



## COVID-19 Operations Written Report for Saint Helena Unified School District

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

The district notified all staff and the community on Friday, March 13, 2020 that in-person instruction at district facilities was going to be closed effective immediately. Staff anticipated that due to the increasing volume of COVID-19 cases potential closure may occur. With this information, teachers assembled packets of work to provide a continuance of learning for two weeks which was designed to continue the lessons currently occurring in the classroom. As the district remained closed to personnel, a memorandum of understanding was developed and approved with teachers and classified unions to provide guidance and direction on how remote learning would continue indefinitely. The district utilizes Google Classroom and Powerschool as platforms to deliver content and instruction to students to facilitate their learning. Classified paraprofessionals and instructional associates connected with Spanish speaking families to provide an additional level of connection in the event their teacher did not speak Spanish. Administrators continued to conduct staff and department meetings to facilitate conversations and directives to deliver to all staff. The district is now in a position to evaluate our very quick development of a remote learning platform, collect feedback and provide guidance and training to support possible fall implementation of a complete or blended model of remote learning for the 2020-2021 school year.

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

St. Helena Unified is a district of 1219 student enrollment, of which approximately 43% are low-income and 19% are English Learners (EL) with no foster youth at this time. Upon the "stay at home" order given on March 16, 2020, immediately administrators and teachers started working on plans to move into a remote learning environment. All parties wanted to make sure that the quality of the curriculum taught in the remote learning environment was meaningful, relevant, equitable, and also involved focused lessons and tasks that would show mastery of concepts taught in the last twelve weeks of school. In knowing that virtual learning cannot replace in-person instruction, only augment what students would have received if they were in the classroom, administrators and teachers started working with what currently was used in the classroom and was online that could quickly be moved to the home environment. In creating these remote learning lessons, consideration was given to the mode of delivery of the instructional content and the best possible way to accomplish student engagement and instruction per age group and the various subgroups. Fortunately, as a one to one electronic device district, which enabled students to take their Chromebooks and PCs home quickly in grades 3-12, the district had many online platforms already up and running that was used within the school day. In addition, many of the district core curricula are blended which includes both hard copy and online electronic textbook versions.

For technology, grades TK-2 had one to one devices in the classrooms but did not have many of the programs needed for remote learning loaded on them so this was the initial starting point before iPads could be deployed to the students. Administrators and teachers at these grade levels worked on creating take-home packets to distribute to the parents for the first three weeks of the closure which focused on reading, language, and mathematics. As a district, we knew we needed to get iPads set up and loaded with programs to send home after the first three weeks so that students could have online access to enrichment and instructional support programs on the iPads. For our English language learners, we purchased additional "Imagine Learning" licenses for our level 1 and level 2 students in grades TK-8. Imagine Learning focuses on foundational skills in English and verbal practicing of the language. Also, designated English Language Development (ELD) individual online support was provided to all English Learners (EL) students two times per week for 20 minutes at the TK-2 level in addition to the designated ELD Benchmark Advance classroom curriculum. Individual online reading and math support was provided by the school intervention teacher for several EL students and low-income students in need of additional support outside of the general education teacher instruction.

At the 3-5 grade level, specific English learners and struggling learners continued working with the "System 44 or Read180" literacy program online with the support of the intervention teacher. English learners at level 1 and level 2 also used "Imagine Learning" for language support. Grade level teachers provided designated ELD to students virtually either in a small group or individually during their planned office hours with students per week, as well as, provided work packets bi-weekly for pickup.

Students in grades 6-12 have an English Language Development (ELD) class and designated ELD teachers that worked with them before the closure continued working with their English learners during scheduled office hours virtually. The "EDGE" curriculum for ELD in high school and the "INSIGHT" ELD curriculum for middle school are both blended programs that have an online component. Students were given assignments from these programs as part of their designated ELD program to work on virtually and check back in with the ELD teachers. English learners in middle school also use the "READ180" reading intervention program and students new to this country were provided with "Imagine Learning" licenses to receive additional language support. The districts two Multi-Tiered System of Support (MTSS) tutors continued to work with our ELD teachers to assist in providing additional support to EL students remotely. The tutors worked with students one to one in a google meet setting until students understood the assignments given by the core teachers or EL teacher. Our

MTSS tutors and other classroom paraeducators were matched up with other students, as well, who might be struggling in core classes to provide academic support remotely.

