

## SMALL COHORT PLANNING TEMPLATES

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**Small Cohort Planning Template**  
**In Person Distance Learning Support Center – Special Education: Secondary HILS Cohort**

<b>Program Administrator Name:</b> Kara Lack, Simone Worsham
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<b>Students:</b> Highly Intensive Living Skills (HILS) Secondary and Adult Transition Program (ATP)	<b>Site:</b> Various sites
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<b>Day(s):</b> <input checked="" type="checkbox"/> Mon <input checked="" type="checkbox"/> Tues <input checked="" type="checkbox"/> Wed <input checked="" type="checkbox"/> Thurs <input checked="" type="checkbox"/> Fri	<b>Time:</b> Full school day
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<b>Facility Needs:</b> <b>Site Facilities:</b> <ul style="list-style-type: none"> <li>• Classrooms</li> <li>• Exercise Area</li> <li>• Restrooms: with changing table, lifts</li> </ul> <b>Supplies:</b> <ul style="list-style-type: none"> <li>• PPE – additional requirements include bite guards, staff gowns</li> <li>• Supplies as needed for outdoor activities, enrichment activities, and distance learning</li> <li>• Toileting supplies for changing</li> <li>• Medical supplies i.e.: feeding etc.</li> </ul> <b>Meals:</b> <ul style="list-style-type: none"> <li>• Meal distribution</li> </ul> <b>Transportation</b>
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<b>Staff Needed:</b> <input type="checkbox"/> Teacher <input type="checkbox"/> AIT <input type="checkbox"/> BTA <input checked="" type="checkbox"/> Paraeducator <input type="checkbox"/> MHT <input checked="" type="checkbox"/> Other: Site admin on campus, BSS, Nurse
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<b>Student Needs:</b> <ul style="list-style-type: none"> <li>• Individual school supplies</li> <li>• CPI trained staff</li> <li>• PPE for those students willing to wear it</li> </ul>
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<b>Service Description:</b> This group of students would be offered a distance learning support center run by paraeducators. They would log in and engage in synchronous learning with their teacher of record. Students would not be separated by level or program type because the program is not instructional in nature. The instruction would come from the classroom teacher. Related services would be provided virtually. Afternoons after synchronous learning ends would be for lunch, motor skills, social skills, and learning activities (not curriculum or targeted specialized academic instruction).  Region: MT; MTHS: John Morrisroe: HILS ATP: 14 persons in total Region: MT; Harris: Joi Francois: HILS: 3 students 4 staff 7 total Region: PGHS; PGHS: Tommy Askins: HILS: 5 students, 5 staff 10 total  All totals include a Behavior Specialist.
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Number of Students	Food Service	Transportation (Special Education only)
12 students/4 staff	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**Small Cohort Planning Template**  
**In Person Distance Learning Support Center – Special Education: DD, ILS, FLS, HILS Small Cohort**

**Program Administrator Name:**

Kara Lack, Simone Worsham

**Students:**

Independent Living Skills (ILS), Functional Living Skills (FLS), and Program for the Acquisition of Language and Social Skills (PALSS) secondary

**Site:**

Various sites

**Day(s):**

☒ Mon    ☒ Tues    ☒ Wed    ☒ Thurs    ☒ Fri

**Time:**

Full school day

**Facility Needs:**

Site Facilities:

- Classrooms
- Restrooms with changing tables/lifts

Supplies:

- PPE – additional requirements include bite guards, staff gowns
- Supplies as needed for outdoor activities, enrichment activities, and distance learning
- Supplies needed for toileting

Meals:

- Meal distribution

Transportation

**Staff Needed:**

☐ Teacher                      ☐ AIT                      ☐ BTA  
☒ Paraeducator              ☐ MHT                      ☒ Other: Site admin on campus, BSS, Nurse

**Student Needs:**

- Individual school supplies
- CPI trained staff
- PPE for those students willing to wear it

**Service Description:**

This group of students would be offered a distance learning support center run by paraeducators. They would log in and engage in synchronous learning with their teacher of record. Students would not be separated by level or program type because the program is not instructional in nature. The instruction would come from the classroom teacher. Related services would be provided virtually. Afternoons after synchronous learning ends would be for lunch, motor skills, social skills, and learning activities (not curriculum or targeted specialized academic instruction).

