

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

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

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

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

Nord Country School is a small Kindergarten through 8th grade independent charter school. Last March our staff and students left for spring break on Friday March 13, 2020. At that time, everyone was fully expecting to return to school as normal on Monday March 23rd. Everything changed in that one week of vacation. Staff worked tirelessly to prepare for teaching online in ways that they had never done before. Parents were required to stay home with students, some losing their jobs. Learning was disrupted as we moved to distance learning and all of our end of the year activities and events had to be canceled, including 8th grade graduation. Based on feedback from our stakeholders, our entire school community has been disrupted both academically and social/emotionally by COVID-19.

Surveys showed that 86.5% of our parents want their students back to school, so initial planning consisted of changing the physical environment to follow all state and local health and safety guidelines. At the end of July we learned that this would not be a possibility since we were put on the county monitoring list. Nord's COVID-19 Operations Written Report was created to demonstrate the changes in our program due to school closure. Among other things, the plan describes how we will be meeting the needs of our students in special populations and the steps we were taking to continue delivering high-quality distance learning opportunities. See the report at the following link: [www.nordcountryschool.org](http://www.nordcountryschool.org).

In terms of instruction, we created two learning options for our families; online learning and our long term independent study program. Parents had the opportunity to choose which program best suited their family. Online instruction will be designed to incorporate both synchronous and asynchronous activities to balance the amount of time students have to spend on their computing device. The long term independent study program has the same constraints as online learning which has caused some changes to our program.

All of our planning has been documented in our School Reopening Plan which outlines our plans for the 2020-2021 school year. The Plan has been shared with all stakeholders and is posted on our website at [www.nordcountryschool.org](http://www.nordcountryschool.org).

# Stakeholder Engagement

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

Stakeholder engagement during the COVID-19 pandemic began last March. As soon as we were made aware of the mandate to close school, a survey was sent out to families in order to determine computing, child care and any other needs our families had. Throughout the spring, additional surveys were sent out to families. They also had opportunities to call the school and/or contact their teacher to ask for support. Office personnel was charged with reaching out to families who were not responding to surveys. Bilingual staff reached out to our non-English speaking families to ensure they had an opportunity to express their needs. Staff created a distance learning web page on our website so that families had one place to go to find classwork, county and state guidance as well as COVID-19 related health and safety information.

As the 2019 - 2020 school year came to a close we focused on what campus would look like as students came back for in-person learning. Information went out to families who were asked to choose between having their student(s) on campus and enrolling in new long term independent study program. In August, as we were made aware that school could not open for in person learning, we again sought parent input to help the school create re-opening plans for both online learning. Data was collected from all stakeholders. Results from these surveys were reviewed so we could determine a consensus for the various items in our plans.

Multiple meetings were held with staff over the summer to gather input on health and safety concerns, campus access, hygiene practices, and to brainstorm teaching strategies to ensure students could receive quality, rigorous lessons every day. As circumstances and guidance changed, additional meetings were held in order to update plans. Input from all of our stakeholders was considered before finalizing the Learning Continuity and Attendance Plan.

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

Nord Country School promoted stakeholder engagement through remote participation in meetings. All public meetings, including Board, meetings were accessible through teleconferencing (including the ability of calling in to the meeting) so that members of the public seeking to observe and address the board had the opportunity to do so. Updates, messages and zoom invites were sent out in emails and put on the Nord Network Facebook page.

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

Throughout the feedback process, stakeholder feedback was highly consistent across grade levels and stakeholder groups. Parents and staff wanted to have students back on campus as quickly as possible. The majority of parent concerns surrounded school starting time, how the option of independent study would work and the length of time we would be required to provide online learning.

Staff concerns centered around health and safety precautions, scheduling, curriculum, supporting all of our students and families as well as the social/emotional toll online learning was going to have on staff and all of our families.

