

# COVID-19 Operations Written Report

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.

March 13, 2020 announcements were made to staff, students and families we were closing our campuses and offices and shifting toward distance learning and remote working models. All students in our Earle Jamieson, Sugarloaf, Sierra College and TKM Preschools and special education programs went to distance learning models. Service provisions for our special education students, Foster Youth, Homeless and Low-Income students had to be re-visited, adjusted and provided in a more creative way in order to continue essential services and maintain compliance with IEPs, 504's, etc. Within the first week, county SELPA created a weekly virtual meeting with all of the public schools being represented by their respective Special Education Directors.

Equity issues quickly became apparent when discovering the impact of technology needs in our rural county, such as lack of personal devices, hot spots and internet connectivity. Additionally, many single parents who are “essential employees” that work all day were reaching out for child care supervision.

The Foster Youth program had to cancel several training opportunities, events and in-person academic supports for staff, students and families. During this unprecedented nationwide emergency, and the stay at home order thereof, we found that foster youth have been disproportionately adversely affected. Even with supports in place for students, staff saw an overall lack of performance across all grades in this already vulnerable and educationally disadvantaged population.

Our Family Resource Centers in-person services and resources for families shifted to appointment-only or limited drop-ins and their parenting education classes were provided via Zoom. Mental health concerns for both students and families have triggered a greater need for counseling and parenting referrals and support.

The changes to the COE’s safety program meant all meetings with county agencies (local public health information officers, behavioral health and suicide task force, local Superintendent, Directors and Principals and child care workers) shifted to Zoom meetings. The Safety Director was a key figure in many of these task force committees, staying abreast of and pushing out information on COVID-19 updates to staff and families. She communicated recommendations from the public health officers, shared mandates from state, local and federal levels, provided resources to school sites for response to teen suicide, counseling needs, child care information, food distribution information, safety protocols for distribution of distance learning packets, re-opening school requirements and developing return to work policies and guidelines.

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

We have a relatively low EL population in our programs; however, all material and communications sent home in student packets or via letters to families, were sent in English and Spanish when necessary. The foster youth, homeless and low-income children have a significant history of trauma and COVID-19 triggered and intensified student trauma responses. With the increased mental health concerns of students in these student sub-groups, tutors and teachers saw an inability to participate successfully in academic learning. Our programs experienced a significantly greater need for case management and coordination of services. All low-income students and families were informed of how to receive free meals daily and where they could pick these up. Furthermore, additional resources for any needs were offered, such as food bank information, counseling services, housing and employment services referrals were made.

Foster Youth communication plans had to be adjusted and put in place between the county office employees to school liaisons and families to ensure program offerings and resources were being provided across all programs. High-quality tutorial and case management services were provided for all foster youth via platforms such as Zoom, DUO, Messenger, Teams, Google Meets and traditional telephone calls, texting or emails. All students were contacted to make sure they had proper materials, devices and connectivity service. All foster youth students in our program who needed a device received a device. We provided hot spots, phones, laptops through various vendors as needed. Transition services also continued for those students transitioning to post-secondary education. Classes were offered weekly for transition age youth via Zoom for the purpose of supporting their social emotional needs as well as life skills development. The Foster Youth program saw an increase in the need for our case managers to facilitate coordination of services to meet the unique educational needs of this population. Community partners such as child welfare, probation, foster family agencies, schools and behavioral health have relied on our program heavily to manage the coordination of services for this population. Due to the foster youth's programmatic changes made by the passing of AB 2083, our program structure was already established and has proven essential during COVID-19 in coordinating equitable services for foster youth.

The McKinney-Vento program supporting our homeless students provided essential services by sending regular emails to McKinney-Vento school liaisons with relevant links to resources, reaching out to provide support to liaisons and using email to accept and authorize residency forms and funding requests. Resources were also sent in English as well as Spanish.

A virtual reading intervention professional development training was provided for teachers who had students identified for 'response to intervention' support (low-income students). Paraprofessionals supported students needing additional help in their learning via zoom or telephone calls.

Our Partners Family Resource Centers staff reached out to low-income families and received support for CALWorks Housing Support Case Management so that services for rental payments, clients seeking stable employment and housing were maintained and adjusted. Concrete supports like diapers and clothes were provided by appointment. Staff was available to answer questions and make referrals to any family with questions.

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

We have taken many steps to continue to ensure the delivery of high-quality distance learning opportunities for all students across all programs. Webinars, trainings and technology devices were provided to all educators and staff to support the virtual delivery of a comprehensive educational experience. Technology equipment was purchased through the collaboration of the Geographic Lead Agency supporting the purchase of personal devices for students, hot spots, two Zoom carts (one for the delivery of high-quality professional development for educators and one supporting distance learning in our juvenile hall classroom), and educator licenses for Zoom accounts to maintain connectivity with students through Zoom meetings, etc. Through collaboration with the California Collaborative for Educational Excellence (CCEE) who supported our efforts to provide professional development to educators on implementing Goalbook Pathways and Goalbook Toolkit for both general education and special education students, 194 licenses were purchased. Both programs, Pathways and Toolkit help educators identify learning barriers and instructional strategies so that different students can have different pathways for success and design learning goals and instructional plans that respond to the different ways students learn and their individual needs, respectively.

