking Others' Perspectives
- Lesson 6: Accepting Differences
- Lesson 7: Disagreeing Respectfully
- Lesson 8: Responding with Compassion

#### *Middle School*

- Objectives: Students learn how to develop a growth mindset and apply it to their social and academic lives. They also learn about If-Then Plans, a research-based strategy for achieving goals.
- Lesson 1 : Welcome
- Lesson 2- Starting Middle School/Helping New Students
- Lesson 3- Helping New Students/Making Mistakes
- Lesson 4- Embracing Challenges
- Lesson 5- Personality Changes
- Lesson 6- Setting Goals
- Lesson 7- If-Then Plans



## Unit 2 Empathy

### Description

- Timeframe: December – January
- SEL: Relationship Skills Self-Management
- ASCA MINDSETS: B-SS 2. Create positive and supportive relationships with other students B-SMS 2. Demonstrate self-discipline and self-control
- **MIDDLE SCHOOL** – Values and Friendships SEL: Relationship Skills
- Self-Management ASCA MINDSETS: B-SS 2. Create positive and supportive relationships with other students B-SMS 2. Demonstrate self-discipline and self-control

### Objectives

*PK - Kindergarten*

### Being

- Name happy and sad when presented with physical clues

### Covered

- Identify that happy is a comfortable feeling and sad is an uncomfortable feeling
- Identify a variety of feelings displayed in response to scenarios
- Name interested and afraid/scared when presented with physical and situational clues
- Identify that interested is a comfortable feeling and scared an uncomfortable one
- Identify a variety of feelings displayed in response to scenarios
- Name angry when presented with physical and situational clues
- Identify that anger is an uncomfortable feeling
- Identify a variety of feelings displayed in response to scenarios
- Compare physical and emotional similarities and differences between two students depicted in a story
- Identify same and different feelings in response to scenarios
- Identify what to say when they do something by accident
- Demonstrate saying, “I’m sorry. It was an accident. Are you okay?” in response to scenarios
- Identify that listening is one way to show you care
- Identify that helping is another way to show you care
- Demonstrate caring and helping behaviors in response to scenarios
- Lesson 6: Feelings
- Lesson 7: More Feelings
- Lesson 8: Identifying Anger
- Lesson 9: Same or Different?
- Lesson 10: Accidents
- Lesson 11: Caring and Helping

*1<sup>st</sup> Grade*

- Name and demonstrate the Listening Rules
- Apply attention, memory, and inhibitory control skills in a brain-building game
- Name and demonstrate the Listening Rules
- Demonstrate attention skills in the context of a game
- State typical classroom verbal cues that request student attention
- Demonstrate listening and following directions within the context of a game
- Demonstrate self-talk strategies for remembering directions
- Distinguish an assertive request from a passive or aggressive one
- Identify assertive posture and tone of voice
- Demonstrate assertive communication skills in response to scenarios
- Lesson 6: Identifying Feelings

- Lesson 7: Looking for More Clues
- Lesson 8: Similarities and Differences
- Lesson 9: Feelings Change
- Lesson 10: Accidents
- Lesson 11: Showing Care and Concern

### *2<sup>nd</sup> Grade*

- Identify respectful behavior in themselves and others
- Determine respectful responses to scenarios
- Identify examples of focusing attention
- Identify examples of listening
- Apply focusing-attention and listening skills in the context of a game and in response to scenarios
- Identify classroom distractions
- Demonstrate using self-talk in response to scenarios
- Demonstrate assertive communication skills in response to scenarios
- Determine which adult to ask assertively for help in response to scenarios
- Lesson 5: Identifying Feelings
- Lesson 6: Learning More About Feelings
- Lesson 7: Feeling Confident
- Lesson 8: Respecting Different Preferences
- Lesson 9: Showing Compassion
- Lesson 10: Predicting Feelings

### *3<sup>rd</sup> Grade*

- Name a variety of feelings
- Determine others' feelings using physical, verbal, and situational clues
- Label their own feelings as the same as or different from others' feelings
- Identify others' feelings using physical, verbal, and situational clues
- Determine whether others' feelings have changed, in response to scenarios
- Identify two conflicting feelings a person could have in response to scenarios
- Explain possible reasons for someone's conflicting feelings in response to scenarios
- Name similarities and differences between people
- Predict how others will feel when teased for being different
- Demonstrate focusing-attention and listening skills in response to scenarios
- Identify ways to show compassion for others in response to scenarios
- Express appreciation for another person's concern in response to scenarios
- Demonstrate focusing-attention and listening skills in the context of a game
- Initiate, continue, and end a conversation in a friendly way in the context of a gamed Plan Checklist criteria
- Lesson 6: Understanding Perspectives
- Lesson 7: Conflicting Feelings
- Lesson 8: Accepting Differences
- Lesson 9: Showing Compassion
- Lesson 10: Making Friends

### *4<sup>th</sup> Grade*

- Recall the S: Say the problem step of the Problem-Solving Steps
- State a problem without blaming anyone
- Generate safe and respectful solutions to a problem
- Identify consequences of potential solutions

- Select an appropriate solution to a problem
- Explain the purpose of making a plan
- Create a three-step plan to carry out a solution to a problem
- Identify common playground conflicts
- Demonstrate using the Problem-Solving Steps to handle playground conflicts
- Demonstrate the ability to use the Problem-Solving Steps to handle scenarios in which someone has been wronged
- Demonstrate acknowledging mistakes
- Demonstrate making an apology and offering to make amends
- Demonstrate using Assertiveness Skills to resist peer pressure
- Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure
- Identify Second Step skills and concepts being used in scenarios students might encounter at school
- Include Second Step skills in a written script about solving a problem
- Lesson 16: Solving Problems, Part 1
- Lesson 17: Solving Problems, Part 2
- Lesson 18: Making a Plan
- Lesson 19: Solving Playground Problems
- Lesson 20: Taking Responsibility for Your Actions
- Lesson 21: Dealing with Peer Pressure

#### *5<sup>th</sup> Grade*

- Recall the S: Say the problem step of the Problem-Solving Steps
- State a problem without blaming anyone
- Generate safe and respectful solutions to a problem
- Identify consequences of potential solutions
- Select an appropriate solution to a problem
- Explain the purpose of making a plan
- Create a three-step plan to carry out a solution to a problem
- State the Problem-Solving Steps
- Demonstrate using Assertiveness Skills when seeking help
- Identify why some gossip is harmful
- Generate ideas for refusing or avoiding harmful gossip
- Demonstrate using the Problem-Solving Steps to deal with gossip
- Demonstrate using assertiveness skills to resist peer pressure
- Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure
- Identify Second Step skills and concepts being used in scenarios students might encounter at school
- Include Second Step skills in a written script about solving a problem
- Lesson 16: Solving Problems, Part 1
- Lesson 17: Solving Problems, Part 2
- Lesson 18: Making a Plan
- Lesson 19: Seeking Help
- Lesson 20: Dealing with Gossip
- Lesson 21: Dealing with Peer Pressure

#### *Middle School*

- Objectives: Students learn how to use their values to help them make good decisions and build strong friendships
- Lesson 8- Values and Decisions
- Lesson 9- Online Values
- Lesson 10 What kind of friend are you?
- Lesson 11- Strengthening Friendships
- Lesson 12- Challenge Friendships