Number of Students	Food Service	Transportation (Special Education only)
FLS Middle School Edward Harris- 11 students 5 staff Edward Harris- 14 students 5 staff	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
FLS High School COHS- 13 students 5 staff COHS- 13 students 5 staff COHS- 13 students 6 staff		
FLS ATP LCHS- 8 students 3 staff LCHS- 7 students 3 staff		
ILS Middle School Albiani- 16 students 3 staff Pinkerton- 16 students 3 staff Jackman- 15 students 3 staff Eddy- 16 students 5 staff ILS/Integrative Combo- 15 students 4 staff		
ILS high school FLHS- 12 students 4 staff FLHS-7 students 3 staff FRHS- 16 students 5 staff LCHS- 15 students 5 staff MTHS- 13 students 3 staff PGHS- 17 students 4 staff SHS- 14 students 3 staff VHS- 12 students 3 staff VHS- 8 students 4 staff		
ILS ATP VHS- 15 students 4 staff VHS- 14 students 4 staff VHS- 17 students 4 staff VHS- 16 students 3 staff LCHS- 12 students 3 staff EGHS- 16 students 3 staff EGHS- 16 students 3 staff		
PALSS Highly Intensive Middle School Kerr- 6 students 6 staff Kerr- 4 students 6 staff		
PALSS Highly Intensive High School COHS- 11 students- 7 staff FLHS- 7 students- 6 staff SHS- 8 students – 7 staff		
PALSS Highly Intensive ATP SHS- 9 students 7 staff		
PALSS Intensive Middle School Kerr- 16 students 6 staff Eddy – 15 students 5 staff		
PALSS Intensive High School EGHS- 12 students 6 staff FLHS- 10 students 5 staff SHS- 9 students 6 staff		
PALSS Intensive ATP SHS- 11 students 5 staff		

Number of Students	Food Service	Transportation (Special Education only)
PALSS Integrative Middle School Pinkerton- 17 students 5 staff Smedberg- 16 students 5 staff		
PALSS Integrative High School LCHS- 16 students 6 staff MTHS- 16 students 7 staff		
PALSS Integrative ATP LCHS- 10 students 5 staff		

DRAFT

**Small Cohort Planning Template**  
**In Person Distance Learning Support Center – Special Education: ABSS Elementary and Tier 2 Cohort**

<b>Program Administrator Name:</b> Liz Rayner
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<b>Students:</b> Academic, Behavior, Social Supports (ABSS) Elementary, Tier 1 and 2 Secondary	<b>Site:</b> Various
<b>Day(s):</b> <input checked="" type="checkbox"/> Mon <input checked="" type="checkbox"/> Tues <input checked="" type="checkbox"/> Wed <input checked="" type="checkbox"/> Thurs <input checked="" type="checkbox"/> Fri	<b>Time:</b> Full school day
<b>Facility Needs:</b> Site Facilities: <ul style="list-style-type: none"> <li>Classrooms</li> <li>Playground (scheduled rotation with other cohorts at the elementary)</li> <li>Secondary (are known to play basketball during lunch)</li> <li>Restrooms</li> </ul> Supplies: <ul style="list-style-type: none"> <li>PPE – additional requirements include bite guards, staff gowns</li> <li>Supplies as needed for outdoor activities, enrichment activities, and distance learning</li> </ul> Meals: <ul style="list-style-type: none"> <li>Meal distribution</li> </ul> Transportation	
<b>Staff Needed:</b> <input type="checkbox"/> Teacher <input type="checkbox"/> AIT <input type="checkbox"/> BTA <input checked="" type="checkbox"/> Paraeducator <input checked="" type="checkbox"/> MHT <input checked="" type="checkbox"/> Other: Admin on campus	

