

THE PRIMARY SCHOOL



Overview

We are creating a new school model that fundamentally reimagines how to support the life trajectory of children living in underserved communities. Our unique model brings together all of the adults in a child's life, including parents, educators, and medical and mental health providers, starting from a very early age.

Our approach has three defining characteristics:

- **We start early.** We start working with children as young as 8 months and provide full-time school starting at age three to reach them at a critical stage in development.
- **We partner with parents.** We believe that when parents thrive, children thrive, so we support the wellness and growth of parents alongside the growth of their children.
- **We integrate services.** Our unique model unites health care and education, building a multi-disciplinary team and holistic system of care around a child's full needs.

In 2016, we opened our flagship school in East Palo Alto, California, with our first class of four year olds. We have grown to serve over 300 children and their families through a birth to three program, parent wellness program, full-day preschool, and elementary school, which will grow through eighth grade. We opened our second site in Hayward, California, in 2020.

How does the environment support equitable, 21st century learning?

Holistic Focus Students engage in experiences that nurture the totality of cognitive, emotional, social, and physical factors that impact their learning, development, character, and well-being.


Customization Instruction is tailored to the needs of each student, and incorporates whole group, small group, and 1:1 formats. All students have just what they need to be successful, meaning students who need more receive more.


Connection & Community Students are deeply known and respected by all members of their school family. They collaborate with one another, and form relationships that nurture empathy, foster belonging, support well-being, and build social capital.


Our goal is to create a game-changing school model that can be replicated across the country. As we continue to learn and grow, we plan to share what we've learned and pursue policy and systems change on a local, state, and national level.

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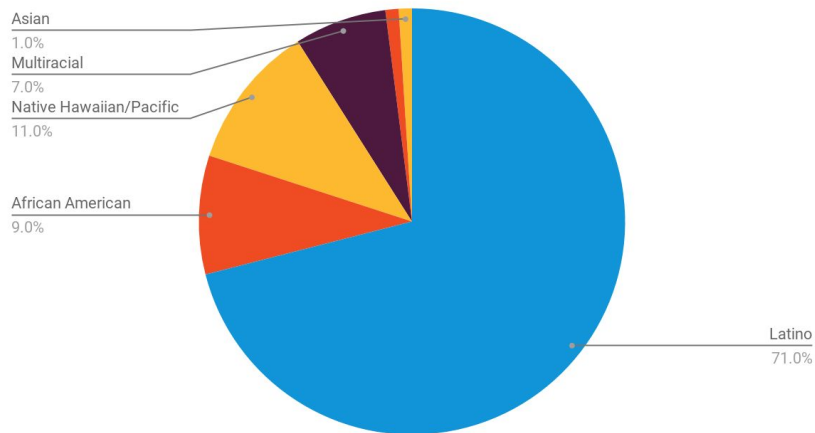
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LOCAL CONTEXT

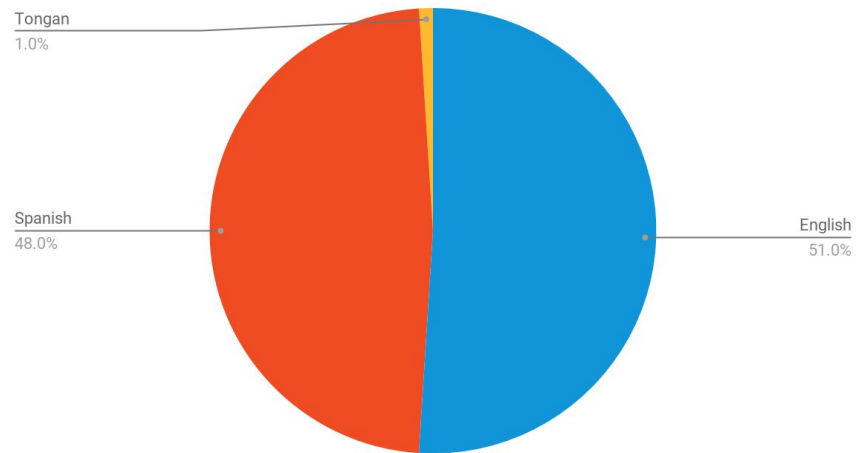
The Primary School program was built to reflect the innovation, strengths, and rich cultural diversity of the community of East Palo Alto. East Palo Alto is a small, tightly knit community in the heart of Silicon Valley. For several decades, East Palo Alto was home to a predominantly Black community; today the majority of the population is Latinx. Unlike its neighboring communities of Menlo Park and Palo Alto, East Palo Alto has a majority of low-income residents. The city has overcome - and continues to overcome - obstacles related to decades of economic, racial, political, and environmental injustices. Through its incorporation as a city in 1983, the East Palo Alto community has paved its own path with strength, leadership, and determination.

