

River Islands Academies

Meetings Held at:

1175 Marina Drive, Lathrop, CA 95330
(209) 229-4700

Special Meeting of the Board of Directors

September 29, 2020
3:30 pm

Virtual Meeting link: Join Zoom Meeting:

<https://us02web.zoom.us/j/85064946182?pwd=YTR0RHM1d1RRVTNPUEI0TWt5RUd4QT09>

Meeting ID: 850 6494 6182

Passcode: Educate101

Dial by your location

+1 669 900 9128 US (San Jose)

Members of the Governing Board:

President: Susan Dell'Ossso, Vice President: Gene Neely, Members: Josh Anderson, Satinder Singh, Telka Walsler

This legislative body conducts business under the meeting requirements of the Ralph M. Brown Act.

MEETING AGENDA & RELATED MATERIALS

Agendas for regular board meetings as defined by the Brown Act will be posted at the meeting site and the legislative body's website, if applicable, 72 hours prior to the start of the meeting. Agendas for special meetings as defined by the Brown Act will be posted at the meeting site and the legislative body's website, if applicable, 24 hours prior to the start of the meeting. Materials relating to an agenda topic that is a matter of public record in open session, will be made available for public inspection 72 hours prior to the start of the meeting, or, alternatively, when the materials are distributed to at least a majority of board members.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

SPECIAL PRESENTATIONS MAY BE MADE

Notice is hereby given that, consistent with the requirements of the Bagley-Keene Open Meeting Act, special presentations not mentioned in the agenda may be made at this meeting. However, any such presentation will be for information only.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contacting River Islands Academies, 1175 Marina Dr., Lathrop, CA 95330; telephone: (209) 229-4700, or River Islands at Lathrop, 73 W. Stewart Rd., Lathrop, CA 95330; telephone: (209) 879-7900.

FOR MORE INFORMATION

For more information concerning this agenda or for materials relating to this meeting, please contact River Islands Academies, 1175 Marina Dr., Lathrop, CA 95330; telephone: (209) 229-4700, or River Islands at Lathrop, 73 W. Stewart Rd., Lathrop, CA 95330; telephone: (209) 879-7900

Agenda

1.0 Call to Order, Establishment of Quorum, Pledge of Allegiance

- 1.1 If a Board Member has a Conflict of Interest on any item, she/he will recuse themselves from participation
- 1.2 Approval of Agenda
- 1.3 Communications to the Board
- 1.4 Public Comment

2.0 Adjournment into Closed Session

The Board will meet in closed session to discuss the following:

- 2.1 Public Employee Performance Evaluation (Gov. Code Section 54957)

3.0 Consent Calendar

- 3.1 September 15, 2020 Minutes

4.0 Action Items

The Board is requested to approve:

- 4.1 The Learning Continuity and Attendance Plans (LCP)
 - 4.1.1 River Islands Technology Academy LCP
 - 4.1.2 STEAM Academy LCP
- 4.2 Approve Students returning to campus

5.0 Discussion / Information Items

- 5.1 River Islands Academies Update

6.0 Future Agenda Items

7.0 Adjournment

Next Regular Board Meeting Scheduled for October 20, 2020

River Islands Academies

Meetings Held at:

1175 Marina Drive, Lathrop, CA 95330

(209) 229-4700

Regular Meeting of the Board of Directors Minutes

September 15, 2020

3:30 pm

Virtual Meeting link: Join Zoom Meeting

<https://us02web.zoom.us/j/84193342374?pwd=Z0N6WmpsSmI5Yi9uSW9QZTV0bjFIQT09>

Meeting ID: 841 9334 2374

Passcode: Educate100

Dial by your location

+1 669 900 9128 US (San Jose)

Members of the Governing Board:

Present: President: Susan Dell'Osso, Members: Josh Anderson, Satinder Singh, Telka Walser

Absent: Vice President: Gene Neely

Agenda

1.0 Call to Order, Establishment of Quorum, Pledge of Allegiance @ 3:33pm

1.1 If a Board Member has a Conflict of Interest on any item, she/he will recuse themselves from participation

None

1.2 Approval of Agenda

No Changes to the Agenda

1.3 Communications to the Board

No Communication to the Board

1.4 Public Comment

No Public Comment

2.0 **PUBLIC HEARING:** *Learning Continuity and Attendance Plans were available for public inspection September 11 through September 15, 2020 posted on River Islands Academies website at <http://www.riacademies.net>*

- River Islands Technology Academy Learning Continuity and Attendance Plan
- STEAM Academy Learning Continuity and Attendance Plan

K. Condit shared there are 8 sections of the Learning Continuity and Attendance plan that is replacing the LCAP for 2020-21 school year. There are separate plans for both schools. There was no public comment. A Special Board Meeting has been scheduled for September 29th for the Governing Board to approve the plans.

3.0 Adjournment into Closed Session

The Board will meet in closed session to discuss the following:

3.1 Public Employee Performance Evaluation (Gov. Code Section 54957)

Adjourned to Closed Session @ 3:40pm

Closed session ended, and the meeting was reopened @ 3:59pm

Nothing to report from closed session

4.0 Consent Calendar

4.1 August 18, 2020 Minute

T. Walser made a motion to approve the minutes from the August 18, 2020 meeting.

Motion: T. Walser 2nd: J. Anderson Vote: 4 - 0 Approved

	Present	Absent	Yes	No	Abstain
S. Dell'Osso	x		x		
G. Neely		x			
T. Walser	x		x		
J. Anderson	x		x		
S. Singh	x		x		

4.2. Check Register: August 2020

J. Anderson made a motion to approve the August 2020 Check Register

Motion: J. Anderson 2nd: S. Singh Vote: 4 - 0 Approved

	Present	Absent	Yes	No	Abstain
S. Dell'Osso	x		x		
G. Neely		x			
T. Walser	x		x		
J. Anderson	x		x		
S. Singh	x		x		

5.0 Action Items

The Board is requested to approve:

5.1 Unaudited Actuals

P. Laub shared the Unaudited actuals for RiTechA # 2 that will be submitted to the state. The unaudited actuals for the STEAM Academy were not presented at this time.

Motion: T. Walser 2nd: S. Singh Vote: 4 - 0 Approved

	Present	Absent	Yes	No	Abstain
S. Dell'Osso	x		x		
G. Neely		x			
T. Walser	x		x		
J. Anderson	x		x		
S. Singh	x		x		

5.2 Approve Students Returning to Campus (STEAM)

B. Scholl shared RiTechA and STEAM Academy are currently in Phase 1, Distance Learning. The return to campus model being presented would add a small cohort Pre-Hybrid phase, to bring back the SDC Class at STEAM Academy. Students in this class would have an option to return to on-site instruction at school or continue with Distance Learning. The Class size for this model must be 16 (or fewer) people within the cohort, which includes students and adults in the classroom.

S. Dell’Osso made a motion to continue the discussion on returning back to school at the next Board Meeting on September 29th.

Motion: S. Dell’Osso 2nd: T. Walser. Vote: 4 - 0 Approved

	Present	Absent	Yes	No	Abstain
S. Dell’Osso	x		x		
G. Neely		x			
T. Walser	x		x		
J. Anderson	x		x		
S. Singh	x		x		

6.0 Discussion / Information Items

6.1 Financial Update (EdTec)

P. Laub shared the monthly Financial Update on the State Budget Update, unaudited actuals, and YTD and forecast for RiTechA and STEAM.

6.2 Payroll tax deferment

K. Condit shared some information on a Federal Executive Order that has been put in place to allow certain employees (classified) to participant in a payroll tax deferment from now until the end of the calendar year. The requirement in the EO states that the employee would pay back the payroll tax deferment January – April 2021. River Islands Academies have decided to not participate in the payroll tax deferment option.

6.3 River Islands Academies Update

- Students are currently finalizing 2nd through 8th grade map assessments.
- Students have also completed the Star Reading assessments
- Every Thursday RI Academies grade level teams meet to collaborate and plan
- Teachers are completing Engagement Tracking forms on every student as part of the state attendance tracking requirements for 20-21
- Both schools have continued to have great attendance
- A. Damm – was introduced as new administrator at RiTechA
- Math training from SJCOE has started for the year
- On-going training continues on our new SIS Infinite Campus
- A Drive thru Health Clinic – for Flu shots and TDAP is scheduled

7.0 Future Agenda Items

No future Agenda

8.0 Adjournment @ 4:45pm

Special Board Meeting Scheduled for September 29, 2020

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
River Islands Technology Academy	Brenda L. Scholl Executive Director	bscholl@riacademies.net 209-229-4700

General Information

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

On March 13, 2020 River Islands Technology Academy made the decision to shelter the school, following the recommendation of the San Joaquin County Superintendent of Schools and the San Joaquin County Public Health Department. As a result, we knew for at least a period of time, we would not have students or staff on site, and would need to develop a way to continue to provide instruction to our students, as well as a social connection to their regular daily schedule. We had the week of March 16-20 to craft a plan to deliver daily instruction to our students K-8, and communicate that plan with staff, parents and students. As a one-one device school, we were able to have the mechanism to push out instruction using many of the programs we used regularly as part of our instruction. We determined that using Google classroom was the best option for us to use since we are a Google Apps school. Teachers established a plan of delivering daily instruction in two 1-hour blocks, with the focus being on English Language Arts and mathematics, with small group instruction following as needed for students who need additional support at the end of the day. The morning sessions are recorded and posted each afternoon for students who may have not been able to login to the live instruction. Teachers established office hours for students who needed additional assistance with assignments and work, allowing them to have smaller group or one-one instruction as needed. These office hours were also a way for teachers to set up check-ins with their students monitoring both their academic progress, and social-emotional status. Either the teacher, or the student/parent could ask for, and arrange a meeting during these available times with their classroom teacher(s).

The community as a whole has been impacted by COVID-19 as they struggle with not knowing whether or not their children will attend school in person or if they will start the year with Distance Learning. Our community is split on their preference and we have worked hard to design and create plans that will provide the very best educational environment, as safely as we can to meet the needs of all students, given the circumstances.

We continue to monitor and review State, County and Local guidelines as we design processes and procedures for the 2020-21 school year. Due to a recommendation from the county Public Health Department, on July 13, 2020, our Governing Board made the decision to begin the 20-21 school year virtually, through Distance Learning. This was met with relief by some of the community and added issues to others who

are working and would now be in need of full-time day care. Since the July 13 press release, we have worked to refine and enhance our Distance Learning program to begin the new year and address all of the aspects that are involved with the changeover of school years.

Immediately prior to the shelter in place order in March, we had Charter renewal and made the decision to join with another Charter School, STEAM Academy, to function under the umbrella of a Charter Education Organization, River Islands Academies. By making this change, the programs, resources and processes of the two school will become more similar with common practices being adopted and followed by both schools. This has led to big changes during an uncertain time and has pushed staff to work and extend in many ways to not only change practices, but to also change instructional delivery during continued distance learning to best support students and their learning across the community.

Stakeholder Engagement

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

River Islands Technology Academy has used a variety of ways to solicit and gather stakeholder feedback as we entered into the 2020-21 school year. Several surveys were sent out to our community asking parents for their feedback on:

- Distance learning that took place at the end of the 2019-20 school year
- How they would like school to begin for 20-21 (on-line or in person)
- things that they would like to see changed should distance learning occur
- things they would like to be considered should we return to campus
- barriers to learning for their child(ren) in either format

These surveys were sent out to families by school wide email systems, through notification of these emails on our school app and website, and school wide phone calls. Board meetings that took place during the summer leading up to the start of the school year, were posted with links for the public to join the meetings through Zoom to provide input to our Governing Board as they decided how school would begin for 2020-21.

Teacher and staff input was solicited in a similar manner as our families with surveys sent out for them to provide their insight to the instructional program, and as well as a way to let Administration know of their concerns and needs for the coming school year. School wide, grade-span and grade level Google meets were scheduled weekly for staff to join together with school Administrators to discuss various topics and issues of re-opening so they were able to be a part of the decision making process, and address specific issues to the groups of students that they work with. Meetings like this continue to occur and will throughout the school year to address needs and changes as they arise.

The use of school websites, apps, email system, grade level news letters, and social media will be on-going methods used to inform all stakeholders, and gather feedback about instruction and resources as needed throughout the year.

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

Community feedback is important to both the school staff and our Governing Board members. All of our public meetings during Distance Learning, both Governing Board and School Site Council (SSC), are done through zoom meeting links that are posted both on the agendas and our website. These meetings are accessible to anyone who wishes to join is able to do so. Our meetings are pushed out through our school wide emails, posted agendas, our school app, and other social media avenues. During these public meetings participants are given the opportunity to speak to offer input, ask questions or submit questions through the chat feature of the on-line meeting system.

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

A trend that emerged from our stakeholder feedback is that they preferred live teaching sessions compared to recorded sessions. Feedback indicated that they wanted additional sessions besides those focusing on ELA and math. Stakeholders were appreciative of the work teachers were putting into their lessons, and the effort going into keeping students engaged.

Some parents spoke of their different concerns should we return to campus, and asked for details of how we would be able to social distance and keep everyone safe, should we all return to school. They were also interested in what would happen if a COVID outbreak did occur during On-Campus learning once reopened.

Other parents expressed their concerns about their children not returning to campus, stating that their children need the 'normalcy' of school back in their lives, that they need access to services on campus and truly believe that their children learn better in person within the classroom with their teacher and peers.

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

We have worked hard to acknowledge both sides of the education delivery issue, knowing that both sides have valid concerns and worries. We know that we cannot make everyone happy, and we are working hard to ensure that we can provide the best possible education environment for all students given the current situation in our county. As a school organization, we will continue to monitor, and follow guidance that we get from the District, County Office of Education, Public Health Department and the State of CA as we develop plans and processes.

We have listened to our community and are offering extended sessions through out the day, offering students direct instruction in subject areas other than ELA and mathematics. We have scheduled small group sessions daily for all students to have more contact with their teacher with the thought that this small group instruction will provide targeted teaching to the level and needs of the group. We will continue to use support staff to assist teachers during whole group instruction, and monitor break-out groups as needed. We have a comprehensive

list of supplemental programs that are being pushed out to students as needed to extend, reteach and remediate learning for students throughout the school.

Currently, through the feedback we have received, connectivity is not an issue for our community, but we will monitor that issue closely to support student/families should it become one and provide the needed pieces to ensure that our students stay connected.

Mental health is another area of concern that has been shared with us from our community and the need for students to feel connected to someone. Our counseling services continue to be available to our students, and we will remain diligent in watching students and referring those who we feel are in need of a therapist or counselor. We will continue to work with families keeping them apprised of student progress and engagement levels. We know that relationships are important and will work to foster strong trust between school and the home to address needs of our students as they become apparent.

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.]

In June, our Governing Board met to begin the discussion of how River Islands Academies' would open for the 2020-21 school year. At that time 3 scenarios were presented for them to consider, 2 On-campus Instructional Offerings: Scenario #1 -Return to Site-Based Program (w/thoughtful safeguards to minimize risk); Scenario #2 -Modified Site-Based Schedule with Independent Practice, and 1 Distance-Learning Instruction Offering. After consideration, with the information that we had at that time, our Board chose Scenario #1, all students returning to campus, with a home study option for those families that chose to stay home, and not return to campus. The On-Campus Learning Scenarios presented in detail are attached in PDF #1 at the end of the plan:

- #1 River Islands Academies Reopening Scenarios On Campus Learning (pdf)

In the presentation of the scenarios to the Governing Board and community, a clear distinction was made that the home study option which serves as an alternate to returning to on-campus instruction in scenarios #1 and #2, will not include live instructional sessions, as presented. The home-study additional option is an instructional model that consists of assignments and curriculum being given to the student from a teacher to complete with support from an adult at home, with regular check-in sessions scheduled with their assigned teacher.

Although, initially the Governing Board chose scenario #1 at a special Board Meeting on 6.30,2020, after additional guidance from local, county and state officials, a new decision was made on July 21, 2020 to begin the 20-21 school year remotely through Distance Learning. When circumstances change, and we are able to begin to have students return to on-campus instruction, our Board will again discuss and determine the instructional scenario that will be used. The details of the scenarios listed in PDF #1 will be the base/starting point for how In-Person Instructional Offerings will occur.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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.]

As a one-one device school, students are used to accessing their curriculum through their Chromebook or iPad at River Islands Technology Academy, so this is not a significant change for us and will allow students to have on-going access to their instructional materials whether they are participating in Distance Learning, On-site instruction or both. In addition to the regular daily instruction where all students are present, teachers have established small group sessions for students where they are able to provide additional target support for students in their areas of need. Teachers have the ability to use programs to push out additional content, as needed, to front load lessons and allow students to record responses to tasks for the teacher to review. Students submit assignments online as a regular practice at our school, so again this is a seamless transition to work being submitted through distance and will continue to work if we are required to transition back in forth between home and school during this time. Instructional Aides are used during the live sessions to assist students who need additional direction. They also transition to break out 'rooms' for small groups, one-on-one sessions, chat spaces to focus in on certain concepts, or to minimize distractions as needed. Teachers assign and will monitor the grades of their students throughout the Instructional year, whether it be Distance Learning or On-site Learning, and work with students and parents when students fall behind their typical performance to determine what factors are contributing to the decline and putting a plan in place to support and modify instruction to lead to student success. Our instructional staff meets weekly as a whole, and then again in grade level/span meetings to discuss needs of students, technology, and instructional materials to ensure high level instruction is being provided for their classes. These meetings enable us to discuss challenges that the teachers may be facing, be it either from technology or student focus and then also brainstorm ways to address these issues or

discuss programs/apps they have found to assist them in their instructional delivery. This type of on-going collaboration and training is a key aspect of our Instructional program and will continue during either Distance or On-site learning.

