



COVID-19 Operations Written Report for Oak Run Elementary School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Oak Run Elementary School District	Lynn Wilen Superintendent/Principal	lwilen@oakrunschool.org (530) 472-3241	

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 and meals. 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 underserved and high needs populations. The Staff, and Administration met to develop a plan to offer the following services: 1) Distance Learning; 2) Access to Grab and Go Meals; and; 3) Reaching out to our most at-risk students and our Special Education population to ensure equitable services.

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 underserved 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. We have had IEP meetings for all of our special education students by Zoom to amend the individual IEP's to reflect our new way of delivering lessons.

Transportation of Meals/Learning Packets- We have a grab and go method of delivering meals and learning packets. After a week, we decided to make a week's worth of meals including at least 4 hot lunches, packaged so that they could be reheated. Our meal count went from 6 lunches and breakfasts to around 30 a day because the families came only on Tuesday.

Student Engagement-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. The principal is making house calls when necessary and phone calls are being made as well. We monitor the Chrome books assigned to families to when we have not heard from the students. 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 contacted our high school to find out about grading for our eighth grade students. Credit/No credit was agreed upon for them. We have encouraged families to create opportunities for projects and enrichment. Teachers have checked in with their students on a regular basis; with most teachers reaching out to their students individually. Every Tuesday, the teachers offered tutorials, feedback on projects and enrichment work, or just offered support by listening during this challenging time.

one-on-one here at the school as well as meeting with them on Classroom Google.

Tubs were placed in the cafeteria where parents could easily turn-in completed school work and pick up new learning packets.

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. Counseling services are available on a one-on-one basis here at the school.

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. Parents often call the teachers at home for help and support. If a teacher has not heard from a student, he/she calls the home. Thus far, we have had only one parent not participating in this program.

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. A “guest” internet connection was placed at school 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.

Wifi hotspots were supposed to be provided to students and staff that had unreliable or no wifi services at home. However, we are still waiting for promised ones from the CDE. We were told by the Government Section of Verizon that we would have to wait until mid-May to secure hotspots for distance learning. However, we were implementing Distance Learning in early April and mid-May would be too late.

Transportation of Meals/Learning Packets-

We transported meals/learning packets to one family only who had no transportation.

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. The upper grade teachers implemented IXL for mathematics and English Language Arts for on-line learning which most students had access through checked-out ChromeBooks. Those who could not, were given learning packets reflecting IXL.

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.

Special Education Students-Teachers have made every effort to accomodate 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 have been put in place, when needed. Curriculum and tips for supporting students have been sent home to parents by special education 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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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.

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, distributed 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.

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Tubs were placed in the cafeteria where parents could easily turn-in completed school work and pick up new learning packets. These tubs can be accessed at all hours of the day on Tuesdays.

Graduation-We implemented an invitation only graduation held on the large grass area where families who normally grouped together could sit and anybody else (staff and two students) could sit apart from others. One Board member and the principal handed out the diplomas and a gift. One seventh grader sang a song and gave a farewell speech. The ceremony was recorded for family members who could not attend.

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. After the first week, we decided to serve the meals for a whole week every Tuesday. That worked out so much better as we did not provide transportation and the families could come just once a week. We moved from 6 meals to 30.. Meals were available to be picked up 11:00 am. We purchased packaging to hold the hot meals so they could be reheated.,

Transportation of Meals/Learning Packets-

We transported meals/learning packets to one family only who had no transportation.

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

Referrals to our local Child Care Council were provided to our parents that are identified as essential workers as we had no facility for child care.