



## COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Tuolumne County Superintendent of Schools Office	Cathy Parker, Superintendent	cparker@tcsos.us	June 25, 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.

Gold Ridge Educational Center (GREC) is a school located in the juvenile detention and treatment facility run in collaboration with the Tuolumne County Superintendent (TCSOS) of Schools Office and the Tuolumne County Probation Department. March 13, 2020, was the last day of in person instruction for all schools in the county including GREC since the staff could not physically enter the facility. Staff quickly adjusted and in collaboration with County Probation were able to implement virtual instruction through the use of video-conferencing with already established Google Suite accounts, Google Meet, and Florida Virtual Classes. A schedule was created that allowed the teachers the opportunity to conference into the classroom via Google Meet and provide direct instruction in the areas needed by the students enrolled. Students are still provided the opportunity to work independently during non-direct instructional times and are provided textbooks, online resources, and/or worksheets from teachers. Probation staff step in as the support school staff and assist in managing the daily classroom functions with the help of the teachers. In the Tuolumne Learning Center (TLC) program for expelled and at-risk youth, the teachers continued to provide instruction using a variety of packet-based and on-line resources including Zoom and other on-line applications. TCSOS developed the Extended Learning Opportunities (ELO) website which provided curated, vetted, daily lessons by grade level that included on-line and paper-based instructional materials. Student in the county-served special education programs were also provided the option of packet-based, on-line, or a hybrid model of instruction. All families were assigned an administrator to call weekly. This is an area of improvement for us as some administrators had difficulty reaching parents. All family contacts were recorded and they were connected with resources specific to each situation. All teachers and related service providers were provided devices and hotspots to connect with students. In cases where hotspots did not work, specialized office settings were provided. All students were connected with devices and internet access depending upon their needs. The Keeping Kids Connected group meets weekly to determine needs and address obstacles/challenges. Special education services were provided virtually in all settings.

There are major impacts that cannot be minimized. While students still get to see and talk with their teachers/related service providers often, receive direct instruction, ask questions, receive assistance, and positively engage in instructional activities, not all families have access to

reliable internet services. The relationships between teachers and students are difficult to manage with young children and the need for some form of in-person instruction is evident.

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

TCSOS Court (GREC), Community (TLC) and Special Education schools have continued to meet the needs of our English learners, foster youth and low-income students during the closure of school campuses. At the time of the countywide school closure, the court school enrollment was 18 students and the community school had 25 students enrolled. Students were able to advantage of grab and go meals being distributed at various locations within Tuolumne County and we partnered with the Jamestown Family Resource Center in order to link services to our families. We have no identified English Language Learners in any of our programs. Teachers have scheduled "office hours" to meet with students for support. Our Director of student attendance and his support staff have been in regular contact with students and families to address any issues that have arisen. Students have had access to their teachers, instructional assistants, school administrators and all other staff. Our school social worker/counselor checks in with students as needed. Psychologists, therapists and other support personnel continue to work remotely with the students already receiving services and have linked services to families across the county. They have also developed an SEL resource page and have used the local cable TV station to record and disseminate educational trainings for families and community members. Our SEL & Counselors workgroups and the Mental Health Coalition have been working with the county's mental health department and other agencies which provide mental health and/or treatment services so that referrals can continue to be made. Several new referrals for therapy/treatment were made over the closure period.

TCSOS employs a County Foster Youth and Homeless Youth Coordinator who has been in regular communication with all of the county's school districts and Child Welfare Services to ensure all foster and homeless youth have the needed materials and resources. The coordinator has been directly in touch with families to support them in locating the resources they may need: meals, legal information, etc.

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

TCSOS Court (GREC), Community (TLC), and Special Education schools have continued to deliver high-quality distance learning opportunities despite the challenges of living in a region with limited internet access due to the county's rural/remote location. Teachers have been assigning academic work each week and assignments in art and PE have also been provided. Teachers have used a variety of digital and non-digital programs to deliver curriculum. Teachers have designed lessons on an individualized basis to fit the unique needs of each learner and their learning environment. Some assignments have been provided via Google Classroom with subject matter from BrainPop, YouTube, California Streaming, and other vetted resources housed in the Instructional Media Center (IMC), an online resource provided by TCSOS. In collaboration with the 12 districts, The Extended Learning Opportunities (ELO) site curated those resources into daily lessons by grade level with embedded differentiated instruction and supports. These resources have open access and have been used by teachers across the country. Teachers have provided feedback to students and families via email, text - using the Google or Ring Central, phone, or video conferencing. Parents have had the opportunity to receive help supporting their children or to offer feedback in these regular communications. Students with IEPs have had the additional opportunity to video conference with their special education teacher throughout the weeks. Parents receive IEP updates, input, and feedback from special education staff. Materials, resources, and equipment have all been deployed to support the needs of our students.

Our educators have continued to receive support and professional learning opportunities during campus closures, too. The Tuolumne Special Education Department has provided ongoing professional development to support LEAs in best practices for remote learning for our students with special needs through weekly meetings. The TCSOS contracted with the CCEE and CUE to provide several trainings in the pedagogy of

online learning, techniques, and subject matter support. In addition, TCSOS's Innovation Director has continued to provide professional development for teachers in Universal Design for Learning through the ELO lesson design process. Staff, through the Keeping Kids Connected task force, video conference weekly to share best practices and successful lessons with each other. Our school administrators have met weekly with the classroom teachers, the instructional assistants, and other support staff to discuss each individual student. Many students have been in regular contact with the teacher or assistant, but despite our best communication and outreach efforts, several students have been difficult to locate or their parents have indicated they would not participate in distance learning for a variety of reasons. Staff continue to try to contact these students. Our grading policy was updated to reflect a non-punitive approach to distance learning and emphasized the engaging lessons and learning designs to keep students motivated. Students could continue to gain credit toward high school graduation and grade improvement was highlighted.

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

Court School (GREC) meals continue to be provided by Tuolumne County Probation. Students in our other programs utilized the services our local school districts provided. All districts participated in food distribution and families were referred to those locations when meal distribution began in March, 2020, to ensure as many students as possible continue to receive daily meals as those who did prior to school campus closures. Meals have been distributed multiple times a week using a "Grab-and-Go format". The availability of these meals has been shared via different communication channels including the TCSOS website, electronic flyers posted in social media, posting by our partners in radio, television and print newspaper, and parents were directly notified via text/notification systems. We have also partnered with Jamestown Family Resource Center to provide additional food services. TCSOS was an active partner in ensuring parents signed up for the P-EBT program.

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

In response to the COVID-19 pandemic, all Tuolumne County school districts closed in mid-March to comply with public health orders to maintain social distancing. Since that time, school districts and the county office, to the extent practicable, have ensured that our over 6,000 public school students have been engaged with the continuity of learning via local distance learning plans, virtual synchronous and asynchronous instruction, and packet-based learning opportunities. When the closures began the districts and the county office immediately recognized that there might be a need to find supervision for the children of essential workers during school hours. The Tuolumne County Superintendent of Schools, through our work as a grantor to the Local Childcare Planning Council, worked collaboratively to connect essential workers to subsidized child care options.

For our school related programs, we have maintained a communication log to record each interaction with students, including those with related service providers such as therapists. We work closely with the probation, child welfare, and the sheriff's department to support students in difficult situations. Through our model SARB program, we have continued to provide services and connections to families in a non-punitive, supportive manner.