Our program was also built to fill needs articulated by parents and community members. As a result of systemic poverty and racism, many families are facing unemployment, a lack of early childhood support, lack of access to health services, food insecurity, and other stressful and traumatic experiences. We focus not on solving these challenges for families, but rather are partnering with parents in East Palo Alto to build resilience, connect them to services, and deliver a comprehensive health and education school program for their children.

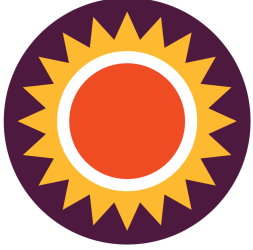



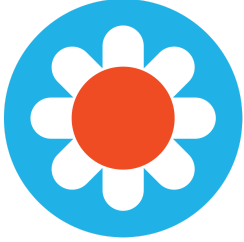
Ethnicities



Parents' Preferred Language



THE PRIMARY SCHOOL CORE VALUES IN REMOTE LEARNING

<p>Community</p> 	<p>Soul</p> 	<p>Courage</p> 	<p>Excellence</p> 	<p>Growth</p> 
<p>We act as one community.</p> <p>During remote learning this means working together to urgently tackle issues of access and equity by leveraging the unique capacities of all school-wide stakeholders.</p>	<p>We bring our whole selves to our work.</p> <p>During remote learning this means creating avenues for student-led sharing, creative expression, enriching extracurricular activities and ensuring that all students feel respected, seen and heard.</p>	<p>We set bold goals, take big risks, celebrate our successes and learn from our failures.</p> <p>During remote learning this means working thoughtfully through programming constraints to maintain similarly ambitious goals for student outcomes and courageously adapting to changing realities with innovative new approaches and tools</p>	<p>We create a culture where every child can succeed.</p> <p>During remote learning this means maximizing instructional inputs by focusing on high leverage teacher practices (conferring, small group instruction, family partnership) and evidenced-based online learning platforms.</p>	<p>We are always learning and evolving, as a community and as individuals.</p> <p>During remote learning this means reflecting, analyzing and acting on data aligned to priority outcomes and responding urgently to stakeholder feedback in order to maximize program accessibility, sustainability and effectiveness.</p>

DESIGN PRINCIPLES FOR REMOTE LEARNING

SAFETY

Support one another as humans first → ensure safety and well-being of individual students and staff

COMMUNITY

Re-build community with students and families in this new phase of learning

ACADEMICS

Provide all students access to academic materials that are developmentally appropriate

SOUL

Provide all students and families access to materials that develop SOUL and promote healthy behaviors

STAFF WELL-BEING

Ensure staff feel empowered to collaborate, connect, and contribute to remote learning in sustainable and successful ways



STUDENT LEARNING EXPERIENCES

Schedule & Use of Time

During remote learning, students have four days a week of remote academic instruction and one day a week of remote enrichment and independent work. The first half hour of every day is reserved for Zoom office hours, with teaching teams available for hands-on support via Zoom. The next half hour is reserved for live instruction: whole class lessons, school family meetings, and Soulful “Thursdays.” Additional live instruction is scheduled individually with students for small groups or 1:1 sessions. These sessions will begin no later than the 4th week of school, after beginning of year assessments are completed. Students are encouraged to follow recommended schedules for remote learning, which include guidelines for live instruction, independent work, and recorded instruction/Online Learning Platforms (OLPs). Sample weekly schedules for early childhood and elementary teachers are provided. These schedules are in alignment with the weekly expectations for remote learning

The following times have been set to provide consistency for our families during remote learning:

- 8:30-9:00 Live Zoom Office Hours (optional)
- 9:00-9:30 Whole Class Live Offerings (required)
- 9:30-3:00 Small group and 1:1 live instruction, OLPs, independent work
- 3:30-5:00 Remote Enrichment Offerings (optional)

	Preschool and Prekinder Weekly Learning Experiences	Weekly Minutes		Kinder - 3rd grade Weekly Learning Experiences	Weekly Minutes
Live Instruction	30 min whole class lesson to intro Sesame/SEL 30 min small group lesson on Sesame w/ PAC 30 min small group lesson in Math 30 min 1:1 check in	120 min		2x/week 30 min small group Reading sessions 2x/week 30 min whole group Class Family meeting 1x/week 30 min whole group Literacy 1x/week 1:1 conferring on independent work 1x/week 30 min whole group Math 1x/week 30 min small group Math	240 min
Recorded Lessons & OLPs	1x/week 15-20 min Recorded Lesson to intro math learning goal	15-20 min		3x/week 15-20 min Content module recorded lesson 5x/week 15-20 min adaptive online learning platform	120-160 min
Independent Work	HOME kits Independent work in math/Sesame	TBD		2x/week 30 min skills block 2x/week 30 min content module 2x/week 30 min math	240 min

