COVID-19 Operations Written Report

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<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
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<tr>
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<td>6/16/2020</td>
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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.

School began planning and responding to COVID-19 in late February. On March 5th emails and letters were sent to school community outlining our plan to ensure the health and safety of students and staff. Including information regarding, general disinfecting measures of the school. On Tuesday, March 17th RSA began its transition to distance learning. A staff meeting to address the actions the school planned to take occurred on Monday March 9th with a follow up letter detailing immediate plans sent to families on the evening of 3/16/20. (refer to letter: RSA School Closure). At the same time the school created and prominently displayed a COVID-19 link on the school’s website to ensure that families seeking current news on what was happening could access this information.

As the Covid-19 emergency evolved the school informed families regularly regarding any changes to our programs and the impact to our school community. RSA continued its closure to all onsite programs from March 17th-May 28th. However, all core curriculum staff collaborated continuously to ensure continuity of learning and mitigate any loss of learning due to an extended onsite closure. Some major impacts to our programs included: our inability to continue with our VAPA elective and enrichment programs since these programs could not be provided online. For example, tumbling and gross motor skills development class could not be addressed adequately for safety. Our Tier 2 intervention services were interrupted (reading and math) which were provided during class push in or during elective time for grades 2 thru 8. Students were not able to access our onsite supervised after school computer lab. We quickly had to make available hundreds of computers for use at home, which may impact planned technology replacement needs due to increased wear and tear on devices.

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

On March 24th, when we knew the “stay at home” orders would continue, RSA created a Student Engagement/Contact document that listed every student by homeroom teacher/grade. Every teacher including all resource specialists (EL teachers/RSP/Speech Therapists) had open access to view all information collected. The information included contact data for family: name, email, phone # etc., and also included answers collected by teachers to the following questions: Does the family have internet access? What type of device (computer, laptop, Chromebook do you have access to?, Does the family have access to a TV and PBS?, Does the family have transportation limits?, Do They Need Breakfast/Lunch? Do they know how to access locations to get meals? Additional information collected included teacher assessment of
whether family may need mental health/social emotional supports, or addressed other needs, questions or concerns raised by family. This document helped us to monitor and meet the needs of our English Learners, foster youth and low-income students.

For our EL population we implemented the following: 1.) Provided sheltered lessons through Read Works with ELD supports; 2.) Collaboration with teachers to make sure the ELD students were engaging weekly.

For foster youth students: homeroom teachers ensured they maintained engagement with their learning. We also used our school counselor to consult with or reach out if student lacked motivation or was identified as needing additional supports.

For low income students: we reviewed responses to the Student Engagement/Contact document to ensure students had: 1.) The technology they needed to access online learning resources, including internet access; 2.) Continuity of special education services similar to what they were receiving prior to the transition of distance learning. This included making amendments to IEP/504 plans to address the new learning platforms; 3.) Updated information about where they could pick up free meals.

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

Distance learning began March 16. Teachers prepared learning packets, textbooks and Chromebooks which were sent home with students in anticipation of “at home” learning.

Instructional approaches used following the school closure:

1. Implementation of online work using familiar learning platforms, including Moby Max, CPM, Khan Academy, Google Classroom, Lexia, Mandarin Matrix, PE logs, etc;

2. Providing hands on and online accessible Visual and Performing art activities, including art projects with provided supplies, music practice logs, YouTube teacher created websites, All school sing-a-longs etc.;

3. Educational packets were printed or uploaded to teacher websites. Families provided daily opportunities to pick up materials such as science experiment materials, art supplies or learning packets from 9:00am – 12:30pm. Parents unable to come at that time were offered special arrangements to pick up supplies or materials were mailed.

RSA used the Student Engagement/Contact document to ensure students had access to internet and devices for home to use. Students needing internet were offered Hot Spots. Students needing a device were issued a Chromebook. The document was also used to assess student engagement in learning.

A schedule of Teacher online directed lessons (via zoom, google meets, recorded lessons) was developed to ensure no cross classroom conflicts of lessons and adequate time between lessons to accommodate student breaks/lunch.

Staff collaborated often through email and teacher meetings to safeguard continuity of learning. Teacher responsibilities included: preparing and monitoring online student learning, contacting unengaged students directly to encourage completion of assignments, responding to student questions, reporting engagement to administration for student monitoring, and sharing grade level planning ideas.

RSA continued to provide IEP services by amending each student’s IEP for change in service delivery. Services were delivered via instructional packets, online platforms/therapy and parent consultation.
RSA all school community outreaches were maintained and included: Bi-Weekly sing-a-longs; numerous virtual spirit days, School Shirt Fridays, & theme day parade.

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

RSA immediately began and maintained communication with our school’s food services provider and Shasta County Office of Education on how to ensure our families had access to school meals, including breakfast and lunch. Our first flyer with a comprehensive list of locations for families to pick up meals was sent to the school community on March 19th, 2020. A link to our school website was also sent to families with a school meal flier that lists all the locations that families can pick up “grab and go lunches/breakfasts”. Not only did the school send out the link to all families, but individual homeroom teachers also sent out information to their class lists which directed parents to visit RSA’s website.

The use of the Student Engagement/Contact document was implemented with outreach to every family by the homeroom teacher to ascertain the answers to the questions, “Do They Need Breakfast/Lunch? Do they know how to access locations to meals on our website?” The use of this document ensured that every family had the information they needed to access school meals.

Our County office of Education maintained an updated comprehensive list of locations and ways students in various neighborhoods could obtain meals. Whenever they sent us an updated document we would post the updated document to our school website and follow up with an email sent out from the front office.

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

To determine the need for supervision of students during ordinary school hours, the teachers contacted known families of essential working parents to ascertain the number of students needing this service. Teachers reported that parents confirmed minimal need. The school did not pursue establishing on site supervision during ordinary school hours. Through collaboration with Shasta County Office of Education and our local resource and referral agency we did connect families in need of care with community resources such as the Shasta Family YMCA. We also informed families that they could call the statewide consumer education hotline at 1-800-KIDS-793 or go to the website at https://rrnetwork.org/, in order to find childcare services. Our local office of education provided much guidance and communication to all of Shasta County in regards to accessing these services.

California Department of Education
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