

---

# OMSD

Ontario-Montclair School District

---

SEPTEMBER, 2020

# ENSURING CONTINUITY IN LEARNING PLAN FOR ONTARIO-MONTCLAIR SCHOOL DISTRICT STUDENTS 2020-2021



NOTE: COVID-19 Pandemic is a fluid situation and the impact to OMSD is constantly changing. Content in this document may be adjusted as conditions in the OMSD geographic area changes.

“Our Community, Our Children, Our Commitment, Our Future”



## SUMMARY

- 3 A Message from the Superintendent
- 4 Introduction
- 5 Health & Safety
- 6 Online Learning Program
- 7 Pupil Participation and Progress
- 8 Supports for Pupils with Unique Needs
- 9 Pupil Learning Loss
- 10 Mental Health and Social and Emotional Well-Being
- 11 Pupil Engagement and Outreach
- 12 School Nutrition
- 13 Additional Resources

Dear Ontario-Montclair  
School District students,  
families, and staff:



**James Q. Hammond, Ed.D.**  
Superintendent

I hope this message finds you healthy, safe and well. Although OMSD has begun the year under an Online Learning Model, we look forward to the day when conditions will allow for in-person learning and we can again welcome our students, families and all staff back to our wonderful campuses.

The beginning of the 2020-2021 school was definitely not what any of us wanted or could have imagined. However, our OMSD educators, classified support staff, and leaders have worked diligently to prepare the best possible educational opportunities for our students while keeping safety a top priority.

Please remember our plans in OMSD must be nimble and adaptable so we can adjust and update our efforts as needed, as the public health landscape continues to evolve. My office remains committed to keeping all of our stakeholders updated on events and conditions that will drive my future decisions and recommendations to the OMSD Board of Trustees.

I would like to thank and acknowledge our employee associations, OMTA and CSEA for their collaboration throughout our planning.

Sincerely,  
James Q. Hammond, Ed.D.  
Superintendent



“Our Community, Our Children,  
Our Commitment, Our Future”

## ONTARIO-MONTCLAIR SCHOOL DISTRICT

# Ensuring Continuity in Learning Plan for Ontario-Montclair Students 2020-2021

### INTRODUCTION

During the summer, over 10,000 teachers, staff, parents and community members participated in multiple surveys and task group committees to create a comprehensive return to school plan. Ultimately, our goal is to offer three learning models to meet the needs of our families and their students: Online Learning, Hybrid (Online and In-Person) and Independent Study. However, due to the rising rates of COVID-19 in the cities of Ontario and Montclair (in addition to increased cases of COVID-19 in the communities that surround OMSD) a decision was made to start the 2020-2021 school year in the Online Learning model.

The District's decision to open the school year with an Online Learning model was also made in collaboration with the San Bernardino County Public Health Department and the San Bernardino County Superintendent of Schools, utilizing guidelines from the California Department of Education and in adherence with Senate Bill 98. The online program offered to students for the start of the 2020-2021 school year differs from the distance learning program offered at the end of last school year. This online program aligns with Senate Bill (SB) 98, which clearly

articulates expectations for remote/online learning. These expectations include:

- Access for pupils connectivity and devices to participate in learning and to complete assignments;
- Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring and maintaining school connectedness;
- Content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction;
- Supports to address the needs of pupils who are not performing at grade level, or need support in other areas;
- Implementation of appropriate accommodations and specialized instruction necessary for students with exceptional needs to access services listed in their individualized education program in a remote/online learning environment; and
- Designated and integrated English language development for English learners.

OMSD is committed to collaborating with all stakeholders in order to meet these high expectations in support of student learning and wellbeing. OMSD students began the school year remotely from home under the OMSD online learning model with daily live interaction with certificated employees and peers. Parents and students participated in orientation sessions, scheduled by their student's school, to learn techniques in supporting student learning remotely. Each student received a new Chromebook or iPad, based on their grade level, to access Online Learning.

Returning to school under a Blended Learning or Traditional Learning model will take place when conditions allow. The District will continue to monitor trends related to COVID-19 (number of cases, impact on hospitals, lagging statistics related to confirmed cases and access to medical interventions) and work closely with county and state officials on what criteria should be considered when re-opening our schools to students and families.

