

# Learning Continuity and Attendance Plan Template (2020–21)

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

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## General Information

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

The COVID-19 pandemic has had a profound effect on education in Southern Humboldt, and on our community in general. Southern Humboldt Joint Unified School District (SHUSD) went into distance learning in mid-March 2020. Parents, guardians, and caregivers—already important partners in the education of their children—have taken on increased responsibility as co-educators with students at home during distance learning. This has been challenging for families who can work from home or have flexible work schedules. Many parents, guardians and caregivers who are not able to work from home have had to balance the competing needs of caring for their children and maintaining their employment and income. Older students have had to take on greater responsibility for younger siblings and/or relatives. This includes supporting the distance learning of the younger students, which takes time away from the older students’ education. Staff have also faced tremendous challenges. Many are parents, guardians, and caregivers for young children and are also balancing the competing demands. Many of our staff and community members are concerned about their health and the health of their loved ones, while at the same time are worrying about the learning loss that school-children may be experiencing.

The stress and anxiety that the pandemic has brought is exacerbated for many in SHUSD by the extreme isolation of rural life. For some children, the loss of social interaction at school has compounded the social-emotional burdens of our county’s high levels of Adverse Childhood Experiences (ACEs). Food insecurity is a real problem for many of our families and children rely on school meals, after school program snacks and suppers, and weekend food from the Southern Humboldt Family Resource Center. The Digital Divide in Southern Humboldt is wider and deeper than in most parts of the state due to the geographical barriers to internet infrastructure and the socioeconomic disadvantages here. Our district encompasses approximately 760 square miles and serves about 720 students in widely dispersed areas. This is a remote, rural community with many students who live in the forests and steep mountains; there is no possibility of fiber optic cable for these homes. It is impossible to use hot spots in the remote mountains since cell phone service is spotty or non-existent there. Those whose homes are situated to be able to use satellite internet service providers are often Low Income families who cannot afford the high cost. Similarly, socioeconomic disadvantage has led to a lack of internet capable devices for our students. This Digital Divide precluded a move by SHUSD to fully embrace online capabilities that other school districts in California have access to using. For this reason, our district has used learning packets as the backbone of our learning model, with online learning as a supplement. Many of our students were able to access the internet and for those students it has been easier to provide adequate targeted supports and services. Curriculum pacing, traditional methods of instruction, and assessments of student learning have been disrupted by the pandemic.

The pandemic has had disproportionate impacts on students who are identified as Low Income, Foster and Homeless Youth, English Learners, and Students with Disabilities. Addressing the needs of these student groups to promote equity was critical in developing the Learning Continuity and Attendance Plan. The constantly changing guidance and protocols during the COVID-19 pandemic require that our plans continue to be flexible and responsive to changes in the public health environment in order to safely mitigate learning loss with high quality educational opportunities.

The first concern of SHUSD is the health, safety, and well-being of our students, staff, and community. To protect our community, we will follow the guidance of the relevant health authorities to avoid the spread of COVID-19. We will create nurturing environments to support the social, emotional, and physical safety of the students in our care and of our staff.

High quality academic opportunities based on standards-aligned materials will be provided to all our students with equitable opportunities for all student groups. Data and assessments of student learning and skills will inform our instruction. Our learning environment and strategies will remain flexible to respond to changes in the public health crisis.

The academic, social, emotional, and physical needs of our students and our staff will dictate our allocations of resources.

We are committed to engaging with our school community using multiple means of communication (e.g. print, online, voice messaging, texts, phone) in appropriate languages. We will share the information and resources our community needs to be safe, well, and heard.

## Stakeholder Engagement

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

Input from stakeholders began in May, and continues regularly. The Fall 2020 Planning Group, composed of certificated and classified representatives, members of the Board of Trustees, Information Technology technician, administrators from all sites, directors of transportation, fiscal services, and food services, met by Zoom biweekly throughout the summer. School staff continued informational and problem-solving staff meetings by Zoom throughout the summer. Family and student input was gathered frequently. In addition to individual communication via calls and conversations between students, families and Special Educators, Teachers and Administrators, family surveys have also been conducted online on our website and on our Facebook pages, by text, and by personal phone calls by teachers, aides, and administrators. Administrators were available by phone and email daily to listen to stakeholder concerns and feedback. Data was disaggregated by school site, by grade level, compiled and shared with the Fall 2020 Planning Group and with the public at school board meetings. Administration met with the bargaining units to discuss safety concerns.

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

Stakeholders were encouraged to participate in public meetings via Zoom. Families of English Learners communicated input through the district interpreter, the EL paraprofessionals, and through translations of surveys. Meetings were live streamed on each school's and the district's Facebook page. Meetings were noticed in advance and multiple links and reminders were sent out via text and email and posted on the school's website. Paper flyers were posted at the schools. Stakeholders had the option to participate by telephone or by computer. In the future, we plan scheduled EL student listening sessions at regular intervals in the school year to hear how school is going, what's working,

and what is not working for them. Specific outreach to parents in the future for those who did not engage initially in distance learning, through interpreters and EL paraprofessionals as needed, to find out what they need to be engaged and what they need from the district.

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

In surveys conducted in May online through a link in the school website, Facebook page and by text message, parents, guardians, and caregivers were asked about their families' plans for their children's education in the fall. Students worked with their families on the responses to the surveys.

At South Fork High School and Miranda Junior High School (57 responses):

- 73.7% of respondents wanted to return to on-campus learning
- 26.3% requested an alternative to on-campus learning, whether hybrid or distance learning

At Redway Elementary School (53 responses):

- 77.4% planned to return to on-campus learning
- 22.6% had concerns and made statements such as "It depends on current COVID situation" or "It depends on what measures are put in place at the school"

At Casterlin Elementary School (6 responses):

- 83.3% return to on campus learning
- 16.7% will not return if students wear masks

At Whitethorn Elementary School (5 responses):

- 40% would return to on-campus learning
- 20% request an alternative
- 20% were undecided
- 20% were moving up to Miranda Junior High
- 20% said, "It depends on what measures are taken."

Considering the low response rate of the online mode of surveying stakeholders, the subsequent surveys were done by telephone. The responses of these stakeholders who did respond to the online survey represent a highly motivated group of parents, guardians, and caregivers whose opinions are important. In addition to the short response, the narrative responses of those who took the online survey are informative as well. Students worked with their families on the responses to the surveys..

