



Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

The COVID-19 pandemic has had an unprecedented impact on the LEA and its community. The school has been closed to students since March 11, 2020 and will remains closed. Distance Learning has been in place during that period in alignment with the regular school calendar. Over the summer, the calendar was adjusted to provide additional preparation time for staff to improve and expand upon the distance learning activities they had hastily implemented when the school closure was originally ordered.

Solicited and unsolicited feedback from parents showed that the traditional child care function of the school was of primary concern. Parents faced unprecedented challenges in finding ways to ensure their children were safely occupied during what had been the normal school day. This had an unknown effect on parent and child mental health and on the capacity of some parents to go to work. A general sense of anxiety

seemed to pervade the community as reports of unsupervised upper-grades students socializing (without social distancing and face coverings) in public places were shared with the school administration.

Employment matters related directly and indirectly to the school were also of major concern. Both of the school's labor unions quickly demanded to bargain the effects of anticipated changes in working conditions related to safety. Hundreds of human-hours were dedicated to COVID-19-related collective bargaining by both the school administration and the unions. The LEA eventually settled on memoranda of understanding with CTA and CSEA that will limit school activities substantially until June 30, 2021. During negotiations, the LEA became aware of substantial anxiety among employees often expressed tearfully and with terms such as anxiety, uncertainty and fear related to the virus and to stability of employment and healthcare.

Most employees responded professionally and admirably to the initial closure order and did excellent work in providing remote learning activities for students. Learning curves were steep for many and the LEA had an unprecedented number of early retirements in June, bringing about a loss in institutional knowledge and additional work in hiring new staff under new and uncertain conditions. The administrative staff did not take summer vacation or spring break and worked straight through the pandemic from March into the new school year, often logging 60-70 hour weeks and putting in extra time on weekends. Additional mandated compliance requirements such as the LCAP COVID-19 Operations Report, the Learning Continuity and Attendance Plan (this document) and the School Site-Specific Protection Plan provided new tasks for employees who had been working to address the new and more practical requirements that had been brought about by the pandemic. Unclear and changeable guidance from the state has kept school leaders on their toes and created an environment wherein finding a balance between working on actual projects and on hypothetical circumstances was paramount.

Many certificated and classified staff also worked additional time in collective bargaining and in volunteering for the LEA's Re-Opening Task Force.

Academic progress and learning loss were also noteworthy impacts of COVID-19. As the new year begins, teachers will take steps to assess student progress after a longer-than-normal break from in-person learning. It is reasonable to assume that the negative impact of long breaks such as summer vacation (-0.9 effect size- Hattie & Yates) would be exacerbated by an extension of unstructured time such as was created by the pandemic. It is even more troubling that such negative effects will likely be felt disproportionately by less affluent families who lack the resources to provide additional learning activities for their children.

The pandemic has had mixed social results throughout the community. According to local contractors and real estate agents, the pandemic has created a modest spike in home sales and home improvement projects. Residents who have not suffered substantial economic impacts have, in some cases, taken advantage of lower interest rates and have moved quickly to improve their residential circumstances which may have a positive mitigating influence on local employment in construction trades and retail. While some businesses and individuals have certainly suffered, others have seen modest and perhaps temporary improvements.

Some families have reported improvements in their relationships and activities. For example, there seems to have been a noticeable increase in home vegetable gardens, art projects, family hikes and local outings. A review of social media shows that local music production including home/ deck concerts and releases of recorded music has increased. More home cooking, baking and learning associated with such

home economics projects has taken place. It is generally believed that local dogs have never been happier due to increases in human attention and local perambulation.

The actual impact of COVID-19 within the LEA's boundaries has been modest in comparison to the rest of Marin County which remains on the state watchlist. We know of very few cases in the immediate community which probably benefits from its remote location several miles away from the population centers.

Stakeholder Engagement

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

The LEA made a profound effort in soliciting stakeholder feedback. As soon as it became evident that the order to close schools to in-person learning would extend indefinitely (and at least beyond the end of the 2019-2020 school year) The school administration developed a recommendation for a plan to gather a Task Force representing stakeholder groups including: Classified and Certificated bargaining units, teachers, parents and members at large from the community. The Board of Trustees altered the administration's recommendations changing the charge of the committee, (from "Work collaboratively in a way that serves the whole school community to develop and recommend a plan to re-open school in accordance with mandates and recommendations from the Department of Public Health" to "Make Recommendations to re-open school in 2020-2021 including plans to facilitate distance learning in accordance with health mandates and best practices") extending the number of people who could join the Task Force and allowing the Task Force to appoint its own chairperson and establish its own process. The Task force topped out at a 44 members (equal to 45% of student enrollment- robust to say the least.) The Task Force created subcommittees to work on a variety of topics including instructional program, safety and sanitization, emotional/ mental health, preschool, etc. The principal, superintendent and chief business official were not given formal roles but were consulted as needed at the request of subcommittees. As of the submission of this report, the Task Force still exists and has submitted several recommendations that the Board has approved in the areas of safety and sanitization, emotional/ mental health. Subcommittees for facilities and preschool program continue to struggle with making recommendations that are acceptable to the Board so significant questions related to the LEA's tuition-free preschool, its location, staffing and the effects on the budget and K-8 program remain unanswered.

As school began with remote learning, the committee chair (a certificated staff member) resigned so as to be able to start teaching. Some subcommittees continue to meet and to communicate via e-mail. Further formal meetings of the Task Force may occur in the future and a suggestion is being considered to give the Task Force's role to the School Site Council in the future.

Additional feedback was sought by referring any community member who posed a question or expressed a concern to the appropriate subcommittee. Anyone wishing to join the Task Force had their wish granted.

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

Participation was open to all in the form of Zoom meetings. As a back-up measure, the LEA sent e-mail updates to all district parents and staff and accepted input through other channels such as telephone, text message an unplanned in-person meetings between interested parties and school staff. In addition critical information was sent out via the LEA's mobile app, and automated text message system- both linked to the website.

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

The feedback provided by stakeholder groups was wide-ranging and included such disparate and ran the gamut from asking that school re-open right away to suggesting that school remain in distance-learning mode for an extended period of time. Shortly after the Task Force began meeting in earnest, a more centrist consensus began to emerge which allowed for notable progress in determining a course of action that could be described as relatively conservative and focused on employee and student safety. Notably, the Teachers' Union advocated for safety as the priority which may have influenced the district as a whole. Negotiations are still in process for determining a date on which restricted in-person learning can begin. Significant disagreements remain in key areas. Advocacy for adding structures and staff to accommodate an expanded preschool program that would permit full-day five-day-per week service remains robust. Conversely, advocacy to limit the program for the duration of the health department guidance mandating small cohorts by providing a part time in-person instruction remains strong as well.

Topics other than facilities and preschool were addressed with substantial collaboration and consensus.

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

It is fair to say that the entire Learning Continuity and Attendance Plan was influenced by specific stakeholder input. Prime examples include the commitment to outdoor learning if possible, more restrictive social distancing rules than offered by the local health department.

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.]

The LEA intends to move to classroom-based instruction in accordance with collective bargaining agreements and guidance from the local health department as soon as possible. A critical factor in that move will be the removal of Marin County from the state watchlist or whatever iteration of that guidance is valid at a given moment. (This takes into account the state unexpectedly adopting a color-coded system that the LEA is learning about and the possibility that other systems may replace that one.) Teachers and administrators are monitoring student participation in all school activities and have gathered data about students who did not access remote learning since last March or who were not successful in their academic achievement during that period.

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

Description	Total Funds	Contributing
Some students with disabilities that profoundly inhibit success in distance learning are scheduled to meet with support staff in person under safe conditions to receive targeted instruction and assessment.	0	No

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 LEA will provide continuity of instruction regardless of method of delivery by taking critical research-based measures including: (1) setting an “no earlier than” start date for in-person learning so that teachers have sufficient time to develop their remote learning programs in accordance with state standards and district-adopted curriculum rather than spend valuable time at the start of the year preparing to “toggle back and forth” between distance learning and in-person learning under adverse conditions with small cohorts, strict safety guidelines and prohibitions against activities considered to be healthy under normal circumstances. This critical period will allow students to understand the scope of the curriculum, academic expectations as well as new guidance about in-person learning when they are allowed to return. The “no earlier than” start date for in-person learning is still being negotiated with the Teachers' Union. (2) Assessment of individual student achievement early and often to determine which students will need additional support during distance learning and how that will translate to in-person instruction. (3) Continued implementation of standards-based reporting to ensure that student progress is reckoned by authentic assessments of what students know and are able to do rather than unreliable measures such as seat time, attendance or letter grades. A focus on standards will allow for a more seamless transition to classroom based instruction when the time comes. After all, logging how much time a child spends on Zoom with his teacher provides little if any information about student achievement and is not helpful in informing in-person learning activities. (4) The establishment of a viable curriculum will assist with #3 and will help ensure that students concentrate on learning rather than compliance.

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.]

The LEA has provided every student with a laptop computer and has been working since March ensure that each student residence is connected to the internet. In locations where internet access is challenging (in some cases impossible), the LEA has provided hot spots with mixed results. While the majority of students have been able to connect to the internet reliably, the LEA faces a stubborn challenge in ensuring connectivity for some. (The LEA's remote location, geography, lack of incentives for internet providers to commit resources and some historical local resistance to adding infrastructure has made the task especially difficult.)

A separate committee has formed to work on advocacy for expanded local internet service, tracking student connectivity and applying a variety of remedies for the problem.

As an immediate solution, the LEA is planning to provide a “connectivity hub” on campus where students can access the internet in accordance with social distancing guidance from the Department of Public Health.

Teachers monitor student access by taking roll and ensuring that student show up for their on-line learning activities and members of the grass roots connectivity committee are developing methods for tracking access and assessing whether lack of participation is a result of connectivity or other issues such as student motivation or family capacity.

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.]

With all due respect, the LEA does not agree with the proposition that instructional minutes or participation are valid ways of assessing pupil progress. We will concede that there is predictable correlation between school attendance and achievement, so the LEA is taking steps to ensure not only compliance (as mandated by the state) but more importantly, to ensure that such compliance is relevant to the student and that instruction is effective. The LEA will therefore take daily attendance and log student activity by using a documents that can show students have participated in remote learning via Zoom, Google Classroom, etc. and will have students show work that should indicate (if not prove) that appropriate time was spent in the pursuit of relevant, standards-based learning opportunities.

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.]

The LEA will continue its historical commitment to professional development by providing staff with asynchronous opportunities and paid time to select programs and tools that work best for them and to develop skills needed for their effective implementation. Since March of 2020, the LEA has made a significant commitment to upgrading technology for all teachers including the purchase of Mac Book computers and Swivl video collaboration and review tools that will allow remote access to live teaching. The LEA has re-stated its desire to provide teachers with additional tools that they need to be effective and has committed a minimum of \$500 per certificated staff member to cover the cost of at-home technology upgrades and other tools at each teacher's discretion. Similar provisions are being made for instructional classified staff as well.

In addition the LEA recommends (and staff has accessed) professional development activities through our county office of education including remote teaching technology seminars.

Staff Roles and Responsibilities

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

The LEA is committed to ensuring that student learning and affective growth remain its top priorities. As such, we are ensuring that the primary role of teaches and other instructional staff is to facilitate those objectives. Teachers of course will have new responsibilities such as: delivering remote instruction, planning lessons and activities in accordance with new health department guidance and implementing assessments and interventions with a new and different set of tools and with very little in-person student contact. We are being diligent in trying to make sure that teachers are (to the extent possible) not being asked to engage in tasks that are not related to teaching and learning.

For example, teachers will be asked to be attentive to student health at a higher level, to monitor students adherence to health department guidance and school procedures related to safety and to do some work related to sanitization of their own environments. But we will attempt to provide as much support as possible to ensure that those pandemic-related responsibilities have the least possible impact on their primary mission.

The LEA is grateful to its classified bargaining unit for taking immediate steps support the overall mission of the school, namely by offering to allow its members to do important pandemic-related task outside of their normal job descriptions:

- a. Instructional Assistant (all programs): May be asked to take student temperatures, secure completion of in class student health surveys, and/or supervise student hand-washing/non-methanol hand sanitizer utilization for prevention of COVID-19, and report the same to the School Secretary. May be asked to help wipe down and disinfect classroom on a regular basis in order to maintain cleanliness; this does not include mopping, vacuuming, or other custodial tasks. Monitor students in isolation rooms. Assist in distribution of meals to students in classrooms. Assist in on-line instruction including real-time meetings with students via interactive technologies (District to provide technology, including computer and camera, and internet).
- b. Student Supervision: May be asked to set-up and maintain isolation rooms for students who come to school exhibiting symptoms of COVID-19 or who begin to exhibit symptoms of COVID-19 after arrival at school, including maintaining overflow isolation rooms, and all amenities necessary for the wellbeing of students and staff in the isolation rooms, i.e., potable water and an isolation toilet room which will not be utilized by others. Contact students by phone, as directed. Make photocopies and learning packets to support distance learning.
- c. Assistant Cook: May be asked to deliver meals to classrooms at their assigned work site.
- d. Food Services Coordinator: May be asked to designate delivery instructions for boxed meals being sent to classrooms and/or for pick up at school. May be asked to deliver food (socially distanced) from the kitchen to other locations on either campus.
- e. Library Aide: May be asked to deliver books from library to classrooms; track decontamination cycle and sanitize books/book cart before being sent out, and after being returned to the library. Provide library instruction in classrooms and to remote learning students, including via interactive technology. Contact students by phone, as directed.
- f. RSP Assistant: May be asked to take student temperatures, secure completion of in class student health surveys, and/or supervise student hand washing/ non-methanol hand sanitizer utilization for prevention of COVID-19, and report the same to the School Secretary. May be asked to help wipe down and disinfect classroom on a regular basis in order to maintain cleanliness; this does not include mopping, vacuuming, or other custodial tasks. Monitor students in isolation rooms. Assist in distribution of meals to students in classrooms. Assist in on-line instruction including real-time meetings with students via interactive technologies (District to provide technology, including computer and camera, and internet).
- g. Custodian: May be asked to perform additional deep cleaning tasks associated with COVID-19 prevention, including but not limited to electrostatic/fogging (provided equipment and instruction are provided).
- h. Bus Driver: May be asked to perform new COVID-19 related tasks, including temperature checks, surveys, recognition of symptoms, and maintaining social distancing on the bus. May be asked to deliver meals.
- i. School Secretary: May be asked to enter data relating to daily COVID-19 student surveys and temperature check records and forwarding the same to the District Office (District Secretary/HR) as required. (The School Secretary shall not be responsible for any required reporting of COVID-19 information to State and/or County agencies, contacting parents regarding the health status of their students, including notifications regarding potential exposure to COVID-19, quarantine correspondence, tracking quarantine compliance and return to school invitations.) Making photocopies and learning packets to support distance learning.

j. Maintenance Worker: Installation and maintenance of COVID-19 related fixtures on work sites. May be asked to perform additional maintenance (with proper training) on HVAC system.

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 LEA uses a Learning Center model to meet the needs of students with IEP's and to provide additional support for any student who needs it including English Learners, anyone who might experience homelessness and who are in foster care. Learning Center staff is available for in-person support in accordance with health department guidance for social distancing and any student identified by staff who needs support is referred to the administration and to the Learning Center as needed. In addition remote counseling is provided by a licensed therapist who can also make referrals to other agencies if necessary. Staff provides outreach to families for whom English is a second language and all documents and notifications are translated. Individual support is also given to English Learners in accessing technology tools and internet access. The LEA, in collaboration with a local non-profit child care provider, is taking preliminary steps to add a designated support provider for families of English Learners.

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

Description	Total Funds	Contributing
Purchase of student computers	0	No
Purchase of staff computers and distance learning technology for staff	0	No
Teacher discretionary funding for technology/ remote access	0	No

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.]

The LEA will address pupil learning loss that resulted from COVID-19 during the previous school by administering reliable assessments in the fall of 2020 in English Language Arts, English Language Development and mathematics. Those assessments will include Fountas & Pinnell (F&P) reading level to ascertain (1) grade level achievement and (2) any discrepancy in level based on the previous year's assessment which will give a specific indicator of learning loss in the most critical subject area. Teachers will also use writing assessments in accord with state standards to determine approximate grade level achievement in writing as well. A designated employee will perform English language development assessments (ELPAC) for all students who qualify as English language learners to determine learning loss. Grade level math assessments that are a component of the LEA's standards-based adopted curriculum (Bridges) will be used at the beginning of the year to assess grade level achievement and potential learning loss. The LEA has implemented the above-mentioned assessments reliably since well before the pandemic so implementing them throughout the current year and into 2022 can be expected to provide valid and reliable data. In addition, the LEA's excellent teaching staff will use their initiative to provide other local assessments as they see necessary not only to inform further instruction but to ascertain learning loss in preparation for intervention as needed.

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.]

Students who need additional support to reach grade level achievement (with emphasis on English Language Arts, English Language Development and mathematics) whether their current level of achievement is a result of the COVID-19 pandemic or not, will receive (tier 2) intervention from the Learning Center staff, the classroom teachers, a paraeducator or a combination of any or all three. Such support will be targeted specifically to the individual's needs using time outside of the student's regular instructional schedule.

For students in foster care, low income, students experiencing homelessness, English Language Learners and students with exceptional needs, additional service will be provided as needed: The assignment of a staff member as a point person/ family liaison, referral to counseling, referral to social service agencies, on-site or remote counseling, additional time with Learning Center staff, contracting with additional support personnel.

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 LEA is well equipped to measure the effectiveness of services and supports that will be provided to address learning loss largely because it had adopted valid and reliable shared assessments well before the COVID-19 pandemic. The effectiveness of Tier 2 interventions as mentioned above can be determined by progress visible in multiple measures including but not limited to F&P level,

standards-based writing assessments, standards-based mathematics assessments as a component of the adopted curriculum and individual assessments based on learning goals in students' IEP's.

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

Description	Total Funds	Contributing
Addition of 1.6 FTE paraeducator including to monitor connectivity hub	75973.74	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.]

Teachers and instructional staff will be the front-line employees for monitoring emotional well-being and mental health of students in the instructional setting. In adherence to the Board-approved recommendations from the Re-Opening Task Force Subcommittee on Mental Health and Wellness staff will continue to build on their personal relationships with students and families, maintain open lines of communication with students and parents, provide daily encouragement and refer as necessary for additional mental health support from one of the LEA's two on-site counselor/ therapists. As a small, remote school community with significant social ties between and among students and many staff members non-instructional staff is often aware of circumstance with students that may indicate intervention or referral as well.

Staff emotional health is a prime concern as all members are working under vastly different conditions and without the benefit of the normal breaks and vacations that allow them to work well-rested and with a helpful perspective and time to adapt to new tasks. Teachers, administrators and classified staff have been encouraged to check in with each other and were reminded about the LEA's participation in the Employee Assistance Program (EAP) that provides counseling sessions at no expense to the employee.

This framework was developed by Mental Health and Wellness Subcommittee, vetted by the full task force and approved by the governing board on August 8, 2020:

Prepared Students & Resourced Families:

1. Communication/Outreach before school starts a. Principal outreach before school starts i. Welcome and information
1. Welcome back video ii. Parent Tours - check with staff iii. Parent training and support
1. Technology 2. Support of online platforms 3. Health and safety protocols

a. New Covid19 safety requirements and encouragement to begin practicing b. Teacher outreach before school starts

i. Letter to families and introduce self

1. Schedule live meeting

a. In person if possible b. Virtual zoom meeting ii. Resources

1. List of community resources and school resources will be created by the Mental Wellness committee and shared with staff 2. Orientation

a. Classroom Information b. Health and safety protocols 3. Getting to know you activities

a. Ideas will be shared by task force members and staff 4. Updated website resource page c. Counseling outreach before school starts

i. Creation and distribution of tools and resources by Grace and Maud ii. SEL surveys and check ins

1. Baseline check-ins three times a year 2. Follow-up and regular check-ins by support staff and teacher d. Room Parents outreach before school starts (Latinx/Spanish speaking parent part of each cohort room parent team, ideally)

i. Communication, introductions and outreach to new parents ii. Share information on face coverings and what to expect iii. Community building activities and SEL support activities iv. Conduit to resources and family support

v. Parent support groups through zoom and informal connections 2. Ongoing Communication and check-ins

a. Teacher Daily check-ins with students/parents b. Support staff weekly or as needed i. Identify support staff

1. Survey Classified staff (Michelle will check with John) c. Room parent

i. Parent support groups meet as needed d. Important messaging

i. Destigmatizing messaging for families that all students will receive this as important part of student development 3. Gentle Start, including fewer days/week, focus in classroom time on team building/SEL for several weeks

Prepared & Resourced Staff

1. Feeling safe mentally and physically

a. Facilities and Health and Safety work, PPE, education and agreements with parents b. PD training in Trauma Informed teaching c. Mentoring d. Voice and Choice e. Destigmatizing testing positive 2. Parent Support (Room Parents) 3. Tools from Grace and Maud, both at the beginning of the year and weekly (Grace/Maud) 4. Weekly support structures and ways to connect with other staff and check-ins 5. Communication of mental health access and resources - how to navigate if needed

Student Support Framework

1) Counseling Team

a) Existing structures to continue: student identification, SST Team Meeting, one-on-one support as needed b) Communication to parents about school and community resources c) Re-centering Tools distributed to teachers, staff, parents before school starts and then regular distribution throughout the year (Grace and Maud) d) Book lists created by Grace to support different SEL and different larger societal conversations (Grace) e) Universal wellness checks on all students given 3 times a year (Grace and Maud)

i) Follow-up and support as needed f) Identify a space on campus that feels safe and private to meet in one-on-one with students and/or secure virtual platform that preserves confidentiality, time within schedule to do assessments g) Destigmatizing messaging for families that all students will receive this as

important part of student development

h) Destigmatizing messaging around testing positive for Covid 2) Activities that promote fun and cooperation

a) Activities collected from teachers' prior training/experience, PD, Room Parent

research b) Tools from Grace and Maud c) Restorative Practices d) Responsive Classrooms e) Frequent Brain breaks and Movement breaks

i) Roni's activities 3) One-on-One Weekly Check-ins Means:

a) A Classified Staff member who has expressed interest in and willingness to

perform, is trained in, and is identified as safe by student to do weekly phone or video check-in on schoolwork load, how student is feeling,

stressors b) Needs for One-on-One Weekly Check-ins

i) Survey of Classified Staff to see who is interested/willing (Mental

Wellness Subcommittee) ii) Survey of Families/Students to identify, from the list of those willing, which

staff members they would feel comfortable checking in on them (Mental Wellness Subcommittee) iii) Training around mentorship for staff in

PD days at the beginning of the

year, iv) How do we make sure check ins are happening (Staff/Admin to develop)

v) Weekly communication under the direction of classroom teacher vi) Designated, delineated time within the weekly schedule for one-on-one

check ins and for communication with classroom teacher and potentially other staff (Admin to make time in schedule) 4) Flex Group Weekly Check-in Model

a) Cohorts divided into groups of 5-7 kids and led by one classified staff member who has expressed interest in and willingness to participate

in, in person if possible, at a distance if needed b) 30 minutes a week in a designated time slot c) Space for a variety of structures including

playful team building exercises, active

listening as a group or in pairs, conflict resolution as needed, virtual buddy connections between older and younger students, societal

questions conversations d) Identify consistent physical spaces for groups to take place eg. rock circle, willow

structure, etc.

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.]

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.]

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.]

The LEA has provided meals that are well beyond nutritionally “adequate” since well before the pandemic. The LEA employs a full time food service coordinator/ cook and has used existing staff to support her work as needed throughout the pandemic. Nearly without interruption, healthy and delicious meals were provided to all free and reduced-price eligible students. The LEA worked with the (separate LEA) high school district and began providing meals to local high school students as well and those enrolled in the school. In June, the LEA expanded the program to provide lunch to all students regardless of eligibility. For a few brief periods while kitchen maintenance was being done, the LEA contracted with a local vendor to provide lunches without interruption.

Lunches are distributed in accord with health department guidance for social distancing and are made on-site, safely packaged and distributed to families who enter the campus under safe conditions.

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
7.5%%	\$60,026

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.]

The needs of foster youth, English learners and low-income students were considered first in determining the provision of additional services. Administrative staff discussed the unique needs of students in those groups and developed a recommendation for the Governing Board to increase staffing so as to provide additional support for who were expected to have greater challenges.

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

The LEA hired additional 1.6 FTE Para-educator to provide the following services for students: Staffing 2 learning hubs where students can participate in distance learning using the school's internet, on-to-one socially distanced in person support for student who need in-person support and translation services.