

# American Rescue Plan Act Elementary and Secondary School Relief Fund (ESSER III) Safe Return to In-Person Instruction Local Educational Agency Plan Template

## Background on ESSER

The American Rescue Plan Act (ARP) signed into law on March 11, 2021, provided nearly \$122 billion for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER, also known as ESSER III, funds are provided to State educational agencies in the same proportion as each State received under Title I-A of the Elementary and Secondary Education Act (ESEA) in fiscal year (FY) 2020. The U.S. Department of Education (ED) published Interim Final Requirements (IFR) on April 22, 2021 requiring Local Educational Agencies (LEAs) receiving ESSER III funds to submit an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services. If an LEA had already developed a plan for safe return to in-person instruction and continuity of services prior to the enactment of ARP that meets the statutory requirements of section 2001(i) but did not address all of the requirements in the IFR, the LEA must revise and post its plan no later than six months after receiving its ESSER III funds. This applies even if an LEA has been operating full-time in-person instruction but does not apply to fully virtual schools and LEAs.

The IFR and ARP statute, along with other helpful resources, are located here:

- April 2021 IFR: <https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>
- ARP Act text: <https://www.congress.gov/117/bills/hr1319/BILLS-117hr1319enr.pdf>
- Centers for Disease Control and Prevention (CDC) COVID-19 School Operation Guidance: [https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor\\_1616080023247](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor_1616080023247)
- ED COVID-19 Handbook Volume I: <https://www2.ed.gov/documents/coronavirus/reopening.pdf>
- ED COVID-19 Handbook Volume II: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>
- ESEA Evidence-Based Guidance: <https://oese.ed.gov/files/2020/07/guidanceeusesinvestment.pdf>
- ED FAQs for ESSER and Governor's Emergency Education Relief (GEER): [https://oese.ed.gov/files/2021/05/ESSER.GEER\\_FAQs\\_5.26.21\\_745AM\\_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf](https://oese.ed.gov/files/2021/05/ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf)

## Purpose of the Template

The IFR issued by ED outlines several requirements for all LEAs that receive ESSER III funds, including that LEAs have in place a plan for ensuring safety during in-person instruction (either in-progress or planned) as well as ensuring continuity of services should the LEA or one or more of its schools be required to close temporarily for COVID-19-related public health reasons in the future. LEAs who had a plan in place by March 11, 2021, which incorporated opportunity for public comment and was posted publicly have six months from the date their ESSER III Assurances were completed to update and revise the plans to meet those requirements. Examples of previous plans that may be allowable would be a completed Cal/OSHA or Assembly Bill 86 plan, as long as it meets the requirements previously stated. LEAs which did not have a statutorily compliant plan in place as of March 11, 2021, must create and post this plan within 30 days of completing their ESSER III Assurances.

If you have questions as to which category applies to your LEA, please contact [EmergencyServices@cde.ca.gov](mailto:EmergencyServices@cde.ca.gov). Plans are required for all LEAs, regardless of operating status, unless an LEA is fully virtual with no physical location. All plans must be reviewed, and, as appropriate, revised, at least every six months to incorporate new or revised CDC guidance and other changed factors.

This template has been created to assist LEAs in the creation of these plans and to ensure all required elements are met. The following requirements and assurances pertain to both the statutory requirements and the IFR published by ED. LEAs may provide any additional information they believe are helpful in assessing their plan. If you have any questions, please contact [EmergencyServices@cde.ca.gov](mailto:EmergencyServices@cde.ca.gov).

## LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

LEA Name:

Oak Run School District

Option for ensuring safe in-person instruction and continuity of services:  
has developed a plan

1. Please choose one:

- The LEA had a plan, as of March 11, 2021, that is already compliant with the ARP statute and will review and, as appropriate, revise it every six months to take into consideration the additional requirements of the IFR; or

**NOTE: If your LEA already has a compliant plan as of March 11, 2021, and has assured such by checking the box above, then you may skip questions 2-4 and complete the Assurance and Contact sections.**

- The LEA has amended/created a plan compliant with the IFR using this template and has posted/will post it within 30 days of completing the ESSER III Assurances.

