

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
Glenn County Office of Education	Tracey Quarne Superintendent	traceyquarne@glenncoe.org 5308651267

General Information

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

The Glenn County Office of Education’s mission statement is: Expect Success! This outlook defines how we approach supporting students and staff in order to help our students succeed. Since the students we work with all have exceptional needs it is especially important we have high expectations, we believe they can succeed and we define success individually for each student. Our professional staff will act to ensure that all children are prepared to learn and all students receive exceptional instruction in a safe and conducive learning environment.

The Glenn County Office of Education serves as an intermediate unit operating between the California Department of Education and the schools within the jurisdiction of the County Superintendent. The county office of education’s role as the regional service and support unit for the schools of the county requires the establishment of effective professional relations with local schools, parents, and community organizations to advance education throughout the county. GCOE provides Special Education services to 7 districts and 3 charter schools in Glenn County and operates a Special Education School. As such, those LCP’s contain information about services for their students with disabilities and those plans can be found on the GCOE website at <http://www.glenncoe.org/>

The effects COVID-19 has had on GCOE have been primarily in the areas of providing professional development, supporting local districts with their needs, providing distance learning supports and oversight and the shifting staff roles to support these needs and program specific needs. The needs include:

Professional Development Needs for Student Services (Special Education) Staff:

- Distance Learning,
- Distance Learning Tools,
- Basic Use of Technology,
- Social Emotional Learning,
- Trauma Informed Practices,
- Grading Practices,

Learning Loss Intervention,
Data Collection

Student/Caregiver Needs:

Connectivity

Devices

Accessible Devices

Tangible Learning Materials at Appropriate Developmental Levels

Portable Learning Stations

Intervention Curriculum which can be administered online

Assessments for Eligibility for Special Education

Behavior management support

Mental Health supports

Basic Needs: Personal protective equipment, sanitation/custodial services

Stakeholder Engagement

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

Through the use of phone calls, text messages, surveys, online feedback and zoom were provided to solicit stakeholder engagement. Meetings by virtual platforms (i.e. zoom), phone calls, text messages, and online surveys were set for the following dates: 8/10/2020, 8/11/20, 8/13/202, 8/18/2020. Stakeholders that were invited include parents, students, Community Advisory Committee, Foster Youth

Liaison, GCOE Deputy Superintendent, District Superintendents and Directors for all districts and charters, CTA and CSEA bargaining unit members, and unrepresented staff. Translation to include Spanish/Hmong speakers was provided as needed to solicit and submit feedback from stakeholders.

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

Zoom access was provided for the SELPA governance meeting held on August 18, 2020 and the GCOE board meetings held on August 19, 2020. Zoom allows dial in calling as well as web conferencing to access meetings.

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

Feedback provided by stakeholders included needs and suggestions which are listed below:

Professional Development Needs for Student Services (Special Education) Staff:

- Distance Learning,
- Distance Learning Tools,
- Basic Use of Technology,
- Social Emotional Learning,
- Trauma Informed Practices,
- Grading Practices,
- Learning Loss Intervention,
- Data Collection

Student/Caregiver Needs:

- Connectivity
- Devices
- Accessible Devices
- Tangible Learning Materials at Appropriate Developmental Levels
- Portable Learning Stations
- Intervention Curriculum which can be administered online
- Assessments for Eligibility for Special Education
- Behavior management support
- Mental Health supports

Other Needs:

- Personal protective equipment,
- Sanitation/custodial services,
- Staff devices & connectivity
- Staff cell phone
- More contract hours for professional development

Concerns:

- Staff and Student risks with COVID19
- Enforcement of Mask Policy
- Enforcement of Social Distancing Policy
- Eligibility for special education vs. regression from learning loss
- Handwashing
- Not enough i-pads for students who cannot access Chromebooks
- Distant learning plans with IEPs will need to be updated

Suggestion/Ideas/Trends:

- PPE equipment provided by the COE
- Everyone wear a mask and set an example
- Sanitation of chrome books.
- Social Emotional Learning professional development
- Individualized items for students at their developmental level
- Focus on SEL for students
- Trauma Informed Practices

Before finalizing Learning Continuity Plan, all stakeholder input was analyzed, considered, and priority lists were created based on greatest impact and greatest need.

