

# 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>.

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## General Information

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

The California Department of Education Coronavirus Response and School Reopening Guidance States *Schools should not open unless there is a sustained decrease in new cases of COVID-19*. Unfortunately, we are in quite the opposite situation in our state and county, with cases rising significantly each day. It has become increasingly clear that bringing students back to campus even in a limited capacity in August would pose unacceptable levels of risk to both students and staff.

The Ventura County Public Health Guiding Principles related to the reopening of schools states, *"...the Ventura County Public Health Officer supports the use of Distance Learning or other means of non-classroom-based instruction for school districts as necessary to support continuity of instruction.*

Our two task forces have designed robust Hybrid and Distance Learning plans for our return to school. While we hoped to open offering parents a choice between these models, we are forced to offer only a Distance Learning program for at least the first quarter of the school year from August 10-October 9. We will closely monitor the situation over this period and determine if circumstances will allow a transition to a hybrid option later this fall.

Oak Park teachers, administrators, and support staff are preparing to deliver an exemplary Distance Learning program. Intensive professional development and planning are happening this summer to build a completely new experience for our students.

It is impossible to replace in-person classroom instruction and the on-campus school experience with any form of full-time Distance Learning. We find ourselves in a situation, however, where we must do this to protect our students and their families, our staff and their families, and the communities we serve.

## Stakeholder Engagement

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

Stakeholder feedback was solicited through formal means via surveys.

A “Remote Teaching Readiness” survey was conducted, with 212 teachers responding. This was nearly a 100% response rate. The results of this survey impacted the initial training and support that was put into place during the Spring.

A “Distance Learning Survey for Parents and Students” was sent to families on April 29. This survey received 1,056 responses. The feedback from this survey was used by the Return to Instruction Working Group as they planned for our return to school.

A “Reopening of Schools and Return to Instruction Survey” was distributed to families on June 1. We received responses from 2,595 families. Responses to this survey guided us as we deliberated on the options for returning to school (Hybrid, Distance Learning, Independent School). At a time when in-person instruction was still a possibility, this survey provided us with insight into the concerns our families had about a return to school.

A “Return to Work Survey” was given to all OPUSD staff on June 23. This survey gauged staff ability and willingness to return to in-person schooling. With 389 responses, we were able to plan for the staffing of the Hybrid Model and Distance Learning model.

Two groups were formed to guide the return to school: The Reentry Task Force- which included teachers, administrators, staff, and local medical experts- and the Return to Instruction Working Group, comprised of teachers, administrators, counselors, parents, and students. [The goals and responsibilities for each group are listed here.](#)

On June 16th, the Governing Board held a Special Meeting to discuss options for the return to school. As a result of that meeting, 100s of questions from parents were submitted and subsequently answered on a public-facing FAQ document.

On June 24th, district administrators hosted a live televised Town Hall, where safety and instruction plans were shared. During that meeting, 100s of additional questions were submitted. Dozens of these questions were answered live on the air, with the remaining questions answered electronically via email and public posting. A recording of the Town Hall was shared with all families and posted on the district’s website.

Additionally, informal feedback was submitted via email to district administrators between March and September. Each email received a response from site or district administrator or staff or was directly answered in one of the public meetings held.

OPUSD also created a comprehensive website for information related to our return to school. This site received ongoing updates between March and September. <https://sites.google.com/opusd.org/return-to-school-2020-21/home>. The site contains schedules, meeting links, technology support documentation, social-emotional wellness, and extensive FAQs to provide as much information to community members as possible. A separate FAQ site was created for staff, with information related to worksite safety, instructional decisions, curriculum, and more.

All parents of students with disabilities were surveyed in August to obtain their specific input regarding the specific challenges their student - and the family - experienced during distance learning during Spring 2020. The input was considered in the development of the individualized Distance Learning Plans for 2020-2021.

Ongoing updates to [OakParkConnects website](#), including [extensive FAQs](#) based on questions submitted during public meetings and via email.