# Health & Safety

**ROBUST STAKEHOLDER ENGAGEMENT EFFORTS, RETURN TO SCHOOL TASK GROUP RECOMMENDATIONS IN CONJUNCTION WITH THE GUIDELINES FROM COUNTY AND STATE HEALTH AUTHORITIES HAVE BEEN SYNTHESIZED TO DEVELOP COMPREHENSIVE COVID-19 PROTOCOLS THAT INCLUDE:**

- Daily staff and visitor COVID-19 health screening questions
- Social distancing practices including signage, social distancing markers and placement of student desks 6 foot apart as well as no gathering permitted where social distancing cannot be maintained
- Personal protective equipment including face masks, shields, gloves (as appropriate for staff and students)
- Hand washing stations near portable classrooms/buildings and hand-sanitizers
- Protocols for possible COVID-19 exposure and confirmed cases for students, staff and visitors
- Ongoing revision to health protocols as directed by county and state health authorities
- Safe and secure quarantine areas for students and staff at all sites
- Interactive meeting process for staff with underlying health conditions and other factors
- Plexiglass dividers in areas where public interaction may take place
- Sanitizing classrooms between AM and PM instructional cohorts and nightly deep cleaning
- Daily temperature checks for all staff, students and visitors



# Online Learning Program

The Ontario-Montclair School District began the 2020-2021 school year 100% online with a goal of transitioning to in-person instruction in a blended (on-line and in-person) fashion as soon it is safe for students to return physically to school. The continuity of a high-quality instructional program and delivery model is of paramount importance to all OMSD stakeholders.

In order to ensure all students have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the use of curriculum and instructional resources, the district has developed structured guidelines to begin the year online, and to promote flexibility in transitioning to in-person instruction when it is safe to return.

- School sites distributed adopted textbooks in each content area as well as District provided devices to ensure all students have equal access to adopted materials and curriculum.

- The District has endorsed standardized learning platforms such as Zoom, Seesaw, Google Classroom and School Loop, to ensure equitable access to curriculum and adopted materials.

- School site administrators and teachers created standardized daily schedules for all 5 days of the week, which include the minimum instructional minutes and clearly define both synchronous (live instruction) and asynchronous (independent).

- Instructional delivery, with a majority of the minutes to be delivered synchronously. Within the weekly schedules, all content areas, including designated and integrated ELD are addressed.

- School site administrators and teachers follow parameters according to grade bands on how both synchronous and asynchronous tasks should be delivered and how tasks might be differentiated for at promise students, including English learners, Foster Youth, homeless, low income students and students with special learning needs.

- Administrators and grade level teams will analyze student data from all subgroups for the purpose of identifying learning gaps, and planning for instruction and intervention.

- Professional development opportunities, intended to support high quality lesson delivery, will be provided based on staff input and data collected during administrative walk-throughs.

- District Remote Learning website for parents, students and educators, complete with resources and materials, parent instructional documents and videos, and professional learning opportunities for teachers. The website is updated regularly.

For the 2020-2021 school year, the District has purchased new Chromebooks/iPads for all students and internet hotspots for those who do not have Wi-Fi access at home. Distribution of these devices took place before instructional days commenced during orientation sessions at each school site, ensuring that all students receive required materials. Family needs for internet access were assessed by school staff during orientation sessions, as school began and throughout the year, and hotspots are deployed to families without reliable internet, to ensure connectivity with District-provided devices. The Destiny Scanner System tracks the distribution of all district internet devices in real time. This tracking software may be easily accessed for accurate inventory control. A surplus of extra internet ready devices are on standby and ready to deploy at every school site in the event that a student device

malfunctions. This minimizes any chance of downtime for student access.

Each OMSD teacher has an internet ready device that has been provided by the District. Using this device, teachers communicate with students and deliver lessons through Zoom video conferencing, Class Dojo, Seesaw, Google Classroom, and School Loop. Once students have logged in to their District provided device, curricular websites and applications are accessible with one click via our Clever single sign-on portal.

Support in accessing the technology and curricular materials is provided to each family through our online resources' website, parent help hotline along with the support of the classroom teacher, Information Services, and the EdTech team. Families were provided with instructions on how to care for their devices and options for purchasing insurance. The OMSD Parent Educational Center (PEC) has transitioned to a fully staffed virtual learning resource center. The PEC is supporting all families with help setting up email, using Google Classroom and ZOOM. Through the PEC, parent leaders are being trained to expand parent-parent networks and outreach. The purpose of parent leaders is to help families access resources and training to support both in-person and online learning.





