



XCS Learning Recovery & Extended Learning Plan

District Name:	Xenia Community Schools
District Address:	819 Colorado Drive Xenia, Ohio 45385
District Contact:	Dr. Jill Hollander, Director of Instructional Services
District IRN:	045153

Identifying Academic Needs		
Impacted Students:	<i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their learning progress (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i>	
Considerations:		Budget
Spring 2021	<p><u>Learning Gap Analysis</u></p> <p>A gap analysis has been completed using multiple data points and assessments from the 2020-2021 school year. This includes, but is not limited to: MAP data, common assessments, Kindergarten Readiness Assessments, Edgenuity Courseware assessments / Edgenuity Genius assessments, MyPath data, and PathBlazer data.</p> <p><u>Grades Kindergarten through 8</u></p> <p>In grades K-8, a review of Fall and Winter MAP data will be used to identify students who will be invited to summer school.</p>	TBD



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Teacher recommendations, letter grades, and attendance will also be examined to identify students who will be invited to summer school.

Grades 9-12

In grades 9-12, a review of: letter grades, grade point average, teacher recommendations, and attendance will take place.

These are the data points that will be used to identify students who will be invited to summer school. Students who are credit deficient, especially in the areas of English and Math will be invited to participate.

Students Identified as Homeless

K-12th grade students who are identified as homeless will be identified as an at-risk population and eligible for participation in summer school programming. Students identified as homeless will receive support through the McKinney Vento grant and services to ensure engagement with schools and to address learning gaps.

Third Grade Students

Third grade students who are not proficient in reading as indicated by MAP and XCS common assessments will be identified for after school 1:1 tutoring in reading. After school tutoring will occur during the months of March and April.

Planning for Summer School of 2021-2022 School Year

After reviewing all data from the school year, priority standards



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	will be identified for summer school and the 2021-22 school year in the areas of ELA and math.	
Summer 2021	<p>Formative assessments will be utilized during summer school sessions to identify learning gaps in grades K-12.</p> <p><u>Grades K-8</u></p> <p>For students in grades K-8, a review of Winter and Spring MAP data, as well as teacher assessments will be utilized to ensure student needs and learning gaps are identified at the end of the school year/ beginning of summer school.</p> <p><u>Grades 9-12</u></p> <p>Students' progress and earned credits will be monitored for all 9-12th grade students.</p> <p>Learning needs will be identified and shared with appropriate teachers and administrators by the beginning of the 2021 school year.</p>	TBD
2021 - 2022	<p><u>Gap Analysis</u></p> <p>At the beginning of the 2021-2022 school year, a review of Spring 2021 and Fall 2021 MAP data will be utilized to identify learning gaps in ELA and math. Common assessments in science and social studies will be utilized in to identify learning gaps.</p> <p>At the beginning of the 2021-2022 school year, Ohio State Testing data from the spring of 2021 will be examined and areas of strengths and weaknesses will be determined for each school,</p>	TBD



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	<p>grade level, and content area.</p> <p><u>Mid-year Review</u></p> <p>During the school year, winter and spring MAP data will be collected and utilized for determining needs prior to Summer School for the 2022-23 school year. Formative assessments will be utilized throughout the summer school.</p> <p>9-12th grade students will be identified to participate in summer school by: letter grades, grade point average, teacher recommendations, and attendance. Other students will be identified as invitees due to their desire to gain credits over the summer in advance to ensure they graduate on time.</p>	
2022 - 2023	<p><u>Gap Analysis</u></p> <p>At the beginning of the 2022-2023 school year, a review of Spring 2021 and Fall 2021 MAP data will be utilized to identify learning gaps in ELA and math. Common assessments in science and social studies will be utilized in to identify learning gaps.</p> <p>At the beginning of the 2022-2023 school year, Ohio State Testing data from the spring of 2022 will be examined and areas of strengths and weaknesses will be determined for each school, grade level, and content area.</p> <p><u>Mid-year Review</u></p> <p>During the school year, winter and spring MAP data will be collected and utilized for determining needs prior to Summer</p>	TBD



