

COVID-19 Operations Written Report for Siskiyou County Office of Education

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Siskiyou County Office of Education	Shari Lovett Director	slovett@nuarters.org 707.445.2660	June 25, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

In the week prior to our learning centers being closed, we provided our families with extra packets of work to complete at home, just in case. Once we suspended our in-person classes, we transitioned toward maintaining our regular class schedules, but in a virtual fashion. The packets served as a way to transition to online learning. They allowed teachers a week or two to familiarize themselves with and plan how to deliver instruction to students using a combination of Google Classroom and Zoom, and they gave our tech department time to ensure that all students who needed a Chromebook and/or hotspot at home had one.

Once teachers were ready, we resumed our same schedule of middle school and high school classes at the same times on the same days that our in-person classes happened. Our elementary students met regularly with their teachers on a semi weekly basis. Their parents monitored their child’s assignment completion, and in the case of written work, dropped it off at regularly appointed times at one of our buildings. Our efforts to connect primary grade students with their teacher online were not as successful, given the age of the students. Those teachers communicated directly with the parents to monitor assignment completion. Students have the opportunity to increase their grade from the time of school closure, but the closure will not impact their grades negatively.

Our tutors made themselves available to continue to meet with students. Our counselor also continued to meet with students. We provide a week’s worth of food at a time to students who expressed a need. We also counseled families about other food resources in the community.

The main impacts of our school closure have been the stress brought on families by having to be the in-person supervisor of their child’s activities every day, especially in the primary grades. Loss of income, food insecurities, and lack of technology at home have also had an impact, however our school has been able to help by providing food and technology as needed.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

At this time, we do not have any English learners. We do, however, have a large number of foster and homeless youth, as well as low income families. Our counselor has been in contact specifically with all of our foster and homeless youth, as well as any student who needed help with food and social/emotional counseling. We also have enough Chromebooks for all of our students to take one home, and plenty of hotspots to provide to all those who do not have internet at home. Our low income students were also provided extra food and technology as needed.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Using a combination of printed materials, Google Classroom, and either Zoom or Google Meet, our teachers have been able to continue with high-quality instruction. Administration provided training and other resources in how to use various digital tools to deliver instruction, as well as resources and guidance in terms of best practices in online instruction. Also, weekly staff meetings occur to share best practices for distance learning. Our tutors have been able to meet with students online to help them with their assignments. We ensured that all students who had technology deficits at home were provided what they needed. This included issuing multiple hotspots to families with multiple students enrolled so that they did not have to share. .

Special education service providers provide modifications and accommodations as well as virtual meetings for students with special education needs, maintaining special education minutes as determined by individual educational plans.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

We designated weekly pickup dates for our students to come to a learning center to pick up food. The staff sanitizes her hands when putting the prepackaged food together into bags to hand to students. The students come to the front door of the center at the appointed time. A staff member, wearing a mask, greets them at the door with bags of food. After the student leaves, the staff member sanitizes surfaces the student may have touched on arrival, then sanitizes her hands again and prepares for the arrival of the next student.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

Staff have been in regular contact with families through email, telephone, and Zoom. Our teachers and counseling staff have reached out to families to inquire about childcare needs. To date, all students have been accounted for and have been in contact with staff. A few have been sporadic with their contact, but seem to be progressing. We are ready to ask for welfare checks if needed. Community childcare resources have been provided to families through emails and personal communication through our counseling staff. Families who need childcare have been given local community resources, including referrals to First 5 Siskiyou.

Teachers have been communicating with their students regularly as stated above. They have worked with students and parents with regard to setting up as much of a routine as possible to maintain some semblance of a normal school schedule.

Google Classroom allows for parent/guardian monitoring so that they can keep track of their child's assignments by receiving regular notifications. We have also provided counseling both through our school counselor, and also referrals to other local family resource centers and mental health services.