



COVID-19 Operations Written Report for Napa County Office of Education

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Napa County Office of Education	Joshua Schultz Deputy Superintendent	jschultz@napacoe.org (707) 253-6832	June 2, 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.

Since March 16, 2020, Napa County Office of Education's (NCOE) court and community schools have been in distance learning mode. A website, which is regularly updated, was created where students and parents can easily access information in both English and Spanish regarding updates to school programming and community resources. Because the teachers in both schools have been assigning work via Google classroom and using digital curriculum long before the campus closures, the transition to an all online learning platform was relatively smooth. Approximately 65 laptop computers and 10 wireless devices were distributed to students who did not have access to a computer and/or internet at home; an additional 10 laptops were distributed to special education students through the Napa County SELPA office. (This took up to several weeks in some cases, because parents did not make the set appointments or were not at home at the agreed upon time.) Teachers have been responsible for providing four hours of academic content a day via Google Classroom. Lessons are to be posted by 8:00 PM daily for the following day. Teachers have been in contact with students and available to students via email, text (Remind app), phone and video conferencing. Teachers have reached out daily to students as have support staff. Our schools' bilingual social workers and parent liaison have been working as "case managers" communicating at least once weekly with parents to assist families in any way needed. Parents have been regularly supported in helping their students with school work, information regarding meal distribution, counseling referrals, and other community resources. Administrators have been meeting twice weekly with all staff in various groupings. In addition to the school programming and parent support, NCOE has provided over 1500 "Grab and Go" meals in twice weekly distributions to school children 18 and under. We have received only positive feedback from the parents/guardians regarding the attention and resources they and their children have been receiving at this time.

The Napa County SELPA has also been an important resource in helping support students with special needs across the county during school campus closures. Students with special needs have been highly impacted by school closures as their specialized services, social-emotional needs, specialized equipment, and access to accommodations have presented huge challenges with the transition to distance learning instructional models. In response to these challenges, the Napa County SELPA and Local Education Agencies (LEAs) have worked to develop resource guides to support students across thirteen categories of eligibility as per IDEA. To promote consistency of support services to students throughout Napa County, the SELPA coordinates ongoing communication and outreach with all of our LEAs and other agencies. For the purposes of planning home programming, the SELPA and LEAs have met regularly to review cases and provide individualized support to students and families as per their Individualized Education Plans (IEPs). In addition, the Napa County SELPA has facilitated a variety of other committees to support all facets of special education. These committees have deployed support and resources expediently to meet the unique learning needs of our special needs students in their home environments. Video tutorials and communication with parents have remained a priority throughout the school closures. The SELPA has provided specialized technology such as iPads, large screens, FM systems for the deaf, specialized devices for students with autism, and other equipment as needed. Parents have been trained on the use of the specialized equipment. The SELPA has also provided equipment to non-public school students with special needs to relieve the financial burden of LEAs in the county. Other agencies throughout Napa County (Parents CAN, CCS, MTU Department of Rehab, North Bay Regional Center) have been collaborating with our SELPA and LEAs to support families with students with special needs at home. Our medical agencies have been able to provide care in the home and SELPA agencies have been able to provide respite care.

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

NCOE Court and Community schools have continued to meet the needs of our English learners, foster youth and low-income students during the closure of school campuses. As of May 8, 2020, the court school enrollment was 3 students, and the community school had 139 students enrolled. Of those 142 students, 13% qualify as homeless; 23% are English Language Learners; 73% low-income, and we have one student who is a foster youth. Although we have 19 students who qualify as homeless, they and their families are living with others and therefore have shelter. Students may take advantage of grab and go meals being distributed at various locations within Napa county. Our English Language Learners have had access to Achieve 3000, an online "lexiled" or leveled reading program, and IXL English, an online individualized curriculum. Bilingual staff continue to be available to students and their families at any time. Teachers have also scheduled "office hours" to meet with students for support. Our bilingual social workers and parent liaison have been in regular contact with students and families to address any issues with school work or other issues that have arisen. Students have had daily access to their teachers, teachers' aides, school administrators and all other staff. Our school social workers check in with students as needed. Therapists and other counselors continue to work remotely with the 30 students already receiving services. Our social workers 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. Two new referrals for therapy/treatment were made in March per students' request.

NCOE employs a County Foster Youth and Homeless Coordinator who has been in regular communication with all of the county's school districts and the county's department of Child Welfare Services to ensure all foster and homeless youth have the needed materials and resources, such as computers and wifi-devices. The coordinator has been directly in touch with families to support them in locating the resources they may need: meals, legal information, etc. The coordinator has also participated in our county's largest school district, Napa

Valley Unified School District's Covid-19 Response Committee for Foster and Homeless Youth. Across Napa County, specialized programming has also continued for students with special needs who are English language learners. This specialized programming has a focus on culturally sensitive curriculum and accommodations. Bilingual staff have been available to all students including those with special needs. As with all of our English language learners, families with students with special needs have received regular communication, individualized education plans, and other information from classrooms and schools in the appropriate language. Parents with children of special needs who are also English learners are represented on all SELPA committees and parent organizations. SELPA actively seeks their input on a regular basis. Our SELPA director is bilingual and facilitates many meetings in Spanish as well as English.

