

HAPPY VALLEY



Est. 1954

UNION ELEMENTARY SCHOOL DISTRICT

COVID-19 Operations Written Report for Happy Valley Union Elementary School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Happy Valley Union Elementary School District	Helen Herd, Superintendent	hherd@hvusd.net, (530)357-2134	06/09/2020

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.

In March of 2020, school closures were implemented across Shasta County due to the COVID-19 pandemic, requiring school districts to quickly transition from brick-and-mortar school operations to a distance learning environment. The rapid transition to distance learning from traditional instructional models necessitated changes to how we deliver services for instruction, meals, and after school care. We quickly pivoted to survey the needs of our families to support continued learning and meals for their children. Additionally, we wanted to ensure that all students' needs were met, especially our under-served and high needs populations. The Governing Board, Staff, and Administration met

to develop a plan to offer the following services: 1) Distance Learning; 2) Access to Grab and Go Meals; 3) Childcare for essential workers; 4) Reaching out to our most at-risk students and our Special Education population to ensure equitable services, and 5) Continue to pay staff. The abrupt changes to our education environment necessitated changes to data collection, assessment practices, instructional practices, monitoring practices and grading practices. Typical data points such as summative annual assessments, daily student attendance and school culture and climate, among others, are not available or no longer relevant in a distance learning environment. As a result, alternative metrics aligned to the shift are required in order to monitor and evaluate the effectiveness of the distance learning implementation. Additionally, the need to ensure that all students' needs are met, especially our under-served and high need populations, requires that intermediate and short term data are collected and monitored as soon as possible.

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

Online meetings-Staff meetings, Special Education, one-on-one parents virtual or phone meetings have taken place to ensure our most at risk students are being served.

Our Food Services Department provided meals Monday-Friday at the Elementary School Site with the help of the site principals, teachers, and support staff. Support staff and cafeteria workers delivered meals to our most vulnerable families.

Student Engagement

A tiered system has been put in place to collect engagement. Students who are not engaging school via distance learning platforms or are not picking up the "Grab and Go" meals are contacted to inquire further regarding any connectivity issues and to ensure their well-being. A collaborative effort has been made with Human Health Services, Children's Legacy Center, Child Protective Services, the Shasta County Sheriff's Department, the Help Me Grow staff, and the Shasta County Office of Education to assist local schools with reaching out to students and their families when students are not attending school.

Grading Practices on Pause

Credit/No Credit has been established during this time to ease the pressure on parents and encourage families to promote learning that meets their families circumstances. We have also ensured that all students will be held harmless for grading during this period of time. We have encouraged families to create opportunities for projects and enrichment. Teachers have checked in with their students on a regular basis; with many teachers reaching out to their students individually. During check-ins, teachers offered tutorials, feedback on projects and enrichment work, or just offered support by listening during this challenging time.

**A collection box was placed outside the school in a specific location where parents could easily turn-in completed school work and pick up new learning packets. Learning packet pick-up and drop off was available daily during lunch service. The drop-off box can be accessed at all hours of the day to accommodate parent schedules.

Parent Engagement

We have learned to partner with our families more than ever. COVID 19 has become an equity check, reminding us of who needs the most support. We believe this crisis has been an opportunity for us to come together to do and be better for every single one of our students. Teachers and support staff attempted to contact every family during the first week of the shelter-in-place order to ascertain what kinds of services they needed, their access to WiFi, and what types of devices they had that would enable their children to access instruction.

Wifi Access/Computers/Lesson Delivery

Sudden school closures exposed the need for our rural and low income families to have reliable internet services in order for our staff to implement and our students to access Distance Learning. Our LEA quickly transitioned from students attending in person to Distance Learning in a hybrid model of virtual/packet Distance Learning. Chromebooks were provided to every student that needed a device in order to participate in Distance Learning. Students were able to access the school's internet connection while in close vicinity to the school buildings. From these locations, students could access their school work, and parents were able to communicate with the school.

