



2020-21 Student Support School Plan

Committee Name: Teaching and Learning, Subcommittee: Student Support

Goal: To support students in a post-COVID learning environment online and in-person

Technology Support

New Chrome extension where Vince can remotely connect to troubleshoot

Survey to families about devices at home/ internet. Communication in August about what to do if a family has limited/no internet. The school will act as a liaison with Spectrum to set up the internet.

If a student has connectivity challenges, a parent should make the teacher aware, the teacher will then set up a timeline for makeup work.

Common Troubleshooting Document for Students

Academic Accommodations

In-Person	<ul style="list-style-type: none"> - Follow Student Support Plans and protocols in the Faculty and Staff Handbook
Hybrid/ Full Online	<ul style="list-style-type: none"> - Check-in with Comments for families, conducting a survey before August, and then once each trimester to improve - Specifically, ask what is working /where people need support/ family situation/ technology available at home - All teachers should complete the student check-in form, for the Dean of Students and Guidance Counselor on Wednesdays with information about students of concern and what steps have been made. The Dean of Students and Guidance Counselor will connect the teacher/family with academic support when necessary. The Dean of Students will also monitor common areas of challenge to troubleshoot - Compacting assignments when necessary, consult with Success and Dean of Students for guidance - Extra time is given when necessary, consult with Success and Dean of Students for guidance

Mental Health and Social-Emotional Learning

According to the U.S. Department of Health and Human Services, "Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices." Social-Emotional Learning curriculum supports students'

mental health. It provides students with strategies to cope with stress in healthy ways, manage emotions, set and achieve goals, make good decisions, establish and maintain positive relationships, and feel and show empathy. At Christ the King, we approach mental health and social-emotional learning through the lens of faith formation and a strong relationship with Christ. All conversations regarding mental and social-emotional health are framed in the teachings of the Church.

Mental Health Protocol for Students in Crisis

- Mental Health concerns need to be reported to the Dean of Students and Guidance Counselor immediately. Have all teachers send a check-in email to Kelley and Christine every Wednesday or Thursday so that they can see common problems, and address them by the end of the week.
- Dean of Students and Counselor “meet” with students in crisis each week

Social-Emotional Learning Curriculum

Preschool-8th	<ul style="list-style-type: none"> - Once a week guidance video - Fridays Mass Live streamed so all can view together - Theme day on Fridays same for all K-8 - Spirit Days on Wednesdays- Encourage pictures in spirit wear - All staff assigned 8-10 families to contact via phone once a month to check-in, communicate results of those calls to admin through Google Form so that data can be tracked of students/families that are struggling and what we can do to help. It will also be helpful to know with whom we not reaching so that we know who has not accessed possible supports - A monthly comprehensive survey, one prior to the start of school - Use newsletters, social media, and meetings with staff, families, and students to share how social and emotional skills and supportive environments can support children and adults through this transition and the new ways of learning that may occur in schools. - In Social Studies and Religion, plan lessons to engage students in developmentally appropriate conversations and lessons to discuss past, current, and future impacts of the pandemic on themselves, their families, their communities, and the broader world - Classroom community Meetings Weekly- Group check-in - Utilize CKS Art Happenings for students to artistically express feelings via art - Guidance Counselor will share lesson themes with religion/homeroom teachers each week to help teachers reinforce lesson content and provide them with basic info on the topic (examples include empathy, identifying emotions, gratitude, conflict resolution, etc.). - Scheduled motion breaks
Preschool	<ul style="list-style-type: none"> - One on one 10 minute sessions scheduled with each homeroom teacher - Weekly show and tell - Provide young children with simple strategies for exploring, discussing, and regulating their emotions. Read-alouds offer an easy way to prompt conversations about how big changes make them feel.
K-5	<ul style="list-style-type: none"> - Daily 1 question check-in for every child to check-in with homeroom teacher - One on one 10 minute sessions scheduled with each homeroom teacher

	<ul style="list-style-type: none">- Support students in developing relationship-building and conflict-resolution skills by helping them co-create shared agreements for their new class or distance learning environment.
6-8	<ul style="list-style-type: none">- Daily 1 question check-in for every child to check-in with cohort teacher- One on one 10 minute sessions scheduled with the cohort teacher weekly- House Day with Different Theme, House Challenge one that students can participate in from home, students can participate in meetings via Google Meet- Offer adolescents an opportunity to reconnect and create a sense of closure from the previous school year, such as by writing letters to their former classmates or teachers, or discussing with peers how the last few months will impact their perspectives as they enter a new grade.- Classroom community Meetings Weekly- Group check-in