<b>Student Needs:</b> <ul style="list-style-type: none"> <li>Individual school supplies</li> <li>CPI trained staff</li> <li>PPE for those students willing to wear it</li> </ul>
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<b>Service Description:</b> This group of students would be offered a distance learning support center run by paraeducators. They would log in and engage in synchronous learning with their teacher of record. Students would not be separated by level or program type because the program is not instructional in nature. The instruction would come from the classroom teacher. Related services would be provided virtually. Afternoons after synchronous learning ends would be for lunch, motor skills, social skills, and learning activities (not curriculum or targeted specialized academic instruction).
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Number of Students	Food Service	Transportation (Special Education only)
12 students/4 staff (aides, MHT)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Names and Sites:	Number of students and staff:	Region:
Fite Elem: Pre K and K Enhanced Tier 1	Pre K – 2, K-4, and 4 staff	Sheldon
David Reese: Enhanced Tier 1	Grade 1-2, 5 students and 4 staff	Florin
Stone Lake: Enhanced Tier 1	Grade 1-2, 4 students, 4 staff	Franklin
Raymond Case: Enhanced Tier 1	Grade 3-4, 9 students, 3 staff	Monterey Trails
Fite Elem: Enhanced Tier 1	Grade 3-4, 8 students, 4 staff	Sheldon
Marion Mix: Enhanced Tier 1	Grade 3-4, 9 students, 4 staff	Laguna
Union House: Enhanced Tier 1	Grade 5-6, 8 students, 4 staff	Valley
John Reith: Enhanced Tier 1	Grade 5-6, 5 students, 4 staff	Valley
Carroll Elem: Enhanced Tier 1	Grade 5-6, 9 students, 4 staff	Franklin
Marion Mix: Enhanced Tier 1	Grade 5-6, 9 students, 4 staff	Laguna
Eddy Middle School: Tier 1	Grade 7-8, 7 students, 3 staff	Laguna
James Rutter Middle School: Tier 1	Grade 7-8, 7 students, 3 staff	Florin
Smedberg Middle School: Tier 1	Grade 7-8, 10 students, 3 staff	Sheldon
Jackman Middle School: Tier 1	Grade 7-8, 7 students, 3 staff	Valley
Pinkerton Middle School: Tier 2	Grade 7-8, 11 students, 4 staff	Consumnes
EGHS Tier 1	Grade 9-12, 12 students, 3 staff	Elk Grove
FRHS Tier 1	Grade 9-12, 10 students, 3 staff	Franklin
PGHS Tier 1	Grade 9-12, 13 students, 3 staff	Pleasant Grove
SHS Tier 1	Grade 9-12, 15 students, 3 staff	Sheldon
VHS Tier 1	Grade 9-12, 13 students, 3 staff	Valley
COHS Tier 2	Grade 9-12, 13 students, 4 staff	Consumnes
EGHS Tier 2	Grade 9-12, 9 students, 4 staff	Elk Grove
FHS Tier 2	Grade 9-12, 9 students, 4 staff	Florin
PGHS Tier 2	Grade 9-12, 11 students, 4 staff	Pleasant Grove

Names and Sites:	Number of students and staff:	Region:
MTHS Tier 2	Grade 9-12, 9 students, 4 staff	Monterey Trail

**Small Cohort Planning Template**  
**In Person Distance Learning Support Center – Special Education: TAC Small Cohort**

<b>Program Administrator Name:</b> Brenna Dillman
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<b>Students:</b> TAC elementary and secondary	<b>Site:</b> Various
<b>Day(s):</b> <input checked="" type="checkbox"/> Mon <input checked="" type="checkbox"/> Tues <input checked="" type="checkbox"/> Wed <input checked="" type="checkbox"/> Thurs <input checked="" type="checkbox"/> Fri	<b>Time:</b> Full school day—This is generally 8-2, but may vary due to transportation needs
<b>Facility Needs:</b> Site Facilities: <ul style="list-style-type: none"> <li>Classrooms</li> <li>Playground (scheduled rotation with other cohorts) for elementary. This is not needed at secondary.</li> <li>Restrooms</li> </ul> Supplies: <ul style="list-style-type: none"> <li>PPE – additional requirements include bite guards, staff gowns</li> <li>Supplies as needed for outdoor activities, enrichment activities, and distance learning</li> </ul> Meals: <ul style="list-style-type: none"> <li>Meal distribution</li> </ul> Transportation	
<b>Staff Needed:</b> <input type="checkbox"/> Teacher <input type="checkbox"/> AIT <input type="checkbox"/> BTA <input checked="" type="checkbox"/> Paraeducator <input type="checkbox"/> MHT <input type="checkbox"/> Other:	

<b>Student Needs:</b> <ul style="list-style-type: none"> <li>Individual school supplies</li> <li>Headsets with microphones</li> <li>PPE for those students willing and able to wear it</li> </ul>
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<b>Service Description:</b> This group of students would be offered a distance learning support center run by paraeducators. They would log in and engage in synchronous learning with their teacher of record. Students would not be separated by level or program type because the program is not instructional in nature. The instruction would come from the classroom teacher. Related services would be provided virtually. Afternoons after synchronous learning ends would be for lunch, motor skills, social skills, and learning activities (not curriculum or targeted specialized academic instruction).  Region: Elk Grove Site: Feickert Class totals: 13 students/3 staff 12 students/ 3 staff 11 students/ 3 staff Region: Pleasant Grove
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**Service Description:**

Site: Florin El.