** . A check-out system was implemented with permission slips and instruction on appropriate use of the Chromebooks.

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

Distance Learning

Our classroom teachers had to quickly shift to highlighting the most crucial elements of the curriculum. Teachers were very creative at providing engaging learning opportunities for students. Teachers provided extended learning plans to all students. Learning packets have been put together, derived from existing lesson plans, including both online and pen and paper activities. Students also participated in online discussion with their teachers. Shifting to distance learning required infrastructure changes, new methods of teaching and learning, and adaptations to lesson delivery and assessment. Teachers have provided students synchronously and asynchronously daily instruction. The district worked rapidly and diligently with the Shasta COE to institute virtual professional development to bring our staff up to speed in order to best meet the needs of the Digital Natives we are teaching.

Special Education Students

Teachers have made every effort to accommodate students with IEPs and 504s. Virtual meetings and one-on-one phone calls have been made to parents to check in, explain lessons, share sample schedules, and to meet annual meeting requirements. Addendums and Prior Written Notices (PWN) have been put in place, when needed. Curriculum and tips for supporting students have been sent home to parents by special education teachers. Instructional aides have been utilized to assist with arranging meetings with parents and teachers. Special education teachers and service providers have made every effort to contact families in order to ensure understanding of the need to transition to a distance learning model for IEP individualized academic instruction and IEP-related services. Special education staff have made a concerted effort to ensure equity to resources for all students with disabilities, and have designed learning to meet individualized instructional needs with a specific focus on each students' progress toward their individualized education program (IEP) goals. Special education staff have ensured that online access is ADA-compliant and, when online services and support are recommended for service delivery, that the Internet is accessible to all students. Special education staff has provided an offer of free and appropriate education (FAPE) for every student with special needs. This was done by adhering to the IEP services and supports that were in place at the time of the

change to distance learning, as much as possible given the distancing and shelter in-place directives in place during the current COVID-19 pandemic. Special education teachers and service providers continue to monitor and support students and families and hold IEP amendments and meetings as needed to meet student needs and state and federal guidelines. For many of our families, the weekly connections made by the Special Education Teacher provided the much needed emotional support for parents during this time.

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Chromebooks were provided to every student that needed a device in order to participate in Distance Learning. Students could log-on to their device through the student portal so that parents could connect in close proximity to the school buildings. From these locations, students could access their school work, and parents were able to communicate with the school.

Professional Development-

In order for teachers and support staff to transition from the classroom learning environment to a virtual learning environment, expedited professional development courses were offered for the following: Google Meets, Zoom, Google Classroom, Google Forms, Google Calendar, Google Sheets, Google Slides, Google Contacts, School Board Practice meetings and other requested apps for education. We provided whole group and one-on-one training and distributed videos of various online training sessions. The executive assistants in our Leading Learning Network of Schools met together to practice facilitating a simulated Governing Board Meeting to encounter and address potential issues prior to the convening of the actual Board Meetings took place. Additionally, we trained our Special Education staff in the requirements and guidance laid out by CDE and ED.

CALPADS Reporting

Additional reporting has taken place due to the COVID 19 crisis. New codes have been placed in CALPADS for accountability purposes.

Curriculum/Resources

Our Leading Learning Network, which consists of 15 small, rural school districts, quickly gathered and vetted a multitude of electronic resources for our schools - from online virtual field trips to educational games to specific content-based sites. Initially, students and parents were directed to begin exploring these resources while the teaching and support staff were being trained in the various distance learning platforms. These resources were then incorporated by teachers to enrich and expand the Distance Learning lesson plans. Counseling/Social Emotional Support-Teachers and/or Counselors have called our most at-risk students to check-in with the families and connect them with necessary community resources.

Instructional Aides

Instructional aides have been used in a variety of ways. Everything from making instructional packets to tutoring students to passing out meals to calling families. They are being used where administration needs them most.

Communication

We have communicated with families via local tv and radio stations, “all calls,” text messages, newsletters, press releases, meal flyers, emails, updated school and district web pages, personal phone calls, as well as notifications of designated teacher “office hours,” online meetings, schedules of class times, bus stops, Special Education meetings and at drive-through meal locations. Administrators have been on campus to ensure parents are able to connect with us and receive a response from us during school hours.

Counseling/Social Emotional Support

Teachers have called our most at-risk and vulnerable students and families to ensure their well-being and to connect them with any necessary community resources.