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

Stakeholder feedback directly influenced the plans for classroom starting time. Those parents with multiple students shared that it would be easier to have a staggered start to the day throughout the different grade levels. This way they could help each of their children access their classroom zoom link. Also, if students were home alone, older students who are starting later could help their younger siblings.

Stakeholder feedback also directly affected the long term independent study policy. Parent feedback showed concerns with losing their student's seat in the regular classroom if they chose this option. Due to the feedback surrounding COVID-19 health concerns, the policy was changed for this year. Parents are also now able to move their student back into the regular classroom at the trimester or semester (depending on the grade level).

## 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.]

Nord Country School is eager to offer in-person instruction as soon as allowable under state and local health orders. Our reopening plan includes many provisions for keeping students safe when they are on campus. We have replaced classroom tables with individual desks, rearranged furniture to optimize social distancing, purchased personal protective equipment for all students and staff, and developed health and safety protocols. Additionally, we have ordered enough chromebooks for all students to have their own computer assigned to them while on campus rather than sharing with other students. For more detailed information, please refer to our Reopening Plan which outlines

protocols for student and staff safety, campus access, hygiene protocols, personal protective equipment, physical distancing and cleaning/disinfecting the campus. This document is posted on our website at [www.nordcountryschool.org](http://www.nordcountryschool.org).

New guidance distributed in late August allowed us to establish small, stable student cohorts on campus for in-person instruction. In planning for our cohorts, staff felt it was most important to have our youngest students on campus as soon as possible. This is a critical time to develop phonemic awareness, early writing skills and early number sense awareness. We will have up to fourteen kindergartners on campus and then up to eight students in grades one through four with only five students in grades five, six and eight. Prioritized students are those in special populations, such as special education students, English learners, and those struggling with distance learning due to connectivity or other issues at home.

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

Description	Total Funds	Contributing
Increase custodial time from .7FTE to 1.1FTE to allow for COVID level cleaning	\$15,000	No
Purchase custodial supplies, PPE, furniture, and other supplies to support COVID cleaning and social distancing for staff and students	\$3,000	No
Purchase additional chromebooks to support one-to-one computing instead of sharing technology devices	\$14,000	Yes
Repurpose transportation personnel during distance learning to support COVID cleaning and health procedures while small cohorts are on site	\$29,000	No

# Distance Learning Program

## Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

During Distance Learning, we have two programs from which our families may choose. One option is our Long Term Independent Study Program, the other is an Online Learning Program. These two programs were presented to families during informational meetings so they could feel comfortable about choosing the program that best fit their family's needs.

We will monitor and support student access to a full curriculum. The kindergarten and 1st grade classrooms are using SeeSaw as their learning platform. This was seen as a much easier way for our youngest students to access curriculum. The second through eighth grade classrooms are using Google Classroom as their platform for assignments. During one of our stakeholder meetings, parents requested that class start times be staggered by 15 minutes to help families get multiple children logged on to their first zoom of the day. This will be implemented while keeping the start time of our school day as close as possible to our normal schedule to make the transition to campus easier for all our families.

Curriculum for those in our online learning program will remain constant when we come back to campus. Many of the assignments in our Long Term Independent Study program are also similar to those in our Online program. This was planned so that at the trimester/semester break families can move back to the online learning program which will return to campus when restrictions are lifted.

We will work with staff to determine instructional transitions should guidance allow all students to return to school. This transition plan will be communicated to families through email, texts and Facebook posts.

## 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.]

Surveys were used to determine need for devices as well as the need for help with connectivity. Nord Country School will ensure access to devices for all pupils to support online learning. For families who do not have internet access the school is working with each family to identify possible options based on their home location including low-cost or free internet. In the interim, we will install three outdoor access points across campus to ensure strong outdoor signal across campus as well as in all our parking areas.

During orientation, teachers provided technical support to parents on how to use the devices and how to access some of the curriculum and resources their students will need for their class. In addition, we have a document on our website that parents and students can access in order to watch short videos on the different programs our teachers are using. These videos will help them learn how to download the program and give them tips on how navigate in them.

