

COVID-19 Operations Written Report for Red Bluff Joint Union High School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Red Bluff Joint Union High School District	Todd Brose Superintendent	tbrose@rbhsd.org 530.527.8700	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.

ELEMENTS OF RBJUHSD’S DISTANCE LEARNING SUPPORTS

The following elements form the core of RBJUHSD’s approach to supporting students’ academic progress through distance learning:

- 1. Weekly Distance Learning Essential Lessons**
 Teachers in each subject will provide weekly sets of essential lessons for their students. The lessons will be presented in two-week increments. The first being from April 20th through May 1st. These essential lessons will amount to approximately 2 to 3 hours of work per week per class.
 These Essential Lessons will be provided through Google Classroom and may include pre-recorded lessons; interactive lessons from district reviewed internet resources (Khan Academy, PBS, etc.); course textbooks; and other resources.
 The Essential Lessons will also be provided in an alternative form of packet work. These packets will be available to students who do not have access to the internet at all. The packets for April 20th through May 1st will be made available at the meal pick-up location on Thursday, April 16th. These packets are intended for those who do not have access to the internet and their Google Classroom.
- 2. Distance Learning Activities**
 Teachers may also provide additional enrichment activities for students beyond the essential lessons. These activities will be meant to provide students the opportunity to enrich their learning experience. Activities may include additional supplemental recommendations; live streaming enrichment lessons; and other resources. The intend for these activities is to allow students to work beyond the 2 to 3 hours per class, but is not required work.
- 3. Weekly Teacher “Office Hours” on Zoom**

In addition, each teacher will offer two 60-minute office hours per week beginning the week of April 20th for the purpose of supporting student learning and maintaining some level of class camaraderie. Activities during these “office hours” will be determined by the teacher and may consist of updates from the teacher, questions from students about course content, online group activities, designed by the teacher, individual or group student support, reflections or stories from the week, and other topics at the teacher’s discretion. These office hours should be communicated with students ahead of time.

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

Supplemental Distance Learning Supports

A. English Language Development

The ELD teacher and support staff will attempt to continue ELD classes through Acheive3000 or by recommending online resources to students to support their ongoing growth in English. The ELD teacher will be responsible for maintaining ongoing contact with their caseload of EL students, and will maintain an electronic log of their interactions.

B. Special Education

Similarly, Special Education teachers will attempt to provide supplemental support to students on their caseloads, in keeping with the goals described in each student’s Individualized Education Plan (IEP). On March 23, 2020, the US Office of Special Education Program shared, “Where technology itself imposes a barrier to access or where educational materials simply are not available in an accessible format, educators may still meet their legal obligations by providing children with disabilities equally effective alternate access to the curriculum or services provided to other students. Consider practices such as distance instruction, teletherapy, and tele-intervention, meetings held on digital platforms, online options for data tracking, and documentation. In addition, there are low-tech strategies that can provide for an exchange of curriculum-based resources, instructional packets, projects, and written assignments.” Because IEPs goals and services are by nature individualized and take into account the services that are available at the time of the plan’s writing, some elements of a student’s IEP may be impossible to achieve in the current public health crisis. To the extent possible, Special Education teachers and case managers should attempt to modify IEP documents, with parent consent, to reflect current conditions and their impact on the availability of services.

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

The district provided chrome books to students who were in need of a device. Those students who did not have access to the internet were able to use the wi fi at the Red Bluff High School student parking lot. The wi fi was installed in May to address internet access. Teachers held "zoom" office hours to provide additional instruction to our students as well as providing a time for students to check-in for social/emotional support. Department chair meetings were held every Friday with site and district administration to review the progress of its distance learning plan. Adjustments were made according to student participation and progress. The district provided a robust "packet" system for students who did not have reliable devices or internet access. Lastly, the district purchased Aeries Communication for communicating directly to students and parents. Communication increased significantly.

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

Immediately following school closure, the district provided breakfast and lunch, available to all students and children under 18. It did so in a drive-thru format. This was accomplished by participating in the Summer School Program. The district also provided two satellite locations to communities that were extremely remote. Cars were able to access the drive-thru at the back of the main cafeteria. Meals were placed on a table and someone from the car was required to get out and pick-up the meals from the table.

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 did not participate in supervising students during ordinary school hours. However, teachers communicated with students regularly during school hours via phone calls, google classroom, and zoom office hours.