

COVID-19 Operations Written Report for Mark West Union School District

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
|-------------------------------------|--------------------------------|---------------------------------------|------------------|
| Mark West Union School District | Ron Calloway Superintendent | rcalloway@mwusd.org (707) 524-2970 | 6/2/2020 |

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 accordance with county and state directives, the Mark West District moved to a Distance Learning model that included asynchronous and synchronous learning platforms. In addition, K-2nd grade students, as well as students who could not access technology were provided learning packets through the remainder of the school year. Furthermore, the Mark West District Counseling team provided services in a Distance Learning Format. The District surveyed parents to determine areas of need to support students during Distance Learning. One area that came to the forefront was professional development for parents in the use of technology. As such the district, is developing a set of tutorials to support parents.

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

All English Learners, foster youth and low-income students in the District were provided devices and/or learning packets, which were mailed directly to families to support student learning during the COVID-19 event. Bi-lingual para educators reached out to families on a daily basis to assess needs. In addition, staff administration made follow-up calls to families to determine additional needs. In addition to the steps noted above that have been taken by the district to continue delivering high-quality distance learning opportunities, additional steps have been taken to meet the needs of its English learners, foster youth and low-income students. For students who were unable to pick up a device at the school, administrators delivered them to student homes using social distancing practices. Also, for those students who did not live in an area in which wifi or internet was accessible, teachers developed work packets which were mailed to students, picked up by parents, or delivered by school administrators during the COVID-19 event. If any students did not participate during synchronous learning, teachers followed up with them individually by videoconferencing or telephone.

Beyond classroom teachers and school principals, other staff have provided support to English learners, foster youth and low-income students. Para educators, including bilingual para educators, continue to contact families daily to assess needs and to differentially support students. Teachers and para educators have also worked to build parent capacity with online learning in order to facilitate parent support for

students at home. Bilingual para educators have personally contacted the family of very student who is an English Learner to ensure access to instruction and resources. In addition, school and district administration have made follow-up contact with homeless and low income families to determine additional needs. A parent survey was also implemented to further assess student needs.

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

During the first two weeks of school closure, students received grade-level work packets and supplies by mail, teachers were available by phone and videoconferencing to support students, and instruction was asynchronous. Also within that time, online resources were disseminated to teachers, and training was offered in a variety of online platforms and programs to support synchronous and asynchronous learning and instruction. Meanwhile, all students who needed a device for online learning were provided with one. Free wifi hotspots and reduced-cost internet service resources were given to families who did not have access.

Thereafter, online distance learning has been the primary mode of instruction. K-1 teachers are using a combination of mailed work packets and online learning, both synchronous and asynchronous. For all other grade levels, instruction has been synchronous, supplemented with asynchronous support for differentiated instruction. Intervention support for academically struggling students continues to be provided by reading specialists, math specialists, and special education teachers. This student support is conducted synchronously through small group online instruction, asynchronously with differential follow-up of individual students, via creation of an explicit direct instruction video library that can be accessed by student and parent as needed, and virtual office hours when students and/or parents can check in with a teacher for assistance. Teachers of students with disabilities have utilized a combination of mailed work packets, synchronous and asynchronous video-conferenced instruction based on student IEP goals, and video-conferencing conducted by other special education providers.

Amidst all of the instruction, teacher support has been offered. An online teacher resource website was created as a library of online resources for teachers. Also, teachers have been surveyed for ongoing training needs to support their online instructional quality and efforts. Training has been provided as needs have become known.

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

In coordination with Santa Rosa City Schools, our Food Provider, the Mark West District provided meals to students of the District. Locations were established with appropriate social distancing practices.

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

The District shared resources from the 4'cs regarding supervision of students during school hours.