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

Glenn County is on the state watch list and Glenn County Public Health have issued orders not to open any district, school or charter to in-person learning until Glenn County is no longer on the watch list. Due to this restriction on in-person learning, the Learning Continuity Plan was influenced by this constraint and the stakeholder feedback was focused on distance learning solutions and supports. Stakeholders were asked to provide input on the needs for their family, student, or program within distance learning. Areas of focus based on feedback include professional development, devices and connectivity, curriculum and learning materials that are accessible to our students and support for families of students with challenging behaviors and/or complex needs.

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.]

Glenn County schools including the programs operated by the Glenn County Office of Education are not allowed to return to in-person learning at this time or any time in the foreseeable future. When we are able to return to in-person learning our instructional plan is guided by our focus on students who have experienced significant learning loss due to the interruption of in-person instruction as a result of COVID-19 during the 2019-2020 and the 2020-2021 school year. There will be a focus on targeted instruction that includes intervention support for students who are at a higher risk of continued learning loss. There will be a focus on behavior support, and social emotional well being, and re-establishing classroom routines and structure. GCOE is committed to ensuring the safety of students, parents, and staff members. In order to begin the process of resuming in-person instruction in compliance with local, state, and federal guidelines for safety, we will work with each LEA in developing plans for reopening schools for in-person instruction, hybrid instruction and distance learning. We will also follow the California Department of Public Health guidelines. Our Student Services (special education) k-12 programs, adult program, preschools, and Early Start program will align with the district in which the program resides.

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

Description	Total Funds	Contributing
Personal Protection Equipment	\$ 20,000	Yes

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.]

GCOE has established plans for the programs Student Services operates for distance learning. The way we established our goals and plans was to evaluate what students/families need first, the outcomes we are trying to achieve and how to best use staff to meet those needs and outcomes. The basic expectation is that every student has daily contact with the teacher/aides, what that looks like will differ between programs depending on the needs of the students. We evaluated staffing needs for each program, reassigning programs that are "overstaffed" (meaning in-person instruction requires many staff members) to "understaffed programs" (distance learning required many staff members).

In practice this looks like temporarily reassigning support from a preschool or regional program with multiple staff members to our high school or k-8 programs that only have one aide or other programs that need more support. One of the expectations for specialized academic instruction for preschool through 8th grade is the groups should be kept to 3 or less students. Another expectation is to increase the amount of contact and support for high school students, which will look like aide support in core class instruction, supported study options for groups and individuals, and direct instruction for students who cannot access district provided classes. A support we are offering is a courier service between schools, the county office and parents. This service will allow programs to send home paper/pencil tasks for student who cannot attend to a computer screen, manipulatives, learning tasks, tangible rewards, directions in Spanish/Hmong for families who cannot read the online instructions, items that need to be printed if a family does not have access to a printer, IEP documents for review, and other supports for families and students. This service will also allow us to pick up student work and change materials out more frequently, the former to create some urgency in completing the work and the latter to prevent satiation of the materials/rewards.

In order to support these expectations for distance learning we established campus time for both classified and certificated staff. Teachers are expected to complete 3 work days or 21 hours per week on their school campus. The other 2 days or 14 hours will be done remotely. Paraprofessionals are expected to complete 2 work days of 12 hours per week on their school campus. The time on campus will support staff who need technical assistance, have poor connectivity in their home and allow them to have all needed materials on hand.

For serving homeless, foster youth who are on an IEP our plan for this group is to support them with whatever is outlined on their IEP, which is often housing support, social work and mental health clinician time. For English language learners on IEPs, we provide all the same supports we provide during a regular school year including vocabulary support and development, reading comprehension support, primary language instruction, translations, interpretation services, and other specialized academic interventions.

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.]

