

# COVID-19 Operations Written Report for Pierce Joint Unified School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Pierce Joint Unified School District	Carol Geyer Superintendent	cgeyer@pierce.k12.ca.us (530) 476-2892 ext 13001	6/18/2020

**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.

Pierce JUSD was 1:1 with Chromebook devices going home with students in grades 7-12 prior to school closures. Immediately upon closure devices were deployed to go home with sixth graders at the middle school. Teachers at these grade levels began utilizing Google Classroom as a way to communicate and assign coursework for students to continue their learning. For the elementary schools, each grade level created work packets for 2-3 week periods at a time for the first 6 weeks of the closure. In early May, Chromebook devices were deployed to all students at the elementary school level to take home. The Google platform was being used district-wide for communication and assignments. Teachers were reaching out to students through Google Meet and holding classes. Internet connectivity was a problem for many students and teachers. Seventy-five hot spots through the 1 Million Project were being utilized by high school students, and seventh and eighth graders had access to Kajeet hot spots through the Gear Up Grant. Two hundred additional hot spots were purchased by the district to support elementary students without internet. The deployment of those devices began the first week of June even though school was out for the summer. Students continue to have access to their Chromebooks during the summer and are able to access district programs on their devices to continue practicing skill development. Elementary teachers have created and shared suggestions for parents on what their children could be practicing during the summer. Counselors in the district continued providing services to students through various methods including Google Meet, telephone and email. A Google Classroom was set up by the counselors that included resources for students on how to deal with certain issues including anxiety, depression, and social/emotional distress.

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

English Language Development Teachers supported the English learners with supplementary materials during the closure. Students at the elementary level who have been in the US for less than a year were given individualized instructional packets with support and directions in English and Spanish. These same teachers did outreach to EL students who had not been in contact with their general education teacher. ELD teachers at the higher grade levels created ELD support in Google Classroom. They made contact by phone weekly with families of EL students to answer any questions and support students in completing their work. These same teachers were available during normal school hours on Google Meet for students to connect with the teacher if they needed specific support on classwork. District Intervention/prevention counselors made regular contact with Foster Youth students and their families through phone calls and Google meetings. Low-income

students were given priority access to available hot spots in the district. At the elementary level, if parents did not pick up the packet work for students, it was either mailed home or delivered to families when meals were delivered.

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

Many teachers prior to the closure had extensive experience with the Google Suite platform. Those same teachers supported their teaching peers with limited experience by working with them to increase their skills and capacity with the platform. During virtual staff meetings, distance learning best practices were shared. Free online professional development opportunities were pushed out to staff by site administration. In the Google Classroom, teachers would post assignments, mini lessons and notes to help students maintain previously taught skills as well as learn new skills and standards. Teachers tracked individual student participation and did continued outreach to families of students with limited participation. Weekly virtual class meetings were held. Work packet pick up at the elementary level was held every three weeks to distribute new learning materials for students prior to Chromebooks going home. The librarians at the elementary and middle schools was able to do curbside pick up and dropoff of books. The requests were through email. Reading Counts, a popular application where students take quizzes on books they have read, was migrated to a cloud solution so that students could have access at home through their Chromebooks to continue earning points for reading. Students were able to communicate technology issues to their teachers who would pass that information on to administration for resolution. The district office remained open for drop off and pick up of materials and devices for students. Several teachers created Instagram accounts as a way to connect and interact with students. Physical education teachers posted activities daily to this platform. Many teachers in the district utilized some type of communication application system with families to maintain contact.

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

School meals were provided daily during what would have been regular school days beginning March 22. Five food service employees and their director prepared a bagged breakfast and lunch each day for students ages 0-18. These meals were available for pick up distribution for an hour each day at Arbuckle Elementary School. The same food service staff, wearing gloves and masks, would hand out the meals as parents drove up in their cars or walked up to the outdoor school site distribution area. Three pairs of bus drivers drove suburbans to all of the bus stops within the district each day to deliver the bagged meals. They too wore gloves and masks during the distribution at stops.

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

Pierce JUSD did not provide supervision of students during the Covid-19 closure. Families asking for assistance were referred to the Colusa County Office of Education for these services.