# PUPIL PARTICIPATION AND PROGRESS

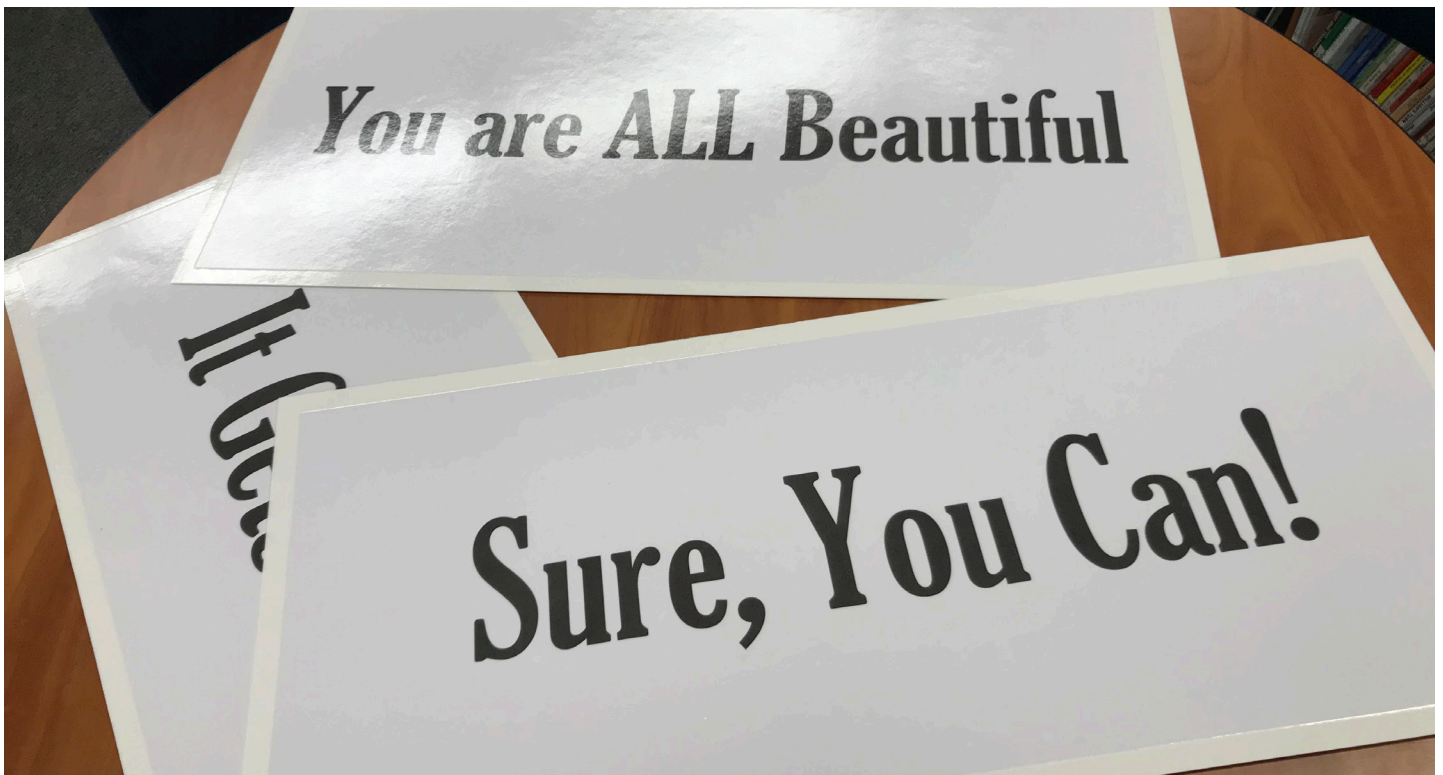
---

All students are provided instruction daily with a combination of synchronous and asynchronous learning. Teachers ensure the synchronous activities and time value of assigned asynchronous work meets the minimum instructional minutes defined in Senate Bill 98 (Ed. Code, § 43501). A majority of the instructional minutes are delivered synchronously. Site administrators verify teacher-developed daily instructional schedules provide for synchronous and asynchronous instruction. Teachers utilize the attendance module in the student information system to document daily participation for each pupil on each school day for which distance learning is provided. Daily documentation may include evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between teachers and pupils or parents/guardians. A pupil who does not participate in online learning on a school day shall be documented as absent for that school day. A weekly engagement record is completed by the teacher(s) for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of online learning, verifying daily participation, and tracking assignments. This record will serve as the tracking mechanism for chronic absenteeism. District and site administrators routinely monitor student participation and engagement in instruction. Site administrators follow a tiered re-engagement process for students that do not participate for 3 or more days and/or who are at risk for chronic absenteeism.

.....

## **Supports for Pupils with Unique Needs**

As we move into the 2020-2021 school year, teachers meet the legislative requirements under SB 98 to provide daily instructional minutes through synchronous and asynchronous methods. The District has developed additional supports for students with additional needs, as recommended by the various surveys, task groups and parent advisory groups to support students with exceptional needs, in foster care, linguistically diverse and those experiencing homelessness. In doing so, identifying learning gaps for students is essential so resources can be allocated and interventions implemented. In addition, sites utilize district and classroom assessments and through a dedicated Professional Learning Communities (PLC) structure using multiple measures, design reading and math interventions for students (for distance learning and in-person learning) through a system of tiered support. Dedicated site staff monitor the needs of students and families to overcome barriers resulting in poor school attendance, as well as barriers to learning by providing resources such as individual and group counseling, case management services, social-emotional learning, and behavioral supports.