Preschool and PreKindergarten Weekly Learning Experiences

	Literacy & SEL (Sesame)	Math	Home Learning Materials	HOME KITS (Hands On Materials for Engaged learning)
Fully Remote	Tier 1: 2x/week whole class Literacy + small group break out groups 1x/week whole class family meeting 1x week 1:1 check in Tier 2: additional 1:1 check in	Tier 1: 1x/ whole group with small group break outs groups 1x week 1:1 check in Tier 2: additional 1: 1 check in	Tier 1 & Tier 2: Weekly packet & activities aligned to learning goals for the week	Tier 1& Tier 2: Rotating activity kits sent home weekly.
Curriculum	Unit 0 SEL Lessons Sesame Workshop Integration of PAC skills/Cox Campus during remote lessons	PS Math Curriculum Bridges (PK)	(Extension of Sesame and Math curriculum)	N/A
Purpose	Students learn language, literacy, content, and SEL skills through literature rich lessons. PAC skills are integrated into lessons.	Students learn math skills and concepts appropriate to their grade level.	Students take home activities aligned to their learning goals for the week in math and literacy.	Students take home materials to encourage joyful plan, interaction, and exploration

Kindergarten - 3rd grade Weekly Learning Experiences

	SEL & Community	Small group reading (EL Skills BLock)	Content-based Literacy (EL Modules + Unit 0)	Math	Adaptive software OLP Roll Out
Remote	2x/wk - One to welcome and open week, the other to close (i.e. reflect/celebrate what was accomplished, setup for success over the weekend and preview the following week.)	Tier 1: 2 30 minute remote session (small group) 4 independent work assignments Tier 2: 3-4 30 minute remote sessions (1:1) 4 independent work assignments	Tier 1: 1 whole group live, three recorded lessons 2-4 independent work assignments 1:1 conferring Tier 2: 1 whole group live 3 small group or 1:1 lessons 4 independent work assignments 1:1 conferring	Tier 1: 1 whole group live, 1 small group lessons 4 independent work assignments 1:1 conferring Tier 2: 1 whole group live, 2 small group lessons 4 independent work assignments 1:1 conferring	TBD by Grade Level Teams. Recommended session lengths are 15-20 min.
Curriculum	Conscious Discipline - Routines + Rituals SSIS Mood Meter Community Circle	EL Skills Block	Unit 0 SEL Lessons EL Modules	Bridges	Dreambox (math) Lexia (reading) RAZ Kids (reading) Typing Club for 2nd & 3rd (typing)
Purpose	Students meet with class for SEL work & connectedness to class and school family	Students meet with teachers in groups of 3-4 for Individualized instruction in reading.	Students learn about a real world theme or topic as they go through the Read-Think-Talk-Write cycle	Students learn math skills and concepts appropriate to their grade level.	Students receive individualized instruction in math facts and reading skills through adaptive software



PK - Sample Schedule






















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PK Schedule

Live Zoom or Small Group **Required**	Independent Activity **Required**	Live Support <i>Optional</i>	Suggested Activity <i>Optional</i>
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	Monday	Tuesday	Wednesday	Thursday	Friday
Before 8:30 am	Breakfast 🍏				 Independent Learning and Remote Enrichment Offerings 
8:30 - 9:00 am	School Meeting 🌞 <i>Zoom</i>	Optional Live Support 🗣️ <i>Zoom</i>		Soulful Thursday 🍷 <i>Once / month Zoom</i>	
9:00 - 9:30 am	Sesame Reading & PAC 📖 <i>Zoom</i>	Sesame Reading & PAC 📖 <i>Zoom</i>	Math Lesson ① <i>Zoom</i>	Class Meeting 👥 <i>Zoom</i>	
9:30 - 10:00 am	PAC Group A 📖 <i>Small group</i>	PAC Group B 📖 <i>Small group</i>	Math Group A ① <i>Small group</i>	Math Group B ① <i>Small group</i>	
10:00 - 10:30 am	Recess and Snack 🍏				
10:30 - 11:00 am	Music and Movement Activity 🎵				
11:00 - 12:00 pm	Learning Centers and Activities 📄				
12:00 - 12:30 pm	Lunch 🍏				
12:30 - 1:30 pm	Nap 🌙				
1:30 - 2:00 pm	Teacher Check-In 🗣️ <i>1:1</i>				
2:00 - 2:30 pm	Learning Centers and Activities 📄				
2:30 - 3:00 pm	Movement and Snack Break 🎵				
3:00 - 3:30 pm	Enrichment Activities 🎮				

