

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The impact of the pandemic on our community due to COVID-19 has been significant. Closing school abruptly in March 2020 sent the families of our essential workers scrambling for child care, our parents at home unprepared to support their children's education, our teachers working day and night to create a viable Distance Learning program and our students without the supports provided by and relied upon through their school community. As the school year progressed in the spring, hope waned that we would be able to return to school. Our primary concern at that time was for those students whose families had to work, were not able to provide educational support or had unstable or unreliable connectivity. These circumstances created a cyclical situation where the children could not participate or complete assignments and hence were falling behind. These concerns continue as we have begun the new school year using a hybrid method.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

In order to solicit stakeholder feedback on the Learning Continuity Plan, we distributed the plan to our Site Council, teaching staff, office staff and classified staff in order to receive their feedback. In addition, the plan was posted on our website along with a link to survey questions asking for specific input from our parents and community members.

[A description of the options provided for remote participation in public meetings and public hearings.]

Parents and staff can log onto our public meetings and public hearings through a Google Meet, Zoom or another remote capable format with the link included on our agendas. Agendas are posted outside of our school site and on our website where parents and community members can access them. Those stakeholders who have no internet also receive phone calls and texts with school updates and information. Stakeholders have had the opportunity to address the school board in person for public hearings and by email for board meetings and to access the board meeting virtually using a school device and school wifi.

[A summary of the feedback provided by specific stakeholder groups.]

The teaching staff was sent the Learning Continuity and Attendance Plan as a skeleton document. They were able to contribute heavily on the assessment aspect of distance learning, as well as how we are prepared for distance learning and what they are specifically doing in the classroom to support students academically, socially and emotionally. Their contribution also included aspects of peer to peer interaction during the Google Meets and Office Hours. Our office staff contributed to the attendance, engagement and participation protocols required for distance learning days and home school enrollment.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Aspects of the Continuity Plan influenced by the teaching staff/bargaining unit included: assessments, social emotional support, peer interaction

Aspects of the Continuity Plan influenced by the front office staff included: new engagements and attendance protocols and requirements; professional development offered regarding attendance, engagement and participation.

Aspects of the Continuity Plan influenced by the classified staff included: the addition of the importance of the relationships built between students and instructional aides.

Aspects of the Continuity Plan influenced by students included: The overall reluctance for students of all ages to participate in distance learning as it was in the spring.

Aspects of the Continuity Plan influenced by parents/community members included: well written, but would like to see a plan for the next phase on school opening. Stakeholders were given a survey on Sep 13. Giving them less than two weeks to review and voice any opinions, before the LCAP is due. The teacher has been excellent on listening to our personal needs and concerns. Our student comes back home excited for the most part. He enjoys the teachers class and social time with peers

Distance learning days are very difficult. Our student has a hard time focusing on his work. With other children in the home, he constantly fights off the work. Some days are better than others. However, at least two days of the three distant learning days, he cries as he writes

down work. Screen time has also been a concern. It is proven that too much screen time is not healthy for children's brain development. A lot of the work is done through chromebooks.

I was not aware of the Wednesday learning loss opportunity. This will be great for all students. Mine seems to be falling behind in math. The school has an excellent therapist. The teacher has kept my child's spirit up. However, there are many other students who are suffering from depression and anxiety from all these sudden changes. Many students are in great need of extra curriculum activities and sports to help with their emotional and social health. The office staff have been great when I've called asking for information. However, there needs to be more communication from the school to the parents. There are some things that may be posted on the website but not communicated via text or email. I have also not seen the weekly newsletter. Other than that, Mrs. DeSantis has been doing an excellent job keeping up with our emailed questions. The best thing that could be done for improving services to this specific youth would be opening the school back up. They need the school open and the opportunity to get a full education.