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.]

As a one-one device school, we know that all students have the device needed to participate in Distance Learning. Surveys of families were done at the end of Distance Learning in the 19-20 school year, and again at the start of the 20-21 school year to gather data on the connectivity of homes of our students to determine whether this is an issue for our community, and also to determine what support may be needed if it is an issue. Through the gathered responses we determined this is not a current issue for our population. We will continue to monitor connectivity throughout Distance Learning to ensure that students are able to connect to our systems to gain access to daily instruction. Our school parking lot serves as a hot spot for anyone who may be in need of this service. We have communicated this option to our parents through email, on our website and through weekly teacher communication sent home. Individual hot-spots would be provided to students where the need is determined to exist, and where having a hot-spot would enable them to participate in their education more effectively.

Daily tech support is available for families who may be experiencing issues with school issued devices at the school site. There is a process for families to come to school and have our Tech Support staff work on the device to get it up and running optimally. Should it be determined that the device is not functioning properly, students can be issued a loaner, or given a new device depending on the circumstance. Families are made aware of this tech support service through email notifications, our website and teacher communications with families.

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.]

All students will receive daily instruction through a combination of live on-line contact synchronous and asynchronous instruction, meeting the daily instructional minutes required by the state. Students will be assigned work during live sessions, which will be turned in and/or reviewed by the teacher for assessment of student understanding and work quality. During asynchronous times students will work on assignments designed/developed by their teacher to support their learning either through independent practice, or on-line programs used to further reinforce classroom instruction.

Attendance is taken daily through our Student Information System. Daily presence, participation and engagement is recorded for each student by classroom teachers. This document is filed as back-up for student participation and as a record of student work. Additional documentation is done, including the recording of intervention strategies and parental contacts, for students who exhibit performance that is not up to grade level expectations and warrants additional steps to ensure student success. Communication with Administration and Parents will occur whenever lack of attendance, participation, or work quality/quantity differs from the students normal patterns, or if the student becomes at risk for not meeting grade level expectations.

River Islands Technology Academy has a large on-line platform with many programs, apps and supplemental curriculum options that can be pushed out and assigned to students during asynchronous learning periods. Instructional Aides are used in grades K-2, and Special ED to provide support to students, as needed, during all times of learning reflected in the schedules in PDF attachment #2:

- #2 RI Academies Distance Learning Schedule

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.]

All River Islands Technology Academy teachers participated in 8 Professional Development Days prior to the start of school to train specifically on our Distance Learning Platform, our new Student Information System and Distance Learning programs. Enhancements were made to the instructional delivery program from the end of the 19-20 school year, and teachers worked full days to become familiar with the changes, and get ready for the start of the school year with new students.

River Islands Academies will continue to have weekly Professional Development for 3 hours to continue to learn how to adapt the many programs, services and processes we have to an on-line platform. Much of this time is spent with outside trainers, as well a significant time provided for meaningful collaboration between grade level and grade span partners.

Our Professional Development plan will continue to be developed with Teacher input to ensure that we are providing the support needed by our staff to meet their needs, which in turn allows them to provide excellent instruction to all students.

There is on-site daily Tech support for all teachers should the need arise. Teachers can text, email or call if they are having issues during live instruction to see if the issue can be resolved on the spot, or if they need an Administrator to cover their class while the issue is worked on. Teachers can bring their devices to the office for repair, updating or reinstalling of programing whenever there is a need. Teachers are equipped with updated, functioning devices, and if they need to be replaced in order to provide quality distance learning instruction, then they are.

Staff Roles and Responsibilities

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

Every staff member has had their roll affected in some way by COVID-19 and Distance Learning. Specifically two positions are significantly different in how they are functioning as a result of not having students on campus. These two positions are: the Program Coordinator, and School Nurse.

The Program Coordinator was originally brought on as additional Administrative Support with day to day functions of on-site instruction (discipline, meetings, observations etc.) The role had morphed more into developing procedures needed for Distance Learning so we can

continue to use as many of the programs and services that we have in the past while on campus. This employee is uniquely qualified in that she just left the classroom so she is closely familiar with our school's curriculum, assessments, grading process and documentation practice. Because she has this knowledge she is able to see how it needs to be adapted to virtual learning, and is able to explain to teachers how it works. Her experience is invaluable in this area, as she has first hand knowledge that the rest of the Admin team does not.

The School Nurse continues to work with health related issues, but with no students on site to meet with she has become more involved with working on updating and writing policies that are needed in the area of health. She is also able to identify health services that may be needed in our community and research ways to provide those services during COVID-19; an example of this is getting and providing vaccinations needed for some students in order for them to be enrolled and in school (most particularly when we are able to return)

A new role being accessed by River Islands Technology Academy is the use of an English Learner Coordinator. This employee is located at STEAM Academy, but will be assisting RiTechA in the area of EL assessment, paperwork, and collaboration of EL strategies and programs during Distance Learning.

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.]

River Islands Technology Academy staff will use a variety of supports to meet the needs of all students.

Specifically, with English Learners, additional programs such as Brain Pop, Imagine Learning and core curriculum supplemental materials will be used in their instruction. EL students will be assigned modules/units for designated ELD on a weekly basis and students will meet in small groups with their teachers to review content. These small group sessions will allow teachers the opportunity to monitor and measure English Language acquisition of their students and plan next steps to ensure progress continues. Small group sessions with EL students also will allow teacher the chance front-load instruction, preparing students for future whole group learning, and a place to review, and reteach concepts as needed.

Pupils with exceptional needs are supported by General Education Instruction, and services from the Educational Specialists and para-educators who push into their zoom/virtual classes when appropriate and provide pull-out individualized small group instruction during different times to make sure all IEP requirements are being met. Additionally, for all students including the SPED students, additional sessions are available for further small group instruction outside of their regular day. SPED teachers attended a Distance Learning for the Special Education Population (offer by the Bureau of Educational Research) web-training and are implementing strategies learned from the webinar. Added or modified instructional delivery for SPED students during Distance Learning includes:

- Modified ELA program grouped by student level
- More frequent collaboration and support to parents
- More frequent collaboration and support to general education teachers
- Whole class support of paraprofessional more frequently in middle school classrooms

- Individual specialized academic instruction for highest risk students (limited access to curriculum in whole group or high behavior needs)
- Behavior support to general education teachers in a virtual setting
- Items to support accommodations in IEP delivered to student's home
- Tutoring support with general education teacher
- Printed materials for students that cannot access virtually

Speech services continue virtually, meeting the needs and minutes required in students' IEPs. In addition, the Speech Therapist has included:

- Items to support accommodations in IEP delivered to student's home
- Printed materials for students that cannot access virtually
- Links to parents for generalization of new skills in Speech

On-going socio-emotional check-ins are done weekly with students on the SPED case load. A social interactions group is offered by our Speech Teacher when determined to be appropriate. Therapy and Counseling services are offered as needed and arranged on an individual basis through the school-based referral process.

Students in foster care are supported by classroom teachers and school staff who can assess needs, make referrals, follow up on needs, and provide emotional support as needed.

Currently, we have no known homeless students enrolled, but we will continue to seek and search for students in our community who fall into this category and provide support services as needed once identified.

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

Description	Total Funds	Contributing
EL Coordinator: use of time for completion of EL assessment, paperwork, and collaboration	\$7,000	Yes
Professional Development: SIS trainings, Math training, Socio-emotional training	\$20,475	Yes
Technology: Specific to connectivity, hot-spots, additional wifi connecting spots	\$2,000	Yes
Technology: Programs to enhance lesson recording, editing and student work submission	\$3,500	Yes

Description	Total Funds	4.1.1 Contributing
Student manipulatives: were purchased and distributed to assist with Distance Learning to follow along with group instruction from home	\$2,500	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.]

River Islands Technology Academy is using several methods to measure, track and remediate pupil learning loss identified as result of COVID-19 during the 2019-20 and 2020-21 school years.

Students in 1st - 8th grade will take the Northwestern Evaluation Association (NWEA) Measure of Academic Progress (MAP) test in Reading and Math within the first 4 weeks of school. The MAP test is a computerized adaptive test which helps teachers, parents, and administrators improve learning for all students and make informed decisions to promote student academic growth. The MAP test will be used as a tool to measure and monitor student learning at the beginning of the year, at the end of Trimester 1, and the end of Trimester 2.

Teachers will also administer the STAR Reading Test from Renaissance Learning four times during the school year to pinpoint students' strengths and identify areas for improvement in the area of reading. Data from this assessment is used to inform teacher instruction, monitor student progress, and identifies whether students are meeting the expectations of state standards.

Kindergarten through 5th grade will administer weekly assessments using our McGraw Hill Wonders English Language Arts curriculum. These weekly assessments are given after teachers give instruction on new content throughout the week and are used to drive future instruction and lesson plans.

In 6th-8th Grade, ELA teachers are using our McGraw Hill StudySync Curriculum. One form of assessment they use from the curriculum are the Reading Comprehension quizzes. Another form of assessment they provide the students are written assessments that are administered nearly every Friday. These assessments are in the form of Close Reads where students analyze how a literary skill is used in the text, they have read that week. Additionally, they also have weekly vocabulary and grammar assessments.

In addition to MAP testing in the area of mathematics, students in Kindergarten through eighth grade, are formally assessed in the middle and at the end of every unit/module of study within the curriculum. Student data from these assessments drive decision-making for lesson planning and assignments of small group sessions.

Less formal but more frequently, teachers will use the following tools to monitor on-going student performance and progress:

- small quizzes and exit tickets are given to monitor student progress regularly
- participation and engagement in Math/ELA are monitored informally through whiteboard practice and other checking for understanding strategies.
- Math lessons typically begin with review problems from past lessons - teachers can use this activity to reteach/review a concept prior to beginning the learning of a new concept.
- Free digital games/websites are being used to review previously learned concepts and allow teachers to see which students are not mastering content in real time, but in an informal setting.

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 monitor student grades on a weekly basis, identifying if student academic grades are dropping, if students are not engaging or participating in the class sessions, if students are not attending the class sessions, or if students are missing assignments. In addition to identifying these items, teachers will also document action steps to move forward with the student in addressing their needs and communicate the plan with families. In addition to this on-going data collection by teachers, the student data collected from MAP, AR, and weekly curriculum assessments, will identify students who are performing below grade level standards in reading and math to determine what additional resources, services or programs need to be assigned to assist them to make progress in their areas of learning loss. Based on the formal and informal assessment of student performance, some may be referred to our reading intervention teacher if they show significant or specific learning deficits in this area. Students in reading intervention, learn a modified curriculum at a level appropriate to the student. Students in reading intervention attend this class daily in replace on their grade level reading class.

In addition to this replacement instruction program, Teachers will be pulling small groups of students each week for grouping and inviting students who need extra help to attend intervention/office hours. Teachers will utilize our adopted reading curriculum which includes books, activities, and lessons that are designed to target the specific needs of students who are working below grade level standards. Teachers can also have students utilize our Reading Eggs program, which identifies student learning gaps, and creates individualized pathways for them to relearn content. Teachers can also assign specific activities for students to complete based on their immediate needs. For our students in Middle School, StudySync provides different resources for students who are not currently performing at grade level. Each lesson comes equipped with three different levels of support that teachers can assign to the students for additional help, as needed. StudySync also provides separate versions of the same stories for EL students in different languages for translation, should that be helpful to them in their reading instruction and comprehension.

Assessments will be used to determine where students are struggling. Within small groups each week, we scaffold the lessons, reteach specific pieces, and front-load so students are more prepared when whole class instruction occurs.

With the shift to distance learning, CPM also includes regularly used high yield routines for math, which support number sense and problem-solving skills of all students.

Teachers will utilize their small group session time for targeted instruction to help close some of the student learning gaps. The targeted instruction will be planned purposefully using the student data collected from assessments. Grade level curriculum and supplemental on-line programs will be used to address the needs of students in small group instruction. The teachers will have the flexibility to assign and move students within small group instruction based on need throughout the school year.

The Dreambox math intervention program is used with some students in Second through fifth grade who are not meeting grade-level standards. Dreambox is an adaptive, digital program that assesses students at their current math level and creates a tailored program for each individual student based on their needs. Dreambox has been offered for students at River Islands Technology Academy in the past, but we will be increasing the amount of time students participate in the program each week to address further learning loss that may have occurred during Distance Learning.

MAP Accelerator will also be introduced as another intervention program with students in mathematics. This on-line platform enables on-going assessment of student performance status, and assigns lessons to remediate, reteach or even accelerate learning through Khan Academy based on the initial results. This program has the ability to create individual learning pathways which will directly address learning loss and accelerate learning progress.

Free math websites, such as Freckle and Khan Academy will also be used and are designed to identify student strengths and areas of need. Both programs create an individualized learning path for students to access through engaging activities and lessons. Teachers will monitor student progress and engagement with the program, while also assigning specific content areas for review.

Exemplary work will be displayed during daily lessons, along with prompts for self-reflection and revision of classwork/homework. This practice will help students self-check their work and is also a way for teacher expectations of student work to be clear for all.

Student whiteboards, supplies and manipulative were purchased and distributed to students to utilize from home while on distance learning, as appropriate.

In addition to the regular daily instruction in ELA, math, Social Science and Science, teachers have established small group breakout sessions to provide additional target support for students who are in need. This includes our English Learners, Foster Youth and Low-Income students. Teachers have the ability to use programs for translation, to push out additional content, as needed, to front load lessons and allow students to record responses to tasks in native languages that can then be translated back for the teacher to review. Instructional Aides are used during the live sessions to assist students who need additional direction, sometimes leaving the whole group one-on-one, or small group chat spaces to focus in on certain concepts, or lesson distractions as needed. Teachers have monitored the grades of students throughout our Distance Learning plan, and work with students and parents when students fall behind their typical performance to determine

what factors are contributing to the decline and putting a plan in place to support and modify instruction to lead to student success. Teachers have established office hours that enable them to meet students for additional support, including English Learners, Foster Youth and Low-Income students, as needed. This allowed the teachers to deliver more student specific instruction to directly impact students in areas that required additional support or content. EL students will have on-going ELD instruction provided by their teachers, with frontloading, reteaching when necessary, and small group instruction. Brain-pop EL will be a program utilized weekly for EL students to work on during asynchronous instructional time, and also during synchronous instruction in small groups where students meet with their teacher(s).

Our Special Education Staff will continue to provide services to students with Exceptional Needs both within their general education classroom setting, by pushing in and supporting instruction, and through assigned small groups where they will meet to have instruction provided by one of the Education Specialists on staff. They continue to monitor for learning loss and will work to specifically address those the needs of their students, accelerating the learning process when applicable, using a variety of practices and settings, such as:

- Reading assessments of at-risk students to identify candidates for Modified ELA program
- Assessments also identify candidates for afternoon Reading Intervention sessions
- Modified math program for struggling students
- Small group math support for struggling students
- Virtual Lunch Bunch for social-emotional needs of primary students
- Small group assessment support
- Individualized, goal driven virtual instruction
- Social emotional weekly check ins
- Continue direct Speech-Language services virtually
- Continue direct Occupational Therapy services virtually
- Continue direct Counseling services virtually
- Whole team IEP collaborative meetings to discuss student progress

At this time, we are aware of no students who are enrolled who are experiencing homelessness, but we will continue to monitor for this population through our on-going communication with students and families to provide support and services should the need arise.

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.]

Ongoing evaluation of student progress will be done throughout the year to determine both where exactly students are, and whether or not they are benefiting from additional services/programs assigned to them and adjusted as needed.

Teachers will regularly:

- Reassess to monitor growth and progress, and identify new needs
- Teachers use Informal student observations and participation in targeted small group instruction

- Teachers will document students whose grades are dropping or are missing assignments on a weekly basis. Teachers will create an action plan to help this student and communicate the plan with families.
- Staff will meet weekly to discuss and collaborate with each other to discuss whether student needs are being met, challenges they may be having with Distance Learning Instruction, and if there are additional services we need to implement.
- Grade Level meetings will be held weekly to discuss progress and needs as a grade level to better support students, and determine whether to continue, adapt or find new resources to use.

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

Description	Total Funds	Contributing
Brain-Pop EL: a free on-line extension program that will be used with EL students weekly to provide targeted English Language Development instruction	no cost	Yes
Instructional Aides: used to help teachers monitor student participation and progress during instruction, and to provide additional learning spaces through either individual or small group break-out sessions.	\$60,000	Yes
Dream Box: additional sessions of the Math intervention program will be provided to address learning loss in this area of math. There is additional staff needed to run extended session offerings.	\$2,000	Yes
Devices: additional Student and Teacher devices were purchased to replace old devices, or for new enrolled students to better support the programs/systems being run during Distance Learning	\$288,075	Yes
Beyond SST: an on-line system that allows tracking of intervention strategies being used for students who have been identified at-risk of learning loss. It enables the communication of the parties involved on the learning team (teacher, administrators, specialists, parents and students if warranted) to be documented to create a record of intervention	\$4,500	Yes
Math Intervention Program: MAP Accelerator	\$6,000	Yes

Description	Total Funds	4.1.1 Contributing

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.]