## Pupil Learning Loss

As a result of the stakeholder input last spring and in the summer, a number of recommendations were made for the return to school, including the prioritization of English language arts/English language development and mathematics both in first instruction and interventions designed to address learning loss that may be a result from COVID-19 school closures in 2019-20 and beginning 2020-21 in a online learning model. Through the continued implementation and refinement of Multi-tiered system of support (MTSS) site and District leaders have designed a comprehensive system to identify students' learning gaps in English language arts/English Language Development and mathematics and building intervention systems to further mitigate and address gaps in learning and focus on accelerating learning during the 2020-21 school year so students meet or exceed grade level expectations.

- OMSD has purchased the i-Ready platform and aligned its comprehensive system of assessments including screeners, diagnostics and progress monitoring tools, to our cycle of “plan do study act” over the course of the school year. All students in grades K-8 will be assessed three times annually in the areas of ELA and Math using the iReady diagnostic.
- Teachers will continue to use frequent formative assessments, either from the District adopted curriculum or teacher-developed, to measure near-term learning outcomes for the purpose of frequent progress monitoring.
- In addition to assessments, the i-Ready platform includes individualized online intervention learning paths and lessons for both reading and math. All students, including at-risk students, English learners, foster youth, low income, homeless and students with special needs, will engage weekly in the recommended number of minutes to maximize the program's effectiveness. Site administrators and teachers have developed schedules which include intervention blocks for reading and mathematics daily, with a combination of synchronous and asynchronous instruction.
- OMSD will continue to utilize existing assessments conducive to remote administration such as Reading Inventory for the purpose of monitoring growth in reading comprehension using Lexile levels and Educational Software for Guiding Instruction (ESGI) to measure and progress monitor foundational literacy skills in TK and K.



## **MENTAL HEALTH AND SOCIAL AND EMOTIONAL WELL-BEING**

Ontario-Montclair School District will provide mental health and social-emotional wellness services to students, staff and families as follows:

- Counseling Center staffed with licensed clinical therapists
- Counseling services provided by clinical interns supervised by clinical supervisors
- Crisis response team to support students and adults in crisis
- Daily Social-Emotional Learning lessons delivered by teachers
- Small group social-emotional support provided as needed
- Site classified staff to provide small group social-emotional supports
- Benefits package to all employees includes an Employee Assistance Program that provides ongoing support including social emotional and mental health

Mental health and social-emotional well-being will be monitored using a screening assessment tool. School teams will review data, provide school-level support as needed, and refer individuals to the Family & Collaborative Services (FCS) Department for higher levels of support and intervention. In addition, school Outreach Representatives will review the status of support needs twice a month with FCS to ensure appropriate resources and referrals are provided.

# Pupil Engagement and Outreach



The Ontario-Montclair School District closely monitors student attendance and engagement weekly. Student Mentors and other support staff assigned to school sites serve as a network of assistance when students are absent from learning. Each school has established a Triage Team to review student attendance data, reach out to students/families not meeting compulsory education requirements or not engaging in instruction, and utilize a tiered system of support to provide re-engagement strategies for students who are absent from online learning. In addition, students at risk of having learning difficulties may be referred to the Student Support Team to increase access to targeted intervention and instruction through a collaborative approach that includes the teacher in the intervention design, implementation and documentation.

# School Nutrition

For all schools, students engaged in OMSD's online learning model will be provided nutritionally adequate meals curbside for walk up or drive up service. Most of our schools operate the community eligibility provision so all students will be provided each meal at no charge. The district's point of sale (POS) system will be utilized to provide USDA mandated back up and to identify students with special diets. Schools that are not on the community eligibility provision will charge students at their eligibility. The district provides applications in person and online and conducts significant outreach to encourage families to apply. Online payment is available for students that do not qualify for free meals. When the district transitions to in-person instruction meals will be provided to all students in either a socially distanced eating location or given to the students "to go" in the classroom. Students who opt for continued online learning during in-person instruction will be able to pick up meals at a designated time, in either a drive up or walk up method, from the cafeteria.



## Additional Resources



Ontario-Montclair School District

[www.omsd.net](http://www.omsd.net)

San Bernardino County Public Health Department

<https://wp.sbcounty.gov/dph/>

San Bernardino County Superintendent of Schools

<https://www.sbcss.k12.ca.us/>

California Department of Education

<https://www.cde.ca.gov/>

Senate Bill 98

[https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201920200SB98](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200SB98)