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

NCOE Court and Community schools have continued to deliver high-quality distance learning opportunities. Teachers have been assigning 20 hours of academic work each week in the following subjects: English, math, science, social science. Assignments in art and PE have also been provided. Teachers have used a variety of digital programs to deliver curriculum, all of which were used by students in classrooms before the schools' closures, e.g. Edmentum, IXL, Achieve 3000, Nearpod. Other assignments have been provided via Google Classroom (also used before school closures), with subject matter from Scholastic, YouTube, National Geographic, and other vetted resources. Teachers have provided feedback (and encouragement) via email, text - using the Remind app, phone or video conferencing. Parents/guardians have been kept up to date on their student's progress with weekly reports from their case manager who video conferences with teachers regularly. 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 Resource teacher and assistant 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 Napa County SELPA has provided ongoing professional development to support LEAs in best practices for remote learning for our students with special needs. The Napa County educational specialists have developed and shared innovative lessons and therapies in a distance learning format specially designed for students with special needs. In addition, NCOE's Department of Continuous Improvement has continued to provide monthly professional development for teachers in Universal Design for Learning. Our school's instructional technology coach also works with teachers to develop lessons with Nearpod. Teachers video conference weekly to share best practices and successful lessons with each other. Our school administrators have met weekly with the classroom teacher (our school has self-contained classes), the teacher's aide, and the case manager to discuss each individual student. Most students have been in regular contact with the teacher or assistant, but despite our best communication and outreach efforts, several students have not had regular contact with us. Leadership and staff continue to try to contact these students regularly in hopes of connecting with them. Students may earn full credit for the quarter by completing 60% of the assigned work, and partial credit for any work completed. Although the majority of our students are not thriving or fully participating with distance learning opportunities (they prefer face-to-face interactions), we have learned several important lessons: among them is that we have been able to establish close ties with the parents by regular communication and will continue this practice when schools re-open.

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

NCOE began distributing meals to families on April 21, 2020 to ensure as many students as possible continue to receive daily meals as those who did prior to school campus closures. Due to our central location, NCOE was added as a local meal distribution center in mid-April so families with students from neighborhoods in close proximity to our main campuses and offices could more easily pick-up meals. Lunches have been distributed twice a week between 11am-noon on Tuesdays and Fridays at NCOE using the "Grab-and-Go format". Students have received three meals on Tuesdays and two on Fridays thus covering five lunches per week. Each meal has included a milk, along with protein, grain and a fruit or vegetable components. The availability of these meals has been shared via different communication channels: NCOE website, electronic flyers posted on the after school program websites and social media, parents directly notified via text, and flyers included in the meal bags during the first few weeks. All written communication to promote meals has been provided in English and Spanish. Staff and Americorps fellows have packed and distributed approximately 1500 meals to date.

In preparation to distribute the meals, NCOE staff and volunteer AmeriCorps fellows completed two mandatory trainings: The online Food Handler Training and USDA Summer Food Service Program. Participating staff and AmeriCorps members were trained in proper handwashing, reminders about social distancing (staying 6 feet apart), and provided with masks and gloves ordered by our General Services department. The "Grab-and-Go format" for distribution of meals has been organized in an orderly fashion and occurs in NCOE's parking lot. As parents arrive in their cars, they are asked by NCOE staff how many students should receive meals. The staff member notes the number of meals requested on a post-it and places it on the car's window. The parent pulls up to the meal distribution area, the parent opens the trunk, and then staff place the meals in the vehicle. Throughout all of the meal distribution steps, social distancing guidelines are followed to ensure the health and safety of families and staff alike.

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 Napa 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 20,022 public school students have been engaged with the continuity of learning via localized distance learning plans and virtual synchronous and asynchronous instruction. 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 Napa County Office of Education, as a member of the Napa Valley Community Organizations Active in Disaster (COAD,) co-chaired a committee with other local agencies to develop a plan in case the need increased. The COAD Committee developed a process run by the Napa Community Resources for Children (CRC) to connect the children of essential workers with child care. However, due to very low incidents of COVID-19 infections and hospitalizations in the county, the demand for child care from essential workers has been very low. At this time CRC is meeting that demand. At NCOE, we are maintaining the structure of school for our community school students. Teachers have been providing daily instruction with individual and group video classes. Students in therapy are continuing to meet with their therapists; our school social workers are in regular contact with parents. Administrators meet with teachers and social workers regularly to discuss each individual student's school progress and well-being. We work closely with the probation

department to report any issues with students on probation. We know exactly which of our students are completing work, working outside the home, and keeping in contact with staff. We get weekly updates from children and parents as to how things are going at home.