

## 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.]

It is no exaggeration to say the past five months have been horrible. The pandemic abruptly disrupted all aspects of our lives, leaving most of us isolated, frustrated and impatient — and some of us lonely, depressed and even unsafe. We can anticipate that some of our students will be distracted and unfocused because of the turbulent environment we are in.

The disruptions we are experiencing create stress, which causes cortisol to flood the limbic system of our brains — stimulating our emotion center (the amygdala) and distracting the parts of our brain that manage learning and memory (the hippocampus) and attention and concentration (prefrontal cortex). This imbalance is why we feel so distracted and unfocused with each new piece added to our already extended list of mandatory daily tasks.

In order to focus on student success, we need to honor the biology of our brains — our interconnected centers of emotions, focus and learning. Our staff will use practices to support students' social, emotional and cognitive development.

Fortunately, science gives us some good news — our brains also respond to another hormone: oxytocin. Also known as the “love” hormone, oxytocin comes from trusting relationships and safe, calm and predictable environments. It is why connecting with friends and family, even if virtually, makes us feel better. It is also why doing things like tuning into what we're sensing at the moment and exercise help us to be calm and focus.

When students come back to school — through distance learning, hybrid or in-person — we will help them best by ensuring a steady flow of oxytocin that calms their brains and allows them to learn. We will do this by doubling down on the Three Rs: Relationships, Routines and Resilience. Our staff will interweave social emotional learning throughout the instructional day and provide families with tips and tricks for assisting their student(s) through these tough times.

Teachers and support staff understand the importance of relationships and take the time to get to know every student individually and help students connect to their peers.

### Stakeholder Engagement

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

The overall process for stakeholder engagement included many outreach opportunities. Specifically, these efforts include different strategies for some groups and similar strategies for others:

- 1. Pupils: Online surveys, Allowing for written responses to questions asked about aspects of the LCP, Verbally asking students their thoughts on aspects of the new LCAP**
- 2. Families: Personal text messages to invite information, Personal invites to families for Public Board Meetings with encouragements to share thoughts, Emails to solicit personal opinions & thoughts, All-calls to come visit the office to give input,**

Meeting family members in the parking lot to have casual conversations about LCP items

3. **Educators certificated & classified: District Accountability Committee discussion, Personal text messages to invite information, Personal invites to Staff for Public Board Meetings with encouragements to share thoughts, Emails to solicit personal opinions & thoughts, All-calls to come visit the office to give input**
4. **Stakeholders without access to internet: Personal text messages to invite information, Personal invites to families for Public Board Meetings with encouragements to share thoughts, All-calls to come visit the office to give input, Intentionally pausing to give participants that attend meetings via phone the opportunity to comment/speak, Encouraging written responses to questions asked about aspects of the LCP**
5. **Stakeholders who speak languages other than English: Encouraging written responses to questions asked about aspects of the LCP, for translation**

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

1. Holding Public Meetings via Phone Conference
2. Making public meeting accessible telephonically or electronically to all members of public seeking to observe and address out local legislative body, as consistent with Executive Order N-29-20
3. Accepting written statements that are submitted to be read during Public Board Meetings

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

### 1. Implementations to recoup student learning loss:

- \*Develop two additional reading groups: One for Sue Barton and one that includes morphology, syntax, phonics, memorization, and tracking skills
- \*Science fair with following COVID-19 guidance
- \*Essay contests
- \*Include in-door and out-door scavenger hunts for science and history classes
- \*Provide more intentional academic differentiation along with teaching grade-level standards
- \* Assess student learning and provide supports based on child's current skills. Offer parents specific strategies and activities to support skill-building at home. However, I believe the child's social emotional needs must be met first, and continuously supported.
- \*Ongoing assessments
- Inventions Creation
- Desk dividers
- Presentations
- Easier strategies for work
- \*Math tutor
- \*Reading tutor
- \*Science tutor (1)
- \*Learning program that's more auditory (ixl isn't auditory)

- ^Learning more law
- \*Debate team
- \*Robotics
- \*Space study
- \*Dissections
- \*Ancestry Skills
- \*Spanish (optional)

## 2. Implementations for improving Mental Health & Emotional Well-Being:

- \*Create and adopt a positive school motto
- \*Provide a positive quote for the day with verbal explanation and short discussion
- \*On-site Counseling for one whole school day per week
- \*More verbal compassion and positive reinforcements
- \* For students... teachers first re-establish trusting, respectful relationships with students. Listen and acknowledge their feelings without judgement. Ensure that our school environment includes equitable and consistent expectations/responses/consequences. (A student's concept of fairness may differ from what is equitable.)
- \*Standardizing student behavior expectations campus-wide seems like an important goal for promoting safety and peace in the classroom.
- \* This morning I chatted with our 2 PreK students about this. They talked about wanting a slide, and wanting to use the "big kids" playground (meaning the slides/climbing equipment).
- \*Kids sleepover
- \*Board game nights
- \*Pajama day
- \*Scrabble night
- \*Skateboards
- \*Higher slide
- \*Trampoline
- \*Permission to jump off swings
- \*Smoke masks
- \*Pokémon
- \*Longer recess
- \*Goats
- \*Pudding
- \*More field trips
- \*New playground
- \*Green field
- \*Garden
- \*Indoor pool/spa
- \*Inventing room
- \*Comfort dog
- \*Video games
- \*More library

- \*More library access
- \*BMX bikes
- \*RC cars
- \*Accessible music room
- \*A force field around the school
- \*Cafeteria helpers
- \*More servings of lunch
- \*Cooking with Ms. Diana
- \*Music and dance
- \*Father-daughter dance; Mother-son dance
- \*Vending machine
- \*Stretch/breaks between classes

### 3. Implementations of community activities that follow all COVID-19 guidance:

- \*Community dinners
- \*Holiday performances from students
- \*Raffles
- \*Monthly themed cook-offs
- \* Hosting non-gathering fundraiser dinners that parents/community pre-pay, pre-order, receive a confirmation, and drive thru the parking lot to pick up. Maybe our parent club could help coordinate this? Pre-ordering and pre-paying 2 weeks in advance gives the fundraiser a budget and an exact amount of meals to prepare. Drive through during a specific one or two hour timeframe, with meals packaged and ready.
- \*Campus Beautification
- \*Concert of students singing Learning Songs
- \*Student-led open mic

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

#### **\*Aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input are:**

- Assessment during Distance Learning
- Essay contests
- Develop two additional reading groups: One for Sue Barton and one that includes morphology, syntax, phonics, memorization, and tracking skills
- Assess student learning and provide supports based on child's current skills.
- Offer parents specific strategies and activities to support skill-building at home.
- Make efforts in meeting a child's social emotional needs first, before introducing academic concepts, and continuously support them.
- Create and adopt a positive school motto
- Provide a positive quote for the day with verbal explanation and short discussion
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Listen and acknowledge their feelings without judgement. Ensure that our school environment includes equitable and consistent expectations/responses/consequences. (A student's concept of fairness may differ from what is equitable.)

-Standardizing student behavior expectations campus-wide seems like an important goal for promoting safety and peace in the classroom.

-Holiday performances from students

-Raffles

-Monthly themed cook-offs

-Community dinners - Hosting non-gathering fundraiser dinners that parents/community pre-pay, pre-order, receive a confirmation, and drive thru the parking lot to pick up. Maybe our parent club could help coordinate this? Pre-ordering and pre-paying 2 weeks in advance gives the fundraiser a budget and an exact amount of meals to prepare. Drive through during a specific one or two hour timeframe, with meals packaged and ready.

-Campus Beautification

-Outdoor concert of students singing Learning Songs

-Outdoor student-led open mic

## 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.]

Oak Run S District is prepared to offer in-person instruction when possible and is allowable under state and local health orders. The classroom based instructional schedule model will look like this: On Site Learning:

#### 1. Plan: Hygiene practices, Protective Equipment, Physical Distancing:

-Normal day. Students will remain in their classroom/cohort (Preschool, K-3, 4-5, 6-8) throughout the day for face-to-face instruction/learning. Outside breaks when weather permits.

-Some students may be pulled to work with aides for specific interventions.

-Scheduled washing and/or sanitizing. Foaming soap is an option, but not mandatory.

Foaming sanitizer is not mandatory, but is an option. Personal cloth hand towels (one each per person) is permissible if we collect and wash with bleach at the end of each day, and if there is enough space to hang them separately in the hand washing areas.

-Spacing is adequate for social distancing in classrooms.

-Homeschool is an option for families who opt for it.

-Consider use of non-classroom space for instruction, including regular use of outdoor space, weather permitting. For example: consider part-day instruction outside.