Class totals: 14 students/ 3 staff  
15 students/ 3 staff

Region: Cos

Site: Elliott Ranch

Class totals: 11 students/ 2 staff  
16 students/ 3 staff

Region: Valley

Site: Leimbach

Class totals: 15 students/ 2 staff  
15 students/ 3 staff

Region: COHS

Site: Pinkerton

Class Totals: 19 students/ 4 staff

Region VHS

Site: Jackman

Class totals: 19 students/ 3 staff

Region: PGHS

Site: PGHS (Pathways)

Class Totals: 11 students/ 5 staff

Number of Students	Food Service	Transportation (Special Education only)
14 students/2 staff	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**Small Cohort Planning Template**  
**In Person Distance Learning Support Center, Special Education: PALSS PreK Cohort**

**Program Administrator Name:**

Jennifer Lipsky, All pre-k programs

**Students:**

PreK Program for the Acquisition of Language and Social Skills (PALSS)

**Site:**

Various

**Day(s):**

☐ Mon ☒ Tues ☒ Wed ☒ Thurs ☒ Fri

**Time:**

Two sessions  
8:00-10:00 a.m./10:30-12:30 p.m.

**Facility Needs:**

Site Facilities:

- Classrooms
- Playground (scheduled rotation with other cohorts)
- Restrooms (changing tables for mod/severe population)

Supplies:

- PPE – additional requirements include bite guards, staff gowns
- Supplies as needed for outdoor activities, enrichment activities, and distance learning

Meals:

- Meal distribution

Transportation

**Staff Needed:**

☐ Teacher ☐ AIT ☐ BTA  
☒ Paraeducator ☐ MHT ☒ Other: Behaviorists?

**Student Needs:**

- Individual school supplies
- Headsets with microphones
- CPI trained staff
- PPE for those students willing to wear it
- Access to gross motor equipment (mod/severe population)
- Access to specialized feeding equipment

**Service Description:**

This group of students would be offered a distance learning support center run by paraeducators. They would log in and engage in synchronous learning with their teacher of record. Students may need to be separated by level or program type based on recommended staffing ratios, even though the program is not instructional in nature. The instruction would come from the classroom teacher. Related services would be provided virtually. Afternoons after synchronous learning ends would be for lunch, motor skills, social skills, and learning activities (not curriculum or targeted specialized academic instruction).

The chart below reflects current student enrollment and assigned staffing. However, it is unclear whether all children would choose to access the distance learning support center. The number of distance learning support centers will be fluid. As centers reach capacity additional centers will be added.

Region	School	Pre-K	#	#	#

	Site	Program	Students	Paras	Classes/ Sessions
Cosumnes Oaks	Elliott Ranch	Integrated	13	2	2
Elk Grove	Feickert	PALSS	16	4	2
	McKee	PALSS	69	32	13
Florin	Jackson	PALSS	19	4	2
Franklin	Franklin	PALSS	14	4	2
	Hein	PALSS	21	10	2
	Stone Lake	Integrated	14	2	2
Laguna	Donner	PALSS	18	4	2
	Ehrhardt	Mod/Severe	8	2	2
	Foulks Ranch	PALSS	30	8	4
Monterey Trails	Morse	PALSS	26	6	3
	West	PALSS	18	4	2
Pleasant Grove	Adreani	Mod/Severe & Integrated	26	4	4
	Batey	PALSS	23	4	2
	Sierra	PALSS	36	20	4
Sheldon	Butler	Integrated	15	2	2
	Fite	PALSS & Integrated	35	12	4
Valley	Leimbach	Integrated	16	2	2

Number of Students	Food Service	Transportation (Special Education only)
<ul style="list-style-type: none"> <li>14 students/2 staff for Integrative PALSS, Integrated Preschool (4 year old classes)</li> <li>13 students/3 staff for Intensive PALSS, Integrated Preschool (3 year old classes)</li> <li>11 students/5 staff for HI PALSS</li> <li>6 students/2 staff for Mod/Severe Preschool</li> </ul>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**Small Cohort Planning Template**  
**In Person Distance Learning Support Center, Special Education: Elementary PALSS Small Cohort**

**Program Administrator Name:**

Brenna Dillman, Monique Grove, Kim Forsythe

**Students:**

Elementary Program for the Acquisition of Language and Social Skills (PALSS)

**Site:**

Various

**Day(s):**

☒ Mon    ☒ Tues    ☒ Wed    ☒ Thurs    ☒ Fri

**Time:**

Full school day

**Facility Needs:**

Site Facilities:

- Classrooms
- Playground (scheduled rotation with other cohorts)

Supplies:

- PPE – additional requirements include bite guards, staff gowns
- Supplies as needed for outdoor activities, enrichment activities, and distance learning

Meals:

- Meal distribution

Transportation

**Staff Needed:**

☐ Teacher

☐ AIT

☐ BTA

☒ Paraeducator

☐ MHT

☒ Other: APC or some other type of administrator to be on site in the event of emergency

**Student Needs:**

- Individual school supplies
- Headsets with microphones
- CPI trained staff
- PPE for those students willing to wear it
- Designated Quarantine space for that become ill

**Service Description:**

This group of students would be offered a distance learning support center run by paraeducators. They would log in and engage in synchronous learning with their teacher of record. Students would not be separated by level or program type because the program is not instructional in nature. The instruction would come from the classroom teacher. Related services would be provided virtually. Afternoons after synchronous learning ends would be for lunch, motor skills, social skills, and learning activities (not curriculum or targeted specialized academic instruction).