Staff will continue to work hard to establish strong trusting relationships between students, families and school. Teachers will have daily contact with students and monitor their wellbeing as best as they are able to in a remote virtual environment.

River Islands Technology Academy has contracts for the service of a Therapist, a Counselor, and a School Nurse. Staff is trained on the referral process, and the documentation that is needed, in order to access these services should they determine a student is in need.

Students who are on IEPs with Therapy services included, will continue to have virtual therapy sessions as agreed upon in that document.

Counseling sessions will be scheduled based on student need and referral. They will occur virtually during distance learning, and may offered in individual or group session settings. The school counselor is reaching out to students who were receiving therapy last school year (19-20) to do a check-in and assess whether or not they would benefit from continuing the support/therapy they had previously received last school year.

The school nurse continues to work with families with known medical situations that require support, as well as seek out those students who may have medical needs not already identified. She has worked with school staff to develop plans for when students are on campus to ensure that safety protocols are followed and maintained for all parties.

Professional Development for Socio-emotional health will be researched and provided to staff as the need occurs or as requests for additional resources is made.

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.]

Families and students were presented with a plan for return to school via distance learning that was emailed to them on July 31, 2020. The plan contained a detailed distance learning schedule depending on the child's grade level along with attendance and school expectations. As such, RI Academies has developed the following plan for pupil engagement and outreach for those students who are continually absent, display continued disengagement, and/or are regressing academically.

Students who are continually absent during distance learning can expect:

- The front office or classroom teacher to call home and ask for a reason for the absence
- The classroom teacher will provide access to missed assignments and/or tests/quizzes
- The classroom teacher will provide additional time, as needed, for missed assignments to be completed

If the pupil continues to be absent from school, administration will make a good faith effort to reach the family via email and/or telephone, including the use of an interpreter when necessary and schedule a meeting between the teacher, administration, parents/guardians, and student

- At this meeting administration will work with the team to determine the cause of student absences, to see if there are resources that the school can provide to assist the family and improve school attendance and performance. Administration will cover how unexcused absences can impact the student, and the truancy process of the school should that need arise.
- If the family cannot be reached through the mentioned efforts, administration can do a home visit. If environmental factors limit the administration's ability to do a home visit, the administration will ask its SRO to perform a welfare check.
- The school will make every effort to work with the family to get the student to come to virtual class, participate, and complete assignments

Students who are regressing academically during distance learning can expect:

- The classroom teacher to provide academic interventions during distance learning times including differentiating the curriculum, small group instruction, and intervention during office hours
- If the child continues to struggle the parents and administration will be informed in order to set up an SST meeting
- At the SST Meeting
- A plan of support will be developed by the teacher, administration, and parents of the child

- The plan may include additional supports such as assignment to one of the school intervention programs as needed
- The plan may also include services such as counseling from our school counselor
- The plan may also include support from our school nurse if appropriate
- A plan for follow-up in order to monitor the students progress

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.]

During our Distance Learning, we will continue to provide school meals for students through the use of Banta Elementary School District (BESD) food service program. Meal service for our students during this time, will continue to be provided at STEAM Academy, which is a local location, making it easy for our families to access the service. The system is a grab and go system with families driving up to to pick-up meals for both breakfast and lunch on one of the two pick up days during the week . There is enough food provided in the bag to feed the student(s) for 5 days. Free and Reduced lunch pricing is available to families who have completed the application and qualify for this program. The application is accessible on-line, and families can get assistance with completion of the application through contacting the school office if needed. Currently, the 'free meals' option has been extended by the State and Federal government, so all families are able to access meals free of charge, at least until the end the calendar year (December 2020). Families access the breakfast and lunch menus on-line and order their meals through a portal on the school website once a week. Pre-ordering of meals enables the BESD staff to better prepare for the quantity of food that will be needed each week to meet the need of the community in this area. Translation services are provided if needed to complete the Free and Reduced meal application, or to place weekly food orders.

Current BESD kitchen workers, as well as additional staff, have been recruited to help with the high demand of food program during this time. Methods of addressing social distancing practices, require that all employees are temperature screened prior to entering the kitchen, that they must put on gloves as well as put on face masks prior to working with food, or passing it out to students/families. Meal bags are assembled in the cafeteria, twice a week, where kitchen workers are working at tables that are over six feet apart. Workers are asked not to stand closer than social distancing recommendations allow and are asked not to congregate before or after their shift.

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

Section	Description	Total Funds	Contributing
N/A	Program Coordinator: an additional Administrator position was added to assist the team with preparing for the 2020-21 instructional plan	\$110,000.00	Yes
Mental Health and Social and Emotional Well-Being	Materials and Supplies for corresponding with students to maintain connections between school/teacher and student, and to check on student's mental well-being.	\$5,000.00	No

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
5.8%	\$457,351

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.]

The needs of foster youth, English Learners and low income or homeless students are considered first by ensuring that high quality, student need-based instruction is being provided daily within our classrooms. Actions/Services described below, are principally directed and most effective in meeting the individual and specific needs of our EL and Low Income students. In our experience, classroom teachers are best

able to meet the needs of the students they have within their classrooms and we are equipping them to do so by providing specialized professional development; keeping class sizes small, providing supplemental curriculum, instructional aides (where warranted) and providing small group break-out instruction to their own students in order to make it intentionally directed towards each students' needs. Additional support with extra small group/individual learning opportunities and an Intervention Teacher all increase the quality of programs school-wide and improve learning services provided to unduplicated students because of additional personnel and related services.

In addition to providing a strong educational base program, other actions/services specifically included in this plan targeted towards Unduplicated Students can be grouped in 3 main categories: Training/Professional Development, Staff, and Programs/Materials.

Training/PD: SIS training on Infinite Campus, Math Training, Assessment Program Training, Socio-Emotional Training

Staff: Instructional Aides, Program Coordinator, English Learner Coordinator, Nurse Services

Programs/Materials/Technology: Intervention materials/programs, SST program, Student Devices, Teacher Devices, Mobile Internet Hot-Spots, at home manipulatives, Brain-Pop EL and Imagine Learning EL programs

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

The Actions/Services described above, are principally directed and most effective in meeting the individual and specific needs of our EL and Low Income students. In our experience, classroom teachers are best able to meet the needs of the students they have within their classrooms and we are equipping them to do so through a variety of programs, trainings and instructional strategies. The Actions described above, in addition to many other on-going instructional services and practices at River Islands Technology Academy show that services for unduplicated students have been increased or improved as required.

<p align="center">River Islands Academies Reopening Scenarios On Campus Learning</p>		
	<p align="center">Scenario #1 - Return to Site-Based Program <i>w/thoughtful safeguards to minimize risk</i></p>	<p align="center">Scenario #2 - Modified Site-Based Schedule with Independent Practice</p>
<p align="center">Schedule</p>	<p align="center"><u>Monday, Tuesday, Thursday, Friday</u> 8:20 - 2:00 - All Students On Site (RiTechA) 8:00 - 1:40 - All Students on Site (STEAM)</p> <p align="center"><u>Wednesdays</u> 8:20 - 12:00 - All Students on Site (RiTechA and STEAM) 1:00 - 4:00 - Professional Development</p> <p align="center"><i>**tutoring Mondays afterschool</i></p>	<p align="center"><u>Monday, Tuesday, Thursday, Friday</u> 8:00 - 11:00 Group A on Site 12:15 - 3:15 Group B on Site</p> <p align="center"><u>Wednesdays</u> 9:00 - 12:00 Live Distance Learning (all students) 1:00 - 4:00 Professional Development</p>
<p align="center">Classroom Setting</p>	<p>Students remain in the same classroom for the duration of the day (middle school teachers will rotate instead of students)</p> <p>Maximize space between desks, as much as classroom allows for (full class sizes will not allow for 6 feet distance between desks)</p> <p>Minimize movement of students and staff as much as possible</p> <p>Students will eat meals in the classroom, in cafe by cohort/classroom, and/or outdoor areas (grab and go)</p> <p>Recesses in separate areas designated by classroom/cohort</p> <p>Minimize congregate movement in walkways and restrooms</p> <p align="center">No assemblies</p> <p>No nonessential visitors or classroom volunteers on campus</p>	<p align="center">Same as Scenario #1 with the addition that students will be seated 6 feet apart</p>

<p>Procedures to be Implemented</p>	<p>Parents asked to check child's temp prior to sending to school - anyone with temp must stay home. Student must be fever free for 48 hours before returning to school (pending current guidelines)</p> <p>Staff must wear face coverings during school hours (school will need to provide)</p> <p>Student face coverings recommended unless mandated by the state</p> <p>Staff Temperature self checked at start of the school day (self check log)</p> <p>Students temp checked at start of the session by staff</p> <p>Students apply hand sanitizer as entering and exiting the classroom</p> <p>Maximize space between desks as much as possible</p> <p>Student supplies stored in individual labeled containers/bags in desks</p> <p>Procedures and signage for entering and exiting campus to allow for social distancing</p> <p>X markings on ground in front of classrooms and restrooms</p> <p>Staff to monitor walkways and restrooms</p> <p>Staff to clean restrooms throughout the day (custodial)</p> <p>Volunteers not permitted in classrooms</p> <p>Families not permitted to walk students to class</p> <p>Handwashing and sneeze/cough signs visible around campus (trainings and lesson demos)</p> <p>Staff Meetings/PD to allow for social distancing</p> <p>Clear guards in office and floor markings for student entry into office</p> <p>No Field Trips</p>	<p>Parents asked to check child's temp prior to sending to school - anyone with temp must stay home. Student must be fever free for 48 hours before returning to school (pending current guidelines)</p> <p>Staff must wear face coverings during school hours (school will need to provide)</p> <p>Student face coverings recommended unless mandated by the state</p> <p>Staff Temperature self checked at start of the school day (self check log)</p> <p>Students temp checked at start of the session by staff</p> <p>Students apply hand sanitizer as entering and exiting the classroom</p> <p>Desks spread out 6 feet apart and facing forward</p> <p>Student supplies stored in individual labeled containers/bags in desks</p> <p>Procedures and signage for entering and exiting campus to allow for social distancing</p> <p>X markings on ground in front of classrooms and restrooms</p> <p>Staff to monitor walkways and restrooms</p> <p>Staff to clean restrooms throughout the day (custodial)</p> <p>Volunteers not permitted in classrooms</p> <p>Families not permitted to walk students to class</p> <p>Handwashing and sneeze/cough signs visible around campus (trainings and lesson demos)</p> <p>Staff Meetings/PD to allow for social distancing</p> <p>Clear guards in office and floor markings for student entry into office</p> <p>No Field Trips</p>
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<p>Additional Options to be Offered</p>	<p>Home Study- Independent Practice with Teacher Check-Ins (No Live Instruction)</p> <p><u>Weekly</u></p> <p>Independent Practice provided weekly via take-home materials (hard copies, manipulatives, tools) and/or digital platform - Haiku, Google Classroom, or Google Site</p> <p><u>Tuesday, Thursday, Friday</u> 2:30 - 3:30 - Teacher Office Hours for Student Check-In</p> <p><u>Families who prefer a Home School Model may inquire about Banta Home School Charter or other Home Schools in the County - http://www.homefires.com/charter/san_joaquin.asp</u></p> <p><u>Procedures to Support Home Study</u></p> <p>-Grade level teams work collaboratively to create weekly home study materials</p> <p>- PD to support collaboration and training</p> <p>-Teachers who do not have assigned Home Study Students, prep materials for the teachers who are providing Office Hours</p>	<p>Online learning option for families who are not comfortable being on campus</p> <ul style="list-style-type: none"> • Independent Online Curriculum • Weekly check in with teacher • Commitment for a trimester at a time <p>*will need to assign staff to manage online program</p> <p><u>Families who prefer a Home School Model may inquire about Banta Home School Charter or other Home Schools in the County - http://www.homefires.com/charter/san_joaquin.asp</u></p>
<p>Materials Needed</p>	<p>Masks/Face shields for staff Handsanitizer Sanitizing Stations No-Touch Thermometers Clear Guards in Office Signage for Foot Traffic Replacement Vent Filters Cleaning supplies Sanitation equipment Face Masks for Students</p>	<p>Masks/Face shields for staff Handsanitizer Sanitizing Stations No-Touch Thermometers Clear Guards in Office Signage for Foot Traffic Replacement Vent Filters Cleaning supplies Sanitation equipment Face Masks for Students</p>

Sanitizing Procedures	Increased custodial procedures Custodial to clean restrooms throughout the day	Teachers to sanitize classroom between sessions daily Custodial to clean restrooms throughout the day Increased custodial procedures
Response to illness	Details to be determined by most current guidelines at the start of the school year.	Details to be determined by most current guidelines at the start of the school year.
Staff Training	Social Emotional Learning Remediation Strategies Assessment/Data Analysis Response to data Cleaning, sanitizing procedures - Proper use of face coverings - Passive Screening and Active Screening Procedures	Cleaning, sanitizing procedures Proper use of face coverings Passive Screening and Active Screening Procedures Social Emotional Learning Assessment/Data Analysis Response to data
Other Considerations	Turn off drinking fountains Hand sanitation stations at different parts of campus	Turn off drinking fountains
SPED Considerations	<p style="text-align: center;">Push-in or Pull-out</p> <p style="text-align: center;">If Push-in:</p> <ul style="list-style-type: none"> • T uses hand sanitizer when entering class • T has mask or shield on <p style="text-align: center;">If Pull-out:</p> <ul style="list-style-type: none"> • Students sanitize hands before coming into class • T sanitizes classroom before and after each use <ul style="list-style-type: none"> • Social distancing within classroom 	

River Islands Academies
Distance Learning Schedule
Subject to Change

Transitional Kindergarten (TK)	*Kinder/First (August 13th-21st ONLY)	*Kindergarten- Change of Schedule August 24th
MTThF	MTThF	MTThF
8:30- 9:20 Group A **GpB Ind Practice	8:30-9:20 Group A	8:30- 9:20 Group One **Gp2 Ind Practice
9:30- 10:20 Group B **GpA Ind Practice	9:30-10:20 Group B	9:30- 10:20 Group Two **Gp1 Ind Practice
10:30- 11:15 Group A **GpB Ind Practice	10:30-11:20 Group C	10:30- 11:15 Group A **GpC Ind Practice
11:30- 12:15 Group B **GpA Ind Practice	11:30 – 12:30 Lunch	11:30- 12:15 Group B **GpA Ind Practice
12:15- 1:00 Lunch	12:30–1:30 Individual Assessments	12:15- 1:00 Lunch
2:00- 2:30 Office Hours	2:00- 2:30 Office Hours	1:00- 1:45 Group C **GpB Ind Practice
Total - 200min		2:00- 2:30 Office Hours 35min Ind Practice Total - 230min
Wednesday**	Wednesday**	Wednesday**
8:30 – 9:30 All	8:30 – 9:30 All	8:30- 9:30 All
10:00-12:30 Assessments/Small Group Intervention	10:00-12:30 Assessments/Small Group Intervention	10:00- 12:30 Assessments/Small Group Instruction
*1st Grade- Change of Schedule Aug. 24th	*2nd & 3rd Grades	4th & 5th Grades
MTThF	MTThF	MTThF
8:30- 9:30 All build up to one hour, Schedule TBD	9:00- 10:00 All	9:00- 10:15 All
9:45- 10:30 Group A **B Ind Practice	10:20- 11:20 All	10:15- 10:30 Break
10:45- 11:30 Group B **A Ind Practice	11:20- 12:15 Lunch	10:30- 11:45 All
11:30- 12:15 Lunch	12:15- 1:00 Group A **B Ind Practice	11:45- 12:20 Lunch
12:15- 1:15 All build up to one hour, Schedule TBD	1:15- 2:00 Group B **A Ind Practice	12:30- 1:30 All
1:30- 2:00 Small Groups/ Tutoring	2:00- 2:30 Office Hours	2:00- 2:30 Office Hours
2:00- 2:30 Office Hours 20min Ind Practice Total - 230min	20min Ind Practice Total - 230min	30min Ind Practice Total - 240min
Wednesday**	Wednesday**	Wednesday**
8:30 – 9:30 All	9:00- 10:00 All	9:00- 10:00 All
10:00-12:30 Assessments/Small Group Intervention	10:20- 11:20 All	10:20- 11:20 All
	11:30- 12:30 Small Group/Intervention	11:30- 12:30 Small Group/Intervention
6th- 8th Grades		
MTThF		
9:00- 10:15 Session 1		
10:15- 10:30 Break		
10:30- 11:45 Session 2		
11:45- 12:30 Lunch		
12:30- 1:45 Session 3		
2:00- 2:30 Office Hours 15min Ind Practice Total - 240min		
Wednesday**		
9:00- 10:00 All		
10:20- 11:20 All		
11:30- 12:30 Small Group/Intervention		

*In grades K-3 Groups will be assigned by teachers and may be adjusted

**Professional Development- All Staff- Every Wednesday 1:15- 4:00pm



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
NextGeneration STEAM Academy	Rechelle Pearlman Principal	rpearlman@riacademies.net 209--229--4736

General Information

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

On March 13, 2020, STEAM Academy, at River Islands, decided to shelter the school, following the recommendation of the Superintendent of Banta Elementary School District upon guidance from the San Joaquin County Superintendent of Schools and the San Joaquin County Public Health Department. As a result, for at least a period of time, students and staff would not be on-site, and we would need to develop a way to continue to provide instruction to our students and a social connection to their regular daily schedule. This schedule was done through a combination of online sessions and paper-pencil materials. Students did have access to their devices to continue to use throughout distance learning. Each grade level developed a plan that would work best to continue providing instruction during the shelter in place order. Because it was not a school-wide process or system of instruction delivery, some grade levels were more successful than others in their delivery and connection to students. Families expressed that they would like more live instruction and a more stable schedule to help them plan their days and provide a more steady form of instruction for all students. COVID-19 has impacted the community as they struggle with not knowing whether or not their children will attend school in person or if they will start the year with Distance Learning. Our community is split on their preference, and we have worked hard to design and create plans that will provide the very best educational environment, as safely as we can to meet all students' needs.

