

Expanded Learning Opportunities Program Plan



Nord Country School

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1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Nord Country School's Expanded Learning Opportunities Program (ELOP) offers extended days during our school year and summer programs on our school site.

We collaborate with the Butte County Office of Education (BCOE) ELOP staff to assure continuity between the school day and the Expanded Learning Program. Expanded Learning staff follow the regular school-day rules, policies and procedures. In order to ensure a safe environment, current first aid and CPR certificates are required by all staff in our Expanded Learning Program. This training is provided to all staff at no cost. All staff are also mandated to complete trainings which are also provided at no cost.

In order to maintain a safe environment during the summer programs, we have custodial and maintenance staff assigned to work during our summer school program so that all areas on campus are clean, stocked with the necessary paper products and that everything the students or staff may need is in good working order.

School Administrators work closely with BCOE's Site Coordinators to assure that the student and family needs are being met.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Our summer Extended Learning Opportunity Program provides continuity to develop and strengthen student learning skills, support social and emotional learning, reinforce regular day academics and keep students safe and engaged.

An expansive curriculum resource library has been developed to provide diverse learning opportunities through a balanced variety of activities that support the social, emotional, physical and cognitive growth of students with a strong emphasis on enhancing regular school day performance. The diversity in activities maintains student and staff interest and engagement.

The scope and sequence of all curricula align with grade level standards and have user-friendly lesson plans that have clear goals and objectives. Each lesson is designed to provide opportunities for thought-provoking discussion, critical thinking and collaborative interaction.

BCOE staff and Nord Country School summer school staff have embraced hands-on, project-based learning which provides positive youth development through active exploration of real-world scenarios and challenges. Presenting challenges to work through encourage critical thinking skills, teamwork, decision making and self-management. These activities lead to the development of 21st Century marketable and applied skills

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

Both after school and summer programs are fortunate to have a vast array of educational enrichment activities and curricula to ensure student engagement and to support achievement. This curriculum promotes critical thinking, communication, collaboration, and creativity. We also make sure that the curriculum is relevant and engaging for all age groups and skill levels. For example, the 4 H Cooking Academy curriculum provides opportunities for students to learn life skills that they will use as they grow.

It has been noted by students, staff and parents that they prefer week-long theme camps during the summer. Each of our theme camps is developed to engage in a learning process that provides multiple opportunities to build skills.

Listed below are a few of the programs being offered.

Dot & Dash	Bee Bots	Exploration Mars	4 - H
Lego Lab	Sphero Bolt	Shero Education	VEX 1 2 3
Math Start	VEX IQ Robotics	Cubelets	I Read

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

We gather student data on an ongoing basis to assess their interests in particular subjects or activities. Regardless of grade-level, student input is always sought, so quality continuous improvement can take place. When developing a 6 – 8 week schedule, students are given a number of enrichment activities to choose from that were carefully selected from either the Curriculum and Resource Library at BCOE or teacher’s and aide’s resources after in-depth discussions with staff and administrators. Whenever possible enrichment activities are directly linked with the regular school day academic curriculum.

If a particular topic of interest arises and resources are unavailable on site or at BCOE, we have the opportunity to draft a curriculum proposal, which will allow administrative staff to research purchase options. The BCOE Program Director and/or Program Coordinator can network with other programs in the Region to determine if a “like” curriculum has already been developed or purchased and determine how successful it was or is.

In middle school there are more opportunities for students to take on leadership roles.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

Our programs focus on the three key areas that contribute to a student's overall health; social-emotional health, physical health and nutritional health.

Social/emotional Health:

We have two social - emotional curriculum including Second Step and Mind Up that are used to help students understand and express their emotions. These two curricula embrace a scientific approach to mindful practice through a deep understanding of brain science and the foundation that students have the ability to “step away” and seek personal space and time to control and regulate their own behavior.

With all that our families have been through in the past 4 years, we are thankful for and continue to imbed our mindful practices supporting emotionally healthy students.

Physical Health:

Physical activity is planned every day during our programs. We design a schedule that engages both students who would spend their entire day doing physical activity and those students who do all they can to avoid it. We engage all students in a variety of large group activities from a variety of curricula including SPARKS and Scholastic PE programs. Regardless of the activity, students are taught and modeled good sportsmanship, basic skills, rules and how to be a thoughtful team player.

