

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Roseland School District	Amy Jones-Kerr Superintendent	ajones-kerr@roselandsd.org 707-545-0102	6/17/20

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 campus closures due to the COVID-19 health crisis, Roseland District developed and implemented a Distance Learning plan. By implementing this plan, the district was able to address the major impacts that school closures had on students and families, including:

- supporting students’ academic progress through remote teaching and learning
- maintaining students’ connection to school through ongoing teacher-student communications and check-ins
- utilizing our district referral process and Coordinated Services Team to provide additional interventions and support for students at-risk during this emergency
- supporting social-emotional wellness through remote counseling and social-emotional learning opportunities
- providing resources and support to families, including the continuation of school meal service
- continuing special education services and holding IEP meetings through a virtual or telephonic format

While district staff was able to quickly transition to a Distance Learning format, and strove to provide wrap around services, the school closures nevertheless had a negative effect on students and families:

- participation rates in Distance Learning varied greatly depending on the classroom, grade level, and assignment or task. We anticipate that students who did not consistently participate/complete a large majority of assignments will experience significant learning loss.
- equity issues arose for students whose parents were working and/or whose parents were unable to assist their children for other reasons. This was particularly a challenge for our youngest students, as they needed the most parental support to successfully participate in Distance Learning.
- large stressors were placed on families due to the health crisis, shelter-in-place requirements and job loss, which had a negative effect on students’ social emotional wellbeing.

- for effective teaching and learning, students need the structure we are able to provide at school. While teachers made valiant efforts to create robust and engaging virtual lessons for Distance Learning, academic progress for the fourth quarter of school has been hampered by the school closures.

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

Roseland School District continued to provide targeted instruction and support services to English learners, foster youth and low-income students, in order to promote continued academic progress and overall wellbeing while shelter in place orders were in effect. The targeted instruction and support services included:

- providing Designated and Integrated English Language Development instruction to English learners through Distance Learning.
- providing differentiated learning opportunities through personalized learning software.
- offering free school meals (breakfast and lunch) to any child 18 years old and younger by operating a Seamless Summer Meal program.
- partnering with the local food bank to distribute food on a weekly basis to families in need of food assistance.
- loaning a school Chromebook to every student who needed one to participate in Distance Learning.
- supporting families in accessing free and low-cost internet services.

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

When Shelter-in-Place Orders were put into effect, Roseland School District transitioned to a Distance Learning model. The district's Distance Learning model was based on a blend of internet-based learning as well as paper packets. Distance Learning instruction included:

- daily guided/teacher-supported lessons with a priority focus on English language arts, mathematics, and English language development.
- virtual enrichment opportunities, such as Maker and the arts, and physical fitness activities.
- daily assigned independent work that was monitored by the teacher, including independent reading, basic math facts practice, and use of personalized learning software.
- learning packets (paper-based assignments) that were mailed home every two weeks to compliment online learning. Additional differentiated packets were also mailed home to students receiving special education services to support progress with IEP goals.

Teachers used a variety of software and digital platforms to support Distance Learning. This included:

- use of Zoom and/or Google Meet to provide live virtual lessons.
- use of personalized learning software such as Lexia, IXL, EPIC, Reflex, and RazKids.
- use of Learning Management Systems and/or software to disperse assignments and communicate with families, such as Google Classroom, SeeSaw, Padlet, and Google Documents with Hyperlinks.

Additionally, the District created a Distance Learning website to assist parents in easily accessing resources and technology to support the above areas of Distance Learning.

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

Roseland School District operated the Seamless Summer meal program in order to offer free meals (breakfast and lunch) to all of our students, as well any child 18 years old and younger. Meals were distributed twice weekly at Roseland Elementary School and were served using a “grab and go” method. Throughout the two weekly distribution days, children received enough meals to last throughout the five-day school week. All necessary safety protocols were put into place during food distribution to promote staff, student, and family safety. Cafeteria staff wore gloves and masks and maintained social distancing practices. Families were asked to collect food via a drive-up method whenever possible, in order to limit personal contact. Protocols were also put into place to ensure that families who arrived on foot maintained social distancing while waiting to collect meals.

The district will continue the Seamless Summer meal program throughout June and July, and will transition to distributing meals once weekly, with 5 days of meals being provided.

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

Roseland School District was in regular communication with our preschool community partner, 4Cs of Sonoma County. Unfortunately, our district facility/preschool portable available during shelter in place orders did not meet the needs of the 4Cs program. Thus, the district communicated with all families about emergency childcare funding and childcare resources available through 4Cs, and also posted the information prominently on the school district website.