

# COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Garfield School District	Michael Quinlan Superintendent	mquinlan@garfieldschool.org	June 17th, 2002

**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.

Garfield School has shifted to online instruction. The week following the closure supplies were prepared for each student. All children were loaned a Chromebook. Students were provided with text books, reading materials, art supplies, and physical copies of assignments for the coming 3 weeks. Beginning week 4 of instruction each teacher set up a consistent schedule for online meetings and a Google classroom. Teachers provided their students with weekly assignments, hard copy materials as needed, a suggested pacing guide and a schedule for all class meetings and optional enrichment activities. There were very few students at Garfield School that had difficulty with access to the internet. Those students were provided a physical work packet and teachers met with them over the telephone, if needed. While at a slower pace, students have been able to continue to progress through their grade level curriculum. It was communicated to families that students would receive a credit/no credit grade at the end of the trimester for their home learning and that they would be held harmless in regards to grades. Staff has provided individual support for students struggling with accessing home learning. No changes were made in services for students with speech only Individual Education Plans (IEP). Speech therapists established a weekly schedule with each family and have been able to continue to provide service via online meetings. Amendment IEP meetings were held with the families of all students receiving specialized academic instruction. Specialized academic instruction has been provided to all students with IEPs by a credentialed teacher via online meetings. Students have continued to receive accommodations, assistance with classwork, and instruction on meeting their IEP goals.

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

Garfield School currently does not have any designated English Learners. Regarding our foster youth and low-income students, teachers address their content standards to ensure students are continuing to make progress on proficiency during lessons that allow for students to collaborate, interpret and produce on assignments. Our educators are addressing our student needs by meeting regularly with students via Zoom, Google Classroom and other platforms to interact with students and families on continuing development and making assignments available via platforms such as Google Classroom and thereafter meeting with students via zoom on synchronous activities/assignments. Classroom teachers and administrators are working directly with foster parents of foster youth and low income students in order to ensure that they are able to access our distance learning program opportunities. Staff members meet with the students via Zoom to help guide them

through the at home learning and offer tutoring support. Chromebooks were loaned to all students and teaching staff has been available to support families with using the technology.

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

A copy of the district Distance Learning Plan has been posted on the district website.

The LEA has surveyed families to assess needs. Based on the survey data and personal feedback, the district has distributed Chromebooks to all students. The District has collaborated with families to facilitate connectivity for families in need

Teachers have developed high quality Distance Education lessons/assignments for students that address course standards/benchmarks while balancing online learning, volume of work assigned, and student/teacher interaction.

Teachers have provided appropriate accommodations for Students with Disabilities (SWD) to the extent practical.

Teachers have offered and observed established virtual meeting times during the regularly scheduled work day that included, but were not limited to, communicating with and providing feedback to students, facilitating synchronous/asynchronous lessons, or answering student questions.

Teachers have provided instructional resources and materials through paper-based packets and/or digital learning means such as Google Classroom and other tools of choice.

Teachers have communicated regularly with parents and families regarding expectations and student progress; if students were not engaged in the lessons and assignments, teachers have contacted parents and/or the school administrator. Teachers have participated in professional development and virtual learning sessions intended to support distance education as applicable.

Teachers will monitor district and school communications for up-to-date information regarding school closures, instructional continuation plans, and Distance Education resources.

Modes of communication have included email, phone, text, paper correspondence, and face to face communication with appropriate social distancing observed.

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

Garfield School District surveyed all families and reached out individually to families who qualify for free and reduced lunches to best understand the needs of our families. Our District initially had no requests for school meals. Our district worked in coordination with Freshwater School District, who we contract with for our lunch program, and offered grab and go breakfast and lunch meals. We provided information for families for accessing school meals throughout Humboldt County. Staff educated and assisted families in accessing benefits provided by the California Electronic Benefit Transfer Program (EBT). When distributing meals, staff wear a face mask, gloves, and practice no contact hands

off. All meals are distributed outdoors and traffic flow and pick up stations are designed to be 6-feet apart. Staff avoid touching or reaching into vehicles.

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

LEA has surveyed families about student supervision via parent-teacher phone calls, online survey, admin-parent communication. Survey included questions about student supervision during school hours (who is caring for the student?).

If the student has parents who are essential workers and they are in need of childcare, the district referred the families to Changing Tides Family Services, our local resource and referral agency for childcare, to match care to the need.

In some districts, referrals were made to the Family Resource Center, Homeless liaison and known local child care programs in the community.

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