Immediately before the shelter in place order in March, we had Charter modification. We decided to join with another Charter School, River Islands Academy II, to function under the umbrella of a Charter Education Organization, River Islands Academies. By making this change, the two schools' programs, resources, and processes will become more similar to standard practices being adopted and followed by both schools. This decision has led to significant changes during an uncertain time. It has pushed staff to work and extend in many ways to change practices and change instructional delivery during continued distance learning to best support students and their learning.

We continue to monitor and review State, County, and Local guidelines as we work in processes and procedures for the 2020-21 school year. Due to a recommendation from the county Public Health Department, on July 13, 2020, our Governing Board decided to begin the 20-21 school year virtually, through Distance Learning. This recommendation was met with relief by some of the community and added issues to others working and would now need full-time daycare. Since the July 13 press release, we have refined and enhanced our Distance Learning program to begin the new year and all of the aspects involved with the changeover of school years.

Stakeholder Engagement

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

The STEAM Academy has used a variety of ways to solicit and gather stakeholder feedback as we entered into the 2020-21 school year. Several surveys were sent out to our community asking parents for their input on:

- Distance learning that took place at the end of the 2019-20 school year
- How they would like school to begin for 20-21 (on-line or in-person)
- Things that they would like to see changed should distance learning occur
- Items they would like to be considered should we return to campus
- Barriers to learning for their child(ren) in either format

These surveys were sent out to families by school-wide email systems, through notification of these emails on our school app and website, and school-wide phone calls.

Board meetings that took place during the summer leading up to the start of the school year were posted on the Ritech A home page, as STEAM did not have access to their new app or website. There were links for the public to join the discussions through Zoom to provide input to our Governing Board as they decided how the school would begin for 2020-21.

Teacher and staff input was solicited similarly as our families with surveys sent out for them to provide their insight to the instructional program, and as well as a way to let the Administration know of their concerns and needs for the coming school year. School-wide, grade-

span, and grade-level Google meets were scheduled weekly for staff to join together with school Administrators to discuss various topics and issues of re-opening. Teachers were able to be a part of the decision-making process and address problems specific to the groups of students that they work with. Meetings like this continue to occur and will throughout the school year to address needs and changes as they arise.

The use of school websites, Apps, Facebook, email systems, grade level newsletters, and social media will be on-going methods used to inform all stakeholders and gather feedback about instruction and resources as needed throughout the year.

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

Community feedback is essential to both the school staff and our Governing Board members. All of our public meetings during Distance Learning, both the Governing Board and LCP committee, are done through zoom meeting links that are posted both on the agendas and our website. These meetings are accessible to anyone who wishes to join can do so. Our meetings are pushed out through our school-wide emails, posted agendas, our school app, and other social media avenues. During these public meetings, participants are allowed to speak to offer input, ask questions, or submit questions through the chat feature of the on-line meeting system.

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

A trend that emerged from our stakeholder feedback is that they preferred live teaching sessions compared to recorded sessions. Feedback indicated that they wanted additional sessions besides those focusing on ELA and math. Stakeholders were appreciative of the work teachers were putting into their lessons, and the effort going into keeping students engaged. Our Distance Learning plan in the spring was more grade-level driven, and feedback indicated that they wanted more uniform delivery and daily live extended instruction. This feedback is addressed in our Distance Learning plan for the 20-21 school year.

Some parents spoke of their different concerns should we return to campus, and asked for details of how we would be able to social distance and keep everyone safe, should we all return to school. They were also interested in what would happen if a COVID outbreak did occur during On-Campus learning once reopened.

Other parents expressed their concerns about their children not returning to campus. Stating that their children need the 'normalcy' of school back in their lives, that they need access to services on campus, and honestly believe that their children learn better in person within the classroom with their teacher and peers.

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

We have worked hard to acknowledge both sides of the education delivery issue, knowing that both sides have valid concerns and worries. We know that we cannot make everyone happy. We are working hard to ensure that we can provide the best possible educational environment for all students, given the current situation in our county. As a school organization, we will continue to monitor and follow the guidance that we get from the District, County Office of Education, Public Health Department, and the State of CA as we develop plans and processes.

We have listened to our community and are offering extended sessions throughout the day, offering students direct instruction in subject areas other than ELA and mathematics. As mentioned above, our Distance Learning delivery will be uniform across the school, with all teachers following the same schedule, meeting the state's required instructional minutes. We have scheduled small group sessions daily for all students to have more contact with their teacher with the thought that this small group instruction will provide targeted teaching to the group's level and needs. We will continue to use support staff to assist teachers during whole group instruction and monitor break-out groups. We have a comprehensive list of supplemental programs that are being pushed out to students as it is necessary to extend, reteach, and remediate learning for students throughout the school.

Currently, through the feedback we have received, connectivity is not an issue for our community. Still, we will closely monitor that issue to support students/families should it become one and provide the needed pieces to ensure that our students stay connected.

Mental health is another area of concern that has been shared with us from our community and the need for students to feel connected to someone. Our counseling services continue to be available to our students. We will remain diligent in watching students and referring those who we think need a therapist or counselor. We will continue to work with families keeping them apprised of student progress and engagement levels. We know that relationships are essential and will foster a strong trust between the school and the home to address our students' needs as they become apparent.

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.]

The STEAM Academy will follow the lead from the California Department of Education, Centers for Disease Control (CDC), the Governor's office, and state and local health agencies to plan for in-person scenarios as health conditions in San Joaquin County permit us to return to in-person instruction in the school year ahead. The STEAM Academy will begin the 2020-2021 school year 100% online to transition to in-

person instruction in a blended fashion as soon it is safe for staff and students to return. STEAM Academy began this process several months ago and will continue to refine its plans using the work of task groups and input from all stakeholders.

The STEAM Academy understands that even when in-person instruction resumes, many parents may decide to keep their children home out of an abundance of caution. STEAM Academy teachers and administrators recognize that students will need additional support to recover from any learning loss and unfinished learning that may have occurred.

Supplemental support programs such as Moby Max provided by Title I and Title III now operate on a distance learning support model to provide students with additional language guidance outside of class time. Office hours are also offered for students to gain access to further assistance beyond the regular work hours. The bilingual English language development aide provides an additional layer of support for ELs by assisting teachers with contacting parents and supporting instruction.

STEAM Academy's focus and commitment to re-opening schools safely and resuming in-person instruction are evidenced by the following:

Academic Success – The foundation of STEAM's school programs is a dedication to academic success for all students. A highly-engaging and rigorous curriculum that includes in-person instruction and distance learning with staff to support learning at all levels is provided at STEAM. The use of online Math excellerator, and ESGI math and language arts assessments and IEPs will allow teachers to remotely evaluate students' academic levels and create strategies to address learning loss for some students and accelerate learning for others, depending on need.

Mental Health and Health Support – Providing mental health and health support to students during the pandemic is essential for establishing a successful academic program. STEAM Academy will continue to provide resources, strategies, and interventions to support engagement in learning and provide mental health consultation. Onsite clinicians will assist with monitoring and supporting the mental health needs of students as they transition between distance and in-person learning. An extra day of onsite nursing was also added to help families navigate these difficult times.

Communication – STEAM Academy has frequent, two-way communication with students, families, agencies, and stakeholders to provide the most effective learning experience possible. This communication also allows teachers and administrators to adapt to the changing needs of our students.

Re-Engaging in School Routines through Live Instruction – The STEAM Academy programs offer a stable platform for students so that they can focus on school routines. The structure provided by these routines can help to anchor our students and mitigate the uncertainty of the pandemic. Daily live contact with educators allows students to re-engage the skills they had before the pandemic and encourage the development of new ones.

Families and Communities – The STEAM Academy continues its commitment to families through the ongoing efforts of family engagement and outreach. During uncertain times, connecting families to the school and community resources is a critical component of a successful school program, and the work of the school nurse is helping to establish an effective distance learning partnership between families and the school.

- Educator Professional Learning – Teachers are provided ongoing training opportunities to strengthen the school program and enhance their instructional techniques by participating in the following workshops and training:
- Promethean Board Training
- Google platforms including slides/ sheets/forms
- Distance learning software/ Nearpod/Breakout rooms/Flocabulary/Epic/ Beyond SST
- Online Assessment pieces/ ESGI/STAR Reading/ Renaissance
- Infinite Campus training
- Student Engagement and Attendance Strategies
- Houghton Mifflin- GO Math training

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

Description	Total Funds	Contributing
Increase Nursing Services	\$37,000	Yes
Safety and Cleaning Supplies	\$10,771	No
Instructional Aide Hours	\$31,454	Yes
At home manipulate kits	\$7,000	Yes
Supplemental Intervention Programs	\$13,410	Yes
Computer Devices	\$305,000	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.]

As a one to one device school, students are used to accessing their curriculum through their Chromebook or iPad. This system is not a significant change for us. It will allow students to have on-going access to their instructional materials, whether they are participating in Distance Learning, On-site instruction, or both. In addition to the regular daily instruction where all students are present, teachers have established small group sessions for students where they can provide additional target support for students in their areas of need. Teachers can use programs to push out additional content, as needed, to front-load lessons and allow students to record responses to tasks for the teacher to review. Students submit assignments online as a regular practice at our school, so again this is a seamless transition to work being submitted through distance and will continue to work if we are required to transition back in forth between home and school during this time. Instructional Aides are used during the live sessions to assist students who need additional direction. They also transition to break out 'rooms' for small groups, one-on-one sessions, chat spaces to focus on specific concepts, or to minimize distractions as needed. Teachers assign and will monitor the grades of their students throughout the instructional year, whether it be Distance Learning or On-site Learning. Teachers will work with students and parents when students fall behind their typical performance to determine what factors are contributing to the decline and putting a plan in place to support and modify instruction to lead to student success. Our instructional staff meets weekly as a whole and then again in grade level/span meetings to discuss the needs of students, technology, and instructional materials to ensure high-level instruction is being provided for their classes. These meetings enable us to discuss the challenges that the teachers may be facing. Be it from technology or student focus, and also brainstorm ways to address these issues or discuss programs/apps they have found to assist them in their instructional delivery. This type of on-going collaboration and training is a crucial aspect of our Instructional program and will continue during either Distance or On-site learning.

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.]

As a one-one device school, we know that all students have the device needed to participate in Distance Learning. Surveys of families were done at the end of the 19-20 school year and again at the start of the 20-21 school year. Data was gathered on the connectivity of the homes of our students. This data was used to determine whether connectivity is an issue for our community. The survey also helps determine what support families may need with technology. Through the gathered responses, we determined this is not a current issue for our population. We will continue to monitor connectivity throughout Distance Learning to ensure that students can connect to our systems to gain access to daily instruction. Our school parking lot serves as a hot spot for anyone who may need this service. We have communicated this option to our parents through email, on our website, and through a weekly teacher communication sent home. Individual hot-spots would be provided to students where the need is determined to exist, and where having a hot-spot would enable them to participate in their education more effectively.

Daily tech support is available for families who may be experiencing issues with school-issued devices at the school site. There is a process for families to come to school and have our Tech Support staff work on the device to get it up and running optimally. Should it be determined

that the device is not functioning correctly, students can be issued a loaner or given a new device depending on the circumstance. Families are made aware of this tech support service through email notifications, our website, and teacher communications with families.

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.]

All students will receive daily instruction through a combination of live online contact synchronous and asynchronous instruction, meeting the daily instructional minutes required by the state. Students will be assigned work during live sessions, which will be turned in and reviewed by the teacher for assessment of student understanding and work quality. During asynchronous times students will work on assignments designed/developed by their teacher to support their learning either through independent practice or online programs used to reinforce classroom instruction further.

Attendance is taken daily through our Student Information System. Daily presence, participation, and engagement is recorded for each student by classroom teachers. This document is filed as a back-up for student participation and as a record of student work. Additional documentation is done, including the recording of intervention strategies and parental contacts, for students who exhibit performance that is not up to grade-level expectations and warrants additional steps to ensure student success. Communication with Administration and Parents will occur whenever a lack of attendance, participation, or work quality/quantity differs from the student's standard patterns, or if the student becomes at risk for not meeting grade-level expectations.

STEAM Academy has an extensive online platform with many programs, apps, and supplemental curriculum options that can be pushed out and assigned to students during asynchronous learning periods. Instructional Aides are used in grades K-2, and Special ED to provide support to students, as needed, during all times of learning reflected in the schedules in PDF attachment #1:

- #1 RI Academies Distance Learning Schedule

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.]

All STEAM Academy teachers participated in eight Professional Development Days before school to train specifically on our Distance Learning Platform, our new Student Information System, and Distance Learning programs. Enhancements were made to the instructional delivery program from the end of the 19-20 school year, and teachers worked full days to become familiar with the changes and get ready for the start of the school year with new students.

River Islands Academies will continue to have weekly Professional Development for 3 hours to learn how to adapt the many programs, services, and processes we have to an online platform. Much of this time is spent with outside trainers and a significant time provided for meaningful collaboration between grade level and grade span partners.

Our Professional Development plan will continue to be developed with Teacher input to ensure that we provide the support needed by our staff to meet their needs, which in turn allows them to provide excellent instruction to all students.

There is on-site daily Tech support for all teachers should the need arise. Teachers can text, email, or call if they are having issues during live instruction to see if the issue can be resolved on the spot, or if they need an Administrator to cover their class while the problem is solved. Teachers can bring their devices to the office for repair, updating, or reinstalling of programming whenever there is a need. Teachers are equipped with updated, functioning devices, and if they need to be replaced to provide quality distance learning instruction, they are.

Staff Roles and Responsibilities

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

Every staff member has had their roll affected in some way by COVID-19 and Distance Learning. Teachers have had to change teaching locations, have become tech support for students. Specifically, thirteen positions are significantly different in how they are functioning due to not having students on campus. These thirteen positions are mainly instructional aide positions and include ELD, the crossing guard, the librarian, and the SPED department.

The School Nurse continues to work with health-related issues, but with no students on-site to meet with, she has become more involved with updating and writing policies that are needed in health. She can also identify health services that may be required in our community and research ways to provide those services during COVID-19. An example of this is getting and providing vaccinations required for some students for them to be enrolled and in school (most notably when we can return).

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.]

STEAM Academy staff will use a variety of supports to meet the needs of all students.

Specifically, with English Learners, additional programs such as Brain Pop, Imagine Learning, and core curriculum supplemental materials will be used in their instruction. EL students will be assigned modules/units for designated ELD weekly, and students will meet in small groups with their teachers to review content. These small group sessions will allow teachers the opportunity to monitor and measure English Language acquisition of their students and plan the next steps to ensure progress continues. Small group sessions with EL students also will allow the teacher the chance front-load instruction, preparing students for future whole group learning, and a place to review and reteach concepts as needed.

Pupils with exceptional needs are supported by General Education Instruction and services from the Educational Specialists and para-educators. They push into their zoom/virtual classes when appropriate and provide pull-out individualized small group instruction during different times to make sure all IEP requirements are being met. Additionally, for all students, including the SPED students, additional sessions are available for further small group instruction outside of their regular day. SPED teachers attended a Distance Learning for the Special Education Population (offer by the Bureau of Educational Research) web-training and are implementing strategies learned from the webinar. Added or modified instructional delivery for SPED students during Distance Learning includes:

- Modified ELA program grouped by student level
- More frequent collaboration and support to parents
- More frequent collaboration and support to general education teachers
- Whole class support of paraprofessional more frequently in middle school classrooms
- Individual specialized academic instruction for highest risk students (limited access to the curriculum in whole group or high behavior needs)
- Behavior support to general education teachers in a virtual setting
- Items to support accommodations in IEP delivered to student's home
- Tutoring support with general education teacher
- Printed materials for students that cannot access virtually

Speech services continue virtually, meeting the needs and minutes required in students' IEPs. In addition, the Speech Therapist has included:

- Items to support accommodations in IEP delivered to student's home
- Printed materials for students that cannot access virtually
- Links to parents for generalization of new skills in Speech

On-going socio-emotional check-ins are done weekly with students on the SPED caseload. A social interactions group is offered by our Speech Teacher when determined to be appropriate. Therapy and Counseling services are provided as needed and arranged on an individual basis through the school-based referral process.

Students in foster care are supported by classroom teachers and school staff who can assess needs, make referrals, follow up on needs, and provide emotional support as needed.

Currently, we have no known homeless students enrolled. Still, we will continue to seek and search for students in our community who fall into this category and provide support services as needed once identified.

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

Description	Total Funds	Contributing
Professional Development: SIS trainings, Math training, Socio-emotional training	\$5,000	Yes

Description	Total Funds	4.1.2 Contributing
Technology: Specific to connectivity, hot-spots, additional wifi connecting spots	\$995	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.]

STEAM Academy is using several methods to measure, track, and remediate pupil learning loss identified as a result of COVID-19 during the 2019-20 and 2020-21 school years.