**NOTE: If checking the box above that you are using this template to meet the 30 day plan requirements, you must respond to each question in the template.**

Please note whether the LEA has a compliant plan and include a link to the plan, or acknowledge that the LEA is submitting a new plan and will post it within 30 days of receiving funds.

Oak Run's COVID-19 Compliant/Prevention Plan is posted on the school website at <http://www.oakrunschool.org/>

2. The LEA will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations, including: universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

Describe how the LEA will maintain, or continue to maintain, health and safety policies and procedures. Include a description of any adopted policies and procedures regarding the CDC's safety recommendations (or available LEA website links to such policies). Include descriptions of appropriate accommodations adopted and coordination efforts conducted with outside State and local health officials. Please include or describe current public health conditions, applicable State and local rules and restrictions, and other contemporaneous information that informs your decision-making process.

Current health conditions in relation to COVID-19: Oak Run School District has experienced zero COVID-19 cases on-site in the school-year of 2020-2021.

Procedures followed through this school year that may continue throughout next school year (2021-2022) are as follows:

1. Hygiene practices, Protective Equipment, Physical Distancing:

- Normal day. Students will remain in their classroom/cohort (TK-2, 3-5, 6-8) throughout the day for face-to-face instruction/learning. Outside breaks when weather permits.

- Some students may be pulled to work with aides for specific interventions.
- Scheduled washing and/or sanitizing. Foaming soap is an option, but not mandatory. Foaming sanitizer is not mandatory, but is an option. Personal cloth hand towels (one each per person) is permissible if we collect and wash with bleach at the end of each day, and if there is enough space to hang them separately in the hand washing areas.
- Spacing is adequate for social distancing in classrooms.
- Homeschool is an option for families who opt for it.
- Consider use of non-classroom space for instruction, including regular use of outdoor space, weather permitting. For example: consider part-day instruction outside.
- Snacks may be served inside classrooms.
- Each student may require their own copy of texts, learning items, etc.
- Each student may have their own drinking container that is labeled with their name and kept in designated areas. No person will drink directly from a faucet.
- Per Shasta County Public Health Guidance for Schools: School staff are asked to conduct visual wellness checks of all students upon arrival and take students' temperature with a no-touch thermometer upon entering the school site for at least those who do not look well.
- Have a wall-mounted file holder outside each classroom door for attendance sheets, to be picked up each morning and taken to the office (we are not digital for attendance yet).
- All staff must wear face masks or face-shields while on campus.
- Students will wear masks when utilizing the library. Number of students in the Library at one time will be limited. Accommodations will be made for those that should not or cannot wear a mask, as face coverings are not recommended for children under 2 or anyone who has trouble breathing or is unconscious, incapacitated or otherwise unable to remove the covering without assistance.
- Emphasis on, and modeling of, frequent handwashing, sneeze/cough etiquette, general health practices (cough and sneeze into a shirt, personal cloth, or tissue that covers the mouth and nose area - not into our hand, arm, or elbow.)
- Band and choir practice are not permitted.
- Any and all activities that involve singing must take place only outdoors.
- All staff put effort into assisting all students taking all items home with them every day. Students need to not leave anything on campus at the end of the day.
- Staff will be periodically tested (not all at once).
- District must receive a written note stating their child cannot wear a mask because of specific health conditions that must be stated. Only conditions stated in the CDE documents will be accepted.
- There will be a combined on-site and homeschool teaching/learning program which is currently in the developing stages.
- Outside recess as weather permits with masks, as to encourage growth through play.
- Face coverings are not recommended for children under 2 or anyone who has trouble breathing or is unconscious, incapacitated or otherwise unable to remove the covering without assistance.
- Wash hands, or sanitize with adult supervision, before and after playing outside.
- Perform normal routine cleaning on playgrounds and equipment and targeted disinfecting of frequently touched hard surfaces.
- Maintain student cohorts, as practicable (Preschool, K-3, 4-5, 6-8).

## 2. Transportation:

- When congregating to board a bus, students will distance themselves 3-6 feet apart. Markings may be used for accurate spacing.
- Where practicable, maximize space between students and between students and driver, including entering and exiting the bus.
- When physical distancing on buses cannot be easily maintained, students will wear face coverings.
- Buses will be equipped with hand sanitizer and surplus face coverings.
- Clean and disinfect buses or other transport vehicles between use, see guidance for bus transit operators.

