

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>.

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General Information

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

The COVID-19 pandemic has affected the Garfield School District (GSD) community and altered the lives of our students, families, and staff. The closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress to them and their families. The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges for families as well. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in person. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted. With the evolving nature of this pandemic, all of our teaching and learning will focus on the needs of all students and mitigate learning loss, assuring that all students are given an equal opportunity to access high quality educational opportunities.

The guiding principles for realizing this vision include:

1. Health, Safety and Well-being: Our actions are grounded in the scientific guidance provided by federal, state, and county health officials. We will take all steps possible to mitigate the spread of COVID-19 and protect the health, safety, and well-being of our students, employees, and school communities. We will create socially, emotionally and physically safe and nurturing environments for our students to thrive in.
2. Academics and Instruction: High quality instruction anchored in standards-aligned materials is at the core of achieving equity and access. We will ensure our practices support all our students.
3. Maintaining Connection and Partnering with our Families: Due to the fluctuating public health crisis, we will remain flexible to balance educational needs with public health and safety. Our learning environment and strategies are designed to ensure high quality instruction, whether we are in physical or remote learning space. We will remain flexible with our families and stay connected to them to provide and support our students' learning needs.
4. Needs-based and Care Given: Human and capital resource allocations will be informed by the academic, social, emotional and physical needs of our students and employees, as well as our school community.

5. Engagement & Communication: Our community will have the information and resources they need to be safe, healthy, and valued. We will provide consistent, clear, and routine communications and engagement in multiple modalities and languages

Stakeholder Engagement

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

Garfield School District has worked extensively to solicit stakeholder feedback in order to inform the district's Learning Continuity and Attendance Plan. GSD's teachers, support staff and administration spoke with families and students multiple times throughout the school closure. We gathered feedback on technology needs, internet access, class schedules, and extra social-emotional support needed for students. GSD sent out frequent electronic surveys to gauge families' intent to return, preferences on reopening models, communication needs, and technology needs. Students were provided with the opportunity to provide input during class meetings and one on one sessions with their teachers. Garfield School District does not currently have stakeholders who require stakeholder engagement information to be provided in any language other than English. Stakeholders without internet connection were contacted via telephone. Administration was available via telephone and email daily during the summer to listen to stakeholder concerns and feedback. GSD utilized our Parent Advisory Council consisting of parents, classified and certificated staff to offer a balanced perspective on reopening. The team met twice during the summer. Staff participated in additional meetings to determine their needs for training, safety, and curriculum. The District had two special board meetings, one in July and one in August, to discuss reopening and address questions, concerns, and feedback from all stakeholders.

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

Stakeholders were encouraged to participate in public meetings via Zoom. Meeting notices were sent out via email. Stakeholders also had the option to participate via telephone or computer. A total of 4 surveys were also sent out to solicit feedback.

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

Feedback was received from all stakeholders (teachers, staff, board, parents/guardians and pupils):

During class meetings and one on one sessions with their teachers, students indicated that they missed seeing classmates and that distance learning was not the same as being at school.

Survey Responses: 100% of families returned the District's questionnaire requesting their preference for a return to school plan for fall 2020. Three options were outlined and were presented to the Board of Trustees as follows:

Option A -students on campus: Students would attend school on campus five shortened days a week, with all safety protocols in place and classes/cohorts kept between 10-12 for early primary and 15 students in middle primary and upper elementary.

If the board chooses option A:

66.67% would send their children for on campus instruction

24.44 % would keep have their children participate through distance learning

8.89% will not enroll at Garfield next year but will instead do their own home school program

Option B -a hybrid model: Students would attend four days a week as follows: Early primary would be split TK-K mornings, 1st grade afternoons. Middle Primary could come for a shortened full day. Upper Elementary would be split 4th grade two days week and 5th-6th grade two days week or 4th mornings and 5th-6th afternoons.