Educators were provided professional development opportunities, including webinars and other trainings on distance learning strategies and platform use from CCEE, CDE and other sources. Educators were also provided webinar trainings on social emotional learning addressing topics such as what to expect when returning to school, how to self-care and how to support students and families. To address increased needs for mental health services, the SELPA is utilizing the newly formed school-based mental health committee, consisting of school psychologists, counselors and Board Certified Behavior Analysts (BCBAs) to collaborate with Nevada County Behavioral Health to refine our mental health identification and support practices while in distance learning. Additionally, educators were offered professional development on attending an introductory training on Universal Design for Learning (UDL) and joining the already existing cohort of 50 educators who for the past two years have been implementing these instructional practices across all districts and various grade levels.

The curriculum and instruction department developed a comprehensive website containing vetted distance learning resources for educators and parents in our community for all grade levels and subject matter. By the second week of the closure, several resource guides were created by NCSoS to support special education providers and families of children with disabilities. There was collaboration among educators participating in the county-wide Network Improvement Community with a focus on implementing Universal Design for Learning (UDL) within distance learning lessons. In addition, further collaboration occurred among educators on a local, state and regional level in professional learning opportunities with Science and Math Communities of Practice for distance learning.

Coaches from the COE provided support to educators who requested guidance from a range of topics which included distance learning instructional practices, platform training to training on implementation of a reading intervention program to begin in the fall.

For the Partners Family Resource Centers, the Parenting Educator immediately switched her Nurturing Group Class to recorded 15 minute modules to be accessed by parents at their convenience and then discussed weekly via Zoom calls. 17 of the 24 participants remain in the system and have found the new format is working well and discussion and support are especially useful and important during stay at home. There is more stress on parents and demands of parenting have increased and this facilitated evidence-based class is helping parents make strides in their parenting challenges while supporting their children's distance learning experience.

The Tobacco Use Prevention Education Program (TUPE) continued to deliver high-quality distance learning experiences for students by, a) converting all middle and high school lessons to a digital format where students learned the health risks of smoking, vaping and marijuana use and strategies for making healthy decision around substance use; b) YouTube series for middle school students were developed with the idea to help students think through ways to make a smooth and healthy transition to high school, while hearing from seniors on their experiences. Students have the opportunity to have their questions answered on future episodes (the TUPE Channel can be found on [Everything You Need to Know Before Starting High School](#)); c) weekly podcasts were broadcast on our local radio station KVMR to share educational and cessation

resources with community; d) Google Classroom was used where TUPE Peer Educators worked on projects, such as designing next year's TUPE t-shirt and creating new TUPE logos, and e) resources were developed and available for students and families on our TUPE Website.

The SELPA provided updates to the Community Advisory Council (CAC) on the state of special education during COVID-19 and gave recommendation to hold monthly meetings throughout the summer of 2020, in order for the CAC to stay abreast of the latest educational news coming in through State and Federal resources. The SELPA coordinated with the Special Education Directors and provided tools and recommendations in the development of distance learning plans, in order to support students with disabilities in the home setting. The SELPA also developed an online platform that allows specialized academic instructional supports to be provided anywhere the student has access to the internet for all districts and charters.

NCSoS responded to the concerns of local outside service agencies who were witnessing a drop in service engagement and referrals due to COVID-19 (e.g., Children's Behavioral Health and Child Welfare) by initiating weekly Special Multi-Agency Review Team (SMART) meetings available via Zoom. Through our involvement with our local Mental Health & Substance Abuse Advisory Board, state-level Pupil Personnel Services Commission and SARB, we were able to push out valuable resources and up-to-date service provision information to school counselors and psychologists.

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

All programs continued to offer free meals for anyone under the age of 18 through Central Kitchen, owned by Grass Valley School District. Communication went out weekly to families via email, website information and Facebook pages on how to order and where to pick up meals from a variety of locations. All lunches were picked up outside of the school offices and delivered directly into cars by staff wearing masks and gloves so social distancing can remain in place. Lunches were also prepared in advance and provided over holidays. Often the picking up of food coincided with picking up of instructional materials as well. For some families in our McKinney-Vento program, gas vouchers were offered to help ease the financial burden of driving to pick up meals.

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

Parents who are essential workers requesting supervision of their children were referred to the Nevada County Superintendent of Schools office who then referred them to local agencies within the county who were offering supervisory services for children; such as the Sierra Nevada Children Services.