



# COVID-19 Operations Written Report for CHAWANAKEE UNIFIED SCHOOL DISTRICT

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
CHAWANAKEE UNIFIED SCHOOL DISTRICT	Darren Sylvia Superintendent	dsylvia@mychawanakee.org 559-877-6209	June 9, 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.

The March 16, 2020 changes to program offerings in response to school closures to address the COVID-19 emergency included the transition to a fulltime high-quality distance learning model. The Superintendent and Board of Trustees met to establish the district plan. The Superintendent communicated to all staff and stakeholders via email, letters, webpage, and personal contact. The response included an emphasis on digital curricula such as Amplify Science and i-Ready ELA/math, Khan academy et al. Where needed, student material was provided via home delivery and/or school site collection with safe distancing measures. All students were provided with a tool and means to access online resources. Direct instruction was provided to students by teachers utilizing an online platform. Alternate assignments were provided for qualified families. Qualified district staff continued to meet all IEP and 504 services and timelines. Additional modifications and/or accommodations were made on an individualized basis. Individualized Education Plans and 504 Plans were reviewed or completed virtually. A variety of individual, small group, and whole-class instruction was provided. Parent meetings to collect community input were conducted utilizing online platforms. Community partners and support staff were added to daily and weekly meetings with students including Special Education teachers, Native American support -TANF, school-based counselors, and psychologists. Daily and weekly hours included time to maintain and build healthy relationships and confirm attendance/wellness. Incentives for attendance/participation at lessons/meetings came in a variety of means. Student contact was made via phone, text messaging, and/or emails and met the target of 100% contact. If these systems alone didn't reap results an administrator or teacher conducted a home visit. Multiple impacts of the school/district closure on our

students and families included feelings of isolation, academic regression, and/or parent frustration with the inability to 'teach' grades 5-12. Some parents working from home expressed a struggle to support student learning. Most guardians had to learn how to independently operate and maneuver using Chromebooks, platforms like Zoom, Class DOJO, frequent school emails, and Google Classroom. This required adult /parent instruction on the part of the classroom teacher. Our most at-risk high school students struggled to complete credits. Families that were the least connected to the school became more challenging to reach and teach. Regular communication may have reduced misconceptions and fear of COVID-19. Communication included how to practice good hygiene at home and in public as well as district-level disinfectant procedures. Chawanakee adopted a temporary suspension of Board Policy 6146.1, 5121, and 5127 which address grading and graduation. Grades were shifted to a credit/no credit system and graduation celebration events were coordinated to adhere to safe social distancing recommendations. The district has gathered reopening input from the community via site-based contacts and employee meetings. The Superintendent and Board of Trustees will utilize the most current recommendations and data from the CDC, Madera County Health Dept, and the Madera County Superintendent of Schools office to develop a reopening plan for 2020-2021.

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

Chawanakee has very few English Learner students, foster youth students, and a moderate number of low-income students. The three targeted subgroups received individualized contact from their instructors, counselors, and support staff. Counseling services were offered and made available for families who need them. Face-to-face instruction for learning was scheduled multiple times per week and small group instruction is provided in each class. Specific strategies included an emphasis on oral language, language function, front-loading academic vocabulary, implementation of graphic organizers and sentence frames, encouraging family studies, and creating open-ended assignments where students could freely process the impact of the school closure. As needed staff delivered items to students' homes or agreed-upon locations utilizing social distancing and health protocols as advised by the CDC. Alternate assignments were provided in cases where resources and time require an alternative plan or completion schedule and included appropriate accommodations and/or modifications. In addition to providing laptops, the sites coordinated the internet set up with local companies as needed. When the tech-based platform was denied by parents hard copy material and resources were delivered to the student's home. In the rare case where language translation was needed the district provided primary language material(s), translation service, and support. Basic school supplies were provided to the home as needed or requested. Child welfare/safety checks were integrated during attendance/instruction with referrals to resources and/or support where needed. The staff worked with their community to maintain partnerships including the North Fork area Rancheria and TANF to identify student needs and to address those needs. Additional staff, including instructional aides and secretaries, reached out to families and students to maintain connections with our families and students. This included making safe social distance home visits.

