

COVID-19 Operations Written Report for Sylvan Union School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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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 Sylvan Union School District closed campuses on March 19 in response to the COVID-19 emergency. To address distance learning across the continuum of grades TK-8, SUSD provided a multi-phased, hybrid model of print and digital. Each phase was designed to ensure that students had more structured learning opportunities as time away from the classroom increased.

Phase I provided students and families with a comprehensive list of digital resources and activities via the District website to support initial experiences with distance learning in areas such as cyber safety, free or low-cost internet, academics, and social-emotional learning.

Phase II included the distribution of paper packets to students in grades TK-8. Packets focused on the review of grade-level skills in ELA and Math. To ensure equal access for participation, packets were available for pick-up at each school and at bus stops to coincide with meal delivery or delivered to families lacking transportation. Teachers, counselors, nurses, and mental health clinicians began weekly outreach to all students for the purposes of checking in on students' well-being. Teachers provided feedback and support to students and families as they worked through the contents of the packets.

Phase III focused on essential grade-level standards and skills in each content area and combined blended learning opportunities with district-adopted curriculum. TK-5 students participated online (for those with technology access at home) or opted to pick-up another multiple-week packet that included core content along with physical education and fine arts content. Students in grades 6-8 had access to Chromebooks that had been previously utilized on a daily basis in the classrooms as part of the SUSD one-to-one program. Middle school students without access to the internet were able to secure paper packets to keep pace with lessons in the core content areas. Teachers collaborated frequently and employed a variety of methods to reach and teach students, such as recording tutorials and demonstrations to support student understanding. Weekly outreach to all students continued, and special education service providers contacted students to assure progress toward goals and support their emotional well-being.

The major impact of school closures to students and families has been the transition of the learning experience to home while many parents are also working from home. Many families have also been impacted by unemployment and the financial stress and uncertainty to meet their basic needs during this unprecedented time. Additionally, parents have experienced difficulties in assuming homeschooling roles and responsibilities for multiple children in multiple grades particularly without access to technology. It is presumed that many of our students will return to school

without the necessary skills in literacy and numeracy, particularly in the younger grades; learning gaps will require strategic interventions; and students' social-emotional needs will require attention when school resumes.

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

The Sylvan Union School District continued to provide English learners, foster youth and low-income students with targeted instruction and support services to ensure continuity of learning during school closures. Specifically, SUSD implemented the following activities and actions:

All teachers, counselors, and mental health clinicians reached out to students on a weekly basis via phone calls, Google Classroom, Aeries Communication, and email. These personal, one-to-one, contacts encouraged students to complete assignments, offered explanations or tutorials of the learning materials, and provided an opportunity for staff to check on a student's well-being. Teachers and staff provided translation of messages sent home through Aeries Communication.

English Language Development/Literacy Specialists identified essential ELD standards and skills for each grade level as well as for each ELPAC level and designed corresponding lessons that were accessible in both the paper packet and online format. English learners received lessons from the core ELA/ELD curriculum through Google Classroom and digital curriculum portals. Additionally, ELD/Literacy Specialists reached out to individual families who needed extra support, providing guidance and recommendations for continued language acquisition and vocabulary development.

Counselors and Mental Health Clinicians reached out to those students most at-risk, including homeless and foster youth. In addition, they provided resources for families in need of food, shelter, financial assistance, mental and emotional support, including a comprehensive list of community resources that was regularly updated and posted to the District website. Working with the County Office of Education and a non-profit organization, the social worker obtained laptops for all foster youth in our district to access digital curriculum and available resources.

Our community of students were provided with a daily distribution (Monday through Friday) of Grab-and-Go meals that included items for breakfast and lunch. Free or low-cost technological resources, such as Wi-Fi, were compiled and provided to families.

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

The Sylvan Union School District took the following steps to continue delivering high-quality distance learning opportunities:

Focus on professional learning. District instructional coaches, who hold Google Certifications, developed a comprehensive PD platform through Google Sites for tutorials, documents, and model lessons for SUSD educators to access as they prepared and planned for distance learning and communication. Instructional coaches also hosted virtual office hours each week to support staff as they gained confidence in teaching and learning in this new environment. While Google was the identified platform for blended learning activities and lessons, training was also provided for other tools such as Screencastify, Aeries Communication, Zoom, and FlipGrid.

Prioritize personalized and individualized contact with each child, each week. This was critical to ensuring that students and families remained engaged and connected to school despite the physical separation. General Education and Special Education teachers supported families to build schedules and routines for learning at home and were available during school hours via email or phone to offer assistance. Technical support was provided to families through a virtual help-desk on the District's website with troubleshooting tips and suggestions.

Plan for standards-based remote instruction. Grade level and department teacher leaders engaged in district-wide discussions to identify standards, pacing, and instructional materials for implementation. Elective teachers, including art and music teachers, also participated in the development of the lesson content and sequence for their specific context to ensure a well-rounded learning experience for all students. In addition to grade-level standards, links to websites, apps, and tools were provided to extend or enrich learning at home.

Provide for regular collaboration between teachers and administrators through their participation in frequent, virtual staff meetings, leadership meetings, job-alike meetings, and collaborative teacher team meetings to plan for the ongoing delivery of instructional materials and to share best practices.

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

During the time of school closures, the Sylvan Union School District offered free meals to children ages 18 and under, per the Seamless Summer program guidelines. SUSD operated under the approved USDA special waivers for meal distribution to promote social distancing. Grab-and-Go meals were provided to students and families daily (Monday through Friday) from 9:00-11:00 AM in the parking lot at each school site. Each Grab-and-Go meal contained one breakfast with milk and one lunch with milk. A drive-through system was put into place to minimize contact and maintain social distancing. During drive-through meal services, families were not permitted to get out of vehicles, and Nutrition Services staff was trained on "no contact hand-off" to follow social distancing protocols. Staff placed Grab-and-Go meals on tables for families to retrieve as they drove through the parking lot or meals were placed in the vehicle's trunk. Signage was posted to inform families to stay in their vehicles and remain six feet apart while picking up meals. Families who did not have transportation and walked to the site stood in a line, six feet apart from each other, as marked on the ground. Grab-and-Go meals were placed on a table for families to retrieve once the Nutrition Services worker had walked back away from the table at least six feet. To allow for social distancing, non-congregate meal systems were put into place at each school site so meals were not permitted to be consumed on site. All staff were provided Personal Protective Equipment (PPE) that consisted of masks, gloves, and eye protection while preparing and distributing meals. Workstations were six feet apart to avoid physical contact. Information regarding the District's Nutritional Services program has been available on the District website and communication has been sent home in English and Spanish via text and email messaging. An average of 3200 breakfasts and lunches were served daily.

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

The District's Child Care Department offered child care at no cost to essential District employees (Classified and Certificated) who were required to report to their worksite during the period of school closure. The daily program was offered to the employee's children who reside in the same household. The Child Care Department implemented new safety protocols in conjunction with the Center for Disease Control (CDC) guidelines in response to COVID-19. These included daily wellness and temperature checks of children, social distancing in the classrooms, Personal Protective Equipment (PPE) available to all Child Care staff, as well as continuous cleaning/disinfecting of commonly touched surfaces and objects.