

## COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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**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.**

The Sacramento County Office of Education (SCOE) has made the following changes to program offerings in response to COVID-19 related school closures. SCOE schools and programs serve both general education and special education students at multiple sites, while many sites provide specialized support to students receiving special education services.

### **Court and Community Schools**

The largest change to program offerings is reflected in the shift to distance learning. All students are now supported by distance learning and communication with students and families occurs primarily through online and mobile phone options. We have continued an ongoing commitment to relationships and visit students, as needed, adhering to social distancing protocols at their homes – across their front yard or an apartment courtyard, or at a distance learning check-in/check-out hub provided at one of the school parking lots. Court and Community Schools are providing distance learning to Special Education and General Education students through a high degree of collaboration between general education, special education and career technical education faculty, and staff.

Faculty and staff contact students on average three times per week. Teachers assign grades that are pass/no pass or letter grades if requested by students. We provide students with the option to choose a grading method and the flexibility to change their mind.

The major impact on students and families is the loss of regularly scheduled in-person interactions with teachers focused on increasing the student's academic skill set. Additionally, the loss of on-campus prosocial activities and drastic reductions in community-based activities reduces the opportunity for social interaction. That being said, faculty are advancing their skill set at delivering remote services and learning, online projects, and virtual field trips. On a very bright note, over 35 students completed their high school graduation requirements post school closures and participated in a virtual graduation for SCOE Court and Community School students on May 27, 2020.

### **Special Education Programs**

Special Education Programs are conducting their services through distance learning. This occurs through telephone calls, individual and group Zoom meetings, paper packets supported by telephonic instructions from teachers, and through Google Classroom. Classified staff are providing support in class Zoom calls and by helping develop home packets for students. They are also developing instructional videos to help support student wellness and student outcomes.

Teachers are developing lesson plans that are designed around the in-school curriculum and students' Individualized Education Program (IEP) goals. Students continue to work on reaching their goals thanks to the team efforts and continued support of Special Education staff. Academic progress for students with IEPs in our Moderate - Severe Programs was assessed through their individual growth on IEP goals and their Individualized Distance Learning Plan objectives. Academic progress for students in our elementary programs for students with behavioral support needs had their academic progress assessed by their growth on their Individualized Distance Learning Plan objectives. Students enrolled in our secondary program for students with behavioral support needs received a report card. Students could only improve their grade from their previous report card.

### **Extended School Year Provided Through Remote Learning (ESY)**

The extended school year program started on Monday, June 8, 2020 and will run through Thursday, July 2, 2020. Teachers, Paraprofessionals, Behavior Management Technicians, Speech and Language Therapists and Assistants, Orientation and Mobility Specialists, Teachers of the Visually Impaired, and Principals will work during ESY to support students with disabilities.

### **Related Service providers**

All related service providers continued to provide services and/or connect with families on a weekly basis. Nurses conducted check-in phone call to parents weekly while all other service providers provided support directly to students and families through Zoom and phone calls.

### **Infant Development Program (IDP)**

IDP staff are connecting with families on a regular basis through Zoom and phone calls. providing the services as written in students' Individual Family Service Plans. Faculty are providing families with learning opportunities for their children as well as supporting the parents by providing developmentally appropriate materials to support them as they raise a child with disabilities.

### **Graduations**

SCOE conducted a live graduation ceremony (not pre-recorded) and a live promotion broadcast via Zoom for 8th and 12th grade students that were enrolled in our programs for students' intensive intervention needs. The graduation ceremony for our programs for students with moderate severe disabilities has been pushed back to December in the hopes that a live in-person graduation will be possible.

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

**English Learners (EL)**

All EL students are studying via distance learning. EL students are receiving high quality instruction tailored to their needs and the remote services of the SCOE EL Liaison. EL Families unable to visit SCOE distribution sites are receiving materials and technology via home visits from staff who adhere to social distancing protocols. For example, those students in need of Chromebooks or Verizon Hotspots (mobile internet connection devices) receive in-person visits across a porch to ensure access to the assigned curricula.

**Foster Youth**

All SCOE foster youth continue to receive individualized services from foster youth staff, via remote telecommunication, in addition to services from their Teachers and Transition Specialists.

Each foster youth receives the full support we provide to all low-income students. 100% of students have a computing device and internet access and a full complement of hardcopy assignments. Teachers connect with students two to three times per week and provide additional resources as needed and or requested (i.e. books, school resources, bus passes, work permits).

SCOE foster youth staff members collaborate with school staff to ensure foster youth students access distance learning options and are keeping up with their course work. Staff remains in regular contact with Child Protective Services (CPS) and Probation and provides education records to both agencies. Foster youth staff participate in emancipation hearings and Extended Foster Care training via Zoom. Staff order materials and prepare activity sheets for educational activity bags to be distributed to foster youth Pre-K through grade 4. These bags include instructions and materials for kinesthetic learning activities to allow students to engage in non-screen time and hands-on educational activities.

**Homeless Youth**

Project TEACH actively partners with Teachers and Transition Specialists to ensure we continuously support homeless students enrolled in SCOE Schools. Project TEACH is also working with homeless liaisons across the county to support youth experiencing homelessness. District and Charter Liaisons contact students who live in shelters, cars, and those temporarily housed to communicate distance learning plans. The greatest request has been for food services. Staff disseminate school district, Sacramento Food Bank, and Family Services information and maps. Project TEACH is working with foster youth technical staff to develop a Homeless Database to provide Project TEACH a tool to track contact information, notes, and services provided to our homeless youth in a more expeditious and effective manner. This will allow Project TEACH staff to check on youth with increasing frequency and provide the students with necessary resources.