As a district, we prioritized getting our foodservice meal program set up and running for our families, which started seamlessly. In conjunction with the focus of administrators and teachers on creating and implementing remote learning and the food service department setting up the meal program, the technology department assisted sites with finding out which students did not have internet connectivity and who might be in need of a "hotspot" for access. The district purchased 60 hotspots with licenses for any student in need. Next, the district had the parent/community liaison reach out to any family that teachers and administrators had not heard from after trying to reach them via email and phone to find out what were their needs and how could we help. The parent/community liaison was also asked to assess whether living situations had changed for families and if they would now be deemed homeless if they were doubling up or their living situation was compromised. The parent/community liaison also connected families with the local community mental health agency, which was providing additional community financial, housing, and mental health support. Lastly, if students and families were still not reached the district sent out the school resource officer to do welfare checks on the families.

The district's intentional focus this year has been on providing equity. Principals were asked to review with their teachers all of their students to make sure we were doing everything that was practical and doable during this pandemic for each and every student. Weekly principals meetings and district meetings were set up to handle items that came up and to plan as the district moved along the path of remote learning. During discussions, agenda items included service delivery for our subgroups of English learners, low income, migrant, homeless and special needs to make sure we were meeting students' needs in this new environment. In addition, the district immediately had teachers learn through the "KYTE" learning platform how to use google hangout and google meets to communicate, instruct, and hold classroom meetings for students in a virtual environment.

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

Professionally, COVID-19 has challenged us all in ways that we never thought would happen. Moving from an in-person educational model to a remote teaching format within a matter of days, not weeks, with ALL of our students was an endeavor we knew needed to happen and we were committed to making happen. St. Helena Unified was fortunate in many ways when the COVID-19 pandemic happened. We were already a 1:1 electronic device district, we have small class sizes, we used one learning management system (LMS) through PowerSchool for our students and parents, we have one student information system (SIS) AERIES that both students and parents have access. We utilize Google as our internal communication mechanism with students through district created student Gmail accounts, students used technology daily in their school world in grades 3-12 and lastly most of the core classroom curriculum are blended with electronic textbooks plus other hard copy instructional materials. All of the above factors helped in the district transition to a new remote learning mode of instruction quickly.

As part of the immediate transition to remote learning, we needed to have all of our student devices deployed to the home environment in grades 3-12 and then work on getting the TK-2 grade level iPads loaded with core programs and handed out to parents. Next, the district

needed to determine per school which students had internet connectivity at home or did not. The district administration worked with our technology department to research and acquire hotspots with licenses to loan out to families to establish connectivity for student homes who did not have internet. The district immediately extended the use of the "Hapara" classroom monitor app used by teachers to include at-home time. This app allowed teachers to monitor the work and programs students are working on or completing while on their district-provided devices. This app allows teachers to see who is on task and off task within the classroom setting and how at home. The district also extended the "Securly" cybersecurity app to the home environment so that parents could monitor which sites their son/daughter visited on the district provided devices. While setting up the remote learning essentials at home, our food service department worked on protocols to feed students daily in a "grab n go" format in the front of our district office which started out slowly in family response and quickly moved up to 200 breakfasts and 390 lunches per day. Foodservice will continue as long as this COVID-19 pandemic continues and schools are closed.

At the onset of the "stay at home" order, all staff and students were directed to stay home starting March 16, 2020, this posed an immediate risk to our students who were currently seeing the district four contracted therapists for mental health services. The therapists were reached within the week to see if they were able and willing to continue servicing their caseload of students in a virtual format or via phone since they were seen as needing continuing support. All four contracted therapists agreed wholeheartedly to connect with students and parents to continue to provide support virtually. A support line was also established for employees of the district if they wanted to talk to one of our therapists besides receiving information on our EAP services available to them. Also within the first week of the "stay at home" order, principals and teachers were asked to create two to three weeks of instructional materials for all students to be provided either in the remote format or in hard copy packets as district administrators, principals and union leadership determined how remote learning was all going to look if the district was going to be out for the remainder of the school year. District administration started to craft with the classified and certified unions what standards and expectations would work and be agreed upon, all the while protecting the health and safety of all staff during the first couple of weeks of the closure. All special education teachers worked on establishing contact with all of their students on their caseload within the two weeks of closure to check-in their students and families as the district administration worked with the County of Napa SELPA director to determine the next steps for services in the home environment and how that was going to look.

