



COVID-19 Operations Written Report for San Benito County Office of Education

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
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| San Benito County Office of Education | Keith Thorbahn Asst. Superintendent, Educational Services | kthorbahn@sbcoe.org (831) 637-5393 x113 | June 25, 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.

On March 13, 2020 the decision to close schools was made, effective March 16, 2020. This decision was made in cooperation with the San Benito County Health Department and district Superintendents in the county. Communication was made to families and teachers using the communication module in the student information system via email, voicemail, text message, Facebook, Twitter and a letter mailed home to all families describing the need to close schools. The letter also described the process for transitioning from face-to-face instruction to a distance learning platform. The week of March 16-20, 2020 was used by teachers to put distance learning packets together and communicate with parents about packet distribution and due dates. Packets included instructional materials in the same classes in which students were enrolled and the assignments picked up where the students and teachers left off on March 13, 2020. Grades had been finalized for the third quarter so all students began the fourth quarter on March 16, 2020. The instructional program went through a series of phases. During the first phase all students were provided a packet of instructional materials for the weeks of March 16, 2020 - March 27, 2020. Parent and student feedback was gathered through a survey, resulting in teachers moving to a Google Classroom format for phase two. Packet work transitioned to a digital classroom where students could access all instruction and assessment materials. Class instruction was provided by the teacher remotely using a modified class instruction schedule. Students were provided hot spots and chrome books if they needed them to ensure access to instruction and curriculum. Students were also given the option of using paper packets for instruction. Login information and other technical assistance was provided during the week of March 16 - March 20 for teachers, students and parents. Services to all students were replicated to best meet the needs of all students, including students with disabilities. To ensure services were delivered as closely as possible to in-person services, each support service staff members such as teacher aids, resource teachers, as well as administration were made a part of each Google Classroom. The decision was made to keep the A-F grading scale for consistency purposes. All meetings, including weekly professional development meetings for staff members, daily staff check-ins and board meetings were held using Zoom or Google Meets. Attendance was taken based on attendance in virtual classes and completion of assignments. Administrators, teachers and the counselor monitored attendance and contacted students who were not taking part in distance learning. Graduation ceremonies were modified and approved by the San Benito County Department of Health to allow each student and two parents/guardians to come to the school site, utilizing social distancing, to allow for pictures and the distribution of diplomas.

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

Surveys and individual phone calls were made to all families to ensure we had current contact information for all families. The survey asked a series of questions:

- Do you have access to high speed internet?
- Do you have access to a computer to access Google Classroom and participate in Zoom meetings?
- What method of instruction do you prefer (packets or digital platform)?
- How are you doing socially and emotionally?
- Did you need any additional supports or services?
- Are you getting meals each day for eligible students in the house? If not, how many meals do you need and do you need those meals delivered?

Students who did not have access to the internet or devices were provided with hot spots and chromebooks in cooperation with the migrant education program. Packets, hot spots and/or devices were delivered to students who did not have transportation to the school. Advisory groups were set up so that students had one consistent point of contact and so each teacher could monitor the students in their advisory group. In addition, because the same teacher was responsible for the same students, parents had the same point of contact if there were any concerns. Students followed a modified schedule with "Staff Office Hours" available so they could contact teachers. Attendance in virtual classes was used as a way to gauge student engagement. If students were not engaged, teachers contacted them by telephone to inquire why they were not in class or participating and parents were contacted if the engagement and attendance did not improve. The teacher reached out to the building principal and counselor for additional support in re-engaging the students in class if necessary. In extreme cases a "wellness check" was requested by the school for the Hollister Police Department to stop by the home to check in on the students. Services provided prior to school closures continued during distance learning. Restorative Justice Circles and PBIS activities were provided through Google Classroom and Zoom. Social Workers teleconferenced with students as needed and teachers were reminded to embed social emotional strategies into their daily lessons. The county office of education also coordinated with social services, CASA and district foster youth liaisons to provide chromebooks for foster youth that needed technical support. Homeless youth through the San Benito County Office of Education were provided, if necessary, \$50.00 gift cards to Target and Safeway along with County Express transportation tokens for students. Weekly wellness checks were done to ensure that families and students in need were partnered with organizations or assistance. Tobacco Use Prevention Education provided an 45 minute online assembly on vaping and marijuana that was offered to all students and parents, including English Learners, foster youth, and low income students.

