

COVID-19 Operations Written Report for Placer County Office of Education (Pathways Charter)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Placer County Office of Education (Pathways Charter)	Phillip Williams Deputy Superintendent	pwilliams@placercoe.k12.ca.us 530.745.1389	06-11-2020

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.

During the school closure, Placer County Office of Education (PCOE) programs will provide instruction through a Distance Learning model in order to ensure students continue to learn in a safe environment.

CDE has defined “distance learning” as “... instruction in which the student and instructor are in different locations. This may include interacting through the use of computer and communications technology, as well as delivering instruction and check-in time with their teacher. Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is on-line interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback.”

Given the variety of programs operated by PCOE, and the diversity of student needs, PCOE will adapt the delivery and supports to minimize disruption to the curriculum and the service delivery options used in each school. PCOE will utilize the curriculum and learning platforms already in place, and will provide as much consistency as possible.

PCOE will ensure that Distance Learning guidelines and professional development are available throughout the duration of this alternative instructional model.

Staff and students who do not currently have access to a device at home and/or internet connectivity will be provided the appropriate technology prior to implementing Distance Learning.

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

Addressing Accessibility:

- Low income students, foster Youth and English learners will be contacted to verify access to technology and internet in the home setting. Students who do not have access to technology will be provided a device and/or

hotspot.

- Students who are English learners will continue to receive designated and integrated instruction and scaffolding from teachers during Distance Learning.
- Students with IEPs receive case manager support and services aligned with their IEP through Microsoft (MS) Teams or Google Meet.
- Case managers will coordinate IEP Amendment meetings for all students/families to discuss and determine individualized IEP services and supports in a Distance Learning model.
- 504 plans will be modified to support student access to a Distance Learning model.
- Interpreters will support students' access to curriculum
- Students and families who are foster youth and homeless or at risk of homelessness will receive pro-active outreach regarding needed educational and community support by foster/homeless case managers.

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

Distance Learning Plans and guidelines have been developed. These plans include curricular options, instructional delivery options, and resources for teachers, students and parents/guardians. These plans have been developed to ensure equity of access for all student groups, including those who have an Individual Education Plan. Plans for providing specialized instruction and support services will be determined by the service provider and his/her supervisor, in collaboration with the parent/guardian. The Distance Learning Plan and guidelines will be modified as needed throughout the duration of this alternative instructional model.

It is our goal to engage with our students daily, while ensuring that all staff have the materials, resources, equipment and training needed. This alternative educational model will remain in effect for the duration of time PCOE programs remain closed and/or until the end of the 2019-20 school year.

Distance Learning Implementation:

- Notify any community partners of school closures and move to distance learning
- Identify resources for students and families
- Build website for students and parents to access online learning links and resources
- Survey student technology needs
- Distribute educational materials to students/families
- Prepare devices and hot spots for distribution

- Set date and time for students/parents to pick up devices and/or hotspots at designated site
- Deliver devices/hotspots to families who are not able to pick up devices and/or hotspots at the school.

Communication Structure:

- Distance Learning website gives access to contacts and family resources
- Teachers use student email, Google Meet, Canvas, Cyber High and MS Teams to communicate expectations and assignments
- Social workers, Student Support Practitioners, and bilingual parent liaison act as school liaisons calling parents as needed for support, communication about student progress, and to provide information regarding

community resources

- Teachers and case managers keep records of student contact/engagement
- Administrators communicate regularly via email, MS Teams and virtual meetings

Professional Development and Certificated Staff Expectations:

Teachers and administrators will participate in professional development and collaboration opportunities related to the high quality provision of Distance Learning provided via video-conferencing.

All certificated staff are expected to work their regular workday from home, if possible. Certificated staff will:

- Provide lessons and assignments to students
- Provide regular support and feedback to students
- Maintain daily office hours for students and families
- Maintain records of student work, participation and engagement
- Maintain records of any services provided
- Share best practices and join in professional development opportunities
- Make and upload encouraging videos to your students
- Check email often and respond in timely manner
- Be available to participate in video-conferencing during work hours
- Be available to report to work within 90 minutes of notification

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

While PCOE does not operate a food services program, PCOE schools provide school nutrition through agreements with neighboring districts. School nutrition information is regularly updated on the PCOE web site and families are informed of the availability of school meals through their local district regularly. School Districts provide breakfast and lunch, to all students 18 years of age or younger during school closures. There are multiple school meal pick-up locations throughout Placer County. To decrease the risk of COVID-19 exposure, procedures were developed and adhered to, ensuring the safety of both food service employees and those picking up 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 Placer County Office of Education Early Childhood Education department is coordinating childcare services for essential workers who reside in Placer County. PCOE schools refer families to the Placer County Office of Education Early Childhood Education department for assistance with locating and funding appropriate child care.