Aspects of the Continuity Plan influenced by Millville School Site Council included: Document review

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Millville School District is currently offering a hybrid blended learning model. Within this model, students attend school, in seat, two full days a week and attend school through Distance Learning three days a week. Every day of the week, teachers offer Office Hours for tutoring, questions, to provide clarity on lessons and to provide support to those students who need help on their assignments. During Office Hours/Google Meets, students also participate in student-to-student peer interaction. These relationships are crucial to our students' emotional and social well-being. The hybrid blended learning model allows Millville School to provide the safest environment, outside of Distance Learning, for our students. Understanding the failings of the Distance Learning model, we wanted to give our students as close to a normal school experience as we could during the pandemic. Though attending school five days a week is our goal and is ideal, at this time it would disallow the safety advantage of maximum distancing when social distancing is a proven method of staying healthy.

Those students who experienced learning loss in the spring work with an instructional aide in the afternoons when the students are in school. During this time with the instructional aide, they work on current missing work as well as remediate to help them complete their missed work from the spring. The importance of completing the work from the spring is that it is foundational to what the students are currently learning. In

addition to afternoon support with instructional aides, the teaching staff is also providing tutoring on Wednesdays to those students who require one on one time due to learning loss in the spring. Additionally, per the Governor's approval of this approach, students who are struggling in school may be invited to attend school on their distance learning days. Depending on if there is room for these students in the classroom they will either be in seat in the classroom or under the supervision of an instructional aide.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Personal Protective Equipment Face coverings (masks and when appropriate face shields) to ensure that students and staff entering the school site are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer.	1000.00	Yes
Health Materials: Additional thermometers to screen student temperature and mitigate potential spread of COVID-19.	630.00	Yes
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touched surfaces, such as door handles, playground equipment, paper towel dispensers.	1000.00	Yes
Visual Cues and Materials to Maximize Social Distancing: Includes signage, posters, floor and seat decals. Visual cues to help direct traffic flow, minimize interactions between families and identify entry/exit points.	300.00	Yes

Description	Total Funds	Contributing
<p>Air scrubbing units and (HVAC) filters: Install 22 air cleaners (Air Scrubber Pros) to be placed in common spaces and work areas. I-Wave-R to be installed in HVAC package units in classrooms, free standing units installed in ductless locations and employee break room. Install MERV 13 filters in all appropriate HVAC equipment.</p>	\$23,000	Yes
<p>Hand washing Station: Additional hand washing stations (portable sinks) and free standing hand sanitizer stations, for locations where sink access is insufficient. Portable sinks and sanitizer stations will improve access to hand washing to help mitigate transmission of COVID-19.</p>	\$1,500	Yes
<p>Barriers: Desktop Plexiglas barriers for support staff to provide extra protection between students and staff i.e. Counselors, Nurses, OT staff.</p>	\$1,000	Yes
<p>Custodial Services: Additional custodial services to deep clean all classrooms, restrooms and common work areas (custodial Services increased by 30%).</p>	8500.00	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Millville School has adopted a hybrid model of blended learning to start the 2020-21 school year. The hybrid is designed to allow students in seat two full days a week and participating in Distance Learning three days a week. The two days the students are in seat are full instructional days during which the students benefit from direct instruction on the day's lessons as well as the upcoming days' lessons. We see the benefits in this program primarily being that students are instructed face to face, are able to interact with peers, both in class and during Google Meets/Office Hours, ask questions, interact with teachers and learn in a safe, community environment. Additionally, using the hybrid, we are better able to hold students accountable regarding work completion than if we had gone 100% distance learning. Having students both in seat and Distance Learning also provides us the opportunity to prepare students for 100% Distance Learning should the need arise. Students are taught how to access online assignments, how to locate and use curriculum and when to join the class for synchronous instruction or recordings of asynchronous instruction should we need to convert to an every day Distance Learning program.

In the case of going to full Distance Learning, our staff is better prepared to deliver virtual synchronous lessons; we now have more online tools and resources. For example, our Everyday Math program is now online for our lower grades to access.