K-3 Sample Schedule - Individualized for each student

	Monday	Tuesday	Wednesday	Thursday	Friday
Before 8:30 am	Breakfast 🍏				<div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;">TO DO:</div> <input type="checkbox"/> Seesaw: Complete any missing Assignments  Seesaw <input type="checkbox"/> Lexia: 15-30 Minutes  Lexia Core5 <input type="checkbox"/> Dreambox: 15-30 minutes  DreamBox <input type="checkbox"/> Independent Reading: 15-30 minutes  Keez-Kids Login <input type="checkbox"/> Enrichment Activities 🎨
8:30 - 9:00 am (Optional)	School Meeting  Once / month  Zoom	Optional Live Support Zoom  Meeting Id:	Optional Live Support Zoom  Meeting Id:	Soulful Thursday 🍏 Once / month Zoom	
9:00 - 9:30 am	Whole Class Meeting  Meeting ID:	Whole Class Meeting Meeting ID:	Whole Class Meeting Meeting ID:	Whole Class Meeting Meeting ID:	
9:30 - 10:00 am	Small Group Meeting (Required) Meeting ID:	 Assignment on Seesaw	Small Group Meeting (Required) Meeting ID:	 Assignment on Seesaw	
10:00 - 10:30 am	Stretch and Brain Break!				
10:30 - 11:00 am	Independent Learning/ Complete Seesaw Assignment 	1:1 Student and Ms. Roepke  Meeting ID: Passcode:	Independent Learning/ Complete Seesaw Assignment 	1:1 Student and Ms. Roepke  Meeting ID: Passcode:	
11:00 - 3:00 pm	<input type="checkbox"/> Seesaw Assignment <input type="checkbox"/> 15-30 minutes Lexia <input type="checkbox"/> 15-30 minutes Dreambox <input type="checkbox"/> Independent Reading    				
3:00 - 3:30 pm	Recess and Snack 🍏				
3:30-5:30 pm	Enrichment Activities 🎨				

Afterschool and Enrichment Programming

ENRICHMENT PROGRAM

The Primary School is excited to offer a variety of FREE ONLINE enrichment courses for students this year! All students will have an opportunity to register for available enrichment clubs. Students will be admitted into at least one club and if space permits, will be able to join multiple. Club materials included with registration.

TIMELINE

Registration Deadline: Aug.21

1st Day of Enrichment: Sept. 14

Last Day of Enrichment: Dec.18

PROGRAMMING GOALS

- Opens new windows of curiosity and interest for students
- Allows them to investigate their talents, Identify problems, design solutions and think creatively

ENRICHMENT COURSES

- | | | |
|-----------------|----------------|------------------|
| ● Architecture | ● Coding | ● Service |
| ● Arts & Crafts | ● Food Science | ● World Drumming |
| ● Basketball | ● Hip Hop | ● Ukulele |
| ● Capoeira | ● Photography | ● Yoga |
| ● Cartooning | ● Robotics | |
| ● Ceramics | ● Science | |

MENTORSHIP PROGRAM

In addition to enrichment activities, select students in 1st-3rd grade will have an opportunity to connect 1:1 with an older mentor to receive additional academic support focused on reading and literacy.

MENTORSHIP GOALS

- Connect & develop strong bonds of friendship
- Support and encourage each other during this challenging time Experience joy of learning
- Receive homework support & tutoring Create a story book together!

LOGISTICS

- Students and mentors will meet 1hr each week over Zoom.
- Students matched with a mentor will be able to schedule tutoring times directly with their mentor.
- Registration Deadline: Aug21 - 1st Day of Mentorship: Sept.7 - Last Day of Mentorship: Dec.18

ENABLING SCHOOL ELEMENTS

Curriculum, Instruction, & Assessment

To mitigate instructional loss during remote and hybrid learning, we focus on high leverage instructional practices and high leverage standards designed to meet the needs of our most vulnerable learners. As learning to read is a primary goal of early childhood and early elementary instruction and learning to read and write provides the foundation for a lifelong of learning, we are focusing our instructional program on supporting students through the phases of early literacy development. To that end, the pacing for our foundational skills instruction remains the same from Preschool to 3rd grade.

High Leverage Practices

- *Small group instruction:* All students receive differentiated instruction: All students receive differentiated instruction in reading and language development in small group or 1:1 setting at least twice a week, and small group instruction in math at least once a week.
- *1:1 conferring with feedback:* All students receive a weekly phone call or zoom session with their teacher/case manager for a 1:1 check in on their progress and learning goals. Teachers use the check-ins to provide feedback and to ensure students complete independent work assignments.
- *Family partnership:* Learning goals and activities are made clear to families so they can support their students' learning at home. Families receive information about grade level goals as well as remote learning expectations at the beginning of the year, as well as ongoing communication about their students' engagement in remote learning progress towards year end goals.

