

COVID-19 Operations Written Report for Etiwanda School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Etiwanda School District	Dr. Shawn Judson Superintendent	shawn_judson@etiwanda.org (909) 899-2451	6/8/2020

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.

To safeguard the community during the COVID-19 pandemic, schools closed beginning March 16 through the end of the school year on May 21. Support for families and educational continuity for students was provided through:

- Distance learning
- Wellness resource referrals
- Frequent communication
- Stakeholder input opportunities

Teachers posted independent activities in core subject areas on their websites beginning March 16. As circumstances evolved, school closures extended, and more comprehensive distance learning plans were developed. Most families (76%) reported through the district's distance learning survey children spent an average of 5 days each week engaged in schoolwork for an average of 2-5 hours daily.

To address students' mental health needs, wellness resource phone lines were answered by District psychologists weekdays from April 30-May 21. Locally available mental health and behavioral resources were shared. Phone line information was shared through multiple platforms. During the operational window a total of 9 calls were received.

Communication was sent through regular Superintendent emails, the District website and three social media platforms. Personalized assistance was provided to families through two district helplines. Most families (85%) reported through the survey that communication was adequate. 51% indicated they accessed technology assistance during the school closure; of those, 79% were satisfied with the support they received.

Gathering stakeholder feedback is an essential part of ensuring programs and services meet the needs of families. Weekly administrator meetings included reports on family outreach efforts. Grade level chairpersons also met to contribute to decision-making. Over 6,500 families participated in a distance learning survey and nearly 650 teachers also participated in a survey. Additional information was gathered through meetings with stakeholder groups including Parent Teacher Association/Organization presidents on May 7, District Wellness Committee members on May 12, and District Advisory Committee and District English Learner Advisory Committee members on May 13.

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

The needs of English learners, foster youth and low-income students were addressed through:

- Family outreach
- Chromebook distribution
- Virtual tutoring
- Modified trimester 3 report cards

Protocols to ensure ongoing outreach included distance learning participation data collection and personal family contact to determine participation barriers. All classroom teachers, special education case carriers, academic advisors, and school administrators regularly reached out to families. Ongoing personalized support was provided to families to reduce or eliminate identified barriers. This includes, but is not limited to, motivational discussions with students, providing any needed supplies including technology equipment, and free internet service referrals. Counselors also provided wellness services to students on their caseload. While 72% of families reported through the survey that their child experienced some barriers to engaging in distance learning at some point, 92% agreed their child gained access to the distance learning activities.

Drive-through Chromebook distribution occurred on three days at various times. Families who were unable to check-out a Chromebook on distribution days made appointments at times convenient for their schedules. Approximately 5,000 Chromebooks were distributed to families throughout the school closure.

To meet the individualized academic needs of students, teachers conducted small group, virtual tutoring sessions two times each week. Case carriers also provided instructional support for students with an Individualized Education Plan (IEP) by providing additional tutoring sessions.

To ensure students were not negatively impacted by school closures, trimester 3 report card grades were not assigned. Families monitored student progress through the Aeries Parent Portal by referring to a category added after the school closures titled "Distance Learning." A significant number of parents/guardians (73%) indicated they accessed the portal to review their child's progress on distance learning at least one time during the school closure.

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

To provide high-quality distance learning opportunities for students, professional development was provided for educators so a phased distance learning plan could be implemented.

Immediately following school closures, optional training sessions prepared educators for the transition to distance learning. Additionally, professional development providers held daily office hours allowing teachers to receive personalized support on resources and virtual instructional strategies. Most teachers (73%) reported through the survey that professional development sessions were helpful. Additionally, 57% of teachers accessed office hours and, of those, 92% indicated that support was helpful.

District-wide distance learning plan:

Phase One - March 16-April 3:

- Independent study plans posted on teacher websites with daily activities in core subject areas.
- Paper-based instructional materials mailed home for those without internet access.

Phase Two - April 6-April 10:

- Incorporates all elements of phase one.
- Weekly check-in for student connection with peers and teacher.
- Weekly schedule communicated to families Friday the week before instruction.

Phase Three - April 13-April 17

- Incorporates all elements of phases one and two.
- At least two virtual, interactive instructional lessons.
- Teachers contact parents of students not participating to determine barriers and address needs.
- Site administrators support in parent contact and solution seeking.

Phase Four - April 20-May 21:

- Incorporates all elements of phases one, two, and three.
- Virtual tutoring sessions for students needing additional support.

Each phase provided educators with professional development, space, and time to practice. While all Etiwanda teachers reported through the survey they initially experienced challenges with learning digital tools and engaging students in virtual lessons, 55% of teachers agreed the time necessary to plan distance learning activities decreased over time.

The survey process revealed most families (73%) and teachers (85%) agree the distance learning activities provided opportunities for continued learning and growth.

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

The Etiwanda School District provided breakfast and lunch to children ages 18 and under through a drive through, "grab and go" system. This service was provided from 11:00-12:30 on all scheduled school days Monday-Friday. Children were given lunch and breakfast for the next day. Details regarding distribution days and locations are listed below:

- March 17-March 20 (Etiwanda Intermediate School, Heritage Intermediate School, Golden Elementary School)
- March 30-April 3 (Day Creek Intermediate School, Etiwanda Intermediate School, Heritage Intermediate School)
- April 6-May 21 (Day Creek Intermediate School, Heritage Intermediate School)

"Grab and go" locations were carefully selected to ensure convenience for families and adequate space to store and prepare meals for large scale distribution. Between 700-2,000 children were served daily throughout the school closure.

Child nutrition personnel involved in meal distribution followed safety protocols by wearing facial coverings and sterile gloves. Social distance was maintained during distribution by placing the meals on tables and trays adjacent to the curb so families could easily drive through and access them in a contact-free manner.

In May, 2020 the state of California released information about the Pandemic Electronic Benefits Transfer program (P-EBT). The P-EBT program provides assistance to California families during the summer months by issuing a debit card that can be used at most grocery stores and farmer's markets. To ensure families were aware of the program and had access to information about how to apply for benefits, flyers were distributed to families during meal "grab and go" distribution from May 19-21. Information was also emailed to all families of students who receive free and reduced priced meals. Additionally, this information was posted on all District social media platforms for wide distribution.

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

To assist families in arranging supervision of students during ordinary school hours parents/guardians were provided with resource information for local childcare services through email notifications and social media postings. Families also received personalized assistance through a childcare email assistance contact. Email assistance contact information is posted on the District childcare website.

Beginning March 16 the District childcare program began issuing refunds to families for the unused portion of childcare tuition for March 2020. Any late fees for childcare tuition were waived to minimize family hardships.