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

The description below describes our distance learning support for all SCOE Schools and programs, as many supports apply to multiple programs serving all student groups.

Prior to the school closures, we mailed home three weeks of work to every student in SCOE Community School Programs. Senior Extension students received a full component of work (four weeks) via in-person appointments scheduled prior to the school closures.

We surveyed students and families and secured the data needed to purchase and provide sufficient Chromebooks and Verizon Hotspots. SCOE purchased 200 new Chromebooks and 250 Verizon Hotspots and combined the purchase with 150 existing Chromebooks from SCOE school sites. These devices were distributed to all students who needed them. Over 180 computers from the Sacramento Library were provided to families of students in Special Education programs.

The first day of computer distribution was Monday, May 18, at Leo A. Palmiter Jr./Sr. High School. Families also picked up computers at Dry Creek Elementary, Prairie Elementary, and Galt High School. Families received all-in-one computers that contain everything needed to complete assignments as soon as they arrived at home.

All general education and Special Education students now have computing devices and internet access. Teachers check continuously to ensure that a student's device is functioning properly and that the family's internet access is sufficient. We provide additional devices and Hotspots as needed. Situations in many families are dynamic regarding the number of devices needed and the amount of internet bandwidth required.

SCOE utilizes the U.S. Postal Service and check-in/check-out hubs in the community for students to pick up and/or drop off work. Students that cannot travel for health or childcare reasons receive work dropped off on the porch and turn their work in at that time.

All students with IEPs receive lesson plans that are individualized to their goals and abilities. Teachers modify all assignments per the IEP and work on a regularly scheduled basis with the student and/or family to provide support for the learning activities and lessons.

All Court and Community School and Leo A. Palmiter Jr./Sr. High School Faculty have completed Edgenuity training. Staff are assigning lessons and courses based upon individual student needs.

Across all the SCOE schools, we are using some or all of the following distance learning approaches:

- Edgenuity
- OdysseyWare

- Big Picture Learning projects
- Hardcopy Packets
- Google Classroom – all students have Google accounts
- Zoom meetings with students for support and check-in
- Phone call and text check-in and support for students and parents

E. L. Hickey Jr./Sr. High School is set up as the curricular support hub for teachers across school sites to pick up/drop off for non-contact hardcopy exchange. SCOE part-time Mental Health Clinicians are keeping in touch with students and assessing wellness remotely. We are collaborating with district placement officers to ensure all students that wish to return to school districts have a seamless re enrollment process. Additionally, all families or adult students requesting enrollment in a community school are provided an efficient and safe registration process.

El Centro Jr./Sr. High School (our school within the juvenile hall), provided distance learning through a unique and powerful collaborative relationship between our SCOE El Centro Team and the Sacramento County Probation Department. When the school closed due to COVID-19, we had to develop a structure for incarcerated students under the care of Probation staff. El Centro teachers developed a model of producing assignments and work packets individualized for each student. Newly assigned student work packets are delivered on Friday to Probation managers at El Centro and completed student work is picked up by the El Centro Principal at the same time.

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

Each student has access to meals provided by their local school district. We have provided and continue to provide an updated, comprehensive list of school district and food bank distribution sites.

Students utilize their school ID to access food provided near their homes. We have received no complaints or information regarding refusal to provide meals to any SCOE student. Students in the Juvenile Hall continue to receive meals provided by Probation, as they did before the COVID-19 restrictions.

Faculty and Transition Specialists connect with families at minimum once per week and ask questions pertaining to the nutrition and well-being of students and families. Any families in a food crisis receive additional help and clarification regarding where to secure food from a school district or local food bank.

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

The local shelter in place orders and school closures have significantly reduced SCOE's ability to arrange for supervision of students within ordinary school hours. SCOE has

taken additional steps to support students and families' supervision of students by partnering with local non-profits and the County of Sacramento.

At SCOE's request, specific contracted non-profit partners have adjusted their outreach to work with students remotely or via social distancing protocols within the community and not on school-sites as part of the school day. SCOE expanded contracts for two partners that excel at providing outreach services and outdoor, socially distant appropriate activities. These SCOE non-profit partners continued to connect with students and families throughout the school closures and provided remote engagement and to the extent possible additional supervision.

Any students not responding to teacher communication receive phone calls and texts from their principal and if necessary, a home visit. Those that still do not respond receive a home visit from a school staff member and SCOE School Resource Officer. The visits were not punitive, but encouraging, and served as an attempt to clarify expectations and encourage school participation and progress. In many cases, these visits were the point where students and families started to engage in school again.

The Sacramento County Department of Child, Family, and Adult Services responded to SCOE's request for a child abuse prevention resource sheet, designed for teachers providing distance learning. The County came through and provided a high-quality document that guided teachers through sample questions and strategies to "check in" on the wellness of the family and children.

The intent is to help families secure assistance (resource referrals are provided) before the tipping point leading to abuse occurs. Should the teacher suspect child abuse, mandated reporter guidelines apply, and CPS is notified. All Principals have the document, have received a briefing on its purpose, and have trained related staff. SCOE teams will continue to use the document into the future. The document was distributed to Sacramento County school districts as well.