## Unit 3 Emotion Management

- Description**
- Timeframe: Distance Learning August 31-September 27 (extension if needed) Recorded Video Lessons from Second Step will be uploaded to Google Classroom for all grade levels. Weekly Zoom check ins will be done for Grade 3-8
  - SEL: Self-Awareness
  - ASCA MINDSETS: M 3. Sense of belonging in the school environment M 6. Positive attitude toward work and learning
  - **MIDDLE SCHOOL** – Unit 3 DISTANCE LEARNING Thoughts Emotions, and Decisions SEL: Self-Awareness ASCA MINDSETS: M 3. Sense of belonging in the school environment M 6. Positive attitude toward work and learning

**Objectives** *PK - Kindergarten*

- Being Covered**
- Identify physical clues for feeling worried
  - Identify a grown-up to talk to when they feel worried
  - Identify “Stop” and “Name your feeling” as ways to begin to calm down
  - Demonstrate saying “Stop” and naming feelings in response to scenarios
  - Demonstrate belly breathing
  - Identify and demonstrate the Calming- Down Steps
  - Identify the Calming-Down Steps
  - Apply the Calming-Down Steps while waiting in a game situation
  - Name physical signs of anger
  - Apply the Calming-Down Steps in a game situation
  - Identify the feeling of disappointment
  - Demonstrate calming-down skills when they feel disappointed
  - Demonstrate calming down in response to scenarios
  - Demonstrate telling the other person they feel hurt and asking what happened
  - Demonstrate apologizing and saying it was an accident
  - BRAIN POP VIDEOS Distance Learning Tips  
<https://www.brainpop.com/english/studyandreadingskills/distancelearning/>
  - Covid-19 PSA <https://www.brainpop.com/socialstudies/news/covid19psa/>
  - Flattening the Curve  
<https://www.brainpop.com/socialstudies/news/flatteningthecurve/>
  - How Soap Works <https://www.brainpop.com/socialstudies/news/howsoapworks/>
  - Coronavirus  
<https://www.brainpop.com/health/diseasesinjuriesandconditions/coronavirus/>
  - Distance Learning Second Step Recorded Lesson Videos
  - <https://bit.ly/SSKinderLesson12>

- <https://bit.ly/SSKinderLesson13>
- <http://bit.ly/SSKinderLesson14>
- <https://bit.ly/SSKinderLesson15>
- <https://bit.ly/SSKinderLesson16>
- <https://bit.ly/SSKinderLesson17>
- <https://bit.ly/SSKinderLesson18>

### *1<sup>st</sup> Grade*

- Identify physical clues in their bodies that help them identify their feelings
- Identify grown-ups to talk to about feelings
- Recognize situations and physical body cues that signal strong feelings
- Demonstrate two Calming-Down Steps to manage strong feelings
- Explain physical and situational clues to feeling angry
- Demonstrate the proper belly breathing technique
- Use a three-step process to calm down: Say “stop,” name your feeling, and do belly breathing
- Recognize situations that require the use of calming-down strategies
- Use positive self-talk to calm down
- Recognize situations that require the use of calming-down skills
- Demonstrate the Ways to Calm Down—belly breathing, counting, and using positive self-talk
- Identify grown-ups to talk to when feeling worried
- BRAIN POP VIDEOS Distance Learning Tips  
<https://www.brainpop.com/english/studyandreadingskills/distancelearning/>
- Covid-19 PSA <https://www.brainpop.com/socialstudies/news/covid19psa/>
- Flattening the Curve  
<https://www.brainpop.com/socialstudies/news/flatteningthecurve/>
- How Soap Works <https://www.brainpop.com/socialstudies/news/howsoapworks/>
- Coronavirus  
<https://www.brainpop.com/health/diseasesinjuriesandconditions/coronavirus/>
- Distance Learning Second Step Recorded Lesson Videos
- <https://bit.ly/SSGrade1Lesson12>
- <https://bit.ly/SSGrade1Lesson13>
- <https://bit.ly/SSGrade1Lesson14>
- <https://bit.ly/SSGrade1Lesson15>
- <https://bit.ly/SSGrade1Lesson16>

### *2<sup>nd</sup> Grade*

- Identify physical clues that can help them name their own feelings
- Identify the first two Calming-Down Steps
- Demonstrate first two Calming-Down Steps in response to scenarios
- Demonstrate correct belly-breathing technique
- Use belly breathing to calm down in response to scenarios
- Generate positive self-talk they can use to calm down in response to scenarios
- Use positive self-talk to calm down in response to scenarios
- Use counting to calm down in response to scenarios
- Use assertive communication skills to get what they want or need in response to scenarios
- BRAIN POP VIDEOS

- Distance Learning Tips  
<https://www.brainpop.com/english/studyandreadingskills/distancelearning/>
- Covid-19 PSA <https://www.brainpop.com/socialstudies/news/covid19psa/>
- Flattening the Curve  
<https://www.brainpop.com/socialstudies/news/flatteningthecurve/>
- How Soap Works <https://www.brainpop.com/socialstudies/news/howsoapworks/>
- Coronavirus  
<https://www.brainpop.com/health/diseasesinjuriesandconditions/coronavirus/>
- Distance Learning Recorded Lesson Videos
- <https://bit.ly/SSGrade2Lesson1>
- <https://bit.ly/SSGrade2Lesson12>
- <https://bit.ly/SSGrade2Lesson13>
- <https://bit.ly/SSGrade2Lesson14>
- <https://bit.ly/SSGrade2Lesson15>
- <https://bit.ly/SSGrade2Lesson16>

### 3rd Grade

- Identify physical clues that can help them label their own feelings
- Identify the first two Calming- Down Steps
- Demonstrate using the first two Calming Down Steps in response to scenarios
- Demonstrate correct bellybreathing technique
- Use belly breathing to calm down in response to scenarios
- Demonstrate steps for handling accusations in response to scenarios
- Generate positive self-talk they can use to calm down in response to scenarios
- Make a simple three-step plan to achieve a goal in response to scenarios
- Use counting to calm down in response to scenarios
- Use assertive communication skills to get what they want or need in response to scenarios
- Identify situations that require using strategies for calming down
- Demonstrate using strategies for calming down
- Generate alternative explanations in response to scenarios
- BRAIN POP VIDEOS Distance Learning Tips  
<https://www.brainpop.com/english/studyandreadingskills/distancelearning/>
- Covid-19 PSA <https://www.brainpop.com/socialstudies/news/covid19psa/>
- Flattening the Curve  
<https://www.brainpop.com/socialstudies/news/flatteningthecurve/>
- How Soap Works <https://www.brainpop.com/socialstudies/news/howsoapworks/>
- Coronavirus  
<https://www.brainpop.com/health/diseasesinjuriesandconditions/coronavirus/>
- Distance Learning Second Step Recorded Lesson Videos
- <https://bit.ly/SSGrade3Lesson1>
- <https://bit.ly/SSGrade3Lesson12>
- <https://bit.ly/SSGrade3Lesson13>
- <https://bit.ly/SSGrade3Lesson14>
- <https://bit.ly/SSGrade3Lesson15>
- <https://bit.ly/SSGrade3Lesson16>