-Snacks may be served inside classrooms.

-Each student may require their own copy of texts, learning items, etc.

-Each student may have their own drinking container that is labeled with their name and kept in designated areas. No person will drink directly from a faucet.

-Per Shasta County Public Health Guidance for Schools: School staff are asked to conduct visual wellness checks of all students upon arrival and take students' temperature with a no-touch thermometer upon entering the school site for at least those who do not look well.

-Have a wall-mounted file holder outside each classroom door for attendance sheets, to be picked up each morning and taken to the office (we are not digital for attendance yet).

-All staff must wear face masks or face-shields while on campus.

-Students will wear masks when utilizing the library. Number of students in the library at one

Students will wear masks when utilizing the library. Number of students in the library at one time will be limited. Accommodations will be made for those that should not or cannot wear a mask, as face coverings are not recommended for children under 2 or anyone who has trouble breathing or is unconscious, incapacitated or otherwise unable to remove the covering without assistance.

-Emphasis on, and modeling of, frequent handwashing, sneeze/cough etiquette, general health practices (cough and sneeze into a shirt, personal cloth, or tissue that covers the mouth and nose area - not into our hand, arm, or elbow.)

-Band and choir practice are not permitted.

-Any and all activities that involve singing must take place only outdoors.

-All staff put effort into assisting all students taking all items home with them every day. Students need to not leave anything on campus at the end of the day.

-Staff will be periodically tested (not all at once).

-District must receive a written note stating their child cannot wear a mask because of specific health conditions that must be stated. Only conditions stated in the CDE documents will be accepted.

-There will be a combined on-site and homeschool teaching/learning program which is currently in the developing stages.

-Outside recess as weather permits with masks, as to encourage growth through play.

-Face coverings are not recommended for children under 2 or anyone who has trouble breathing or is unconscious, incapacitated or otherwise unable to remove the covering without assistance.

-Wash hands, or sanitize with adult supervision, before and after playing outside.

-Perform normal routine cleaning on playgrounds and equipment and targeted disinfecting of frequently touched hard surfaces.

-Maintain student cohorts, as practicable (Preschool, K-3, 4-5, 6-8).

## **2. Transportation:**

-When congregating to board a bus, students will distance themselves 3-6 feet apart. Markings may be used for accurate spacing.

-Where practicable, maximize space between students and between students and driver, including entering and exiting the bus.

-When physical distancing on buses cannot be easily maintained, students will wear face coverings.

-Buses will be equipped with hand sanitizer and surplus face coverings.

-Clean and disinfect buses or other transport vehicles between use, see guidance for bus transit operators.

-Open windows to introduce fresh outdoor air, as much as possible. If opening windows poses a safety or health risk (e.g., allowing pollens in or exacerbating asthma symptoms), consider alternatives. If using air conditioning, use the setting that brings in fresh air. Replace and check air filters and filtration systems to ensure optimal air quality.

## **3. Protocols for safety (students and staff):**

-At the 2:45 school release, students are to be social distancing; and seated either on the benches, grass area, or side walk in the front of school until their pick up person is seen. Then they can get up to go to their vehicle with adult permission. If they need to move to a different location, they must ask permission.

-All emergency Drills are practiced with Public Health COVID-19 guidance.

- One student at a time in the bathrooms. Two students if there is supervision near bathrooms.

\*When a staff member, child, or visitor becomes sick with COVID-19 related symptoms during phase 2 & 3 of on-site teaching/learning:

Immediately ensure use of a face covering to reduce spread of respiratory pathogens and require the individual to wait in an isolation area until they can be transported home or to a healthcare facility, as soon as practicable. Ensure that children are not left without adult supervision. Notify local health officials, staff and all families immediately of any positive case of COVID-19 while maintaining confidentiality as required by state and federal laws. Additional

guidance can be found here. A 'county approved' document will be sent home to all families stating there was a person ill that was sent home. Upon receipt of a positive test, a 'county approved' note stating that a person who has tested positive for COVID-19 was sent home to quarantine. Names will not be used.

Close off areas used by any sick person and do not use them until they have been cleaned. Classes will remain in session. Cohort will be moved to another location for continued learning/teaching. Wait 24 hours before you clean or disinfect to reduce risk to individuals cleaning. If it is not possible to wait 24 hours, wait as long as possible. If a 24 hour waiting period is not possible, the person cleaning will take extended safety precautions. Ensure safe and correct application of disinfectants, and keep disinfectant products away from children. Advise individuals that test positive for COVID-19 not to return until they have met CDC criteria to discontinue home isolation and are released from isolation orders by Shasta County HHS Public Health. Pupils (students and adults) who are asked to quarantine due to exhibiting COVID-19 symptom(s) will be allowed on campus after 14 days or 3 days after their symptoms resolve, whether testing occurs or not.

\*Students and adults who have Covid-19 symptoms must stay home for 10 days unless they have a negative Covid-19 test.

After a negative Covid-19 test, students and adults may return to school when they have been symptom-free for 24 hours.

A student who is home for 10 days will be placed on Distance Learning.

Teachers must offer online option or daily phone call during Distance Learning.

All contacts of the original symptomatic student/adult must stay home for 14 days unless they have a negative Covid-19 test.

#### **4. Campus access:**

-Social Distancing and sanitation guidelines will be followed by all persons on campus.

Allowing/inviting visitors is crucial for community/family participation and increased student academic and behavioral growth.

-Service providers and program personnel who provide important services to schools such as preschool, afterschool, and education programs will be allowed to operate at schools with the following guidance:

Ensure service providers follow the school's health and safety plans and CDPH guidance including entry screening and hand washing. Maintaining 3-6 feet of physical distance between personnel and students, when practicable.

Keep the same staff and student groups together, to the greatest extent practicable.

Whenever practicable, conduct programming virtually or outdoors.

Personnel 'should' wear face coverings when working with students.

#### **5. Cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles:**

-Cleaning

•Staff should clean and disinfect frequently-touched surfaces within school and on school buses at least daily and, as practicable, frequently throughout the day.

•Materials, playground equipment, sinks, work spaces, door handles, light switches, bathroom surfaces, tables, student desks, and chairs must be sanitized at least once at the end of the learning day. It is strongly suggested that they be wiped with an acceptable sanitizing cloth throughout the learning day, after use.

•Possibly keep disposable cloth sanitizers near light switches and faucet handles for convenient sanitizing throughout the day.

•Whole-staff schedule for cleaning and sanitizing playground, play equipment, bathrooms, office, library, cafeteria, etc.

#### **6. Preschool:**

Parents sign in and sign out at kiosk outside of preschool classroom

- Parents sign-in and sign-out at kiosk outside of preschool classroom.
  - Parents meet the teacher at the doorway for drop-off and pick-up of students and brief conversation. Schedule longer discussions for another time, via teleconference or zoom meeting.
  - Parents collect children's school work, artwork, newsletters, etc...using individual tray for each child, at kiosk outside of preschool classroom.
  - Limit parents or visitors allowed inside classroom. Screening, social distance, hand hygiene. Encourage parent involvement and volunteer activities that can take place in our outdoor space. Volunteers on scheduled basis.
  - Handwashing for everyone upon arrival.
  - Continue emphasis on, and modeling of, frequent handwashing, sneeze/cough etiquette, general health practices with preschoolers.
- I want to provide each preschooler with their own liquid soap dispenser and fingernail brush; available for independent use at our sink. Also have each child bring personal water bottle, as in past years. Children do not share cubbies and do not bring toys/materials from home.
- Organize individual sets of work trays, work mats and designated small work table for each child. Maybe individual sets of work materials such as art supplies, playdoh, etc.
  - Assign each child individual shelf space for their chosen Montessori materials, not to be shared, and rotate materials weekly or as interests change and skills increase. Sanitize between rotations.
  - Materials, sink and work spaces to be sanitized between uses.
  - Eliminate use of fabrics, stuffed animals, other items that are difficult to disinfect.
  - Outdoor learning to the greatest extent possible. Preschool picnic tables and work mats are in our outdoor space.
  - Teacher may provide each preschooler with their own liquid soap dispenser, hand towel and fingernail brush; available for independent use at classroom sink.
  - School will provide each preschooler a personal water bottle.