It is the wish for all staff and most parents to return to school five days. To accomplish this, we need to assure we can adhere to the California Department of Public Health and Shasta County Public Health's guidelines including maintaining a minimum of 3' between students and 6' between staff and students throughout the day. Should we return to school five days, we will continue to utilize a staggered drop off schedule, cohorts in all classes, staggered lunches, staggered recesses, assigned play areas with no mixing of cohorts, monitors at the bathrooms and on play equipment, continued mandatory face coverings for all staff and students 3rd grade and higher, as well as a no visitor policy.

As for monitoring student progress, we are able to do so through in class assessments, both formal and informal, STAR reading assessments, checking for understanding, online leveled programs, and teacher observations. When students are in school during an "at home" day, the utilization of the online programs also assess progress. The online programs, such as IXL, Kahn Academy and StudySync allow us to measure participation and keep a record of time value. We assess student progress through our in seat days during live interactions, CFU, formal and informal assessments and completion of assignments.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

In order to ensure Millville School students have a device on which to complete work on their Distance Learning days at home, parents were able to contact the school to request a Chromebook for their child(ren) to use on their distance learning days. Students are required to bring their Chromebooks to school for their in seat days and take them home for their distance learning days.

Students who do not have Internet are offered the opportunity to work on assignments during lunchtime during their in seat days or during the afternoons on their in seat days. Also, families can utilize the wifi that is open to the community in order for their children to complete online assignments. Additionally, students are invited to the school on Wednesdays, which is not an in seat day for any student, but a tutoring day, in order to complete assignments.

Students and families who were unable to access devices and connectivity following the school closure in the spring of 19-20 were contacted by phone to determine their needs. Those who had no connectivity or devices, were loaned devices and invited to use the school wifi on the school grounds. In addition, students were invited to the classroom on a one-on-one basis to work with their teachers in order to access wifi and to complete their assignments. Multiple students took advantage of this provision and were able to complete their assignments in the spring due to the offering of time and services of their teachers.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Students will be instructed in a face to face live environment for two full days a week. It is during this synchronous instructional time that connections are established that will be helpful during the student's distance learning days. On the days students are at school, teachers will be able to determine, based on work completion at home and teacher's checking for understanding at school, whether there is mastery of concepts taught. All formal assessments will be done while students are in seat; informal assessments are completed daily as students participate and teachers check for understanding. Participation will be measured while students are in seat by teacher observation and completion of work assigned. On distance learning days, participation will be measured by either work turned in by the student, electronic communication, or participation in Office Hours or a Google Meet. All classroom assignments are created by the classroom certificated teacher; it is through his/her experience and skills that "time value of assignments" are measured. Teachers assign work for each student on the days they are in seat that counts for two complete days of school during distance learning. The assignments given for distance learning days are dependent and reflective of the instruction given while students are in seat. The distance learning days assignments' time value are determined by the classroom teacher to meet the required grade level instructional minutes.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Staff is provided with Google Suite (Forms, Calendar, Docs, Slides, Sheets, meets, Classroom etc) online professional development through Google as a need presents itself. Teachers may also attend applicable professional development based on their own PD needs. We have modified our daily schedule to allow our school day to be 30 minutes shorter than in a regular year. This time allows for any professional development that is needed to manage and instruct both in seat and distance learning as well as time to meet with students on their distance learning days.

Tech support is provided on an as needed basis by our shared IT provider.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Teaching Staff: Our teachers' roles have changed in that they are currently preparing and teaching both in seat and distance learning lessons. Using a hybrid model necessitates instruction while kids are at school as well as being available to those students who are at home. Students who are home also participate in Office Hours or Google Meets, which the teachers host, on the days they are not in seat. In addition, the increase in required documentation regarding attendance, engagement and participation has also altered how our teachers work. This documentation is time consuming and cumbersome taking away precious time from teacher preparation or one on one student time. Teachers are preparing and teaching three lessons per subject daily so students have the understanding of the concepts, be it in math, science, social studies or language arts, to complete the practice work when at home. This is a distinct change in their role of classroom teacher.