### 4<sup>th</sup> Grade

- Describe what triggers their own strong emotions

- Describe what happens in their brains and bodies when they experience strong emotions
- Demonstrate the ability to interrupt escalating emotions
- Determine a person “signal”
- Identify and name strong feelings as they occur
- Identify situations in which they might need to calm down
- Demonstrate the technique for deep, centered breathing
- Identify and demonstrate other CalmingDown Strategies (counting, using positive self-talk)
- Identify situations that cause anxiety
- Apply what they’ve learned about calming down to anxiety-provoking scenarios, including academic challenges
- Identify emotion-management strategies
- Demonstrate Assertiveness Skills
- Identify and demonstrate positive self- talk statements
- Identify strategies for handling put-downs
- Demonstrate what they’ve learned Recall the S: Say the problem step of the Problem-Solving Steps about strategies for calming down
- Demonstrate assertive responses to put-downs
- BRAIN POP VIDEOS Distance Learning Tips  
<https://www.brainpop.com/english/studyandreadingskills/distancelearning/>
- Covid-19 PSA <https://www.brainpop.com/socialstudies/news/covid19psa/>
- Flattening the Curve  
<https://www.brainpop.com/socialstudies/news/flatteningthecurve/>
- How Soap Works <https://www.brainpop.com/socialstudies/news/howsoapworks/>
- Coronavirus  
<https://www.brainpop.com/health/diseasesinjuriesandconditions/coronavirus/>
- Distance Learning Second Step Recorded Lesson Videos
- <https://bit.ly/SSGrade4Lesson10>
- <https://bit.ly/SSGrade4Lesson11>
- <https://bit.ly/SSGrade4Lesson12>
- <https://bit.ly/SSGrade4Lesson13>
- <https://bit.ly/SSGrade4Lesson14>
- <https://bit.ly/SSGrade4Lesson15>

#### *5<sup>th</sup> Grade*

- Describe what happens in their brains and bodies when they experience strong emotions
- Identify a personal signal
- Identify and name strong feelings
- Identify situations in which they might need to calm down
- Learn the technique for deep, centered breathing
- Identify and demonstrate other CalmingDown Strategies (using positive self-talk, counting, taking a break)
- Identify social situations that can cause anxiety
- Apply what they’ve learned about calming down in scenarios causing social anxiety
- Identify physical signs of frustration
- Demonstrate reducing frustration by using the Calming-Down Steps
- Identify consequences of revenge

- Generate alternatives for seeking revenge
- Demonstrate using the Calming- Down Steps
- Identify strategies for handling put-downs
- Demonstrate what they've learned about the Calming-Down Steps
- Demonstrate assertive responses to put-downs
- Identify emotion-management strategies
- Demonstrate Assertiveness Skills
- Identify and use positive self-talk statements to avoid making assumptions
- BRAIN POP VIDEOS - Distance Learning Tips  
<https://www.brainpop.com/english/studyandreadingskills/distancelearning/>
- Covid-19 PSA <https://www.brainpop.com/socialstudies/news/covid19psa/>
- Flattening the Curve  
<https://www.brainpop.com/socialstudies/news/flatteningthecurve/>
- How Soap Works <https://www.brainpop.com/socialstudies/news/howsoapworks/>
- Coronavirus  
<https://www.brainpop.com/health/diseasesinjuriesandconditions/coronavirus/>
- Distance Learning Second Step Recorded Lesson Videos
- <https://bit.ly/SSGrade5Lesson09>
- <https://bit.ly/SSGrade5Lesson10>
- <https://bit.ly/SSGrade5Lesson11>
- <https://bit.ly/SSGrade5Lesson12>
- <https://bit.ly/SSGrade5Lesson13>
- <https://bit.ly/SSGrade5Lesson14>
- <https://bit.ly/SSGrade5Lesson15>

#### *Middle School*

- Objectives: Students learn about the relationship between thoughts, emotions, and decisions. They also learn strategies for calming down and staying in control when experiencing strong emotions.
- Second Step Middle School Remote Learning Advisory Asynchronous Activities - In these activities, students collectively engage in an activity but do so on their own time. The general way this works is: 1. An advisor posts an activity in a shared online space (Google Classroom, for example) 2. Students publicly post their responses to the activity 3. Students and the advisor all post comments on each other's responses, engaging in an asynchronous conversation 4. The advisor closes the activity by summarizing the conversations and optionally posting a final reflection question for students to complete individually ([www.secondstep.org](http://www.secondstep.org))
- BRAIN POP VIDEOS Distance Learning Tips  
<https://www.brainpop.com/english/studyandreadingskills/distancelearning/>
- Activity 1 Battling Boredom
- Activity 2 Growing Pains
- Activity 3 What Are You Grateful For?
- Activity 4 Class Challenges
- Activity 5 Good News Network
- Activity 6 Instruction Deconstruction
- Activity 7 My People
- Activity 8 One Sees Two Sees
- Activity 9 Operation Lighthouse



## Unit 4 Problem Solving

- Description**
- Timeframe: February - May
  - Review of Units 1-4
  - SEL: SEL: Self-Management Social- Awareness Responsible- Decision- Making Relationship- Skills Self-Awareness
  - ASCA MINDSETS: B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
  - **MIDDLE SCHOOL** Serious Peer Conflicts SEL: Self-Management Social-Awareness Responsible- Decision- Making Relationship- Skills Self-Awareness
  - ASCA MINDSETS: B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment.

**Objectives** *PK - Kindergarten*

- Being Covered**
- Use words to describe problems presented in scenarios
  - Generate multiple solutions to problems presented in scenarios
  - Demonstrate inviting someone to play in response to scenarios
  - Identify a problem in response to a scenario
  - Generate solutions in response to a scenario
  - Name sharing, trading, and taking turns as fair solutions when two students want to play with the same thing
  - Demonstrate the Problem-Solving Steps with a problem in the lesson
  - Identify a problem in response to scenarios
  - Generate solutions in response to scenarios
  - Demonstrate assertive communication in response to scenarios
  - Demonstrate assertiveness and ignoring as effective strategies for handling name-calling that hurts feelings
  - Identify an adult to tell if they cannot stop the name-calling
  - Recall and demonstrate the Listening Rules
  - Demonstrate how to calm down
  - Recall the Fair Ways to Play
  - Lesson 19: Solving Problems
  - Lesson 20: Inviting to Play
  - Lesson 21: Fair Ways to Play
  - Lesson 22: Having Fun with Our Friends
  - Lesson 23: Handling Having Things Taken Away
  - Lesson 24: Handling Name-Calling
  - Lesson 25: Reviewing Second Step Skills

*1<sup>st</sup> Grade*

- Use words to describe problems presented in scenarios
- Generate multiple solutions to problems presented in scenarios
- Predict consequences using an if-then model

- Select a reasonable solution to a problem
- Define and differentiate sharing, trading, and taking turns
- Identify and state the problem in a given situation
- Generate possible solutions to a problem situation
- Demonstrate the Fair Ways to Play
- Apply the Problem-Solving Steps
- Demonstrate how to invite someone to play in response to scenarios
- Demonstrate assertive responses to name-calling
- Identify adults to tell if name-calling doesn't stop
- Recall skills on all the posters
- Demonstrate the Listening Rules
- Demonstrate the Calming-Down Steps
- Name one concept or skill they learned in their Second Step lessons
- Lesson 17: Solving Problems, Part 1
- Lesson 18: Solving Problems, Part 2
- Lesson 19: Fair Ways to Play
- Lesson 20: Inviting to Join In
- Lesson 21: Handling Name-Calling
- Lesson 22: Reviewing Second Step Skills