Families and students were concerned about:

- Safety
- Whether students would have gym class, play time, and recess
- If the children had to wear masks all day
- Not having sports
- Social interaction for the children
- Large class sizes and what that means for COVID-19
- Afraid of not having school
- Worried about providing food and loss of job
- Transportation issues
- Not learning enough, and parents not knowing how to help them
- There was not enough rigor in the spring emergency school closures; children need more accountability and instruction
- Working parent—not able to homeschool, no childcare—but doesn't want to send them to school due to COVID-19
- Does not like the idea of a child in a Plexiglass box
- Guidelines for school reopening sounds like jail
- COVID-19 may surge in the winter
- Students with asthma and other health issues
- Student with behavioral issues is hard to teach at home
- Hoping no-one sends a sick child to school
- Too dangerous for rural areas with long bus rides with a full bus
- Kids with depression and acute anxiety need to see their friends
- People are already allowing sleepovers, so there is no point in trying to enforce social distancing at school
- If one student or teacher dies because school opened, it won't be worth it.
- School system could be a breeding ground for COVID-19
- Siblings go to different schools so it increases the risk for the family.
- Students might be missing out on their hands-on Career Technical Education (CTE)

Families and students suggested:

- Teacher interaction online
- Packet work with one day a week meeting up with someone
- More handwashing and a cleaner school
- No perfect attendance awards
- A school nurse
- Encourage parents to keep sick kids home
- Video classroom—Zoom—with parent support at home
- Off campus learning during flu season
- A possible combination of on and off campus learning

- No masks, no social distancing. Only a temperature check getting on the bus
- More excused sick days
- School 5 days/week—normalcy. If they infect each other we will deal with it.
- More structure than in the spring
- Small localized (Whitethorn group, Cove group) neighborhood tutoring 2 days/week
- Structured, accountable online learning with daily teacher instruction and support
- On campus learning 2 days per week
- Non-militant environment with social opportunities and enriching coursework
- Disinfectant spray multiple times/day, air purifier in the class, UV lights to kill virus
- Hand washing and hand sanitizer, plenty of soap in the restrooms
- Wear masks all day
- Shorter days
- Outside eating accommodations
- Smaller spread out classes
- Non-toxic disinfection
- Open windows
- In class learning, enhance outdoor spaces for a variety of uses
- More outdoor activities
- Direct instruction online
- Promote immune-supporting food and herbs

#### SHTA survey July 29-August 4

- 86% of members wanted to begin school with Distance Learning
- 79% of members wanted to postpone the start of school 5 days for training/prep
- 4 requested a Distance Learning assignment for medical reasons
- 5 would request a Distance Learning assignment as a caregiver for another

#### School district stakeholders suggested:

- Prepare a robust Distance Learning program to begin the school year before engaging students on campus
- Distance Learning needs to be “up and running” to be ready if the county moves to Level 4 for a smooth transition
- Small “hubs” of students on campus part-time, especially secondary and upper elementary
- Concerned about being able to be 6 feet apart from TK-3 students who require more close physical contact with peers and teachers
- Virtual classrooms with web cams and zoom carts
- Paper packets with phone and zoom support by teachers
- Hybrid model with distance learning option
- Temperature checks at the bus and parents don’t leave until child passes temperature check
- Health training for staff to recognize signs and symptoms

- Checklist of symptoms
- 1:1 devices; shared devices can be a source of infection
- Children need training on hygiene practices (sneezing, coughing, hand washing)
- School provide students and staff with masks
- Funding to provide devices, masks, hand sanitizer, no touch thermometers, added bus runs, etc.
- Web-based filtering system to keep students safe online with 1:1 devices at home
- Synchronous lessons need to be available Asynchronously for students without home internet
- Post videos/host recordings
- Block schedule focused on core subjects
- Hybrid model works for transportation; 13 students/bus coming from each geographical area with multiple runs
- Transportation only used for Home to School, without changes in pick up and drop off place to maintain geographically-based cohorts
- Small groups for in-person instruction (5-10 kids at a time) near home area
- Webcams for classrooms so teachers can record lessons for students at home while teaching hybrid model
- Whatever we do, we have to offer 2 ways (internet capable students and non-internet capable students)
- Might have to close Miranda campuses to keep students from congregating unsafely off campus
- Food services might need to do 3 shifts of lunches for social distancing, which will require more supervision
- Factual information on mask safety needs to be disseminated.
- Deep cleaning of classrooms and frequent contact surface disinfection
- Keenan trainings for staff on COVID-19 safety
- Need for Professional Development on Distance Learning
- Need for more planning time to provide a new model of education
- We need surveillance testing for coronavirus in Southern Humboldt, rates may not be accurate due to lack of testing

In the following data, it is important to note that phone surveys only reached the families who had working telephones, which excludes many families who do not have cell service or internet capability. This has a tendency to make it appear that a greater proportion of families have access to the internet than actually have that access by skewing the percentages of internet-capable families upwards. Phone calls using a prepared list of questions were made just prior to the July board meeting.

South Fork High School phone survey to parents, guardians, and caregivers: Out of 215 phone calls attempted, 100 responses (46.5% response rate). Students worked with their families on the responses to the surveys.

- 16% wanted Plan A (to open school 4 days/week with 1 day distance learning)
- 35% preferred Plan B (a hybrid of 2 days/week for Cohort A, and 2 days/week with Cohort B with 3 days/week distance learning)
- 39% preferred Plan C (full distance learning)
- 78% of respondents have some internet capability
- 19% have no internet capability
- 50% of respondents believe students need to wear masks at school
- 36% did not believe students should wear masks

- 8% had no opinion

Miranda Junior High School phone survey to parents, guardians and caregivers: Out of 108 calls attempted, 69 responses (64% response rate). Students worked with their families on the responses to the surveys.

- 23.5% wanted Plan A
- 53% wanted Plan B
- 23.5% preferred Plan C
- 70% of respondents had some internet capability
- 30% do not have internet capability
- 69% of respondents believe students need to wear masks to school
- 15.5% did not believe students should wear masks
- 15.5% had no opinion

Redway Elementary School phone survey to parents, guardians and caregivers: Out of 170 calls attempted, 100 responses ( 58% response rate)

- 30% of those who responded preferred Plan A
- 28% preferred Plan B
- 24% preferred Plan C
- 18% were unsure
- 68% of respondents had internet capability
- 32% had poor or no internet capability
- 58% of respondents believe that students should wear masks
- 27% believe that they should not wear masks
- 15% were unsure

Casterlin Elementary School phone survey to parents guardians and caregivers: out of 23 calls attempted, 14 responses (61% response rate). Students worked with their families on the responses to the surveys.

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

The specific stakeholder input received throughout the summer months has significantly influenced the district's Learning Continuity and Attendance Plan both through impacts on development of the district's various School Site Specific Protection Plans and through direct feedback on the Learning Continuity and Attendance Plan itself. Key takeaways from the surveys and meetings included the need to keep staff and students safe and healthy and to still provide more contact for students with school staff by phone, zoom, email and other means to maintain a strong connection. It is also clear that stakeholders feel that students need social interaction with other students even when distance learning. Stakeholders also indicate that engaging and challenging curriculum needs to be provided. A consistent refrain involves



the need for more devices and internet capability but at the same time to recognize that equity must be maintained for those students who can only access the internet intermittently if at all. Minimizing food insecurity and providing ease of access to printed school materials are also important.