High Leverage Standards

- Reading Foundation Standards
 - [CA Preschool Learning Foundation Standards in Reading](#) for PS & PK
 - [Common Core ELA Reading Foundational Standards](#) for K-3
- Math Anchor Standards
 - [GK Scope and Sequence](#)
 - [G1 Scope and Sequence](#)
 - [G2 Scope and Sequence](#)
 - [G3 Scope and Sequence](#)

Assessment and Data Driven Instruction

- DDI on foundational skills: All teachers will engage in data inquiry cycles using foundational skills assessment data. In PS/PK, the focus is on Phonological Awareness, Alphabet Knowledge, and Concepts of Print (PAC assessments). In K-3, the focus is on EL Skill block assessments (Phonological Awareness, Alphabet Knowledge, Decoding, and Encoding.)
- Teachers will use ongoing assessment, engagement in online learning, and overall academic and SOUL needs to determine which students require Tier 2 support in literacy, math, and SEL. Tier 2 support will be provided through additional small group instruction as well as 1:1 instruction.

Special Education

Students will continue to have access to special education services and extra supports during remote learning. This year we have increased our support staff and will provide small group and individual services in reading, writing and math as well as speech and OT for students with IEPs and learning needs. Services will be inclusive of PS-3rd grade, and established inline with current IEP goals, and recommended modifications and accommodations. Learning specialists and classroom teachers will determine which students will receive additional intensive and frequent instruction. Intervention goals will be developed based on each student's current level with a focus toward grade level achievement. Progress Monitoring will occur weekly for academic skills and monthly for OT and speech skills.

Communication with parents is an important piece of a student's education. Teachers will inform families of the nature of the interventions and provide them with regular information about student progress, including examples of data and how to interpret them. This information will let families know what is being emphasized in the specialized instruction, so they can reinforce those activities at home. As in previous years parents will receive a progress report (3x per year) which includes goals in each area of intervention, modifications and accommodations that are being provided, and information regarding IEP dates.

Instructional Support Services	Frequency and Type
Specialized Academic Instruction	Intervention in reading, writing and math skills is provided by Special Education Teachers/Learning Specialists in grades K-3 with specialized training in the Orton-Gillingham approach (3-4x per week)
Speech Therapy	Provided at least 1x per week, with follow up activities provided (SeeSaw or paper packets)
Occupational Therapy	Provided at least 1x per week, with follow up activities provided (SeeSaw or paper packets)

All services delivered in small groups or 1:1 sessions.
Services will be provided via Zoom or in person with PPE and Social distancing.

Community & Culture

In order for students to access learning they must first feel safe and respected. This is a promise we make to our students and will continue to honor during hybrid and remote learning. We know that children thrive when environments and routines are predictable. To that end, during distance learning, **Class Families** will maintain many of the routines, rituals and structures that students would experience in the classroom.

Rituals and Structures	Purpose
Community Circles <ul style="list-style-type: none"> - Wish Well Routine - Welcome Back Routine - Class Chants/Cheers - Celebrations - Capturing Kindness 	<p>Community Circles provide opportunities for everyone in the classroom to feel both seen and heard. It is in this space that many rituals are performed that help the child feel connected and in turn ready to contribute and learn. Maintaining these routines will provide a sense of familiarity in spite of distant learning.</p> <p>Class Families maintain culturally responsive practices by inviting student voice and input; ensuring that students see themselves reflected both in the curriculum and culture of the school.</p>
Class Family Agreements	<p>Given the complex nature of remote and hybrid learning it will be critical for teachers to establish classroom agreements with students in order to maintain safe and productive learning spaces.</p>
Strong Starts	<p>Strong Starts help to bring a child’s brain to its optimal learning state. To ensure students are ready to learn during remote/hybrid offerings, Teachers will begin their sessions with a Strong Start.</p> <p>Strong starts include:</p> <ul style="list-style-type: none"> - An opportunity to build a sense of belonging/community - An opportunity to build relationships through connection - A mindful moment to breathe, stretch and recenter - An opportunity to set a goal/intention
Class Family Jobs	<p>Class Family Jobs give students the opportunity to provide an act of service. These acts of helpfulness keep children in their executive state. In remote learning it is important to have a variety of jobs available, to support students who may have a harder time staying engaged.</p>

To maintain a sense of safety, unity and pride within the larger TPS Family, we hold virtual TPS Family Meetings and Soulful Thursdays. Distance will not be a barrier to building moments of joy and connection with all of our students.

TPS Family Meetings

TPS Family Meetings serve as a time for the whole school to “convene” and enjoy Strong Starts, mini lessons and celebrations together. TPS Family Meetings will take place on the first Monday of each month. All Meetings will be broadcasted live, recorded and then shared for students who were unable to attend. In the beginning of the year, facilitation of TPS Family Meetings will be shared between School Leaders and School Culture Team Members. In time, Student Leaders who are interested and willing will be encouraged to support in planning and facilitating as well.

