

COVID-19 Operations Written Report for Shasta Union High School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Shasta Union High School District	Jim Cloney Superintendent	jcloney@suhsd.net (530) 241-3261	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.

When schools in our District closed on March 16th, 2020 we pivoted to an enrichment based distance learning model within 48 hours. We provided enrichment instruction for the final two weeks of the 3rd quarter until our normally scheduled Spring Break. As of April 14th, the start of our 4th quarter, we began distance learning with graded instruction. After meeting with all stakeholder groups and consultation with grading expert Joe Feldman, the District adopted a grading system for the Spring semester that would limit final grades to “Pass” or “Incomplete”. The basis for this decision was to address inequities that exist with access to technology and students' varying degrees of success in a distance learning environment.

Teachers were offered training and preparation time to offer high quality distance learning for their students. We expanded our subscriptions to and use of Google Classroom, Google Meets, and Zoom among other programs to aid teachers in this process. Students were offered devices (Chromebooks) if needed and the District coordinated access to low cost or free internet access for families who needed it. Nutrition Services immediately began serving meals to any student under 18 years of age at multiple locations in the District. Maintenance and custodial crews engaged in an ongoing schedule of cleaning and sanitizing the campuses so that when teachers or staff did need to access their work site, it would be disinfected and safe.

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

Our English Learner Coordinator has reached out to families of our English Learners (ELs) to open an ongoing dialogue on their students' academic and social emotional needs. To ensure that our EL students are maintaining contact with teachers during distance learning, our ELD teachers are working directly with their students and teachers to modify curriculum to meet students' needs. Foster Youth Liaisons on each of our campuses have similarly reached out to foster families to monitor student progress during distance learning and offered assistance as necessary. All students, in particular low income students, have been offered technology devices (Chromebooks) to ensure they have access to the high quality distance learning opportunities developed by our teachers. Students who have poor internet access have been given cell phones that can be utilized as "hot spots". The District also has provided internet services for low income families

through partnerships with local providers. Our school counselors have monitored and communicated with these students throughout the 4th quarter to assist them in engaging with their teachers so they could successfully pass their courses. Paraprofessionals were tasked with making personal phone calls to the homes of EL, foster youth and low income students who were not actively engaging in distance learning to offer assistance and guidance to both students and parents on how to successfully engage in distance learning.

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

When schools in our District closed on March 16th, 2020 we pivoted to an enrichment based distance learning model within 48 hours. We provided enrichment instruction for the final two weeks of the 3rd quarter until our normally scheduled Spring Break. As of April 14th, at the beginning of the 4th quarter we began distance learning with graded instruction. After meeting with all stakeholder groups and consultation with grading expert Joe Feldman, the District adopted a grading system for the Spring semester that would limit final grades to “Pass” or “Incomplete”. The basis for this decision was to address inequities that exist with access to technology and students' varying degrees of success in a distance learning environment with little or no preparation in that modality before the shift. This also aligns with the philosophy that grading systems should "do no harm" during distance learning. Teachers were offered training and preparation time to offer high quality distance learning for their students. We expanded our subscriptions to and use of Google Classroom, Google Meets, and Zoom among other programs to aid teachers in this process. Students were offered devices (Chromebooks) if needed and the District coordinated access to low cost or free internet access for families who needed it. We assessed student progress at the midpoint of the 4th quarter and then provided written notice and direct phone calls to families whose students were not engaging or being successful in distance learning. Site administrators, counselors, teachers, and paraprofessionals reached out these families to offer assistance and encouragement with both academic and social emotional needs.

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

Our Nutrition Services staff began serving free meals in a drive through format to limit personal contact and exposure within 24 hours of the schools closing. We are serving meals from multiple locations, not just from our district school sites, but also utilizing partner district school sites to limit travel distances for low income families. As a District, we have provided an average of over 2500 meals daily to any child under the age of 18. We have utilized social distancing measures and provided personal protective equipment to maintain the health and safety of our Nutrition Services staff as they have continued to meet the nutritional needs of the youth in our community. Understanding the importance of child nutrition, we plan to seamlessly transition our expanded meal service program into our summer feeding program to continue to offer this valuable service to as many youth in our community as possible.

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.