Students in 1st - 8th grade will take the Northwestern Evaluation Association (NWEA) Measure of Academic Progress (MAP) test in Reading and Math within the first four weeks of school. The MAP test is a computerized adaptive test that helps teachers, parents, and administrators improve learning for all students and make informed decisions to promote student academic growth. The MAP test will be used as a tool to measure and monitor student learning at the beginning of the year, at the end of Trimester 1, and the future of Trimester 2.

Teachers will also administer the STAR Reading Test from Renaissance Learning four times during the school year to pinpoint students' strengths and identify areas for improvement in the area of reading. Data from this assessment is used to inform teacher instruction, monitor student progress, and determines whether students are meeting the expectations of state standards.

Kindergarten through 5th grade will administer weekly assessments using our McGraw Hill Wonders English Language Arts curriculum. These weekly assessments are given after teachers give instruction on new content throughout the week and are used to drive future instruction and lesson plans.

In 6th-8th Grade, ELA teachers are using our McGraw Hill StudySync Curriculum. One form of assessment they use from the curriculum is the Reading Comprehension quizzes. Another way of assessment they provide the students are written evaluations that are administered nearly every Friday. These assessments are in the form of Close Reads, where students analyze how a literary skill is used in the text; they have read that week. Additionally, they also have weekly vocabulary and grammar assessments.

In addition to MAP testing in the area of mathematics, students in Kindergarten through eighth grade are formally assessed in the middle and at the end of every unit/module of study. Student data from these assessments drive decision-making for lesson planning and assignments of small group sessions.

Less formal but more frequently, teachers will use the following tools to monitor on-going student performance and progress:

- small quizzes and exit tickets are given to monitor student progress regularly
- participation and engagement in Math/ELA are monitored informally through whiteboard practice and other checking for understanding strategies.
- Math lessons typically begin with review problems from past lessons - teachers can use this activity to reteach/review a concept before starting the learning of a new idea.
- Free digital games/websites are being used to review previously learned concepts and allow teachers to see which students are not mastering content in real-time but in an informal setting.

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 monitor student grades every week, identifying if students' academic grades are dropping, if students are not engaging or participating in the class sessions, if students are not attending the class sessions or missing assignments. In addition to identifying these items, teachers will also document action steps to move forward with the student in addressing their needs and communicate the plan with families. In addition to this on-going data collection by teachers, the student data collected from MAP, AR, and weekly curriculum assessments, will identify students who perform below grade-level standards in reading and math. This information will be used to determine what additional resources, services, or programs need to be assigned to assist them in making progress in their learning loss areas.

In addition to the regular instruction program, Teachers will be pulling small groups of students each week for grouping and inviting students who need extra help to attend intervention/office hours. Teachers will utilize our adopted reading curriculum, which includes books, activities, and lessons designed to target the specific needs of students working below grade-level standards. Teachers can also have students utilize our Reading Eggs program, which identifies student learning gaps and creates individualized pathways to relearn content. Teachers can also assign specific activities for students to complete based on their immediate needs. For our students in Middle School, StudySync provides different resources for students who are not currently performing at grade level. Each lesson comes equipped with three different support levels that teachers can assign to the students for additional help, as needed. StudySync also provides separate versions of the same stories for EL students in different languages for translation, should that be helpful to them in their reading instruction and comprehension.

Assessments will be used to determine where students are struggling. We scaffold the lessons within small groups each week, reteach specific pieces, and frontload, so students are more prepared when whole-class instruction occurs.

With the shift to distance learning, CPM also includes regularly used high yield routines for math, which support number sense and problem-solving skills of all students.

Teachers will utilize their small group session time for targeted instruction to close some of the student learning gaps. The targeted instruction will be planned purposefully using the student data collected from assessments. Grade level curriculum and supplemental on-line programs will be used to address students' needs in small group instruction. The teachers will have the flexibility to assign and move students within small group instruction based on need throughout the school year.

MAP Accelerator will also be introduced as another intervention program with students in mathematics. This on-line platform enables on-going assessment of student performance status and assigns lessons to remediate, reteach, or even accelerate learning through Kahn Academy based on the initial results. This program can create individual learning pathways that will directly address learning loss and accelerate learning progress.

Free math websites, such as Freckle and Khan Academy, will also be used and are designed to identify student strengths and areas of need. Both programs create an individualized learning path for students to access through engaging activities and lessons. Teachers will monitor student progress and engagement with the program, while also assigning specific content areas for review.

Exemplary work will be displayed during daily lessons and prompts for self-reflection and revision of classwork/homework. This practice will help students self-check their work and be a way for teacher expectations of student work to be clear.

Student whiteboards, supplies, and manipulative were purchased and distributed to students to utilize from home while on distance learning, as appropriate.

In addition to the regular daily instruction in ELA, math, Social Science, and Science, teachers have established small group breakout sessions to provide additional target support for students in need. These groups include our English Learners, Foster Youth, and Low-Income students. Teachers can use translation programs, push out additional content, as needed, to frontload lessons, and allow students to record responses to tasks in native languages that can then be translated back for the teacher to review. Instructional Aides are used during the live sessions to assist students who need additional direction, sometimes leaving the whole group one-on-one or small group chat spaces to focus on specific concepts or lesson distractions. Teachers have monitored students' grades throughout our Distance Learning plan and work with students and parents when students fall behind their typical performance to determine what factors are contributing to the decline and putting a plan in place to support and modify instruction to lead to student success. Teachers have established office hours that enable them to meet students for additional support, including English Learners, Foster Youth, and Low-Income students. This process allowed the teachers to deliver more student-specific instruction to directly impact students in areas that required additional support or content. EL students will have on-going ELD instruction provided by their teachers, with frontloading, reteaching when necessary, and small group instruction. Imagine Learning will be a program utilized weekly for EL students to work on during asynchronous instructional time and synchronous instruction in small groups where students meet with their teacher(s).

Our Special Education Staff will continue to provide services to students with Exceptional Needs both within their general education classroom setting, by pushing in and supporting instruction, and through assigned small groups where they will meet to have instruction

provided by one of the Education Specialists on staff. They continue to monitor for learning loss and will work to specifically address those the needs of their students, accelerating the learning process when applicable, using various practices and settings, such as:

- Reading assessments of at-risk students to identify candidates for Modified ELA program
- Assessments also identify candidates for afternoon Reading Intervention sessions
- Modified math program for struggling students
- Small group math support for struggling students
- Virtual Lunch Bunch for social-emotional needs of primary students
- Small group assessment support
- Individualized, goal-driven virtual instruction
- Social, emotional weekly check-ins
- Continue direct Speech-Language services virtually
- Continue direct Occupational Therapy services virtually
- Continue direct Counseling services virtually
- Whole team IEP collaborative meetings to discuss student progress

We are aware of no students who are enrolled who are experiencing homelessness. Still, we will continue to monitor for this population through our on-going communication with students and families to provide support and services should the need arise.

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.]

Ongoing evaluation of student progress will be done throughout the year to determine where exactly students are and whether they are benefiting from additional services/programs assigned to them and adjusted as needed.

Teachers will regularly:

- Reassess to monitor growth and progress, and identify new needs
- Teachers use Informal student observations and participation in targeted small group instruction
- Teachers will document students whose grades are dropping or are missing assignments every week. Teachers will create an action plan to help this student and communicate the plan with families.
- Staff will meet weekly to discuss and collaborate to discuss whether student needs are being met, challenges they may be having with Distance Learning Instruction, and additional services we need to implement.
- Grade Level meetings will be held weekly to discuss progress and needs as a grade level to better support students and determine whether to continue, adapt, or find new resources.

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

Description	Total Funds	Contributing
Student manipulatives: were purchased and distributed to assist with Distance Learning to follow along with group instruction from home	\$7,000	Yes
Imagine Learning program that will be used with EL students weekly to provide targeted English Language Development instruction	\$8,250	Yes
Instructional Aides: used to help teachers monitor student participation and progress during instruction, and to provide additional learning spaces through either individual or small group break-out sessions.	\$8,000	Yes
Beyond SST: an on-line system that allows tracking of intervention strategies being used for students who have been identified at-risk of learning loss. It enables the communication of the parties involved on the learning team (teacher, administrators, specialists, parents and students if warranted) to be documented to create a record of intervention	\$2,500	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 STEAM Academy will continue to provide a learning environment that helps students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, and establish and maintain positive relationships. We will provide teachers with professional development in the SEL curriculum, restorative practices, trauma-informed/acute care, mental health first aid, etc. to aid students' social and emotional well-being.

STEAM Academy will prioritize Social Emotional Learning (SEL) at all levels

- Building a safe and inclusive classroom community
- Providing SEL resources and curriculum K-8 for teachers
- Teaching weekly character lessons via Character counts

Referral and intervention services for students

- School site referral process
- Student and parent will have access to school counselors for individual assistance
- Groups facilitated by school counselor/school psychologist
- Groups facilitated by outside mental health providers when needed

Identifying students in need of additional support

- Teacher/ Parent Referral and universal screening tool

Professional development for staff is provided by in house and community health providers.

- Trauma-Informed/Sensitive Care by the school nurse
- Restorative Practices
- Mental Health First Aid Training by David Love

STEAM's learning community is prepared to ensure that students continue to receive educational experiences. Devices were provided to all students, and communication with students and families increased via our school SIS system, letters mailed home, emails, Class Dojo, the Remind App, and a multitude of tools to keep students and families connected with the school. However, some students demonstrate a lack of engagement despite these engagement efforts and are absent from Distance Learning opportunities.

To enhance student engagement, STEAM Administrators and participated in a legal workshop series covering relevant topics such as Attendance Changes/requirements (SB98), Student Engagement, and Attendance Strategies for Distance Learning as training on our new Student Information System. STEAM Academy will provide outreach to students and their parents or guardians, including in languages other than English. When pupils are not meeting required education requirements or if the STEAM Academy determines the student is not engaging in instruction and is at risk learning loss.

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.]

Families and students were presented with a plan for return to school via distance learning that was emailed to them on July 31, 2020. The plan contained a detailed distance learning schedule depending on the child's grade level, along with attendance and school expectations. As such, RiAcademies has developed the following plan for pupil engagement and outreach for those students who are continually absent, display continued disengagement, and are regressing academically.

Students who are continually absent during distance learning can expect:

- The front office or classroom teacher to call home and ask for a reason for the absence
- The classroom teacher will provide access to missed assignments and tests/quizzes
- The classroom teacher will provide additional time, as needed, for missed assignments to be completed

If the pupil continues to be absent from school, the administration will make a reasonable faith effort to reach the family via email and telephone, including the use of an interpreter when necessary, and schedule a meeting between the teacher, administration, parents/guardians, and student.

- At this meeting, the administration will work with the team to determine the cause of student absences to see if there are resources that the school can provide to assist the family and improve school attendance and performance. The administration will cover how unexcused absences can impact the student, and the truancy process of the school should that need arise.
- If the family cannot be reached through the mentioned efforts, the administration can do a home visit. If environmental factors limit the administration's ability to do a home visit, the administration will ask its SRO to perform a welfare check.
- The school will make every effort to work with the family to get the student to come to virtual class, participate, and complete assignments

Students who are regressing academically during distance learning can expect:

- The classroom teacher to provide academic interventions during distance learning times including differentiating the curriculum, small group instruction, and intervention during office hours
- If the child continues to struggle the parents and administration will be informed to set up an SST meeting
- At the SST Meeting
- A plan of support will be developed by the teacher, administration, and parents of the child
- The plan may include additional supports such as assignment to one of the school intervention programs as needed
- The plan may also include services such as counseling from our school counselor
- The plan may also have support from our school nurse if appropriate

- A plan for the follow-up to monitor the students progress

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.]

During our Distance Learning, we will continue to provide school meals for students through the use of the Banta Elementary School District (BESD) food service program. Meal service for our students during this time will continue to be provided at STEAM Academy, which is a local location, making it easy for our families to access the service. The system is a grab and goes method with families driving up twice a week to pick-up meals for both breakfast and lunch. There is enough food provided in the bag to feed the student(s) until the next food pick-up day in the week. Free and Reduced lunch pricing is available to families who have completed the application and qualify for this program. The application is accessible online, and families can get assistance with the completion of the application by contacting the school office if needed. Families access the breakfast and lunch menus online and order their meals through a portal on the school website once a week. Pre-ordering of meals enables the BESD staff to better prepare for the quantity of food that will be needed each week to meet the need of the community in this area. Translation services are provided if necessary to complete the Free and Reduced meal application or to place weekly food orders.

Current BESD kitchen workers, as well as additional staff, have been recruited to help with the high demand for food programs during this time. Methods of addressing social distancing practices require that all employees are temperature screened before entering the kitchen, that they must put on gloves as well as put on face masks before working with food or passing it out to students/families. Meal bags are assembled in the cafeteria twice a week, where kitchen workers are working at tables that are over six feet apart. Workers are asked not to stand closer than social distancing recommendations allow and are asked not to congregate before or after their shift.

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

Section	Description	Total Funds	4.1.2 Contributing
Mental Health and Social and Emotional Well-Being	Materials and Supplies for corresponding with students to maintain connections between school/teacher and student, and to check on student's mental well-being.	\$5,000.00	No

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
12%	\$539,050

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.]

The needs of foster youth, English Learners, and low income or homeless students are considered first by ensuring that high quality, student need-based instruction is being provided daily within our classrooms. Actions/Services described below are principally directed and most effective in meeting the individual and specific needs of our EL and Low-Income students. In our experience, classroom teachers are best able to meet the needs of their students when the school provides specialized professional development, keeps class sizes small, provides supplemental curriculum, and provides small group break-out instruction. These actions can also be intentionally directed towards each students' needs. Additional support with extra small group/individual learning opportunities and an Intervention Teacher all increase the quality of programs school-wide and improve learning services provided to unduplicated students because of additional personnel and related services.

In addition to providing a strong educational base program, other actions/services specifically included in this plan targeted towards Unduplicated Students can be grouped in three main categories: Training/Professional Development, Staff, and Programs/Materials.

Training/PD: SIS training on Infinite Campus, Math Training, Assessment Program Training, Socio-Emotional Training

Staff: Instructional Aides, Program Coordinator, English Learner Coordinator, Nurse Services

Programs/Materials/Technology: Intervention materials/programs, SST program, Student Devices, Teacher Devices, Mobile Internet Hot-Spots, at home manipulatives, Brain-Pop EL and Imagine Learning EL programs

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

The Actions/Services described above are principally directed and most effective in meeting our EL and Low-Income students' individual and specific needs. In our experience, classroom teachers are best able to meet the needs of the students they have within their classrooms, and we are equipping them to do so through a variety of programs, training, and instructional strategies. The Actions described above, in addition to many other on-going instructional services and practices at STEAM Academy, show that services for unduplicated students have been increased or improved as required.

River Islands Academies
Distance Learning Schedule
Subject to Change

Transitional Kindergarten (TK)	*Kinder/First (August 13th-21st ONLY)	*Kindergarten- Change of Schedule August 24th
MTThF	MTThF	MTThF
8:30- 9:20 Group A **GpB Ind Practice	8:30-9:20 Group A	8:30- 9:20 Group One **Gp2 Ind Practice
9:30- 10:20 Group B **GpA Ind Practice	9:30-10:20 Group B	9:30- 10:20 Group Two **Gp1 Ind Practice
10:30- 11:15 Group A **GpB Ind Practice	10:30-11:20 Group C	10:30- 11:15 Group A **GpC Ind Practice
11:30- 12:15 Group B **GpA Ind Practice	11:30 – 12:30 Lunch	11:30- 12:15 Group B **GpA Ind Practice
12:15- 1:00 Lunch	12:30–1:30 Individual Assessments	12:15- 1:00 Lunch
2:00- 2:30 Office Hours	2:00- 2:30 Office Hours	1:00- 1:45 Group C **GpB Ind Practice
Total - 200min		2:00- 2:30 Office Hours 35min Ind Practice Total - 230min
Wednesday**	Wednesday**	Wednesday**
8:30 – 9:30 All	8:30 – 9:30 All	8:30- 9:30 All
10:00-12:30 Assessments/Small Group Intervention	10:00-12:30 Assessments/Small Group Intervention	10:00- 12:30 Assessments/Small Group Instruction
*1st Grade- Change of Schedule Aug. 24th	*2nd & 3rd Grades	4th & 5th Grades
MTThF	MTThF	MTThF
8:30- 9:30 All build up to one hour, Schedule TBD	9:00- 10:00 All	9:00- 10:15 All
9:45- 10:30 Group A **B Ind Practice	10:20- 11:20 All	10:15- 10:30 Break
10:45- 11:30 Group B **A Ind Practice	11:20- 12:15 Lunch	10:30- 11:45 All
11:30- 12:15 Lunch	12:15- 1:00 Group A **B Ind Practice	11:45- 12:20 Lunch
12:15- 1:15 All build up to one hour, Schedule TBD	1:15- 2:00 Group B **A Ind Practice	12:30- 1:30 All
1:30- 2:00 Small Groups/ Tutoring	2:00- 2:30 Office Hours	2:00- 2:30 Office Hours
2:00- 2:30 Office Hours 20min Ind Practice Total - 230min	20min Ind Practice Total - 230min	30min Ind Practice Total - 240min
Wednesday**	Wednesday**	Wednesday**
8:30 – 9:30 All	9:00- 10:00 All	9:00- 10:00 All
10:00-12:30 Assessments/Small Group Intervention	10:20- 11:20 All	10:20- 11:20 All
	11:30- 12:30 Small Group/Intervention	11:30- 12:30 Small Group/Intervention
6th- 8th Grades		
MTThF		
9:00- 10:15 Session 1		
10:15- 10:30 Break		
10:30- 11:45 Session 2		
11:45- 12:30 Lunch		
12:30- 1:45 Session 3		
2:00- 2:30 Office Hours 15min Ind Practice Total - 240min		
Wednesday**		
9:00- 10:00 All		
10:20- 11:20 All		
11:30- 12:30 Small Group/Intervention		

*In grades K-3 Groups will be assigned by teachers and may be adjusted

**Professional Development- All Staff- Every Wednesday 1:15- 4:00pm



October 2, 2020

Dear Dr. Parks,

As you are aware on June 7, 2020, the California Department of Public Health (CDPH) placed San Joaquin County on the monitoring list. On July 17, 2020, Governor Gavin Newsom announced that if a county has been on the monitoring list within the prior 14 days, a school must conduct distance learning only, until such time as the county has been off the monitoring list for at least 14 days. In counties on the monitoring list, CDPH guidelines allows the Schools to apply for a waiver from the local health officer to open an elementary school for in-person instruction. We understand this waiver is applicable only for grades TK-6, even if the grade configuration at the school includes additional grades.