Themes include, but are not limited to:

- School Values
- Social-emotional/Soul Skill Building
- Cultural Celebrations
- Current Events
- Schoolwide Challenges and Commitments

Soulful Thursdays

Soulful Thursdays are a special part of TPS culture where we bring together a combination of students, staff, families and community partners to share in a “soul-filled” activity and/or celebration. In a remote model, Soulful Thursdays follow a monthly theme. Each week, content to support the theme (i.e. video recordings, activities, etc.) will be added into the Enrichment folder of Seesaw. Students will be encouraged to complete the Soulful Thursday activities and at the end of the month students will have an opportunity to share out what they have created. The last Thursday of each month will be reserved for a celebratory, culminating live Soulful Thursday event. A schedule of Soulful Thursday themes will be shared with staff and families at the start of the school year. If interested, families are welcome to plan and facilitate a live Soulful Thursday lesson via Zoom.

Socio-emotional Skill Building (SOUL)

Tier I

Socio-emotional skill building is paramount to a child’s development, and even more so during remote learning when social interactions can be limited. We use proactive socio-emotional lessons, supportive responses to behaviors, and modeling of socio-emotional skills to support meaningful learning.

This work begins in the first six weeks of school in Unit Zero, where we create a felt sense of safety for our students, foster respectful relationships, and create the environment for learning to happen. By the end of the unit teachers should have a basic understanding of their students’ likes, dislikes, and families. Students should know the names of their peers, see their teachers as adults they can trust to keep the learning environment safe and respectful, and understand the responsibility they, the students, hold to help keep the classroom safe. In addition to the thoughtful introduction and roll out of routines and procedures, Unit Zero provides guidance on where to begin socio-emotional learning. Topics include: *Attachment and Belonging, Safety, Five Steps to Regulation* and *Identity*. As the year continues, Teachers use a combination of the following resources to guide their Tier 1 SEL instruction:

Tier I Tool	Description	Grades	Frequency
TPS Soul	Teachers will utilize best practices, grounded in neuroscience and trauma informed approaches, to support ongoing Tier I SEL instruction. These best practices ensure that when building socio-emotional skills we consider the mind, body and soul (wellness) of each child. Additionally, Teachers will create and share lessons that cultivate culturally responsive instruction, honor resiliency and foster a growth mindset.	PS - 3rd	Daily (Explicit lessons and embedded instruction)
Mood Meter	The Mood Meter is used to identify feelings accurately in order to build self- and social awareness and develop a sophisticated emotion vocabulary. Given the distance, it will be important for students to regularly check in with their own feelings, and for teachers and families to have a pulse on how their students are feeling.	PS - 3rd	<ul style="list-style-type: none"> Referenced Weekly (either to open or close the week) Check in (as needed) during small group and/or 1:1 Encourage daily practice at home.
Sesame SEL Mini Lessons	The SEL mini lessons provided by Sesame cover foundational skills for healthy development and school readiness. Topics include: Attachment, Stress Management, Self Regulation, Self Awareness, Social Awareness/Relationship Skills and Executive Functioning. In remote learning, teachers utilize the SEL mini lessons in small group and/or whole group offerings.	PS - PK	<ul style="list-style-type: none"> Once a week - live lesson Ongoing access to SEL library of videos and pre-recorded mini lessons.

SSIS Mini Lessons	While SSIS will be used to guide Social Skills Groups in Tier II, the lessons provided can also be embedded into Tier 1 routines such as community circle to proactively support SEL skill development.	K - 3rd	Once a week (Can be embedded within community circle)
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For students who appear to be a bit disconnected from the Classroom Family, lack engagement, and/or students who struggle to participate in remote learning, the teacher should reference CARE+ Strategies. These strategies provide an extension to the Tier I SEL Tools and when implemented early and with fidelity (ideally 1:1), the Teacher and BEST members are able to gather information and determine whether the child needs increased support via the COST process.