Attendance

A tiered system has been put in place to collect attendance. Students who are not attending school via distance learning platforms or are not picking up the “Grab and Go” meals are contacted to inquire further regarding any connectivity issues and to ensure their well-being. A collaborative effort has been made with Human Health Services, Children's Legacy Center, Child Protective Services, the Shasta County Sheriff's Department, the Help Me Grow staff, and the Shasta County Office of Education to assist local schools with reaching out to students and their families when students are not attending school.

Grading Practices on Pause

Credit/No Credit has been established during this time to ease the pressure on parents and encourage families to promote learning that meets their families circumstances. We have encouraged families to create opportunities for projects and enrichment. Teachers have checked in with their students on a regular basis; with many teachers reaching out to their students individually. During check-ins, teachers offered tutorials, feedback on projects and enrichment work, or just offered support by listening during this challenging time. A locked homework collection box was placed outside the school in a specific location where parents could easily turn-in completed school work. This box can be accessed at all hours of the day to accommodate parent schedules. New packets/work could be picked up daily during lunch service.

Graduation

We implemented a “drive-through” graduation ceremony. Staff provided a diploma and gifts for graduates as each family drove through the line. Student speeches, staff speeches were recorded and made into a video to be shared with students on a virtual platform.

Tech Support

Tech support has been provided to staff and families on an as needed basis. New challenges to student privacy and cybersecurity arose during this time and the tech support had to quickly work to ensure our students and systems were secure outside our brick-and-mortar buildings. Board resolutions were passed to suspend our regular grading policy and put flexible grading practices in place.

Countywide School Connections

Twenty schools from around the county met on a monthly basis to discuss challenges, silver-linings, and ideas on how they were adapting. Lesson plans, student learning packets, graduation ideas, staff appreciation ideas, tech links, check-in/check-out system of technology and other work, shared permission slips, protocols, systems in place, etc. were just some of the items/resources shared.

Maintaining Connections/Reducing Anxiety

We have taken this crisis and turned it into an opportunity for our students and staff to grow. We encouraged families to create routines for their children, validate feelings, stay calm, be truthful and reframe negative comments to help with responding to anxiety, fear and panic. Teachers shared strategies to parents to assist in regulating students' emotions and behaviors and gave reminders of strategies to students when they are feeling overwhelmed.

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

Grab and Go Meals-Our schools quickly transitioned and deployed a drive-through "Grab and Go" system to support families while maintaining social distancing protocols, ensuring our students, and other school district's students, were fed during the pandemic. Initially, lunch and the following morning's breakfast food items were supplied to children, and our district then expanded to include a hot meal as well. This provided three meals per day to local children. Meals were available to be picked up at some school sites, and staff delivered meals to our most vulnerable families without adequate or limited transportation.

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

Shasta County Office of Education (COE) Early Childhood Services (ECS) holds the contract for Resource and Referral (R&R) as well as Help Me Grow (HMG) Shasta to connect all families to support services, including referrals to the full range of existing early learning and care (ELC) services, child development education, and information on how to select appropriate and high-quality ELC services based on family need. In addition to supports for families, R&R provides technical assistance and professional development to current and potential ELC providers, maintains ELC provider information for referrals, and actively maintains vacancy data from ELC providers. Families can access HMG Shasta and R&R locally through a variety of modalities, including Shasta COE ECS website, First 5 Shasta website, 211, text, Facebook, YouTube, and e-mail.

R&R actively maintains ELC provider vacancy data to connect families in need of childcare in real-time. Families can request a referral to an ELC provider with a current vacancy/available slot through the above-mentioned modalities or by visiting the MyChildCarePlan website. This ELC provider vacancy data is actively collected through biweekly surveys to ELC providers as well as EverBridge, vacancy data collection through Community Care Licensing. Vacancies in ELC settings can change from day to day, and the active collection of data ensures families have access to the most up-to-date information to provide ELC referrals to families.

The ability to maintain current, real-time ELC provider vacancy data allows Shasta COE to refer families in need of childcare to ELC providers. This data is monitored by R&R in an effort to ensure families continually have access to childcare while school is in session as well as when school is not in session. If access to care becomes limited, Shasta COE has the capability to quickly open "popup childcare" where data shows limited access to ensure families continually have access to childcare services in times of need.