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

Chawanakee immediately offered high-quality distance learning opportunities with additional support and resources offered via telephone, text, Class DOJO, email, and virtual face to face platforms. This required all staff to become teachers of adults as they offered support to parents so parents were able to support learning at home. Ongoing staff training and support related to the use of multiple digital tools and appropriately aligned instructional strategies were instituted. Specific staff training included how to use Flipgrid, Google classroom, i-Ready, Amplify Science, and video production as a means of communicating concept and skills mastery, in addition to or in place of traditional

paper-pencil tasks. The district was diligent in confirming every student had internet access and appropriate operable tools for access to online and/or hardcopy instructional materials and resources. Delivery of materials including books, new chargers, replacement computers were made to homes as needed. Virtual psychology and special education services were continued for students previously receiving service and for newly qualified students. Teachers have a check-list to monitor student progress following challenging instruction or a technical issue. Most instructional aides were assigned a specific struggling student group for one-on-one distance learning/tutoring and support twice a week. The staff provided various instructional models and times of day to meet students' needs including live and recorded lessons and small group instruction including intervention via video. The staff conscientiously built in flexibility for students and their families to access instruction and resources at their best time. The high school has a fully implemented Learning Management System (LMS) that incorporates interactive learning, communication, and rubrics for students to access 24 hours per day. The LMS provided a historic record of assignments and projects so that teachers, parents, and students were able to monitor their progress.

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

The Chawanakee Unified School District provided breakfast and lunch meals to our students in non-congregate settings from March 18, 2020, to the end of the school year. The staff was surveyed for best distribution practices based on past school lunch purchasing practices. As a result, it was determined that food preparation would be conducted at North Fork Elementary School with tentative plans to open up additional kitchens at other school sites if needed. The need to expand foodservice did not come to fruition. Families with any child/ren aged 0-18 years were invited to collect breakfast and lunch "To-Go" in a drive-through manner at North Fork Elementary. Families were invited to notify site administration if they were unable to collect meals. Student participation was monitored and where qualified Free/Reduced lunch students did not pick up a meal, arrangements were made to consistently deliver breakfast/lunch meals on regular school days using social distance practices including no immediate contact. Meal distribution occurred between 11:00 AM and 1:00 PM each school day. No more than six staff members worked in meal preparation each day to meet safety guidelines. Daily meal service numbers ranged between 65-80 children of which approximately 14 were delivered directly to families due to a family transportation issue. Challenges ranged from having no transportation to no money for fuel or having too many small children to safely secure in a vehicle or lack of adequate child safety seats. The district elected to use the Summer Meal Count menu during the stay at home expectation.

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

Chawanakee arranged for the supervision of students of essential employees during ordinary school days and hours of operation. The district did not receive any requests for child care from essential employees outside of the district employees. Child care for essential employees was offered via district email, a letter from the Superintendent, social media and word of mouth. Childcare service included meals and was provided on every site by classified staff under the supervision of the administration. Only a handful of students numbering between 0-7 were on anyone campus each day since the N-56-20 Order. The students requiring child care services were the children of district employees conducting essential work. At times the student(s) remained in a classroom with the parent/employee. At other times the student(s) were supervised by a library-clerk or instructional assistant. The student(s) were given resources to complete distance learning and supplemental learning activity. Teachers, counselors and psychologists provided support and/or resources as needed. To date, fewer than five cases were receiving significant additional support as a result of school closures. All people on campus are required to adhere to

the prescribed safe social distancing practices. Chawanakee's District Disinfection Procedures are implemented. Any need for child care services beyond the scheduled school days/hours was referred to Madera County or a neighboring school district when appropriate.