We are applying for the waiver on behalf of River Islands Academies, a Charter Organization which includes two schools: River Islands Technology Academy and STEAM Academy both in the city of Lathrop.

We have enclosed the following for your review:

- Completed Waiver Application Cover Form
- Resolution No. 20/21-02 Resolution to Apply for an Instructional Waiver with the SJCPHS
- Return To School Plan for River Islands Academies (also may be viewed on our website - www.riacademies.net)
- Letter from Executive Director on behalf of Staff and Community Input
- Survey Data from Staff and Community

As we are considered for the waiver application and upon your review of local epidemiological data we will continue to move forward based on River Islands Academies Governing Board direction on September 29, 2020, towards planning for in-person instruction beginning with TK-3rd grade, followed by 4-5th grades and eventually 6th grade. Thank you in advance for your review of this request. Should you have any questions or require additional information please feel free to contact me at 209-229-4700.

Sincerely,

Brenda L. Scholl
Executive Director
River Islands Academies

BEFORE THE GOVERNING BOARD
OF RIVER ISLANDS ACADEMIES
OF SAN JOAQUIN COUNTY, STATE OF CALIFORNIA

RESOLUTION NO. 20/21 - 02

RESOLUTION TO APPLY FOR AN INSTRUCTIONAL WAIVER WITH THE SAN JOAQUIN COUNTY
PUBLIC HEALTH SERVICES

WHEREAS on June 7, 2020, the California Department of Public Health placed San Joaquin County on its monitoring list; and

WHEREAS on July 17, 2020, Governor Gavin Newsom announced that if a county has been on the monitoring list within the prior 14-days, a school must conduct distance learning only, until the county has been off the monitoring list for at least 14-days; and

WHEREAS on August 28, 2020, San Joaquin County Public Health announced the opportunity for Districts to apply for a waiver to open schools once the County has reached a case rate under 200 per 100,000 for seven consecutive days; and

WHEREAS on September 8, 2020, San Joaquin County Public Health Officer announced that San Joaquin County has met the requirement to allow Districts to apply for a waiver for grades Transitional Kindergarten thru Sixth grade; and

WHEREAS the understanding that all safety protocols of the California Department of Public Health, San Joaquin County Public Health and River Islands Academies Return to School Plan must be adhered to and referenced into the waiver application; and

WHEREAS the Academies engaged in consultation with the community and staff on September 25-27, 2020, via a Return to School Preferences Survey.

NOW, THEREFORE BE IT RESOLVED that the Governing Board of River Islands Academies authorizes the Executive Director and/or designee to apply for an instructional waiver with the San Joaquin County Public Health services with a phased in approach for in-person instruction.

PASSED AND ADOPTED, by the Governing Board of River Islands Academies this twenty-ninth day of September 2020 by the following vote, to wit:

AYES:

NOES:

ABSENT:

Susan Dell'Osso, President
Governing Board

Brenda L. Scholl, Secretary
Governing Board

Waiver Application Cover Form

(for use by a Local Education Agency or equivalent)

Please submit one application for each local educational agency or equivalent. If applying on behalf of a school district please submit one application for elementary schools in the district that are seeking to reopen for in-person instruction. Proposed enrollment numbers for each school should be provided (see Appendix A). If applying for an independent, private, faith-based, or charter school, please submit an application for each school.

Background Information

Name of Applicant (Local Educational Agency or Equivalent):

River Islands Academies

School Type:

- Traditional Public School
- Charter School
- Private, Independent, or Faith-Based School

Number of Schools: 2 Enrollment: 1,310 (TK-6)
 Total Number of Staff: 116

Superintendent (or equivalent) Name: Brenda L. Scholl

Address: 1175 Marina Dr. Lathrop CA , 95330

Grades/Number of Students Proposed to be Reopened:

TK 29 K 149 1st 183 2nd 166 3rd 207 4th 196 5th 194 6th 186

Date of Proposed Reopening: November 2, 2020

Name of Person Completing Application: Brenda L. Scholl

Phone Number: 209-229-4700

Email: bscholl@riacademies.net

Signature: _____ Date: _____

I. Consultation

Please confirm consultation with the following groups:

- Labor Organizations (eg. Teachers, Classified, etc.)

Name of Organization #1: N/A
 Phone Number: _____
 Email Address: _____
 Date Consulted: _____

Name of Organization #2: _____
 Phone Number: _____
 Email Address: _____
 Date Consulted: _____

Required: Attach letters from each organization, describing the consultation that has occurred with the superintendent.

If no labor organization represents staff at the school, please attach signed attestation by superintendent that teachers and staff have been consulted as part of this process.

Please confirm consultation with the following groups:

- Parent and Community Organizations

Name of Organization #1: Parents
 Phone Number: N/A
 Email Address: N/A
 Date Consulted: September 25-27, 2020

Name of Organization #2: River Islands Academies Governing Board
 Phone Number: 209-879-7900
 Email Address: sdelloso@riverislands.com
 Date Consulted: September 29, 2020

Required: Attach letters from each organization, describing the consultation that has occurred with the superintendent. At least one letter should be from a representative parents' association. Parent survey results are acceptable in lieu of a letter.

II. Elementary School Reopening Plans

Please confirm that elementary school reopening plan(s) addressing the following, consistent with guidance from the California Department of Public Health and the local health department, have been published on the website of the local educational agency (or equivalent) – include page number where references to each topic can be found:

	page #
Cleaning and Disinfection: How shared surfaces will be regularly cleaned and disinfected and how use of shared items will be minimized.	6-7
Cohorting: How students will be kept in small, stable, groups with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the cohort.	7-8
Entrance, Egress, and Movement Within the School: How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.	8-9
Face Coverings and Other Essential Protective Gear: How CDPH's face covering requirements will be satisfied and enforced.	14-15
Health Screenings for Students and Staff: How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.	11-12
Healthy Hygiene Practices: The availability of handwashing stations and hand sanitizer, and how their use will be promoted and incorporated into routines.	13-14
Identification and Tracing of Contacts: Actions that staff will take when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.	16
Physical Distancing: How space and routines will be arranged to allow for physical distancing of students and staff.	9

	page #
Staff Training and Family Education: How staff will be trained and families will be educated on the application and enforcement of the plan.	17
Testing of Students and Staff: How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Describe how staff will be tested periodically to detect asymptomatic infections.	16
Triggers for Switching to Distance Learning: The criteria the superintendent will use to determine when to physically close the school and prohibit in-person instruction.	5
Communication Plans: How the superintendent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.	16

III. Indemnification and Defense

Applicant agrees to indemnify and hold County and its Officers and Employees harmless from, any and all claims, demands, obligations, losses, causes of action, damages, penalties, costs, expenses, attorneys' fees, liabilities, and indemnities of any nature whatsoever, (hereinafter collectively "Claims"), whether based in contract, tort, statute, or other legal or equitable theory of recovery arising out of or in any way related to the Approval or Disapproval of this Application

IV. Authorization

Submit an order or resolution of the governing body for the school or school district agreeing to and authorizing the submittal of this application.

Additional Resources:

CDPH and Cal/OSHA Guidance for Schools and School-Based Programs

<https://files.covid19.ca.gov/pdf/guidance-schools.pdf>

California Department of Education Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools

<https://www.cde.ca.gov/ls/he/hn/strongertogether.asp>

CDPH COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year

<https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/Schools%20Reopening%20Recommendations.pdf>

APPENDIX A

School Name: River Islands Technology Academy

Address: 1175 Marina Dr. Lathrop, CA 95330

Grades/Number of Students Proposed to be Reopened:

TK____ K____ 1st____ 2nd____ 3rd____ 4th____ 5th____ 6th____

Date of Proposed Reopening: November 2, 2020

School Name: STEAM Academy

Address: 18001 Commercial St. Lathrop, CA 95330

Grades/Number of Students Proposed to be Reopened:

TK____ K____ 1st____ 2nd____ 3rd____ 4th____ 5th____ 6th____

Date of Proposed Reopening: November 2, 2020

School Name: _____

Address: _____

Grades/Number of Students Proposed to be Reopened:

TK____ K____ 1st____ 2nd____ 3rd____ 4th____ 5th____ 6th____

Date of Proposed Reopening: _____



October 2, 2020

Dr. Maggie Park
San Joaquin County Public Health Officer
1601 East Hazelton Avenue
Stockton, CA 95205

Dear Dr. Park,

I attest, as the Executive Director, of River Islands Academies that no labor organization represents the staff at the Academies' schools. Teachers and staff have been consulted as part of the planning process for this waiver. Teachers submitted input via staff meetings, Google surveys, and emails.

I understand that the decision to grant or not grant a waiver is exclusively the sole joint discretionary determination of the San Joaquin County Public Health Officer and the California Department of Public Health.

Sincerely,

Brenda Scholl
Executive Director
River Islands Academies

RIVER ISLANDS ACADEMIES

Reopening Plan - DRAFT



River Islands Technology Academy
and STEAM Academy
September 29, 2020

**Guidelines are subject to change based on Public Health Orders.

**Guidelines are based on the California Department of Public Health, San Joaquin County Public Health, and San Joaquin Office of Education Guidelines.

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INTRODUCTION

As a response to direction from the San Joaquin County Office of Education and Public Health, River Islands Academies started the 2020-2021 school year with a Distance Learning Model. A [Plan for Change](#) Document was shared with families outlining the Distance Learning Model. A successful six weeks of Distance Learning has been in place since August 12, 2020.

A Waiver from Public Health became available on August 28, 2020. Surveys from River Islands Academies provided input regarding interest to return to school for families and preferred models of staff. (Survey results provided in Appendices)

On August 28, 2020, the River Islands Academies Board discussed the option to move forward with applying for the Waiver to Reopen Schools. River Islands Academies Governing Board decided XXX

In collaboration with state and local agencies, River Islands Academies will adhere to conditions and requirements to open and remain open to in-person instruction, pending waiver approval. Additional conditions that must be in place will be monitored. State and local guidance documents are included in the Appendix.

PLAN TO ADDRESS COVID-19

The health and safety of our staff and students remains River Islands Academies' primary concern. This plan will guide us through Phase Two of the Reopening Process. All plans are subject to change as we continue to follow the guidelines of the CDE, SJCOE and Public Health.

The San Joaquin Office of Education has provided response scenario procedures in accordance with California Department of Public Health guidance on what measures should be taken when a student, teacher or staff member has symptoms of illness, has had close contact with someone who tests positive for COVID-19 or who has been diagnosed with COVID-19. San Joaquin County guidance will be implemented in the event a waiver is approved.

Visitors on Campus

RI Academies will not allow normal visitation to our campuses until further notice. Only staff will be allowed on a regular basis and according to their established work schedule. We will limit nonessential visitors, volunteers and activities involving groups at the same time as recommended by CDC and CDPH.

Members of the public are required to wear face coverings and observe all social distancing guidelines upon entering RI Academies campuses.

Travel Restrictions

RI Academies will discontinue student extracurricular travel until such time as the State of California and local health officials move on

the State Roadmap allowing leisure travel. Staff travel to conferences and workshops will need pre-approval by administration until further notice.

Guidance for Known Exposure

While we all hope to avoid exposure to illness from COVID-19, we need to be prepared for that possibility. If someone has been in contact with someone who has been exposed to the virus, the first concern is for the health and safety of those around them. In this rapidly changing situation, healthcare providers should have the most up-to-date information from the CDC.

Triggers for Switching to Distance Learning/Off-Campus Learning

Individual school closure is recommended based on the number of cases, the percentage of the teacher/ students/staff that are positive for COVID-19, and following consultation with the San Joaquin Public Health Officer.

Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when there are at least 5 percent of the total number of teachers/student/staff within a 14-day period.

The Local Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

RI Academies will close all schools if 25% or more of schools have closed due to COVID-19 within 14 days of each other, and in consultation with the local public health department.

If a partial, total school closure is warranted, families will be contacted via email and/ or phone and a swift transition to Phase 1: Off-Campus/Distance Learning will occur for the school(s) affected. The email and/or phone call will disclose as much information as

possible relating to the events. RI Academies will maintain confidentiality as required under HIPAA and FERPA and state law related to privacy of educational records.

For further information, please visit California's Guiding Document for the Safe Reopening of Schools.

CLEANING AND DISINFECTING

Campuses were thoroughly cleaned and disinfected prior to staff returning in July of 2020.

Employees are encouraged to disinfect their own workspace multiple times throughout the day, giving special attention to commonly touched surfaces. Alcohol-based hand sanitizers have been distributed throughout the workplace and in common areas. Cleaning sprays and/or wipes are also available to clean and disinfect frequently touched objects and surfaces such as telephones and keyboards. The custodial staff will clean all workspaces at their designated cleaning time.

Please note that proper equipment such as acceptable disinfectant and PPE should be used when cleaning individual workspaces.

Employees, in partnership with custodial, will maintain safety standards by continually cleaning and disinfecting as indicated below:

- o Classroom and Offices - at minimum, the end of each day of use
- o Charter Owned Appliances - (refrigerators, microwaves, coffee machines) - Daily
 - personal appliances not allowed on campus
- o Electronic Equipment - computers, telephones, keyboards - employees should clean at end of each day or between use

- o General Use Objects - handles, light switches, sinks, restrooms, copy machines - Twice daily - once during the day and once in the evening
- o Common Areas - at the end of each day, between groups as deemed essential
- o Restrooms disinfected at least twice daily

Sanitizing spray/wipes will be placed next to each copy machine.

Staff will ensure that only EPA “N” Label-Approved Sanitizing Products are used and exclude sodium hypochlorite (bleach) based products as they can be asthma inducing.

RI Academies will replace/monitor air filters to ensure optimal air quality.

COVID-19 Response - Extensive cleaning is triggered when an active employee or student has been identified with a confirmed or assessed likely case of COVID-19. After a 24 hour vacancy (when possible) disinfecting of the area will begin as per public health guidelines. While the scope of disinfecting will be based on the circumstances surrounding the extent the individual has been in specific areas of campus, the area will be shut down until disinfection has been completed.

Physical Distancing and Campus Access

Classrooms will consider the following strategies as thoughtful safeguards when in shared spaces.

Cohorting

All teachers and students are asked not to visit another classroom outside of their team or grade level.

- Cohorts classes will minimize crossover among children and adults within the school
- Students should remain in the same space and in groups as small and consistent as practicable
- Teachers and aides will remain with the same students to the greatest extent possible
- Minimize the movement of students as much as practicable
- Maximize space between seating and desks
- Student desks should be placed 3-6 feet apart, when feasible
- Each child's belongings separated in individually labeled storage containers, cubbies or bags
- Ensure adequate supplies to minimize sharing of high-touch materials
- Middle School Teachers rotate instead of students, when feasible
- Serve meals (paper bag lunch) in classrooms or outdoors instead of multipurpose room or cafe where practicable - students hand sanitize before and after eating lunch
- Hold recess in separated areas at staggered times
- Use of shared playground equipment limited or closed
- Outdoor activities requiring minimal contact will be encouraged
- Discontinue rallies, assemblies or other gatherings
- Discontinue sports and clubs that are not able to be held virtually
- Nonessential visitors, volunteers, and activities involving outside individuals will not be permitted

Entrance, Egress and Movement within the School

Designated routes for entry and exit have been determined using as many entrances as feasible, as well as other protocols which limit direct contact with others as much as practicable, e.g. parents remaining in their vehicles or at designated gate areas.

Minimize contact at schools between students, staff, families, and the community at the beginning and end of each school day.

- Students are not permitted to gather outside of campus before gates are open
- Gates open at 8:00AM
- Staggered drop off and pick up times by grade level or by family last name (8:00, 8:10, 8:20)
- School Starts at 8:30AM
- Students walk directly to their classrooms upon entry to school
- Teacher will have doors open at 8:00 AM to permit student entry
- Gates designated for entrance and exit (see map)
- Where both entrance and exit occurs, ground markings will direct traffic directions
- Ground markings will direct traffic in main corridors
- Staff assigned to each entrance/exit to assist with social distancing
- Grade levels assigned to specific gates for dismissal
- Signage will be placed throughout the campus indicating traffic direction, social distancing markings/footprints and graphics for healthy hygiene habits in easy-to-understand illustrations that empower students to be careful, cautious, and respectful to each other
- Limit number of students in the restroom at a time - designated spaces to stand and wait
- Campus Monitors to supervise hallways and restrooms
- Staggered dismissal times will be set by grade level

Physical Distancing

Physical distancing, sometimes referred to as social distancing, is an effective way to limit spread of contagion by simply keeping people separated. As noted in the guidance from the AAP, “There is a conflict between optimal academic and social/emotional learning in schools and strict adherence to current physical distancing guidelines.” The CDC recommends schools “space seating/desks at least 6 feet apart when feasible. In many school settings, 6 feet between students is not feasible without limiting the number of students.” When 6 feet of distance is not feasible, 3 feet and a mask is highly recommended.