GCOE has worked with the California Department of Education in securing hotspots needed for each school district and the COE. Almost every district and charter school is providing Chromebook for all students. For students in regional programs who cannot access the Chromebook technology an iPad will be distributed. Students who need connectivity to the internet will be provided a hot spot to use until we return to in-person learning. Homeless and Foster Youth have specific agencies and community resources that have provided devices to needy students. Tech support is provided by both the IT department at GCOE and the Educational Services team. Students who did not have access to devices or connectivity in 19-20 were tabulated during the spring and requisition from CDE and other agencies ensued. Collective effort on behalf of districts and various GCOE departments has been important to secure devices for families with unique circumstances.

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.]

For students in the GCOE Special Education classes, the GCOE staff will have daily contact with students, IEP meetings will be held to establish individual distance learning plans and to establish baselines and goals for individual students. Pupil progress will be assessed through student work completion and samples, participation in online classes/therapy, and progress on IEP goals. This will be measured through attendance in online classes, tracking progress through staff data collection and through parent/staff video/phone calls. Mild/moderate programs provided through GCOE on district or charter campuses will align with each district or charter LCAP plan. Additionally, GCOE Foster Youth staff will work directly with school liaisons to follow and track progress of foster youth students aligned to with each student's district plans.

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.]

GCOE student services staff will attend all district provided professional development around providing distance learning. Will be provided with basic technology and applications (email, zoom, google classroom, webcast, Youtube) instruction for use with distance learning. Trauma informed practices, social-emotional learning, online assessment platforms, and specialized teaching curriculum and learning platforms will be provided. GCOE Educational Services team is providing instructional technology support and workshops on Synchronous and Asynchronous Learning.

Staff Roles and Responsibilities

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

Due to COVID-19, areas that have affected the roles of the current teaching and support staff include: a learning curve in providing distance learning, development of distance learning plans within the IEP document, regular and ongoing contact with parents of young children and those with communication/cognition disorders. Increased need for time to plan and develop instruction for the school year.

We evaluated staffing needs for each program, reassigning programs that are “overstaffed” (meaning in-person instruction requires many staff members) to “understaffed programs” (distance learning required many staff members). In practice this looks like temporarily reassigning support from a preschool or regional program with multiple staff members to our high school or k-8 programs that only have one aide or other programs that need more support.

The GCOE transportation department is offering a courier service between schools, the county office and parents. This service will allow programs to send home paper/pencil tasks for student who cannot attend to a computer screen, manipulatives, learning tasks, tangible rewards, directions in Spanish/Hmong for families who cannot read the online instructions, items that need to be printed if a family does not have access to a printer, IEP documents for review, and other supports for families and students. This service will also allow us to pick up student work and change materials out more frequently, the former to create some urgency in completing the work and the latter to prevent satiation of the materials/rewards.

GCOE has created a new staff position: Social Emotional Resource Coordinator which will collaborate with districts and schools to provide trainings, supports and coordinate resources from various county agencies.

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.]

GCOE is committed to supporting foster youth and homeless students. GCOE Foster Youth liaison will collaborate and coordinate services as needed with each LEA school site, Department of Social Services, and the Glenn County Behavioral Health. Systems will be in place to communicate with school administration and student teachers on supporting student needs in academics, behavior, and social emotional learning. For serving homeless, foster youth who are on an IEP the plan is to support them with whatever services and supports are outlined on their IEP, which often includes housing support, social work and mental health clinician time and connection to resources for the family. For English language learners on IEPs, we provide all the same supports we provide during a regular school year including English language development, vocabulary support and development, reading comprehension support, primary language instruction, translations, interpretation services, and other specialized academic interventions.

Daily contact for all students, including students with these needs ensure we have regular and consistent contact with the learner and can pivot, change or add services depending on their need. Special education services will be provided as outlined in each student’s IEP. All IEPs are discussed and agreed upon by a team including parents, sometimes the student, service providers, education specialist, general education teacher(s), and administrators. While we have overarching goals for distance learning, each student’s individual program will look unique to their needs, present levels, goals and services.

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

Description	Total Funds	Contributing
Devices and equipment for students and staff	\$ 60,000	Yes
Staff cost for professional development time	\$ 40,000	Yes
Professional development	\$ 30,000	Yes
Online curriculum, learning platforms	\$ 30,000	Yes

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.]