- Open windows to introduce fresh outdoor air, as much as possible. If opening windows poses a safety or health risk (e.g., allowing pollens in or exacerbating asthma symptoms), consider alternatives. If using air conditioning, use the setting that brings in fresh air. Replace and check air filters and filtration systems to ensure optimal air quality.

### 3. Protocols for safety (students and staff):

- At the 2:45 school release, students are to be social distancing; and seated either on the benches, grass area, or side walk in the front of school until their pick up person is seen. Then they can get up to go to their vehicle with adult permission. If they need to move to a different location, they must ask permission.
- All emergency Drills are practiced with Public Health COVID-19 guidance.
- One student at a time in the bathrooms. Two students if there is supervision near bathrooms.

\*When a staff member, child, or visitor becomes sick with COVID-19 related symptoms during phase 2 & 3 of on-site teaching/learning:

Immediately ensure use of a face covering to reduce spread of respiratory pathogens and require the individual to wait in an isolation area until they can be transported home or to a healthcare facility, as soon as practicable. Ensure that children are not left without adult supervision. Notify local health officials, staff and all families immediately of any positive case of COVID-19 while maintaining confidentiality as required by state and federal laws. Additional guidance can be found here. A 'county approved' document will be sent home to all families stating there was a person ill that was sent home. Upon receipt of a positive test, a 'county approved' note stating that a person who has tested positive for COVID-19 was sent home to quarantine. Names will not be used. Close off areas used by any sick person and do not use them until they have been cleaned. Classes will remain in session. Cohort will be moved to another location for continued learning/teaching. Wait 24 hours before you clean or disinfect to reduce risk to individuals cleaning. If it is not possible to wait 24 hours, wait as long as possible. If a 24 hour waiting period is not possible, the person cleaning will take extended safety precautions. Ensure safe and correct application of disinfectants, and keep disinfectant products away from children. Advise individuals that test positive for COVID-19 not to return until they have met CDC criteria to discontinue home isolation and are released from isolation orders by Shasta County HHS Public Health. Pupils (students and adults) who are asked to quarantine due to exhibiting COVID-19 symptom(s) will be allowed on campus after 10 days or 3 days after their symptoms resolve, whether testing occurs or not.

\*Students and adults who have Covid-19 symptoms must stay home for 10 days unless they have a negative Covid-19 test. After a negative Covid-19 test, students and adults may return to school when they have been symptom-free for 24 hours. A student who is home for 10 or more days will be placed on Distance Learning. Teachers must offer online option or daily phone call during Distance Learning. All contacts of the original symptomatic student/adult must stay home for 10 days unless they have a negative Covid-19 test.

### 4. Campus access:

- Social Distancing and sanitation guidelines will be followed by all persons on campus. Allowing/inviting visitors is crucial for community/family participation and increased student academic and behavioral growth.
- Service providers and program personnel who provide important services to schools such as preschool, afterschool, and education programs will be allowed to operate at schools with the following guidance:

Ensure service providers follow the school's health and safety plans and CDPH guidance including entry screening and hand washing. Maintaining 3-6 feet of physical distance between personnel and students, when practicable. Keep the same staff and student groups together, to the greatest extent practicable. Whenever practicable, conduct programming virtually or outdoors. Personnel 'should' wear face coverings when working with students.

### 5. Cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles:

- Cleaning
- Staff should clean and disinfect frequently-touched surfaces within school and on school buses at least daily and, as practicable, frequently throughout the day.

- Materials, playground equipment, sinks, work spaces, door handles, light switches, bathroom surfaces, tables, student desks, and chairs must be sanitized at least once at the end of the learning day. It is strongly suggested that they be wiped with an acceptable sanitizing cloth throughout the learning day, after use.
- May keep disposable cloth sanitizers near light switches and faucet handles for convenient sanitizing throughout the day.
- Custodian has been hired for cleaning and sanitizing common areas such as classrooms, playground, play equipment, bathrooms, office, library, cafeteria, etc.