**7. Strategies for students who have experienced significant learning loss:**

- Provide every student with Technology-Devices to support remote learning, meetings, in-person learning
- Provide a stipend for 30 minute/day extra-duty pay for teachers to support Home School learning in addition to their on-site contractual duties.
- Include supplemental instructional materials; Learning software (Freckle Math); Learning software (Accelerated Reader/Renaissance Place).
- Allot for a stipend for Family Liaison
- Paraprofessional for small group instruction
- Counselor for one whole day per week
- Offer Professional Development in technology. How to provide Social/Emotional supports through an online platform.
- Purchase Gross Motor Skill development Playground equipment
- Purchase necessary Assistive Technology

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

Description	Total Funds	Contributing
Eight 5 or 6 foot tables for 24 new students (Enrollment has increased due to other school closures from the COVID-19 status) -Increased enrollment due to immigrating students from other schools that have closed because of COVID-19	\$1,400	N
24 student chairs	\$2,706	N

(Enrollment has increased due to other school closures from the COVID-19 status) -Increased enrollment due to immigrating students from other schools that have closed because of COVID-19		
Air Purifier x 6 -Creating cleaner air that is more free from viruses and bacteria	\$5,400	N
Hand-sanitizer and hand-soap. Rubbing alcohol for sanitizing campus surfaces -New sanitization mandates	\$2,914	N
Faucet Water Purifiers -Students can no longer drink out of the drinking fountains that filter out the iron from the well water. They must fill individual water bottles from the other faucets.	\$400	N

## Distance Learning Program Mental Health and Social and Emotional Well-Being m

### 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.]

Oak Run School District will provide continuity of instruction and learning through the following specific ways:

1. Maintaining grade-level curriculum content and instructional rigor
2. Focusing on the depth and breadth of instruction and appropriate pacing
3. Prioritizing English language arts and Mathematics content standards and learning
4. Striving to maintain the inclusion of each and every learner via teleconference or online platforms
5. Identifying and addressing gaps in learning through formative assessment, focused supplemental instruction, and prioritizing essential standards for each grade level
6. Focusing on commonalities that students share in this time of crisis, as well as their differences
7. Integrating high-quality instruction with social-emotional and mental health supports

-Teachers, at each cohort (K-3, 4-5, 6-8), will identify and focus on the essential standards and keep the focus on grade-level content and appropriate rigor, addressing learning gaps within the context of grade-level work. Work will be differentiated for each student based on individual student needs.

-If a transition between in-person instruction and distance learning is necessary, teachers may use multiple platforms including Facebook Live, Google Classroom, Google Meets, phone calls, Zoom, and individual conferences.

-Teachers and support staff will be expected to take daily attendance and reach out to students that were not in attendance to find out how the school can support their learning. Attendance will be taken daily by teachers, as determined through engagement and/or completion of assignments.

-Teachers will be expected to teach or provide recorded rigorous lessons in mathematics, English Language Arts, and Social Emotional Learning at a minimum of 3-4 hours per day according to grade-level instructional requirements. Students in Kindergarten will receive

180+ minutes, while students in grades 1-3 will receive 230+ minutes, and grades 4-8 will

receive 240+ minutes of both synchronous and/or asynchronous instruction each day. Daily schedules will be provided to parents and students.

-Students and teachers will have time to interact and build a community of learners in both on-campus and remote pathways. Students in remote settings will have schedules provided that match or exceed the daily minimum across all grade levels.

-While we understand this schedule is dependent upon the percentages of remote learners and the evolving confirmed cases in our county, the proposed schedules are a guide for planning purposes. The implementation model provided is subject to change.

-Teachers are deployed to be instructors on-campus, daily. In the event that circumstances change in our community, all teachers will quickly pivot to remote learning, to meet the needs of all students. From the beginning of the school year, all teachers will design Independent Distant Learning lessons for on-campus and remote learners. There is likely to be student movement across models, and we are prepared to make this as seamless as possible.

-Students will attend live sessions for community building, intervention and/or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Teachers will set up one-on-one and/or small group meetings to support social and emotional learning.

-Content for core subject areas will be provided through supplemented instructional resources.

-Office hours will be available for one-on-one conferences during the school day, or before or after school for parent and student assistance.

-Grading will be the same as on-campus learning and outlined in our district handbook and policy. Students will be expected to access, complete and turn in daily work, on a weekly basis, to receive credit for completed work.

-Physical Education, art, music, physical activities, and resources will be provided to all students, including students with special needs.

-Teachers will arrange regular check-ins with students: either one-on-one or small or large group settings. At a minimum, students and teachers will check-in at least once a day and attend the teacher-classroom connection for grades TK-8.

## **MATERIAL DESIGN**

-Staff will implement standards-based, state-adopted instructional materials locally adopted by the district. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Student's understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards.

-Teachers will reinforce any concepts that are below proficiency standards. Feedback to students and parents will follow to allow for parent, student, and teacher to be engaged in the learning process this school year.

## **COHERENCE IN INSTRUCTION**

-If we transition to remote learning, parents supervise students using the Distance Learning resources and meet with their grade-level Teacher at a minimum of every day for 5 days per week. Families will pick up new work, turn in completed work and discuss the child's progress every Thursday afternoon or Friday morning. If the situation of COVID-19 changes in our community, we will adjust our staff according to student need.

-Instructional materials and activities in both options will be the same content as provided in the classroom. When students return from remote settings, they will be able to adapt quickly to the classroom instruction provided all the necessary guidelines have been followed and met at the home during the home learning process.

-All district students will be provided a device to carry to and from school daily (if necessary), and to easily transition to remote learning if the need arises.

## **LESSON PREPARATIONS**

-While students are online or working in paper packets, teachers can assist students in a sequence of lessons. This will allow for increased personalized learning for students, enabling them to progress at their own pace and receive more targeted interventions.

Thoughtful consideration and review of connectivity enable students in remote settings to be successful by participating in learning, completing activities independently, or engaging in classroom projects and participation.

-Teachers will work with vertical teams to adapt lessons and assignments from adopted materials. Lessons will be posted in packets that are sent home with students for grades TK-8 with the offer of virtual interaction and/or teleconference. To support our students who are served in special programs, teachers will participate in weekly Collaboration Meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in the work packets. Pre-recorded instructional videos may be uploaded into the online platforms being utilized. Live teacher assistance will take place through various platforms during school hours on school days, with after school and/or evening homework tutoring assistance. Completion of assignments will be expected daily for attendance. Grades will be taken in accordance to the on-campus grading system. Less is more is our guideline for prioritizing content that is foundational to future learning. Assigned work must be engaging and relevant to students, and will be assessed meaningfully.

### STUDENTS WITH DISABILITIES

For students with disabilities, the special education teachers will work with general education teachers, students, and families to minimize barriers that the student may experience in a remote setting. Our goal is to create multiple means of engagement through IEPs and 504 plans. Additionally, we plan to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

-Plans will be made to support the best learning options available on a case by case basis for our students with disabilities.

-Student with special needs may receive on-site instruction in a student body capacity of 13 student or less.

### COMMUNICATION

The transition plan will be communicated to families by: Teachers and administrators will establish a common protocol for regular and consistent communication to parents.

## 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.]

-All district students will be provided a device to utilize at home daily for remote learning, if the need arises.

-Parents and students will sign a user-agreement at the beginning of the year. Chromebooks (grades TK-8) will be assigned to each student. A check-out process is in place the first week of school in case we are required to shutdown on a moment's notice. Our parking lot/WIFI access points will be open 24/7 for parents and families to be able to access the internet.

-The district also worked with a local internet provider to secure free or reduced rates for internet access and to eliminate barriers for our most at-risk families, but was unsuccessful thus far.

-As a result of the extremely low connectivity in the Oak Run area, students in grades TK-8 may be distributed paper packets on a weekly basis.

Teachers will teach students how to use the various remote learning platforms and distance learning expectations within the first few weeks of school in a hybrid in Tk-8<sup>th</sup> grades.

Getting Connected

During our Back to School night event, teachers may survey families to determine more individualized information regarding the deployment of devices and available internet access at home. Teachers will also assist parents in understanding Chromebooks, online learning platforms, attendance expectations, learning expectations, and tips/tricks for teaching and monitoring student work at home. This will take place at our virtual Back To School Night events. Teachers will direct parents on how to access tech support for parents needing extra support.

In the first two weeks of school, teachers will teach students how to connect to and navigate Google Classroom and provide the expectations for taking care of the technology and expectations for remote learning, including grading and attendance.

## 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.]

### ACTIVE ENGAGEMENT

Active engagement means a student is active in his/her coursework. The student is marked present when the following items have been achieved.