**John Ehrhardt** – (3 classes) Times: 8:00 – 2:20 (Wednesdays early out @1:05)

Class 1 ( K-1) 17/3 ( Kinder only 8:00-1:05)

Class 2 (2-3) 18/3

Class 3 ( 4-6) 18/3

**Sunrise Elementary** – (2 Classes) Times: 8:15-2:45 (Thursday early out @1:55)

Class 1- (k-2) 14/3

Class 2- (3-6) 12/ 3

**Service Description:**

**Florence Markofer-** (4 classes) Times: 8:00 – 2:05

Class 1 – (1-3) 11/5

Class 2 – (2-3) 11/4

Class 3 – (3-6) 13/ 5

Class 4 – (3-6) 12/ 5

Number of Students	Food Service	Transportation (Special Education only)
12 kids/4 paras	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## Small Cohort Planning Template – Special Education: Jessie Baker

<b>Program Administrator Name:</b> Cindee Shapton
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<b>Students:</b> All students, K-22	<b>Site:</b> Jesse Baker
<b>Day(s):</b> <input checked="" type="checkbox"/> Mon <input checked="" type="checkbox"/> Tues <input checked="" type="checkbox"/> Wed <input checked="" type="checkbox"/> Thurs <input checked="" type="checkbox"/> Fri	<b>Time:</b> <div style="text-align: center;">Full School Day</div>

<b>Facility Needs:</b> Site Facilities: <ul style="list-style-type: none"> <li>Classrooms</li> <li>Playground (scheduled rotation with other cohorts at the elementary)</li> <li>Secondary (are known to play basketball during lunch)</li> <li>Restrooms</li> </ul> Supplies: <ul style="list-style-type: none"> <li>PPE – additional requirements include bite guards, staff gowns</li> <li>Supplies as needed for outdoor activities, enrichment activities, and distance learning</li> </ul> Meals: <ul style="list-style-type: none"> <li>Meal distribution</li> </ul> Transportation
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<b>Staff Needed:</b> <div style="display: flex; justify-content: space-between;"> <div><input type="checkbox"/> Teacher</div> <div><input type="checkbox"/> AIT</div> <div><input type="checkbox"/> BTA</div> </div> <div style="display: flex; justify-content: space-between;"> <div><input checked="" type="checkbox"/> Paraeducator</div> <div><input type="checkbox"/> MHT</div> <div><input checked="" type="checkbox"/> Other: Admin on campus</div> </div>
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<b>Student Needs:</b> <ul style="list-style-type: none"> <li>Individual school supplies</li> <li>CPI trained staff</li> <li>PPE for those students willing to wear it</li> </ul>
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<b>Service Description:</b> Jessie Baker students would be offered a distance learning support center run by paraeducators. They would log in and engage in synchronous learning with their teacher of record. Students would not be separated by level or program type because the program is not instructional in nature. The instruction would come from the classroom teacher. Related services would be provided virtually. Afternoons after synchronous learning ends would be for lunch, motor skills, social skills, and learning activities (not curriculum or targeted specialized academic instruction).
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Number of Students	Food Service	Transportation (Special Education only)
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**Small Cohort Planning Template**  
**In Person Distance Learning Support Center, Special Education: Inclusive Education Small Cohort**

**Program Administrator Name:**

Susan Zdanko

**Students:**

Inclusive Education

**Site:**

All

**Day(s):**

☒ Mon    ☒ Tues    ☒ Wed    ☒ Thurs    ☒ Fri

**Time:**

Distance learning school day for students grade or class schedule, additional time could be added on a case by case basis to work on homework

**Facility Needs:**

Site Facilities:

- Lots of Classrooms—Each group of paras and students they support would need a classroom
- Playground (scheduled rotation with other cohorts)
- Restrooms

Supplies:

- PPE – additional requirements include, staff gowns
- Supplies as needed for outdoor activities, enrichment activities, and distance learning

Meals:

- Meal distribution

Transportation

**Staff Needed:**

☐ Teacher

☐ AIT

☐ BTA

☒ Paraeducator

☐ MHT

☒ Other:

APC or some other type of administrator to be on site in the event of emergency

**Student Needs:**

- Individual school supplies
- Chromebooks or desktops
- Headsets with microphones
- CPI trained staff
- PPE for those students willing to wear it
- Core curriculum textbooks and materials

**Service Description:**

This group of students would be offered the opportunity to attend in person with paraeducator support. The student would receive instruction virtually from the classroom teacher, with para-educators providing supervision, curricular support, behavioral strategies, and possible social skills with social distancing. Depending on student abilities and needs paras may supervise multiple students in the cohort. If the para only supported 1 student, it would just be the student and para attending in the cohort. All related services would be provided virtually.