Below are links to each of the community wide communications:

[March 12, 2020 Important Notice COVID-19](#)

[March 18, 2020 Distance Learning](#)

[March 18, 2020 Important Notice- School Closures and Distance Learning](#)

[March 23, 2020 Information Regarding Provision of Special Education Services during COVID-19 School Closure](#)

[March 23, 2020 Distance Learning Begins at OPUSD](#)

[March 27, 2020 Distance Learning FAQ's for Parents](#)

[April 1, 2020 Schools Closed Through May 22- COVID-19](#)

[April 10, 2020 Social Emotional Well-being of Students During the COVID-19 Pandemic](#)

[April 27, 2020 District Update COVID-19](#)

[June 1, 2020 Reopening of Schools and Return to Instruction Survey](#)

[June 7, 2020 Return to School Update](#)

[July 3, 2020 Reentry/Return to Instruction Update](#)

[July 10, 2020 Reentry/Return to Instruction Update](#)

[July 15, 2020 OPUSD Reopening Decision](#)

[July 26, 2020 School Offices Open Distance Learning Starts in 2 Weeks](#)

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

All public meetings of the Board have been live streamed on Youtube. The following message accompanied all agendas and meeting notices for the Board of Education: *Public Comments may be submitted via this link <http://www.opusd.org/PublicComments>. If you wish to make a comment regarding a matter on the agenda or within the board's jurisdiction, please submit your comment via the form accessed by the above link by 6:00 p.m. on the day of the meeting. Although not required, please submit all of the requested information. In keeping with the reasonable time regulations described below, every effort will be made for your name and comment to be read by the Board President, and your comment will be placed into the item's record at the Board meeting. Comments on a matter related to an item on the Agenda may be submitted prior to the meeting and during the meeting using the above link. This public comment form will be open to members of the public 30 minutes (at 4:30 pm) prior to the closed session of the public meeting which begins at 5:00 pm. This form will take the place of the "yellow speaker cards" available at in-person meetings.*

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

Much of the feedback related to Distance Learning focused on the amount and frequency of live sessions. Additionally, feedback reflected a wide variety of implementation of distance learning across the district. Some parents reported far too much time online with teachers, and other parents felt their student had too little synchronous instruction. When we were considering a return to in-person instruction parents shared a vast array of feedback related to safety concerns. OPUSD recently surveyed students, staff, and parents regarding the success of Distance Learning so far in the 2020-21 school year. Overall, the feedback is positive and reflects an engaging and connected distance learning experience for students. Feedback from staff reflects the challenges to providing an instructional program that meets the high expectations of the Oak Park community, as well as the general strain this type of instruction causes for staff and students.

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

Stakeholder input influenced the development of daily and weekly schedules for Distance Learning. Specific feedback also influenced the use of technology tools such as Pear Deck and Seesaw. Parent feedback from March-May led to the inclusion of increased synchronous time spent with teachers and peers. Teacher professional development was influenced by community feedback so that our Distance Learning plan for 2020 was responsive to feedback parents and students provided. Recent surveys of students, staff and parents indicates a need to maintain or increase mental well-being services for students and staff.

## 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.]

Special education case managers have been collecting data on the progress of each student toward the goals in the IEP, and adjusted services during distance learning in Spring 2020. Students with disabilities who made unexpectedly poor progress during distance learning in Spring 2020 were provided with 6 weeks of extended learning opportunities during the summer break.

Opportunities for providing in-person targeted, specialized support services on a cohort basis for students requiring such services will be implemented as possible under local and state guidance.

Classroom-based, in-person instruction will begin in a hybrid model once it is deemed safe to do so by state and local authorities and in accordance with the quarter calendar, allowing time to prepare for the transition to ensure safety and continuity of services.

In-person, hybrid learning will take place in a cohort model in which students are assigned to either “A” or “B” cohorts which will attend school on the following schedule:

- Monday - A
- Tuesday - A
- Wednesday - B

- Thursday - B
- Friday

- DK-5 - optional alternating on-site enrichment day
- 6-12 - at home protected workday

Cohorts will not exceed the number which provides for safe physical distancing within classrooms. All applicable state and local hygiene and safety protocols will be followed per the County approved *OPUSD Reopening and Covid-19 Mitigation Plan*

School counselors and staff have been provided with training and resources on identifying students with mental-health or social-emotional concerns arising due to circumstances of Covid-19 and quarantine requirements. Elementary counselors will be providing class instruction which addresses these topics as well as stressors associated with distance learning during Fall of 2020.

