

# Learning Continuity and Attendance Plan (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 that prohibited students from physically attending school on-campus had a deep impact on the Bridgeville School District (BSD) community. The situation necessitated an unprecedented version of school in which students, parents, and staff had to learn together. Given the remoteness and expanse of the District and lack of online capability for some families the District developed a distance learning/packet based hybrid instructional program for all students.

The learning Continuity Plan incorporates the District's response to the effect the community experienced with the COVID – 19 pandemic. With guidance from the Public Health Department the BSD chose to offer in-person, on-site learning for the 2020-21 school year. Families who chose not to send their children to school were given the opportunity to participate in a multi-faceted distance learning program. Our small enrollment and ample facility space allowed BSD to adhere to all health and safety guidelines issued by State and County health agencies while offering on-site instruction to all students. The District is able to also offer transportation, breakfast and lunch to all students, and local experiential learning programs and activities.

## Stakeholder Engagement

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

Due to the District's small population staff is to communicate directly by phone or digital means with all school families. Surveys have also been regularly conducted to gauge stakeholder opinions and needs at all stages of planning.

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

Public meetings are held via the Zoom format. As always, the public is invited to attend and participation is consistent with that of pre-pandemic meetings.

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

Feedback was received from all stakeholders (staff, board, families, and students). The decision to offer on-site learning was heavily influence by families and students. Teachers were flexible and understanding

of the uniqueness of the situation. The Board deliberated at length and considered all input before making the ultimate decision. Students, at the time of this writing, are spirited and enthusiastic and undaunted by the by health and safety requirements necessitated by pandemic.

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

All aspects of Bridgeville School's reopening plan were influenced by stakeholders (staff, board, families, and students).

The safety protocols for adults and students on campus were developed collaboratively with staff with direct and guidance from Public Health recommended policy. This includes safety measures for student transportation, cafeteria, classrooms, bathrooms, school office, and playgrounds. Purchase of curricular materials and technology related programs and equipment to support the unique requirements of the situation was directed by significant staff input. Plans for students with special needs was closely guided by direct staff interaction with families and 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.]

On-site learning is strategically designed to insure a healthy and safe environment. Due to our small size we are able to segregate students into classroom cohorts each of which maintain their independence the entire school day. Students with IEP's, economically disadvantaged, and students that have experienced significant learning loss due to campus closures in the 2019-20 school year will be identified and prioritized (BSD does not currently have any foster/homeless or EL students). These students will be given extra one-one and small group instruction on campus or via on-line/telephone if they are not attending in person. Social-emotional learning and peer connections will be provided daily. Students who participate in on-site learning will be in school from 8:30am-1:30pm Mondays, Wednesdays, Fridays and 8:30am-3:05pm Tuesdays and Thursdays, for all grade TK-8 with the availability to be flexible to reduce if need be. Prior to school re-opening the staff worked extensively on a School Site Specific Protection Plan based on guidance from the County Department of Public Health and the County Office of Education. The following safety standards were put in place to ensure the safety and well-being of our staff, students and community. All staff will be provided with disposable/cloth face masks, face shields and gloves. All classrooms will be equipped with touchless faucets, touchless paper towel dispensers, touchless soap dispensers and medical grade air purifiers. All desks will be placed three to six feet apart and have three sided dividers. Hand sanitizer and disposable/cloth masks will be available for all students. All students will be instructed on proper hand washing and sanitizing. Students will sanitize hands when leaving and reentering classrooms. The plan also includes additional staff time for sanitization of classrooms; cafeteria and all frequently touched surfaces throughout the day. Students will be required to go through a health

screening before entering school campus. Parents and other volunteers will not be allowed on campus other than the school office.

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

Description	Total Funds	Contributing
Installed touchless faucets, soap dispensers and paper towel dispensers in all facility buildings and rooms	1,500.00	Y
Maintained staffing in classified positions providing direct support to students and to maintain a safe and clean campus (instructional aides, student nutrition, maintenance supervisor, school transportation)	See actions for in person instruction	Y
Compensated staff for non-contracted time to prepare campus for the return of students and to meet safety protocols		Y
Equipped all student desks with three-sided plexiglass shields and all student desks with individual hand sanitizing stations.	3,000.00	Y
Contract with HCOE Resource Center (HERC) for literacy and library support, learning resource collections, courier service, and learning specialist support including professional development. This action contributes to increased and improved services by providing customized support to teachers to address the learning needs of unduplicated pupils, especially those who have incurred learning losses during the pandemic.	See action for in person instruction	
Cleaning and Sanitation Supplies	1,500.00	
A 0.2 FTE increase in the RST position will provide targeted support for special needs and IEP students.		