1. Access of and/or percent completion of lessons- activities, assessments, projects on a daily basis
2. Attending synchronous (live lessons) for tutoring, intervention, enrichment; or paper work completion
3. Daily contact with the teacher (If no contact can be made with a student, the teacher will refer to the Tiered outline for student attendance.)
4. Provision of Office Hours
5. Access to Intervention or extra individual support (optional)

Oak Run School District will track and monitor student progress through live contacts and synchronous instructional minutes, as well as work completion.

\*Live contacts with students are to be made through online learning platforms such as Google Meets or Zoom, teleconferences, or face-to-face for students with special needs (in a student body capacity of no more than 13 students per visit). Students will work synchronously through these manners. In order to ensure student success at the highest rate possible levels: Teachers will promote Read to Think strategies by having students read excerpts or short texts aloud as a means of introducing a subject or getting students to think about it from different perspectives; Promote Write to Learn strategies by having students write formally or informally to discover what they know about a subject or to synthesize learning; create structured and purposeful discussion of material after dividing the class into different configurations — pairs, trios, or large groups; ask students to teach what they have learned to others in a group or the class as a whole; place students in the middle of a problem they must solve using their understanding of the material, and more.

\*Attendance for students who are able to access online learning platforms using a stable internet source will be tracked by having their presence recorded on an excel sheet.

\*Asynchronous work will be allotted through paper packets with assigned tasks that include posted lesson goals, assignment options, flexible work hours, weekly feedback, and flexible work spaces. In order to ensure student success at the highest rate possible levels: Teachers will give students a variety of topics to choose from when writing, assign support materials; such as word lists or graphic organizers, which students can use at different levels of ability; provide a range of problems, texts, or projects to choose from, each one representing different levels of difficulty, but all based on the same subject or text; provide materials and ask students to design and create an original project — a model, a poster, or poem; place students in the middle of a problem they must solve using their understanding of the material, and more.

\*Attendance for students who are assigned asynchronous work will be tracked via

Attendance for students who are assigned synchronous work will be tracked via percent of work completion that is recorded on a teacher-held student-graph.

Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made and certified by a certificated employee.

1. We calibrated these instructional times by meeting as a staff, discussing parent and student feedback, and referencing state required instructional minutes.
2. We communicated these instructional times through two-way discussions with students and staff, and optional discussion with families via individual Text message, phone conversations, Board meetings, and email threads.

### Example of Calibrated Daily Work Expectations:

Category	Assignment	Course Value
Math	Quadratic Equations	45 min
Writing	“Everybody Wants to Chew Gum” Essay - Only detail sentences and conclusion.	45 min
Reading	Read for 30 minutes and complete entry log.	45 min
Science	Continue research project on Building a model Rocket Ship.	30 min
History	Continue construction on 3-D model of Ancient Egypt.	30 min
P.E.	10 Push-ups, 20 sit-ups, 10 front-back-go’s	30 min
Executive Functioning Skill Building	Practice organizing your binder and/or kitchen items with an adult.	15 min

### GRADING during Distance Learning

Grading will be the same as on-campus learning and outlined in our district handbook and policy. Students will be expected to access, complete and turn in daily work, on a weekly basis, to receive credit for completed work. Progress will be shared with parents on a monthly basis. Students who habitually do not complete work or complete an unacceptably low percentage of work will have intermittent Parent-Teacher conferences as needs arise.

### ASSESSMENT during Distance Learning

1. Individual Education Plans (IEPs) will be adhered to in all testing environments.
2. Teachers, support staff and/or school testing coordinators will be trained on how to deliver online assessments.
3. Teacher instructional authentic assessments will be delivered online through a variety of modalities including teacher-created questions or performance tasks placed in the Google Classroom.
4. Ongoing assessments will guide instruction.

\*Using the assessment data, personalized learning pathways will be developed. We will use formative assessments to gauge student progress and to adapt curriculum to support student learning. For content areas and grade levels, our district will leverage curriculum based assessments. Quick checks (exit tickets, short quizzes) will also be implemented to track progress and level of mastery of understanding. Formative assessments will be administered and appropriately-paced to correspond with our scope and sequence.

## **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.]

In order to support our staff in the implementation of a high-quality distance learning program, Oak Run School District has provided the following professional development opportunities and resources, which are based upon the "Professional Learning and Relationships" section in the CDE's Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools (<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>).

Technological support will be provided to staff on an as needed basis. IT will be available to assist staff during in-person and remote learning. Staff will participate in weekly professional learning and collaboration meetings.

This year, staff and teachers will engage in ongoing professional learning that is specific to their content area and instructional materials. Staff will be provided with Google Suite (Forms, Calendar, Docs, Slides, Sheets, Meets, Classroom, etc.) professional development based on their needs. Administration will provide professional development to support distance learning teaching and etiquette based on direct feedback from teachers. Google Suite for Educators, Explicit Direct Instruction, Peaceful Playgrounds, and Capturing Kids Hearts are all being offered this year by the Mountain Valley Education Consortium for participating districts. Teachers and administrators have the opportunity to participate in the Shasta County Office of Education and the Mountain Valley Education Consortium professional development training.

### **ONGOING LEARNING**

Collaboration time is conducted every week for staff to connect with their peers and to build staff capacity in delivering on-campus and remote instruction. The district will provide continuous learning for staff to continue to be proficient in the implementation of home learning. Teachers will work together to teach one another tips and tricks for distance learning. We will continue to use grade level and vertical alignment teams to provide identified professional development.

Job embedded support for teachers will include teacher observations, professional learning communities, mentoring, coaching, examining student work, modeling, and a focus on analyzing high-impact instructional strategies.

### **ONGOING PROFESSIONAL DEVELOPMENT**

- Benefits of positive phone calls home, which creates a happy/content connection with the learning environment, which allows the students' brains to acquire an abundance of knowledge
- How to create an online classroom schedule and the importance of daily consistency and routines.
- Pre-teaching expectations and changes, and the importance thereof
- Online & In-class RTI and the importance of not knocking it until you've tried it a few times
- Helping Billy
- Suicide Prevention
- Understanding and Supporting Students with Executive Function (EF) Deficits
- For Teachers - Creating a Safe and Supportive Learning Environment: Implementing Environmental Based Strategies
- Treating Trauma

## **Staff Roles and Responsibilities**

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

\*As a result of COVID-19, Oak Run School District has had to adapt staff roles and responsibilities in the following ways:

- Office Staff-Isolate students or staff with COVID symptoms. Protect school facilities by minimizing parent volunteers on campus.
- Teachers clean campus facilities in-between student and staff use including cafeteria with multiple staggered lunches, classroom areas, playground & play equipment, bathrooms, and other high use areas.
- Office Staff & Paraprofessional take the temperature of all students in the morning and if any students present symptoms of illness.
- Teachers and other Staff teach students routines of proper hygiene, hand-washing, mask wearing, and social distancing protocols.

\*To meet the academic needs of students, we have:

- Created an On-site and Homeschool learning program.
  - Families who choose to have their students learning in-person have the option of On-site learning Monday-Thursday with a Home School packet for Friday that includes the minimum required minutes of learning, and then some.
  - On-site learners who are at home on Fridays are strongly encouraged to utilize the online learning platform when it is provided to students who are Home Schooled.
- Families who choose Home School are required to meet with the teacher every Friday on-line for the required instructional minutes and are provided calibrated assignments Monday-Thursday in packet form.
  - Students who are Home Schooled are strongly encouraged to participate in a 30 minute online check-in session, Monday-Thursday for guidance in their academic work, to answer any questions, or to simply say hi and be in contact with their teacher and fellow students.
  - Home School students who utilize the 30 minute online option for Monday-Thursday may extend this time based on their needs.

\*To meet the social-emotional needs of students:

- 1)** A positive desk/area, which is saturated in the color pink for psychological reasons, is required in all classrooms for students to learn to self-regulate within the confinements of the classroom. The "Get Right," or time out, space serves as a positive area in which the student can go to in time of personal need for 3-5 minutes, as a relief from the area or task that they are currently in. Once the student is there for a minute or so, the teacher should be approaching to see how to briefly assist the student in self-regulating (i.e. finding out what the problem and possible solution/s might be that is within the student's means).
- 2)** A Sensory/Family room that includes sensory materials for students who are not able to quickly learn and implement self-regulation strategies within a classroom setting. This room comes with a specific process that includes a 20 minute maximum use at a time; unless there is an emergency with a student that requires more time.
- 3)** A communal morning meeting in which the Principal leads a whole-school Restorative Justice Circle. Topics include: recognizing and building positive characteristics within ourselves (students and adults), adversity curriculum, helping each other recognize positive qualities and celebrating them, etc.