This has influenced our Learning Continuity and Attendance Plan: Morning attendance times, on Zoom or phoned in, allow for class meetings involving Social Emotional Learning activities and connection between students and staff and among students, and also encourage students to get up and going for the day. Due to the high percentage of students unable to access the internet, packets are available and delivered to students near where they live utilizing our transportation department. Food is also delivered to the same bus stops. Live interaction on Zoom throughout the day allows for students to access instruction and tutoring help. Uploading of materials to teachers' Google classrooms allows access to instructional materials to those with internet, while packet delivery and use of flash drives provides the same materials to students without internet to achieve equity in educational opportunity. To address the needs of students who are most vulnerable and at risk of learning loss during and after school closures, SHUSD is using common assessments across grade levels for ELA and math at the elementary level, including CoreGrowth for K-6 and Renaissance Place STAR assessments. At the secondary level benchmark assessment will be done at the junior high level in math and in English/Language Arts reading passages that are grade level based will be used to identify students' instructional needs in reading. High School math students are being given a placement test to best determine math class placement. There will be formative and summative assessments throughout the quarter/semester. To maintain engagement during distance learning in the CTE program which serves some of our most vulnerable students, live videos by the teacher demonstrate the use of equipment and assignments sent home engage students in their home environment as it relates the processes in their classes. Special Education will be using multiple forms of assessment, both informal and formal to determine learning loss. Targeted supports will be provided as needed through multiple modes, whether by Zoom, telephone or other means, while we are in a Distance Learning model of instruction. Support for parents, guardians, and caregivers to work with their own students' learning is provided through daily availability of office hours by phone, zoom, email, or text message with teachers. Teachers provide communication with the week's learning intentions, a schedule of Zoom times, and are available by appointment at other times for support to students and their families.

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Through early August, SHUSD was moving forward with several different plans to start the school year, so that we would be prepared for contingencies based on the level of COVID-19 positive cases in the county and school district area. It is acknowledged by stakeholders throughout the district that in-person is academically superior to hybrid or distance learning options. With health and safety as our first priority, the district recognized local cases were increasing and that Mendocino County schools were closed by state order. On August 6, it



was decided that it was prudent to begin the 2020-21 school year in Distance Learning to protect the students, staff, and community from infection. While current health conditions do not permit delivery of in-person instruction, the district is continuing to plan blended learning models so it will be prepared to bring students back when it is safe to do so. SHUSD will continue to align decision-making with public health experts at the state and county level and to orders and guidance provided by Governor Newsom. Included below is the district's current thinking regarding instructional models, including scheduling and delivery methods. This planning is tentative and will continue to be responsive to state and county guidance and the district's own monitoring of community conditions and needs.

An online curriculum and/or paper packets will be available for distance learning. At elementary schools cohorts of students will stay with their teachers throughout the entirety of their time on campus. Teachers and/or aides will remain with students during recess times, and students will eat lunch in their classrooms if they are eating on campus. Students will stay in one classroom with their cohort. Geographical groupings and siblings will be given priority to be on the same track. If a family has a hardship they can fill out the Hardship Application and the District will try to accommodate if reasonably possible. Classroom Spaces and Social Distancing Classrooms will be arranged with spaces between desks and students will be instructed on how to be safe in their classroom environment. Teachers will arrange their lessons and choice time activities to facilitate space between students. Teachers will instruct students to turn assignments in as they leave the classroom, or the teacher will walk around the classroom to collect assignments. Art supplies will be provided to students, and teachers will sanitize them after each use. Students will have access to their own Chromebooks and headphones in order to limit sharing. Students will be instructed on how to wipe down their Chromebooks and put them away safely. Teachers will sanitize the cart when students have put their Chromebooks away. If needed, parents/guardians will be able to check out a district chromebook for distance learning during times students are not on campus. Chromebooks will be disinfected before returning to classroom use. Face coverings are to be worn in order to adhere to state and county guidelines. Increased cleaning and sanitizing of school facilities will occur on a regular basis. Non-Classroom Spaces and Social Distancing Southern Humboldt Unified School District has suspended all outside Facilities Use Permits, even when these activities would take place after school hours. SHUSD has suspended class and program volunteers, other than student teachers or interns. University fieldwork students will be evaluated on a case by case basis to determine possible risk factors. Classes will have access to outdoor spaces during non-recess times. These areas can be used as outdoor learning spaces. Break time will be with the class teacher and class cohort. Playgrounds will have designated areas at times when there are more than one cohort at recess. Hallways will have clear entry and exit spaces to encourage students to move through them in one direction. Students will enter and exit the campus through different points, depending on their grade spans. If students are eating in their classrooms, staff will bring a prepackaged lunch to them, rather than having students go to the cafeteria to get it. Tables will be set up outside as much as practicable to allow students to eat outside if they are eating with their cohorts. Face coverings are to be worn in order to adhere to state and county guidelines. Personal Items: Students will not be allowed to bring personal items such as toys from home. Students will have personal supply tubs for classroom use. These will contain items such as pencils, crayons, glue, scissors, and basic Math/ELA manipulatives. The tubs will be labeled with each child's name. Tubs will be stored in individual student desks if applicable, or in a designated space in the classroom. Students will have assigned hooks/cubbies in their classrooms for their jacket/sweatshirt and lunchbox. We encourage students to bring water bottles from home. They may refill the water bottles in the classroom or at hydration stations on campus.

Support Services Students will be supported within their classroom cohort using a combination of push-in and pull out services. Classroom cohorts or individual students may also receive direct instruction using a pull-out model when needed. All materials will be disinfected after each cohort or individual use. Whenever possible, materials will be assigned to individual students and kept in their own supply tub. Pull-out services be scheduled with the specialist taking into account IEP and family needs. School Arrival and Departure There will be designated points of arrival and departure at each site. Grade levels will be assigned to each area. Students will not be allowed on campus prior to their scheduled drop off time and must be picked up at their release time in the same designated area. Bus transportation will be pursuant to

SHUSD bus guidelines. Parents/Guardians will not walk their children to class. Rather, they will walk them to the check in point, where students will get a temperature check and walk to class. Schedule for drop-off and pick-up times will be sent out. Face coverings are to be worn in order to adhere to state and county guidelines.