# 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.]

With a small enrollment and limited staffing, it was important for Bridgeville School to figure out a way to deliver both in-person and distance learning options without overwhelming the system. The District developed an on-site, distance learning/packet based hybrid instructional program for all students. Students will utilize various on-line platforms and resources that provide regular interaction with teachers using digital devices, texts and packets, and telephone. Lessons will be streamed on Zoom and recorded for any students utilizing a distance learning option. The district is acquiring hot-spots to distribute to families who have connectivity issues. All at-home learning students will have scheduled on-line instruction and support from a teacher and from an instructional aide. Additional appointments and support will be available through text/packet, virtual meeting programs, email, and phone. Person to person meetings with parents and students adhering to social distancing protocol may be arranged.

## Access to Devices and Connectivity

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

All students will be provided with Chromebooks as needed. Free high-speed internet access hot spots are available to families with limited digital access.

## 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 weekly educational activities for all distance/at-home learning students with a learning plan for the week that families and students can follow. The plan matches what will be taught in the in-person classroom and may contain resources including online and/or print reading, physical materials such as math manipulatives or timelines, digital and/or print worksheets, and other at-home activities. Daily record of pupil attendance will be recorded through participation in digital/at-home instruction, or telephone connections needed. Work will be required to be submitted either online, turned in on campus, or submitted at an established bus stop during scheduled pick up times. Students receive at least 240 minutes of daily instructional time, whether under the direct or general supervision of the teacher.

## Distance Learning Professional Development

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

Staff will receive professional development to support technology use, online instruction, social/emotional support instruction, and/or intervention strategies for struggling students.

## Staff Roles and Responsibilities

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

Teachers will provide instruction and support for both on-campus and at-home learning. Teachers and classroom aides will assist maintenance/custodial staff in cleaning surfaces frequently throughout the day. Transportation staff will deliver meals, paper packets, and completed work between school and designated bus stops.

Administrative assistant, teachers, and classified staff will provide communication opportunities for families to express needs as they develop, and provide virtual and phone support for paper packets for struggling students to acquire additional support through streaming services, email, and phone.

Custodial and maintenance staff will continue to maintain the school campus, especially in areas where teachers utilize on-site areas to gather and establish paper packets and collect student work and distribute packets.

Custodial and maintenance staff will also maintain disinfectant protocols in areas utilized for food preparation and distribution.

D1 certified staff will continue to maintain the water system as determined by State protocols to ensure a safe water supply on campus.

## 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 District does not have any English language learners. All students with unique needs will receive their resource minutes and all requirements identified in the IEP. Currently the District does not have any foster/homeless students.

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

Description	Total Funds	Contributing
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Description	Total Funds	Contributing
Title II federal funding allocated for professional development: Elementary and Secondary Education Act (ESEA). Title II Part A – Supporting Effective Instruction.	834.00	Y
Online subscriptions to curriculum programs and virtual meeting programs will be purchased and implemented as supplemental support to on-site instruction to facilitate a seamless transition to distance/at-home learning should the need arise.	1,500.00	Y
Contract with HCOE Resource Center (HERC) for literacy and library support, learning resource collections, courier service, and learning specialist support including professional development. This action contributes to increased and improved services by providing customized support to teachers to address the learning needs of unduplicated pupils, especially those who have incurred learning losses during the pandemic.		
Compensate teachers for extra time necessary to prepare for distance/at-home learning. This action contributes to increasing or improving services because the District does not assume or expect any particular level of economic resources, technological expertise, or parent level of education.		
Purchase of materials and supplies to be sent home to distance/at-home learning families to ensure full access to classroom activities and curriculum.		
Technology- Laptops, Document Cameras, to enable access to instruction and curriculum	3,500.00	
A 0.2 FTE increase in the RST position will provide targeted support for special needs and IEP students to ensure appropriate distance learning instruction.		