\*Teacher staff development in the following areas are being sought out:

- Benefits of positive phone calls home, which creates a happy/content connection with the learning environment, which allows the students' brains to acquire an abundance of knowledge
- How to create an online classroom schedule and the importance of daily consistency and routines.
- Pre-teaching expectations and changes, and the importance thereof
- Online & In-class RTI and the importance of not knocking it until you've tried it a few times

- Helping Billy
- Suicide Prevention
- Understanding and Supporting Students with Executive Function (EF) Deficits
- For Teachers - Creating a Safe and Supportive Learning Environment: Implementing Environmental Based Strategies
- Treating Trauma

\*The following changes to employee roles and responsibilities have been made as a result of not being feasible in a remote environment:

- In the event that our District goes to 100% Distance Learning (DL), our one Paraprofessional and Principal will be assigned the role of Family Liaison, which will include making phone calls, answering academic questions as aide support for all grade-levels, providing parent and family connections and support, etc.
- Teachers will be able to pivot and transition quickly from a combination In-class and Homeschool model to a complete Distance Learning model.
- Teachers currently plan for independent study students, remote learning, and in-class learning. DL packets will be made for the entirety of their class, rather than for just those who choose to learn via Home School.
- Teachers will teach students and parents how to use Chromebooks and remote learning platforms, establish and implement daily routines for both in-person and remote delivery, include and interweave stress management and mindfulness practices in daily classroom routines.
- Administrator will train all employees on health and safety protocols, including correct application of disinfectants, maintaining physical distancing, and sanitization of campus' highly touched/used areas/items.
- All Staff will Teach and reinforce handwashing and use of a face covering by students.
- Administrator and/or Administrator Assistant will have adequate supplies for both employees and students including soap, hand sanitizers, cleaning solutions, tissues, masks, and other PPE.
- Paraprofessional, Administrator Assistant, and Principal will assist in temperature checks. Assist as needed with other COVID related items.

\*Oak Run School District will continue to monitor the impact of changed roles by:

- Closely monitoring staff stress levels through discussion, visual checks, appearance of appropriate or inappropriate behaviors, etc.

\*We will also continue to support staff that is working in a new role:

- Flexibility will be the key to implementing new practices within our district. Staff will provide the necessary support to make each of our children and their families successful. We will work together to ensure our students receive a high-quality education and a nurturing/supportive environment necessary for success.

## **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.]

- The school district will work with stakeholders to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of each child. It is possible that our most vulnerable students will face multiple challenges.
- During this time, we will seek to maintain meaningful relationships and connections through personal contact with on-campus meetings, one-on-one virtual meetings or phone calls to ensure student success.
- Interventions for our most at-risk students will receive P.E. and Intervention between 2 and 4

days per week depending on the teacher rotations and grade levels.

-Teachers will implement Tier 1, 2, and 3 intervention supports on a daily basis.

-Students will be targeted for support based on their identified needs. Support staff will also be assigned to students that need additional support.

-After school tutoring will be provided to struggling students that have experienced learning loss. Teachers, administrators, special education teachers, counselors, and support staff will work collaboratively to ensure all students have contact with the school.

-Technology devices will be provided to 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 so that they can participate equitably in remote learning while at home. Oak Run School's parking lot will be available for pupils to access wifi when needed.

-Instructional materials and lessons, provided by the teacher, for on-campus learning will be uploaded in Google Classroom or provided in a learning packet.

-Assignments will be differentiated and adaptations will be provided as needed for individual pupils with unique needs.

\*We will assess the unique needs of all learners to determine what additional supports are needed by:

-Referring to individual SST, 504, or Individual Education plans.

-Conference with families on additional needs that develop.

-Allow for individual formative and summative academic assessments via online or in person.

-Refer to all other service providers such as Speech and Language Therapist, Occupational Therapist, School Psychologists, School Counselor, etc. for guidance in meeting the unique needs of all learners.

\*Once the needs of each unique learner are determined, we will provide additional supports for each student group below in the following ways:

**1)** English learner students will continue to receive integrated and designated English language development using the ELD strategies embedded within the District adopted curriculum. When necessary, Tier 2 supports may be provided for an additional minimum of 20 minutes, 4 days a week, either in-person or virtually.

**2)** A Foster Youth liaison will work with each of our foster youth to provide the necessary support needed to succeed both inside and outside of school. The Liaison will work to connect the foster youth families to outside resources when necessary.

**3)** Scheduled and non-scheduled documentation of daily interaction with Pupils with exceptional needs served across the full continuum of placements will occur. IEP goals will be communicated as they currently are. Assessing students and conducting IEP meetings, and progress monitoring goals will continue with an online option. Special education services will be provided in accordance with each student's IEP. RSP services will support students' progress in their general education class. Oak Run School District does not currently have a Special Day Class. Other service providers may deliver services in-person or virtually. Special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. The IEP will include a description of the means by which the IEP will be provided under emergency conditions, as specified, in which instructions or services, or both, cannot be provided to the pupil either at the school or in-person for more than 10 school days, as specified. Our goal is to create multiple means of engagement through IEPs and 504 plans. Additionally, we plan to generate student interest and motivation for learning, represent the information and content differently by providing more leveled and personalized learning, and provide more affirmative and corrective feedback.

**4)** Foster youth, homeless students, and special education students may attend more in-person instruction, as needed, during at-home learning days. Home visits, phone calls, emails and virtual meetings will take place by our homeless/foster youth liaison and/or counselor/administrator when students are not engaging with school. Our most at-risk students will be assigned a staff member that will provide regular weekly check-ins to ensure students are receiving the necessary support to be successful.

## COMMUNICATION

Teachers and administrators will establish a common protocol for regular and consistent communication to parents with pupils with unique needs.

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

Description	Total Funds	Contributing
Contact with students learning from home. Accounts for an extra 30 minutes outside of contracted hours during the days that teachers are teaching on-site (Monday-Thursday).	\$4,500	Y
Technology-Devices to support remote learning, meetings, in-person learning x 24 Plus locking charging cart -Increased enrollment due to immigrating students from other schools that have closed because of COVID-19	\$7,420	Y
Professional Development in technology. How to provide Social/Emotional supports through an online platform.	\$1,500	Y
Paper, Toner, Postage (Packets printed for students with little to no internet services/connectivity)	\$2,400	N
Instructional materials: Books to go home with students for Distant Learning	\$2,300	N

## 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.]

Oak Run School District will address the learning loss for students and will accelerate learning progress for all students. We believe it is essential to ensure that each and every student has equitable access to engaging grade-level content and instructional rigor.

### **We will:**

- Provide students with different ways to engage in and process learning, and to express their learning needs to help reduce or eliminate barriers showing what they know and can do.
- Essay contests
- Work with families to support learning loss through focusing on the most essential standards and tutoring while including Social/Emotional supports.
- Develop two additional reading groups: One for Sue Barton and one that includes morphology, syntax, phonics, memorization, and tracking skills
- Engage in targeted checks for very specific subject and grade level instructional purposes, focus on depth of instruction, provide actionable feedback, administer performance assessments, administrator walk-throughs, perform ongoing measurement of foundational literacy skills to support decoding and fluency, and measure fluency with grade-level text to monitor progress and provide additional support where needed.

- Provide more intentional academic differentiation along with teaching grade-level standards
- Focus on the depth of instruction, rather than the pace; avoiding the temptation to rush to cover all of the 'gaps' in learning from the last school year.
- Provide actionable-feedback that encourages students to reflect on their learning and encourages them to continue learning.
- Develop and administer performance assessments that unveil students problem-solving and sense-making.
- Initiate student-led parent teacher conferences that encourage students to prepare presentations about their learning goals, reflection on their learning progress.
- Utilize instructional aides in online and on-site instruction to join in the group and individual learning to help students who need support.
- Collaboratively develop protocols for teachers to analyze results and determine appropriate next steps to address areas of pupil learning loss.
- Assess student learning and provide supports based on child's current skills.
- Offer parents specific strategies and activities to support skill-building at home.
- Make efforts in meeting a child's social emotional needs first, before introducing academic concepts, and continuously support them.

Specific actions and strategies for each student group are as follows:

**1. | English learners:**

- English learners will be provided a deliberate and sound pedagogical approach for developing their academic language to enable them to engage with grade-level content.
- It is our goal to continue to ensure the goal of English learners acquiring fluent English proficiency as rapidly and effectively as possible.
- English learners will be provided additional support to balance and focus on the task of learning and being productive in the school community.
- The goal remains for our English learners to achieve the same challenging work and cognitive demands as their peers in order to develop academic skills and grow as scholars.
- To accomplish these goals, all English learners will receive a comprehensive program of designated and integrated English language development instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program.