#### Modes of Instruction:

- Distance Learning will always be a choice for families to meet health, safety, and learning needs for the 2020-21 school year.
- Modified Distance Learning: integrating small group learning pods beginning with the students most vulnerable to learning loss.
- Hybrid with A and B Cohorts based on geographical groupings for ease of transportation and cohorting; each student has 2 days in school learning with their geographical cohort and 3 days distance learning. Staff are working in-person with students 4 days/week. Instructional models include continuing the use of strategies integrating the 1:1 devices ensuring continuity of instruction on distance learning days for all students.
  - At South Fork High School, students will be in grade-level cohorts to the extent practicable taking into account individual needs for specific classes and electives.
  - At Miranda Junior High School, each grade is in grade-level cohorts to the extent practicable.
  - At all elementary schools, each classroom is a cohort to the greatest extent practicable.
- In-person: includes continuing the use of the 1:1 devices to advance quality of in-person instruction utilizing 21<sup>st</sup> century capabilities as well as to ensure continuity of instruction in case of a cohort, school, or the district needing to return to a full distance learning model.
  - During times of the week when all students are engaged in the distance model, teachers will provide key supports that maintain the community of learning and meet identified student needs. These supports include office hours for students and family, small group and individual support for students, collaboration ;with co-teachers to prepare lessons, and professional learning with colleagues.
  - Assessment: Teachers will assess students' current levels to determine which have experienced the most significant learning loss. These students will receive additional support via classroom aides, teachers, or resource teacher as appropriate.
  - Phase 1: 4 days/week in-person with early release and Distance Learning afternoons and 1 day Distance Learning
  - Phase 2: 5 days/week in-person normal schedule
  - Proposed in-person daily schedule:

Competency Development: The district will monitor students' progress on grade level appropriate assessments and adjust supports based on student results. Families and students should expect assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. Over the course of the year, regular benchmark assessments in both ELA and math will allow teachers to continue monitoring student learning status, including the rate at which students are making up for any learning loss. Teachers are being provided a full month of time in which to administer the initial assessment to allow teachers to effectively establish a safe learning environment and re-engage students in school.

It is important to reiterate that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs.

\* All elementary students will be assessed using the CoreGrowth Assessments and the Renaissance Place STAR Reading and STAR Math. This will show areas of mastery and areas of growth. It will provide targeted remediation for specific deficits in ELA and mathematics. It provides teachers and administration up to the minute process reports for grade levels, classes, and individual students.

\* Teachers will use curriculum-specific assessments with their students as well, such as text-based benchmark assessments.

\* Students with IEPs will work with the Resource Specialist Program teachers for specific, goal-based assessments with tools such as Moby Max. IEP teams will need to monitor progress, evaluate annual goals, and, when needed, assess for triennials.

\* English Learners will be assessed using the ELPAC, which will inform service provision.

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

Description	Total Funds	Contributing
Materials and Supplies for COVID-19 sanitation and safety (e.g. plexiglass dividers in offices and teachers' desks, PPE, soap, hydration stations to replace drinking fountains, no-touch thermometers, handwashing stations, disinfecting wipes, hand sanitizer)	\$ 25,000	[Y/N]
Materials and supplies to support in person learning and blended learning models (e.g. 1:1 devices, individual headphones, flash drives, monitoring software, texts and instructional materials)	\$50,000	
Improvements to HVAC systems as needed, Air filters, air purifiers, extra filters	\$ 25,000	[Y/N]
Increased classified staffing hours (e.g. custodial, trained health aides, supervision for increased lunch sections and hallways, computer technician, food services workers, intervention aides)	\$160,500	
Professional Development and Training of all staff as needed	\$10,000	
Social Emotional curricula and training	\$5,000	
Signage, posters, floor decals: visual cues throughout school sites to maximize physical distancing. Cues will help direct traffic flow, minimize interactions between families, identify specific entry/exit points. Visuals will reinforce face covering and handwashing/sanitizing protocols.	\$4,200	

## **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.]

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

1. To maintain essential services for students and families
2. To maintain communication, connection, and relationships between school, teachers, students, and parents/guardians
3. To ensure that students progress and continue growth toward standards
4. To partner with families and truly become team teachers in our students' educational opportunities

Throughout school closure, SHUSD teachers will provide students with instruction using a distance learning model. The district will provide instructional materials for students to access independently and self-pace their learning. Teachers may pre-record lessons to share with students. Teachers will offer online office hours and will call students and receive phone calls for feedback. Students will communicate through multiple means, including email, online communication tools, Google classroom, and telephone calls. Teachers will provide face-to-face opportunities for learning using Zoom. Teachers will provide differentiated instruction based on student needs through multiple means, including Zoom, targeted instructional materials, and phone calls.

Students must participate in learning activities for a minimum amount of time each day. Teachers will provide time values for each of their assignments similar to those they would in a normal classroom day. If parents and guardians find that their student is struggling to keep up with assignments, they are encouraged to contact their student's teacher.

TK/K = 180 minutes/day

1<sup>st</sup>-3<sup>rd</sup> = 230 minutes/day

4<sup>th</sup>-12<sup>th</sup> = 240 minutes/day

Teachers will monitor students' participation and engagement in Distance Learning and will report this participation to District administration weekly. The District will work with teachers and families to try to resolve any issues that prevent students from participating in Distance Learning. Students are expected to complete all projects that are assigned.

Instructional Methods:

Throughout the school closure, teachers will provide students with synchronous (live) and asynchronous (activities, assignments) learning opportunities. Instructional materials will be provided by the district for students to access independently. Daily live interaction with the teacher will be provided using multiple means to insure contact with each student including telephone and Zoom meetings. Students will have interact with each other and the teacher using multiple means such as Zoom, email, and telephone conferencing. Teachers will use a variety of technology tools such as PowerPoint, document cameras ("Elmos"), flash drives, YouTube videos, and Google classroom to insure that all students receive the instructional material.

Daily live interaction is mandated by legislation (SB98). Some families may have extenuating circumstances that make it difficult for students to interact daily with their teachers. SHUSD is committed to working with these families to develop alternative plans for frequent live interaction that provides an equitable level of service and school connectedness (pursuant to Ed Code Section 43503 (b)(6)).

Families with these difficulties are requested to contact the school principal and teachers, and teachers and principals will continue to reach out to all of our families using multiple means so that we can serve each student in our district. Teachers will meet with families for conferences as needed to work together to create a plan that will ensure the highest quality of education possible for each student.

The following pages are visuals to clarify the current thinking of the district on scheduling for Full Distance Learning, Modified Distance Learning, Hybrid, and In-Person models. For Stages 3 (Modified Distance Learning) and Stage 2 (Hybrid), the latest version of the schedule is in plain text while the earlier versions are included in the visuals section for reference and information.