If we the board chooses option B:

71.74% would send their children for on campus instruction

19.57% would keep have their children participate through distance learning

8.70% will not enroll at Garfield next year but will instead do their own home school program

Option C - Begin the year with a distance learning program and use the first trimester to develop a stellar program that would enhance all other options that may be possible and preferable later in the year as the situation eases or gets more dire.

If the board chooses option C:

All students who remain enrolled would participate in distance learning

Distance Learning Enhancements: Superintendent Quinlan and committee members had a productive discussion about making the District's distance learning program as effective as possible. Suggestions included the following:

Staff members will be working on campus

More direct instruction

More small group instruction

More individualized instruction

Project based learning with supplies provided by the district

On campus cohort meetings to share projects, accomplishments, etc.

On campus time for students experiencing difficulties, students with IEP's, etc.

Coaching for parent partners

Initial daily instruction early in the day

Instructional packets and face to face instruction

A balance of paper and pencil assignments and online learning in middle primary and upper elementary

A consistent schedule for turning in work.

Concrete feedback on assignments

Increased accountability

Weekly progress notes to parents, and a system for feedback from parents

High expectations, accountability, grades, scoring and report cards

The addition, as soon as safely feasible, of periodic field trips for cohorts
Accommodations, as possible, for parents to observe, feel part of or participate in their children's educations

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

The specific stakeholder input received throughout the summer months has significantly influenced the district's Learning Continuity and Attendance Plan both through the impacts on development of the district's various Learning and Safety Plans and through direct feedback on the plan itself. Key takeaways from the surveys, phone calls, emails, and meetings included the need to provide daily, live, (synchronous) instruction; to create a balance of paper/pencil and on line learning opportunities, to create and maintain connection to staff and peers; to ensure student and staff safety while on campus; to provide engaging curriculum to all students; to support parents/guardians as teaching partners and to ensure access to technology for all students.

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.]

Through early July, the district was moving forward with plans to reopen school in a blended learning model, with students spending portions of the day/week at school receiving in-person instruction and completing the rest of their learning in a distance learning setting. Providing as much in-person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by the District as an important means of addressing learning loss, particularly for those groups of students who are most likely to be disproportionately impacted by school closures.

On July 30th, 2020 a special board meeting was held and the discussion regarding reopening school was on the agenda. It was determined current health conditions did not permit delivery of in-person instruction. After discussion, a motion was made to begin the 2020-2021 school year in a distance learning only model. The District continues to plan blended learning models so it will be prepared to bring students back once it is safe to do so. The District will continue to align decision-making with advice from public health experts at the county and state level.

Included below is the district's current thinking regarding instructional models, including scheduling and delivery methods. This planning is tentative and will continue to be responsive to state and county guidance and the district's own monitoring of community conditions and

needs. When it is safe to return to school, using all recommended guidelines provided by CDC, CDPH, and County Public Health, students at Garfield School District will return adhering to one of the two options listed below:

Option A -students on campus: Students would attend school on campus four shortened days a week, with all safety protocols in place and classes/cohorts kept between 10-12 students in Early Primary and 15 students in Middle Primary and Upper Elementary.

Option B -a hybrid model: Students would attend four days a week as follows: Early primary would be split TK-K mornings, 1st grade afternoons. Middle Primary could come for a shortened full day. Upper Elementary would be split 4th grade two days week and 5th-6th grade two days week or 4th mornings and 5th-6th afternoons. and will attend school 4 days per week. Second through eighth grade students will have their class cohort size reduced by 50% through a four day per week AM/PM shift model, coupled with distance learning on alternate shifts and Mondays. Masks are to be worn by all people on campus and social distancing protocols will be practiced.

Educational Focus

- Students who have experienced significant learning loss due to school closures in the 2019-20 school year or who are at risk of experiencing learning loss due to future school closures will

be prioritized for classroom based instruction and response to intervention by classroom teachers.

- Social and emotional well being will be addressed by teacher and staff interaction with students and families. Students level of engagement, participation and emotional well being will be -

evaluated on a weekly basis.