**2. | Low-income students:**

- Interventions may include regularly scheduled 30 minute sessions with an intervention provider or specialist through video conference or in-person, scaffolding for specific task assignments, pre highlighted texts, more frequent feedback or check ins, time management supports, or maintaining a daily written agenda.
- Students in the upper grade levels may be offered guidance for monitoring their own progress and implementing supports like setting their own timer to chunk assignments, keeping a daily agenda that outlines tasks and goals, or creating a playlist or active routine to help with stress or anxiety management.
- Support staff will work with our at-risk students in small groups and one-on-one to provide additional support due to learning loss.
- Interventions will take place within the classroom throughout the day school week.
- Make healthy snacks and/or hygiene supplies available. Ensure enrollment in the free meal program.
- Teaching self-regulation skills: Teach students deep breathing and meditation or mindfulness exercises, and allow them to take time out to use these techniques when needed.
- Create a structured and supportive classroom. Explain new situations and clarify expectations and limits.

**3. | Foster Youth:**

- Support staff will work with our at-risk students in small groups and one-on-one to provide additional support due to learning loss.
  - Interventions will take place within the classroom during a specific time of the day throughout the school week.
  - Using formative assessment, teachers will identify the area needs for each student.
- Furthermore, teachers will identify essential state standards for current and prior school year utilizing diagnostic testing in order to address any learning loss and accelerate students.

- Teachers will prioritize the concepts and skills that are of immediate importance in helping students access grade-level work.
- Learning goals will be set for each trimester to focus on their areas of growth.
- Create a sense of safety: Give students additional space when they need it—for example, allow them to leave a group they're working with and sit elsewhere to finish a task independently if they need space.
- Working to ensure that students feel connected: Check in with students often so they feel cared for and seen. Rowland recommends the 2x10 method: The teacher spends two minutes, for 10 school days in a row, simply talking to a struggling student about anything of interest to the student. Or just ask how the student's day is going. These conversations should not be about schoolwork, homework, home life, or any other stressor, unless the student brings it up.
- Teaching self-regulation skills: Teach students deep breathing and meditation or mindfulness exercises, and allow them to take time out to use these techniques when needed.
- Create a structured and supportive classroom. Explain new situations and clarify expectations and limits.

#### **4. | Pupils with exceptional needs:**

- Make grade-level content accessible for all students through the use of the principles of Universal Design for Learning (UDL). UDL principles are based on the understanding that students differ in the ways they are motivated to learn, and that students with language and/or cultural difference, sensory disabilities (e.g., blindness or deafness), and learning disabilities all require a different way of approaching content.
- Provide students with different ways to engage in and process learning and to express their learning. This will help to reduce or eliminate barriers of showing what they know and can do. Teachers will use these classroom practices to help increase active student engagement, which is key to improving the rate of growth for learners with disabilities.
- Post a clear and predictable daily schedule. Both typical students and those with developmental disabilities crave structure and predictability in their school day. Special needs children, though, can sometimes react more strongly than their non-disabled peers when faced with an unexpected change in their daily schedule.
- Alternate preferred and less-preferred activities. Students are likely to put more intense (and more sustained) effort into challenging assignments when they know that they can take part in a fun or interesting activity at the end of it.
- Provide meaningful choices that give the child some autonomy and control in the classroom. For example, teachers may encourage the student to select a reading book for an assignment, decide what assignment she or he will work on first, choose a place in the room to study, or pick a peer to help as a study buddy. Make an effort to build choices into school activities whenever possible.
- Use verbal and non-verbal prompts ('pre-correction') before the student engages in a task to promote success. Teachers phrase prompts to reflect what they would like to see the child do (e.g., 'Ronald, please get your math journal and a sharpened pencil and join our math group at the back table.') rather than what they would like the student to stop doing. Choose vocabulary and syntax appropriate to the child's developmental level while trying not to be too wordy.
- Create a plan to help the student to generalize their learning across settings and situations. Children with significant disabilities are likely to need explicit programming to generalize skills that they have learned in a particular classroom setting to other settings or situations.

#### **5. | Pupils who are experiencing homelessness:**

- Find time each week to check in with each student to assess unmet basic needs, offer encouragement, and recognize the child's talents and accomplishments. Pair new students with a "buddy" in the classroom or assign new students a "job" and encourage involvement in extracurricular activities. These personal relationships can be critical for students who are experiencing homelessness.
- Be attentive to the stigma of homelessness and avoid using the word "homeless."
- Allow students to hold on to personal possessions in class, keeping in mind that any possession may be the child's only one. Provide well-defined transition procedures from one activity to another and give choices when appropriate to counter the loss of control

experienced in their lives.

-Make healthy snacks and/or hygiene supplies available. Ensure enrollment in the free meal program.

-Ensure that the student has every opportunity to participate in school activities: contact the homeless liaison to find out how to provide school/project supplies, cover field trip fees, purchase uniforms, and meet other needs. Give students a clipboard to use as a “desk” when they leave school.

-Because parents may not have regular access to a phone, create a communication plan. Send the family a “welcome” letter and/or invite them to visit the classroom. Ask if younger siblings need supportive services. Make sure parents know their family’s rights.

## 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.]

\*Oak Run School District will measure the effectiveness of services and/or supports provided to address learning loss by:

-Training relevant staff in data entry, data collection, and data analysis.

-Scheduling opportunities to review results of data analysis and discuss how to respond to effectiveness of data.

-Communicate frequently about the purpose for collecting such data as well as trends in results of analysis.

\*We will gather the data by:

-Asking all stakeholders to complete survey.

-Hold informal and formal discussions with student, families, teachers, and assisting staff.

-Utilizing the following assessments:

-Diagnostic: Some examples to try and include: mind maps, flow charts, KWL charts, short quizzes, journal entries, student interviews, student reflections, graphic organizers, classroom discussions

-Formative: Some examples of formative assessments include: portfolios, group projects, progress reports, class discussions, entry and exit tickets, short and regular quizzes, virtual classroom tools like Socrative or Kahoot!

-Summative: Creating assessments that deviate from the standard multiple-choice test, like: recording a podcast, writing a script for a short play, producing an independent study project; keeping in mind: keep it real-world relevant where you can, make questions clear and instructions easy to follow, give a rubric so students know what’s expected of them, blind grading: don’t look at the name on the assignment before you mark it:

-Ipsative (compares previous results with a second try, motivating students to set goals and improve their skills

-Norm-referenced: Designed to compare an individual to a group of their peers, usually based on national standards and occasionally adjusted for age, ethnicity or other demographics.

-Criterion referenced: compare the score of an individual student to a learning standard and performance level, independent of other students around them

\*We will analyze the data to determine effectiveness on scheduled opportunities with educators to review results of data analysis and discuss how to respond. Teachers will ensure that all students have the opportunity to engage in productive struggle with Tier 1 instruction, allowing sufficient time to make sense of a task or problem before intervening.

Tier 2-some students will need more time and engagement strategies through additional opportunities to practice, review, preview, mathematics language development, routines, and vocabulary development to show growth. Tier 3: There will be students that may need even

vocabulary development to show growth. Tier 3-There will be students that may need even more intensified instruction to address skills deficits. The scaffolds that teachers and support staff employ to meet specialized student needs will be specifically targeted to individual student academic difficulties or language development needs and will serve to expand, not limit, their access to rigorous content and their development of higher order conceptual understanding and the corresponding academic language to convey their understanding.

## 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.]

\*Diagnostic assessments are used to identify specific areas where instruction or intervention to improve student learning and address learning loss. Universal screenings will be scheduled in a variety of intervals (beginning of the school year, every 6 weeks, etc.) Formative assessments and progress monitoring provide actionable information about students' learning status relative to the desired lesson goal. When students are given opportunities to participate in engaging activities, teachers and support staff provide students with ample time to think and develop a solid response.

\*Teachers use data from the aforementioned assessments immediately to adjust their instruction and ensure student progress towards learning goals.

\*Staff meets in weekly collaboration meetings to complete a needs analysis on the effectiveness of the services and supports to address the learning loss. Actions and services are adjusted and refined based on student data and reflection.

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

Description	Total Funds	Contributing
Supplemental instructional materials & Assistive Technology	\$2,000	Y
Learning software (Freckle Math)	\$2,000	Y
Learning software (Accelerated Reader/Renaissance Place)	\$2,000	Y
Stipend for 30 minute/day extra-duty pay for teachers to support Home School learning in addition to their on-site contractual duties.	\$4,500	Y
Stipend for Family Liaison	\$2,000	Y
Paraprofessional for small group instruction	\$10,306	Y
Counselor	\$500/month	Y

## 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.]

Oak Run School District will support the mental health and social emotional well-being of students and staff throughout the school year.