### *2<sup>nd</sup> Grade*

- Recall the first Problem-Solving Step
- Identify and say a problem in response to scenarios
- Recall the first two Problem-Solving Steps
- Generate several solutions for a given problem in response to scenarios
- Determine if solutions are safe and respectful
- Recall the Problem-Solving Steps
- Apply the Problem-Solving Steps to scenarios about conflicts with friends
- Demonstrate accepting responsibility for their actions by admitting, apologizing, and offering to make amends in response to scenarios
- Recall the Problem-Solving Steps
- Apply the Problem-Solving Steps to scenarios that involve playground conflicts that arise during games
- Recall Second Step skills learned
- Identify Second Step skills in a story
- Relate personal examples of skill use
- Lesson 17: Solving Problems, Part 1
- Lesson 18: Solving Problems, Part 2
- Lesson 19: Taking Responsibility
- Lesson 20: Responding to Playground Exclusion
- Lesson 21: Playing Fairly on the Playground
- Lesson 22: Reviewing Second Step Skills

### *3<sup>rd</sup> Grade*

- Recall the first Problem-Solving Step
- Identify and state a problem in response to scenarios
- Identify blaming language in response to scenarios
- Recall the Problem-Solving Steps
- Propose several solutions for a given problem in response to scenarios
- Determine if solutions are safe and respectful

- Explore positive and negative consequences of solutions
- Apply the Calming-Down Steps to an emotional situation in response to a scenario
- Recall the Problem-Solving Steps
- Use the Problem-Solving Steps to solve an interpersonal problem between classmates, in response to a scenario
- Apply the Problem-Solving Steps to the problem of being excluded by peers, in response to scenarios
- Demonstrate assertive communication skills in response to scenarios
- Apply the Problem-Solving Steps to the problem of being negatively pressured by peers, in response to scenarios
- Demonstrate assertive communication in response to scenarios
- Recall Second Step skills learned
- Identify Second Step skills in a story
- Relate personal examples of skill use
- Lesson 17: Solving Problems, Part 1
- Lesson 18: Solving Problems, Part 2
- Lesson 19: Solving Classroom Problems
- Lesson 20: Solving Peer-Exclusion Problems
- Lesson 21: Dealing with Negative Peer Pressure
- Lesson 22: Reviewing Second Step Skills

#### *4<sup>th</sup> Grade*

- Objectives from Units 1-3 will be revisited
- Lesson 22: Reviewing Second Step Skills

#### *5<sup>th</sup> Grade*

- Objectives from Units 1-3 will be revisited
- Lesson 22: Reviewing Second Step Skills

#### *Middle School*

- Objectives: Students learn how to identify, avoid, and resolve serious conflicts and help prevent bullying and harassment.
- Lesson 18- Jumping into Conclusions
- Lesson 19- Challenge: Conclusions
- Lesson 20-Avoiding Serious Conflicts
- Lesson 21-Challenge: Avoiding Conflicts
- Lesson 21-Resolving Serious Conflicts
- Lesson 22-Challenge-Resolving Conflicts
- Lesson 23-Taking Responsibility
- Lesson 24-Gender Harassment
- Lesson 25- What you learned?

# COVID-19 REOPENING SCHOOLS OPERATIONS / SAFETY PLAN

**Purpose:** This plan provides guidance to fulfill the traditional functions of an in-person instructional program for EXCELLENCE IN LEADERSHIP ACADEMY. This plan establishes safety procedures and protocols following the guidelines delineated by local, county, state, federal and Centers for Disease Control and Prevention (CDC) regulations.

## STUDENTS/STAFF/PARENTS/VISITORS

The following protocols or guidelines have been established to support the safety of all stakeholders:

- All students, employees, and visitors are expected to adhere to CDC Guidelines.
- Social distancing practices, to include minimum “point of contact” for all individuals.
- Wear nose/mouth coverings at all times on school grounds and facilities.
- All employees and visitors are required to complete Dr. Owl’s App self-screening questions before they enter the premises.
- Hand sanitizing and/or handwashing stations will be available throughout each site (entrance of the building, entrance of classrooms and throughout hallways).
- Behavioral Interventions will be added to include CDC recommendations such as: social distancing, handwashing/sanitizing, proper use of masks, etc.
- Students will be instructed in proper handwashing and hand sanitizing techniques. Frequent reminders to practice these techniques will be provided to students and employees. When developmentally appropriate modeling and supervision of these practices will be emphasized.
- When possible, student groups will not be mixed; students would remain with the same group of students throughout the day and would stay in the same classroom.
- Additional disinfecting measures will be embedded throughout the instructional day.
- Group gatherings such as assemblies, field trips, etc., will not be held until further notice following CDC recommendations.
- ELA will establish a protocol for entry and exit procedures to reduce the number of students and parents congregating both inside and/or outside of the building.
- ELA will establish daily schedules and procedures to ensure that all CDC guidelines are followed minimizing traffic flow within the premises at all times (Breakfast, Lunch, etc.)
- These guidelines remain under continuous review to ensure that we are meeting the needs of our students and employees.

## COVID-19 SYMPTOMS

In evaluating whether an individual has symptoms consistent with COVID-19, consider the following questions:

Have they recently begun experiencing any of the following in a way that is not normal for them?

- Feeling feverish or a measured temperature greater than or equal to 100.0 degrees Fahrenheit
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache

- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

## STUDENTS

### COVID-19 STUDENT PROCEDURES AND PROTOCOLS

**Purpose:** The health and safety of our students, staff, and community is our highest priority and ELA is closely monitoring the spread of COVID-19. We are following the guidance provided by the Texas Department of State and Health Services (DSHS), the Center for Disease Control and Prevention (CDC), the Hidalgo County Health Department and the Texas Education Agency. All students are expected to adhere to the following guidelines.

#### **Return to School:**

1. All students will need their parent/guardian to submit the Travel Disclosure Form to their campus a week before they are scheduled to report to school.
2. Unless otherwise notified, all students will report to school in accordance to EXCELLENCE IN LEADERSHIP ACADEMY 2020-2021 Calendar. (The calendar can be found on the District Website).

#### **Before a Student Reports to School:**

1. All students will be required to self-screen or have their parent/guardian screen them for signs or symptoms of COVID-19. Symptoms may include new or worsening cough, shortness of breath, sore throat, loss of taste or smell, feeling feverish or a measured temperature greater than or equal to 100.0 degrees Fahrenheit.
2. If students exhibit any of the above COVID-19 related symptoms, or come into close contact with a person who is lab-confirmed to have COVID-19, students must notify their campus principal and nurse. Students will not be able to report to school or enter any district building or facility until cleared by the school nurse.
3. If medically able to, students will be allowed to complete class assignments remotely from home.
4. Students will limit communication about health matters to their campus principal and nurse. The campus principal, nurse, or designee will take responsibility for notifying individuals who may have been exposed. This process will ensure that the students' personal and medical information is kept confidential.
5. Students will not be able to return to school or enter any district building or facility until cleared by the school nurse.
6. All students will be screened by a school staff member or signs or symptoms of COVID-19 before entering the campus.

#### **While Students are in District Facilities or Property:**

1. Students will self-screen or the school nurse will screen them and check for symptoms of COVID-19. If students are not exhibiting any of the COVID-19 symptoms and have not come into close contact with a person who is lab-confirmed to have COVID-19, students will be allowed to be in school.
2. While at school, students will be required to follow these guidelines:
  - a. Students temperature will be checked by an ELA staff upon arriving and entering school building.