- Students requiring additional support will have additional one on one time with their teachers. Support for families will be offered at a district level. Student Success Teams can be created to

provide strategies for families. Counseling services can be referred to SELPA for consideration.

- Initial screenings and district assessments will be utilized identify students who have experienced significant learning loss.
- Students With Disabilities will prioritized for classroom-based instruction. Garfield's special education team will coordinate and work with teachers, families and students to ensure their needs

are being met.

- Site-based instruction will focus on Math and English Language Arts instruction as well as meeting our students' social and emotional needs.
- Distance learning will supplement their site-based instruction.
- An online curriculum and paper packets will be available for distance learning.

Safety of Students and Staff

- Garfield's classroom-based instructional schedule model includes plans and protocols to ensure the safety of students and staff
- Students will access school by staggered start and dismissal times
- students will be taught and encouraged to use healthy hygiene practices
- Classrooms will be arranged with spaces between desks and students will be instructed on how to be safe in their classroom environment.
- Teachers will arrange their lessons and choice time activities to facilitate space between students.
- Teachers will instruct students to turn assignments in as they leave the classroom, or the teacher will walk around the classroom to collect assignments.
- Personal art supplies will be provided to students, and teachers will sanitize any shared equipment between uses.
- Students in grades 2-8 will have access to their own Chromebooks and headphones in order to limit sharing.
- Students will be instructed on how to wipe down their Chromebooks and put them in the carts safely.
- Teachers will sanitize the cart when students have put their Chromebooks away.
- Parents/guardians of students will be able to check out a district Chromebook for distance learning during times students are not on campus.
- Face coverings are to be worn in order to adhere to state and county guidelines.
- Increased cleaning and sanitizing of school facilities will occur on a regular basis.

Non-Classroom Spaces and Social Distancing

- GSD has suspended all outside Facilities Use Permits, even when these activities would take place after school hours.
- GSD has suspended class and program volunteers, student teachers and university fieldwork students for the time being.
- Classes will have access to outdoor spaces. These areas can also be used as outdoor learning spaces.
- Break time will be with their class cohort.
- Playgrounds access will be designated.
- Hallways will have clear entry and exit spaces to encourage students to move through them in one direction.
- Staggered times will be assigned to families for arrival and departure.
- If students are eating in their classrooms, staff will bring a prepackaged lunch to them, rather than having students go to the Multipurpose Room to get it.
- Tables will be set up outside to allow students to eat outside if they are eating with their cohorts.
- Face coverings are to be worn in order to adhere to state and county guidelines.

Personal Items

- Students will not be allowed to bring personal items such as toys and backpacks from home.
- Students will have personal supply tubs for classroom use. These will contain items such as pencils, crayons, glue, scissors, and

basic Math/ELA manipulatives. The tubs will be labeled with each child's name. Tubs will be stored in individual student desks if applicable, or in a designated space in the classroom.

- Students will have assigned hooks/cubbies in their classrooms for their jacket/sweatshirt and lunchbox only.

- Backpacks will remain at home. As an alternative to backpacks, students will be provided with a bag to transport graded and unfinished work between home and school as needed.

We encourage students to bring water bottles from home. They may fill the water bottles in the classroom. Water bottles will be left in the classroom with the option to take home every week for cleaning. They will be disinfected when they return to the classroom.

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

Description	Total Funds	Contributing
Purchase Personal Protective Equipment	3,000	Yes
Extra Custodial Supplies	4,500	Yes
Classroom safety supplies for sanitation and air filtration	7,500	Yes
Student Individual Supplies	1000	Yes

Distance Learning Program

Continuity of Instruction

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

The Garfield School District's Distance Learning Plan will serve as guidance for students, staff, and families. This plan has been updated to adhere to new legislation, SB 98. Our plan will serve as a model for future full-closures or partial-closures as our global community continues to deal with the implications of this pandemic.

During the closure the district has the following goals for our time with our students and families:

- To maintain essential services for students and families.
- To maintain communication, connection, and relationships between school, teachers, students, and parents/guardians.
- To ensure that students progress and continue growth toward standards.
- To partner with families and to support parents in accessing their students' educational opportunities.

