

COVID-19 REPORT

Board Meeting

June 24, 2020



EXECUTIVE ORDER N-56-20

- **LEAs are to publish a written report to their communities explaining how they are responding to COVID-19.**
- **Report is due by July 1, 2020**
 - **Explain changes to program offerings that the LEA has made in response to school closures to address COVID-19 emergency and the major impacts of such closures on students and families.**



COVID-19 REPORT

- Report must include the following:
 - A description of how the LEA is meeting the needs of duplicated pupils during the period of school closures and the steps taken by the LEA to support the following:
 - Continue delivering high-quality distance learning opportunities
 - Provide school meals in non-congregate settings
 - Arrange for supervision of students during ordinary school hours





COVID-19 REPORT



PROMPT 1

- 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.



PROMPT 1

RESPONSE

- To address the needs of students during the COVID-19 crisis, the Sulphur Springs Union School District engaged multiple adjustments to policy and procedures to ensure a continuity of learning for all students. All students in grades TK-6 have been provided grade level curriculum in core content areas including ELD. A shift to online learning through Google Classroom and Seesaw provided students with curriculum in all core content areas and supplemental content including, Visual and Performing Arts, Physical Education, Health and Social Emotional Learning, Intervention and Enrichment in response to the COVID -19 crisis.



PROMPT 1

RESPONSE CONTINUED

- The District revised grading policies to reflect the diverse needs of students. The revised policy states, “In the event of a declared national and/or state emergency and/or when the standard evaluation of student progress is not possible, alternative grading measures shall be used.” Students were provided alternative grading. All report cards were marked with an asterisk (*) to signify which standards had been covered during the third trimester. Standards not covered were left blank on the report card.



PROMPT 1

RESPONSE CONTINUED

- There were unique challenges to contend with during the transition to distance learning. Several students were without devices at home to support learning. To mediate this barrier, students were provided Chromebooks or iPads as well as Wi-Fi hotspots, if requested, to aid in the access of online learning. Students who were unable to engage in online learning were provided with paper/pencil materials, crayons, scissors, pencils, paper, and glue sticks to further support learning at home. Furthermore, parents were given access to the District's technology team to help with troubleshooting online concerns.



PROMPT 1

RESPONSE CONTINUED

- Special Education students are of concern to the District as well. All special education students were provided with core and alternative curriculum based on academic and developmental needs. Materials were made available online and through a paper/pencil version. Several pick up times were arranged for families to come to the District to pick up materials. Those who were unable to pick up materials, had them mailed home to support learning. Additionally, services (i.e. Speech, OT, etc.) were provided virtually to avoid disruption in delivery of services.



PROMPT 2

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



PROMPT 2

RESPONSE

- To support our English Learner students, the Educational Services Team and classroom teachers have provided Integrated ELD, utilizing standards based adopted curriculum with supplemental materials through lessons in Imagine Learning, Nearpod and Flocabulary, which are online programs. To ensure all EL students had access to online programs, the District provided devices and Wi-Fi hot spots. Virtual ELAC and DELAC parent meetings were held to explain processes and provide answers to questions about distance learning. The District Translator as well as site translators have been made available to support Spanish speaking families through translation of instructional documents when needed and have provided interpretation during parent/teacher meetings.



PROMPT 2

RESPONSE CONTINUED

- To support foster youth and low-income students with access to curriculum and instruction, additional Wi-Fi hot spot devices were purchased using Title I funds which were disseminated to students. Furthermore, students who are unable to participate in an online environment, due to environmental factors, were provided copies of grade level and supplemental curriculum for students' families to pick up or sent by mail. To further support distance learning, materials to aid instruction were purchased and delivered to students. These items included pencils, crayons, lined paper, scissors and glue sticks and were distributed upon request.
- To support the social emotional needs of students, the LEA has continued to provide counseling through a virtual environment to students. The school social worker and school psychologists have reached out to students and families in need of support based on teacher and site Administrators' referrals and providing referrals for outside support services as needed. The school social worker has also assisted families in accessing basic needs (food, clothing, toiletries, school supplies) and community resources through the Family Resource Center.



PROMPT 3

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



PROMPT 3

RESPONSE

- To continue delivering high quality instruction, the LEA has engaged in the following:
- A survey was sent to all families to identify the need for online devices and access to Wi-Fi at home. Based on the results of the survey and upon request, a dissemination of Chromebooks, iPads and Wi-Fi devices to support online learning.
- Online curriculum was created in all core content areas, supplemental courses, intervention and enrichment opportunities in an online platform. Teachers had the option to use Google Classroom or Seesaw.
- To support students with diverse needs, a dissemination of paper pencil curriculum was made available to students who are unable to access online material.



PROMPT 3

RESPONSE CONTINUED

- The District prides itself in addressing the needs of all students, both academically and social emotionally. To that end, intervention materials were made available for students through Imagine Learning, Nearpod and Flocabulary. Further, lessons in social emotional learning were provided as well as access to the District Social Worker if referred by the classroom teacher or school administrator. The District Social Worker provided support to remove environmental factors that could result in barriers to learning.
- Several online school based programs were made available to families at home to support reading instruction. These included Accelerated Reader, Imagine Learning, Imagine Math, Nearpod, Flocabulary, Brainpop and others.
- To support teachers, Virtual Professional Development was provided by the Educational Services Team on the use of learning management systems, curriculum, and supplemental supports.



