

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Blue Lake Union ESD (BLUESD)	DeAnn Waldvogel Superintendent-Principal	dwaldvogel@bluelakeschool.org	June 24, 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.

In response to school closures to address the COVID-19 emergency, Blue Lake Union Elementary School District started with safety first for students, families, and staff. We then prepared enrichment packets and gathered all needed supplies for our families. We conducted a technology survey to assess our families Internet connectivity and access to equipment. Families without access, were given supports and equipment when applicable. Families who preferred paper packets only, received weekly phone calls to help with any academic, social, or emotional supports. After two-weeks, we shifted to a blended model of Distance Learning through online platforms and bi-weekly paper packets. The teachers created a consistent schedule for Zoom lessons. Teachers also provided weekly online office hours and weekly calls/emails home to discuss with families any questions, comments, and/or concerns while providing encouragement and social-emotional support.

The District adopted a Distance Learning Plan that is displayed on the District website as well as all learning packets by grades and an extended list of online supports sectioned by the following curricular areas: math, ELA, Science, Social Studies, Visual & Performing Arts, Technology, Physical Education, Virtual Tours, and Music. The goal of the plan is to provide robust and engaging learning through a blended-model of distance education for our students. The primary focus was to access and continue progress in the ELA and Math Common Core State Standards; the secondary focus was to access and make progress in the Next Generation Science Standards and Social Studies Standards. The plan also incorporated a “Hold Harmless” approach to grading for all students participating in distance learning. Specialist provided instruction through individualized tailored paper packets, online tutor meetings, conference calls, and supports in general education online meetings to ensure that all students continued to receive a comprehensive learning experience. Teacher also participated in weekly professional development to enhance their instructional delivery.

The major impact to students and families is the lack of socialization for the students, lack of daily routines, an inability to get Internet in remote rural locations, and the change in established family roles due to support that must be provided by parents, particularly in the lower grades. Families had increase stress not only due to schooling at home, but also due to financial losses and uncertainty by COVID measures.

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

The Blue Lake Union Elementary School District has continued to provide English Language learners, Foster Youth, and low-income students with targeted instruction and support services to ensure that these students are meeting and exceeding the State Standard. When needed, all the following were made available and given when needed to our English Learners, Foster Youth, and Low-Income Students: Access to Internet where and when available, loaned devices, school supplies, curbside meals or delivered meals, accommodations for instruction, modified instruction, one-to-one support, increased contact by teacher, counselor, and support staff as well as social-emotional learning and collaboration time. Universal Design for learning strategies were utilized to provided appropriate instruction for individual student's needs.

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

The Blue Lake Union Elementary School District teachers have delivered high-quality distance learning opportunities to each of their students by maintaining personal and individualized contact with each child and providing a comprehensive learning experience. Teachers have quickly adapted to the use of technology for imparting instruction, have blended the educational activities, and have continuously assessed and provided feedback to each student and their families. Teachers are effectively utilizing Zoom Meetings, Google Classroom, Class Dojo, Freckles®, Renaissance® for Accelerated Reader, Newsela, ABCya, Starfall, IXL, and Typing without Tears to aid in instruction. Teachers have created Google Sites or Class Dojo to consolidate classroom activities into one location for easy access by students and families. Teachers have utilized strategies for students designated English Learners (EL) and provided appropriate accommodations for Students with Disabilities (SWD) and students with Section 504 plans, to the extent possible and practical. A good-faith effort was made to provide students of all abilities access to high quality learning. Teachers have established online office hours and 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, and/or answering student/family questions. To keep teachers, staff, students, families, and the community well-informed, the District has used several modes of communication: phone calls, text messages, email, paper correspondence, Facebook, school website, and face-to-face communication while using PPE and social distancing.

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

During the COVID-19 emergency, the District provided daily sack meals for breakfast, lunch, and snack during the first four weeks of our school closure using personal protective equipment (PPE) and social distancing. Families had the option of picking up the meals curbside at school or at one of eleven delivery stops. After the first four weeks, we provided meals once a week with five days' worth of meals for breakfast, lunch, and snack using shelf stable products and milk. We continued to use curbside delivery at the school site and eleven different delivery stops for families to access nutrition. Families were notified through phone calls, text messages, email, paper correspondence, Facebook, and our website. At all times PPE and social distancing were practiced.

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

Our counselor checked-in with families by phone initially and then routinely to asses overall needs as well as childcare needs. The District referred the families needing childcare during school hours to Changing Tides Family Services, our local resource and referral agency for childcare.