The Glenn County Office of Education (GCOE) looks forward to supporting our local school districts as they provide distance learning for students. Our instructional plan is guided by our focus on students who have experienced significant learning loss due to the interruption of in-person instruction as a result of COVID-19 in-person school closures during the 2019-2020 and the 2020-2021 school year. This will include regular curricular assessments, daily and weekly teacher created assessments, and the ELPAC. As solely Special Education Providers, all instruction will focus on intervention and remediation programs in the areas of reading development, language development,

writing development, direct math instruction and math intervention, functional academics, community safety, activities for daily living, vocational skills, communication (verbal & non-verbal), behavior, social-emotional skills and basic skill building.

Pupil Learning Loss Strategies

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

The Student Services Department only serves students with exceptional needs and many of those students are English language learners and their families are considered low-income. We keep these challenges at the forefront of all of our planning for student success during distance learning and in-person instruction. In order to address learning loss we have created a much more robust program distance learning. We have daily interactions, more online curriculum, we have a courier services that will deliver work tasks (physical items that can be counted, sorted, put together etc), online assessments to determine initial and ongoing eligibility, devices, hotspots, applications for communication skills and functional academics, online learning platforms that are accessible and age appropriate.

All students in our program have individual plans and their progress toward their goals are tracked on a regular basis. There is also more outreach and connection to parents. Many of our students cannot attend to a computer screen so instructions and support for work/task completion must be given to the parent so they can help their child. There is also an increase in the behavior support and coaching provided to parents especially to our young students with autism and other communication and behavior disorders. Students in foster care or who are experiencing homelessness are connected to resources and support in the community as well as the foster youth liaison for GCOE. These students have IEPs or individual plans for services and support in order to help them learn and progress in their school program.

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.]

All students on IEPs have goals and objectives that require ongoing data collection in order to assess progress. Parents and students are informed of progress at the same times the general education school where the program is housed inform parents. At the elementary schools this is often trimester reporting and in high school programs this is on a semester schedule. If a student's IEP is due before a regular reporting period, the parent/student is informed of progress at that time. This allows the team to adjust goals, update present levels, add services, or change or enhance accommodations and modifications the student needs to make progress. Each student's goals must be specific, measurable, achievable, relevant and time-bound. Progress is charted through teacher data collection, student work samples, progress through a curriculum or feedback from caregivers. Students who are evaluated for initial eligibility for special education will be given a full battery of norm-referenced standardized testing in all areas of concern along with interviews with staff and parents, observations of the students and a review of the file. Students already in our program who are due for a triennial evaluation to determine continued eligibility and areas of strengths and weaknesses are also given a full battery of norm-referenced standardized tests, observations, interviews and a review of their file.

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

Description	Total Funds	Contributing
Manipulatives, rewards, and task for students	\$ 30,000	Yes
Online assessment platforms	\$ 15,000	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 Glenn County office of Education is addressing this through a number of supports. The Educational Services department has a designated staff person to support each LEA with a collaborative team for the 2020-2021 school year around Social Emotional Learning (SEL) implementation throughout the county. The anticipated SEL needs for students will be in the areas identifying emotions, managing emotions and healthy coping skills. Ongoing professional development for staff regarding Trauma Informed Practices, and ACES (Adverse Childhood Experiences) trainings are offered. To support this GCOE has purchased KELVIN, a social-emotional data base program to help with identified needs to support students and staff. One of the areas of focus is to help empower staff to make SEL a priority in their distance learning plans. Another area the Student Services department is addressing is Secondary Trauma, which is support and processing time for small groups of staff members around the trauma and stress staff have faced. Students with specific mental health needs are provided mental health counseling as outlined in their IEP. For students in general part of the distance learning plans include check in time where teacher/staff video chat/call/text 1:1 where teachers can check in with students/caregivers.

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.]

