

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Laton Unified School District	Lupe Gutierrez-Nieves	lnieves@latonunified.org	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.

On March 17, 2020, due to the Covid 19 emergency and Governor's shelter-in-place mandates for California, the Laton Unified School District Board of Education, along with the Superintendent, held an emergency meeting and unanimously passed a resolution to suspend instruction through April 13th. The safety and wellbeing of the students, staff and community were placed at the forefront of all decisions. Distance learning initiatives began immediately. The district's leadership team came together to discuss how the closure affected each department within the organization. The superintendent kept in constant communication with site administrators and directors to communicate updates and plan next steps. Everyone's focus was to support students and ensure they receive academic, social emotional and nutritional support. The support given through distance learning to our Special Education student population was designed to provide the same level of support as for traditional classrooms. SpEd teachers determined if any modifications needed to take place before sending the curriculum out to our students.

The LUSD food service director set in place meal plan waivers through the CDE and utilized the Seamless Summer Feeding Option (SSFO) program. This program allows all children in the community, 18 years of age or younger, to receive free meals, and allowed food services to provide meals to the community immediately following the shutdown. Community food distributions have doubled since the pandemic began.

Checking-in on staff and students has taken priority since shelter-in-place began. Initially, we kept in constant communication using various platforms to ensure all stakeholders were kept informed of the closure, meal distribution, and distance learning program, and to ensure all were healthy and understood the situation. Currently, weekly check-ins are routine with all stakeholders, either by ZOOM meetings as entire staff, phone calls, emails and/or text messages.

Cleaning and disinfecting of all hard surfaces with EPA registered Disinfectant for Human CoronaVirus was our main response when the situation began. Training took place on how to properly use the product, including stringent safety precautions. An immediate response protocol was established in case of suspected virus contamination, which included, but is not limited to, disinfecting contaminated area and requiring any district personnel exposed to stay home with pay for 14 days. Once the district saw an increase in cases, a flex/rotating work schedule was developed to decrease interaction between staff. However, our district continues to do the essential work needed to maintain the well-being of students, staff, and community.

As noted above, distance learning became a priority for the district with the decision to close schools. Take-home Chromebooks were made available to all 1st through 12th graders. Beyond supporting teachers and staff we extend support to students and parents in their home environment. As a long-term solution, the district purchased 250 T-Mobile hotspots to provide internet for students who don't have access to it at home. Every student will need access to technology in order to communicate and achieve academically especially during the school closure.

LUSD continued to adjust school operations throughout the following months to adhere to the state health department guidelines. Additionally, the district has begun the planning process for when school sites are allowed to re-open and student and teachers return. The district leadership team, led by the superintendent, will meet biweekly beginning in May, to discuss changes, guidelines and information that effect school operations. Discussion/planning will continue to focus on student/staff safety and spacing, furniture placement, sanitation stations, student entry, student bathroom/office policy, lunch/break procedures, an assessment plan to identify major gaps that would prevent students from accessing grade level curriculum and finally, a plan to help students transition successfully from distance learning to traditional learning.

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

Once the decision was made in April to close LUSD schools for the remainder of the school year, the District made the commitment to strengthen the support provided to English Language Learners, Low-income students, and Foster Youth through our distance learning program by increasing digital access and providing structured support for teachers and students. During the two weeks that followed, all efforts were concentrated on purchasing hotspots and identifying families who needed internet access. Teachers were required to attend professional development that focused on strategies and resources to improve distance learning, such as ZOOM and Google classroom. The technology team provided training to support teachers on distance learning. The technology department trained teachers on communication tools and curriculum delivery applications. Teachers are to communicate with each of their students at least once a week. The district keeps a communication log where admins can review and provide additional support as needed. As a supplement to support the core curriculum, packets were also sent home with the students.