Tier II SOUL: REMOTE INTERVENTIONS

Tier II Intervention	Description	Frequency	Person/ Service Provider
Lunch Bunch/Caring Connection	During remote learning this can be an opportunity for students to connect with peers and 1 adult safekeeper. Can be informal with the safekeeper facilitating easy games or discussion with students. This can also be a 1:1 intervention for a student and adult safekeeper.	1x-2x/week	Jordan, Cynthia, Para
Social Skills Groups	Groups of 2-5 children working on targeted social-emotional skills (i.e. self-regulation, cooperative play) using either a combination of resources and activities or a structured curriculum (i.e. SSIS, Zones of Regulation , SuperFlex , etc) OR a member of the consultation panel guides the teacher in utilizing an SSIS intervention in the classroom with a small group of students.	2-3x/week for 30 minutes each group	TA, Clinician, Para,
Teacher support and coaching	Guidance and support to teachers around work with a specific student and caregiver. Can also be linked to work happening in individual/family therapy on a Tier III level.	2-4x/month and as needed	Amy, Jordan, Cynthia
IWM/ Disconfirming Stance	To support students who have internalized negative self-messages due to past trauma or other factors, the team may use this tool to develop an Internal Working Model and Disconfirming Stance hypothesis. The team can then generate a list of interventions that reflect the disconfirming stance.	Ongoing	Teacher, other team members

Tier III SOUL: REMOTE INTERVENTIONS

Intensive Interventions	Description	Frequency	Person/ Service Provider
Individual Therapy	A clinician can provide individual therapy services to a small caseload of students	2x/week (30 minute session)	Clinician; external referral (CBO, BHRS, etc)
Family Therapy	A clinician can provide weekly or biweekly family therapy services to a small caseload. These services may be provided just with caregivers (collateral), with caregivers and children (whole family), and/or with the primary caregiver and identified child patient (dyadic).	2-4x per month (60 minute session)	Clinician; external referral (CBO, BHRS, etc)
Mental Health Counseling	A mental health counselor can provide counseling to student in order to support and augment therapy treatment goals	1-2x/week	SSA (Melanie)
Teacher support and coaching	Through the Student Support Plan/process, a Clinician may provide guidance and support to teachers around work with a specific student and caregiver (linked to work happening in individual/family therapy).	2-4x/month and as needed	Amy, Jordan

Adult Roles & Learning

Staff Roles

Under these new regulations and guidelines, several staff members will be reassigned to different roles. Because there will not be a “one size fits all” description for roles in the school, we have created general guidelines for grade level and teaching teams to follow, while allowing agency and autonomy to divide responsibilities in ways that are meaningful and highlight the strengths of individuals. In all classrooms, the teacher designated “lead” will take the bulk of planning as well as a larger caseload of students for Children’s Circles and case management. In all grade levels, GLCs will work with their teams to divide responsibilities for remote learning so that grades can departmentalize for subjects.

Staff Professional Development

All teachers will participate in professional development to promote equity work, social emotional work and staff well-being as well as professional development in curriculum and instruction. Professional Development will kick off at our *August Retreat*, and then continue on Friday Professional Development throughout the year. Given the many demands of a remote model, every Friday the full day will be dedicated to prep, planning, and professional development while students engage in remote enrichment offerings and independent learning activities. Staff Learning will focus on the following areas:

- *Equity/SEL/Staff-Well being*
 - Small group support/process group to address ongoing self care plan and prevention of burnout (2x/month)
 - Critical Friends Group to create a culture of seriously examining classroom practices and making changes to support student growth and equity (2x/month)
 - Identity work utilizing the Teaching Tolerance Social Justice standards to ground learning
 - Book study and discussion groups in response to *Culturally Responsive Teaching and the Brain*
- *Curriculum and Instruction*
 - Early literacy and language development
 - Culture and SEL
 - Special Education and Integrated Supports
 - Differentiated PD (by role)

Teacher Coaching

- During remote learning, teachers receive virtual coaching through video monitoring and zoom coaching sessions.
- Teacher coaching during the first six weeks focuses on Culture and Soul: rituals, structures, routines, and procedures that promote a safe and respectful remote classroom community. Teachers receive explicit guidance as well as clear feedback using a First Six Weeks Implementation checklist which has been specifically adapted for remote learning. A Culture and Soul Observation rubric provides an additional tool for observation.
- Following this, teachers will receive targeted coaching in Early Literacy and Social Emotional Support.

Family Partnerships

Given the unprecedented shifts during COVID-19, deep partnership with families and communities is an even more important part of our mission. The societal changes during this time have had a tremendous impact on the lives and livelihoods of those we serve *and* have increased the responsibility of parents and families in the education and daily care of each student. In addition to the important work of the parent coaching team to address concrete needs and support families in accessing community resources, school site staff work diligently to identify opportunities for partnership, offer supportive resources to enhance student learning, and empower families with the strategies to implement new programming elements. We seek ongoing family feedback as we work diligently to anticipate and proactively manage changes. In the process our teams have identified some key where partnership and problem-solving between school and home has been essential.

