

Learning Continuity and Attendance Plan

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General Information

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

The closure of school in March 2020 has impacted the physical, emotional, social, and educational experience for families and staff in our community including higher levels of stress and trauma. Closing the campus to in-person learning has challenged the ability of families to access the basic services of a comprehensive learning opportunity. Economic impacts such as unemployment brought about food insecurity, reliable housing, and in some cases limited access to technology/connectivity. In addition, families have been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The closure has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community disrupting traditional methods of instruction and assessments of student learning.

Families and staff have had to take on new roles due to our school closure. Parents, guardians, and caregivers have taken on increased responsibility as co-educators with students at home during distance learning. Those who were not able to work from home have had to balance the competing needs of caring for their children and maintaining their employment and income. Staff have also faced tremendous challenges as many staff are parents of school-age children and are themselves balancing professional and personal responsibilities. In general, the logistics of maintaining a vibrant educational program continue to be significantly impacted by the COVID-19 pandemic as we learn new ways to address educating students during ever changing guidelines and restrictions.

Stakeholder Engagement

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

The district made efforts to solicit stakeholder feedback through electronic surveys, phone calls home, written correspondence updates, and remote meetings. Both staff and public meetings were offered remotely to include stakeholders in the process of planning reopening of the school year 2020-20201. For Spanish speaking families, a personal phone call to inform and inquire about any communication needs relating to participation in surveys, request for correspondence in Spanish, and availability of interpreter for all virtual stakeholder meetings. Hard copies of all meeting summaries were offered in Spanish upon request.

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

All public meetings were made available via teleconferencing and made accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local school board and administration. Surveys using Google Forms were sent out through text, email, and posted to the website.

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

A survey to families, students, and staff was conducted on June 29, 2020 (70% respondents chose a traditional on campus schedule, 22% chose smaller groupings in a hybrid model, 4% chose to remain on Virtual Attendance, 80% have reliable internet and 70% have an appropriate device); a county wide town hall meeting was conducted on July 9, 2020; an update reopening survey to families, students, and staff was conducted on July 15, 2020 (65% respondents prefer a traditional opening on campus; 15% prefer smaller groupings phase in cohort model, 20% prefer distance learning); a special board meeting was held on July 30, 2020 to discuss School Reopening Plan; a staff survey was conducted on August 24, 2020 (49% staff prefer TK-8 students return to campus with an additional 23% of those stating a two phase start with TK-3 on September 8 and 4-8 on September 14); a special board meeting was held on August 25, 2020 to receive public input on School Reopening Plan (board approved Plan and voted unanimously to open on campus learning starting September 8 with TK-3 and September 14 with 4-8)

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

Once stakeholder input is received the district will provide information here on how that feedback influenced the Continuity and Attendance Plan. Stakeholder feedback comment 1: The Pupil Participation and Progress section is vague and does not address how the school is helping students with learning loss with any specificity. Comment 2: The Pupil Learning Loss section does not accurately represent what is happening in classrooms, specifically small group and 1:1 support; strategies are vague and need to more specifically address learning loss. (Reviewed by Site Council 9/22/20)

All feedback was welcomed and considered for the ongoing process in planning for the 2020-2021 school year. The aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input are as follows: 1) overall safety to people and the learning environment; clear expectation by stakeholders that health screening, face coverings, non-mixing cohorts, hand washing protocols, hand sanitizers, reduced time on campus for students, ongoing and access to training for all and maximizing physical distancing; 2) clear guidance on the protocols for steps taken when someone in the environment is exhibiting symptoms or has a positive COVID-19 and the effect on attendance for cohort and school wide; 3) maintain an option for families to continue on Virtual Attendance throughout the school year

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 district decided on July 31, 2020 to start the school year on distance learning only. As conditions improved, the board voted on August 25, 2020 to reopen school to on campus learning. Providing as much in-person instruction as can be safely delivered is acknowledged by the district as an important means of addressing learning loss especially for those groups of students who are disproportionately impacted by school closures. Students and families will be provided the option to return to instruction on campus, remain

on Virtual Attendance, or a blended schedule of on campus and distance learning. Some lessons occurring in the classroom will be recorded, allowing for students engaging in distance learning to participate simultaneously with students who are attending in-person. Cohorting is a strategy to prevent the spread of COVID-19 by limiting crossover contact between groups. Individuals within a cohort will limit physical proximity with other cohorts as much as possible. Cohorting helps to decrease opportunities for exposure or transmission, breaks the chain of transmission, reduces contact with shared surfaces, facilitates efficient contact tracing, and allows for targeted testing, quarantine, and or isolation of a single cohort in the event of a positive case. Pick up, drop off, recess, passing periods, and lunch plans are developed to minimize bottlenecks and blending of cohorts.

Important information for parents regarding Soulsbyville campus reopening

- Start date for grades TK-3 is Tuesday September 8.
- Start date for grades 4-8 is Monday September 14.

Drop Off

- Students may arrive between 8:00 and 8:25. Do NOT drop off students before 8:00 a.m.
- Students will be dropped off and directed or escorted directly to their classrooms.
- Parents and other adults may NOT park or exit their vehicles during drop off.
- On Tuesday September 8 ONLY, Kindergarten arrival time is 8:30. After the first day, Kindergarten drop off is at 8:00 with the rest of the school.

Pick Up

- Regular dismissal times for the first trimester are as follows:
 - TK/K: 12:00 p.m.
 - 1-5: 1:15 p.m.
 - 6-8: 2:10 p.m.
- Friday dismissal times are different. We need to stagger this dismissal and reduce traffic congestion. It is important that parents arrive NO EARLIER than 15 minutes before their scheduled dismissal times:
 - TK/K: 11:30 a.m.
 - Grades 1-8: 12:40
- Students will wait with their homeroom class groups to be picked up.
- Parents and other adults may NOT park or exit their vehicles during pick up.

Health and Safety Measures

- Face coverings are **highly recommended** for our TK-2 grade students and **required** for our 3-8 grade students. Please provide at least one clean and well-fitting face covering for your child every day. It is a good idea to pack extra coverings in case one gets damaged or dirty. If a child does not have a face covering, one will be provided.
- You may provide other supplies for personal use by your child, such as hand sanitizer and tissues. These items are also provided by the school.
- Students will practice physical distancing as much as practicable. Space between students inside classrooms will be maximized to the extent allowable by the confines of the room.
- Parents MUST conduct daily symptom screening of students before they arrive at school.
- If students are experiencing any of the following symptoms, they MUST stay home:
 - Fever of 100.4 degrees or higher
 - New or worsening cough
 - Muscle or body aches
 - Headache
 - Sore throat

- New or worsening shortness of breath or difficulty breathing
- Fatigue
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea
- New loss of taste or smell
- Any other unusual symptoms of illness

Recess and Lunch

- Students will stay with their homeroom classes for recess and lunch in a designated area of campus under adult supervision.
- No toys, games, balls, etc may be brought from home at this time.

Virtual Attendance

- All families have the option to remain on Virtual Attendance on a short or long-term basis.
- Students who are ill are allowed to access content and assignments virtually to avoid absences or missing work.

Video Release

- If you have not already done so, please review the video release form. Contact your child's teacher for a copy of this form. It is important to our Virtual Attendance program that we have these forms returned from every family.

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

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings to ensure that students, staff, and family entering schools site and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is great than 60% alcohol.	\$1,000	N
Health Materials: Additional thermometers to screen temperature and clear dividers for desks, tables, and office spaces to mitigate potential spread of COVID-19.	\$2,730	N
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, wipes, and gloves.	\$4,291	N
Visual Cues and Materials to Maximize Physical Distancing and Flow of Movement: Visual cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols. Includes signage, posters, floor decals, and stanchions or other device to hold signs for directing traffic flow.	\$350	N

Description	Total Funds	Contributing
Hire Additional Staff Support: Hire additional yard supervision to accommodate keeping cohorts isolating from other groups and additional custodial support to increase daily campus cleaning and disinfecting. Hire administrative support to lead integrating pupil supports to address barriers to learning and professional development opportunities to help teachers and parents support pupils in distance learning and hybrid-learning contexts. Assignment includes comprehensive oversight of social-emotional well-being of students and staff.	\$113,468	Y
Recess Equipment: Purchase individual class sets of recess equipment to avoid sharing materials with other cohorts.	\$2,600	N

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 district will provide continuity of instruction and learning by using state adopted curriculum in all subject areas that is accessible and supported through the Google Classroom platform. Video streaming as well as pre-recorded lessons or flipped classroom lessons provide a consistent connection to the classroom instruction whether in-person or achieved through virtual participation. This method of delivery provides substantially similar quality regardless of delivery method, in-person or virtual. The use of Google Classroom, Zoom, and Nearpod are developed instructional resources that can ensure instructional continuity for pupils even through a transition between in-person, blended model of instruction, or distance learning.

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 district used a survey tool to ascertain the access to devices and connectivity of our families. Working with school staff, the IT Director made available an individual Chromebook to each student that requested a device. Also working with staff, our County Schools Office, and local and regional providers, the IT Director identified families in areas that needed better connectivity. The district purchased hot spots, connected families to vendors for low costs programs, and invited families to use the district property to access internet. At all times, families have access to support by contacting the school for assistance. These actions were especially concerted toward any student or family that had unique circumstances or when there was a barrier to communication due to connectivity. Our staff reached out to families through phone calls and home visits to make sure all students could achieve access to devices and or connectivity.

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.]

The district will track and monitor student progress through teacher feedback, grading, and active student participation. School wide benchmark screening (DIBELS) will be used to help assess learning strengths or gaps. A pupil's participation will be determined based on multiple measure of a student's attendance and engagement in learning. Measures will include participation in live synchronous instruction, submission of assignments to the teacher, submission of a Daily Engagement Question created by the teacher, and other forms of contact/communication with the teacher. Teachers will document attendance/engagement for each student in the Student Information System (School Wise) every day for every student. For distance learning instruction, teachers will keep a weekly 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 and progress. With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total amount of instruction received within the 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. 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.

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.]

All staff are provided opportunities to receive training in Google Classroom, Zoom meetings, and Nearpod from the county schools office as well as district administration. Other trainings are made available through virtual settings both collectively and/or individually. Staff also received training on tech tools provided like video recording and document cameras. Additional training is provided for understanding and complying with attendance taking through the Student Information System (School Wise). Staff will continue professional training in Universal Design for Learning (UDL), Positive Behavior Intervention Supports (PBIS), and Second Step social-emotional curriculum.

Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model have impacted the roles and responsibilities of staff. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve. Teachers will be more responsible for monitoring attendance and engagement using multiple measures through student submission of assignments, participating in Google Classroom, attendance at live, synchronous instruction, and other forms of contact and communication. There are other necessary changes to school employee's roles and responsibilities when their original role and responsibility is not feasible in a remote or hybrid environment. Support staff and yard supervisors have modified duties to include work hours to best meet the needs of individual cohorts of students by maintaining distance and non-mixing. Band/music instructor, Cafeteria staff, Physical Education teachers, Library, Secretaries, Maintenance staff, Bus Drivers, Special Education providers, and small group and individual intervention staff have all have been assigned modified schedules and methods of operation.

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.]

For any family needing communication in a language other than English, a translator is made available to assist and support remotely or through face-to-face following health guidelines. Pupils with exceptional needs are provided more individual communication and contact by staff and other direct service providers. Other students who may experience homelessness or participate in foster care are afforded all the same levels of service as the general population with additional consideration for overcoming any barrier that may persist.

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

Description	Total Funds	Contributing
Equipment: Purchase chrome books, chargers, recording cameras, Interactive TV's, staff laptops, and Verizon hot spots as well as online programs for distance learning.	\$54,400	Y
Professional Development: Training for staff on distance learning platforms (Google Classroom, Zoom, Nearpod), training in Attendance Accounting and communication with students and parents.	\$9,150	Y
Staffing: Increase para educators, school office support, and IT hours to provide layers of support for students and classrooms.	\$10,500	Y

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 district will address pupil learning loss through teacher led screening and initial assessing of student levels. School Wide benchmarks will be administered throughout the year in both Math and Language Arts using DIBELS (Dynamic Indicators of Basic Early Literacy Skills). Formative assessments will also be administered by staff to monitor progress. Students needing additional support will be given opportunities for small group and individual support during and after the school day.

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.]