Our GATE teacher has been reassigned as a home school teacher; an additional home school teacher was also hired.

Office Staff: Our office staff have always been the front line of our school. Currently that line involves screening staff and students for any suggestion of illness, making calls to parents when a student shows symptoms of illness as well as the increased documentation necessary for attendance.

Custodial: Our custodial staff's job has changed in that they are continuously disinfecting commonly touched items and places throughout the day. This is a never ending investigative effort in looking for those missed spots that students and staff may touch inadvertently that need sanitizing. Along with door handles, phones, handrails and keyboards we cannot overlook chair backs, common area pens and pencils, counter tops and doors.

Bus Drivers: Our bus drivers now must monitor students for signs of illness, assure students have used disinfectant, sanitize the handrails after every stop, disinfect the entire bus twice daily, as well as assign students to seats by family and bus stop to lessen the possibility of crossing cohorts.

Instructional Aides: Our instructional aides responsibilities have changed significantly due to COVID-19. Instead of working in the classrooms, providing support for the teachers, and working with mixed groups of kids for intervention they are now primarily our "monitors" in multiple areas of the school in order to prevent mixing of cohorts and assure student safety. We have aides monitoring our student restrooms throughout the day, monitoring the playground, monitoring transitions from classroom to recess/lunch and back again. As our students are in cohorts, we have an aide assigned to each of the three play areas to which cohorts are designated. Aides are also responsible for wiping down the play structures with disinfecting agents after one group of cohorts leave the playground and prior to the next group of cohorts' arrival. Instructional aides continue to provide an anchor of emotional stability to our students and with the current environment, their interaction and relationships with students is even more critical. The aides take the time to talk to the students, see them, acknowledge the difficulties they are having and allow students to feel what they are feeling and be who they are without judgement or expectations.

Library Paraprofessional: Our library period has changed fundamentally in that we do not have an entire class in the library at one time, however, our librarian has created a safe and healthy environment where students can still check out physical books and take them home. This responsibility of sanitizing books and library materials, as well as the library itself, has become a part of our librarians' job.

After School Care/Before School Care: Our After School Care program has changed in that it must minimize the number of students participating, we disallow drop offs and we must keep students in class or family cohorts. We have added a Before School Care for families for whom our school start time of 8:15 creates a hardship.

Kitchen: Our kitchen staff now prepares meals that are individually served, without a salad bar and with minor contact with students, serving through a plexiglass pass through. Our kitchen staff delivers breakfast to the classrooms and prepares drive up lunches & breakfasts for those students who are at home on distance learning days.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Students on an IEP receive services from the special education teacher, the classroom teacher and instructional aides. Additionally, students on an IEP may be invited to participate in one on one support on Wednesdays when there are no cohorts present at school. We currently have less than a 1% English Learner population; this student is bilingual and fluent in English; she requires only the assistance of the teacher to assure she understands her assignments that she needs to do at home. The assignments are posted on Class Dojo and translated to the parent's native language. First day handbook and lunch application are also sent home in the parents' native languages. We are unaware of any of our students as being homeless and we have no students in foster care at this time.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Purchase of Chromebooks to supplement home study	12,000.00	Yes
Time spent creating, planning, implementing lessons for the increased population of home school students. Time also spent by home school teachers on new attendance and engagement documentation for home school students.	NA	Yes
Time spent by instructional aides disinfecting playground equipment between cohorts	95,718.00	Yes
Time spent by bus drivers disinfecting buses between routes.	NA	Yes
Time spent by instructional aides providing support to those students who have experienced learning loss - included in contract days. If needed extra hours will be identified as students are assessed and any necessary additional tutoring will be provided as each need is identified.	27,163.	Yes
Time spent by teachers planning lessons for in seat and for distance learning. At this time, part of regular duties	NA	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Millville School is currently addressing potential learning loss from school closure in the 2019-2020 school year through twice weekly afternoon support with an instructional aide under the supervision of the students' classroom teachers. During this time, students will complete work that went incomplete in the spring in order to provide a foundation for current learning. In addition, teachers are inviting students to come to school on Wednesdays to receive tutoring, use the wifi or to complete current or late work in order to offset learning loss from the spring and current learning loss due to lack of connectivity or lack of home support. Students who are struggling this school year and not completing assignments on distance learning days may be invited to attend school four days a week, if there is space to maintain social distancing, in order to offset learning loss.