- b. Students shall wear masks or face coverings.
  - c. Students shall maintain social distancing of at least 6 feet from one another.
  - d. Students shall wash their hands and/or use alcohol-based hand sanitizer throughout their time in the building.
  - e. Students shall not shake hands, touch, or hug others.
3. If students develop symptoms or become sick during the school day, students must immediately separate themselves from their peers, notify their teacher, teacher must send the students to the designated isolation room, nurse will notify parent to pick up student from school and contact their medical provider.
  4. Students will not be able to return to school or enter any district building or facility until cleared by the school nurse.

**Close Contact:** Close contact is defined as being within 6 feet for periods of 15 minutes or longer.

## **COVID-19 STUDENT PROCEDURES AND PROTOCOLS (EXHIBIT)**

Step 1: Student is exhibiting symptoms, has come into close contact with a person who is lab confirmed to have COVID-19 or is diagnosed with COVID-19 through the PCR COVID-19 tests.

Step 2: If the student is at home: student must notify the campus principal and nurse. The student will not be able to report to school or enter any district building or facility until cleared by the school nurse.

Step 3: If the student is at school: student must immediately separate themselves from their peers, notify their teacher, teacher must send the student to the designated isolation room, nurse will notify parent to pick up student from school and contact their medical provider.

Step 4: If student's health permits it and if assignments can be done remotely, students will be allowed to complete class assignments remotely from home.

Step 5: If the student is diagnosed with COVID-19 through PCR test:

- The student or parent/guardian will complete the COVID-19 Student Report Form and submit it to the campus nurse.
- The campus principal will initiate contact tracing protocols. They will contact any student and employee that came into close contact (within six feet for 15 minutes) with the student.
- The custodians will initiate disinfection protocols.

Step 6: Once cleared by the school nurse, the student returns to school and follows the COVID-19 Student Procedures and Protocols.

*Note: The above guidance and protocols are subject to change pending any other updates or directions from our local, state and national health leaders.*

# STAFF

## COVID-19 EMPLOYEE PROCEDURES AND PROTOCOLS

**Purpose:** The health and safety of our students, staff, and community is our highest priority. ELA is closely monitoring the spread of COVID-19. We are following the guidance provided by the Texas Department of State and Health Services (DSHS), the Center for Disease Control and Prevention (CDC), the Hidalgo County Health Department and the Texas Education Agency. All district employees are expected to adhere to the following guidelines.

### **Return to Work**

All employees will need to submit the Travel Disclosure Form to their immediate supervisor a week before they are scheduled to report to work.

Unless otherwise notified, all employees will return to work at the start of their contractual date.

### **Before an Employee Reports to Work:**

1. All employees will be required to self-screen for signs or symptoms of COVID-19. Symptoms may include new or worsening cough, shortness of breath, sore throat, loss of taste or smell, feeling feverish or a measured temperature greater than or equal to 100.0 degrees Fahrenheit. All staff will be checked for fever upon entering school building. All employees will be screened by a school staff member or signs or symptoms of COVID-19 before entering the campus.
2. If an employee exhibits any of the above COVID-19 related symptoms or has come into close contact with a person who is lab-confirmed to have COVID-19, they must notify Mrs. N. Espino. The employee will not be able to report to work or enter any district building until cleared by a medical provider, immediate Supervisor and school Nurse. The employee will have one week to submit results to the Office.
3. If able to, while the employees wait for results or are in self-quarantine, the employees will be allowed to work remotely from home. While doing so, the employees will follow these guidelines:
  - Employees must check their work emails on a daily basis.
  - During the workday, all communications through social media should remain professional in nature, be work related, and be in accordance with District guidelines, policies and procedures.
  - When communicating with students, parents or colleagues, employees should adhere to the ELA Policy: Electronic Communications between Employees, Students, and Parents.
  - Employees must preserve emails and texts sent to parents, students, and other staff members as required by the Public Information Act.
  - Employees must adhere to all Federal, State, and Local policies and procedures.
  - Employees will follow the ELA Work from Home Protocols.
  - At any given time, an employee may be asked to complete tasks at the direction of their supervisor. If an employee is not accessible to work remotely, the employee will have to use their accrued leave (state, local, and/or emergency leave). Absence reporting protocols must be followed and recorded.
4. If employees are not able to work remotely, employees will be eligible to take emergency paid sick leave (EPSL), state, or local leave during this time in accordance with District Policies and Federal Law. If employee requires extended leave for complications from COVID-19, the employee may be eligible for family and medical leave (FMLA). All FMLA protocols should be followed.

5. Employees will limit communications about health matters to their direct supervisor and Human Resources. Supervisor will take responsibility for notifying individuals who may have been exposed. This process will ensure that the employees' personal and medical information is kept confidential.
6. The employee will not be able to return to work or enter the building until cleared by a medical provider (licensed medical professional that is practicing in the United States). The employee must submit a copy of their results to immediate Supervisor via email.

**While Employees are at Work:**

1. Employee self-screens and checks for symptoms. If employee is not exhibiting any of the COVID-19 symptoms and has not come into close contact with a person who is lab-confirmed to have COVID-19, employee clocks in.
2. While at work, employees will be required to follow these guidelines:
  - Employees shall wear masks or face coverings.
  - Employees shall maintain social distancing of at least 6 feet from one another.
  - Employees shall avoid in person gatherings (4 or more employees) that are longer than 15 minutes.
  - Employees shall wash their hands or use alcohol-based hand sanitizer throughout their time in the building.
  - Employees shall cover their mouth and nose when sneezing.
  - Employees shall not shake hands, touch, or hug others.
  - Employees shall continue to self-monitor their health.
3. If employees develop symptoms or become sick during the workday, the employees must immediately separate themselves from their colleagues, notify their immediate supervisor, leave their worksite and contact their medical provider. The employee will have one week to submit a copy of their results to immediate Supervisor via email.
4. The employee will not be able to report to work or enter any district building until cleared by a medical provider (licensed medical professional that is practicing in the United States) and immediate Supervisor.

**Immunocompromised Employees:**

Some workers may be at a higher risk for severe illness from COVID-19. These employees may include individuals over the age of 65 and those with documented underlying medical conditions (CDC-People at higher risk). Employees are encouraged to self-identify to their Principal, or Human Resources so, the District can explore reasonable accommodations to minimize their risk of exposure to COVID-19.

**Close Contact:** Close contact is defined as being within 6 feet for periods of 15 minutes or longer.

**COVID-19 EMPLOYEE PROCEDURES AND PROTOCOLS (EXHIBIT)**

Step 1: Employee is exhibiting symptoms, has come into close contact with a person who is lab confirmed to have COVID-19 or is diagnosed with COVID-19 through the PCR COVID-19 test.

Step 2a: If the employee is at home: employee must notify their immediate supervisor. The employee will not be able to report to work or enter the building until cleared by a medical provider.



Step 2b: If the employee is at work: employee notifies their immediate supervisor. The employee must separate themselves from their colleagues, leave their work site and contact their medical provider. The employee will have one week to submit a copy of their PCR results to immediate Supervisor. The Polymerase Chain Reaction (PCR) diagnostic test will be the only test that our district will accept for the diagnosis of employees.

Step 3a: If the employee's health permits it and if the work can be done remotely, the employee will not need to use accrued leave or Emergency Paid Sick Leave. The employee will follow the Work-from-Home Protocols.

