

# COVID-19 Operations Written Report for Pioneer Technical Center

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Pioneer Technical Center	Scott Ellingson - Principal Alan Macedo - Program Manager	sellingson@mcsos.org 559--661-4636	5/5/20

**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.

Independent study programs are uniquely equipped to be agile in times like this. Distance learning curriculum and weekly content meetings with each student were already in place. When school closed on 3/13/20, student work distribution took place over 3 distinct phases: Enrichment and remedial work was issued from 3/13 – 4/17, extending one week past spring break. The 2nd and 3rd distributions (4/20-5/1 and 5/4-5/22 respectively), were all standards-based and credit earning assignments. Staff supported students virtually using various forms of technology from online platforms (Zoom, Remind, FaceTime, Skype, Google meets, Hangouts, and via cellular devices) to landline phones, based on client availability. Staggered work schedules for essential staff were created, along with workstations tailored to observe social distancing norms and protect staff as they prepared student assignments and conducted appointments with students virtually or by phone. The greatest detriment to students was the “school’s out” mentality, combined with the loss of contact with families, no weekly in-person meetings for students and families, no parent engagement meetings (School Site Council, LCAP plan, SPSA) to close the year, and our EL students were not able to be re-designated (although 95% of English Learner students had completed 75% of ELPAC testing). During the COVID-19 school closures, Madera County Superintendent of Schools (MCSOS) special education teachers made contact with students at least twice a week by telephone or email. Special education teachers also offered to meet with students via virtual platforms in 1:1 sessions weekly or as often as needed to provide support in concepts and or assignment completion. In addition to the weekly contact, teachers put together individualized student work packets that focused on student goals and support what is being done with their general education teachers. With the initial school closure, in accordance with their general education peers the goal of contact and student work packets was to review and maintain skills. Once the closure was extended the focus shifted to continuing progress on goals and new learning. Work packets were distributed at the school and those not picked up were mailed home. Chromebooks were distributed to students who needed technology to continue progress in their classes. IEP teams continued to meet during the closure via ZOOM or conference calls to ensure timelines were met.

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

To meet the needs of our English Learners (EL), Foster youth, and low income students, staff continued to have protected time for direct communication with students and teachers (monitored via call logs completely weekly). Teachers’ interactions with EL students allowed for

designated English language development by ensuring students interacted in meaningful ways with the English language. In particular, students learned via written English, offered opinions, explained interpretations and ideas from reading, and supported opinions orally and in writing. Teachers also focused on ensuring all students further developed English language skills by enhancing their writing skills with greater detail. Student work packets contained English language standards germane to core content areas. Technology was available to all families requesting assistance; i.e. providing laptops and/or hotspots. Home visits by staff were employed for all students and families when necessary. ELs were specifically receiving fully translated communication in primary language for Spanish speaking families and ELD instruction continued during this time via assignments included in student packets. Districts continued helping Foster Youth families that had experienced interrupted services providing for basic needs. As needs were discovered, new referrals were made to the Foster Youth Liaison. For instance, staff discovered that multiple families were living in local hotels and showed a great need for food and other services. As needs were identified, the liaison ensured these needs were met.

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

To continue high quality learning from a distance, standards aligned coursework continued to be made available to students on a regular schedule of drop off and pickup days. To support this continued work, teachers met with students during their scheduled times through virtual platforms like Zoom, Remind, FaceTime, Skype, Google meets, Hangouts, and via cellular applications and devices. The goal was to continue focusing on weekly teacher and student communication while leveraging the relationship to continue working towards graduation goals. Staff continued to meet and have regular communication through weekly Zoom meetings that deliberately focused on COVID-19 updates, problem solving strategies, standards, instructional and grading practices. Grading focused on maximizing our credit recovery options and allowing students to earn partial credit for semester courses; unlike a comprehensive school site. The deployed parent survey helped determine the needs of our clients and what level of access to technology they had so we can better identify and meet future client needs.

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

Our students' home districts provided food services, multiple times per week, at designated Madera Elementary Schools and Chowchilla districts' sites.

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

Being an Independent Study Charter Program, parents were familiar with their children attending 1-hour weekly meetings. The remainder of the time students were under parent supervision, thus, additional supervision was not practicable for our clients.