

COVID-19 Operations Written Report

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
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| Sutter County Superintendent of Schools | Brian Gault Assistant Superintendent | briang@sutter.k12.ca.us (530)822-2947 | June 24, 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.

Sutter County Superintendent of Schools officially cancelled all in-person instruction on Tuesday, March 17th. The decision was made in consultation with county health officials, the superintendents of all districts in Sutter County, representatives from Yuba County schools and SCSOS staff. Information regarding the changes was posted on our webpage, letters were mailed to all of our families, notifications were handed to all students present at school and School Messenger was used to make mass automated phone calls. In addition, throughout the following days, attempts were made to contact each family personally by phone.

Once in-person instruction was cancelled, a distance learning program was immediately offered. Students were provided packets and/or technology based academic supports. During the first two weeks of the closure (up to Spring Break), while academic work was provided, it was clear that participation was voluntary and not directly linked to grades or attendance. That time was used to maximize connectivity. Hotspots and Chromebooks were issued to families who needed them and staff reached out to communicate with families regarding their preferred distance learning method. Post Spring Break, the expectation of students to engage in some form of distance learning was clearly communicated and supported with outreach. Initially we relied heavily on the packets but have gradually transitioned to online and asynchronous learning. We also communicated mental health supports for families and students as well as how we could help support nutritional needs.

Throughout the COVID closure, SCSOS followed CDE recommendations as they were provided, concerning attendance, testing, and grades. We transitioned to the Credit/No Credit grading, attendance stopped being counted formally, meetings went virtual instead of face to face and staff worked to formalize distance learning models and schedules to provide as much support as was reasonable. Policies also evolved throughout the closure based on stakeholder input. Staff (certificated and classified) were involved in decisions regarding instructional schedules/models, grading, and graduation ceremonies. Student and parent input was sought through email, individual phone calls, home visits and social media communication threads. Our policies and practices have been responsive to guidance from CDE and to the needs of our local community.

SELPA Infant Program: The Sutter County Infant Program staff continue to collaborate and support infants from afar as we are unable to provide services in person due to the COVID-19 closures. The team has transitioned all service delivery to a distance learning and remote model. Service providers are using video conference, phone calls, emails, and text. Resources have been organized and disseminated via Google Classroom and Padlet.

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

Homeless/foster youth students were targeted for extra support by the Student Support and Outreach (SSO) Department. Families were contacted in order to provide resources for technology, mental health and nutrition. SSO staff continued to reach out to school site homeless and foster youth liaisons, school counselors, and social workers across the county to check on these populations and identify any unmet student/family needs. Homeless families were connected with resources and food bundles were delivered weekly. Foster youth received cell phones that serve as hotspots through *iFoster* as well as school supplies they may have needed for distance learning. Mental health/behavior health support continued throughout the closure through virtual Child/Family Team meetings, SSTs and IEPs and/or referrals to services. Support was provided to parents/caregivers of these populations to assist in navigating and removing barriers to accessing these supports and services.

All Sutter County students were provided access to mental and social emotional supports throughout the closure. Student Support and Outreach (SSO) provided a flyer with social emotional tips and support as well as local behavioral health numbers and resources. The SSO Counselor quickly set up and provided virtual counseling sessions including scheduled sessions and virtual open office hours. In addition to having an electronic scheduling system for counseling sessions, the SSO counselor reached out to students and families directly and received referrals from teachers asking her to connect with the student/ family. In addition, virtual SEL lessons were offered to all students in Sutter County; Youth Mental Health Activity kits were distributed and virtual substance-use prevention and intervention lessons were created.

Integrated and Designated ELD structures and supports continued during distance learning to the extent practicable. Both Designated and Integrated ELD presented challenges, but students were provided support through extra para educator outreach, teacher outreach and online zoom meetings.

All Feather River Academy students were supported academically by ensuring two personal phone check-ins by teachers per week, email to student email accounts, and monitoring both online and paperwork turned in. Bi-lingual staff called our non-English speaking families multiple times every week to provide explanations of policies and services that are available.

SCSOS Special Education set up phone hotlines, in three languages, for parents to call with questions or needs.

SELPA Infant Program: A majority of Sutter County Infant Program families are English language learners, foster and/or low-income. Our team continues to support communication with families in their native languages. Infant program staff shares community, state and federal support opportunities with families regularly and as appropriate.

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

SCSOS employed varied communication strategies to engage as many students and families as possible in meaningful distance learning. Emails, mass phone calls, personal phone calls, home visits, letters and flyers sent home by mail were all important forms of communication used to connect.

Chromebooks were distributed to every student who indicated a need. Kajeet devices were purchased, received and distributed to all families identified as having a need.

Teachers used weekly ZOOM Staff Meetings to collaboratively develop and deploy distance learning. Teachers accessed free PD offerings and Sutter County instructional coaches provided weekly PD to improve practice with curriculum and instructional technology such as the efficient use of Google Classroom. Free webinars and CDE guidelines and available instructional materials/strategies were valuable as skill with distance learning continues to develop.

Supporting parents to help their children learn from home was an important factor that we attempted to address. Phone hotlines were established, staff personally reached out and communicated with parents or conducted home visits to offer support and encourage students to follow the distance learning opportunities.

Instruction was being delivered both synchronously and asynchronously through many models. Paper and pencil packets, Google Classroom, online videos, zoom meetings, over the phone and office hours at the school were all employed.

Throughout the closure, we sought, received and acted on feedback from neighboring districts, model schools, professional organizations, county office personnel, community members and local organizations.

SCSOS Special Education program provided home based learning activities through a variety of avenues. We individualized our approach to our students and families during this time. Our Special Education team provided home learning through technology, packets of work, weekly Zoom meetings with students, phone calls and other creative avenues dependent on student need. We ensured that students had access to engage in distance learning by providing families tools such as Chromebooks, visual icons, manipulatives and paper/pencil. Our staff have been in constant communication with families on a weekly basis and have conducted IEP meetings virtually to provide families ongoing support through this process.

SELPA Infant Program: The SELPA has supported staff in developing effective service delivery skills through collaboration and professional development training. The Infant Program meets regularly to share resources, discuss new and creative tools as well as to refine distance service delivery. Service providers check in regularly with families to provide consistent support and strategies to meet infant outcomes.

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

Since SCSOS students live largely within Yuba City Unified School District boundaries and many county classes are operated on or in close proximity to YCUSD campuses, a standard agreement is in place for YCUSD to provide nutritional services for SCSOS students. YCUSD generously agreed to continue to serve students enrolled in SCSOS programs throughout the closure. Information on how to access meals was sent out using auto dialer messages, is posted at our school as well as on our website and Facebook page. YCUSD provided daily breakfast and lunch for children under 18 in a mobile, walk-up or drive through service model. SCSOS also partnered with the Yuba Sutter Foodbank to receive and deliver food bundles (canned and dry goods to be prepared in meals for families) every Thursday. Volunteers delivered to food bundles to nearly 30 families each week.

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

SCSOS participated in frequent communication and planning with all LEAs and county officials. Although child care was frequently a topic of discussion, a local need has not been identified to date. SCSOS and County LEAs are prepared to partner in order to meet a childcare need should it arise as people return to work prior to schools reopening for in-person instruction. Since the majority of students in SCSOS classes are all secondary students, they do not need direct supervision due to their ages and ability to take care of themselves.

Staff were trained to direct families in need of childcare to Children's Home Society.