The teaching staff will utilize the standard assessments they use during the school year to assess learning status. Formative assessments, informal and formal assessments, as well as summative assessments are administered regularly. Millville School also utilizes the program IXL which allows immediate feedback on mastery of concepts in math, language arts, science and social studies.

Millville School currently has one student who is ELL; this student is bilingual and is English fluent. We have no foster youth at this time. Those students who are low-income are provided the same interventions and supports for remediation and for acceleration as are the rest of our student population. This applies to our students with exceptional needs, including giftedness, and pupils experiencing homelessness.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Millville School will utilize afternoons on students' in seat days to address learning loss of those students who struggled during school closure in the spring 2020. Instructional aides will work with students one-on-one, or in small groups taken from the same cohort, to provide support as the students complete their spring assignments. In the meantime, these students are receiving current assignments that are based on prior knowledge. Having not completed the previous year's work, these students are at a disadvantage. Understanding this conundrum, teachers also offer tutoring for identified students on Wednesdays, when no students are on campus in seat.

As for students who need support when at home, they can email teachers at any time during the school day as well as participate in the Office Hours or attend the Google Meet teachers offer daily. During this time students can ask teachers questions on assignments or receive tutoring.

Millville School currently has one student who is ELL; this student is bilingual and is English fluent. We have no foster youth at this time. Those students who are low-income are provided the same interventions and supports for remediation and for acceleration as are the rest of our student population. This applies to our students with exceptional needs, including giftedness, and pupils experiencing homelessness.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services and supports provided to address learning loss will be measured by informal, formal and summative assessments. Students' remediation success will be measured by the percentage of assignments completed and success in current subject matter.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Instructional Aide time working with students who experienced Learning Loss. If students required additional tutoring, the instructional aides and teaching staff will address and provide the necessary services.	35655.00	Yes
Purchase of Chromebooks for students to take home to complete assignments and hence assist in Learning Loss as mentioned in Distance Section.	12,000.00	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Millville Elementary School will support and monitor the mental health and social/emotional well-being of pupils and staff during the school year through multiple resources offered on and off campus. Each classroom teacher engages his/her students in Social/Emotional activities that build community, resilience and optimism. In addition, we offer counseling services on site for those students who have been recommended by their teacher, parent or selves.

The following are methods and strategies used to support the mental health and social and emotional well being of students:

*The relationship building program, Capturing Kids' Hearts, is implemented across the school and has been for many years. We will continue to utilize the skills and strategies taught us in this program to support students' mental health and well being.

* Individual classes offer unique experiences intended to better our students' well being. For example, in our 4th grade class, students are observers of animal life through a live web cam from the San Diego Zoo and the Smithsonian National Zoo Giant Panda Cam. The class has also adopted a calf with whom they will interact virtually and help "raise"; through these animal interactions students recognize and cultivate emotions such as empathy, happiness, connectedness and optimism.

* The Millville School staff receives training in Suicide Prevention and recognizing the signs of depression & anxiety as well as what our response to these signs should be.

* Mental health and well being resources are posted on our website, including the Suicide Prevention Lifeline (1-800-273-8255).

* Teachers have been trained to "see" students and to identify students in crisis, under pressure, feeling anxiety and/or depressed.

*The staff at Millville School has participated in many and layered professional developments on Trauma Informed Practices. The strategies learned have been integrated into our daily classroom routine and have been useful and helpful during this stressful time in our students' lives.

*Staff has access to free counseling through an organization that has contracted with Millville School to help those staff members who are in need.

