

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Jill Kinmont Boothe School	Randy Cook Associate Superintendent	rcook@inyocoe.org (760) 873-3262 ext: 2103	June 11, 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.

Jill Kinmont Boothe School (JKBS) quickly transitioned to distance learning in response to Executive Order N-26-20 issued on March 13. On Monday, March 16th, two weeks of curriculum was distributed. Once the distance learning plan was crystalized, students were enrolled in courses and active in four days.

JKBS’s instructional model is traditionally a combination of direct instruction (in ELA for example) blended with online courses that provide the flexibility and course options to meet the credit and learning needs of every student. Essentially every student has an individualized education plan. Because JKBS already utilizes online learning with a program called Odysseyware, the transition to distance learning was quick and efficient. Not all students thrive in this delivery model, so independent study packets were continued for students who struggle with the online curriculum option.

School closure had many negative impacts on our students and families, but the loss of structure, accountability, and the face-to-face interaction and support provided in a brick and mortar setting was primary. JKBS serves a population of students who struggle with school attendance and engagement so daily contact and check-ins are critical. Many students disengaged and despite continual efforts to reach out to students and families to offer additional support, many did not respond to these efforts.

Another unfortunate byproduct of the lack of engagement has been our inability to provide the social and emotional learning programs and counseling so many of our students need. In partnership with Inyo County Probation, JKBS students work closely with Rehabilitation Specialists 3-4 days a week on a wide variety of topics including substance use, anger management and making healthy choices. Our Rehab Specialists have also reached out to our parents and students to continue these services remotely with minimal response.

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

To support and meet the needs of our unduplicated students, JKBS is continuing to offer free meals and also provide Hot Spots for those who may not have access to the Internet at home. We also provide Chromebooks for all of our students.

JKBS prioritizes meeting the needs of our unduplicated students in the distance learning environment. As noted above, JKBS had already incorporated the use of an online curriculum prior to COVID-19. Odysseyware was selected over other online options because its design supports the learning needs of a wide range of learners - particularly English Learners (ELs). A consistent design principal in the curriculum for all learners is the integration of text and media elements into lessons. This is of particular value to EL students. In addition, there is an embedded translation tool for students who are not literate in their native language. ELs are also supported by visual aids and reoccurring elements on the page layout of every lesson which provide scaffolding for students' learning progression. The curriculum is organized thematically and is very structured. New content is scaffolded to help students access prior knowledge.

As mentioned above, Odysseyware online curriculum has the flexibility to address a range of different learner needs. Many of our students, including low SES students, struggle with reading and other important foundational academic skills. Through data gathered from pretests, Odysseyware can prescribe content to address individual student skill gaps. JKBS instructional staff provide live synchronous support options for our unduplicated students and continually monitor their daily progress.

JKBS does not currently have any foster youth.

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

JKBS strives to implement the steps and structure below which are foundational and essential for high-quality distance learning.

As communicated above, JKBS quickly transitioned to distance learning. In addition to Odysseyware, JKBS also utilizes Khan Academy for math support. Each morning students are given an engagement activity/assignment in Google classroom. These assignments are to be completed by a certain time of day in order to receive “attendance” credit for the day. The classroom teacher and school administrator have weekly Zoom sessions with the students to check in, answer any questions, and to just stay connected.

Student Expectations:

- Check email each morning for instructions from the teacher.
- Complete daily engagement activity for attendance credit.
- Respond to all staff emails.
- Attend all scheduled Zoom/Google Hangout meetings
- Continue to abide by all expectations set forth in SARB or Expulsion contracts.

Daily Schedule:

- Engagement Activity/question
- 30-45 mins- Khan Academy
- Odysseyware- complete 2-3 lessons per subject
- Zoom or Google Hangout meeting (1-2 times per week)
- Independent Study Packets: follow prescribed schedule

Attendance:

- Attendance is based on the timely completion of daily engagement activity.

Zoom/Google Hangout Meetings:

This takes place several times a week. One for the entire class for general announcements and to stay engaged, and one-two with small groups for grade-level academic support. Individual synchronous support is a daily option.

Staff Expectations

Staff is available to students and parents each day during school hours for academic support, trouble-shooting technical issues or anything else that may be needed. Staff will reach out daily to students who are not completing work or responding to emails and their parents. Staff will continue to keep students/parents updated on student progress toward meeting goals and contract expectations.

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

JKBS student meals are normally provided through a local school district. Meal service through the district has continued during this time of distance learning, and are available for pickup in the school parking lot. A perimeter is established for parents to drive into the parking lot to receive meals. Distribution of meals takes place using strict social distancing guidelines.

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

The supervision of students during school hours was arranged in partnership with families and caregivers in the home. JKBS provided families with schedules, meaningful activities and a combination of on and offline coursework to assist with supervision. District staff maintained contact with families through a variety of communication tools including phone calls, texts, and emails to assess supervision and other needs. In addition, if needed JKBS had quick access to refer families to the county-wide Child Care Resource and Referral contract (R&R) from CDE, Early Learning and Care Division which is located in the Inyo County Office of Education facilities next door to our school. The R&R is able to provide the District and any family, referral information and services for those in need of child care services and supervision during school closures. The R&R can provide:

Referral to child care providers that best match the family's needs (center-based and home-based)

Information regarding the child care supply (i.e. capacity, open vacancies by age, site closures)

Child care subsidized for low-income families (Alternative Payment Program).

R&R website as an available resource that explains all services (<https://childcareconnect.inyocoe.org/>)