Garfield School's Distance Learning Philosophy:

- Distance learning is a response to a changing global environment that inspires and ignites continuous learning opportunities for access to all students that transcends classrooms and brings learning to the home; where families truly partner with our teachers to provide students with educational experiences that provide academic learning, social/emotional growth, and build connection, community, and compassion.
- As a learning organization it is important to understand that we are all lifelong learners and this is a new experience. Therefore, as we continue through this journey we will all build our individual capacities to learn, share, and grow with one another each and every day. We are in this together and together is better!

GSD has developed this distance learning plan so our students can continue learning while our school facilities are closed. This plan represents our commitment to ensure each and every student continues to progress academically, socially, and emotionally.

This plan is founded on the following principles:

- Maintaining teaching and learning.
- Supporting our teachers, students, and parents/guardians as they learn.
- Providing access for all students.

GSD teachers will provide students with instruction through a distance learning model. This instruction will be provided both in a synchronous (live) and asynchronous (activities, assignments, etc) manner. Teachers will also work with families to provide physical materials as needed.

GSD will be using the same curriculum via distance learning as we use in-person. This curriculum consists of quality Board approved materials that offer a seamless transition when we return to in person learning.

GSD classroom Teachers and Special education teachers will regularly assess students with disabilities through live contacts and synchronous instructional minutes.

Special education teachers will utilize progress reports through the IEP process to ensure students with disabilities are making adequate progress in accordance with their IEP goals.

- IEPs will be scheduled for students with disabilities who are not making adequate progress.
- Students with disabilities will be provided mental health counseling and coordinated services in accordance with their IEP.

GSD classroom teachers will communicate to administrative staff if they have a concern about a student's mental health.

Regular education students will be provided mental health counseling and coordinated service as needed.

2020-21 Learning Continuity and Attendance Plan

- Instructional materials will be provided by the district for students to access independently.
- Direct instruction will be provided on a daily basis in a synchronous manner.
- Teachers may pre-record lessons to share with students (asynchronous).
- The District will provide instructional materials for students to access independently and self-pace their learning.
- Teachers will assess pupil progress through live contact and synchronous instructional minutes.
- Teachers will offer online office hours and phone calls for student support and feedback.
- Families communicate through email, Zoom, Google Classroom, or telephone.
- Teachers will provide differentiated, small group instruction based on student need.
- Paper packets will be available for families that are not able to connect virtually.
- Students must participate in learning activities for a minimum amount of time each day. Teachers will provide time values for each of their assignments similar to those they would in a normal classroom day.

TK/K for 180 minutes per day

1st - 3rd grade 230 minutes per day

4th - 6th grade 240 minutes per day.

- If a student is struggling to keep up with assignments, parent/guardian should speak with the classroom teacher.
- Teachers will monitor students' participation in Distance Learning and will report this participation to District administration weekly. The District will work with teachers and families to try to resolve any issues that prevent students from participating in Distance Learning.
- Students are expected to complete all projects during the week that they are assigned.

Legislation (SB98) mandates daily live interaction. We understand that there may be extenuating circumstances for families, causing difficulties for students to participate in these daily lessons. If daily live interaction is not feasible as part of regular instruction, GSD will work with families to develop an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness

(Pursuant to Education Code Section 43503(b)(6)). Parent/Guardians will speak with the classroom teacher or administrator for more information on this plan.

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.]

GSD's efforts in the spring to provide all students with access to devices and connectivity have significantly reduced the identified gaps. However, significant areas of need remain, particularly in ensuring that all students have access to sufficient connectivity to engage in

distance learning. The district realizes that internet access is a barrier to families for geographic (rural areas with little access to cable or satellite internet, or spotty coverage at best) and economic reasons. The district is currently working with local providers to investigate internet access for those who could have access at home, but are unable to afford it. GSD will ensure that students and families have the devices and connectivity necessary to participate in distance learning. Garfield School will be working with students and families at the beginning of the school year to make sure all students have access to an educational device. All Chromebooks will be checked out using our Technology Agreement.