\*Professional development for staff will include:

-Support for Tier 1 (Whole school safety and prevention, community and family engagement and supports, staff wellness, classroom strategies)

-Tier 2 and Tier 3 (Early and targeted intervention for students/staff) supports. Those include: (SEL/Adversity Curriculum, SEL screener, mental health support through counselors, telehealth, referral process for students/staff to address trauma and impacts of COVID-19

telehealth, referral process for students/staff to address trauma and impacts of COVID-19, communication of services, plan to help teachers support SEL in the classroom.)

\*Our staff members will set up practice routines that establish safe and supportive environments. Our staff will give clear, simple directions and model expectations with their words and actions.

\*Building young people's resilience will be another priority. Our staff will intentionally create engaging, collaborative activities that fill young people's brains with the oxytocin that counteracts their stress and trauma. Since our staff knows our students and our families well, they are attuned to their emotional states and needs and can respond with the supportive words, guidance and practices that help them learn how to manage and regulate their emotions. All of these practices are based on the way the brain develops and learns. And our staff is also here to provide social emotional support to our parents/teacher partners in the event we have to return to remote learning or for students that are on Home School/Independent Study programs. Resources and tips/tricks will be shared with the parents to support their students while learning from home. Counselors will be available upon request or for students that are referred by staff members for additional support.

-Plans are in place for outreach to students who do not return, given the likelihood of separation anxiety and agoraphobia in students. We anticipate that some students may have difficulty with the social and emotional aspects of transitioning back into the school setting, especially given the unfamiliarity with the changed school environment and experience. Special considerations will be provided and warranted for students with pre-existing anxiety, depression, and other mental health conditions; children with a prior history of trauma or loss; and students in early education who may be particularly sensitive to disruptions in routine and caregivers. Students facing other challenges, such as poverty, food insecurity, and homelessness will be provided additional support and assistance.

-We will incorporate academic and behavioral accommodations for all students who may present ongoing difficulty concentrating or learning new information because of stress associated with the pandemic.

-Afterschool program staff naturally serves as role models, while helping to address the challenge of maintaining low student-to-staff ratios and support the academic and social emotional well-being of every student.

-This year more than ever, our staff-plan to laugh, play, listen and connect with our students and families so that they are ready and able to learn their reading, writing and mathematics.

-Social Emotional Learning supports will be inter-woven in daily lessons by teachers and support staff. Teachers will check in daily with students to build repertoire and monitor their mental health.

-Administration will work alongside teachers, enabling them to provide Tier 1, 2, and 3 social emotional supports based on student needs.

-Support staff will connect and provide additional support for identified students.

-Teachers and support staff will reach out to parents and families when students are not attending school. Tier 1, 2, and 3 supports will be put in place to address attendance concerns.

-Administrators and Teachers will follow-through on students that have been identified for Tier 2 and 3 support.

-Professional development and resources will be identified as additional needs become evident. Teachers and administrators have the opportunity to participate in the Shasta County

Office of Education and the Mountain Valley Education Consortium professional development training.

\*\*Oak Run School District will strongly consider the following resources/activities for students and staff to address trauma and other impacts of COVID-19 on the school community by:

**Implementations for improving Mental Health & Emotional Well-Being for Students, Staff, and Families:**

- Survey staff periodically during the school year to continually assess staff needs. Schedule individual conversations (in-person or virtual) to illuminate additional needs.
- Work with district staff to determine the best method to respond to needs.
- Create and adopt a positive school motto
- Provide a positive quote for the day with verbal explanation and short discussion
- Select and administer a student mental health screener (eg: Adverse Childhood Experiences - ACE; Whole Person Health Screener, RUHS; CoVitality).
- Based on screener results, offer mental and general health services that are tracked through tele-health (bill back through Medi-Cal).
- On-site Counseling for one whole school day per week
- More verbal compassion and positive reinforcements
- For students... teachers first re-establish trusting, respectful relationships with students. Listen and acknowledge their feelings without judgement. Ensure that our school environment includes equitable and consistent expectations/responses/consequences. (A student's concept of fairness may differ from what is equitable.)
- Consider providing training to staff on how to identify the difference between normal levels of stress, chronic stress, trauma, PTSD, anxiety and other affective issues to determine appropriate tiered interventions.
- Consider using an anxiety/depression/ behavioral screener to measure the level of emotional and behavioral impact on students' daily functioning (i.e. coping skills) due to fact that currently available trauma and PTSD checklists/rating scales (i.e. ACES) may not take into consideration the chronic life stressors experienced by students and families during this current global crisis (multiple losses - job, family death, livelihood, home).
- Standardizing student behavior expectations campus-wide seems like an important goal for promoting safety and peace in the classroom.
- Consider specific needs of diverse students when designing interventions.
- Consider differences that might exist between what a student experiences during the pandemic in comparison to what their parent(s)/staff might experience and why and differentiate the level of support to be provided (i.e. staff may need on-going support whereas students may benefit from limited interventions).
- Goal setting talks

**Implementations of community activities that follow all COVID-19 guidance**

- Positive phone calls home or post cards
- Back to School night
- School Newsletter
- Holiday performances from students
- Raffles

- Monthly themed cook-offs
- Lunch with families
- Community dinners - Hosting non-gathering fundraiser dinners that parents/community pre-pay, pre-order, receive a confirmation, and drive thru the parking lot to pick up. Maybe our parent club could help coordinate this? Pre-ordering and pre-paying 2 weeks in advance gives the fundraiser a budget and an exact amount of meals to prepare. Drive through during a specific one or two hour timeframe, with meals packaged and ready.
- Community events specifically to showcase students and their work
- Campus Beautification
- Campus tours
- Outdoor concert of students singing Learning Songs
- Outdoor student-led open mic
- Consider Parent/Family coaching events
- Adopt a Family Liaison Ambassador (reaching out to families)
- Parent/Student/Teacher conferences
- Create an "Idea Generator" box for students, staff, and families to anonymously provide feedback
- Full on Positive Cultural Awareness days to celebrate our cultures in Oak Run and around the world

## **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.]

-Families are critical learning coaches and partners in the central work of teaching and learning. Therefore, we will provide parents with detailed and timely information on instructional approaches, technology tips and tricks, and learning expectations to ensure that learning continues in whatever circumstances the next few years bring. Using our existing tools and social media platforms we will inform, engage, and train parents in supporting their students both academically and socially.

-Every attempt will be made to reach out to families, including families whose primary language is other than English, when students are not meeting learning and attendance standards, not engaging in instruction and are at risk of extended learning loss. The Principal and teachers will identify and target students that need additional support to ensure students are receiving a quality education.

\*When students are not meeting compulsory education requirements, or when a pupil is not engaging in instruction is at risk of learning loss, Oak Run School District will provide the following outreach to students and their parents and guardians:

-The countywide Help Me Grow initiative provides schools with support for truant students so that we can re-engage students in school. A three-tiered system has been put in place to collect engagement and provide outreach to our most-vulnerable populations. Students who are not engaging school via distance learning platforms or are not picking up meals are contacted to inquire further regarding any connectivity issues and to ensure their well-being. A collaborative effort has been made with Human Health Services, Children's Legacy Center,

Child Protective Services, the Shasta County Sheriff's Department, the Help Me Grow staff, and the Shasta County Office of Education to assist local schools with reaching out to students and their families when students are not attending school.

- SART/SARB interventions, inclusive of guidance from Public Health, will be included with our Tiered Reengagement System procedures.

\*\*Oak Run School District will continue to provide engagement and outreach to students who are absent from distance learning. The tiered reengagement strategies we will use for pupils who are absent from distance learning are as follows:

**\*Tier 1 includes: UNIVERSAL SUPPORT**

-Priorities & practice supporting all families in the most inclusive & equitable way

-Expected Percent of Families Served: All

-Project Intervention: All Shasta County School Districts will provide communication to families regarding distance learning expectations and school provided resources.

-Project Goal: At least 90% of students will have weekly contact with their school

COMMUNICATION

-Schools send out the plan to parents (using multiple methods) for what distance learning will look like and ways students can engage if they have internet and if they do not.

-Schools send out the updated meal pick-up locations flyer for their attendance area.

TRACKING OF STUDENT ENGAGEMENT

-Teachers take "attendance" on a daily (for those who attend online meetings) and weekly (for those who attendance is primarily tracked through work completion) basis to see which students have engaged in either the pick up of a packet, completion of work, and/or visually with the student online. This attendance should be shared with the school office.