RI Academies employees, students and visitors should practice staying approximately 3-6 feet away from others and eliminating contact with others when feasible.

- Social distancing in the classrooms with students seated 3-6 feet apart from each other and teacher as practicable
- Staff, students and essential visitors should practice staying 3-6 feet away from each other
- Designated routes from entry and exit with as many entrances/exits as possible
- Signage to guide and remind of physical distancing and designated routes
- Floor markings to guide and support physical distancing
- Meetings, trainings and collaboration will be held virtually or where social distancing can take place
- Regular safety drills will be conducted with staff only - student safety training provided in classroom or virtually

Hygiene and Health Practices

As required by California Department of Public Health, to help prevent the spread of COVID-19 and reduce the potential risk of exposure to our employees and students, employees are required to complete a daily self-screening survey before reporting to campus. The survey is fully online and asks questions related to COVID-19 exposure, signs, and symptoms. Based on the employee's survey results, he/she will either be directed by the School Nurse to remain home or be approved to come to campus. If the results direct an employee to remain home, he/she will be asked to complete a contact tracing survey to help identify close contacts and recently visited locations.

Students are asked to self-screen before arriving to school each day. A Screening Tool will be provided to families as a guide for self assessment. In addition, students will receive a temperature reading

upon campus/classroom entry by their teacher or designee using a touchless thermometer.

Each preventative measure taken helps to mitigate the spread of COVID-19 in our schools and community.

Health Screenings for Students and Staff

- Staff Daily Symptom Check Submitted to School Nurse
- Families are to self-screen students daily prior to sending their child to school each day. Self Screening Tool provided for self assessment
- Anyone with a fever of 100.4 or higher must not go to a school site
- Students are not to be at school if they show any symptoms of illness and they must be symptom free for 48 hours before returning to school
- Students who have been in contact with a person with COVID-19 are to stay home
- Students will receive a temperature reading upon classroom entry by their teacher or designee using a touchless thermometer
- Temperature checks may be repeated throughout the day
- Students with a temperature of 100.4 or higher will be directed to the office where temperature will be retaken. Parents will be contacted to pick up their child if confirmed to be 100.4 or higher and provided direction for when their child may return to school.
- School Nurse will follow up with students with reported symptoms
- Health Protocols
 - If a student becomes ill at school,
 - They will report to the designated isolation room and provided a mask and gloves, as appropriate
 - Family will be contacted to pick up the child
 - The school nurse will be contacted and will refer to Screening Protocols (attached)
 - The contaminated area will sit idle for 24 hours and then disinfected, when feasible
 - If an employee is experiencing symptoms of COVID-19 and/or may have had contact with a person with COVID-19:

- Quarantine in a room away from others
 - Call their health care provider and follow their instructions
 - Contact school administration
- o **US Equal Employment Opportunity Commission**
- o If an employee becomes ill at work or if another person is exhibiting symptoms of COVID-19 at work, they may be asked to leave work and go home or to the nearest health center.
 - o Employees returning to work from an approved medical leave should contact Administration. They may be asked to submit a healthcare provider's note before returning to work.
 - o If diagnosed with COVID-19, employee may return to work when all criteria are met: At least 1 day (24 hours) have passed since recovery (no fever without the use of fever-reducing medications); and have improved in respiratory symptoms (cough, shortness of breath, etc.); and At least 10 days have passed since symptoms first occurred. Or, if asymptomatic, 10 days since positive test result. If tested again, may return to campus or be around others when no symptoms are present and have tested negative on two consecutive respiratory specimens collected at least 24 hours apart.
 - o If symptoms that could be COVID-19 and do not get evaluated by a medical professional or tested for COVID-19, it is assumed that they have COVID-19 and may not return to work until the above criteria listed above have been met.

Reported Case of COVID-19 within Schools/Offices

If a confirmed case of COVID-19 has been reported from an individual within a school, administration must be notified immediately. Administration and the School Nurse will work to identify any close contacts (any individual within 6 feet of an infected person for at least 15 minutes) of the confirmed/likely case and assess

the risk of exposure. A notice will be sent via email and/or phone informing close contacts of the known exposure. The notice will disclose as much information as possible relating to the best indicated date and location of exposure. RI Academies will maintain confidentiality as required under HIPAA and FERPA and state law related to privacy of educational records.

Close contacts of the confirmed individual will be instructed to home quarantine for 14 days post exposure, per the SJCPHS Home Quarantine Instructions for Close Contacts to COVID-19.

If someone has symptoms or a fever, they should contact their primary care physician and School Administration. If they are diagnosed with or likely to have COVID-19 they must continue isolating at home.

As per Public Health Emergency Quarantine Order Dated July 1, 2020 under the Authority of the California Health and Safety Code Sections 101040, 101085, and 120175, the San Joaquin County Public Health Officer orders: All Household members, intimate partners, caregivers of a person with COVID-19, and individuals who have had close contact to a person with COVID-19 must quarantine themselves.

If there is an identified cluster, three or more individuals from different households, RI Academies will notify San Joaquin County Health Services as advised.

Healthy Hygiene Practices

- Multiple hand-sanitizing stations and/or portable handwashing stations will be placed around campus
- Hand sanitizer or access to a sink with water and soap and sanitizing spray will be provided to each teacher. Hand soap will be provided to classrooms that have sinks.
- Staff will continue to teach students appropriate hygiene, including coughing and sneezing inside the elbow or a tissue.

- Students and staff should wash their hands before sharing equipment and also after eating, coughing, sneezing, or using the restroom
- Drinking fountains will be closed or turned into water filling stations
- Signage throughout campus will indicate foot traffic, social distancing and easy to understand illustrations that empower students to be careful, cautious and respectful to one another.
- Office spaces will have plastic screening as a safety precaution at reception windows and countertops to protect both the employee and campus visitor
- Signage will be posted to limit staff foot traffic in the office areas and to prevent congregating in shared staff areas
- Interior doors in office areas will remain propped open to decrease the use of handles by multiple parties
- Signs posted on door of workroom and staff lounge with reminders to social distance
- Temperature measuring devices will be available in every classroom
- Students will be required to sanitize their hands or wash their hands with soap and water upon entering the classroom
- Students encouraged to bring a refillable water bottle to school
- Additional mini disposable water bottles provided to each classroom as needed
- Students are encouraged to keep their personal property to themselves, not to share personal items and to keep non-school related items at home
- Portable plexiglass dividers provided to each classroom for one-on-one assessment or support

Face Coverings for Staff

- Staff required to wear face covering when:
 - Interacting in-person with any member of the public
 - Working in a space visited by the public, regardless whether anyone from the public is present at the time
 - Working in a space where food is prepared or packaged to distribute to others
 - Working in or walking through common areas

- o In a room or enclosed area where other people are present when unable to social distance
- o While outdoors in public spaces when maintaining a physical distance of 6 feet from others is not feasible
- RI Academies will provide face masks as needed.
- Having certain medical conditions accompanied by a doctor's note and other circumstances may exempt individuals from wearing a face covering. Other mitigated measures may be necessary for employees unable to wear a mask.

Face Coverings for Students

- Students 3rd grade and above are required to wear a face covering
- TK-2nd grade students are strongly encouraged to wear a face covering. A face shield is an acceptable alternative for children in this age group who cannot wear masks properly
- RI Academies will provide face coverings as needed.
- Face coverings or face shields should be removed for eating and drinking
- In order to comply with Public Health Guidance, school will exclude students from campus if they are not exempt from wearing a face covering and refuse to wear one provided by the school

Gloves (allowed but not required or provided)

- Touching your face with contaminated hands, whether gloved or not, poses a significant risk of infection
- Wearing gloves does not diminish the need to wash your hands
- Please remember to wash your hands properly as it is the number-one defense against any virus
- The proper removal of gloves reduces the risk of being exposed to contamination
- Please note that social distancing should still be practiced even with the use of gloves and masks
- Training will be provided to staff and students in proper care and use of all PPE

Communication

RI Academies will continuously communicate and encourage proper safety practices. Multiple methods of communication will be utilized including signage on campus, email, app notifications and website. Automated phone calls will be used for urgent matters only.

If a staff member or student should become infected with COVID-19, communication may vary depending on the specific circumstances of a case in the school or community.

Identification and Tracing of Contacts

Documentation/tracking incidents of possible exposure will be ongoing. Notification will be made to local health officials if affected staff, student and/or immediate family members (or same household) of any positive case of COVID-19 while maintaining confidentiality, as required under FERPA.

The School Nurse is designated to keep in close contact with the San Joaquin County Office of Education Director of Comprehensive Health Services. The School Nurse will create and monitor confidential lists of exposed students and staff.

Testing of Students and Staff

The availability and validity of rapidly testing asymptomatic individuals is in question by CDPH. San Joaquin County Public Health Services has committed to assisting schools in the event of an outbreak for a single school site. An outbreak is three or more positive cases from unique households.

Testing locations vary by city, however a current site available in Manteca is Modern Urgent Care for rapid testing. They are located at 1630 W Yosemite Avenue Suite 1, Manteca, CA 95337 and can be contacted at (209) 629-8771. Additionally, your health care provider may issue orders for antigen or PCR (polymerase chain reaction) testing.

Staff Training and Family Education

Staff will be trained utilizing virtual training through Keenan modules and meetings including health and safety actions such as:

- Enhanced sanitation practices
- Physical distancing and its importance
- Proper use of face coverings, removal and washing of cloth face coverings
- Screening practices
- COVID-19 specific symptom identification

The School Nurse will provide training and education for staff during Professional Development, as needed.

Educational information will be provided to families from the School Nurse in the monthly newsletter, as appropriate.

Appendices

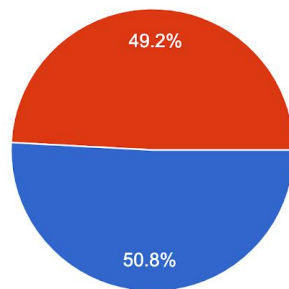
Staff and Community Input Regarding Reopening Schools

September 27, 2020

RiTechA Families Survey 9.27.20

If school was to reopen for on-campus learning in the near future, what will your preference be for your family?

649 responses

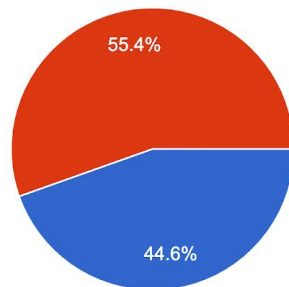


- My family will opt to send our children back to school.
- My family will opt to keep our children at home to participate in Distance Learning.

STEAM Families 9.27.20

If school was to reopen for on-campus learning in the near future, what will your preference be for your family?

386 responses

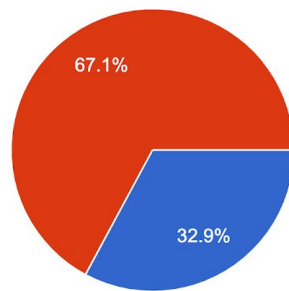


- My family will opt to send our children back to school.
- My family will opt to keep our children at home to participate in Distance Learning.

River Islands Academies Staff Survey 9.27.20

As we consider the next phase of reopening school, there are some pros and cons to both Scenario #2 and #3. In looking at Scenario #2 or #3... which model do you prefer for reopening school?

70 responses



- Scenario #2. Pros: Smaller cohorts, easier to social distance. Cons: Students only have two days of live instruction with two days of asynchronous learning.
- Scenario #3 Pros: Students have daily instruction with teachers in-person. Cons: Larger cohorts, more difficult to social distance.

River Islands Academies Phased Reopening OPTION #1

<p>Phase #1 - Full Distance Learning Model</p>	<p>Phase #2 - Return to Site-Based Program</p> <p><i>w/thoughtful safeguards to minimize risk</i></p>	<p>Phase #3 - All Students Return to Site-Based Program with Full Schedule</p> <p><i>w/thoughtful safeguards to minimize risk</i></p>
<p><u>Monday, Tuesday, Thursday, Friday</u></p> <p>9:00 - 12:00 Live Instruction (varied schedule by grade level)</p> <p>1:00 - 3:00</p> <p>Live Instruction</p> <p>Small Groups</p> <p>Intervention</p> <p>Enrichment</p> <p>SPED</p> <p>Office Hours</p> <p><u>Wednesday</u></p> <p>9:00-12:00 Live Instruction</p> <p>(varied schedule by grade level)</p> <p>1:15-4:00 Professional Development</p>	<p><u>Monday, Tuesday, Thursday, Friday</u></p> <p>8:30 - 2:00 - Students On Site</p> <p>**2:30 - 3:30 - Small Group Support Online</p> <p><u>Wednesdays</u></p> <p>8:30 - 12:00 - Students On Site</p> <p>1:00 - 4:00 - Professional Development</p> <p><i>Distance Learning Model offered for students who opt to Stay Home</i></p>	<p><u>Monday, Tuesday, Thursday, Friday</u></p> <p>All Students On Site Full Day - <i>schedule to be determined</i></p> <p><u>Wednesdays</u></p> <p>All Students on Site Minimum Day - <i>schedule to be determined</i></p> <p>1:00 - 4:00 - Professional Development</p> <p>No Distance Learning Option Offered</p>

River Islands Academies Phased Reopening OPTION #2

<p>Phase #1 - Full Distance Learning Model</p>	<p>Phase #2 - Modified Site Based Schedule and Independent Practice - Alternating Days</p> <p><i>w/thoughtful safeguards to minimize risk</i></p>	<p>Phase #3 - All Students Return to Site-Based Program with Full Schedule</p> <p><i>w/thoughtful safeguards to minimize risk</i></p>
<p><u>Monday, Tuesday, Thursday, Friday</u></p> <p>9:00 - 12:00 Live Instruction (varied schedule by grade level)</p> <p>1:00 - 3:00</p> <p>Live Instruction</p> <p>Small Groups</p> <p>Intervention</p> <p>Enrichment</p> <p>SPED</p> <p>Office Hours</p> <p><u>Wednesday</u></p> <p>9:00-12:00 Live Instruction</p> <p>(varied schedule by grade level)</p> <p>1:15-4:00 Professional Development</p>	<p><u>Monday Thursday</u></p> <p>8:30 - 2:00 - A Group On-Site</p> <p>2:15- 3:15 - B Group On-Line</p> <p><u>Tuesday Friday</u></p> <p>8:30 - 2:00 - B Group On-Site</p> <p>2:15- 3:15 - A Group On-Line</p> <p><u>Wednesdays</u></p> <p>8:30 - 11:00 Live Distance Learning (all students)</p> <p>11:00 - 12:00 Office hours</p> <p>1:00 - 4:00 Professional Development</p> <p><small>*pending sufficient numbers, may designate a teacher per grade level to provide Distance Learning</small></p>	<p><u>Monday, Tuesday, Thursday, Friday</u></p> <p>All Students On Site Full Day - <i>schedule to be determined</i></p> <p><u>Wednesdays</u></p> <p>All Students on Site Minimum Day - <i>schedule to be determined</i></p> <p>1:00 - 4:00 - Professional Development</p> <p>No Distance Learning Option Offered</p>

River Islands Academies Reopening Guidance and Resources

[California Department of Public Health Schools Guidance FAQs](#)

[Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools](#)

[COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year](#)

[COVID-19 Industry Guidance: Schools and School-Based](#)

[San Joaquin County Public Health](#)

[San Joaquin County Office of Education - A Guide to Address the Challenges of COVID-19](#)

COVID-19 Now What Flow Chart

I just found out...

I'm COVID-19 positive

***Self-isolate** at home for 10 days; on the 11th day you may return to work (see below)
***Avoid infecting others-Stay Home**

You may return to work/school when:

- You have been fever free for 24 hours, without fever reducing medication;
- Your COVID-19 symptoms have improved and
- At least 10 days have passed since your symptoms first appeared.

I've had close contact, <6 ft & >15 minutes, with someone that is COVID-19 positive

***Self-quarantine** for 14 days from last exposure to COVID-19
***Check for signs and symptoms** of COVID-19 daily for 14 days.
***Call your healthcare provider** if symptoms appear
***Get COVID-19 tested**
***Avoid infecting others** in case you are COVID-19 Positive; Stay Home

You may return to work/school:

- After 14 days have passed since your last COVID-19 exposure.
- You are fever free for 24 hours without fever reducing medication.

If you test positive for COVID-19 see the left column entitled "I'm COVID-19 Positive."

