

COVID-19 Operations Written Report French Gulch-Whiskeytown School

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
French Gulch-Whiskeytown School	Moira Casey Superintendent/Principal	mcasey@frenchgulchschool.com 530 359-2151	June 8, 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 sudden closure of schools in mid-March 2020 in response to the COVID-19 pandemic followed by a national lockdown required school districts to quickly transition from brick-and-mortar school operations to a distance learning environment. The rapid transition to distance learning from traditional instructional models necessitated changes in how we deliver services for both instruction and meals. We surveyed the needs of our families to support continued learning and meals for their children. We wanted to ensure that all students' needs were met, especially our underserved and high needs populations. Staff and administration met the day after the closure to discuss, strategize and develop a plan to offer the following services: 1. Distance Learning; 2. Access to Grab and Go Meals; 3. Child care for essential workers; and 4. Reach out to our most at-risk students and our Special Education population to ensure equitable services.

The FGWS school board provided input and feedback on the issues inherent in this abrupt overnight change of “business as usual” to a distance learning model based on their personal perspectives as parents and grandparents. This further assisted staff in the development and refinement of accommodating a program shift while continuing to provide a continuum of services to students and families.

The changes to our education environment necessitated changes to delivery of instruction, data collection, assessment practices, instructional practices, monitoring practices and grading practices. The FGWS followed the state’s lead with a resolution to hold students “harmless” in the face of this overnight switch to distance learning allowing for Credit, No Credit to replace grades.

Issues of equity and the glaring reality of varying degrees of home resources were considered in how returned work would be evaluated. The “digital divide” remains a huge issue that will require further discussion and problem solving to overcome that reality in this rural setting. It came as no surprise that a survey in response to school closure revealed that over 60% of our students have limited internet connectivity. “Iffy” reception is a term that is often used to describe it. Most adults and many of our students do have cell phones but again connectivity remains an issue. Some, but not all homes, have computers and/or tablets of varying capabilities.

In April, the district was informed by CDE that 25 “devices” and 5 hot spots were allocated to us and would be shipped to FGWS within days. They have not been received as of the last day of school June 4, 2020. Should they be received, it is felt that a few of our connectivity and resource issues will be partially mitigated in the future.

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

There were no EL or Foster Youth enrolled in FGWS during the 2019-20 school year, however, a high percentage of its enrollment qualifies as low-income. We were able to loan out laptops or tablets to all families upon request. In developing learning packets, we made sure that all materials needed to complete work, particularly materials for hands on activities, were included with the packets such as: pencils, paper, markers, crayons, scissors, paint boxes brushes and glue sticks. Every attempt was made to ensure that no student would have difficulty completing an assignment due to a lack of material resources at home. Frequent and regular checks in were made throughout the 12 week period of distant learning to make sure that every reasonable action was taken to make the experience as successful as possible for student and family. This included requests to modify assignments as well as provide alternative means of completing assignments. An example was a shed demolition and rebuild that replaced a math assignment for students in one of our families.

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

From the start of school closure staff has worked to individualize as many assignments as possible to meet the varying needs of students. Parents were encouraged to assist when and where they felt competent in doing so. Alternative means of meeting the content of assignments was offered. Parents were asked to log these activities as well as send in photographs of kids in action. Two of our younger students even learned to ride a bike- definitely a PE worthy activity!

Staff has been working on gaining fluidity with online programs such as google classroom, hosting Zoom and go to meetings. Online training workshops have been attended on a regular basis to add to and hone skills

While we realize that not all of our students are capable of using some of these options, others are. Individualized Zoom sessions were utilized to help students with assignments, most notably in the area of math. These sessions also allowed for “social” check ins.

One student did receive online adaptive PE sessions by setting up a school loaned iPad in the school parking lot, tapping into the school’s WiFi and following his instructor’s directions. Some equipment was provided by the school and some by the parent to make these sessions possible.

Interfacing with other teachers has been ongoing to add to best practices, learn of promising websites and programs and compare notes.

Our upper grade teacher often met with individual students using the grab and go lunch time to review completed assignments and preview upcoming ones. These meetings were outdoors utilizing good social distancing practices.

This grab and go lunch period also provided a “through the car window” opportunity to meet with parents to inquire about how things were going in general, ask about ongoing needs for their students, and both reassure and commiserate with them on challenges of the situation we all find ourselves in this historic time.

Teachers were asked to log all parent/student contacts so that we have a running record of our outreach. On 6/5/20 the staff will meet to analyze what went well, where we need to go from here, how we can improve, what skills do we need to acquire through further training, how frequent our contacts and support were for students and families- in general, how do we used the experience of the past 12 weeks to prepare more fully for an uncertain future.

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

School lunches have been served since March 17, 2020, the day after school closure was announced. Parents were notified of the availability of lunches not just for their students enrolled at FGWS but all children in the household 18 years of age and under through a connect ed message, FGWS website posting and a flyer posted at the community bulletin board at the local post office. Additional notification of meal availability was publicized through a weekly update of time and location of school meal distribution throughout Shasta County by the Shasta County Office of Education.

Distribution of lunches was primarily a curbside grab and go format between 11:30-12:00. Some lunches were delivered to households when an adult was unable to pick them up. Meals were left on doorsteps in these cases with a knock on the door as notification of their arrival.

The majority of meals featured hot entrees freshly prepared on a daily basis. CNIPS guidelines were followed to ensure that all meals were “qualified.”

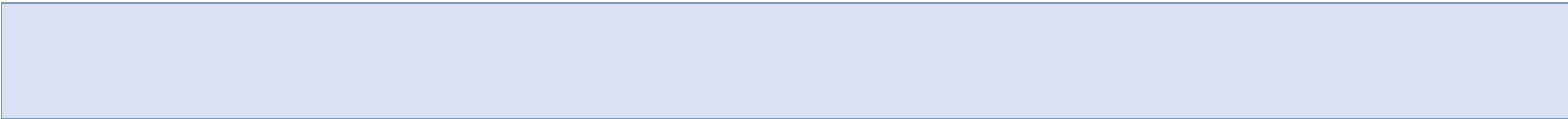
Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

Shasta County Office of Education (COE) Early Childhood Services (ECS) holds the contract for Resource and Referral (R&R) as well as Help Me Grow (HMG) Shasta to connect all families to support services, including referrals to the full range of existing early learning and care (ELC) services, child development education, and information on how to select appropriate and high-quality ELC services based on family need. In addition to supports for families, R&R provides technical assistance and professional development to current and potential ELC providers, maintains ELC provider information for referrals, and actively maintains vacancy data from ELC providers. Families can access HMG Shasta and R&R locally through a variety of modalities, including Shasta COE ECS website, First 5 Shasta website, 211, text, Facebook, YouTube, and e-mail.

R&R actively maintains ELC provider vacancy data to connect families in need of childcare in real-time. Families can request a referral to an ELC provider with a current vacancy/available slot through the above-mentioned modalities or by visiting the MyChildCarePlan website. This ELC provider vacancy data is actively collected through biweekly surveys to ELC providers as well as EverBridge, vacancy data collection through Community Care Licensing. Vacancies in ELC settings can change from day to day, and the active collection of data ensures families have access to the most up-to-date information to provide ELC referrals to families.

The ability to maintain current, real-time ELC provider vacancy data allows Shasta COE to refer families in need of childcare to ELC providers. This data is monitored by R&R in an effort to ensure families continually have access to childcare while school is in session as well as when school is not in session. If access to care becomes limited, Shasta COE has the capability to quickly open “popup childcare” where data shows limited access to ensure families continually have access to childcare services in times of need.

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