The support given in our Distance Learning to our English Language Learners is designed to provide the same level of support as a traditional classroom with integrated ELD support. Our ELD Paraprofessionals and ELD resource teacher were assigned a caseload that they monitor and enter in the communication log and provide designated ELD support. Each Paraprofessional was provided training on ZOOM and Google Hangouts and was given access to their students' Google Classroom assignments in order to provide assistance and support. This allows ELD students to receive specialized support in the area of language development. The district's ELD resource teacher created targeted curriculum and include it in every ELL student's distance learning work packet. Teachers also collaborate to make sure the assignments going out to ELL students are appropriate for each individual student. Classified personnel have also been trained in this area in order to have weekly contact with students to provide support

The District also recognized the special needs of its students with disabilities, and in addition to the efforts described above, individual progress monitoring is maintained by our Sped teacher, ensuring annual goals are still met and compliance is maintained. The Special Education population is in contact with their general education teachers at least twice per week and another two times with their special education teacher. Special education teachers are collaborating with general education teachers to make sure students are receiving the appropriate work. SpEd Paraprofessionals have a caseload that they monitor and enter in the communication log. Each Paraprofessional has been provided training on ZOOM and Google Hangouts and has been given access to their students' Google Classroom assignments in order to provide assistance and support.

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

The Monday following school closure, everyone came together to plan and support students and ensure they received academic, social-emotional and nutritional support. Teachers remained at work for the following three days to plan and deploy curriculum to students; two days for planning and the third day for deployment. Site administrators held meetings to explain the curriculum planning and deployment plan and answer any questions. As teachers created curriculum, administrators reviewed it and provided feedback to ensure it met the academic/grade level standards. Curriculum delivery platforms included Google Classroom, Google Hangouts, ZOOM, Class Dojo, online textbook, among the most common.

Distance learning efforts required the increased use of technology capacity throughout the district and among stakeholders. Teachers were provided training on digital video meetings as another platform to reach students on top of the phone calls, text messages, and various communication apps that were already in place. These platforms were used to ensure students were mastering new standards and receiving the support needed. Hot Spots were distributed to most students, giving them access to online curriculum, and each student had access to school-provided devices. Take-home Chromebooks were made available to all 1st through 12th graders to support the core curriculum packets already sent home. Students were given the option of completing paper packets or online (Google Classroom) work in order to get credit.

Teachers were required to update grades on a regular basis. Students not turning in work or receiving low grades on assignments were contacted by the teacher and are also given multiple opportunities to make-up the missing work. When the student did not understand a certain assignment, the teacher scheduled a ZOOM meeting to go over instructions. Teachers utilized GoGuardian Teacher as a tool for classroom management and to monitor students' activity and keep them on task. Google Classroom was the main platform teachers used for delivering digital curriculum to students. Contact was reported on a communication log that administrators could review to provide additional support as needed. The school counselor was constantly monitoring grades and contacting students who struggled academically or required social-emotional support.

With only two staff working in the technology department, it was a challenge to support distance learning, having to extend support to students and parents in their home environment. The majority of our parents are not tech-savvy, so helping their child presented challenges. In some cases, teachers assisted students with minor tech problems. The district implemented Securly for web filtering on student devices to meet CIPA compliance while they are off-campus. The district's community liaison was available to help parents understand how technology is being used to provide academic support. Parents also had the option to get step-by-step help to learn how to access the district website to take surveys, stay current with district news, or check student progress.

Teachers contacted students at least twice per week to provide support, answer questions, and to provide an update on grades. As students turned in work, teachers graded it and input those into PowerSchool to give students a clear understanding of how they performed and to improve. Administration kept track of grades and communication logs kept by teachers to record contacts with students or parents. Students communicated with teachers using email, Google Classroom, Khan Academy, Class Dojo, text messaging, ZOOM Meetings, and phone calls. If a teacher couldn't get in touch with a parent or student, a referral was made to the district's Community Liaison for a home visit.

In order to avoid exposure to COVID-19, teachers took home any materials needed for distance learning. Teachers were only required to be on campus to have curriculum approved by administration and on the day of distribution. Communication between teachers and students significantly increased in order to provide the support needed by all students. Staff meetings were conducted on a weekly basis via ZOOM. All staff communicated daily through email, Google + (plus) and in small planning teams of three or four (ie.-Admin/counseling/Athletics).