**Number of Students**

Varies depending on grade classroom setting, and student need- anywhere from 1 to 6 students with 1 para

**Food Service**

☒ Yes

☐ No

**Transportation (Special Education only)**

☒ Yes—for some not all

☐ No

## Small Cohort Planning Template – English Learners

**Program Administrator Name:**

Lucy Bollinger/Lindsey Lilley

**Students:**

**Site:**

**Day(s):**

☐ Mon ☐ Tues ☐ Wed ☐ Thurs ☐ Fri

**Time:**

**Facility Needs:**

Typical COVID safety set up for classroom small group instruction.

**Staff Needed:**

☐ Teacher ☒ AIT ☒ BTA  
☒ Paraeducator ☒ MHT ☐ Other:

**Student Needs:**

- Supplemental designated and integrated ELD
- Support with class assignments
- Targeted Academic intervention services – based on assessment data
- SEL instruction, social well-being groups [SEL Newcomer Toolkit](#) (open link)
- Primary Language Support
- Mandated Assessment Support (Benchmark, Interims, ELPAC-Initial/Summative)

**Service Description:**

**Newcomers:** Daily supplemental ELD instruction\*. Support with assigned school work. Potentially needing primary language support to access school assignments. Best is 5 days a week. SEL support in primary language if possible. Support with early literacy foundational skills.

**Newcomers:** Access to English speaking peers with support. This can happen with a BTA/para during their regular synchronous learning time, in planning and conjunction with the classroom teacher.

**Refugee?** Not all Refugees are Newcomers-may need trauma informed support, primary language support (Dari/Farsi/Pashto)

**Typically progressing ELs:** Supplemental ELD 2-3 times per week. Access to support for class assignments. SEL instruction and support. Differentiated for Elementary and Secondary. Elementary currently receives Designated ELD daily. Secondary varies according to school schedule. *NOTE: This student group in general may be doing fine without additional support, so we would prioritize other ELs.*

**LTELs and those at risk for becoming LTEL:** Four to five days a week of supplemental ELD support, academic support with assignments and tutoring. Potentially needs intervention instruction in reading and/or math. SEL instruction. Social group with wellness provider.

**ELs with disabilities:** Any of the above in conjunction with services and supports as noted in students IEP in conjunction with students RSP teacher or case manager.

**ELs who are also FY or experiencing homelessness:** Any of the above as well as counseling from SW, and other family supports available.

**RFEP Intervention- struggling RFEPs (monitoring occurs twice a year-opportunity to fold into Designated ELD)**

\*to include designated and integrated ELD

Number of Students	Food Service	Transportation (Special Education only)
TBD	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No



## Small Cohort Planning Template – Foster Youth

**Program Administrator Name:**

Maya Webb

**Students:**

Students in Foster Care (see RED data)

**Site:**

Regional sites

**Day(s):**

☒ Mon    ☒ Tues    ☒ Wed    ☒ Thurs    ☒ Fri

**Time:**

7:00 AM – 3:30 PM

**Facility Needs:**

Site Facilities:

- Classrooms, Restrooms
- Playground (scheduled rotation with other cohorts)

Supplies:

- PPE
- Supplies as needed for outdoor activities, enrichment activities, and distance learning (headsets with microphones)

Meals:

- Meal distribution based on program enrollment

Transportation:

- Access to various transportation options (i.e. EGUSD bus routes, bus passes, car service, mileage reimbursement, etc.)