## **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.]

Pupil progress will be tracked through both assessments and completed assignments. We will not make significant changes to our assessment and assignments/grading procedures. Measurement of participation and time value of work will be significantly adjusted. Rather than taking daily attendance based on classroom presence and time value measured by time in the classroom, teachers will utilize a Daily Engagement Record. This Daily Engagement Record will record the time value of both synchronous and asynchronous assignments each day. It will also record the participation of each student for those assignments. If there is no participation for the day, it will record either the effort made by the teacher to determine the reason for absence or an interaction between the teacher/student/parent/guardian and the result of that interaction. These records will be utilized by the office and administrative staff to ensure all families are supported and engaged in the education process. They will also act as the broad base of our tiered reengagement plan.

All teachers are delivering synchronous lessons in at least 2 subjects. There will also be synchronous contacts through small group and whole class zoom meetings for social/emotional lessons as well as academic support. Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contact between teachers and students/parents.

## **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.]

Teachers took part in many different staff development workshops and trainings over the summer. The topics ranged from delivering math content online, learning more about Google Suite products, how to do Zoom breakout rooms and learning more about strategies to keep students engaged during online learning. Teachers also spent many, many hours listening to YouTube 'How To Videos'. In August, before school started, staff conducted mini trainings for other staff on site.

During the summer, the school purchased the Distance Learning Playbook from Corwin Press for all of the teachers. This book was used as a resource for providing professional development before school started and will be used as a resource throughout the year.

Teachers have been trained on attendance reporting processes and requirements.

## **Staff Roles and Responsibilities**

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

All Nord Country staff members are aware that we need to remain flexible throughout the 2020 - 2021 school year. The social and emotional support our teachers normally provide has increased dramatically in time and importance. Teachers are reaching out to parents multiple times a week if not daily. They are supporting families emotionally as well as with technical issues and accessing curriculum.

Classified staff who normally work with students in the classroom and supervise students during recess are now working directly with classroom teachers to help with taking attendance, monitoring the chat room during Zoom sessions and providing student support in breakout rooms. Classroom aides are also providing child care at school for children of staff members.

Our Transportation Coordinator is no longer needed to drive our school bus. His time is now spent on extra custodial duties to clean and disinfect the campus.

We have created the Nord Community Outreach Team to support families as needed. Venues will be created for parents to ask questions, make suggestions, or speak out about how things are going "in class". Venues will include regular Zoom parent nights and online parent surveys. To boost student morale and foster school connectedness, this team will create a Friday noon time Lunch Bunch Zoom for all students.

We will continue to monitor the impact of these new roles for our staff and support them with anything they may need.

## **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.]

Nord Country School provides individualized support for all students. We will use our existing multi-tiered systems of support (MTSS) to determine what additional supports are needed for each student group. Depending on each student's needs, staff members will meet with students and families via Zoom or telephone and/or provide in-person support when allowed by county guidance.

We recognize that English language learners may need additional support in their classes in order to achieve the same grade level academic language standards that are expected from all other students. English learners will continue to receive English language development instruction targeted to their proficiency level, additional support in vocabulary development and other appropriate academic support if needed. We will use the results from the 2019 - 2020 Summative ELPAC tests to determine reclassification eligibility for those students. Initial ELPAC testing will still occur, if needed, for new students within 30 days of school starting.

Our dedicated Intervention and Special Education team will continue to regularly collaborate to review needs of our special education students. Students will continue receiving services in accordance with their Individualized Education Plan (IEP). Within the first three weeks of school, case managers will complete IEP amendments or Prior Written Notices (PWN) to inform parents that students may be served through Zoom meetings instead of in-person while campus is closed. Beyond their regular services, phone calls will be made by our Education Specialist to ensure that students are receiving the supports needed to be successful in their online learning program.