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

Description	Total Funds	Contributing
Students with disabilities who were not eligible for extended school year services but experienced learning loss due to school closures in Spring 2020 were provided with 6 weeks of additional special education services in order to mitigate that learning loss.	\$54,300	N
Preschool students with disabilities began participating in the Oak Park Neighborhood School for 3 hours, 5 days per week, on August 24, 2020. Special education staff provides in-person support to these students with disabilities in addition to the services that are delivered virtually.	\$178,414	N
Special Education Assessment Teams, with approval from VCPH Officer Dr. Robert Levin, have been conducting in-person assessments of students who are suspected of having a disability that may require special education services, and students who have already been identified as eligible for special education services. These assessments are critical to ensure that vulnerable students are receiving the appropriate education supports as school resumes.	\$3,000	N
Counselor on Special Assignment position created to provide additional support to counseling staff in coordinating return to school and associated social-emotional needs	\$130,357	Y
District Nurse increased from .5 to 1.0	115,124	N
Substitute for Speech and Language Pathologist on leave	13,587.71	N

Hire extra FTE for Independent study program due to increased demand for enrollment in our program (4.6 FTE)	\$509,995	N
Purchase HVLP sprayers for the purpose of coating any surface for a more efficient and complete cleaning	\$24,217	N
Additional handwashing and automatic hand sanitizer stations, so that students and staff will have opportunities for more frequent handwashing and sanitize	\$48,175	N
Purchase on campus signage to inform and remind all campus personnel of safety protocols to avoid Covid-19 transmission and safety protocols	\$4,933	N
Purchase Personal Protective Equipment (PPE) - disinfectant products including wipes, disposable gloves, disposable masks - for regular protection and frequent cleaning	\$46,694	N
Plexiglass barriers to isolate teachers, staff, and students from hazard	\$24,600	N

## 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.]

Students with disabilities have received services during distance learning that is substantially similar to - or greater than - the services in the students' most recent IEPs. In order to ensure engaging and robust curriculum that is of substantially similar quality to in-person instruction, OPUSD has purchased a number of technology-based tools, including:

Pear deck- interactive slide deck tool

Seesaw- student portfolio app for grades K-5

Newsela- leveled primary sources for Literacy development and social studies

Mystery Science- online science content for grades K-5

Virtual Units of Study- digital resources to support the Reading, Writing, and Phonics Units of Study

Reading A-Z- online leveled texts for primary grade students



IXL- Reading and writing practice/standards-based assessment for grades DK-5

Kami- PDF annotation tool for Chromebooks

Additional technological tools were provided to students with disabilities including the ALEKS learning system.

## **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.]

OPUSD provides a 1:1 Chromebook program for all students in grades 3-12. Students in K-2 are offered a district iPad. According to technology survey data, all students have regular access to the internet, allowing them to participate in Distance Learning. For families who report subpar internet speeds, the OPUSD Technology department created a trouble shooting process form to determine if OPUSD is able to help secure more reliable internet access. If and when the need arises, OPUSD will provide a wireless hot spot to families who do not have adequate access and who also qualify for FRLP. Additional technological devices were provided to students with disabilities when needed to ensure these students are able to successfully access the digital curriculum (i.e. extra device for students with hearing impairment to view interpreter on full screen). Parents of all students with disabilities were polled to determine if the student or family was experiencing difficulty in using or accessing technology, and those difficulties were addressed promptly (i.e. by scheduling in-person troubleshooting sessions with the parent with interpreters as needed).

## **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.]

Daily attendance will be taken during live interaction sessions in grades K-5, utilizing our Student Information System, Q. In grades 6-12, attendance will be taken in each period daily. OPUSD teachers will record engagement following the procedures outlined by VCOE and CDE. At the time of writing, these procedures still being codified. Many students with disabilities experience difficulty participating in independent instructional activities; additional supports such as online assistance from special education support staff during independent work time have been developed to support these students. Some students with disabilities also experience difficulty sustaining attention and focus during synchronous instruction; additional technological tools have been made available to special education teachers and paraeducators. Examples of these technological tools include access to a county-funded Zoom subscription (with breakout rooms) for all special education teachers, and access to Go Guardian (which allows for secure private messaging with the student) for all special education teachers, service providers and instructional aides.

## **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.]

OPUSD provided 6 days of professional development in the two weeks leading up to the school year. Nearly all teachers participated, resulting in more than 3,000 hours of training. All of the sessions were recorded and made available for any staff member to view at any time. Additionally, OPUSD staff has access to online professional development through Alludo, an online gamified professional development program. Ongoing teacher support is provided by TOSAs two days a week after school and during the Friday morning block of 10:00-11:30.