\*Where possible, we ensure at least six feet of physical distancing at all times in our workplace by:

- Utilizing 3 foot long desks in the classrooms for students and spacing them adequately
- Consider use of non-classroom space for instruction, including regular use of outdoor space, weather permitting. For example: consider part-day instruction outside
- Staggering lunch and recess times
- Monitoring recess and use of play equipment
- Visual cues such as signs and floor markings to indicate where pupils are to stand when in any given line
- Each student may require their own copy of texts, learning items, etc.
- Have a wall-mounted file holder outside each classroom door for attendance sheets, to be picked up each morning and taken to the office (we are not digital for attendance yet).
- Provide a combined on-site and homeschool teaching/learning program
- Maintain student cohorts, as practicable (Preschool, K-3, 4-5, 6-8)
- One student at a time in the bathrooms. Two students if there is supervision near bathrooms
- Seating in the cafeteria is spaced to accommodate Social Distancing

Oak Run School District will continue to provide nutritionally adequate meals for all pupils, for both in-person and distance learning in the following ways:

\*In-person leaning/instruction:

- Work with Operations staff to develop and implement a plan to ensure student and staff safety. Continue to collect data via food-service systems.
- Students receiving in-person instruction will be served breakfast and lunch on a staggered schedule.
- While keeping at a social distance, students will be allowed to go one at a time through the serving line.
- All items that are normally put on the salad bar will now be either portioned out and put in sealed containers/bags or served directly on the serving line by an adult.
- Cohorts of students are sent to the cafeteria each day on staggered lunch times (or have lunch in classrooms).
- Hand hygiene will be performed prior to and after lunch breaks.
- Social distancing will be implemented at the lunch tables (or classroom) depending on where students eat.

\*Distance learning:

- Breakfast and lunch meals will be put in place 5 days a week during instances of Distance Learning.
- Families may pick up meals for the week upon request.
- In some cases, meals will be delivered to our most at-risk student populations

3. The LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and foodservices.

Describe how the LEA will ensure continuity of services in case isolation, quarantine, or future school closures are required, including how the LEA will meet the needs of students with disabilities and English learners.

Oak Run School District will provide continuity of instruction and learning for all students, including students with disabilities and English learners, through the following specific ways:

1. Maintaining grade-level curriculum content and instructional rigor
  2. Focusing on the depth and breadth of instruction and appropriate pacing
  3. Prioritizing English language arts and Mathematics content standards and learning
  4. Striving to maintain the inclusion of each and every learner via teleconference or online platforms
  5. Identifying and addressing gaps in learning through formative assessment, focused supplemental instruction, and prioritizing essential standards for each grade level
  6. Focusing on commonalities that students share in this time of crisis, as well as their differences
  7. Integrating high-quality instruction with social-emotional and mental health supports
- \* Teachers, at each cohort (K-3, 4-5, 6-8), will identify and focus on the essential standards and keep the focus on grade-level content and appropriate rigor, addressing learning gaps within the context of grade-level work. Work will be differentiated for each student based on individual student needs.
  - \* If a transition between in-person instruction and distance learning is necessary, teachers may use multiple platforms including Facebook Live, Google Classroom, Google Meets, phone calls, Zoom, and individual conferences. Teachers and support staff will be expected to take daily attendance and reach out to students that were not in attendance to find out how the school can support their learning. Attendance will be taken daily by teachers, as determined through engagement and/or completion of assignments.
  - \* Teachers will be expected to teach or provide recorded rigorous lessons in mathematics, English Language Arts, and Social Emotional Learning at a minimum of 3-4 hours per day according to grade-level instructional requirements. Students in Kindergarten will receive 180+ minutes, while students in grades 1-3 will receive 230+ minutes, and grades 4-8 will receive 240+ minutes of both synchronous and/or asynchronous instruction each day. Daily schedules will be provided to parents and students.
  - \* Students and teachers will have time to interact and build a community of learners in both on-campus and remote pathways. Students in remote settings will have schedules provided that match or exceed the daily minimum across all grade levels.
  - \* While we understand this schedule is dependent upon the percentages of remote learners and the evolving confirmed cases in our county, the proposed schedules are a guide for planning purposes. The implementation model provided is subject to change.
  - \* Teachers are deployed to be instructors on-campus, daily. In the event that circumstances change in our community, all teachers will quickly pivot to remote learning, to meet the needs of all students. From the beginning of the school year, all teachers will design Independent Distant Learning lessons for on-campus and remote learners. There is likely to be student movement across models, and we are prepared to make this as seamless as possible.
  - \* Students will attend live sessions for community building, intervention and/or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Teachers will set up one-on-one and/or small group meetings to support social and emotional learning.
  - \* Content for core subject areas will be provided through supplemented instructional resources.
  - \* Office hours will be available for one-on-one conferences during the school day, or before or after school for parent and student assistance.
  - \* Grading will be the same as on-campus learning and outlined in our district handbook and policy. Students will be expected to access, complete and turn in daily work, on a weekly basis, to receive credit for completed work.
  - \* Physical Education, art, music, physical activities, and resources will be provided to all students, including students with special needs and English learners.
  - \* Teachers will arrange regular check-ins with students: either one-on-one or small or large group settings. At a minimum, students and teachers will check-in at least once a day and attend the teacher-classroom connection for grades TK-8.