I may have been exposed to someone with COVID-19

***Continue to physical distance**
***Get tested for COVID-19** if symptoms appear

You may return to work/school
Remember to:

- Wash your hands
- Physical distance
- Wear face coverings
- Stay home if you are ill

I have symptoms of COVID-19

***Get tested for COVID-19**
If COVID-19 positive see the left column, "I'm COVID-19 positive."
If COVID-19 negative, with no known close contact to COVID 19, see below

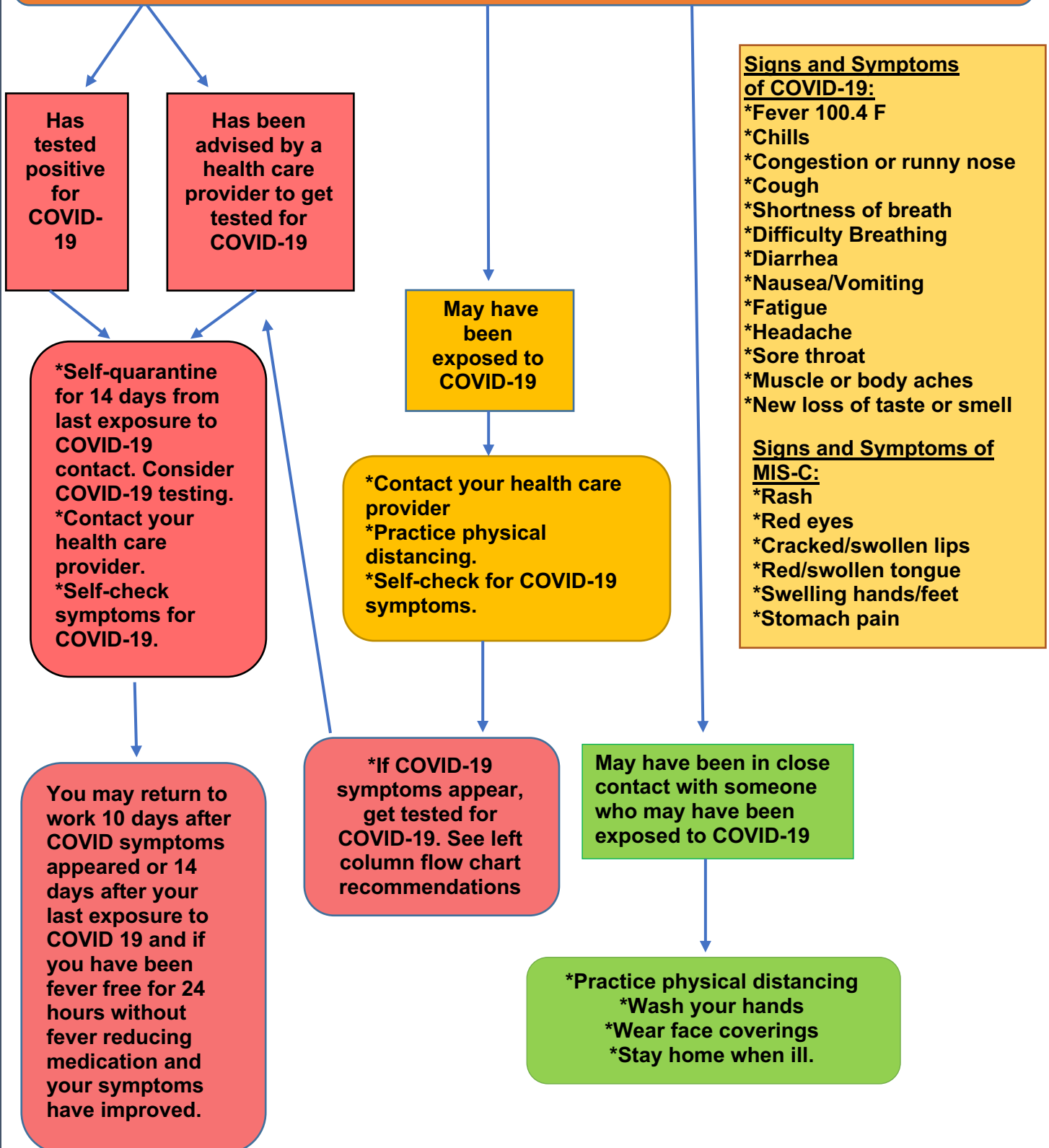
You may return to work/school:

*If test results are negative with no known close contact to COVID 19, you may return to work/school in 4 days if symptoms improve and you have no fever.



COVID-19 Possible Exposure Screening Flow Chart

Student or staff share they have been in close contact, within 6 feet for 15 minutes or greater, with someone who...



COVID-19 Screening Flow Chart

Student or Staff complains of COVID-19 or MIS-C symptoms. Mask student or staff (unless they are having difficulty breathing, if so call 9-1-1).

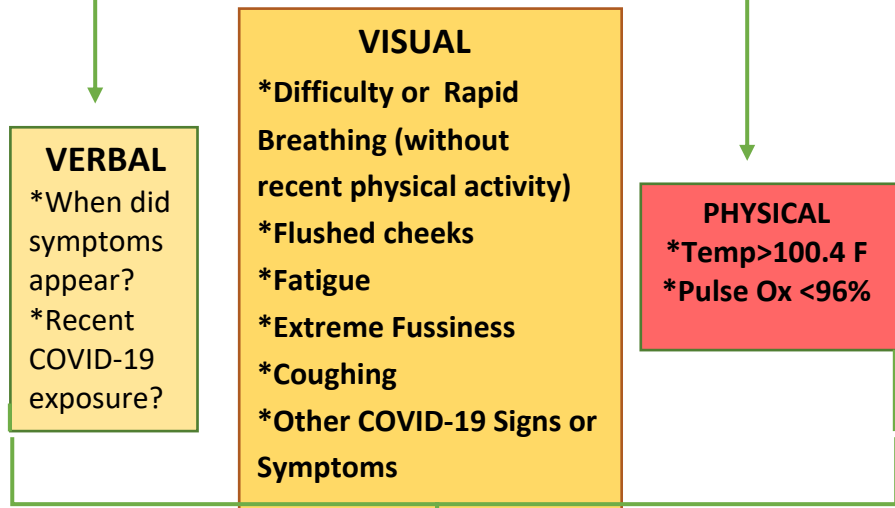
- *Place student in a room away from others;
- *Staff should go home immediately.

Signs and Symptoms of COVID-19:

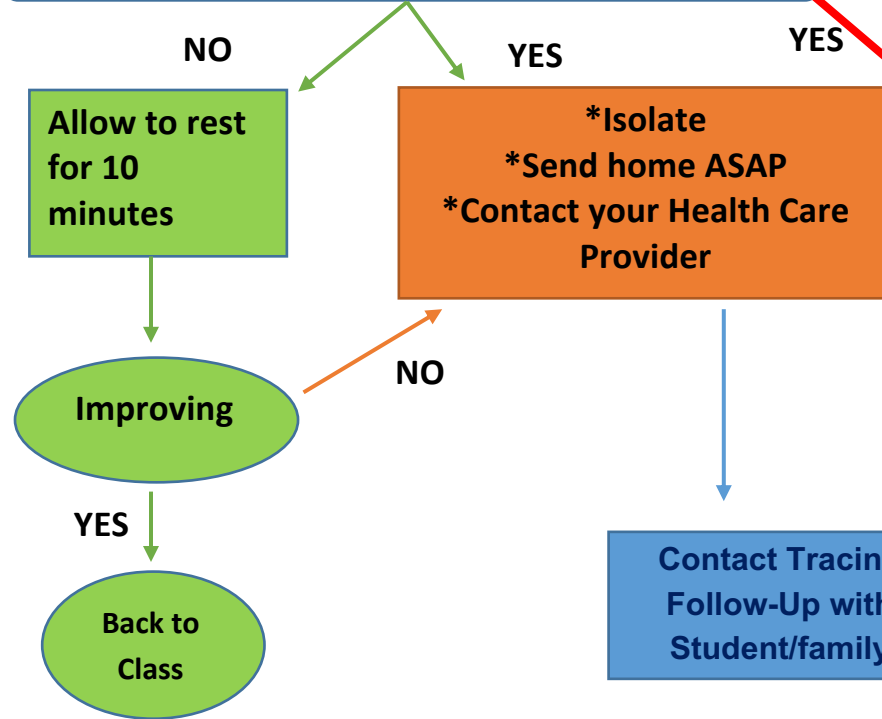
- *Fever 100.4 F
- *Chills
- *Congestion or runny nose
- *Cough
- *Shortness of breath
- *Difficulty Breathing
- *Diarrhea
- *Nausea/Vomiting
- *Fatigue
- *Headache
- *Sore throat
- *Muscle or body aches
- *New loss of taste or smell

Signs and Symptoms of MIS-C:

- *Rash
- *Red eyes
- *Cracked/swollen lips
- *Red/swollen tongue
- *Swelling hands/feet
- *Stomach pain



Verbal, Visual, & Physical concerns out of range?





Planning for Change

River Islands Academies

River Islands Technology Academy
STEAM Academy
rainfo@riacademies.net

2020 - 2021 School Opening



Introducing River Islands Academies

5.1

- On Thursday, March 12th, the Banta Elementary School District Board of Education authorized the creation of River Islands Academies and named Brenda Scholl as Executive Director
- The River Islands Academies is a Charter Education Organization serving students in River Islands
- It operates two independent charters; River Islands Technology Academy and STEAM Academy, under one Governing Board





Purpose

- Share Distance Learning plan and rationale for August 12, 2020 start
- Describe implementation of Distance Learning plan and resources/supports that will be available for students and families



Planning Process

- Developed plans for 2020–2021 reopening with input and suggestions from family and teacher surveys regarding Distance Learning in the Spring
- Included input from River Islands Academies School Board and the River Islands Academies Administration Team
- Gathered additional input from Governor Newsom, San Joaquin County Office of Education, and San Joaquin County Public Health Office

Distance Learning



Live Lessons

Daily interaction and teaching from classroom teacher through technology while student learns at home



Curriculum

River Islands Academies adopted curriculum, social emotional learning, and targeted intervention/enrichment



Support

Daily teacher office hours for live student and parent support; supplemental digital resources for intervention and enrichment; school office and technology hours available



Attendance

- Attendance is vital to your child's success
- Please ensure that your child attends all of his/her distance learning classes throughout every day
- Attendance will be taken at the beginning of every session



Distance Learning Dress Code

- Students need to come to class dressed and ready for the day
 - School uniform shirt
 - College shirt
 - Spirit shirt
 - Any school club shirt (ex: running, academic teams, camp)
 - No hats or hoods
 - No pajamas
 - Shirt and pants/shorts/skirt required



Material Pick-Up Day

5.1

August 11th (TK/K)

August 12th (1st-8th grade)

- On **Tuesday, August 11th**, TK and Kindergarten will be having a material pick-up day at your child's designated school site (STEAM or RiTechA)
- On **Wednesday, August 12th** (first day of school), 1st-8th grade will be having a material pick-up day at your child's designated school site (STEAM or RiTechA)
- Devices, class materials, and a small student activity will be distributed.
- Specific information about location of pick-up will be emailed soon.



Material Pick-Up Day

August 11th (TK/K)

August 12th (1st-8th grade)

TK*/Kinder (Aug. 11)

9:00 - 9:30	A-C
9:30 - 10:00	D-J
10:00 - 10:30	K-Q
10:30 - 11:00	R-Z
11:00 - 11:45	Open Pick Up

1st-8th Grade (Aug. 12)

9:00 - 9:45	A-C
9:45 - 10:30	D-J
10:30 - 11:15	K-Q
11:15 - 12:00	R-Z
3:15 - 4:00	Open Pick Up

*TK at STEAM Academy

TK* Schedule

MTThF

8:30 - 9:20 Group A
9:30 - 10:20 Group B
10:30 - 11:15 Group A
11:30 - 12:15 Group B
12:15 - 1:00 Lunch
2:00 - 2:30 Office Hours

Wednesday

8:30 - 9:30 ALL
10:00 - 12:30 Assessments/Small Group
Intervention

* TK is offered at STEAM Academy

Groups will be assigned by teachers prior to August 13th and may be adjusted throughout Distance Learning.



Kinder/1st Grade Schedule (Aug. 13-21)

MTThF

8:30 - 9:20 Group A
9:30 - 10:20 Group B
10:30 - 11:20 Group C
11:30 - 12:30 Lunch
12:30 - 1:30 Individual Assessments
2:00- 2:30 Office Hours

Wednesday

8:30 - 9:30 ALL
10:00 - 12:30 Assessments/Small Group
Intervention

* TK is offered at STEAM Academy

Groups will be assigned by teachers prior to August 13th and may be adjusted throughout Distance Learning.



Kinder and 1st Grade Change of Schedule (Aug. 24)

Kindergarten

MTThF

8:30 - 9:20 Group One
9:30 - 10:20 Group Two
10:30 - 11:15 Group A
11:30 - 12:15 Group B
12:15 - 1:00 Lunch
1:00 - 1:45 Group C
2:00 - 2:30 Office Hours

Wednesday

8:30 - 9:30 ALL
10:00 - 12:30 Assessments/Small Group
Intervention

1st Grade

MTThF

8:30 - 9:30 ALL (Build up to one hour)
9:45 - 10:30 Group A
10:45 - 11:30 Group B
11:30 - 12:15 Lunch
12:15 - 1:15 ALL (Build up to one hour)
1:30 - 2:00 Small Groups/Tutoring
2:00 - 2:30 Office Hours

Wednesday

8:30 - 9:30 ALL
10:00 - 12:30 Assessments/Small Group
Intervention

Groups will be assigned by teachers prior to August 13th and may be adjusted throughout Distance Learning.



2nd and 3rd Grade Schedule

MTThF

9:00 - 10:00 ALL
10:20 - 11:20 ALL
11:20 - 12:15 Lunch
12:15 - 1:00 Group A
1:15 - 2:00 Group B
2:00 - 2:30 Office Hours

Wednesday

9:00 - 10:00 ALL
10:20 - 11:20 ALL
11:30 - 12:30 Small Group/Intervention

Groups will be assigned by teachers prior to August 13th and may be adjusted throughout Distance Learning.



4th and 5th Grade Schedule

MTThF

9:00 - 10:15 ALL

10:15 - 10:30 Break

10:30 - 11:45 ALL

11:45 - 12:20 Lunch

12:30 - 1:30 ALL

2:00 - 2:30 Office Hours

Wednesday

9:00 - 10:00 ALL

10:20 - 11:20 ALL

11:30 - 12:30 Small Group/Intervention



6th-8th Grade Schedule

MTThF

9:00 - 10:15 Session 1
10:15 - 10:30 Break
10:30 - 11:45 Session 2
11:45 - 12:30 Lunch
12:30 - 1:45 Session 3
2:00 - 2:30 Office Hours

Wednesday

9:00 - 10:00 ALL
10:20 - 11:20 ALL
11:30 - 12:30 Small Group/Intervention



Meeting Instructional Needs

- Focus on English Language Arts and Mathematics with additional time for Social Studies, Science, and enrichment activities
- Implement a plan to identify loss of learning and provide appropriate intervention
- Support Special Education, English Learners, and students with unique needs by continuing services throughout Distance Learning
- Provide teachers and staff with professional development to support students and families in distance learning



Supporting Emotional Health

- Plan beginning of the year classroom activities with thoughtful transitions to build trust and establish classroom communities
- Utilize small group LIVE sessions to build teacher and student relationships
- Integrate social-emotional learning lessons and activities
- Follow mandated reporting laws



Family and Student Supports

- Focus on building positive and meaningful relationships with students and families
- Communicate with families through weekly grade level newsletters, monthly school newsletters, app and website
- Prioritize social-emotional well-being by incorporating engaging lessons
- Provide technology support to students, parents and staff
- Attend a virtual Parent Night to learn more about their child's classroom procedures, policies, curriculum, and programs



Teacher Office Hours

5.1

- Teachers will be available Monday, Tuesday, Thursday and Friday from 2:00–2:30
- Office hours are open and available for student support
- Private meetings can be scheduled by contacting your child's teacher



Food Services

Prices as of August 12th

- The lunch program will continue to provide breakfast and lunches for students. However, as of August 12, 2020, there will be a charge for breakfast and/or lunch for students who do not qualify for the free lunch program.
- Grab and Go breakfast and lunch meals will be available to pick up at STEAM Academy for both RiTechA and STEAM students
- **Breakfast & Lunch Pick up options:**
 - Tuesday pickup 12:00–1:00
 - Thursday pickup 2:30–3:30

Curbside breakfast Prices			
	Free	Reduced	Full
All Grades	\$0.00	\$0.30	\$1.75
Curbside Lunch Prices			
	Free	Reduced	Full
All Grades	\$0.00	\$0.40	\$3.00
5 Day Package Prices (Lunch)			
	Free	Reduced	Full
All Grades	\$0.00	\$2.00	\$15.00
5 Day Package Prices (Breakfast)			
	Free	Reduced	Full
All Grades	\$0.00	\$1.50	\$8.75
5 Day Package Prices (Breakfast & Lunch)			
	Free	Reduced	Full
All Grades	\$0.00	\$3.50	\$23.75



Additional Lunch Information

- Link to online payments: <https://www.k12paymentcenter.com/>
- Link to Free and Reduced Applications
<https://www.lunchapplication.com/>
- Link to ordering form
<https://docs.google.com/forms/d/1tE8ilo2g676DhNWnECYuxAg4revBe-DZIWPyCuLCI7o/edit>



Virtual Meet the Teacher Night

- Families will receive an email from their child's teacher on Tuesday, August 4th including a welcome video message and a survey to learn more about your child
- Students and families will have an opportunity to meet their teacher by appointment on Wednesday, August 5th (STEAM) and Thursday, August 6th (RiTechA). Teachers will be sending out a Sign Up Genius on August 4th.

Our teachers are so excited to meet their new students!