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	<p>School for the 2023-24 school year. Formative assessments will be utilized throughout the summer school.</p> <p>9-12th grade students will be identified to participate in summer school by: letter grades, grade point average, teacher recommendations, and attendance. Other students will be identified as invitees due to their desire to gain credits over the summer in advance to ensure they graduate on time.</p>	
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Approaches to Address Academic Gap Filling		
Approaches & Removing/Overcoming Barriers	<p><i>What approaches will schools/districts use to fill learning needs identified above?</i></p> <p><i>What steps will be taken to remove/overcome barriers that may be associated with the "Gap Filling Approaches" (transportation to tutoring, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i></p>	
		Budget
Spring 2021	<p><u>Summer School Planning</u></p> <p>Both remote learners and in-person learners will be invited to summer school, based on academic needs.</p> <p>Students with learning gaps in math and ELA as determined by MAP will receive on-going individualized instruction to encourage academic growth.</p> <p><u>ELA and Math Prioritized</u></p> <p>The district's academic focus areas for all students will be: ELA and math. Teacher teams have identified priority standards</p>	TBD



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during the 2020-21 school year to ensure horizontal and vertical articulation. Teachers will be trained on research-based instructional strategies to close learning gaps and will be trained on using data to inform instruction.

Tutoring- Reading

Third grade students who are not proficient in reading as indicated by MAP and XCS common assessments will be identified for after school 1:1 tutoring in reading during March and April 2021.

XCS Virtual Field Day

During Spring of 2021, an XCS Virtual Field Day will take place to overcome the barrier of student disengagement and to address academic gaps. This day will provide all K-5 students with virtual instruction to participate in STEAM activities, will include: science demonstrations, will encourage reading and writing, and will include a physical education / SEL component that will be held outside to promote student-wellness.

Transition from Spring to Summer Learning

The district will plan intensive learning support during the summer of 2021.

Clear instructional plans will be communicated with staff, parents, and other stakeholders. Letters will be sent to families through the Summer Learning Challenge Kits and the instructional plans will also be shared during the Board of Education Meeting in April of 2021.



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Summer 2021

Summer School

Summer school for at-risk students that will include: ELA, math, and SEL components for grades K-8. 9-12 students will have the opportunity to recover credits and will also participate in SEL lessons. Credit recovery, as well as the opportunity to earn course credit in advance will allow high school students to graduate on-time, and will help them recover credits that may not have been earned due to the pandemic.

Summer Learning Challenge Kits

Students will also learn by utilizing Summer Learning Challenge Kits. These learning kits can be completed over the summer (2021). Summer Learning Challenge Kits will include academic practice in ELA and math, as well as SEL activities. These kits will provide individualized learning opportunities for students who receive English Language Learner services or who have an Individualized Education Plan. Students identified as gifted, as well as the general student population will be provided with enrichment challenges from the XCS Gifted Department. This is another step that will be taken to overcome the barrier of disengagement and address academic gaps.

Accessibility

To ensure accessibility, students will be able to look at the Summer Learning Challenge kits online. Due to a lack of residential internet / home devices, all students will receive a paper copy of the summer learning challenge prior to summer break. Exercises in ELA and math will be provided for every



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week over summer break. Summer Challenge kits will also include flashcards for students to practice math facts and site words.

Virtual STEAM Lessons

Additional virtual science Zoom lessons will be available for students in summer school, as well as all K-8 students who are not participating in summer school. A teacher will complete hands-on demonstrations and allow students to participate from home and school.

Transition Grades

6th Grade

Transition grades will have Zooms to review: basic skills, study skills, and tips (in coming 6th graders and incoming 9th graders). Incoming 6th graders will have the opportunity to participate in 2 weeks of math instruction prior to starting middle school. This will be open to all students. In addition, incoming 6th graders will receive academic and social-emotional support through the WEB (Where Everyone Belongs) program. WEB has been proven to decrease referrals by 37%, truanancies by 33%, and suspensions by 20%. It is a yearlong program with four key components that contribute to its success. The four components include: a 6th grade orientation led by selected 8th graders who



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receive 2 days prior training over the summer, academic follow-ups led by the 8th grade leaders, social follow-up items and leader initiated contacts.

Incoming Kindergarten Students:

Incoming Kindergartners will receive Summer Learning Challenge kits with information for parents on Kindergarten readiness skills that they can practice at home with their children. Hands-on activities will be included in the kit. Kits will be distributed to current Xenia Preschool students (roughly 180) who are transitioning into Kindergarten. Other XCS kindergarten enrollees will have the opportunity to access the summer learning challenge kits as well. Incentives for students to continue summer learning will be provided by the district. Summer learning challenges can be turned in at the beginning of the 2021-22 school year.