#### MATERIAL DESIGN

- \* Staff will implement standards-based, state-adopted instructional materials locally adopted by the district. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Student's understanding of the content will be monitored in accordance with the campus assessment calendars

to check for mastery of the standards.

\* Teachers will reinforce any concepts that are below proficiency standards. Feedback to students and parents will follow to allow for parent, student, and teacher to be engaged in the learning process this school year.

#### COHERENCE IN INSTRUCTION

\* If we transition to remote learning, parents supervise students using the Distance Learning resources and meet with their grade-level Teacher at a minimum of every day for 5 days per week. Families will pick up new work, turn in completed work and discuss the child's progress every Thursday afternoon or Friday morning. If the situation of COVID-19 changes in our community, we will adjust our staff according to student need.

\* Instructional materials and activities in both options will be the same content as provided in the classroom.

When students return

from remote settings, they will be able to adapt quickly to the classroom instruction provided all the necessary guidelines have been followed and met at the home during the home learning process.

\* All district students will be provided a device to carry to and from school daily (if necessary), and to easily transition to remote learning if the need arises. LESSON PREPARATIONS

\* While students are online or working in paper packets, teachers can assist students in a sequence of lessons. This will allow for increased personalized learning for students, enabling them to progress at their own pace and receive more targeted interventions. Thoughtful consideration and review of connectivity enable students in remote settings to be successful by participating in learning, completing activities independently, or engaging in classroom projects and participation.

\* Teachers will work with vertical teams to adapt lessons and assignments from adopted materials. Lessons will be posted in packets that are sent home with students for grades TK-8 with the offer of virtual interaction and/or teleconference. To support our students who are served in special programs, teachers will participate in weekly Collaboration Meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in the work packets. Pre

\* recorded instructional videos may be uploaded into the online platforms being utilized. Live teacher assistance will take place through various platforms during school hours on school days, with after school and/or evening homework tutoring assistance. Completion of assignments will be expected daily for attendance. Grades will be taken in accordance to the on-campus grading system. Less is more is our guideline for prioritizing content that is foundational to future learning. Assigned work must be engaging and relevant to students, and will be assessed meaningfully.

#### STUDENTS WITH DISABILITIES AND ENGLISH LEARNERS, SPECIFICALLY

- The school district will work with stakeholders to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of each child. It is possible that our most vulnerable students will face multiple challenges.
- During this time, we will seek to maintain meaningful relationships and connections through personal contact with on-campus meetings, one-on-one virtual meetings or phone calls to ensure student success.
- Interventions for our most at-risk students will receive P.E. and Intervention between 2 and 4 days per week depending on the teacher rotations and grade levels.
- Teachers will implement Tier 1, 2, and 3 intervention supports on a daily basis.
- Students will be targeted for support based on their identified needs. Support staff will also be assigned to students that need additional support.
- After school tutoring will be provided to struggling students that have experienced learning loss. Teachers, administrators, special education teachers, counselors, and support staff will work collaboratively to ensure all students have contact with the school.
- Technology devices will be provided to 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 so that they can participate equitably in remote learning while at home. Oak Run School's parking lot will be available for pupils to access wifi when needed.