Nutritional Health:

All meals and snacks provided during the Expanded Learning Programs meet all state guidelines and follow Nord Country School's wellness policy. We implement enrichment activities that are healthy and promote a healthy lifestyle.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The BCOE staff speaks with parents and care providers so they fully understand the program and how it operates. They explain ratios, enrichment opportunities and daily schedules. We invite parents/care providers to tour the site during the after school program, so they can determine whether or not they feel the program is a good fit for their child.

We have enrollment paperwork in English and in Spanish and we have staff members able to support Spanish speaking families.

To build a more inclusive ELOP Program, all students are welcome to attend BCOE's after school program as well as Nord's summer program.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

All ELOP Program staff are highly qualified. Staff are either credentialed teachers or are candidates who meet the minimum qualifications of an instructional aide. All staff are caring, smart, and give their all to educating and enriching our students' lives.

Staff is hired through Edjoin or Craig's List and go through onboarding processes that ensure all candidates meet our expectations. Upon the completion of applicant screening, a committee is formed to review and determine the candidates to move forward to an interview. Once hired, candidates go through additional training before they start working with students.

As an Affirmative Action, Equal Employment Opportunity, Title IX Employer, we screen all applications noting those who have the experience, knowledge and interests to serve as qualified staff at our site.

Staff have the opportunity to take part in different training sessions to gain more experience and understanding of best practices in education as well as strengthening skills they need to provide the best learning opportunities possible.

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

In order to maintain continuity, Nord Country School's expanded learning programs follow the school's mission, philosophy and values.

Nord Country School is a small K - 8 community that provides a well rounded education fostering academic excellence, local and global citizenship and positive character.

We believe that learning is a life-long adventure. We believe in the freedom to wonder, to ask, to explore, to imagine, and to create. As we strive to reach our goals, we believe that success means doing our best, being our best, and feeling proud of our effort. We believe that every one of us has special talents, and that the talents of each of us help all of us. We believe that learning best occurs in a safe and nurturing environment where the school forms close ties with the students, parents and community members.

We value

- Literate, life-long learners who respect diversity of people and beliefs.
- Academic excellence.
- Self-confidence and compassion.
- Appreciation and respect for the natural world.
- Imagination, personal expression, intrinsic motivation and self-direction.
- The use and understanding of modern-day technology.
- The development of creative talents and skills.
- A unifying school, parent and community effort.

The extended learning opportunity program also has two key focus areas; Social Emotional Academic Development (SEAD) and creating seamless programming for sites with ASES and

ELO-P funding. By supporting the healing of our students and families we will be making a huge contribution to the overall health of our community.

9—Collaborative Partnerships

Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Our Expanded Learning Opportunities staff collaborates with the Butte County Office of Education staff to implement our program. The site coordinator and administrator talk daily about anything that may be needed and what we can do to better support our students.

We have partnered with Cooperative Extension as well as 4-H. Club Mo and Mindful Yoga are other programs where staff come out to the school to provide social/emotional and behavioral health activities. Partnering with other programs provides additional support and resources that will benefit all students.

10—Continuous Quality Improvement

Describe the program’s Continuous Quality Improvement plan.

The following measures of student success are gathered and analyzed to assist the program and each individual site in drafting and revising their goals for Continuous Quality Improvement.

Regular day school and after school program attendance figures are reviewed on an ongoing basis to determine if the students with the greatest need are attending our program and how frequently. Attendance reviews occur on a monthly basis to not only determine average daily attendance, but to also determine if a student or group of students have opted not to attend.

At a minimum, sites conduct annual student, parent, teacher and administrator satisfaction surveys to determine which program components are successful and which ones need to be assessed, revised and improved. The annual surveys help guide the development of site goals. Informal assessments are conducted throughout the year to determine goal progress.

Site staff meet with teachers to discuss student academic achievement and which academic areas a student could use additional support. During these meetings, site staff also discuss student discipline, and external factors that might be interfering with a student’s success.

Ongoing discussions with Principals and BCOE site coordinators have led to the after school program putting greater focus on student social-emotional learning. Our students are struggling with feeling safe in all aspects of their lives. Numerous discussions with district personnel has led to the request that the Expanded Learning Program focus on embedding social-emotional learning, more importantly focusing on student self-awareness, self-management, social awareness, relationship skills and responsible decision-making during after school time. Moving forward, sites will focus their efforts and site-based goals on embedding SEL into their programs.

11—Program Management

Describe the plan for program management.