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

The staff, with guidance from administration, made the decision to use Google Classroom as the platform to deliver instruction to students. Each Google classroom included all students, teacher, intervention specialists and teacher aids as part of the classroom to replicate what was happening during face to face instruction. A virtual schedule was put together that included classroom instruction twice a week for each subject in which the student was enrolled. Hot spots and devices were provided to each family that needed internet and a chromebook device. Classroom supplemental reading books and workbooks/textbooks were also made available to students. Times and dates were provided for parents and students to pick up technology and textbooks and for those who had transportation issues, those supplies were delivered by school officials with lunches or at a designated time. The technology devices distributed to students were repaired when needed

and the process to receive another chromebook was outlined to parents and students in the contract signed at the time of distribution. The same instructional materials and programs used with face-to-face instruction continued to be used during Distance Learning. Teachers also utilized free online curriculum resources to supplement videos and other instruction materials that helped make the instruction more engaging. Each week ("Mondays @1") professional development was provided to all teachers focused on learning how to use the online learning platform, subject specific resources and technical assistance that teachers needed or requested. The Zoom platform was used for these meetings so teachers could share their screens with each other to demonstrate specific skills and processes. Communication was the key to student success. For example, texting students 15 minutes before each class period started became the norm, resulting in increased attendance in each of the classes. Weekly check-ins with parents allowed the school staff to find out which, if any, supports were needed by parents to help support students. Instruction was designed so that students could join their virtual classrooms while instruction was happening live with the teacher. Lessons were saved and provided online so that students could access them a later time or date if they missed the live session. The same instruction was delivered whether using packets or the digital platform, although direct instruction was delivered two days a week, with periods 1, 2, and 3 meeting on Tuesday and Thursday and periods 4, 5, and 6 meeting on Wednesday and Friday. Mondays were designated for lesson development and professional development for teachers and staff.

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

When schools closed on March 16, 2020, meals continued to be provided for students with no lapse in service. Pickup times and locations were communicated by email, text message, website and a letter distributed to all parents. Initial meal distribution times were 11:30 - 12:30 each day at the school site. Parents could drive up and receive the number of meals they needed based on the number of school age children in the car. During the week of March 23 - March 27, a survey was conducted to all parents to determine how many meals families would need and whether they needed those meals delivered or they could pick up the meals in person. The survey also inquired if parents were receiving their meals from another school/location during this time period. The results of the survey allowed us to better prepare an accurate number of meals each day based on the number of meals to be picked up and the number to be delivered. Bus drivers and staff members began to deliver meals and revised the meal distribution schedule from every day to Mondays and Thursdays after receiving a waiver allowing the changes. Meal delivery times on Mondays and Thursdays were 10:30 am - 11:45 am and pickup was scheduled from 11:00 am-12:00 pm. All sanitation procedures and protocols were followed including the wearing of face coverings, gloves and hairnets. Breakfast and lunch were provided to students with approximately 300 breakfasts and lunches prepared and distributed on Mondays and 200 breakfasts and lunches prepared and distributed on Thursdays. Social distancing guidelines were followed during distribution and included requiring parents to remain in their cars while meals were given to them through the window. When meals were dropped off at a residence, they were placed on the front porch after the staff member knocked on the door to notify the student the lunches were ready. Since March 16, 2020 there have been 4028 breakfasts served and 4028 lunches served for a total of 8056 meals.

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

Supervision of students was not a concern for our students, parents or families as we serve grades 7-12. Assistance was provided to ensure that students could access their assignments and curriculum anytime each day, as many of the students were assisting in the care of their younger siblings. Parents were asked at the start of the transition to distance learning if they needed any support or resources in the area of child supervision and were provided contacts to daycare providers such as the YMCA.

