COVID-19 Operations Written Report

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.

In consultation with the Los Angeles County Office of Education the Lennox School District closed its six schools and began transitioning to distance learning on March 16, 2020. During the first three weeks of school closure, printed materials were made available for all students by using a drive-through system. Teachers also began reaching out to students via phone calls, emails and began setting up distance learning routines and schedules. During this time teachers also surveyed student needs pertaining to technology and connectivity. The District developed a plan to ensure that all students had access to chrome books. Connectivity was a problem for some of our families and staff worked to resolve these issues with internet providers. On April 20, 2020, immediately after spring break, our distance-learning plan went into effect. A memorandum of understanding was reached with our teacher union and teachers hosted three hours a day of office hours to communicate with students and families via email, zoom and telephone calls. Teachers were encouraged to a use a combination of synchronous (learning that happens with “real time” interaction) and asynchronous (instruction that occurs without “real time” interactions). Most teachers used Google Classroom, Zoom and Seasaw. Teachers and administrators carefully monitored the participation of students. Daily schedules were developed and shared with families in order to set up daily routines for students at home that mirrored a school day as best as possible.

The staff of the Lennox School District understood that school closure would be challenging for our families and students. Teachers, principals and counselors reached out to parents prior to spring break to determine some of the issues that might be barriers to distance learning for our students. We developed the following policies, procedures and process to the best of our ability, with an equity lens in mind to best support our students and families. Based on the feedback we received and with an understanding of our community’s needs the following are examples of actions that were taken:

-Laptops or Ipads were distributed to students who did not have them to ensure equal access.

-Counselors and Psychologist have been available to offer any social-emotional support necessary during this unprecedented time.

-A hold harmless grading policy was adopted by our board and implemented by our teachers.

-Daily “grab and go” breakfast and lunch were available to all children in the community under the age of 18.

-Elementary and Middle School virtual schedules were designed and shared with parents.

-Administrators held weekly grade level or department collaboration meetings to share best practices or professional development.

Communication with families has been critical, as they have become partners in education like never before. The district website was expanded to include a variety of robust resources for our families including prerecorded parent trainings and distance learning best practices, links to available apps, technology support and school closure information and resources.

Special education staff were able to reach out to students and their families and assessed the needs of each student and determined what supports these students needed to support their learning and comply with their IEPs.

Students with disabilities continued to receive all services from a distance-learning platform. Designated instructional services such as speech and language were delivered through specific platforms such as Theraplatform, Boom Learning, and Ultimate SLP. Student instruction was modified to follow each IEP and support families with technological support. IEP's were discussed and developed through multidisciplinary team collaboration with parents joining Zoom or Google Platform. An Extended School Year (ESY) was also developed and will be provided based on student's IEP.

Our after school expanded learning program also continued through a distance learning model. Students were provided additional education as well as engaging activities to ensure the transition to distance learning would be as seamless as possible to protect the academic, physical, and mental health of our students.

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

Our District is 95% eligible for free and reduced lunch. Therefore the description of services, barriers and District solutions to those barriers provided in the previous questions describes how the District has met the needs of low-income students.

English learners continued to receive instruction through Google Classroom and Zoom. Teachers used these platforms to monitor student progress. In addition, for our English learner students, we have provided some language acquisition apps such as Imagine Learning and Brain Pop ELL to reinforce English language practice at home. Our comprehensive ELA curriculum that has lessons for integrated and designated ELD support continued to be used. Teachers continued to provide differentiated instruction based on students language levels. In order to give students ample opportunity to practice English listening skills, students were encouraged to tune into PBS Learning Media for educational programs. An English Learner newcomers group also participated in small group zoom meeting twice a week.

Our district counselors and psychologist called our homeless and foster youth weekly to make sure they were making academic progress, address socio-emotional needs and provide any needed resources or supplies. Counselors also made contact to any student when decline in participation was noted. Mental health continued to be addressed by providing on-going counseling and frequent check-ins. Our district website features resource tools on strategies to help students and families manage emotions and feelings. Particularly information on how to talk to students about Covid-19 was posted. The District's Foster Liaison continued to be available to counselors and families if needed for additional support to our foster youth providing resources and services.