-School lunch personnel track which students pick up breakfast and/or lunch at least once a week. This information should be shared with the school office.

-At the end of each week, schools identify which students there has been no accounting for, either through distance learning or meals.

ADDITIONAL ATTEMPTS AT COMMUNICATION

-If no student engagement has been made that week, someone from the school will call (could be teachers, school counselors, psychologist, office staff or administrator) at least twice to clarify ways for families to contact the school so their student can engage, using emergency contact list if needed.

**\*Tier 2 includes: SUPPLEMENTAL SUPPORT**

-Additional services provided for some families who require more support

-Expected Percent of Families Served: Some

-Project Intervention: All families who have not made contact with their school for one week will be referred to Help Me Grow case management.

-Project Goal: At least 95% of families referred to HMG will make contact with their school.

For a student/family to be referred to Tier 2 the following criteria must be met:

-All Tier 1 interventions are complete

-No CONTACT from student/family

-CONTACT with no follow-up the following week

### Tier 1 to Tier 2 Referral Tool

- Each school will keep a record of students that meet the Project's Tier 1 to Tier 2 criteria.
- School will complete a Referral Form (Google Form) for each student. This document lists all of the information that you will need to gather to complete a referral.
- Referral Form Link
- If the family makes contact with the school following the referral, the school must notify HMG using the same Referral Form
- All questions can be emailed to April Matthews at [amatthews@shastacoe.org](mailto:amatthews@shastacoe.org)

### Tier 2 Supplemental Support

- HMG will receive referrals from schools using the Referral Form.
- The form will be used to enter their information into the STAR Database. Once a referral is received the following will occur:
  - Day 1: Call, Text, Email, and Mail the Family
  - Day 2 & 3: Call, Text, and Email the Family
- HMG will use an incentive as a "hook" in our messaging to increase family engagement. For instance it may be the COVID-19 Make Contact Contest. Every family that connects with school will be placed in a weekly drawing for a cart of groceries to be delivered to their home. HMG messaging will clearly state the need to connect with their child's school and an offer to help link them to other community-based resources.
- If needed, HMG will provide the program's typical case management until the case is complete.

### **\*Tier 2 to Tier 3 Referral Criteria**

For a student/family to be referred to Tier 3 the following criteria must be met:

- HMG Case Manager has attempted to make contact with the family for 3 days using mail, email, text, and/or phone call.
- No CONTACT from family to school or HMG by Day 4.

### Tier 2 to Tier 3 Referral Tool

- HMG will keep a record of students that meet the Project's Tier 2 to Tier 3 criteria.
- HMG will share this list using a secure Google Sheet with the Children's Legacy Center (CLC).
- Once the family makes contact with HMG or the school following the referral, case will close.

### Tier 3 includes: INTENSIFIED SUPPORT

- Targeted support directed toward the few families with the greater needs
- Expected Percent of Families Served: Few
  
- Project Intervention: All families who have not made contact with the school after Help Me Grow case management will be referred to the
- Project's multidisciplinary team for targeted intervention.
- Project Goal: 100% of families referred to MDT will make contact with their school.
- Tier 3 Intensified Support
- CLC will receive referrals from HMG using a Google Sheet. The Sheet will be used to enter the families information into a new COVID-19 Section of the Collaborate Database.

Referrals will be reviewed by a multidisciplinary team (MDT) including representatives from

- Referrals will be reviewed by a multidisciplinary team (MDT) including representatives from the student's School, HMG case management, CLC, Law Enforcement, HHSA Children's Services, and potentially others during a weekly HIPAA compliant Zoom meeting.
- Intervention may be provided by Community-Based Organization (CBO), a coordinated response among MDT members and CBO and/or a request for a Welfare Check completed by Law Enforcement.
- The results will be discussed at the next MDT meeting. The school and HMG will inform the team if the family/student has made contact.
- This Project is not a referral to or a pathway to Children and Family Services. An objective of the Project is to help ensure the health and safety of our students. We will endeavor to do that using support from our schools and our community.
- Our ultimate aim is safe and healthy students who are engaged in distance learning.

## 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.]

Oak Run School District will continue to provide nutritionally adequate meals for all pupils, for both in-person and distance learning in the following ways:

**\*In-person leaning/instruction:**

- Work with Operations staff to develop and implement a plan to ensure student and staff safety. Continue to collect data via electronic food-service systems.
- Students receiving in-person instruction will be served breakfast and lunch on a staggered schedule.
- While keeping at a social distance and wearing masks, students will be allowed to go one at a time through the serving line.
- All items that are normally put on the salad bar will now be either portioned out and put in sealed containers/bags or served directly on the serving line by an adult.
- Cohorts of students are sent to the cafeteria each day on staggered lunch times (or have lunch in classrooms).
- Hand hygiene will be performed prior to and after lunch breaks.
- Social distancing will be implemented at the lunch tables (or classroom) depending on where students eat.

**\*Distance learning:**

- Breakfast and lunch meals will be put in place 5 days a week during instances of Distance Learning.
- Families may pick up meals for the week upon request.
- In some cases, meals will be delivered to our most at-risk student populations.

## 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	Paint for Peaceful Playgrounds protocol implementation	\$1,275	N

and Social and Emotional Well-Being			
In person instructional offerings	Outdoor shading (i.e. easy ups, ready to hang shade sail, etc.)	\$200	N
Mental Health and Social and Emotional Well-Being	Community/Family activities	\$630	N
Mental Health and Social and Emotional Well-Being	Gross Motor Skill Playground equipment – including ground pad	\$8,000	Y

## 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
17.67%	\$69,131

### 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.]

\*Actions: Technology-Devices to support remote learning, meetings, in-person learning; Stipend for 30 minute/day extra-duty pay for teachers to support Home School learning in addition to their on-site contractual duties.

-These actions are principally directed at supporting EL, FY, and Low Income students.

- Actions related to increased technology and teacher access for students contribute to the increased and improved service requirement because it was evident that students from low income families struggled to access instruction in Distance Learning at the end of the 2019-20 school-year. We have provided these students with access to digital learning devices through the distribution of Chrome Books and an additional 30 minutes of paid teacher-duty time to support Home School learning. We believe it will be effective in mitigating learning loss, allow for continuity in daily live interaction with teachers, and keep these students engaged.

\*Actions: Supplemental instructional materials; Learning software (Freckle Math); Learning software (Accelerated Reader/Renaissance Place).

-These actions are principally directed at supporting EL, FY, and Low Income students.

-These student groups have experienced significant challenges in our transition to On-site & Distance Learning. Reading, Writing, and Math scores demonstrate a need for increased academic support. We have prioritized these needs and believe that providing high quality academic curriculum will accelerate the learning of these students who have experienced learning loss.

\*Actions: Stipend for Family Liaison; Paraprofessional for small group instruction; Counselor; Professional Development in technology. How to provide Social/Emotional supports through an online platform.

- These actions are principally directed at supporting EL, FY, and Low Income students.  
- These student groups have experienced significant challenges in our transition to On-site & Distance Learning program. Reading, Writing, and Math scores demonstrate a need for increased social-emotional support. We have prioritized these needs and believe that providing a Family Liaison to meet with and support families, a Counselor to meet with and support students, professional development to support teachers in meeting students' academic/Social Emotional needs via online teaching, and a Paraprofessional for small group instruction in addition to certified instructors in order to accelerate the learning of these students who have experienced learning loss.

\*Action: Gross Motor Skill Playground equipment; Assistive Technology

- These actions are principally directed at supporting EL, FY, and Low Income students.  
- These student groups have experienced significant challenges in our transition to On-site & Distance Learning program. Writing and Math scores demonstrate a need for Occupational Therapy, Speech services, and Assistive technology. The amount of time needed to make a significant impact with these students skills are not currently afforded by the provided specialists and outside services are not currently afforded by families with low income. We have prioritized these needs and believe that providing Occupational Therapy activities that are imbedded in the students' school-day activities, along with Speech and Language activities and Assistive Technologies will accelerate the learning of these students who have experienced learning loss.

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

For the 2019-20 school year, the Oak Run School District 's estimated unduplicated count percentage of students identified as low income, foster youth, and English learner will be approximately **17.67 %**. Our district will receive approximately supplemental funds, CARES funding, and Covid-19 Relief Funding in 2020-21 to provide improved or increased services for identified students.

The district proposes to spend the increased funding of \$69,131 on Academic Intervention Services for in-class and Distance Learning; Instructional Support Services; Student, Staff, and Community support and Engagement; and Mental Health and Social Emotional Support.