OPUSD has also provided extensive and ongoing training targeting paraeducators. Special education specialists are participating in weekly district-facilitated job-alike professional development activities and are also participating in professional development opportunities through the SELPA. Special attention was provided to meeting the needs of high needs students, including SWD and UPP.

**Staff Roles and Responsibilities**

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

A new position of Counselor on Special Assignment was created to address the safety protocols and requirements of a return to learning. This position acts as district liaison with VCOE and VCPH, is the point person for all staff on matters relating to COVID-19, and coordinates with District Leadership to support learning programs. Due to the additional health and safety needs presented by COVID, the district nurse position was increased from .5 FTE to 1.0 FTE.

**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.]

The District is providing each student with a disability with the services specified in the student’s most recent IEP at a minimum; in many instances, the services being provided during distance learning exceed the services in the most recent IEP because of the unique challenges experienced by these students. Input from the parents of each student with a disability was obtained in order to more effectively determine remote services based on the needs of the student and family. The specific services being provided to each student with an IEP are being communicated to parents via Individual Distance Learning Plans. At each annual review held during the 2020-2021 school year, the IEP team (including parents) will document the manner that special education services will be provided in the event of an emergency that requires school closures; parent input regarding the emergency provision of special education services will also be documented in the IEP. General education teachers were notified of the need to provide accommodations and modifications to students with disabilities consistent with the students’ IEPs; special education teachers and support staff received training in the implementation of accommodations and modifications during distance learning in order to support the general education teachers. Special education providers meet weekly in job alike groups for professional development regarding the provision of special education services during distance learning. Para-educators have received extensive training in the effective support of students with disabilities using on-line tools; para-educators have been provided with additional devices such as iPads and chromebooks in order to maximize opportunities to support students with disabilities. Additional online tools have been obtained to support students with disabilities include Reading A-Z for students with disabilities in grades 3-5 and the ALEKS online learning program for secondary students. In addition, subscriptions to the Unique Learning System were obtained to support students with more significant disabilities in accessing a standards-aligned curriculum. Students with English Language Development needs are provided additional support by EL Aides, who support development of academic language and English language development.

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

Description	Total Funds	Contributing
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<i>Mystery Science</i> subscription to provide supplemental online elementary science education for grades K-5	[\$ 0.00]	N
Purchase new Chromebooks to complete 1:1 initiative.	\$333,436.30	Y
Purchase <i>Peardeck</i>	\$6,435	N
Purchase <i>Newsela</i> an instructional content tool that allows teachers to find articles with appropriate reading levels for their students. Newsela articles also feature questions and writing prompts that align with core standards.	\$29,601	Y
Purchase <i>Seesaw</i>	\$6,270	N
Purchase <i>Virtual Units of Study</i> a digital resource to support the Reading, Writing, and Phonics Units of Study	\$12,750	Y
Purchase <i>Reading A-Z</i> an online leveled texts for primary grade students	\$4,618	Y
Purchase <i>IXL</i> to provide reading and writing practices and standards-based assessment for grades DK-5	\$29,627	Y
Kami- PDF annotation tool for Chromebooks	\$7,900	N
ALEKS subscriptions to provide additional math instruction and support	\$4,026	Y

## 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.]

Universal screening of students in grades K-5 will take place in the first months of school. This screening is for Math and Literacy. Data from these screenings are used to determine learning gaps and the levels of intervention needed for students who demonstrate gaps. Students in grades 6-12 are assessed within the first month of school to determine the appropriateness of math placement and what interventions may be necessary to prepare students for math instruction. Formal progress monitoring of students with disabilities will take place at the quarter and semester marking periods at the secondary level, and at each trimester at the elementary level. This formal progress monitoring data is shared with parents and used to make instructional decisions.