We supported our low-income students and families in many ways. We made sure technology devices were available for them to pick up and assisted in getting free or low cost Internet connections for families that were interested. There was a special focus on technology literacy and getting students connected to online platforms. Free breakfast and lunch was also provided to any child under the age of 18 five days a week and during spring break. Information regarding community support and health services including additional food benefits and Covid-19 testing were also made available to parents.

To further support English learners, foster youth, and low-income students, we have ensured that families have access to information in both English and Spanish.

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

Lennox School District teachers continued to offer high quality instruction and support to their students through ongoing communication using a combination of learning management systems including Google classroom, Zoom, Seasaw, e-mails, and phone calls. Teachers spent many hours planning and delivering synchronous and asynchronous instruction to students while keeping in mind the current needs of students and their families. All teachers and staff worked collaboratively to differentiate, accommodate, or modify lessons and pacing to meet the needs of students in a distance-learning environment. Consideration was given to the age and readiness of students with the amount of time and learning activities and platforms used during distance learning.

Teachers provided names of students that were not responding to online learning to the school site counselors. Counselors were assigned to reach out to families of students not engaged at school. Wellness check home visits were conducted for all students not responding to emails or calls. During home visits, families who needed support with access to Internet were identified and supported with resources for free or low cost Internet plans.

To ensure equity of access, our technology department set up a distribution center for students that did not have access to devices. In addition to distributing technology devices, the technology personnel continued to offer at home technical support to teachers, students and parents. Teachers, students and parents were able to submit a technology support form and our technology team worked with them to address technology issues.

In collaboration with our teacher's union, we established a hold harmless grading criteria, per the CDE recommendations, that was equitable for all students, The grading resolution was approved by the board of education and implemented until the end of the 2019-2020 school year. Teachers calculated grades in a manner that reflected student achievement and learning and supported the preservation of the progress students made prior to school closures. This policy acted without negative consequences for students and recognized there may not be equitable access to educational opportunities for all students.

In order to support teachers in the transition to distance learning and to ensure high quality learning opportunities for students, site administrators held weekly grade level or department collaboration meeting to share best practices and resources. A variety of professional development opportunities were also offered to our teachers. The Instructional Services department with our district Teachers On Special Assignment focused on providing teachers with the tools and support to assist in a smooth transition to distance learning. All sessions and step-by-step directions were prerecorded and archived on our web-site for teachers to access at any time.

The greatest impact by families was the loss of school site celebrations including honor roll and promotion ceremonies. School administrators and teachers did provide celebrations that were safe through videos, Zoom parties and drive through promotion for our 8th graders.

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

On March 16, 2020 Lennox School District began distributing free meals for anyone under 18 years of age at all of our six schools. As of June 18, 2020 the District has served over 112,000 meals. Families were notified of the meal distribution through a connect ed call and a letter sent home with students on the day of closure. In addition information regarding meal distribution has been posted on our district website since

schools were closed. On March 24, 2020 we consolidated meal service to three sites (Lennox Middle School, Moffett Elementary & Jefferson Elementary). After spring break, starting on April 20, 2020 we consolidated our meal service to one location at Jefferson Elementary. Our community is only 1.3 square miles making it easy to access any campus within our district. In addition, Jefferson Elementary School is located in the middle of our mile radius. Daily breakfast and lunch is being distributed Monday –Friday from 10:00am to 12:00PM. Meals are grab and go in order to maintain social distancing practices. The district ensured that a district or school site administrator supervised every lunch distribution. In order to address food insecurities and shortages in our community, Lennox School District will continue distributing free meals for anyone under the age of 18 during the summer.

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 operates our own After School Program (LEAP) and therefore does not work with other agencies in providing this service. However, if parents were in need, information on outside childcare supervision, agencies that provided this was posted on the District's Covid-19 webpage. This information was available throughout the closure via links on the District's website. We had no parents request supervision of students during regular school hours. Based on how the district plans to re-open school in August, our After School Program will develop options for child care during the school day and after school opportunities based on health department guidelines.