### Stage 3: Modified Distance Learning

- 8:30-9:00 Attendance
- 9:15-10:15 Session 1 Online and Pods
- 10:20-11:20 Session 2 Online and Pods
- 11:30-12:30 Session 3 Online and Pods
- 12:30-1:00 Lunch
- 1:00-1:45 Prep
- 1:45-3:00 Individual Appointments

#### Small Learning Pods:

- Students come to campus for 3 hours in the morning
- They will attend classes when the corresponding Zooms for that class are happening.
- Students will have a grab and go lunch

### Stage 2: Hybrid

- For hybrid learning, students will be in cohorts as much of the day as possible
  - Day will be shortened (minute requirements are less right now)
    - Option A: Shortened class periods
    - Option B: Block schedule: half the classes one day, the other half on the second day--this allows for less moving around of cohorts
- Grab and Go lunch
  - alleviates supervision issues during lunch

The following pages are visuals for scheduling during each of the stages of reopening:



# STAGE 4: Full Distance Learning



8:30—9:00	9:15— 10:15	10:20—11:20	11:30—12:30	12:30—1:00	1:00—1:45	1:45—3:00
Attendance	Session 1 online	Session 2 online	Session 3 online	Lunch	Prep	Individual Appointments

Monday-Thursday:

3:00—3:15 staff check-in (what's going well, what needs improvements, how can admin support you?)

Fridays:

- Attendance from 8:30—9:00, then:
- Scheduled student help
- Prep
- Grading
- IEPs
- 45 minute staff/collaboration meetings

# STAGE 4: Full Distance Learning

8:30-9 Attendance taken by teachers via zoom or phone calls----5 days a week

AM live online instruction/help:

TK/K- 9:00-9:45

1/2- 9:45-10:30

3/4- 10:30-11:15

5/6- 11:15-12



Lunches

TK/K- 11-11:30

1/2- 11:30-12:00

3/4- 12:00-12:30

5/6- 12:30-1



PM live online instruction/help:

TK/K- 12:00-12:45

1/2- 12:45-1:30

3/4- 1:30-2:15

5/6- 2:15-3





# STAGE 3: Modified Distance Learning



8:30—9:00	9:15—10:15	10:20—11:20	11:30—12:30	12:30—1:00	1:00—1:45	1:45—3:00
Attendance	Session 1 online	Session 2 online	Session 3 online	Lunch	Prep	Learning Pods

Monday-Thursday:

3:00—3:15 staff check-in (what's going well, what needs improvements, how can admin support you?)

Fridays:

- Attendance from 8:30—9:00, then:
- Scheduled student help
- Prep
- Grading
- IEPs
- 45 minute staff/collaboration meetings

# STAGE 3: Modified Distance Learning

8:30-9 Attendance taken by teachers via zoom or phone calls----5 days a week



AM live online instruction/help:

TK/K- 9:00-9:45

1/2- 9:45-10:30

3/4- 10:30-11:15

5/6- 11:15-12



Lunches

TK/K- 11-11:30

1/2- 11:30-12:00

3/4- 12:00-12:30

5/6- 12:30-1



Student learning pods on campus 1:45-3

Teachers will be responsible for keeping track of students who attend morning zoom sessions and afternoon learning pods. Any students who do not attend any of the afternoon pods by Wednesday will be contacted by their teacher via phone to check in.

# STAGE 3: Modified Distance Learning

- Bus schedule for afternoon sessions:

Miranda Campuses:

<b>Monday</b> West/North	<b>Tuesday</b> East Phillipsville/Miranda	<b>Wednesday</b> Redway	<b>Thursday</b> Garberville Benbow
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Redway School:

<b>Monday</b> West North of Miranda	<b>Tuesday</b> East Phillipsville/Miranda	<b>Wednesday</b> Redway	<b>Thursday</b> Garberville Benbow
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- Students will sign-up by Friday at noon for the next week's sessions
  - Transportation needs to know to send a bus or van

\*East and West Runs for Redway Elementary during distance learning COVID-19 ONLY

\*North Run for Miranda Campuses during distance learning COVID-19 ONLY

\*This is dependent on if all drivers come back

## STAGE 2: Hybrid

Plan B: Back to school with a hybrid in person/distance learning style:

- Monday: Group A (outlying areas) in person
- Tuesday: Group A in person
- Wednesday: Group B (Redway/Garberville) in person
- Thursday: Group B in person
- Friday: Distance learning office hours (teachers on campus)
  - Students who need extra help can come in
  - Distance help via zoom or other platform
  - IEPs held these days
  - Professional development
  - Staff meetings/Committee meetings, etc

The off day could be Monday, Wednesday, or Friday.

Advantages of each:

Monday: Avoids Monday holidays for the cohort to miss less in class time.

Wednesday: Gives a day between cohorts

Friday: Transportation requested (to sanitize Friday and air out over weekend)

\*sanitizing on a Wednesday would be no different than what the janitors will do each afternoon.

## 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.]

Insuring access to devices and connectivity is imperative for Distance Learning. The Digital Divide in Southern Humboldt needs to continue to be quantified and addressed. When the school closures began, and continuing throughout the time when schools are closed, SHUSD teachers, staff, and administrators reached out by telephone, text message, email, social media and other means to identify which families needed access to devices and internet. Students and families who report a lack of devices and/or access are identified and checked on a master spreadsheet. In recognition of the high proportion of students who lacked internet access, the spring closure was based on learning packets. Video conferencing, such as Zoom, and online activities and learning opportunities have been used in conjunction with those packets, and any information or instruction in those opportunities has also been provided in the learning packets. The technology gaps identified as the outset of school closures deepened the district's understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. The district has been in multiple meetings at the state and county levels to identify and promote innovative ways to improve the infrastructure in SHUSD's attendance area. State funding has allowed the ordering of sufficient Chromebooks and software to provide our students with 1:1 devices. As the devices are delivered they are being distributed on a priority basis using multiple factors to identify which students are in need of devices and who are at the greatest risk of learning loss and an increased need for intervention. When the entire order has arrived the district will be at a 1:1 ratio of devices to students. Significant areas of need remain, particularly in ensuring that all students have access to sufficient connectivity to engage in distance learning. SHUSD is working with the California Department of Education and Humboldt County Office of Education, as well as local entities to secure access to internet for students who are not connected. If families need internet access, they may use the school's internet in the parking lot.

## 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.]

### Distance Learning Activities:

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

Each teacher will have an online Google classroom with classroom expectations, resources, assignment information, enrichment opportunities, and links to past work.



Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include log-in records to Google Classroom and other on-line applications used by the teacher, submission of assignments to the teacher, and other forms of contact/interaction with the teacher to be determined by the site and teacher.