**Staff Needed:**

☐ Teacher

☐ AIT

☐ BTA

☒ Paraeducator

☐ MHT

☒ Other:

Regional Team Program Technicians, School Social Workers, Counselor, Contracted Staff (TES, The Center, Edupreneur)

**Student Needs:**

- Risk Factor Data:
  - 28% Chronically Absent
  - 19% Failed Course(s)
  - 14% Suspended
  - 28% Students with a Disability (14% in Self Contained Classrooms)
  - 10% English Learners
- Family Survey Results of Family/Student(s) Needs:
  - Better connectivity to internet
  - SEL support with anxiety, stress
  - School supplies
  - In-person support from teacher (office hours) and/or tutor for homework completion, subject review, and remediation
  - Extra curricular activities; outdoor activities
  - Student engagement during distance learning classes
  - Post-secondary support with financial aid and college transitions
  - Support with coordinating multiple services/providers
  - Special education supports including OT, PT, “Go Talk” machine
  - Management of multiple service provider appointments, multiple children needing DL support within the home, and conflict of work and school schedules

**Service Description:**

Regional school sites will be identified to host student cohorts (of mixed student populations). Programming will be modeled after the EGUSD ASES program. Use of classrooms and a scheduled playground rotation will be utilized to maintain separation of cohorts during distance learning. Assigned cohort staff will assist students' access to schoolwork during school hours and facilitate outdoor or enrichment activities. Tutorial supports will also be provided through contracted providers (TES) or FYS Paraeducator to assist students with subject content and study skills. A sample schedule of the ASES program is as follows:

**(sample schedule based on ASES Day Camp model)**

Time	Student Experience	AM Paraeducator	PM Paraeducator	Administrator
7:00		7:00-7:30 arrival/prep		Open campus
7:30	Arrival, breakfast served in classroom	Classroom supervision, facilitate outdoor activities		Program oversight
8:00-12:00	Distance Learning, outdoor activity breaks	Classroom supervision, facilitate breaks Duty-free lunch 11:30	9:30 Arrival/Classroom supervision	
12:00-2:15	Lunch served in classroom (12:00 MT/T, 12:15 YR)	Facilitation of continued Distance Learning, classroom enrichment, & outdoor activities	Classroom supervision	
	Continued Distance Learning, classroom enrichment, & outdoor activities		Duty-free lunch 1:00	
2:15	PM snack served in classroom	1:30 Departure	Facilitation of continued Distance Learning, classroom enrichment, & outdoor activities	
2:30-3:30	Enrichment activities			
3:30	Dismissal with grab and go supper		3:30-4:00 Dismissal/prep	Close program

Paraeducators/ICMs on 6 hour schedule: 7:00-1:30 (30 minute lunch) or 9:30-4:00 (30 minute lunch)

Number of Students	Food Service	Transportation (Special Education only)
278	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

## Foster Youth Cohorts by School

### Elementary (144 students):

1. Barbara Comstock Morse: 19 students (1-2 cohorts)
2. Florin Elementary: 22 students (2 cohort)
3. Franklin Elementary: 23 students (2 cohorts)
4. James McKee: 17 students (1-2 cohorts)
5. John Reith: 13 students (1 cohort)
6. Mary Tsukamoto: 15 students (1 cohort)
7. Roy Herburger: 11 students (1 cohort)
8. Sierra Enterprise: 8 students (1 cohort)
9. Union House: 16 students (1-2 cohorts)

### Middle (48 students):

1. Samuel Jackman: 23 students (2 cohorts)
2. Edward Harris: 25 students (2 cohorts)

## Small Cohort Planning Template – Students Experiencing Homelessness

<b>Program Administrator Name:</b> Florence Oneto
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<b>Students:</b> Students enrolled as homeless (see RED data)	<b>Site:</b> Regional sites – ASES Programs (Sheldon region site TBD)
<b>Day(s):</b> <input checked="" type="checkbox"/> Mon <input checked="" type="checkbox"/> Tues <input checked="" type="checkbox"/> Wed <input checked="" type="checkbox"/> Thurs <input checked="" type="checkbox"/> Fri	<b>Time:</b> <div style="text-align: center;">7:00 AM – 3:30 PM</div>
<b>Facility Needs:</b> Site Facilities: <ul style="list-style-type: none"> <li>Classrooms</li> <li>Playground (scheduled rotation with other cohorts)</li> </ul> Supplies: <ul style="list-style-type: none"> <li>PPE</li> <li>Supplies as needed for outdoor activities, enrichment activities, and distance learning</li> </ul> Meals: <ul style="list-style-type: none"> <li>Meal distribution based on program enrollment</li> </ul> Transportation: <ul style="list-style-type: none"> <li>Access to various transportation options (i.e. EGUSD bus routes, bus passes, car service, mileage reimbursement, etc.)</li> </ul>	
<b>Staff Needed:</b> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <span><input type="checkbox"/> Teacher</span> <span><input type="checkbox"/> AIT</span> <span><input type="checkbox"/> BTA</span> </div> <div> <input checked="" type="checkbox"/> Paraeducator    <input type="checkbox"/> MHT    <input checked="" type="checkbox"/> Other: TES Tutors (contracted services)       </div>	