For questions regarding how to access the internet, Google Classroom or Zoom from a device, contact the classroom teacher or Kathy Blair at kblair@garfieldschool.org

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.]

Teachers will develop daily educational activities for all students with a learning plan for the week that can be followed by families and students. The plan will contain resources including online and/or print reading, digital and/or print worksheets, guidance about the use of online applications, and other at-home activities. Teachers will provide schedules for their lessons, small group meetings, and office hours.

Each teacher will have an online classroom with classroom expectations, resources, assignment information, enrichment opportunities, and links to past work. Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include log-in records to the Learning Management System (Google Classroom) and other on-line applications used by the teacher, submission of assignments to the teacher, and other forms of contact/interaction with the teacher to be determined by the site and teacher.

Daily Asynchronous Distance Learning Activities may consist of lessons for each of four subject areas: Math, English Language Arts, History/Social Studies, and Science. Short videos from instructions, objectives, and teaching points. Activities that may be possible at home such as simple experiments, cooking and measuring, and moderate physical exercise. Ideas will be available for arts and music activities.

Daily Synchronous activities may consist of virtual whole or small group class meetings and instruction. Virtual or phone meeting with individual students. Virtual story times. Individual projects or assignments. Group or individual projects/assignments. Open office hours for individualized consultation. Music and art classes. Synchronous instructional minutes delivered during distance learning will be scheduled in strategic chunks and include whole-class, small- group, and independent activities. Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs.

Attendance and Participation For Distance Learning Instruction:

- Teachers will keep a daily record documenting each student's synchronous or asynchronous engagement for each school day. This will include verification of participation as well as a record of student assignments. With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total daily amount of instruction received within a

synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction.

- Teachers will be responsible for assigning the time value of assignments given in their respective classes/courses. This will allow for more precision in assignment of time value given that teachers are routinely modifying instruction and assignments based upon ongoing assessment of individual and collective student needs.

Grading:

- Students will be instructed using a state aligned common Core State Standards (CCSS)-aligned curriculum and will be assessed on the essential standards, work completion, and participation.
- Students will be graded using district assessments.
- Report cards will reflect the student progress for each given reporting period/trimester.

Definitions of Instructional Methods:

- Asynchronous Learning: is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time. The term is most commonly applied to various forms of digital and online learning in which students learn from instruction—such as prerecorded video lessons or game-based learning tasks that students complete on their own—that is not being delivered in person or in real time. Yet asynchronous learning may also encompass a wide variety of instructional interactions, including email exchanges between teachers, online discussion boards, and course-management systems that organize instructional materials and correspondence, among many other possible variations.
- Synchronous Learning: is a general term used to describe forms of education, instruction, and learning that occur at the same time, but not in the same place. The term is most commonly applied to various forms of televisual, digital, and online learning in which students learn from instructors, colleagues, or peers in real time, but not in person. For example, educational video conferences, interactive webinars, chat-based online discussions, and lectures that are broadcast at the same time they delivered would all be considered forms of synchronous learning.

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.]

Families and students should expect that all educators are provided professional development on the strategies needed to deliver high quality instruction and on the District's learning management system (Google Classroom) to provide students access to learning grounded in the essential standards. Teachers participated in the Distance Learning Academy at the Humboldt County Office of Education. Teachers and

support staff will continue to have opportunities to participate in county lead professional development training as well as online opportunities. Professional development will also be provided in curriculum, assessment, and online pedagogy.