Step 3b: If the employee is not able to work remotely, the employee will submit Leave Request Form to and contact their supervisor to make arrangements for their absence(s).

Step 4: If the employee is diagnosed with COVID-19 through PCR test:

- The employee will complete the COVID-19 Employee Report Form.
- The Nurse will initiate contact tracing protocols. They will contact any employee that came into close contact (within six feet for 15 minutes) with the employee.
- The custodians will initiate workstation disinfection protocols.

Step 5: Once employee receives a negative diagnosis on the PCR COVID-19 Test, the employee submits a copy of their results via email.

Step 6: Once cleared, the employee returns to work and follows the Employee Safety Protocols. The above procedures and protocols are subject to change pending any other updates or directions from our local, state and national health leaders. Failure to comply with these guidelines may or will lead to disciplinary action, up to including recommendation for the termination of employment.

## **INDIVIDUALS CONFIRMED, SUSPECTED, OR EXPOSED TO COVID-19**

Any individuals—including teachers, staff, students, or other campus visitors—who themselves either:

- are lab-confirmed to have COVID-19; or
- experience the symptoms of COVID-19 (listed below) must stay at home throughout the infection period, and cannot return to campus until the school system screens the individual to determine any of the below conditions for campus re-entry have been met:

In the case of an individual who was diagnosed with COVID-19, the individual may return to school when all three of the following criteria are met:

- at least three days (72 hours) have passed since recovery (resolution of fever without the use of fever-reducing medications);
- the individual has improvement in symptoms (e.g., cough, shortness of breath); and
- at least ten days have passed since symptoms first appeared.

In the case of an individual who has symptoms that could be COVID-19 and who is not evaluated by a medical professional or tested for COVID-19, such individual is assumed to have COVID-19, and the individual may not return to the campus until the individual has completed the same three-step set of criteria listed above.

If the individual has symptoms that could be COVID-19 and wants to return to school before completing the above stay at home period, the individual must:

- obtain a medical professional’s note clearing the individual for return based on an alternative diagnosis or
- receive two separate confirmations at least 24 hours apart that they are free of COVID via acute infection tests at an approved COVID-19 testing location found at <https://tdem.texas.gov/covid-19/>.

Individuals—including students, teachers, staff, or other campus visitors—who have had close contact with someone who is lab-confirmed to have COVID-19, as narrowly defined in this document and as determined by the appropriate public health agency, should stay at home through the 14-day incubation period, and should not be allowed on campus.

- School systems should screen individuals after the incubation period has concluded, and if the individual did not experience COVID-19 symptoms during that period, the individual can be allowed back on campus. If the individual experienced symptoms, they must stay at home until the conditions outlined above have been met.
- Identifying Possible COVID-19 Cases on Campus
- School must immediately separate any student who shows COVID-19 symptoms while at school until the student can be picked up by a parent or guardian.
- School should clean the areas used by the individual who shows COVID-19 symptoms while at school (student, teacher, or staff) as soon as is feasible.
- Students who report feeling feverish should be given an immediate temperature check to determine if they are symptomatic for COVID-19.

## **IDENTIFYING POSSIBLE COVID-19 CASES ON CAMPUS**

- School must immediately separate any student who shows COVID-19 symptoms while at school until the student can be picked up by a parent or guardian.
- School should clean the areas used by the individual who shows COVID-19 symptoms while at school (student, teacher, or staff) as soon as is feasible.
- Students who report feeling feverish should be given an immediate temperature check to determine if they are symptomatic for COVID-19.

## **RESPOND: PRACTICES TO RESPOND TO A LAB - CONFIRMED CASE IN THE SCHOOL**

Required Actions if Individuals with Lab-Confirmed Cases Have Been in a School

1. If an individual who has been in school is lab-confirmed to have COVID-19, the school must notify its local health department, in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the Americans with Disabilities Act (ADA) and Family Educational Rights and Privacy Act (FERPA).
2. School must close off areas that are heavily used by the individual with the lab-confirmed case (student, teacher, or staff) until the non-porous surfaces in those areas can be disinfected, unless more than 3 days have already passed since that person was on campus.
3. Consistent with school notification requirements for other communicable diseases, and consistent with legal confidentiality requirements, school must notify all teachers, staff, and families of all students in a school if a lab-confirmed COVID-19 case is identified among students, teachers or staff who participate on any on campus activities.

## SCHOOL FACILITIES

ELA school facilities and building will be maintained to meet optimal cleaning and disinfecting standards. ELA will continue to assess and make proper changes as needed to efficiently address any need or concern that may arise.

### Cleaning of Facilities:

- School will undergo a deep cleaning using approved products with residual technologies to ensure that surfaces stay clean and sanitized for longer periods.
- School will have hand sanitizer dispensers installed throughout the building.
- School will have posters indicating CDC recommendations.
- School will have barriers installed between sinks in student bathrooms.
- School will have 6 ft. markers in the sidewalks and hallways to support social distancing. School will provide plastic partitions on each students' desk or tables.

## SCHOOL ARRIVAL & DISMISSAL

### General Building Arrival

- |                        |   |
|------------------------|---|
| <b>Student</b>         | <ul style="list-style-type: none"><li>• Wash hands or use hand sanitizer upon arrival.</li><li>• Students' temperature will be checked upon entering school building.</li><li>• ELA will plan for entry, exit, and transition procedures that reduce large group gatherings (of students and/or adults) in close proximity.</li><li>• Students will be assigned to report to a specific area and will be expected to adhere to schedules for morning arrival.</li><li>• It is required that students and staff wear masks at all times.</li><li>• When using the cafeteria, students should choose seats that are empty</li><li>• Students will have access to use the restroom while they are in the cafeteria or any other area as they wait to go to their classroom. Students and staff will follow the campus procedures developed to maintain proper social distancing.</li></ul> |
| <b>Parent</b>          | <ul style="list-style-type: none"><li>• Parents are encouraged to talk with their child about the health benefits of wearing a mask at school.</li><li>• Parents are encouraged to talk with their child about the health benefits of social distancing at school, as well as the health benefits of washing their hands, and/or using hand sanitizer.</li></ul>  |
| <b>Teacher / Staff</b> | <ul style="list-style-type: none"><li>• ELA's staff is required to complete the Dr. Owl self-screening questions.</li><li>• Staff members will be assigned to supervise students who report to multiple areas for morning arrival.</li><li>• Staff are required to have masks on when entering the building and monitor to ensure that students are wearing masks in the hallways and in classrooms.</li><li>• Staff will dismiss student cohorts using staggered student release into halls from these areas.</li></ul>  |

## **ARRIVAL**

All staff will be utilized for duty to maintain a line of sight in hallways and distancing of hallway cohorts. Students will go straight to the designated areas set by campus. Parents will not be allowed to walk students to classrooms.

## **DISMISSAL**

All students will be dismissed from their classroom. Sanitizer stations will be placed at each exit and students will be encouraged to sanitize hands prior to exit. Sibling connections at campus will be done outside the building. Parents picking up students during the day will be required to call ahead so that students can be sent or accompanied to parent vehicles upon arrival. Office staff will sign the student out, documenting both the time the student left the building, as well as the time the parent requested for early dismissal.