The staff in our program are to have daily contact with families and students in order to promote, encourage, and engage full participation. We have translation services for families who are not English speakers as well as written instructions in their language. If we have a family/student who is struggling with engagement in the Distance Learning Program we have a Student Attendance Review Board policy that includes the following components:

I. Glenn County Office of Education School Attendance Review Board (SARB)

Occasional absences = Teacher takes Daily Attendance/Teacher Contacts parent regarding reason for the absence/Contact administrator if student/parents are unreachable or non-responsive

Three or more Unexcused absences or truant tardies of 30 minutes = Truant Phone Call to Parent, Truancy Letter #1 sent home, Importance of School Attendance Sent Home, Copy of truancy letter sent to SARB coordinator, Document Parent Contact in Call Log

Additional Unexcused absences or truant tardies- Truant = Phone call to Parent, Truancy Letter #2 sent home, School Site Contract Meeting with Assistant Superintendent or Program Specialist, Data Analyst and Parent. Submit School Site Contract and attendance printout to the SARB Coordinator. SARB coordinator provides resources and contacts the family.

Additional Unexcused absences or truant tardies - Habitual truant - Broken Site Contract = Truancy Letter #3 sent home, utilize all resources available, contact SARB Coordinator, complete referral to SARB, complete Special Education page, SARB Chair-person reviews referral and schedules meeting or returns for further action. SARB coordinator offers consultation throughout the process to identify barriers to school attendance and facilitate resolution strategies, including suggestions on interventions the school could offer that are specific to the situation, assistance with understanding the legal process and case management.

SARB Hearing = Notify SARB Coordinator and SARB Chairperson who offers consultation throughout the process to identify barriers to school attendance and facilitate resolution strategies. Which includes suggestions on interventions the school could offer that are specific to the situation, assistance with understanding the legal process and case management. SARB Coordinator schedule the hearing, contacts the family, participates on SARB and provide case management.

Broken SARB Contract = Notify SARB coordinator and SARB chairperson so they can provide intervention, a referral to law enforcement and prepare a case file to district attorney for further action, if needed.

II. Instructional Engagement

Teachers will provide instruction that engages students and promotes daily participation. The use of small group lessons taught through virtual platforms will provide an additional layer of continued outreach to our students. The use of video-chat programs where the student and teacher can communicate 1:1 on a device more familiar than a computer like a cell phone, will help create engagement. Our interactive distance learning program which includes the daily contact, 1:1 video chats, tasks sent home, and access to multiple staff including more preferred staff will assist with mitigating the number of students who advance from our Tier 1 Attendance level to Tier 2 and beyond.

III. Communication- Students/ Parents

Students - Students will engage with lessons and meetings with their teachers/staff daily. Students will be reminded of their expectations as learners which includes daily attendance, participation, and completion of all assignments, assessments, and projects.

All communication and outreach is done in both English, Spanish, Hmong as needed for engagement with parents and students.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The GCOE student services programs are all located on school district campuses so we do not run a separate lunch program for our students. However, the foster youth administrative assistant will collaborate and coordinate with local school districts to ensure that foster youth, homeless and students with special needs are served.

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Staff Roles and Responsibilities)	SEL (Social Emotional Learning) Coordinator position	\$ 87,267	Yes
Distance Learning Program (Access to Devices and Connectivity)	Hot spots and Wifi Centers	\$ 4,765	Yes
Mental Health and Social and Emotional Well-Being	KELVIN Education SEL Surveys	\$ 22,662	Yes

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
0%	\$ 0

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.]

Glenn County receives no supplemental and concentration funds.

Foster Youth, homeless youth, expelled youth, English learners and low-income students are considered at risk in the areas of academics, behavior and social-emotional skills and the effects of the shelter in-place orders, the closure of in-person school and the risk of COVID-19 exposure have magnified the risk in these areas. The supports we put in place are all designed to support these students and their needs. Planning centered around what our most needy and vulnerable populations needed first and we built our plan from there. This plan includes daily contact, devices for students and staff, professional development, parent coaching, online learning and assessment platforms, social emotional learning, manipulatives for students, and more frequent contact with the school through the courier service.

During our professional development sessions the Education Services Team specifically includes the need for teachers to think about access and equity for all students including these different sub-groups, with the understanding that the strategies that support these students will also benefit the general population.

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

Due to the high populations of English Learners and low-income students in our districts, our professional development and academic support services are principally directed and effective in the supports they provide.