Staff Roles and Responsibilities

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

All Teachers and staff will continue to:

- Develop high quality distance learning lessons for all students.
- Provide accommodations and supports to students with individualized needs.
- Collaborate with all staff, parents, and guardians regarding student needs.
- Provide instructional resources to support students and to help them progress.
- Hold regular office hours to connect with and support students.
- Monitor attendance and engagement using multiple measures.
- Deliver daily lessons through pre-recorded videos, Zoom, or hard copy materials.
- Monitor student submission of assignments, presence within Google classroom, attendance at live, synchronous instruction, and other forms of contact determined at the site.
- Maintain a weekly record documenting a student's synchronous and/or asynchronous engagement each day.
- Communicate weekly with families regarding student engagement and progress.
- Engage in Professional Development (PD) intended to support distance learning.
- Attend district meetings, monitor district communications regarding school closures, distance learning, and continuing support of all students. All teachers and staff supporting students with disabilities will continue in their roles and performing their broad responsibilities as stated above as well as modifications to reflect the distance context.
- Support the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the 'paper requirements' of conducting an IEP in a virtual or telephonic setting.
- Support a range of distance learning-related actions, such as monitoring assessment processes and student progress.

Health and Safety responsibilities emerging as a result of COVID that are specific to types of staff are outlined below:

Administrators:

- Actively model and support all required public health measures.
- Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement.
- Reinforce stay at home requirements.

Office Staff:

- Actively model and support all required public health measures.
- Encourage electronic communications wherever possible.
- Reinforce stay at home requirements.
- Follow state and county health guidelines/protocols if a child is reportedly showing signs of COVID-19.

Custodial Staff:

- Actively model and support all required public health measures.
- Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed.
- Routine disinfecting of all high-touch areas on a daily basis.

Food Service Staff:

- Actively model and support all required public health measures.
- Implement one-way passage ways through meal delivery.
- Create schedules for classroom food delivery.
- Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials.
- Routine disinfecting of lunch area on a daily basis

Teachers:

- Actively model and support all required public health measures.
- Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular hand washing, individual supplies, and disinfecting procedures.
- Send any visibly sick students or students reporting that they do not feel well to the office.

Support Staff:

- After school aides are being used as instructional aids
- Actively model and support all required public health measures.
- Provide tele-supports rather than in-person when feasible.
- Encourage activities and strategies that promote positive coping during times of stress for adults and children.

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.]

Mental Health Counseling

The current period of the COVID-19, shelter-in-place orders, and mass school closures will create stress for many students. Educationally Related Mental Health Services (ERMHS) will continue as defined in the IEP via tele-therapy or telephone. Students with disabilities will be provided mental health counseling and coordinated services in accordance with their IEPs.

GSD classroom teachers will communicate to administrative staff if they have a concern about a student with disabilities mental health

parents/guardians are encouraged to reach out to the superintendent/principal if they have a concern regarding their child's mental health to help them connect with additional support.

English Language Development

English Learner (EL) students, teachers will integrate instruction into the generalized education Distance Learning program. Teachers will be responsible for maintaining ongoing contact with their EL students and will maintain an electronic log of their interactions with students. All EL students will have access to an English Language Development (ELD) online program. The EL Technical will support the general education teachers to offer support to students during synchronous instruction as well as office hours for additional assistance.

Inclusion and Accessibility

Students with Individualized Education Plans (IEP) or 504 Accommodation Plans will be provided additional support by their Case Carrier or 504 Coordinators. Case Carriers and 504 Coordinators will communicate with families to determine needed support for all students to access their education and make progress toward their goals. Case Carriers and 504 Coordinators will work with General Education Teachers to ensure that all students have access to the General Education Curriculum. Students will be provided individualized work and will be given assignment options that meet their individual needs, as discussed and agreed upon by the IEP team during amendment IEP meetings related to COVID-19 school closures. In keeping with the goals described in each student's IEP. Student's progress and needs will be assessed by the IEP team and IEPs will be modified as needed to ensure students' academic needs are met. Case managers and special education teachers have an important role to play in supporting the coordination of contracts for related services as well. The GSD Special Education Team will continue to review and follow guidance from state and federal officials about Special Education in a Distance Learning setting and communicate with families concerning this guidance.

Special Education teachers may provide support through the following options:

- Additional support through Google Classroom, with accommodations and modifications to materials and curriculum as appropriate.
- Electronic chats with individual students or small groups through Google Hangout, Meet, Zoom, or other teacher selected digital

platforms.