BCOE and Nord Country School staff work together to plan the ELOP program. The after school program is planned in 6-8 week cycles and the summer program is planned as weekly camps. The program is successfully managed through constant communication with the Butte County Office of Education, specifically the site coordinator who fully manages much of our Expanded Learning Opportunities Program. BCOE staff checks in daily with the administrators at Nord Country School. Staff, family, and student surveys are also conducted to gather data and feedback about the program. An administrator is always on site during our programs.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees. ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

Butte County Office of Education is our ASES fiscal agent. We have a contract agreement for the provision of the ELOP requirements and activities. Since BCOE has been providing after school care through the ASES program, they have been a great partner in developing one comprehensive program for our students. The ELO-P funds will serve to extend the scope and reach of our expanded learning programs in efforts to serve more students and families.

Our programs will seamlessly align with both ASES and ELO-P legislative requirements. ELO-P funding is used for expansion efforts to serve more students and families.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

Transitional kindergarten, if enrolled, and kindergarten pupils will be combined into groups of 10 students with one supervising adult. Butte County Office of Education's, Child Development Programs & Services (CDPS) is providing age-appropriate professional development for front-line staff. CDPS provides information, resources, and support related to the professional development needs of the early care and education workforce, and assists early childhood educators in competencies related to school readiness and early literacy supports. They will also provide support in the selection of age-appropriate curricula for transitional kindergarten students should any TK students be enrolled.

Sample Program Schedules

Grades 1 - 6 After School

Time	Activities
2:30-3:00 pm	Sign-In/Supper Meal/Outdoor Activities
3:00-4:00 pm	Academic Hour – Homework Help, Reading for Reading Logs, Classwork Catch-Up, Educational Activities
4:00-4:30 pm	Recreation – CATCH Activities, Soccer, Basketball, First Tee Golf, Yoga, Frisbee, Badminton, Go Noodle
4:30-5:30 pm	Enrichment – Coding, Hands-On Science, Visual and Performing Arts, Social Emotional Learning, Nutrition, Cooking, Virtual Field Trips, Project-Based Learning, Career Pathways
5:30-6:00 pm	Wrap-Up Routine/Sign-out – Read to Self, Teambuilding Activities, Minute to Win It Games, Trivia Games, iPad/Chromebook Educational Games

Transitional Kindergarten & Kindergarten

Time	Activities
2:30-3:00 pm	Sign-In/Supper Meal/Outdoor Activities
3:00-3:30 pm	Reading/Story Time
3:30-4:00 pm	Academic Engagement -
4:00-4:30 pm	Social, Emotional Learning Activities -
4:30-5:00 pm	Structured Outdoor Activity -
5:00-6:00 pm	Enrichment and Sign-Out -

Summer	4 Hour Day 8:00 - 12:00 pm
Intervention	Barton, Foundations, Kilpatrick, Heggerty, Lips
K-2	Heggerty, Foundational Skill Building, Hands-On Learning
3-8	Project-Based Learning, Cross Curricular Activities, Field Trips

Summer 12:00 - 5:00 pm	Follows Nord's summer school (8:00 – 12:00)
12:00 – 1:00 pm	Social Emotional Learning – Random Acts of Kindness, Mind Up, Great Kindness Challenge, Mindful Games
1:00 – 2:00 pm	Outdoor Recreation – CATCH Activities, Soccer, Basketball, First Tee Golf, Frisbee, Badminton, Go Noodle, Yoga
2:00 – 3:00 pm	Clubs – Coding/Technology Exploration - MakeyMakey, Root, Marty, Bolt, Evo, littleBits, Cubelets, Vex GO, Vex 123, Dash & Dot, Bee Bots, Animation, Drones, Game Design, Digital Editing, Nutrition/Cooking – Healthy Behaviors, Top Chef Duel, Taste Testing, Baking Challenges, Farmer's Markets, Mobile Teaching Kitchen Project-Based Learning - Junk Drawer Robotics, Piper, Video Production, Design & Build
3:00 – 3:30 pm	Snack or Supper Meal
3:30 – 4:30pm	Clubs – Hands-On Science/Environmental Literacy – Steve Spangler Science, Chemistry Experiments, Simple Machines, Power of the Wind, Magic of Electricity, Flight & Aerodynamics, Dirt Camp, Gardening, Visual and Performing Arts – Painting, Drawing, Sculpture, Art History, Multicultural Art, Music, Theater, Dance Virtual Field Trips – California State Parks, Google Expeditions
4:30 – 5:00pm	Wrap-Up Routine/Sign-Out – Read to Self, Go Noodle, Teambuilding Activities, Minute to Win It Games, Trivia Games, Chess,

Sample schedules are just a snapshot of the diverse learning opportunities available to students.