



COVID-19 Operations Written Report for Summerville Elementary School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Summerville Elementary School District	Ben Howell Superintendent & Principal	bhowell@sumel.org (209) 928-4291	06/16/2020

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 the school closures to address the COVID-19 emergency, the Summerville Elementary School District staff formed five district teams to create structure, guidance, and communication channels for the students, parents, and staff of the school. The five Distance Learning Teams included the following: Grade-Level Team, Communications Team, School Schedule/Events Team, Special Education Team, Core Staff Team Each of the five teams adopted the following goal for their collaboration: “The goal of Summerville Elementary School during the extended closure is to continue to meet the needs of the students in our community by working together to find creative ways to serve, connect, and maintain educational resources required for learning. We believe that together we can make a difference.” These teams worked independently and together to ensure engagement for all students and to help identify methods and avenues to ensure that all students had access to learning the school closure. Three different principals were developed to support distance learning: Communication, Content, and Connection.

- * Communication – The school will remain in regular and routine communication using established and new parent communication tools.
- * Content – Weekly schedules of class meetings and classwork will be created to help appropriately pace learning and the learning needs of all students.
- * Connection – Weekly opportunities will be created to connect with the teacher, staff, and other students in the classroom online and over the phone.

These principals guided the five teams in their collaboration and work.

On April 21, 2020, the Summerville Elementary Board of Trustees adopted a Distance Learning Plan to support the teachers and school staff in the Distance Learning Environment. The Board's Distance Learning Plan and all corresponding policies were posted to the school's website in a prominent location and on a new Distance Learning Page that was created to help communicate, structure, and facilitate learning for students, parents, and staff. Throughout the school closure updated information was posted to this site as well as a weekly school schedule, methods to contact teachers and staff, office and administrative information, food service information, and information about other county resources available during the statewide shelter in place order. Chromebooks were made available to students and families in need of technology. Connection to the internet was made available to families via hotspot locations available the rounds surrounding the school, the school parking lots, and the local town square (made available through a community partnership). The school made available mental health and emotional support to families through a partnership developed with the local health clinic. Technology support was made available for families to connect to Telehealth supports as needed and as requested.

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

Through the developed Distance Learning Program, the Summerville Elementary School staff continued to provide English learners, foster youth, and low-income students with targeted instruction and direct support to continue to promote and ensure their learning during the school closure. School administration and grade-level team leaders worked closely with classroom teachers to monitor the needs of underserved students. As needs arose, if a problem was identified, or students became unreachable, the school's team collaborated to individually meet identified needs. Community resources were contacted and dispatched as requested or required. Parents were contacted routinely as a way to check-in, monitor additional student supports that might be needed, and to include them in the process of learning. A variety of options were made available to help ensure underserved students continued to have access to learning and tools to promote learning throughout the school's Distance Learning Program.

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

The Summerville Elementary teaching staff developed a three-tiered approach to all Distance Learning Work that was provided to students during the school. All assignments were built around offering a low-tech option, a mid-tech option, and a high-tech option ensuring that all students would have access to learning at a level appropriate to the level of technology available to them and appropriate to the learning level needs. The three-tiered approach was also designed to help the district identify tech capacity in students and families and to build capacity for more engagement and more varied levels of learning during the extent of the school closure. Low tech options included paper packet work (distributed and picked up through the school foodservice distribution system), phone calls, and voice messages to families. Mid-tech options included email, text messages, and technologies like Remind and ClassDojo. High-tech options included weekly classroom Zoom calls, Google Classroom, and other internet resources. Weekly student contacts were made by each teacher, and student participation was tracked each week to ensure students had access and were accessing learning until the end of the school year. A weekly

school scheduled was created and published each Sunday evening to inform students and parents about class meetings and other school events being held virtually. Teachers held daily office hours to provide designated windows of time to work with students one-on-one via zoom or with family groups to support and help students access their learning. All grade-levels and grade-level bands (primary, elementary, and middle) adopted a common instructional strategy and distributed common instructional materials in order to create a common experience for all students and families across the school.

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

Beginning March 18, 2020, the Summerville Elementary School District cafeteria staff began providing drive-by meal service and drop off meal service to all students ages 0-18 within the district boundaries. Foodservice continued two days a week on Mondays and Wednesdays until June 3, 2020. Students were able to pick up meals for two lunches and two breakfasts on Mondays and three lunches and three breakfasts on Wednesdays. Students living within a mile of the school were able to pick up their meals at the foodservice distribution location. For students who lived more than a mile away or who were unable to leave their home, the district provided meal drop off services on the same distribution days. The district reminded students and parents about food distribution via phone call, text message, email, and social media posts before each food distribution window and through weekly parent communicator messages. Teachers were encouraged to remind students of the foodservice option through their classroom communications each week, and they were encouraged to notify the school office if they became aware of a student in need of food. The Summerville Elementary cafeteria and transportation staff utilized approved county health measures to maintain appropriate social distancing on all foodservice distribution days. District cafeteria and transportation staff also ensure proper food preparation and handling of food during each food service day.

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

During the school closure which began on March 16, 2020, The Tuolumne County Superintendent of Schools, Summerville Elementary School, and other LEAs in the county in partnership with Infant Child Enrichment Services (ICES) provided referrals to childcare facilities and caregivers. Access was made available to any and all families that needed supervision of students during the school hours with preference given to children of essential workers. The information about the availability of ICES services was distributed through the school's communication system, social media, and via radio ads, and by direct mailing through the County Superintendent of Schools. The availability of childcare spots remained consistent and there was no need to operate any pop-up childcare facilities.