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

Description	Total Funds	Contributing
Purchase 80 additional chromebooks to support distance learning	\$17,000	Yes
Purchase math curriculum better suited for online learning.	\$3,000	Yes
Repurpose intervention and classroom aides to supporting distance learning, tutoring, and family outreach/support functions	\$60,000	Yes
Independent Study Program Teacher at .8FTE	\$48,000	No
Purchase various software platforms for delivery of online instruction	\$1,500	No
Outside tech support for setting up distance learning equipment and programs	\$1,500	No
Equipment for delivery of online instruction such as webcams, headset microphones, outdoor access points, chromecasts and screens	\$4,000	No

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Nord Country School understands that student learning has been impacted by school closures and that identifying gaps in learning is key to supporting students this year. In order to assess any learning loss, students in first through 8th grade will complete the Moby Max placement



assessment in ELA and math within the first three weeks of school. This data will be reviewed and compared with data from last spring. Placement assessments will be given again in January and May to monitor progress in these two academic areas.

We will identify students who have experienced learning loss by administering diagnostic assessments at the beginning of the school year. We will use Moby Max, ESGI, and Accelerated Reader as formative assessments. Data will allow us to see where students are performing and determine the level of learning loss, if any, from the last assessments performed in February and early March last year. We will also use summative assessments to address the needs of the students throughout the fall. This data will help us determine if implementation of intervention strategies are necessary to accelerate learning for students impacted by missing in-person instruction.

ESGI assessments will be used for Kindergarten and 1st graders to determine areas of need. These tests are much more difficult and time consuming to give online and may take up to four to five weeks to complete.

## **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.]

Teachers will continue their work on identifying essential standards at their grade level. Teachers may need to redesign their units of study and usual scope and sequence lessons to provide targeted instruction and support in these standards. They will also focus on checking for understanding in more frequent and targeted ways.

We will accelerate learning progress for students by providing intervention services if needed.

## **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.]

We will measure the effectiveness of services and/or supports provided by collecting data from formative and summative assessments. These assessments will include Moby Max, ESGI, AR, writing assessments, end of unit tests from curriculum and teacher created assessments. Teachers may also use daily quizzes and tickets from synchronous instruction to track student progress.

Data will be reviewed after each assessment in order to determine student progress. Results may show that a student needs further reteaching or, if progress remains stagnant, a short term intervention class may be needed to fill the learning gap.

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

Description	Total Funds	Contributing
Increase services for our Response to Intervention Program by .4FTE to support learning loss prevention and mitigation.	\$25,920	Yes
Implement an after school tutoring program for student identified as low-performing or having significant learning loss.	\$14,000	Yes

## Mental Health and Social and Emotional Well-Being

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

The start of this school year is like no other. Our goal during online learning is to create emotional safety, encourage respect, teach empathy and provide a space where all students feel like they belong. Teachers are using Second Step or other social-emotional curriculum in their classrooms to promote a positive mindset, build empathy and to promote social-emotional well-being. Student social-emotional check-in surveys are occurring daily in some classes, weekly in others. Parent surveys are being conducted so parents have a forum to ask questions, to share what is working well and to ask for additional support. Our school psychologist is available for short term parent and/or student counseling if needed.

All students are invited to a weekly lunch bunch zoom so that they can see other students. Birthdays are celebrated, student work is shared and student awards are announced.

## 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.]

When students are not meeting compulsory education requirements, or when a student is not engaged in instruction and is at risk of learning loss, we will follow our four tiered re-engagement plan.

#### Re-engagement Plan for Absences - Tiered Levels of Supports

Tier 1 (Universal) Trigger - Missing 1 morning lesson or 2 interactions in a week.

Action: Teachers will reach out to the family, remind parents of the attendance policy, and/or confirm internet and computer access

Tier 2 (Personalized) Trigger - Missing 3 morning lessons or more than 5 interactions in a two week period.