PROMPT 3

RESPONSE CONTINUED

- **An implementation of progress monitoring logs was developed to ensure students were accessing curriculum and engaging with their classroom teachers on a daily basis.**
- **Teachers were provided time to engage in weekly grade level meetings to troubleshoot and support online instruction.**
- **Lastly, support was provided for teachers and parents to solve technology issues. In addition to the classroom teacher and colleagues, staff and families had access to members of the Technology Services Team, Educational Services Team and their site administration to support student learning.**



PROMPT 4

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



PROMPT 4

RESPONSE

- Santa Clarita Valley School Food Services Agency opened eleven schools throughout the valley for drive through meal service. The two locations within Sulphur Springs Union School District are Canyon Springs and Mitchell Community Schools. Meals are served outdoors to adult drivers as they drive through the school parking lots. Nutrition staff were given instruction on keeping social distancing while preparing and distributing meals. Parents are asked to wear masks. If no mask is worn by the parent, nutrition workers are instructed to place meals in the trunk of the automobiles.



PROMPT 4

RESPONSE CONTINUED

- The meals are packed together in single serve clamshell boxes. Milk cartons are handed out separately on a long tray. After parents request enough meals for each child, the workers place the meals and the milk cartons on a tray and allow drivers to remove them. The tray is then sanitized before the next use. Several trays are available at each school site.
- If parents do not have a car, they may walk up for service. Blue tape is placed on the sidewalk to designate social distance from the nutrition staff as 6 foot markers are used where needed for walk-up meal distribution. After the parent orders their student meals, the food and milk are placed on a table for removal by the parent. Walk-up service also requires parents to wear masks. The number of meals being distributed averaged 2600 each week at both sites.



PROMPT 4

RESPONSE CONTINUED

- **After meal service, dishes, trays, and kitchen appliances are sanitized by the nutrition staff. Disinfecting/sanitizing/cleaning is conducted frequently for food service equipment and high-contact surfaces. All nutrition staff members are supplied with masks and single use gloves.**
- **Employees preparing, delivering and providing school meals have been provided with, and are required to wear PPE including face masks, disposable gloves, and washable aprons. Signage, including Social Distancing Protocol, is posted at work locations and Agency websites. Protocol has been distributed to working employees.**



PROMPT 5

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



PROMPT 5

RESPONSE

- The Sulphur Springs Union School District has a partnership with fee-based before and after school daycare programs. When school closures were announced, Staff contacted both Sunshine Daycare and the YMCA Programs to see if they would be able to support with supervising students during ordinary school hours. These two programs normally do not operate during the school hours and only operate before and after school. Due to the school closures, both programs immediately explored options to stay open during ordinary school hours.



PROMPT 5

RESPONSE CONTINUED

- Both Daycare Programs worked with their staff to follow all procedures and policies with the State requirements, via Department of Social Services, and with local authorities, as well as, with CDC's recommendations. Both Programs created a Plan of Operation to safely open up their facilities. The Daycare Programs worked with their staffs to implement a very comprehensive Plan of Operations that supports in reducing the spread and risk of contracting COVID-19. Both Programs have informed their families that while their Plan is very comprehensive and staff have been trained, it does not guarantee that a staff or child will not be exposed to COVID-19 or sickened from it.



PROMPT 5

RESPONSE CONTINUED

- After both Daycare Programs contacted families to see if there was interest in using the Programs, several parents responded that they did not wish to use the Daycare Programs during the months of March through May. However, there was some interest in using the Programs and therefore both Daycare Programs opened one of their facilities to support families. Both programs reduced their group sizes to no more than 10 children per group and ratios of 1 staff member per 10 children.



PROMPT 5

RESPONSE CONTINUED

- To support with the health and safety of children and staff, both Daycare Programs have implemented screening of all children and staff prior to being permitted into the facility. They have physical distancing measures in place, such as smaller group sizes, staggering outdoor playtime, and visuals for spacing and movement of furniture in classrooms to allow for proper spacing.
- Both Daycare Programs have ensured that proper cleaning and disinfecting procedures are in place. Frequently touched surfaces are cleaned and disinfected throughout the day. The Programs are also asking children to bring their own toys from home to play with and not share during the day to support with reducing the chance of spreading germs.
- All Staff are trained on proper handwashing procedures as well as using hand sanitizers. In addition, students are instructed on the proper way to hand wash frequently by staff members.



PROMPT 5

RESPONSE CONTINUED

- **Since the Department of Social Services does require all staff and children to wear a face covering when inside the facilities, both Programs required staff and children to wear the coverings. The face coverings are allowed to be removed during meal time and during outdoor free play.**
- **All staff and students are screened before entering facilities daily. If a child and/or staff member has a fever of 100.4 or higher, the child/staff will not be permitted to enter the school building.**
- **Both Daycare Programs have continued to inform the District as to their status of enrollment and what types of supports that they need to run their Programs.**