## 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.]

Special education case managers collected data on the progress of each student toward the goals in the IEP in March 2020, and adjusted services during distance learning in Spring 2020. Students with disabilities who made unexpectedly poor progress during distance learning in Spring 2020 were provided with 6 weeks of extended learning opportunities during the summer break. Special education case managers used the first few weeks of the 2020-2021 school year to collect informal data to determine learning needs and adjusted the services in the Distance Learning Plans based on that data. Each trimester, at the elementary level, and each quarter at the secondary level, data will be collected on student progress; that date will be used to adjust services in Distance Learning Plans throughout the year. 24 instructional aides were hired to support individual and small group instruction in the elementary grades. This support increases student connectedness and engagement while also providing academic support to reduce learning loss. Special attention is given to students with exceptional needs (ELL, SWD) to ensure the most needy students receive regular support.

## 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.]

The effectiveness of the services and supports provided to students with disabilities is measured regularly via progress toward goals and participation in services. All students in grades K-6 undergo universal screening to identify skill gaps in literacy and numeracy. Our MTSS structures also measure student progress in intervention programs to improve literacy and numeracy skills.

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

Description
Actions and expenses are reflected in Continuity of learning

## 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.]

Students with disabilities are receiving intensive mental health and community-based services including individual counseling, group counseling, behavior interventions services and social work services. Some of these services are being provided in the community (following public health protocols including social distancing and facial covering), especially with the most at-risk students and those students who responded poorly to the remote delivery of mental health services.

Staff development provided on the topics of mental health for staff and students including trauma-based practices, mindfulness, and social emotional learning.

Connection with community mental health support that is available to all staff on an as-needed basis.

Counselors and psychologists are primed to proactively support struggling pupils during distance learning.

Ongoing training of professional staff via Friday staff development time.

Realignment of monthly elementary counseling lessons to focus on topics pertinent to COVID-19 impact.

Exploring possibilities for global screening process for mental health of pupils.

Ongoing updates to [OakParkConnects website](#)

OPUSD created the position of Counselor on Special Assignment for Safety and Equity.

## 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 is not engaging in instruction and is at risk of learning loss.]

As stipulated by Ventura County Office of Education (VCOE) and California Department of Education (CDE), teachers will track daily attendance and student engagement within the Q student information system. Parents are contacted for any unverified absence. Through a collaborative process between school counselors, principals, and District personnel, attendance and engagement data will be monitored weekly at a minimum. These data will allow us to quickly identify students with excessive absences and/or who are not engaged in daily learning. Subsequently, school staff will work with District staff to follow up with students and families and routine SART communications will be sent to parents. At a minimum, conversations and/or meetings will take place between the student, school staff, and parent to discuss ways the District can support the student with the objective of re-engagement. As necessary and appropriate, students will be referred for one or more of the following: Student Study Team (SST) meeting, 504 or IEP meeting (if applicable), SART, and SARB.

## 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 distance learning, the district is offering a school weeks' worth of breakfast and lunch meals for pick-up once a week by drive-through; the district is adhering to CDE requirements for nutritional adequacy of meals while applying the following waivers as necessary: **Offer Versus Serve Flexibility for Senior High Schools; Meal Pattern Flexibility; Parents and Guardians to Pick-up; Meal Service Time Flexibility; and Non-congregate Feeding.** Each week's meal bag includes a ready-to-eat meal for the day of pick-up; meals for the remainder of the week are provided frozen or refrigerated. A printed packet with detailed heating/cooking instructions is also stapled to every bag. All meal components are offered prepackaged.

If able to return to hybrid instruction for SY 2020-21, the district will continue to prepackage all meal components and offer meals by pre-order. Meals for elementary students will be delivered to lunch tables and distributed by classroom teachers, campus supervisors, and cafeteria staff; meals for middle and high school may be picked up at several pick-up locations at school that will allow for proper social distancing and quick distribution. Lunch tables and eating areas will have clear markings to encourage 6-foot distancing.

# 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
2.34%	\$887,880

Based on our most recent board approved budget, using the Governor’s updated budget with no deficit factor for assumptions.

## 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.]

OPUSD’s Foster and Homeless Youth liaison is available to provide support and resources to the families of Foster and Homeless students. For the 2020-21 school year, every student in our district declared permanent Housing as their primary residence.

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

In 2020-21 supplemental funds are principally directed toward meeting the needs of low-income pupils, foster youth, and English learners. OPUSD is promoting physical and mental wellbeing, student connectedness, instructional support, counseling, and professional development for teachers, administrators and staff. The professional development will enhance teachers' knowledge of using technology and strategies for diverse learners. The district will continue to budget for services to meet the needs of our most impacted learners.