- Instructional materials and lessons, provided by the teacher, for on-campus learning will be uploaded in Google Classroom or provided in a learning packet.
- Assignments will be differentiated and adaptations will be provided as needed for individual pupils with unique needs.

\*We will assess the unique needs of all learners to determine what additional supports are needed by:

- Referring to individual SST, 504, or Individual Education plans.
- Conference with families on additional needs that develop.
- Allow for individual formative and summative academic assessments via online or in person.
- Refer to all other service providers such as Speech and Language Therapist, Occupational Therapist, School Psychologists, School Counselor, etc. for guidance in meeting the unique needs of all learners.

\*Once the needs of each unique learner are determined, we will provide additional supports for each student group below in the following ways

1) English learner students will continue to receive integrated and designated English language development using the ELD strategies embedded within the District adopted curriculum. When necessary, Tier 2 supports may be provided for an additional minimum of 20 minutes, 4 days a week, either in-person or virtually.

2) A Foster Youth liaison will work with each of our foster youth to provide the necessary support needed to succeed both inside and outside of school. The Liaison will work to connect the foster youth families to outside resources when necessary.

3) Scheduled and non-scheduled documentation of daily interaction with Pupils with exceptional needs served across the full continuum of placements will occur. IEP goals will be communicated as they currently are. Assessing students and conducting IEP meetings, and progress monitoring goals will continue with an online option. Special education services will be provided in accordance with each student's IEP. RSP services will support students' progress in their general education class. Oak Run School District does not currently have a Special Day Class. Other service providers may deliver services in-person or virtually. Special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. The IEP will include a description of the means by which the IEP will be provided under emergency conditions, as specified, in which instructions or services, or both, cannot be provided to the pupil either at the school or in-person for more than 10 school days, as specified. Our goal is to create multiple means of engagement through IEPs and 504 plans. Additionally, we plan to generate student interest and motivation for learning, represent the information and content differently by providing more leveled and personalized learning, and provide more affirmative and corrective feedback.

4) Foster youth, homeless students, special education students, and English learners may attend more in-person instruction, as needed, during at-home learning days. Home visits, phone calls, emails and virtual meetings will take place by our homeless/foster youth liaison and/or counselor/administrator when students are not engaging with school. Our most at-risk students will be assigned a staff member that will provide regular weekly check-ins to ensure students are receiving the necessary support to be successful.

#### COMMUNICATION

The transition plan will be communicated to families by: Teachers and administrators have established a common protocol for regular and consistent communication to parents via email, all-call, phone conversations, Remind text message, and school/community newsletter.

If Oak Run School changes our learning program to Distance Learning:

\*All district students will be provided a device to utilize at home daily for remote learning, if the need arises.

\* Parents and students will sign a user-agreement at the beginning of the year. Chromebooks (grades TK-8) will be assigned to each student. A check-out process is in place the first week of school in case we are required to shutdown on a moment's notice. Our parking lot/WIFI access points will be open 24/7 for parents and families to be able to access the internet.

\* The district also worked with a local internet provider to secure free or reduced rates for internet access and to

eliminate barriers for our most at-risk families, but was unsuccessful thus far.

\* As a result of the extremely low connectivity in the Oak Run area, students in grades TK-8 may be distributed paper packets on a weekly basis.

#### ACTIVE ENGAGEMENT

Active engagement means a student is active in his/her coursework. The student is marked present when the following items have been achieved.

1. Access of and/or percent completion of lessons- activities, assessments, projects on a daily basis.
2. Attending synchronous (live lessons) for tutoring, intervention, enrichment; or at least 80% of paper work completion.
3. Daily contact with the teacher (If no contact can be made with a student, the teacher will refer to the Tiered outline for student attendance.)
4. Provision of Office Hours.

5. Access to Intervention or extra individual support (optional) Oak Run School District will track and monitor student progress through live contacts and synchronous instructional minutes, as well as work completion.