Holistic Focus	Customization	Connection & Community
<ul style="list-style-type: none"> ● Social Emotional and Mental Health Needs The school provides small group and individual services for social skills and mental health needs during both remote and in school learning. ● Extended Home Based Resources The school provides a variety of materials and flexible activities to promote and deepen parent-child interaction and promote learning, including play-based learning, at home. ● Schedules and Best Practices The school offers families age appropriate student schedules for remote learning time that include play, physical movement, and nutrition breaks as well as instructional blocks. 	<ul style="list-style-type: none"> ● Translation Each grade level has at least one staff member dedicated to Spanish-English translation to ensure that assignment directions and communication to families is translated into Spanish. ● Conferring and Feedback Teachers meet with students 1:1 to provide direct feedback on in-person and remote work to ensure students and families know how to support student growth and refine student practice. ● Technology Access and Connectivity The school ensures all families have internet access, hardware, and training to support their students with online learning and remain connected to the school community during remote learning. 	<ul style="list-style-type: none"> ● Student to Student Connection Teachers host community circles, offer small group breakout spaces and engage students in connection based games and activities. ● Healthy Student-Teacher Relationships Teachers offer space for students to share and be seen in whole and small group lessons and follow up with 1:1 student check-ins. ● Proactive Communication Families receive clear and predictable communication through multiple formats in an attempt to reach all families: teacher contact at least 2x/month for elementary families and 1x/ week for early childhood families. The school admin team shares weekly newsletters, monthly video messages, and hosts quarterly town halls. In addition families get monthly 1:1 calls from parent coaches.

PARENT COACHING PROGRAM

We believe that for children to thrive the adults around them need to be well. We will continue carrying out our mission of supporting the whole child by ensuring caregivers are well through our Parent Coaching Program.

Program Outcomes:

Healthy individuals

Parents are resilient adults who are successful, healthy, and happy in their own right.

Stable and supportive homes

Families and homes are stable and supportive for children.

Involved parents

Parents are empowered with the skills they need to be effective parents who engage in the health and education of their children.

To meet program outcomes we have made some modifications to our activities:

- Until December 2020, the Parent Program will be remote. Parent Coaches will hold virtual monthly groups with our families and will continue monthly coaching calls over the phone.
- We're adding support for financial wellbeing (optional webinars for families, capacity building for coaches, add permanently a job bulletin to the weekly resources guide partnership development with community organizations if families want to go deeper on financial coaching)
- We will continue:
 - Focusing on families' well being by coaching to their adult goals.
 - Facilitate weekly and monthly groups virtually
 - We will build our team's capacity to develop virtual facilitation skills
 - Managing and preventing crisis through accessing concrete supports (food, housing, legal aid, health, etc.)
 - Support access to remote learning for students.
 - Integration and collaboration with teachers, health, and school staff (including delivery of Children Circles).
 - Send to families weekly, user friendly, resources guides with concrete supports and community opportunities.

Technology

The Primary School is committed to leveraging technology that amplifies teacher-led instruction, adapts to student needs, generates valuable data on student learning and provides ample opportunities for extended and differentiated practice of common core aligned in accessible and engaging formats. To do this we partner closely with families to identify and remove barriers to technology access through direct school support and community resources.

Students will be using a mix of iPads and Chromebooks to maximize age appropriate usability and functionality. For younger grades iPads offer a simple interface and intuitive touch commands to ensure high levels of accessibility and minimal startup time. For older students (particularly G2 and above) Chromebooks offer full keyboard to allow for additional typing practice and applied writing assignments on the device. These devices will be at a 1:1 ratio for Kinder and above to ensure that all students have access to needed technology in the home and school environments.

Students access the majority of their programming through Clever's single sign on platform. From there students can easily log on to any of the associated online learning programs across a variety of content areas. In many cases their first stop will be Seesaw, which provides a virtual classroom dashboard from which teachers can send class messages, add assignments with a variety of attached multimedia, offer differentiated formats and skill based practice, and provide feedback on students submitted work.

From Clever, students can also access content-specific online learning programs to extend and differentiate their independent practice. Lexia Core 5 explicit, systematic, personalized learning in the six areas of reading instruction. Dreambox offers an adaptive platform for math practice and growth with integrated assessment and data aligned to common core standards. RAZ Kids extends the classroom library and provides resources to extend student practice with appropriately leveled texts. For older students in second grade and above, Typing Club creates opportunities to practice 21st century tech skills and build effective typing strategies through engaging and interactive games like experience. Each grade level teaching team will work together to set common expectations for how much time students spend on online learning programs.

Additionally the school continues to offer schoolwide and classroom specific messaging and resources through the Remind platform, the Primary School YouTube channel and the Primary School EPA website.

Dissemination Priorities and Process

The Primary School is committed to not only providing the best possible education to the students we serve, but also to share what we are learning with the broader field. We are hiring a manager of remote learning to lead both the implementation and dissemination of best practices during COVID. The manager will work closely with the Learning and Data Team and our Communications Manager to identify and share promising practices through various mediums, e.g., social media, free media, convenings, and individual partner connections.

The graphic below describes our learning process:

