

COVID-19 Operations Written Report for Madera County Superintendent of Schools (Endeavor / Voyager and Gould Educational Center)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Madera County Superintendent of Schools (Endeavor / Voyager and Gould Educational Center)	Hugo Sanchez / Jessica Drake Program Director - Career and Alternative Education Services / Executive Director	hsanchez@mcsos.org / jdrake@mcsos.org (559) 662-6211 / (559) 662-4669	5/6/20

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.

COVID-19 especially impacted students in correctional facilities. Correctional and educational staffs worked collaboratively to implement measures to ensure the physical and emotional safety of students and staff. Many incarcerated students were credit deficient and worked on courses independently, or students came to the facility from other CAES division schools, familiar with working on independent study packets. When school closed on 3/13/20, students received enrichment and remedial work to last four weeks. Beginning 4/20, teachers went to the correctional facility weekly, wearing appropriate PPE to ensure safety of students. While teachers were at the site, they monitored student progress, collected student work, and issued work for the following week. Extra packets were given to correctional staff to provide to new students. With the unknown viability of COVID-19, all returned student work was quarantined for five days. Aside from on-site visits, teachers also called correctional staff members to monitor student progress. When teachers were at the facility, they worked in their individual classrooms, away from students and other staff to prepare and assess student assignments. Students continued working in the open areas of each pod, while maintaining a safe distance from one another. Many of the policies in place imposed on the correctional facility and that ultimately impacted the educational program, differ from other CAES sites. Under normal circumstances, new students are moved directly to their pods within a day of incarceration, but during the COVID-19 crisis, students had to be quarantined and monitored from the main pods until it was safe to be incorporated. Teachers prepared additional packets for these students as well. During the COVID-19 school closures, Madera County Superintendent of Schools (MCSOS) special education teachers who work with students placed in Juvenile Hall put together individualized student work packets that focus 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 was shifted to continuing progress on goals and new learning. Work packets were delivered directly to Juvenile Hall. The special education teacher was also able to meet in person with students weekly, once medically cleared. IEP teams continued to meet during the closure via ZOOM or conference calls to ensure timelines were met. All students served by the Madera County Superintendent of Schools (MCSOS) Gould Educational Center are students with moderate to severe disabilities. This is a regional program that serves students from the various school districts within Madera County. The instructional staff

began making plans for a distance learning program the week of March 16th in response to the closure on March 13th. Instructional staff began communicating with students and families that week and packets were distributed the week of March 23rd. Again, the students served by the Gould Educational Center are students with disabilities and each one has an Individualized Educational Plan (IEP) that addresses every aspect of their education including their English language development needs if they are an EL student and needs that may arise due to being in the foster care system or coming from a low income family. Accommodations for a student's needs are written into the IEP and the individual distance learning plan for each student was designed to meet the needs for each student and allow for the accommodations needed to have educational benefit. Students served by MCSOS received their meals from the district that houses each classroom. Families were made aware of the meal distribution plan for each of their districts of residence. MCSOS aided families who may have needed accommodations to access the meal distribution. School psychologists, counselors and behaviorists were made available to help support families who may be experiencing an increase in student behaviors at home. Students who were receiving individual counseling continued to receive those services via telephone or virtual platform. Administrators remained in constant contact with their instructional staff, sharing information and offering support. Trainings were developed and offered to aide teachers in the development of Google Classrooms. Students in need of a technology device to access their distance learning plan were offered Chromebooks. MCSOS is working with various school districts within Madera County and Madera County Public Health to develop a plan to reopen schools for the 2020-21 school year.