## **DROP OFF**

### **Student**

- As students exit their car, they will be expected to keep social distance when walking toward the building entry. Students will not congregate with other students on the campus when walking to school.
- Students or volunteers will not be allowed to open doors or assist with arrival.
- Students will remain at a social distance while waiting to be picked up in the carpool area. Students will not congregate in large groups with other students on the campus when dismissed from school at the end of the day.

### **Parent**

- Parents should assist their own child with exiting the car.
- Parents should follow pick up protocols regarding how to pick up their child.
- Parents are asked to not congregate in large groups with other parents as they wait for their child to be dismissed from campus.

### **Teacher/Staff**

- Assigned staff supervises student arrival, ensures that students are wearing masks, directs students to waiting areas and encourages that students maintain desired social distance between students.
- Assigned staff supervises student dismissal, directs students to waiting areas and encourage that students maintain desired social distance between students.

### **During the Day**

- Custodians will wear face coverings such as face masks and/or face shields.
- Schools will have hand sanitizer dispensers and soap dispensers regularly monitored to refill as needed.
- Touch points will be disinfected continuously.

### **Throughout the School Year**

- Schools will undergo several cleaning and sanitizing protocols on a daily, weekly, and monthly basis using approved anti-microbial products with residual technologies.
- Portable Electrostatic Disinfecting mist devices will be used.

## SCHOOL CLASSROOMS

Classrooms will undergo a deep cleaning using approved anti-microbial products with residual technologies to ensure that surfaces stay clean and sanitized for longer periods.

Classrooms will have hand sanitizer dispensers filled so that students can use as they enter and exit.

Classrooms will have signage added that speak to the safety measures as recommended by CDC including:

- Wash your hands often with soap and water for at least 20 seconds
- If soap and water are not available, use an alcohol-based hand sanitizer to avoid touching your eyes, nose, and mouth with unwashed hands.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash can.
- Clean and disinfect frequently touched objects and surfaces.
- Parents will receive communication regarding guidelines and informing them of the operational adjustments.

## STANDARD CLASSROOM PROCEDURES

Classroom protocols and procedures will include expectations regarding not sharing school supplies, social distancing, group work, and hand washing or sanitizing, etc. Teachers will ensure high-touch areas in the classroom are sanitized throughout the day. All classrooms will be outfitted with:

- Visual reminders of distancing requirements will be in all classrooms marking off areas for common spaces and distancing best practices.
- Refillable alcohol-based hand sanitizer stations.
- Access to disinfectant to sanitize working surfaces.

In addition to the above the following measures will be taken in every classroom:

- Whenever possible, students and staff will maintain consistent groupings of people to minimize the spread of the virus.
- Technology should be utilized when students are involved in collaborative work.
- Group or pair work can be implemented while maintaining physical distancing.
- In classroom spaces that allow it, consider placing student desks a minimum of six feet apart when possible.
- The use of outdoor space for learning will be considered when possible. Classroom groups working outside will maintain social distancing from other classroom groups.

### Classroom Training

- |                        |  |
|------------------------|--|
| <b>Student</b>         | • Students will participate in training specific to newly adopted health and safety protocols. |
| <b>Parent</b>          | • Parents are asked to read all school communication regarding health and safety protocols.    |
| <b>Teacher / Staff</b> | • Teachers will receive training to deliver classroom lessons on health protocols.             |

## Classroom Setup

- Student**
- Students will be expected to adhere to class and school-wide protocols that are consistent with CDC guidelines.
  - Students will avoid sharing school supplies and will sanitize shared items after each use.
  - Students will sit two per table when it is possible.
  - Students will use hand sanitizer at the beginning of class. If a sink is available in the classroom, students should wash their hands at the beginning of class.
  - Students may bring a personal classroom snack as long as they are not shared
  - Students will wear face coverings such as face masks and/or face shields.
- Teacher / Staff**
- Teachers will wear face coverings such as face masks and/or face shields.
  - Multiple locations of hand sanitizer, tissues, and trash cans will be available in several locations throughout classrooms and common areas to limit student and staff movement.
  - Teachers will post signs with clear class protocols that are consistent with CDC guidelines and school wide.
  - Teachers will limit student movement within the classroom such as turning in assignments, materials being passed out, etc.
  - Teachers will create assigned seating arrangements to ensure social distancing. Consistent with TEA guidance, all student desks should face the same direction.
  - Teachers will create systems to limit the sharing of items such as school supplies so that more than one student is using an item.
  - Teachers should clean supplies after each use by student.

## Classroom Arrival

- Student**
- After washing hands or using hand sanitizer, students are asked to immediately sit down in their assigned seat.
  - Students should avoid touching high-touch areas if possible.
- Teacher / Staff**
- Teachers should prop doors open to allow for additional ventilation during class and in between classes so students don't touch doors or handles.

## WATER FOUNTAINS

Use water fountains to only refill water bottles.

### Water Fountain Usage

- Student**
- Students are expected to bring their own reusable water bottle for use throughout the day and expected to take water bottles home to be cleaned on a daily basis.
- Parent**
- Parents are asked to secure a reusable water bottle for their child to bring to school on a daily basis.
  - Parents are asked to assist students, as needed, to clean water bottles on a daily basis.

**Teacher/  
Staff**

- Develop and demonstrate how students should fill water bottles instead of drinking directly from the water fountains.
- Monitor that students take water bottles home to be cleaned.

## **FINE ARTS & LIBRARY**

**Music**

- Students will be required to wear a mask or other facial covering at all times in the music classroom.
- Appropriate social distancing measures will be followed where possible.
- Individual manipulative packets will be provided to minimize the sharing of materials.
- Musical instruments, mallets and other equipment will be sanitized and wiped down after each use.

**PE**

- Whenever possible, physical education classes will be held outside to allow for maximum physical distance between students.
- Any activities bringing students into close physical contact, or requiring multiple students' to touch or handle the same equipment will be avoided
- PE equipment will be disinfected and wiped down after each use. Students should disinfect equipment after each use.
- Visual markers will be on the gym floor and bleachers as reminders of social distancing rules.
- Students should avoid touching their face at all times, but especially while playing games.
- Sanitizing areas and access to handwashing will be provided.
- If enrolled in a PE class, students should bring tennis shoes to participate in class activities.

**Art**

- Students will be required to wear masks in the art classroom.
- Appropriate social distancing measures will be followed.
- Individual art supply kits will be provided to avoid sharing equipment, tools and materials as much as possible.
- Students should complete cleaning protocols and sanitize their areas in between use.
- Art materials will be sanitized and wiped down after each use.

**Theater**

- Students will be required to wear a mask or other facial covering at all times in the music classroom.
- Appropriate social distancing measures will be followed where possible.
- Individual manipulative packets will be provided to minimize the sharing of materials.
- Students should complete cleaning protocols and sanitize their areas in between use.
- Theater props will be sanitized and wiped down after each use.

**Library**

- Visual reminders will be added, and furniture rearranged to help students maintain social distancing while in the library.
- Students and staff will wash/sanitize hands upon entering and after visiting the library.
- High-touch surfaces (e.g., tabletops, chairs, door handles, etc.) will be disinfected regularly.
- Occupancy will be limited.

**Throughout the school year** classrooms will undergo several cleaning and sanitizing protocols on a daily, weekly, and monthly basis using approved anti-microbial products with residual technologies.

## CHILD NUTRITION PROGRAM

EXCELLENCE IN LEADERSHIP ACADEMY will continue to feed ELA community following CDC, TDA, and USDA guidelines. Due to COVID-19, ELA has made the necessary changes to efficiently serve our community. These are examples of the operational adjustments in the area of School Meals.