<b>Student Needs:</b> <ul style="list-style-type: none"> <li><b>Risk Factor Data:</b> <ul style="list-style-type: none"> <li>51% Chronically Absent</li> <li>31% Failed Course(s)</li> <li>12% Suspended</li> <li>20% Students with a Disability</li> <li>10% English Learners</li> </ul> </li> <li><b>Family/Student Survey Results of Family/Student(s) Needs:</b> <ul style="list-style-type: none"> <li>Better connectivity to internet</li> <li>Tutoring – remediation and credit recovery (high school graduation requirements)</li> <li>Transportation assistance</li> <li>SEL supports to address stress, coping with change/mobility/insecurity</li> <li>Enrichment and extra-curricular activities; outdoor recreation options</li> <li>Support to develop a graduation/post-secondary transition plan</li> <li>College visits</li> <li>Help with how to find a job</li> <li>Information about the EGUSD Student Support Centers, supportive services, and community resources at time of enrollment.</li> </ul> </li> </ul>
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**Service Description:**

Regional school sites will be identified to host student cohorts (of mixed student populations) for students in grades 1 – 6. Programming will be modeled on the EGUSD ASES program. Use of classrooms and a scheduled playground rotation will be utilized to maintain separation of cohorts during distance learning. Assigned cohort staff will assist students' access to schoolwork during school hours and facilitate outdoor and enrichment activities. Tutorial supports will also be provided through contracted provider, Total Education Systems (TES) to assist students with subject content and study skills. A sample small cohort schedule, based on the ASES program model is as follows:

Small Cohorts – Students Experiencing Homelessness (sample schedule based on ASES Day Camp model)					
Time	Student Experience	AM Paraeducator	PM Paraeducator	Administrator	
7:00		7:00-7:30 arrival/prep		Open campus	
7:30	Arrival, breakfast served in classroom	Classroom supervision, facilitate outdoor activities		Program oversight	
8:00-12:00	Distance Learning, outdoor activities	Classroom supervision, facilitate breaks	9:30 Arrival/Classroom supervision		
		Duty-free lunch 11:30			
12:00-2:15	Lunch served in classroom (12:00 MT/T, 12:15 YR)	Facilitation of continued Distance Learning, classroom enrichment, & outdoor activities	Classroom supervision		
	Continued Distance Learning, classroom enrichment, & outdoor activities	Duty-free lunch 1:00			
2:15	PM snack served in classroom	1:30 Departure	Facilitation of continued Distance Learning, classroom enrichment, & outdoor activities		
2:30-3:30	Enrichment activities				
3:30	Dismissal with grab and go supper				
			3:30-4:00 Dismissal/prep		Close program

Paraeducators on 6 hour schedule: 7:00-1:30 (30 minute lunch) or 9:30-4:00 (30 minute lunch)

Number of Students	Food Service	Transportation (Special Education only)
194 (Grades 1-6)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

**Small Cohorts Proposal:  
Students Experiencing Homelessness**

**Clerical Support:** Utilize existing school site SOA's to support program.

**Program oversight:** Utilize existing school site Academic Program Coordinator or ASES program subcontracted coordinator to oversee additional cohorts.

<b>Cohort Location</b>	<b>Targeted Schools / Students</b>	<b>No. of Students</b>	<b>No. of Cohorts</b>	<b>Para-educator Staffing</b>	<b>TES Tutor Staffing</b>
James McKee	Elk Grove (4); Feickert (1); Markofer (1)	6	1	2	1
Franklin	Carroll (4); Carr (1); Franklin (5); Stone Lake (1); Foulks Ranch (5)	16	1	2	1
Irene B. West	West (4); Donner (4);	8	1	2	1
Charles Mack	Mack (24)	24	2	4	2
Herman Leimbach	Leimbach (17)	17	1	2	1
Prairie	Prairie (10)	10	1	2	1
John Reith	Reith (8); Mix (4)	12	1	2	1
Union House	Union House (8)	8	1	2	1
Barbara Comstock Morse	BCM (3); Sims (8); Ehrhardt (8)	19	1	2	1
Anna Kirchgater	Kirchgater (10); Jackson (4)	14	1	2	1
Kennedy	Kennedy (7); Reese (9); Florin (3)	19	1	2	1
Mary Tsukamoto	Tsukamoto (3); Beitzel (16); Fite (2); Butler (4); Case (4)	29	2	4	2
Sierra Enterprise	Sierra Enterprise (9); McGarvey (2); Sunrise (1)	12	1	2	1
		<b>194</b>	<b>15</b>	<b>30</b>	<b>15</b>