Incoming 9th Graders

There will be special virtual instruction to assist 9th grade students who will be attending Xenia High School for the first time. These virtual instructional sessions will include: a review of



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basic reading, math, and writing skills. The sessions will also address strategies for academic success, such as note taking and organization.

Virtual Tutoring- Reading

Students may have the opportunity to receive virtual reading tutoring from Cedarville University's teacher candidates.

Community partners may also be a part of tutoring students virtually in reading during the summer of 2021.

Access to Online Learning Applications

All students will have access to online learning applications for enrichment in ELA, math, science and social studies. Students will have access to SeeSaw, PathBlazer (soon to be transitioned to MyPath), Eureka math, Learning A to Z, Happy Numbers, EdPuzzle, Reflex, Zearn, iXL, and Flocabulary.

The XCS Summer Reading Bus

All students will also have access to the XCS Reading Bus, which will provide enrichment activities and free books for all students who attend. This will help address student disengagement due to the pandemic. Community partners will work with XCS to provide various opportunities for students to



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	<p>engage with field experts, including librarians and historians from local museums.</p> <p><u>Combating Student Disengagements</u></p> <p>To combat summer disengagement, students will be provided with more than academic assistance. Students will also be provided with transportation to and from summer school, breakfast, and lunch. In addition, small class ratios will allow students to receive small group and personalized instruction.</p> <p><u>Plan Components</u></p> <p>Overall, the XCS Summer Plan includes: summer school, at home learning opportunities for all XCS students (Individualized Summer Learning Challenge Kits, access to online learning applications, XCS Reading Bus access, virtual tutoring, virtual science demonstrations), and transition grade learning opportunities. The goal of all summer planning components is to close the academic gaps caused by the pandemic and to increase student engagement.</p>	
2021 - 2022	<p><u>Summer Progress Report/ Fall Gap Analysis</u></p> <p>Summer school teachers will share academic gap analyses with appropriate teachers and staff to give updates on students' summer progress.</p> <p><u>Strong Focus on ELA</u></p> <p>During the 2021-2022 school year, there will be a strong district focus on ELA. During the 2020-2021 school year, a new 4 / 5th grade curriculum was chosen and piloted, which will be</p>	TBD



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implemented during the 2021-2022 school year. Special interventions through Read 180 and System 44 will be utilized to address gaps in ELA for 4th and 5th grade students. Multiple tiers of interventions will be provided. Students in grades K-3 will continue to utilize Foundations and will also have writing lessons guided by the district. There will be quality, research-based instructional materials available to teachers. MyPath (currently PathBlazer), will be utilized in two ways. It will provide differentiated lessons for students who are gifted and talented, as well students who have IEPs. The gifted program will serve students in grades 3-5 and courses will be aligned to helping provide enrichment in math, ELA, or both math and ELA. Gifted and talented students will also be provided with STEAM opportunities.

In grades 6-8 Savaas ELA digital texts will be utilized to strengthen ELA skills. In grades 9-12, Savaas ELA digital texts will be utilized to strengthen ELA skills. Students who are identified as gifted and talented will have enrichment opportunities through AP courses and advanced content through MyPath. Students who have IEPs will have academic support and additional lessons through MyPath as well, as it is adaptive and provides lessons that are linked to each students' MAP results.

Strong Focus on Math

The math curriculum will be utilized in grades K-5. Math resources in grades K-5 include: Eureka Math as well as



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MyPath's adaptive lessons to provide intervention and enrichment. Math applications will be used in grades K-5 such as: Happy Numbers, Reflex Math, and iXL.

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Summer School and Summer Enrichment

After the 2021-2022 school year, students will be provided with summer learning opportunities, similar to those offered in the summer of 2021. These may include: summer school, Summer Learning Challenge Kits, science labs and STEAM opportunities, Summer Reading Bus lessons, reading tutoring and various opportunities for virtual tutoring.

Teacher and Administrative Professional Development

Research-based instructional strategies for increasing achievement will be provided for various content areas and grade levels.

