



# COVID-19 Operations Written Report for Seeley Union School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Seeley Union School District	Andrea Ellis - Superintendent	aellis@seeley.k12.ca.us 760-352-3571	06-09-2020

**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.

The Seeley Union School District has made several changes to program offerings in response to school closures to address the COVID-19 emergency. Prior to April 21, 2020, students were offered enrichment resources via paper/pencil packets and online resources when available. The District offered educational resources to families through social media, the school website, and Google Classroom.

As of April 21, the District has adopted a Remote Learning Plan. Students are offered coursework via paper/pencil packets and through online resources. Parents requesting packets of work are sent weekly through USPS. Students and parents have designated drop-off days that are assigned individually by the teacher. All students in grades TK-8 were given the opportunity to check out an iPad to assist with completing work in Google Classroom and SeeSaw.

All teachers contact students throughout the week to answer questions and assist with any needs. They hold class discussions through Zoom and Google Meets. The school counselor and support staff also make additional contact with students in need of emotional, social, or behavioral support. Accelerated Resource Teachers (ARTs) staff also provide students with weekly enrichment activities and read alouds.

There has also been a change in the grading program. The SUSD 4th Quarter Grading and Credit Policy includes credit/no credit for 4th quarter. It does require, however, active participation of all students during the remainder of the 2019-2020 school year.

Special Education services are also conducted remotely via teleconferencing or video conferencing. All students continue to receive speech, psychological, and educational services in a remote learning style. Special Education Teachers collaborated with General Education

teachers to create packets that meet the individual needs of all students in special education and assist them in reaching their goals in their Individualized Education Plans. They also use iReady Reading and math to meet those goals.

One major impact is basic needs. Many of our families have lost their jobs and can not provide meals and housing. This has caused many families to move out of state or live with other families. We provided homeless services when necessary and breakfast and lunch to all community members 18 years old and younger.

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

English learners, foster youth, and low-income students have access to all services and programs provided to all students in the District. In order to provide additional support, the LEA is doing the following:

#### English Learners:

- English Language Development resources were provided to students through google classroom and SeeSaw. Resources such as links to iReady, Rosetta Stone, and Imagine Learning were also provided. .
- The EL/Migrant resource teacher provides additional phone calls to ensure that the needs of students are being met and that they can access coursework and meals. Other options are provided we necessary. Students struggling to complete assignments were also contacted by the resource teacher.
- All letters and communication regarding distance learning, coursework, or letters from teachers are provided in both English and Spanish.

#### Foster Youth:

- Communication is ongoing with the Foster Youth Liaison for Imperial County
- Foster Youth in need of additional support and/or counseling are provided services through google classroom, weekly phone calls and videoconferencing with our school counselor.
- Meals are provided to Foster Youth.

#### Low-Income Students:

- Food insecurity is a concern for our low-income students. Many take advantage of the 10 meals per week provided by the District. Others are still in need of further assistance and take advantage of the USDA monthly from the local food pantry.
- Low-income students in need of additional support and/or counseling are provided services through weekly phone calls and videoconferencing.
- Meals are provided to them on a weekly basis.

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

The Seeley Union School District is delivering curriculum that is aligned to the California Content Standards including English Language Arts, Science, Social Studies, Math, PE, Health and music. Students are given course work weekly. Students are given directions to complete tasks and are provided with resources for extra support. Timelines are given for assignments and accommodations and modifications are made for English learners and students in special education.

Teachers meet in grade level teams to determine the work to send to students and ensure that the work is aligned to grade level and content standard. Social/Emotional support lessons are also included to address the social/emotional needs of the students. Students have access to support via email, telephone, and/or video conferencing. Staff members call students weekly to offer support when they are struggling. Students receive phone calls from the classroom teacher, special education teacher, counselor, ASES Instructor and others weekly offering support.

Students submit their work each week once it is completed. Teachers grade the work and provide immediate feedback when necessary. Students will receive either credit or no credit for the work completed.

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

On March 17, 2020 Seeley Union School District began distributing breakfast and lunch at our school site. This site was chosen to meet the needs of families who need meals provided when school facilities are closed. The distribution site resides at our SUSD Cafeteria. Meals were distributed to any students in the vehicle 18 years of age and younger. Cars drove up to the site and informed the employee of how many students were in the car, then drove to the next station to pick up the meals. All employees were given personal protection equipment including gloves and masks.

On March 21, 2020, the process was switched to a multi-day distribution and students were not required to be present to acquire meals. This limited contact for both families and employees. Cars would drive up and inform the employee of how many meals were needed, then drive to the next station to pick up the meals.

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

The School District is not providing supervision of students during ordinary school hours. It is not practicable for several reasons. Most students at the school are transported to and from school by District transportation. Without the operation of District transportation, parents do not have a way to bring their children to and from school. The school is remotely located in a rural area. Many families are currently residing in Mexico. At this time, there have been no requests from agencies or parents to supervise students during ordinary school hours.