## 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.]

Targeted instruction and intervention plans will be based on assessment comparisons of previous and current year levels, teacher observation, and parent input. Progress will be monitored throughout the school year and will guide changes in instruction and interventions. The Resource Specialist Teacher (RST) will also provide assessments through formal and informal assessments for students with IEP's and any students with clear learning loss markers.

## 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 experiencing learning loss will be provided one-to-one and/or small group instruction from teachers, the RST, and instructional aides. Low-income students and students with exceptional needs are prioritized for the one-to-one and/or small group instruction. Additional technology, materials and supplies, will be purchased based on needs.

## 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.]

Progress will be measured throughout the school year based on ongoing formative and summative assessments of student progress, teacher observation, and parent input. This information will guide changes in instruction and interventions. Measures will include an evaluation of progress towards goals for students with IEP's, results of standards based progress monitoring assessments, teacher-made and publisher provided assessments to address specific learning goals, and class grades as evidenced by report cards.

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

Description	Total Funds	Contributing
A 0.2 FTE increase in the RST position will provide targeted support for special needs and IEP students to address any learning loss determined by previously discussed indicators.	See action for instruction	Yes
Maintain an After School p program to support students in appropriately addressing any assessed learning loss from the previous school year in addition to supporting those students struggling with current year curriculum.	See action for instruction	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.]

Surveys and teacher observations will be used to monitor the social-emotional well being and needs of pupils and their families. Staff meetings and daily communication will be utilized for staff needs. The District will work with HCOE to provide additional resources and support for all students and the SELPA for

students with disabilities. Resources and support will be shared in phone calls, email, online meetings, parent letters, the school webpage, and in the Bridgeville Community Center newsletter. Maintaining communication with families will continue to be a priority as we address the social emotional needs of our students. Free breakfast and lunches are provided for all students and staff.

Bridgeville School partners with the Bridges to Success mental health services program through the county Department of Health and Human Services. In addition, students with IEP's may receive mental health and behavioral health services through Educational Related Mental Health Services (ERMHS) as defined in the IEP.

## **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.]

Teachers, classified staff, and the administrator will utilize a layered approach that includes individual and mass notification texts and emails when possible, personal phone calls, surveys, virtual one-to-one meetings, home drop off of materials, and links to community services. Daily attendance will be recorded. Attendance and work expectations will be clearly shared with families. If a student is absent the family will be contacted. Staff will work with families individually to overcome barriers to attendance. SARB procedures will be followed when necessary.

## **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.]

Daily free breakfast and lunch is prepared in the school kitchen for all students and staff. The Food Service Coordinator prepares and serves two meals daily, orders allocations and shops for supplemental supplies and food, tracks nutritional requirement, and processes CNIPS reports. In addition the FSC assists the maintenance person in clean up and stocking supplies and food products.



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

Section	Description	Total Funds	Contributing
NA	All actions documented in previous sections		

## 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
[Insert percentage here]%	[Insert dollar amount here]

### 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.]

Bridgeville School District has a student enrollment of 42 students in grades K-8. BSD has currently has no foster/homeless students and no English Learner students. With % of our students identifies as low income, all actions are principally directed to serve those students. Actions undertaken to primarily benefit the unduplicated pupils also benefit the remainder of our student body.

Bridgeville School continues to offer school transportation services at no cost to families. This service increases student attendance and provides working parents with a reliable transportation option both before and after school.

Despite a low student enrollment, the District maintains cafeteria staffing to ensure that unduplicated pupils who may experience food insecurity have access to regular nutritious meals. The Food Service Coordinator prepares and serves two meals daily, orders allocations and shops for supplemental supplies and food, tracks nutritional requirement, and processes CNIPS reports. In addition the FSC assists the maintenance person in clean up and stocking supplies and food products.

The District also offers a comprehensive music program for all students. The program is directed and taught by an extraordinary, credentialed music teacher. Bridgeville School provides all instruments and supplies necessary to support a beginning and advanced band and choir. The program is administered in a designated music classroom with all necessary digital sound equipment and instrumentation.

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

As noted above, Bridgeville School has no foster/homeless youth or English learners at this time. Actions identified as contributing to increased or improved services for low-income students represent an expenditure of \$.