After establishing the immediate needs as the district moved into the COVID 19 school closure, the next priority was determining how to deliver effective and engaging academic lessons in a virtual format. The teaching staff immediately had to learn how to use "Google Hangout" and "Google Meet" by taking an online course through KTYE learning, which was already part of the district's professional development online tools for all employees. The district also purchased "Screencastify" and "Flipgrid" to assist in video recordings of instruction lessons for teachers to use. Hard copies of textbooks were scheduled for pick up at all grade levels once the district knew that schools would be closed for the remainder of the year, which allowed for assignments and lessons to be given through another means. Concurrently, the district authorized the use of the "Google Classroom" platform as the LMS for the TK-5 grades instead of PowerSchool, That platform was easier to utilize and more practicable for students and teachers, and the use of various apps. In addition, teachers at the 3-5 grade level continued using the "SeeSaw" app to share communication/videos back and forth with students within classrooms, this continued. The district teacher's methods of instruction included a combination of technology, virtual live instruction, teacher recorded lessons, and independent packets.

As the district moved into the physical closure for the remainder of the 2019-2020 school year, the following guidelines and programs were established to continue to deliver high-quality distance learning opportunities and support:

## ACADEMICS:

- \*Grading was a credit/no credit system in grades 3-12 and for the TK-2 levels, grading is based on "Must do's" and "May do's" for students since learning at the lower grades is often dependent on the parent assisting the child.
- \*Teachers were to work at home 6 hours a day preparing modules, sending lessons to students in grades 3-12, and creating packets for students at the TK-5 level and for those students that do not have the capability of getting internet access. During this time, they were responsive to the student via email and phone if they have questions.
- \*Teachers held office hours twice per week with students to answer questions from lessons provided through modules and/or provide online lessons using any one of the several apps available for videotaping or to teach students live.
- \*Paraeducators and MTSS tutors assisted teachers to support students in their instruction and were matched up with teachers in need assistance with speaking Spanish to parents if they did not speak Spanish.
- \*Reading and Math individual virtual support was provided by the intervention teachers at the lower grades TK-5.
- \*All subject level teachers at the secondary level had office hours per week and were expected to have daily lessons for all students.
- \*All grade level teachers had office hours at the TK-5 levels. Work packets were created for students in need of hard copies of instructional materials.
- \*Specialists (PE, Spanish, BSTEAM, Music) were scheduled office hours one day per week, as well as, expected to join in on general education grade level office hours to assist with support for students TK-5.
- \*All students were recommended to follow site-specific schedules per day for the different content areas so that learning continued in all core classes 3-12.
- \*Online PD was provided by teachers for teachers to train on how to use various online programs should the district need to continue with remote learning for the next school year.

## ENGLISH LANGUAGE LEARNERS:

- \*All English learners who are Level 1 or Level 2 were provided licenses to the "Imagine Learning" language app on their devices to utilize at home with guidance and the majority of English learners were enrolled in a READ180 literacy class in grades 3-8 to use at home.
- \*All English learners continued to receive designated English Language Development (ELD) support via the intervention teacher and general education teachers at the lower grades for a minimum of 2x's per week for 20 minutes either in a small group format or individual.
- \*All English learners continued to work with the ELD curriculum and ELD teachers at the 6-12 grades in the remote learning environment.

## SPECIAL EDUCATION:

- \*All special education services were being provided by the teacher and specialists as practical and doable in the remote learning environment to meet student needs and logged by the teachers, case managers, and specialists.
- \*Virtual IEP meetings were held only if parents were in agreement for them to happen during the closure.
- \*Some Special Education Triennial and Annual Assessments continued as much as possible in the virtual domain if the parent agreed.
- \*All initial IEP were suspended until students are back in the classroom.

## MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

- \*Mental health services continued with the four contract therapists who are consistently serving approximately 105 students on a regular basis.



\*A new phone "Warm Line" was established for any student in need of support, guidance and mental health services during the COVID 19 closure and was manned by our school psychologist.

\*Mental health support continued for employees through the district's EAP provider plus an added support hotline was established for employees to utilize during the closure, manned by one of our contracted therapists.

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

The district initially provided a pick-up breakfast and lunch every day beginning on the second day of school closure. Later, staff switched to providing breakfast and lunch kits two days a week (Mondays and Thursdays) to cover meals for the entire week, including Spring Break. Meals are delivered in a drive-through setting at the District Office. Employees wear personal protective equipment and maintain appropriate social distancing. A few meals have been delivered to a local bus stop for families who cannot drive to the district office. Participation increased during the closure to approximately 180 breakfasts and 180 lunches served per day.

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 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. St. Helena Unified was a member of the COAD committee and attended all meetings. As of June 4, 2020, the St. Helena Boys and Girls Club began providing child care for essential school district employees.