



Floyd I. Marchus Counseling and Education Program Distance Learning Plan

The purpose of this document is to share with families and the community the policies, practices and plans of the Contra Costa County Office of Education (CCCOE) Student Programs Department during this time of school closure. These plans have been created with the unique needs of our students and families in mind.

The California Department of Education (CDE) has defined “distance learning” as “... instruction in which the student and instructor are in different locations. This may include interacting via the use of computer and communications technology, as well as delivering instruction and check-in time with their teacher. Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is on-line interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback.”

FLOYD I. MARCHUS COUNSELING AND EDUCATION PROGRAM

The Counseling and Education Program (CEP) at Floyd I. Marchus School in Concord provides special education services and integrated counseling for approximately 65 elementary, middle, and secondary school students who have been identified with significant emotional and behavioral needs. Students are referred to the CEP from any of 16 participating school districts of the Contra Costa County SELPA (Special Education Local Planning Area) and neighboring SELPAs. The Marchus CEP is committed to providing an integrated program that fosters healthy social emotional development and academic achievement for students with significant behavioral and social-emotional challenges. Students will be educated in the least restrictive environment with the aim of transitioning to a less restrictive educational or community setting.

DISTANCE LEARNING CURRICULUM PLAN

Each student will have access to online classroom resources through Google classroom. Students will be digitally accessing curriculum through a variety of resources including, but not limited to, Odysseyware/Edgenuity, TCI, IXL and bookshare accounts. Students will participate in thematic units/ lessons based upon classroom novels or books of student choice and/or units related to current community events and teacher-approved topics of interest.

The state of California has received a waiver for state testing for the 2019-20 school year. Students will not be required to complete the California Assessment of Student Performance and Progress (CAASPP) or the English Language Proficiency Assessment for California (ELPAC) this year.

LESSON DELIVERY AND COMMUNICATION PLAN

Students will be accessing all curriculum through Google classroom on a family device or one provided by Marchus School. Staff will determine the support families need in order to implement IEP goals, manage student behavior and successfully provide students with access to ongoing enrichment. Ideally this will be accomplished in the virtual format but also in other formats as needed by families and dictated by the environment. Staff (teachers, counselors and instructional assistants) will be checking in with families weekly to provide guidance, address IEP issues and provide feedback to students. Counselors and teachers will be working together to coordinate at least one weekly counseling check in session for students of each classroom. These will be conducted via group video chat or conference call.

To provide continuity with the students' IEPs, staff is providing families with IEP goals written in format for parents and caregivers. Families will also receive IEP goal packets with instructions and manipulatives. Staff is working individually with families to determine systems and schedules to help students be successful.

CCCOE Special Education can provide behavioral consultation for parents who need support with behavior or have counseling and guidance concerns for their students.

Depending on the timeline for IEP meetings, staff may be scheduling IEP meetings with families during this time. In those cases, staff will work individually with families to ensure a collaborative and successful IEP meeting. IEP meetings will occur via phone or video conference.

Report cards and Progress Reports for third quarter reflect student work and progress through the end of the quarter (March 20, 2020) and will be emailed and/or mailed to student homes. Fourth quarter grades and progress will be reported at the end of the 2020 school year and grades will be pass/no mark.

DIS (Designated Instructional Support) staff is communicating with families to set a schedule for support. Services through these professionals will be provided via phone consultation or online through videoconferencing. Below is a description of plans for DIS services :

- Counseling support will be provided through either phone consultation, video consultation, or group video meetings with student and Parent/Guardian as appropriate.
- Students who work with a Speech and Language Pathologist will receive tasks to complete at home in order to maintain speech and language skills. As needed and necessary (dependent upon student need) tools for home use may also be provided, (for example communication boards, choice making boards, daily schedules and other visuals that can easily be employed at home). Tasks for home will be determined by Speech and Language Pathologist in consultation with Parent/ Guardian.
- Students who receive Occupational Therapy will receive tasks to complete at home. These may include sequencing, handwriting, typing, art tasks, or others determined by Occupational Therapist and Parent/Guardian.
- Students who receive Adaptive Physical Education will have recommended simple gross motor activities that can be worked on in the home environment (throwing, jumping, crawling, balancing, stretching, yoga).
- Nurses will reach out to parents/guardians of students with complicated medical needs to provide support, information, guidance and encouragement.

POSSIBLE DAILY ROUTINE FOR STUDENTS - ELEMENTARY SCHOOL

Before 9am	Wake Up, breakfast, get ready for the day
9:00 - 9:30 am	Reading/Listening Time; Virtual Peer and/or Teacher Check In**
9:30 - 10:00 am	Learning Time Activities
10:00 - 10:30 am	Physical/Emotional Activity Time (Structured)
10:30 - 10:55 am	Learning Time Activities
10:55 - 11:00 am	Break
11:00 - 11:30 am	Learning Time Activities
11:30 - 12:00 pm	Physical/Emotional Activity Time (Open Play)
12:00 - 12:30 pm	LUNCH
12:30 - 1:00 pm	Reading/Listening Time; Virtual Peer and/or Teacher Check In**
1:00 - 1:25 pm	Learning Time Activities

1:25 - 1:30 pm	Break
1:30 - 2:00 pm	Learning Time Activities
2:00 - 2:25 pm	Art/Creative Time
2:25 - 2:30 pm	Break
2:30 - 3:00 pm	Art/Creative Time
**Virtual Peer and/or Teacher Check In - A time for students to connect with others	

POSSIBLE DAILY ROUTINE FOR STUDENTS – MIDDLE AND HIGH SCHOOL

Before 9am	Wake Up, breakfast, get ready for the day
9:00 - 9:30 am	Reading/Listening Time; Virtual Peer and/or Teacher Check In**
9:30 - 10:30 am	Learning Time Activities
10:30 - 10:45 am	Break
10:45 - 11:30 am	Learning Time Activities
11:30 - 12:00 pm	Physical/Emotional Activity Time
12:00 - 12:30 pm	LUNCH
12:30 - 1:00 pm	Reading/Listening Time; Virtual Peer and/or Teacher Check In**
1:00 - 2:00 pm	Learning Time Activities
2:00 – 2:15 pm	Break
2:00 - 3:00 pm	Art/Creative Time; Physical/Emotional Activity Time
**Virtual Peer and/or Teacher Check In - A time for students to connect with others	

OTHER PARENT/COMMUNITY RESOURCES

[CDE Distance Learning Website](#)

[CA Surgeon General: Guide to Stress Relief During COVID-19](#)

[Marchus Counseling Resources Website](#)

[CCCOE COVID-19 Website](#)

[CCCOE Learning Resources Website](#)

[Tips for Getting Started Learning at Home](#)

[Contra Costa County Health Services](#)

[Information about Child Care](#)

[Tips for Supporting Your Child During Coronavirus](#)