

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.

During our first week of closure teachers developed digital and packet based curriculum to streamline our delivery of online content for our students, ensuring that all children continue to receive a comprehensive learning experience. Our distance learning approach set forth a blended learning experience for all Transitional Kindergarten through eighth grade children. The District surveyed families to determine who was in need of food, learning devices, or Internet connectivity. The major impact of the school closure on families is that parents are feeling overwhelmed meeting the educational needs of their children. In addition, some families are without computers or adequate Internet access, and many are financially impacted by COVID 19. These factors may cause inconsistent parent support for student learning in working households, especially in primary grades. This leads to some uncertainty about the resources families may need to support their children’s involvement in our distance-learning program. Another obvious impact of the shelter in place order is that it restricts socialization opportunities for our students.

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

The District has no ELL or Foster Youth students and 80+% our students are low-income. Consequently meeting the needs of low-income students is described at length in the following three sections.

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

The Transitional kindergarten, kindergarten and first grade combo class is taking action to meet the needs of our students in a variety of ways. Because of the lack of connectivity for our remote rural population we are utilizing packets, worksheets, games and activities that can be picked up by parents at school. For families who are unable to pick up packets of materials, we have delivered them personally along with food deliveries to ensure that families receive their materials. Families who are still unable to get their materials, we have utilized the postal service to deliver them directly to their homes or post office boxes.

Students who need additional help have the option of contacting the teacher directly through the class Dojo portal. Families can text the teacher directly through this portal. In addition, the teacher posts online links to supplementary activities, videos and online resources that the students can use to further enrich their distance learning experience. Due to the lack of equal Internet access in families, these activities and resources have been supplemental in nature and are not required. For families who are unable to access the Dojo portal, they are encouraged to call the teacher directly on her personal cell phone. They can use text, and photos as well as an old-fashioned phone conversation to conference

directly with the teacher to get clarification on the work and any other help and support they might need.

Since distance learning began, as the teacher of 2-5th grade I have been working in several ways to meet the needs of my students. Due to the fact that we live in a very rural area with limited Internet access, I have been making individualized packets for my students. These packets include material starting from where we left off in class and continuing from there. I also try to include things I think my students might need: pencils, crayons, erasers, glue, and any materials to go with activities in their packets. These packets include two weeks of work, which can be picked up every other Monday, or if unable to pick up I deliver. At that time I also collect any finished work the student may have. I have also supplied the school phone number and my personal number if the student, or parent has questions or needs help of any kind.

During the Covid-19 District restrictions I have continued to supply students with diverse learning opportunities for a multigrade combination class. Initially I was in contact with students and families to address student needs and caregiver concerns. We were all uncertain as to what time frame these restrictions would fall under. After these initial interactions in the first few days, I felt an immediate need to support student morale and establish a new relationship with students and families through distance learning.

To better support students and families I have been available for in-person meetings, email, text messaging and phone calls. On occasion I have made home visits to provide clear expectations of course work and provide feedback for students. I have delivered learning materials and resources; such as student work packets at caregiver's work sites and student home residences. The middle grade teacher on a bi-weekly basis delivers work packets to students and returns completed assignments to the school. (Joyce Church delivers work packets to students and returns completed assignments to the teacher.) I have worked with the staff to support all students. Teachers and staff support the communication between families and the school. In order to continuously provide students learning opportunities, distance-learning packets are available outside the classroom ready for pick-up at any time for students and families. Also available outside the classroom is a bin full of art supplies.

The initial response to Distance Learning included Scholastic Magazines and Dynamath Magazines. Students have been given library books, magazines, dictionaries, calculators, notebooks, Literature textbooks and English Language Arts workbooks. The students use the Literature textbook on a weekly basis. Students were given laptops so that they may access online assignments as well as improve communication with classmates and teachers. Since many students do not have technology or access to the Internet I create hardcopy packets and digital versions. Our primary platform for engagement online is Google Classroom. Google Classroom supports responsive feedback by the teacher and students. Students also use a variety of online resources not limited to; Khan Academy, PBS Learning Media, FlipGrid, Go Noodle, EdPuzzle, PearDeck, and Nearpod. During the first week of May our class began having virtual teleconferences to help restore communication between students.

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

We are currently providing food bags to our students who requested them. We contacted all the families and asked if they would like to be on our distribution list. We also told them they could start or discontinue the food bags at any time they just needed to call the school and let us know. We have had 23 participants. Our bags are distributed once a week to the families on our list. They contain five breakfast items and five

full lunches that meets the school breakfast and the national school lunch program meal requirements. We have been delivering the food bags to the family's homes once a week.

The bags are delivered, or picked up every Friday. The bags include breakfast items such as; cereal, instant oatmeal or cream of wheat, muffins, milk, fresh and canned fruit. The lunch items included are: top ramen, cans of soup, macaroni and cheese, tuna, crackers, peanut butter, jelly, fruit, boxed milk and string cheese. Also included are snack items such as: granola bars, fruit roll ups, goldfish crackers, and juice. Fortuna High School also delivers breakfast and lunch food bags to all students, TK through grade 12, in the Highway 36 corridor.

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

There have been no requests for supervision of students during ordinary school hours. Consequently, the district is currently not supervising students onsite.