#### Weekly Asynchronous Distance Learning Activities May Consist Of Lessons

Short videos from instructions, objectives, and teaching points.

Projects that can be completed, photographed and sent back to your teacher.

Activities that may be possible at home such as simple experiments, cooking and measuring, and moderate physical exercise, and ideas for arts and music activities.

Projects to be completed individually or with other students via phone, Zoom, or Hangout.

#### Weekly Synchronous Activities May Consist Of

Virtual whole or small group class meetings and instruction.

Virtual or phone meeting with individual students. Virtual story times.

Individual projects or assignments.

Group or individual projects/assignments.

Music and art assignments.

Open office hours for individualized consultation.

Synchronous instructional minutes delivered during distance learning will be scheduled in strategic chunks and include whole-class, small-group, and independent activities. Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs. One example of such practices is the building into lessons of frequent 'Checks for Understanding.' This might be a series of short comprehension questions following a reading or a practice question following a math lecture segment. These brief, informal opportunities are embedded into lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson. It also allows for identification of specific students' needs and supports for differentiation of instruction.

#### Grading

Students will be instructed using Common Core State Standards-aligned curriculum and will be assessed on the essential standards, work completion, and participation.

Students will be graded using District assessments.

Report cards will reflect the student progress for each given reporting period.

## Attendance and Participation

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. With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly 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/courses. This will allow for more precision in assignment of time value given that teachers are routinely modifying instruction and assignments based upon ongoing assessment of individual and collective student needs.

## Distance Learning Professional Development

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

Families and students should expect that all educators are provided professional development and collaboration time with colleagues on the strategies needed to deliver high-quality instruction and on the Google Classroom and Zoom to provide students access to learning grounded in the essential standards.

Teachers will have opportunities to participate in county-sponsored professional development activities related to distance learning. They will have time to participate in a county-wide Professional Learning Community (PLC) for digital educators.

The District will provide professional development related to curriculum, assessment, and online pedagogy. At a minimum, teachers will have one afternoon per month dedicated to professional development around technology and distance learning. This may be staff-led, or may involve outside presenters.

## 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 significantly impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Following are the key changes to roles and responsibilities of staff, organized by area:



## Classroom Teachers:

- Develop high quality Distance Learning lessons/assignments for all students.
- Develop strategies to support students with individualized needs, working with support staff as necessary.
- Observe established office hours and meeting times during the regularly scheduled work day.
- Provide instructional resources and materials through digital learning means such as Google Classroom.
- Communicate regularly with families regarding expectations and student progress.
- Attend District meetings; monitor district communications; support all students in the new model of instruction
- Monitor attendance, participation, and engagement using multiple measures.
- Monitor student submission of assignments, presence within the Google Classroom, attendance at live synchronous instruction, and other forms of contact determined at each site.
- Maintain a weekly record documenting a student's synchronous and/or asynchronous engagement each day.

Special Education Teachers: All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context. Modifications include:

- Support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the requirements of conducting an IEP in a virtual or telephonic setting.
- Support a range of distance-learning related actions, such as monitoring assessment processes and student progress and coordinating with Title 1 and instructional aides.
- Instructional aides will be available to support individual students during distance learning and helping the teacher manage instruction. In accordance with the student's IEP, instructional aides will provide support in breakout rooms and as appropriate during targeted synchronous instruction.

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

### · Administrators:

Actively model and support all required public health measures.

Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement.  
Reinforce stay at home requirements.

### ● Office Staff:

Actively model and support all required public health measures. Encourage electronic communications wherever possible. Reinforce stay at home requirements.

### ● Operations/Custodial Staff: Actively model and support all required public health measures.

Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis.

- Food Service Staff:  
Actively model and support all required public health measures.

Implement one-way passage ways through meal delivery.

Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials. I

- Teachers:  
Actively model and support all required public health measures.

Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures.

Send any visibly sick students or students reporting that they do not feel well to the office.

- Support Staff:

Actively model and support all required public health measures.

Provide tele-supports rather than in-person when feasible.

Encourage activities and strategies that promote positive coping during times of stress for adults and children

- After School Staff

Continue partnering with the nutrition director to provide snack/supper during school closure

Provide online enrichment activities to students who would typically participate in the ASES program

## 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.]

English Language Development:

Teachers with English Learner (EL) students will integrate instruction into the generalized education Distance Learning program, and/or recommend online resources to students to support their ongoing growth in English. EL aides will meet by Zoom and provide targeted instructional materials for students with EL needs.

Special Education:

Special Education teachers will provide supplemental support to students on their caseloads, in keeping with the goals described in each student's Individualized Education Plan (IEP). Special Education teachers will work with parents/ guardians to modify student goals and services in alignment with distance learning or a hybrid approach.

Special Education teachers may provide support through the following options:

Additional support through Google Classroom and other apps with accommodations and modifications to materials and curriculum as appropriate.

Electronic chats with individual students or small groups through Zoom, Presence Learning, or other teacher selected digital platforms. Regular parent consultation via emails or phone calls Live online instruction for individuals and small groups through Zoom or Presence Learning. Physical materials to support student learning.

The Director of Special Education and special educators will strive to track students' engagement in home learning activities in coordination with their general education teacher, similar to tracking services during the school year. The Director of Special Education and special education teachers have an important role to play in supporting the coordination of contracts for related services as well. The SHUSD Special Education Department will continue to review and follow guidance from state and federal officials about Special Education in a Distance Learning setting and communicate with families concerning this guidance.

#### McKinney-Vento and Homeless Youth

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

#### Foster Youth

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

placed in the appropriate school in a timely manner.

**Mental Health Counseling:**

The current period of the COVID-19, shelter-in-place orders and mass school closures will create stress for many students. Educationally Related Intensive Counseling Services (ERICS) will continue as defined in the IEP via teletherapy or telephone. School counseling services will continue for those students previously receiving school counseling and new referrals will be reviewed and monitored by school counseling staff. Mental Health and Social Emotional resources will be available to students through the school counselor or Humboldt Bridges to Success counselor. The counselor will work with all classroom teachers to provide social emotional support to students.

**Instructional Aides:**

General and Special Education Instructional Aides may engage in weekly or daily support of students’ academic progress as determined appropriate and directed by general and special education teachers, speech and language pathologist, administration, and in coordination with families.

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

Description	Total Funds	Contributing
Chromebooks and additional technology made available for all students who need a device to access distance learning at home.	\$150,000	[Y/N]
Internet access	\$50,000	[Y/N]
Online subscriptions to Zoom Edu, Go Guardian, and other necessary online applications, software, and curricula	\$20,000	
Additional technology devices for staff (e.g. laptops, document cameras)	\$15,000	
Professional development for staff in Distance Learning model, applications, methods.	\$67,257	
Classroom supplies/curriculum funds for distance learning	\$4,570	
Additional technology and devices for special education assessment	\$8,000	
Special Education assessment protocols	\$300	

**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.]

Southern Humboldt Unified School District recognizes that students will experience learning loss due to lack of in person instruction during the 2019-20 and 2020-21 school years. The district will monitor students’ progress on grade level appropriate assessments and adjust supports based on student results. Families and students should expect assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure.