All students will receive standards-aligned instruction focused on priority standards. 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. For English learners, our Title One and Math Intervention Specialists (Bilingual) provide increased opportunities through individual zoom meetings and phone calls home. Low income students are

given priority for available RTI support, in person assessments, and remediation both during and after school. The school Homeless and Foster Youth Liaison makes reoccurring contact with pupils experiencing homelessness and foster care placements to make sure those families have access to supplies, transportation, and continue in successfully connecting with school and instruction. Pupils with exceptional needs are supported through additional contact with case managers and paraprofessionals by zoom, Google Classroom, and in person meetings coordinated with direct service providers. Other students will be provided support primarily through small group instruction that is targeted at the identified student needs. Teachers will engage in ongoing assessment of learning loss and each student’s learning needs. This will enable them to schedule small group or individual sessions to provide additional support. Students who require support that is even more intensive will be provided more one-to-one instruction.

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 of student progress. This will include the benchmark assessments for Math and ELA administered during the 2020-2021 school year. Based upon the results of assessments for students (individual and overall), staff will be able to assess the impact of the small group and individual support being provided. Where practices demonstrate evidence of success, they can be replicated and scaled to positively impact a broader range of students. Where evidence of success is lacking, staff can engage in continuous improvement efforts to adjust their approach toward addressing learning loss.

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

Description	Total Funds	Contributing
Software Tools: Maintain DIBELS assessment product which helps address learning loss and informs adjustments to instruction. (The district will also research other software products that can be added to assist instruction and intervention).	\$1,957	Y

Mental Health and Social and Emotional Well-Being

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

The district has assigned one of our teachers as a Teacher on Special Assignment (TOSA) to lead our social and emotional well-being for students and staff. We use the Second Step curriculum at all grade levels as well as provide electronic training and support information from our school counselor and school psychologist. Social emotional learning (SEL) lessons focus on universal themes and complement the academic curriculum. The district will continue with Restorative Practices, PBIS, and retrain staff in trauma informed practices. Indicators for monitoring social emotional well-being will be level of engagement, participation in learning activities, enthusiasm for school, and emotional connectedness to others.

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.]

Attendance and engagement in school are prerequisites for academic success. All teachers, administrators, staff, students and families have shared responsibility in ensuring engagement in learning. Student engagement will be defined as having three components: Behavioral Engagement, Cognitive Engagement, and Emotional Engagement. Behavior engagement includes physical actions a student uses to interact with the learning material such as attending, writing, reading, studying, or watching. Cognitive engagement reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task. Emotional engagement reflects a student's involvement in and enthusiasm for school as well as connectedness to others. Monitoring of engagement will be assessed through attendance tracking, frequency of assignment completion, and participation in class and or online. 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 district will make efforts to contact every student and family not attending or engaging through clear and consistent communication such as texts, emails, phone calls, and home visits, including qualified staff assisting in languages other than English. If students do not respond to district efforts to reengage whether on campus or through Virtual Attendance, other agency partners who support local schools will become involved.

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 district will continue to provide daily lunches for all enrolled students whether on campus or in Virtual Attendance. Drive through pick-up is available each day from 12:15 to 12:45pm. Lunches are also prepared for students on campus and made available by following physical distancing and all other safety precautions. In addition, the district will operate using the Summer Food Service Program (SFSP) through December 31, 2020 which allows all students 0-18 to eat free of charge. This program may also be extended through June 2021.

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
8.18%	\$364,929.00

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.]

Actions that are being provided to the entire school are as follows: Devices and Connectivity; the provision of devices and connectivity is being applied across the entire district with efforts to reach out to families still struggling with connectivity. On a case-by-case basis WI-FI hotspots are being provided. Curriculum and Training; Universal Design for Learning, while supporting all students, is primarily intended to benefit those students who need additional support to access content, engage in the learning process, and express their thinking. Nutrition Services and Supplies; this action was implemented using the Summer Food Service Program (SFSP) and was for all students but primarily intended to provide food access to students and families facing food insecurity. Services and supplies such as additional food, kitchen supplies, PPE, sanitation supplies, and staff time were beyond the department's normal operations level. Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL) Curriculum, Second Step; while a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience higher levels of impacts of a negative school climate and culture. Continued training and implementation of PBIS and Second Step will help address student and staff well-being.

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

The services for foster youth, English learners, and low-income students are being increased or improved by providing more access to grade level and intervention curriculum, more opportunities to connect with staff one-on-one through electronic meetings, phone calls, and in-person sessions, easier access to free nutrition services, consistent language interpreters, access to school supplies, district provided transportation, and priority for social emotional support and intensive academic interventions.