\*Live contacts with students are to be made through online learning platforms such as Google Meets or Zoom, teleconferences, or face-to face for students with special needs (in a student body capacity of no more than 13 students per visit). Students will work synchronously through these manners. In order to ensure student success at the highest rate possible levels: Teachers will promote Read to Think strategies by having students read excerpts or short texts aloud as a means of introducing a subject or getting students to think about it from different perspectives; Promote Write to Learn strategies by having students write formally or informally to discover what they know about a subject or to synthesize learning; create structured and purposeful discussion of material after dividing the class into different configurations — pairs, trios, or large groups; ask students to teach what they have learned to others in a group or the class as a whole; place students in the middle of a problem they must solve using their understanding of the material, and more.

\*Attendance for students who are able to access online learning platforms using a stable internet source will be tracked by having their presence recorded on an excel sheet.

\*Asynchronous work will be allotted through paper packets with assigned tasks that include posted lesson goals, assignment options, flexible work hours, weekly feedback, and flexible work spaces. In order to ensure student success at the highest rate possible levels: Teachers will give students a variety of topics to choose from when writing, assign support materials; such as word lists or graphic organizers, which students can use at different levels of ability; provide a range of problems, texts, or projects to choose from, each one representing different levels of difficulty, but all based on the same subject or text; provide materials and ask students to design and create an original project — a model, a poster, or poem; place students in the middle of a problem they must solve using their understanding of the material, and more.

\*Attendance for students who are assigned synchronous work will be tracked via percent of work completion that is recorded on a teacher held student-graph. Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made and certified by a certificated employee.

- We calibrated these instructional times by meeting as a staff, discussing parent and student feedback, and referencing state required instructional minutes.
- We communicated these instructional times through two-way discussions with students and staff, and optional discussion with families via individual Text message, phone conversations, Board meetings, and email threads.

#### GRADING during Distance Learning

Grading will be the same as on-campus learning and outlined in our district handbook and policy. Students will be expected to access, complete and turn in daily work, on a weekly basis, to receive credit for completed work.

Progress will be shared with parents on a monthly basis. Students who habitually do not complete work or complete an unacceptably low percentage of work will have intermittent Parent-Teacher conferences as needs arise.

#### ASSESSMENT during Distance Learning

1. Individual Education Plans (IEPs) will be adhered to in all testing environments.
2. Teachers, support staff and/or school testing coordinators have been and will continue to be trained on how to deliver online assessments.
3. Teacher instructional authentic assessments will be delivered online through a variety of modalities including teacher-created questions or performance tasks placed in the Google Classroom.
4. Ongoing assessments will guide instruction.

\*Using the assessment data, personalized learning pathways will be developed. We will use formative assessments to gauge student progress and to adapt curriculum to support student learning. For content areas and grade levels, our district will leverage curriculum based assessments. Quick checks (exit tickets, short quizzes) will also be implemented to track progress and level of mastery of understanding. Formative assessments will be administered and appropriately-paced to correspond with our scope and sequence.

\*When/if a staff member, child, or visitor becomes sick on campus with COVID-19 related symptoms during phase 2 & 3 of on-site teaching/learning:

- Immediately ensure use of a face covering to reduce spread of respiratory pathogens and require the individual to wait in an isolation area until they can be transported home or to a healthcare facility, as soon as practicable.
- Ensure that children are not left without adult supervision.
- Notify local health officials, staff and all families immediately of any positive case of COVID-19 while maintaining confidentiality as required by state and federal laws.
- A 'county approved' document will be sent home to all families stating there was a person ill that was sent home. Upon receipt of a positive test, a 'county approved' note stating that a person who has tested positive for COVID-19 was sent home to quarantine. Names will not be used.
- Close off areas used by any sick person and do not use them until they have been cleaned.
- Cohort will be moved to another location for continued learning/teaching. Wait 24 hours before you clean or disinfect to reduce risk to individuals cleaning.
- If it is not possible to wait 24 hours, wait as long as possible. If a 24 hour waiting period is not possible, the person cleaning will take extended safety precautions.
- Ensure safe and correct application of disinfectants, and keep disinfectant products away from children.
- Advise individuals that test positive for COVID-19 not to return until they have met CDC criteria to discontinue home isolation and are released from isolation orders by Shasta County HHS Public Health. Pupils (students and adults) who are asked to quarantine due to exhibiting COVID-19 symptom(s) will be allowed on campus after 14 days or 3 days after their symptoms resolve, whether testing occurs or not.
- All staff has access to local COVID-19 screening stations.
- COVID-19 vaccination information is regularly offered to staff, families, and extended community members.
- Coordination with state and local health officials for COVID-19 related information performed on a regular basis via live Zoom conferences.