Over the course of the year, regular benchmark assessments in both ELA and math will allow teachers to continue monitoring student learning status, including the rate at which students are making up for any learning loss.

Teachers are being provided a full month of time in which to administer the initial assessment to allow teachers to effectively establish a safe learning environment and re-engage students in school.

It is important to reiterate that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs.

\* All elementary students will be assessed using the CoreGrowth Assessments and the Renaissance Place STAR Reading and STAR Math. This will show areas of mastery and areas of growth. It will provide targeted remediation for specific deficits in ELA and mathematics. It provides teachers and administration up to the minute process reports for grade levels, classes, and individual students.

\* Teachers will use curriculum-specific assessments with their students as well, such as text-based benchmark assessments.

\* Students with IEPs will work with the Resource Specialist Program teachers for specific, goal-based assessments with tools such as Moby Max. IEP teams will need to monitor progress, evaluate annual goals, and, when needed, assess for triennials.

\* English Learners will be assessed using the ELPAC, which will inform service provision.

## Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous and asynchronous instructional time.

- At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.
- Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support.
- Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.
- Interpretation and translation will be available as needed for EL students, and as noted above low-income, foster youth, McKinney-Vento youth and students with IEPs will be supported with priority consideration for devices, communication to determine specific needs related to each student's specific, individual situation, and attention to providing for those needs appropriately.

Strategies may include

- Use of Google Classroom as the Learning Management System (LMS)
- Use of assessments to monitor student progress and provide target student-specific remediation and interventions
  - \* Use of Moby Max to set IEP-specific goals for students receiving resource support
  - \* Targeted small group or individual support (in Zoom or telephone during Distance Learning) for students with high learning loss
- Weekly teacher collaboration
- Daily live instruction
- Targeted, structured support for small groups and/or individual students
- Specific supports for students with IEPs and for English Learners
- Use of the ELA and Math scope and sequence to focus on essential standards
- Pre and post-assessments aligned with the content
- Weekly communications to parents including learning goals, content to be taught, success criteria, and assignment details
- Professional development for online learning and teaching
- \* IEP team meetings to determine the effectiveness of goals and accommodations for students

## 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 interim/benchmark assessments for ELA/Math administered at 3-4 points over the course of 2020-21. In addition, learning loss will be identified for Students With Disabilities during regular progress reporting as a part of the IEP process.

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

Description	Total Funds	Contributing
Materials and supplies specific to the needs of McKinney-Vento, Foster Youth, Low-Income and Students with exceptional needs or experiencing homelessness.	\$10,000	[Y/N]
Subscriptions to Online Assessment programs	\$5,000	[Y/N]
Additional aide time for 1:1 or small group intensive tutoring and remediation for students with high learning loss.	\$40,000	[Y/N]

## 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.]

## Mental Health Counseling

The current period of the COVID-19, shelter-in-place orders and mass school closures will create stress for many students. Educationally Related Intensive Counseling Services (ERICS) will continue as defined in the IEP via teletherapy or telephone. School counseling services will continue in partnership with Redwoods Rural Health Center and Humboldt Bridges for Success for those students previously receiving school counseling and new referrals will be reviewed and monitored by administration and school counseling staff. Mental Health and Social Emotional resources will be available to students through their classroom and, if appropriate counselor. The counselor will work with all classroom teachers to provide social emotional support to students. All staff who work with students were required to attend a training before school started on Community Resiliency Model Basic Skills so that all staff would have the skills to use this model of intervention to support students and themselves in reducing anxiety, depression, somatic symptoms and hostility indicators.

To effectively support the social and emotional well-being of students and staff during the school year, teachers will include themes such as collaboration, confidence, gratitude, perseverance, and perspective-taking, in their online instruction. Attendance time in the morning is an opportunity for teachers to open with a welcoming activity such as a community circle, lessons will be engaging and will involve collaboration and group interaction.. In addition to holding office hours, many teachers are making individual and small group phone and/or video conferencing appointments to foster interpersonal relationships between themselves and their students.

The monitoring of student mental health and social emotional well-being will include ongoing assessments by staff of student engagement and participation. Emotional engagement surveys will help staff assess a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus. Support staff will help connect the highest need students with community resources when appropriate.

Southern Humboldt Unified School District will continue to partner with the Humboldt County Office of Education for school climate support, professional development and resources related to PBIS and MTSS. Our school counselor will provide resources to individual teachers, students, and/or families upon request. Administration will actively encourage and provide funding for all staff to participate in trainings in Social Emotional Learning through the County Office of Education, the California Small School District Association, and other professional organizations as they become available.

## 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.]

Legislation (SB98) mandates daily live interaction. If daily live interaction is not feasible as part of regular instruction, Southern Humboldt Unified School District will work with families to develop an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness (Pursuant to Education Code Section 43503(b)(6)).

Attendance and engagement in school are prerequisites for academic success. A meaningful connection to friends, caring adults, engaging subject matter and activities in class is at the core of what our students need to learn and thrive in any environment. This will be true



regardless of what school looks like as students and staff return. SHUSD does not only want students to be present or “logged in,” we want them to be engaged: interacting, thinking, and connecting.

Teachers will meet with families for conferences as needed or requested. During this time, they will work together to create a plan that will ensure the highest quality of education possible for each student.

If attendance and participation becomes a problem or barrier to student achievement, teachers will meet with families to create a plan. If the plan is not followed, teachers and families will meet with administration and community resources will be provided.

School attendance and engagement are critical for student success. The district has adopted plans to return to school in person or virtually in the safest way possible, and to monitor student attendance and engagement and provide support to students and families when needed.

The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. The district’s strategy for measuring engagement and informing outreach and tiered re-engagement includes the expansion of the district’s definition of student engagement and monitoring methods. Student engagement will be defined as having three components:

Behavioral engagement (physical actions)

The physical actions a student uses to interact with the learning material such as attending, writing, reading, studying, or watching

Cognitive Engagement (Cognitive Processing)

Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task

Emotional Engagement (Motivation and Emotional Response)

Reflects a student’s involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus

The three components of engagement will be monitored and assessed through regular engagement surveys, completion of weekly exit tickets, frequency of use of various online tools, participation in online discussions, percentage of assignments completed, number of days logged in, and participation in expanded learning, co-curricular and extracurricular activities. The district is committed to using multiple measures to determine whether students are engaged at the level needed to maximize their academic, social, and emotional progress. This is also being viewed as a collective responsibility. In the spring, engagement was viewed primarily as a family or student responsibility. Moving forward, teachers, administrators, and staff across the district have shared responsibility in ensuring the engagement of all students.