Action: Teacher will ensure that means of communication with the parent is accurate, check internet access and/or reach out daily to parents

Tier 3 (Early Intervention) Trigger - Missing 5 morning lessons or 6 interactions in a two week period

Action: Teacher will fill out a support form. Administrator, Intervention or Special Education teachers will conference with the administrator, develop an attendance plan through the Student Study Team (SST) process, refer to Nord Community Outreach Team and/or refer student to school counselor

Tier 4 (Intensive Intervention) Trigger - Missing 7 morning lessons or 12+ interactions in a month

Action: Administrator will create a daily check in/check out plan, make a home visit, refer student/family to needed resources outside of school and/or schedule a conference with the school board.

We also created a tiered reengagement plan for missing academic classwork. The actions are similar to the plan above depending on how many assignments a student is missing.

Families needing translation services are able to meet with staff members who speak the family's language.

## 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.]

Nord Country School was receiving food services through Chico Unified School District, our authorizing agency. We wanted to be in charge of our own food services and first applied to be our own food service authority in February of last year. We were moving through the process when COVID-19 hit. We were not able to finish the application process at that time. For the rest of the 2019 - 2020 school year we informed our families that they could pick up meals at Chico Unified School District.

This summer we started the process again, hiring a cafeteria manager to apply to the program, complete the menus and ensure compliance with all program requirements. Three and a half weeks before school started the county went on the monitoring list and we knew that we would not be having students on campus to start the school year. We again find ourselves in the middle of the food service application process. We have been providing meals, at our own expense, to our teacher's children who are on campus for child care. We will also be serving lunch to those students coming to campus as part of the new guidance on small cohorts.

When Nord Country School is approved as a food service authority we will provide nutritionally compliant breakfast and lunch to students daily including those students who are eligible for free or reduced-price meals.

For students not on campus, we continue to share information with our families that they can pick up meals at Chico Unified School District schools from 11:00 - 12:00 each day. This information is being shared through newsletters and it is also posted on the school's website.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.92%	\$107,016

## 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.]

As we developed our Learning Continuity and Attendance Plan, we started by considering our highest needs students first. We examined ways to have students with the highest level of need (students with disabilities, English learners, low income students and students with no internet) come to school to receive direct services and support. The fact that guidance was added so that we could have small cohorts on campus was instrumental in the success of seeing this plan come to fruition.

Computing devices were first dispersed to our students with the highest need. By getting devices into these homes, students are able to access the Zoom lessons conducted by the classroom teachers. This year with teachers providing synchronous lessons, access is vital to mitigate any further learning loss for these students. It allows for the daily live interaction required and keeps students engaged and connected to their classroom teacher and peers.

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

The 6.92% to increase or improve services is reflected in providing additional monitoring, supports, enrichment opportunities and interventions for low income, foster youth, and English learner (EL) students as well as continuity to focus professional development on evidence-based approaches to best support students with the most needs. We continue to improve and expand our high quality ELA and Math Intervention programs, offer a transportation program during in-person instruction, offer a National School Lunch compliant nutrition program, ensure our teachers have access to ongoing, high-quality professional development opportunities, and deliver consist assessments for longitudinal tracking of learning growth.

All actions are principally directed and required in order to serve our students in most need as determined by our comprehensive needs analysis and input from stakeholders.

While all students may receive some of the services, the actions and services provided are principally directed at increasing or improving services and outcomes for the neediest students. Based on annual reviews of programs, we believe no action provides a disproportionate increase or improvement in the services for the 65% of students not included in the foster youth, EL, or low income student groups. Leading indicators are monitored and reported internally with unduplicated student groups to ensure the focus and determination of effectiveness remains centered on outcomes for these students.

Specific examples are:

100% of low income, foster youth, or EL students testing below grade level, unless already enrolled in special education, are offered intervention or tutoring services;  
100% of low income, foster youth, or EL students residing within our authorizing district are eligible for free transportation services; and  
100% of low income or foster youth students are eligible to receive free meals.