*Millville School District has, and will continue to, use professional development time to increase trauma knowledge and skills.

* A yoga class is offered for staff members.

* A yoga class has been offered as an elective to middle school students.

* Used in the classrooms are relaxation music and inspirational quotes/growth mindset activities for students.

* Millville School has adopted a suicide prevention policy.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Our first and most important step in pupil and family engagement during these unusual days is maintaining communication between school, teachers and home. After months of students being at home, part of that time spent becoming accustomed to a distance learning model, a hybrid is yet another format with which kids and parents are unfamiliar. Having kids in school five days a week, is our goal and is our norm, but having them at school and at home in a hybrid model is a different experience altogether. Rethinking days that students are home as school days, even while kids are attending school two days, will take time and consistency.

Student absence on distance learning days will be addressed through communicating directly with the students on their in seat days and sending home unexcused absence reports to the parents. To resolve absences we will implement tiered reengagement strategies. If a student has more than 3 unexcused absences, reengagement efforts, beginning with the classroom teacher and the attendance clerk, will begin. The teacher and the clerk will make contact with the parents through phone calls, text and/or email. If the efforts of the attendance clerk and classroom teacher do not result in an improvement in the student's attendance, we will begin the SART process within our school district. If SART does not resolve the problem of absences, the student will be referred to SARB. If a student has been out of seat and not engaged on distance learning days, he/she will be referred to Shasta County Office of Education's attendance support organization, "Help Me Grow". Through "Help Me Grow" resources are offered that will help families resolve their chronic absenteeism.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Millville School has a fully stocked and supplied kitchen which has been providing nutritional meals for all pupils, including those who qualify for free and reduced, daily. When schools closed in March, Millville's kitchen staff began providing meals on a drive through basis, the following Monday and continued to until our local high school district asked to take on the distribution of meals to all students in the community. Once we returned to school in August, we have provided breakfast for students who are in seat by delivering meals to the

classroom daily. In addition, lunch is offered for all students that are in seat, as well. Breakfast and Lunch follow the required meal pattern. All students are eligible to sign up for lunch. For the students who are not in seat but are distance learning that day, they will receive a lunch and a breakfast delivered curbside. Parents are notified about school meal service options on campus and drive through.

Employees understand the importance of hand-washing and the use of a cloth face covering when near other employees or students. Our kitchen has an adequate supply of soap and sanitizer for both employees and students. Signs have been posted on how to stop the spread of COVID-19.

Staff wear masks and gloves at the point of service. In addition, a Plexiglas barrier with a pass through space has been installed at the point of service

Cleaning and Sanitation

Standard operating procedures for sanitation of school kitchens and cafeteria have been updated. We have only two people on our kitchen staff so they both clean, cook and serve. We are using reusable trays that go through the dishwasher at the required temperature.

Onsite Meal Service

Breakfast is served in the classroom and lunch is served through our kitchen, using reusable trays pass through style. There is no longer a salad bar; everything in the meal is single portions but not individually wrapped. Lunch is spent outdoors, physically distanced at tables, 6' in between students, 6' in between tables, that are separated by cohorts. Tables have our school mascot, the Roadrunner, in sticker form, spaced 6' from each other for students to easily identify a seating place. Cohort meal time is staggered so as to allow for distancing. Tables are sanitized between cohort groups.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Additional counseling will be made available as students are identified.	11,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.59%	\$160,137

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Millville School currently has a free and reduced population of 39.6% we have no identified foster youth and 1 eligible ELL student. Millville School provides support to all identified student groups in need, beginning with the socioeconomically disadvantaged student groups, increased services are provided accordingly.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Increased services for identified students are provided through tutoring, intervention, counseling and school-based mental health programs, specialized instructional support services, and mentoring services outside the classroom to help improve and increase the percentage of student academic success. Lastly, professional development is provided for teachers, administration and instructional aides to utilize data and improve instruction based information gleaned from the data.