Re-evaluate Priorities



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	At the end of the 2021-2022 school year, priority standards will be reevaluated to ensure they match the academic needs of students during summer school and the 2022-23 school year.	
2022 - 2023	<p><u>Summer Progress Report/ Fall Gap Analysis</u></p> <p>Summer school teachers will share academic gap analyses with appropriate teachers and staff to give updates on students' summer progress.</p> <p><u>Strong Focus on ELA</u></p> <p>During the 2022-2023 school year, there will still be a strong district focus on ELA. The Houghton- Mifflin- Hartcourt series will be fully implemented in grades 4 and 5 by the 2022-23 school year. Special interventions through Read 180 and System 44 will be utilized to address gaps in ELA for 4th and 5th grade students. Multiple tiers of interventions will be provided.</p> <p>Students in grades K-3 will continue to utilize Foundations and will also have writing lessons guided by the district. There will be quality, research-based instructional materials available to teachers. MyPath (currently PathBlazer), will be utilized in two ways. It will provide differentiated lessons for students who are gifted and talented, as well students who have IEPs. The gifted program will serve students in grades 3-5 and courses will be aligned to helping provide enrichment in math, ELA, or both math and ELA. Gifted and talented students will also be provided with STEAM opportunities.</p> <p>In grades 6-8 Savaas ELA digital texts will be utilized to</p>	TBD



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Re-evaluate Priorities

At the end of the 2022-2023 school year, priority standards will be reevaluated to ensure they match the academic needs of students during summer school and the 2023-24 school year.



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Approaches to Identify Social & Emotional Needs		
Impacted Students:	<i>How will schools/districts identify which students have been most impacted by the pandemic in terms of their social/emotional needs (with a focus on the most vulnerable student populations including but not limited to disengaged students)?</i>	
		Budget
Spring 2021	<p>Students that have been the most impacted by the pandemic in terms of social / emotional needs are being identified in the following ways:</p> <ul style="list-style-type: none">• Disengagement with school as determined by absence rate and behavior.• Counselor / principal referrals in all buildings (the District has at least one counselor per school building).• School Health Assessment and Performance Evaluation (SHAPE) - assesses the quality of our school mental health system based on seven domains.• Through Partnerships with the School Counseling Advisory Council, YMCA, Five Rivers Health Center, PATH, Catalyst Counseling LLC, Family and Children First Council, Greene County Juvenile Prevention Center, Xenia Rotary, Xenia Police Department, Local Churches, and Family Solutions. <p>These strategies are aligned with the District's Student Wellness and Success Plan, the District Health Action Plan, and the District Improvement Plan.</p>	TBD



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Summer 2021	Students impacted by the pandemic in terms of social / emotional needs are attending summer school for 4 weeks. Students will receive academic support, as well as social-emotional learning lessons.	TBD
2021 - 2022	<p>Students who have been the most impacted by the pandemic in terms of social / emotional needs will be identified in the following ways:</p> <ul style="list-style-type: none">• Disengagement with school as determined by absence rate and behavior.• Counselor/principal referrals in all buildings (the District has at least one counselor per school building).• School Health Assessment and Performance Evaluation (SHAPE) - assesses the quality of our school mental health system based on seven domains.• Use of the DESSA SEL Screener.• Through Partnerships with the YMCA, Five Rivers Health Center, PATH, Catalyst Counseling LLC, Family and Children First Council, Greene County Juvenile Prevention Center, Xenia Rotary, Xenia Police Department, Local Churches, and Family Solutions. <p>These strategies are aligned with the District's Student Wellness and Success Plan, the District Health Action Plan, and the District Improvement Plan.</p>	TBD