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 English Learners (EL), Foster youth, and low-income students, teachers and EL Instructional Aide voluntarily met weekly with EL students on an individual basis. 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 English text, offered opinions, explained interpretations and ideas from reading, and supported opinions orally, and in writing. Teachers also focused on ensuring students' further developed English language skills by enhancing writing in greater detail by providing more details. Student work packets contained English language standards germane to core content areas. District personnel continued helping foster youth families that experienced interrupted services by providing for basic needs. Students who are designated as EL students have linguistically appropriate goals written into their IEPs. Student work packets and weekly communication and lessons have been individualized to address these as linguistically appropriate goals in addition to their other IEP goals. Student assignments included scaffolded lessons and assignments to ensure student achievement. Again, all students served by the Gould Educational Center are students with moderate to severe disabilities and their IEPs address their English language development needs and any other needs that may be due to being considered a foster youth or low-income student. The student work packets were designed for each student individually to ensure assignments were targeted to their unique circumstances and needs. IEP goals and accommodations are written to address a student's English language development needs and were addressed in the distance learning plan. For families who are Spanish speaking, communication was done in Spanish with the help of an interpreter, and letters and documents were translated into Spanish. When families checked out Chromebooks, a startup guide was given in English and Spanish. Spanish speaking instructional staff have been in communication with families weekly. Communication has been via telephone and other virtual platforms such as Zoom or FaceTime. All documents coming from MCSOS have been translated into Spanish. School psychologists, counselors and behaviorists were made available as well if students and families needed behavioral or mental health support.

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, independent study packets for each student, based on adopted curriculum, were individualized to satisfy specific credits required for each student to fulfill graduation requirements. Teachers voluntarily went in to the facility to meet with students individually on a weekly basis to help keep students motivated and allow students to receive updates on their progress. The goal was to continue focusing on teacher-student communication while leveraging the relationship building as students continued working toward academic proficiency across content areas. At Gould Educational Center, Madera County Superintendent of Schools (MCSOS) special education teachers made contact with students at least twice a week by telephone, various virtual platforms or email. Teachers have met with students individually or in small groups for lessons. In addition to the weekly contact, teachers put together individualized student work packets that focused their class curriculum and the goals that were written into their Individualized Education Plans (IEP). Staff was brought in the first week of the school closure to create student work packets and they were distributed at the start of the second week of the closure. Communication with families began the first week of the closure. 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 school closure was extended, the focus was shifted to continuing progress on goals and new learning. Work packets were distributed at school sites and those that were not picked up were delivered to students homes. Students who have additional services to their specialized academic instruction received work and contact from their other services providers such as speech and occupational therapy. Parents were surveyed as to their access to technology devices and internet access. Chromebooks were distributed to students who needed technology to continue progress on their academic and IEP goals. The students served by MCSOS have moderate to severe disabilities so technology needs were determined on an individual basis. Progress for students is based on a student's progress on individualized IEP goals. IEP teams have continued to meet during the closure via ZOOM or conference calls to ensure timelines were met. The 2019-2020 extended school year will be distance learning as well.

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

Correctional facility provided all daily meals to all students. Students served by MCSOS were provided school meals through their districts of residence. Depending on the district of residence, students were able to pick up meals once or twice weekly, or daily. All students were able to pick up breakfast and lunch Monday through Friday. Pick up locations varied by district, the majority of the school districts in Madera County had multiple school site locations. Meals were served in a "grab and go" format. School districts were also willing to make accommodations for students with moderate to severe disabilities when appropriate. In order to help support the families of the students served by MCSOS, parents were made aware of the various locations and times meals were distributed in their district of residence.

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

Correctional staff provided supervision to ensure the safety of all students. The Program Director and Executive Director communicated with staff weekly, if not daily, to monitor staff and student well-being, and student progress. At this time, arranging for supervision of students during ordinary school hours was not necessary. In weekly communication with families, teachers spoke with families about their children as a whole; which included their mental health and well-being. As needs arose, GEC worked to support students. Our school psychologists, counselors and behaviorists have made themselves available to help meet those needs. Teachers and Administrators also helped families

with other identified needs. Some of our teachers helped families get access to the internet. Administrators met with staff regularly to assess their well-being. Based on feedback from staff, training on Google Classrooms were developed to help support the transition to distance learning. During the COVID-19 school closure, students continued to receive their individual counseling services via telecommunication. School psychologists and counselors continued to work with students to address student mental health needs.