### School Meals

Current models being offered to school districts:

- In Classroom Model: Meals will be served to students in classrooms. Custodians will coordinate daily for cleaning, disinfecting, and sanitizing duties. (Manpower will be needed for sanitation of all classrooms after lunch time).
- Virtual Learning Model (Grab and Go): Meals will be provided via a grab and go style. The cafeteria will open to produce meals to distribute.

### During the day

- Food service staff will wear face coverings such as face masks and/or face shields.
- Food service staff will continue to wear gloves when serving meals.
- School meals will be served to students following CNS protocols and procedures.
- CDC recommendation will be adhered to during any meal distribution and consumption.
- Students may remove masks during consumption time. (See proper mask removal CDC recommendation)
- For safety of students and staff delivery of outside food will not be allowed until further notice.
- Drop off of meals for your child will be suspended until further notice.
- Students may bring lunch from home in the morning, Parents are not allowed to drop off lunch.

## MONITORING

### Beginning the school day

- A protocol will be developed for daily screening of all students, employees, and visitors before they enter the premises.
- Self-Check information will be made available for parents/employees on the district website.

### During the school day

- Students will not be able to congregate in communal spaces (cafeterias, playgrounds, libraries, etc.).
- Students will not be able to share materials, equipment, learning aids, etc. unless they have been thoroughly cleaned and sanitized and approved for use by staff.
- To the extent possible, transitions between rooms will be limited.

### Trace Tracking System

- District will implement a robust COVID-19 trace tracking system for staff and students.
- District will implement a COVID-19 notification system to communicate with appropriate personnel of steps to take as necessary.



# PROFESSIONAL DEVELOPMENT

- All personnel will be trained on protocols and proper use of Personal Protective Equipment (PPE).
- All employees will be trained on basic identification of COVID-19 symptoms by the district/campus nurse (See COVID-19 Symptoms Checklist)
- Parents/guardians will be trained on student attendance protocols.
- Parents/guardians will be trained on grading policies.

## **COVID-19 SYMPTOMS**

In evaluating whether an individual has symptoms consistent with COVID-19, consider the following questions:

Have they recently begun experiencing any of the following in a way that is not normal for them?

- Feeling feverish or a measured temperature greater than or equal to 100.0 degrees Fahrenheit
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

On the first day a student attends school on campus, ELA will provide instruction to students on appropriate hygiene practices and other mitigation practices adopted in the local school system. To include the practice of covering coughs and sneezes with a tissue, and if not available, to cover cough or sneeze with their elbows. Used tissues should be thrown in the trash, hands should be washed immediately with soap and water for at least 20 seconds, or hand sanitizer should be used.

## **Safety Training for Protocols & Procedures**

- |                           |  |
|---------------------------|--|
| <b>Student</b>            | <ul style="list-style-type: none"><li>• Students will participate in training specific to newly adopted health and safety protocols.</li><li>• All students will be trained on information about COVID-19 screening, identification of symptoms, prevention of spread, and sanitation of work areas.</li><li>• If a student is experiencing symptoms, they need to immediately notify a teacher.</li></ul> |
| <b>Parent</b>             | <ul style="list-style-type: none"><li>• Parents are asked to talk to their students about COVID-19 symptoms and prevention strategies.</li><li>• Parents are asked to read all campus communication about health and safety protocols and to reinforce with their children.</li></ul>  |
| <b>Teacher/<br/>Staff</b> | <ul style="list-style-type: none"><li>• Teachers attend training and develop classroom procedures consistent with TEA, District and CDC guidance.</li><li>• All staff will be trained on COVID screening, identification of symptoms, prevention of spread, and sanitation of work areas.</li></ul>  |

- All staff will monitor students that exhibit symptoms and will be required to notify the nurse.

## **POLICY AND PROCEDURES**

- District's Policies will be updated to reflect updated CDC guidelines.
- Duties and responsibilities of some employees will be amended to ensure the safety of all stakeholders.
- District will identify point of contact personnel at campus to handle COVID-19 questions.
- Parents/guardians will receive updated information outlined in the COVID-19 ELAs Reopening Plan with included CDC guidelines and recommendations. The plan will be uploaded in the District's website.
- Adjustments will be made to mitigate concerns related to COVID-19. These recommendations are compiled from the Texas Department of Health, Texas Education Agency (TEA), Center for Disease and Prevention (CDC), and the Texas School Safety Center.

# I wear a mask because...



I want to be able to see my grandparents and keep them safe.



I care about my community and I want to reduce the spread of COVID.



My best friend has asthma, and I want to be able to spend time with her.



My dad is an essential worker and has to work to support our family.



# Your Child and Face Masks



The CDC recommends that people wear cloth face coverings in public settings and when around people who don't live in your household, especially when other social distancing measures are difficult to maintain.

Some people, such as people with intellectual and developmental disabilities, mental health conditions or other sensory sensitivities, may have challenges wearing a cloth face covering. They should consult with their healthcare provider for advice about wearing cloth face coverings.

## Give your child expectations for wearing their face mask:



- ▷ Talk about when it is important to have the face mask on, and when it is appropriate to take a short break from wearing the mask.
- ▷ Remind your child that they cannot share their face masks.
- ▷ It is important to keep their masks clean - tell them they might not have the same face mask every day.
- ▷ Remind your child that the mask needs to cover their nose and their

## Let them personalize their face mask:



- ▷ Let them choose the color or the pattern.
- ▷ Allow them to decorate their masks.

## Help your child with the comfort of their face mask:



- ▷ Consider the comfort of the mask - let them try different styles of masks (for example, around the ears versus straps that you tie).
- ▷ Add adjustable snaps so there's less pressure behind their ears.

## Practice wearing it around the house and in the community:



- ▷ Have them wear the mask for short periods of time and then increase the wearing time gradually.
- ▷ Wear your face mask when your child is practicing wearing theirs.
- ▷ Practice taking the mask on and off.
- ▷ Have them play and do all of the same activities they would normally, with

## Listen to your child's concerns or feedback:



- ▷ Empathize with your child and attempt to help them understand the importance of wearing a face mask.
- ▷ Be positive about wearing the face mask.



## EXCELLENCE IN LEADERSHIP ACADEMY

915 West Interstate Highway 2

Mission, Texas 78572

(956) 424-9504

[info@elacharterschool.com](mailto:info@elacharterschool.com)

# CORONAVIRUS (COVID-19) Plan of Action

## Stage 1

- Standard Operations with intense sanitizing protocols.
- Students and staff return to school
- Parents Choice: Parents have the options to send children to school or keep them at home without penalty.
- Face to face or Asynchronous (Packets)/Synchronous (Online)

## Stage 2

- Parents Choice School Attendance Plan:
- Parents have the options to send children to school or keep them at home without penalty.
- Teachers teach from their classrooms.
- -Face to face or Asynchronous (Packets) / Synchronous (Online)
- -Child Nurtition Program -Students in school follow lunch schedule Grab & Go for students staying at home

## Stage 3

- Teacher work from home, skeleton crew running daily operations.
- Distance learning for all students.
- Asynchronous (Packets)/Synchronous (Online)

## Stage 4

- All students and staff work from home.
- Distance Learning and Packets
- Asynchronous (Packets)/Synchronous (Online)