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2022 - 2023	<p>Students that have been the most impacted by the pandemic in terms of social / emotional needs are being identified in the following ways:</p> <ul style="list-style-type: none">● Disengagement with school as determined by absence rate and behavior.● Counselor/principal referrals in all buildings (the District has at least one counselor per school building).● School Health Assessment and Performance Evaluation (SHAPE) - assesses the quality of our school mental health system based on seven domains.● Use of the DESSA SEL Screener.● Through Partnerships with the YMCA, Five Rivers Health Center, PATH, Catalyst Counseling LLC, Family and Children First Council, Greene County Juvenile Prevention Center, Xenia Rotary, Xenia Police Department, Local Churches, and Family Solutions. <p>These strategies are aligned with the District's Student Wellness and Success Plan, the District Health Action Plan, and the District Improvement Plan.</p>	TBD
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Approaches to Address Social and Emotional Need		
Approaches & Removing/Overcoming Barriers	<i>What approaches will schools/districts use to address social and emotional needs identified above? What steps will be taken to remove/overcome barriers that may be associated with the social/emotional needs” (transportation to support services, no data to track/identify specific student needs, funding concerns to support approaches, etc.)?</i>	
Considerations		Budget
Spring 2021	<p><u>Tier 1 Interventions</u></p> <ul style="list-style-type: none">• Referrals to counselors to meet one-on-one with students by caregiver, student, or teacher request.• Counselor led SEL sessions schoolwide.• PBIS-school-climate improvement.• Zones of Regulation SEL curriculum.• Classroom-based SEL lesson resource list.• District-wide school-based health center committee. <p><u>Tier 2 & 3 Interventions</u></p> <ul style="list-style-type: none">• Training/Professional Development-(parents, teachers, students)• Signs of Suicide evidence based program - teaching students to Acknowledge, Care, Tell (ACT)• Providing virtual support groups for teachers (utilizing Elena Aguilar’s evidenced based Onward curriculum)• Providing virtual professional development (QPR suicide prevention, trauma informed schools, etc.)• Providing virtual question and answer and national	TBD



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	<p>emergency support groups for parents/families</p> <ul style="list-style-type: none">• Mental Health Signs and Symptoms• Trauma Informed Schools (e.g. Trauma Sensitive Classroom Interventions)• Self-Care for Educators• QPR Suicide Prevention <p><u>Prevention and Education Groups</u></p> <ul style="list-style-type: none">• Mindful Yoga Group• Drug and Alcohol Prevention and Education Groups• Prevention and education groups using principles from the Seven Challenges Program®, an evidence based/developmentally appropriate adolescent drug and education treatment program• Anger/Conflict Management, Social Skills, Coping Skills, and Grief Groups• Parenting Education Groups <p>A needed resource would be a Universal School-Based Mental Health Screener.</p> <p>Partnerships with the YMCA, Five Rivers Health Centers, PATH, Catalyst Counseling LLC, Family Solutions, Job and Family Services, Food Pantries, United Way, Section 8 and Metropolitan Housing, Local Churches, etc.</p> <p>These strategies are aligned with the District's Student Wellness and Success Plan, the District Health Action Plan, and the</p>	
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	District Improvement Plan.	
Summer 2021	<p><u>Tier 1 Interventions</u></p> <ul style="list-style-type: none">● Referrals to counselors to meet one-on-one with students by caregiver, student, or teacher request.● Counselor led SEL sessions schoolwide.● PBIS-school-climate improvement.● Zones of Regulation SEL curriculum.● Classroom-based SEL lesson resource list.● District-wide school-based health center committee. <p><u>Tier 2 & 3 Interventions</u></p> <ul style="list-style-type: none">● Training/Professional Development-(parents, teachers, students)● Signs of Suicide evidence based program - teaching students to Acknowledge, Care, Tell (ACT)● Providing virtual support groups for teachers (utilizing Elena Aguilar's evidenced based Onward curriculum)● Providing virtual professional development (QPR suicide prevention, trauma informed schools, etc.)● Providing virtual question and answer and national emergency support groups for parents/families● Mental Health Signs and Symptoms● Trauma Informed Schools (e.g. Trauma Sensitive Classroom Interventions)● Self-Care for Educators● QPR Suicide Prevention <p><u>Prevention and Education Groups</u></p>	TBD



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	<ul style="list-style-type: none">• Mindful Yoga Group• Drug and Alcohol Prevention and Education Groups• Prevention and education groups using principles from the Seven Challenges Program®, an evidence based/developmentally appropriate adolescent drug and education treatment program• Anger/Conflict Management, Social Skills, Coping Skills, and Grief Groups• Parenting Education Groups <p>A needed resource would be a Universal School-Based Mental Health Screener.</p> <p>Partnerships with the YMCA, Five Rivers Health Centers, PATH, Catalyst Counseling LLC, Family Solutions, Job and Family Services, Food Pantries, United Way, Section 8 and Metropolitan Housing, Local Churches, etc.</p> <p>These strategies are aligned with the District's Student Wellness and Success Plan, the District Health Action Plan, and the District Improvement Plan.</p>	
2021-2022	<u>Tier 1 Interventions</u> <ul style="list-style-type: none">• Referrals to counselors to meet one-on-one with students by caregiver, student, or teacher request.• Counselor led SEL sessions schoolwide.• PBIS-school-climate improvement.• Zones of Regulation SEL curriculum.	TBD



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- Classroom-based SEL lesson resource list.
- District-wide school-based health center committee.