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

Distribution plan/layout: The District's food service director set in place meal plan waivers through the CDE and utilized the Seamless Summer Feeding Option (SSFO) program. SSFO is a program that allows all children in the community 18 years of age or younger free meals. Following waiver recommendations, meals were packed and distributed daily (M-F) for the first 3 weeks of service. Staffing was reduced and rotated to encourage California's shelter-in-place mandates. During food preparation, many safety procedures were in place. Staff were required to monitor their health and temperature daily before reporting to work. All work surfaces were sanitized daily before meal packing began. All staff were required to wear disposable aprons, gloves, and masks while preparing and serving meals. Food handling, packing, and distribution of meals was done following HACCP guidelines to ensure that food was stored and served safely. Food recommendations for storing and heating foods were included in the meal packs. During food distribution, meals were placed for easy retrieval that maintained social distancing measures. Sanitizing of equipment and hands were completed regularly. Disposable gloves and aprons were changed regularly as well. Daily team meetings were performed to remind staff of safety concerns and safe food handling, and to assure food production concerns were addressed. In-service training was updated to include Covid-19 health and safety tips.

All meals were packed at the Laton Elementary School kitchen and cafeteria area mainly because the kitchen and storage were big enough to accommodate the meal packing process. Meals were distributed currently at the elementary school and high school. Due to a higher volume of distribution, two stations were set up at the elementary school to allow for drive-thru and walk-up meal traffic. One station was set up at the high school for walk up traffic only. Stations were in the front of each site.

Initial/transition into long term: To prevent Covid 19 transmission/exposure, meal service days were reduced to two days a week (Monday and Wednesday), providing a two-day and three-day meal pack. This allowed the cafeteria staff an additional two days-off per week to stay home and shelter-in-place. Meal service efforts increased to include meal delivery from both the elementary and high school. This was done to reach more families in need and increased our meal distribution by 20%. At its peak, the district distributed approximately 1650 breakfast and lunches per week.

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

Teachers contacted students at least twice per week to provide support, answer questions, and to provide an update on grades. Teachers utilized a variety of platforms to reach students on top of the phone calls, text messages, and various communication apps that were already in place. These additional methods included, but were not limited to, Google Classroom, Khan Academy, Class Dojo, and ZOOM Meetings. In order to ensure teachers and students and their families could maintain frequent communication, Hot Spots were distributed to most students, giving them internet access, and take-home Chromebooks were made available to all 1st through 12th graders.

Teachers utilized GoGuardian Teacher as a tool for classroom management and to monitor students' activity and provide additional support as needed. Most teachers did wellness check-ins with students, as well. During this time, the topics of academics, curriculum and student support came up, but the focus was mental health and well-being. The school counselor was constantly monitoring grades and contacting students who struggled academically or required social-emotional support. If a teacher couldn't get in touch with a parent or student, a referral was made to the district's Community Liaison for a home visit.

The school psychologist and site counselors conducted weekly check-ins on students via internet, ZOOM or phone call. Students who were identified as at risk or were receiving social-emotional or mental health support before the school closure were placed on the counselor's or psychologist's caseload and

contacted weekly. Everyone who provided any type of service to LUSD students was required to check in with their students and offer academic or social emotional support. Because of the constant communication, students in need of additional services such as hot spots or additional food services were easily identified. A positive outcome to this situation was that every student in our district had the opportunity to have meaningful interaction with staff members a minimum of once a week, sometimes more. ELs got check in calls or Zoom with a Para-educator and an ELD teacher, along with general education teachers. The same support was provided to RSP students, when students needed assistance, and it was common for them to be on a call with a Para educator or RSP teacher for as long as the student needed.

Communication between teachers and students significantly increased in order to provide the support needed by all students.

The teachers checked in with administration and their teams a minimum of once a week. Each site had a spreadsheet that was completed by the site counselor and or psychologist after each check in. Wellness checks were conducted by the site administration once a week. Site administrators monitored entry logs and communicated regularly during the week with their staff to ensure they were doing well. When teachers were on campus for planning and deployment, leadership checked in on every staff member while following all health department guidelines. When teacher communication logs showed gaps, the site administrator immediately checked in with the teacher by phone, email or ZOOM to ensure all was well and to provide support.