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

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

Teachers: Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model.

Attendance Staff: Monitor attendance/engagement and communicate with administration and teachers as necessary.

Administrators: Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary.

### **Tiered Re-engagement**

- **Tier 1:** Students attending school/participating regularly (90+%)

- Positive relationships
- Engaging school climate
- Clear and consistent communication between school and families
- 

● **Tier 2** : Students who attend/engage moderately (70-89%)

- Phone calls home from teacher
- Informational letter home
- Verification of contact information
- Provide technology support
- Referral to student support staff
- 

● **Tier 3** : Students who attend irregularly (less than 69%)

- Referral to student support staff
- Phone calls home from administrator
- Action plan created with student and family
- School Attendance Review Team (SART) meeting
- 

● **Tier 4** : Unreachable students: no contact or engagement

- Home visits
- Referral to School Attendance Review Board (SARB)
- Referral to outside agencies

To support implementation of the above strategies, site-level attendance and engagement teams will conduct weekly data reviews, student-level case management, and data-based site level planning to address identified issues. Data review is supported by the district's student information system.

When a student is unable to attend/engage daily, either virtually or in-person, schools may offer the family an Independent Study contract.

Multiple supports exist for families enrolling in the district. These include online registration that is available 24 hours a day and office staff on school sites every school day. Parents, guardians, and caregivers can leave a phone message and staff will return their call.

Southern Humboldt Family Resource Center partners with the school district in outreach to families within our district, linking families with needed resources and supporting student academic achievement and school attendance.

SHUSD staff support our students and families in being equal partners in education by focusing on strengths, discussing hopes and dreams, listening and learning about the family, and honoring families as co-educators.

# 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 be following the guidelines and requirements of the National School Lunch Program. Families will be able to pick up their meals at designated locations within the district boundaries.

Free and reduced lunch applications will be sent home with the registration packets and made available online. Families will be encouraged to fill these out and return them. Nutrition Services will continue implementation of key operational procedures developed during the spring school closures that ensure safe and effective meal delivery services. These include use of a table for the pick-up process that ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, social distancing practices and now use of masks for community and staff required per state and county health orders.

The Nutrition Services department has sought and obtained waivers to continue the Seamless Summer Food Service Program which extends meal flexibilities, allowing all students 0-18 years of age to eat breakfast and lunch free of charge and regardless of eligibility or enrollment in school.

SHUSD will continue to offer snack and supper to children 0-18 years of age through the After School Education and Safety (ASES) programs at Redway School and Casterlin School.

When we return to in person instruction, elementary school students will eat with their cohorts and teachers. If students are eating in their classrooms, staff will bring a prepackaged lunch to them, rather than having students go to the cafeteria to get it. Tables will be set up outside to allow students to eat outside if they are eating with their cohorts. Classes will have designated areas in which to eat (picnic tables, field, side yard). At Miranda Junior High and South Fork High School lunch periods will be scheduled to minimize numbers of students eating at any one time, and as much as practicable, students in the same grade cohort will share the same lunch period.

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

Section	Description	Total Funds	Contributing
School Nutrition	Materials and supplies needed to provide meals during school closures and upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, dividers, PPE, outdoor eating areas	\$3825	[Y/N]
Increased or Improved Services for Foster Youth, English Learners and Low-Income Students	School counselor with a focus on improving social-emotional and behavioral outcomes. Additional EL coordinator time	\$94,781	[Y/N]

# 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.

**Devices and Connectivity**  
 Two actions related to device and connectivity access are being applied across the entire student population, but are primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed Chromebooks to any student in need and will continue to distribute devices to incoming students and any continuing students who still need a device. Targeted outreach is occurring through teacher contacts and school counselor to make contact with ‘unreachable students’ and determine technology needs. The district is investigating providing Wi-Fi hotspots on a case by case basis where there. This will allow low income students and those whose families may not otherwise have the resources to access internet and devices.

**Homeless/Foster Liaison**  
 Our school counselor and homeless/foster liaison provides a range of professional development to all staff. Their recent work has been focused in a number of areas that are specifically targeted at supporting the needs of unduplicated students. They are coaching colleagues in ways to make curriculum more equitable.  
 The Support Service team, administrators, and attendance clerks are reaching out to McKinney-Vento and foster youth and low income families, and EL paraprofessionals and our district’s interpreter reach out to families of EL students to gain a deeper understanding of what their specific needs are and what barriers there might be to full participation in distance learning.

**Teacher Collaboration Time**  
 Teacher collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and for planning instruction that best meets the need of students who continue to demonstrate inequitable outcomes in our schools and district. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. These focus areas are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.

**Multi-Tiered Systems of Supports (MTSS), Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL):**

These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. 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 disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Low Income and Homeless youth in particular experience higher rates of discipline and lower attendance. English Learners and Low Income students are also more likely to be impacted by negative school culture and climate. These programs, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. As the survey results discussed in this plan showed, connectedness during distance learning is challenging and many reported feeling less of a sense of belonging to their class or school. The MTSS, PBIS, and SEL programs will be critical elements in communicating and teaching best practices for integrating SEL into daily instruction and establishing clear classroom and school wide supports to build positive culture and climate.

School Counselor with a focus on improved social-emotional and behavioral outcomes:

This action represents those counseling funded above the amount specified for special education. Counselors play a critical role in the early identification of learning needs and referral to appropriate supports. This is crucial in normal years, when the most vulnerable student groups are often at risk of falling further behind without the appropriate and early assessment of need and support provision. During school closures and distance learning, the role of counselors remains critical as many students will have, layered upon their existing learning gaps, additional learning loss. Being able to appropriately assess individual student needs and connect them to appropriate supports is a key component of the district's plan to address learning loss and accelerate growth for unduplicated students and other vulnerable student groups. The school counselor is attending online class sessions to interact with students and observe them in order to determine which students may need more support this year.

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

McKinney-Vento, Homeless, Foster, EL, and low income students will receive priority in distribution of Chromebooks. These students receive 1:1 tutoring beyond what students typically receive from their classroom teachers. The District is investigating ways to provide internet and hotspots for any student who is unable to afford them or who lives in an area that does not have internet. The District's administrators and counselor are reaching out to McKinney-Vento, Homeless, Low Income and Foster Youth to provide them with clothing, food, and additional counseling services. The District is providing free breakfast, lunch, and supper to all students who choose to take part in these meals. Staff are delivering food and materials to those families who may not have access to transportation.