\*Students and adults who have Covid-19 symptoms must stay home for 10 days unless they have a negative Covid-19 test.

- After a negative Covid-19 test, students and adults may return to school when they have been symptom-free for 24 hours.
- All contacts of the original symptomatic student/adult must stay home for 10 days unless they have a negative Covid-19 test.

\*Academic requirements for students learning on or off campus:

Kindergarten:

The minimum school day for kindergarten students shall be 180 minutes, including recesses but excluding noon intermissions.

(Education Code 46115, 46117)

Elementary Schools:

The minimum school day for students in elementary schools shall be:

230 minutes for students in grades 1-3 (Education Code 46112)

240 minutes for students in grades 4-8 (Education Code 46113)

For students in grades 1-8, the minimum school day excludes both noon intermissions and recesses. (Education Code 46115)

4. The LEA sought public comments in the development of its plan and took those comments into account in the development of its plan.

Describe the LEA's policy or practice that provided the public with an opportunity to provide comments and feedback and the collection process. Describe how any feedback was incorporated into the development of the plan.

The overall process for stakeholder engagement included many outreach opportunities. Specifically, these efforts include different strategies for some groups and similar strategies for others:

1. Pupils: Online surveys, Allowing for written responses to questions asked about aspects of our COVID-19 Plan, Verbally asking students their thoughts on aspects of our COVID-19 Plan
2. Families: Personal text messages to invite information, Personal invites to families for Public Board Meetings with encouragements to share thoughts, Emails to solicit personal opinions & thoughts, All-calls to come visit the office to give input, Meeting family members in the parking lot to have casual conversations about our COVID-19 Plan
3. Educators certificated & classified: District Accountability Committee discussion, Personal text messages to invite information, Personal invites to Staff for Public Board Meetings with encouragements to share thoughts, Emails to solicit personal opinions & thoughts, All-calls to come visit the office to give input
4. Stakeholders without access to internet: Personal text messages to invite information, Personal invites to families for Public Board Meetings with encouragements to share thoughts, All-calls to come visit the office to give input, Intentionally pausing to give participants that attend meetings via phone the opportunity to comment/speak, Encouraging written responses to questions asked about aspects of the COVID-19 plan
5. Stakeholders who speak languages other than English: Encouraging written responses to questions asked about aspects of the COVID-19 plan, for translation

In addition, the LEA provides the following assurances:

- The LEA has made (in the case of statutorily compliant plans) or will make (in the case of new plans) its plan publicly available no later than 30 days after receiving its ARP ESSER allocation.

o Please insert link to the plan:

<http://www.oakrunschool.org/>

- The LEA sought public comment in the development of its plan and took those public comments into account in the development of its plan.

- The LEA will periodically review and, as appropriate revise its plan, at least every six months.

- The LEA will seek public comment in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to the plan.

- If the LEA revises its plan, it will ensure its revised plan addresses each of the aspects of safety currently recommended by the Centers for Disease Control(CDC), or if the CDC has revised its guidance, the updated safety recommendations at the time the LEA is revising its plan.

- The LEA has created its plan in an understandable and uniform format.

- The LEA's plan is, to the extent practicable, written in a language that parent can understand, or if not practicable, orally translated.

- The LEA will, upon request by a parent who is an individual with a disability, provide the plan in an alternative format accessible to that parent.

The following person or persons is/are the appropriate contact person for any questions or concerns about the aforementioned plan.

Please list name(s), title(s), address, county, and contact information for the person or persons responsible for developing, submitting, and amending the LEA plan.

Misti Livingston / Superintendent-Principal / P.O. Box 48, Oak Run, Ca. 96069 / Shasta County / (530) 472-3241