Tier 2 & 3 Interventions

- Training/Professional Development-(parents, teachers, students)
- Signs of Suicide evidence based program - teaching students to Acknowledge, Care, Tell (ACT)
- Providing virtual support groups for teachers (utilizing Elena Aguilar's evidenced based Onward curriculum)
- Providing virtual professional development (QPR suicide prevention, trauma informed schools, etc.)
- Providing virtual question and answer and national emergency support groups for parents/families
- Mental Health Signs and Symptoms
- Trauma Informed Schools (e.g. Trauma Sensitive Classroom Interventions)
- Self-Care for Educators
- QPR Suicide Prevention

Prevention and Education Groups

- Mindful Yoga Group
- Drug and Alcohol Prevention and Education Groups
- Prevention and education groups using principles from the Seven Challenges Program®, an evidence based/developmentally appropriate adolescent drug and education treatment program
- Anger/Conflict Management, Social Skills, Coping Skills,



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	<p>and Grief Groups</p> <ul style="list-style-type: none">• Parenting Education Groups• Family Solutions Center Group using the Child Safety Matters Prevention Curriculum <p>Needed resources would be health services for students. The District would identify students at medical risk based upon current clinic information and survey results using a Universal School-Based Mental Health Screener.</p> <ul style="list-style-type: none">• Integrate student education/prevention into identified student's district health action plans.• Opening of the School-Based Health Center <p>Partnerships with the YMCA, Five Rivers Health Centers, PATH, Catalyst Counseling LLC, Family Solutions, Job and Family Services, Food Pantries, United Way, Section 8 and Metropolitan Housing, Local Churches, etc.</p> <p>These strategies are aligned with the District's Student Wellness and Success Plan, the District Health Action Plan, and the District Improvement Plan.</p>	
2022-2023	<p><u>Tier 1 Interventions</u></p> <ul style="list-style-type: none">• Referrals to counselors to meet one-on-one with students by caregiver, student, or teacher request.• Counselor led SEL sessions schoolwide.• PBIS-school-climate improvement.• Zones of Regulation SEL curriculum.• Classroom-based SEL lesson resource list.	TBD



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- District-wide school-based health center committee.

Tier 2 & 3 Interventions

Training/Professional Development-(parents, teachers, students)

- Signs of Suicide evidence based program - teaching students to Acknowledge, Care, Tell (ACT)
- Providing virtual support groups for teachers (utilizing Elena Aguilar's evidenced based Onward curriculum)
- Providing virtual professional development (QPR suicide prevention, trauma informed schools, etc.)
- Providing virtual question and answer and national emergency support groups for parents/families
- Mental Health Signs and Symptoms
- Trauma Informed Schools (e.g. Trauma Sensitive Classroom Interventions)
- Self-Care for Educators
- QPR Suicide Prevention

Prevention and Education Groups

- Mindful Yoga Group
- Drug and Alcohol Prevention and Education Groups
- Prevention and education groups using principles from the Seven Challenges Program®, an evidence based/developmentally appropriate adolescent drug and education treatment program
- Anger/Conflict Management, Social Skills, Coping Skills, and Grief Groups
- Parenting Education Groups



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- Family Solutions Center Group using the Child Safety Matters Prevention Curriculum

Needed resources would be health services for students. The District would identify students at medical risk based upon current clinic information and survey results using a Universal School-Based Mental Health Screener.

- Integrate student education/prevention into identified student's district health action plans.
- Opening of the School-Based Health Center

Partnerships with the YMCA, Five Rivers Health Centers, PATH, Catalyst Counseling LLC, Family Solutions, Job and Family Services, Food Pantries, United Way, Section 8 and Metropolitan Housing, Local Churches, etc.

These strategies are aligned with the District's Student Wellness and Success Plan, the District Health Action Plan, and the District Improvement Plan.