- Regular parent consultation via emails or phone calls and live online instruction for individuals and small groups through Zoom or

Google Meet.

- Physical materials to support student learning.
- Case Managers will strive to track students' engagement in home learning activities in coordination with their general education

teacher, similar to tracking services during the school year.

Homeless Youth

- Coordination & communication with applicable shelters to engage students in distance learning.

- Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.
- Communication with schools/teachers & parents/students to locate students or students who are not engaged in distance learning, and identification of special needs or services
- Coordination with parents/students & school as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and referral of parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.

Foster Youth

- Case management to support all eligible foster youth.
- Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail, if determined.
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible foster youth.
- Collaboration with Student Hearing and Placement and Special Education offices so that any new youth entering the district are

placed in the appropriate school in a timely manner.

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

Description	Total Funds	Contributing
Individual Supplies for at home educational use	2,500	Yes
Chromebooks for student use in Distance Learning	6,000	Yes
Technology Supplies	2,500	Yes
Laptops	3,500	Yes

Pupil Learning Loss

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

GSD recognizes that students may experience learning loss due to lack of in-person instruction during the 2019-20 and 2020-21 school years. The district will monitor students' progress on grade level appropriate assessments and adjust supports based on student results. Families and students should expect assessments during learning and throughout the school year that evaluate students progress both in the moment and over time to address learning loss before and after the school closure. Over the course of the year, regular benchmark assessments in both ELA and math will allow teachers to continue monitoring student learning status. It is important to reiterate that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs.

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.]

The primary means of addressing learning loss and accelerating learning for pupils will be the use of a multi tiered system of support. This includes students who are English learners, low income foster youth, pupils with exceptional need and students experiencing homelessness.

- Tier 1: All students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.
- Tier 2: As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support.
- Tier 3: Students who require more intensive support will be provided 1 on 1 instruction on the key prerequisite skills to successfully master the content. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need.

Strategies will include:

- Use of Google Classroom as the Learning Management System (LMS)
- Use of CCSS-aligned curriculum to monitor student progress and provide target student-specific remediation and interventions
- Weekly teacher collaboration
- Daily live instruction
- Targeted, structured support for small groups and/or individual students
- Specific supports for students with IEPs; including one on one support and supplemental curriculum
- Students with IEPs will have regular reports shared with parents/guardians to report academic losses or gains 3 times per year.

- Use of the ELA and Math scope and sequence to focus on essential standards
- Pre and post-assessments aligned with the content
- Weekly communications to parents including such things as; learning goals, content to be taught, success criteria, and assignment details
- Professional development for online learning and teaching

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments (short quiz, informal assessments, observations) of student progress. This will include assessments for Math and ELA administered over the course of the 2020-21 school year.

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

Description	Total Funds	Contributing
Supplemental Online Curriculum	1,000	Yes
In Person Supplemental Curriculum	1,000	Yes
Classroom Supplies to support Learning Loss	533	Yes
Professional Development and collaboration Days	3,500	Yes

Mental Health and Social and Emotional Well-Being

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

To effectively support the social and emotional well-being of students and staff during the school year, teachers will include themes such as collaboration, confidence, gratitude, perseverance, and perspective-taking, mindfulness, PBIS, in their online instruction.

Each class will open with a welcoming activity such as a community circle, lessons will be engaging and will involve collaboration and group interaction. The monitoring of student mental health and social emotional well-being will include ongoing assessments by staff of student engagement and participation. Regular emotional engagement and strategies will help staff assess a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others.

The current period of the COVID-19, shelter-in-place orders, and mass school closures will create stress for many students.

- Teachers and support staff will monitor and assess social emotional well-being of students and provide services when needed.
- Teacher will also provide community building activities and social/emotional learning opportunities within their virtual classrooms.
- Staff will help connect highest need students with community resources when appropriate.

Mental Health Counseling

- Educationally Related Mental Health Services (ERMHS) will continue as defined in the IEP via tele-therapy or telephone.
- Staff will work together to provide social emotional support to students. If you see a need arising, please reach out to your classroom teacher or District Superintendent.

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.]

(Pursuant to Education Code Section 43503(b)(6)).

Teachers contacted families in the first week of school. During this time, they worked together to create a plan that will ensure the highest quality of education possible for each student. If attendance or participation becomes a problem or barrier to student achievement teachers will meet with families to create a plan. If the plan is not followed, teachers and family will meet with administration and if necessary community resources will be provided. School attendance and engagement are critical for student success.

The district has adopted plans to return to school in person or virtually in the safest way possible, to monitor student attendance and engagement, and provide support to students and families when needed. The COVID-19 pandemic has presented some challenges to the effective monitoring of attendance and engagement.

Components of engagement will be monitored and assessed through regular engagement, frequency of use of various online tools, participation in online discussions, percentage of assignments completed, number of days logged in, and participation in learning activities. The district is committed to using multiple measures to determine whether students are engaged at the level needed to maximize their academic, social, and emotional progress.

The core expectations for each stakeholder group for attendance/engagement are:

Students and families

- Attend/engage daily with their teacher and report absences for ANY school day to the school.

Teachers

- Monitor attendance/engagement and communicate with administration and teachers as necessary.

Administrators

- Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered

interventions when necessary.

Actions for Participation and Accountability:

Students attending school/participating regularly (90+%)

- Daily notification of absences
- Regular student check-ins
- Class meetings

Students attending school/participating moderately (70-89%)

- Daily notification of absences
- Regular student check ins
- Class meetings
- Teacher phone calls home and verification of contact information
- Letters home

- Offer of additional devices for distance learning (as needed)
- Referral to support services
- Provide opportunities for student on campus for instruction and support

Students attending school/participating irregularly (40 - 69%)

- Daily notification of absences
- Regular student check-ins
- Class meetings
- Teacher and administrator phone calls home
- Verification of contact information
- Letters home
- Offer of additional devices for distance learning (as needed)
- Referral to support services
- Action Plan created with student and family, School Attendance Review Team (SART) meeting
- Provide opportunities for student on campus for instruction and support

Students not attending school/participating: (0-39%)

- Daily notification of absences
- Regular family check-ins
- Class meetings
- Teacher and administrator phone calls home
- Letters home
- Offer of additional devices for distance learning (as needed)
- Referral to support services
- Action Plan created with student and family, School Attendance Review Team (SART) meeting
- Home visits
- Referral to outside agencies
- Provide opportunities for student on campus for instruction and support

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.]

GSD will be following the guidelines and requirements of the National School Lunch Program. Families will be able to pick up their meals on Mondays and Wednesdays of each week at Garfield School. Free and reduced lunch applications will be sent home with the registration packets and made available online. Families will be encouraged to fill these out and return them. Nutrition Services will continue implementation of key operational procedures developed during the spring school closure that ensure safe and effective meal delivery services. These include use of a curbside pick-up process with 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and use of masks per state and county health orders.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
4.57%	\$28,773.00

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.]

Devices and Connectivity:

Two actions related to device and connectivity access are being applied across the entire student population. Priority was given to provide access for low-income students who may not have full access at home. The district purchased and distributed Chromebooks to any student in need and will continue to distribute devices to incoming students and any continuing students who still need a device. Targeted outreach continues in an effort to maintain contact with families and to determine ongoing technology needs. The district is providing Wi-Fi hotspots as needed.

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

Teachers to provide ongoing support to students based on their needs assessment/evaluation. Teacher collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the need of students. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. These focus areas are specifically aimed at addressing learning loss and accelerating growth for students demonstrating the most need.

Positive Behavioral Interventions and Support (PBIS), Second Step and Responsive programs are implemented across the grade levels. These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. These programs will adapt their range of supports for staff and students during distance learning. Being able to appropriately assess individual student needs and connect them to appropriate supports is a key component of the district's plan to address learning loss, social emotional needs, and accelerate growth for all students.