

# COVID-19 Operations Written Report for Santee School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Santee School District	Dr. Stephanie Pierce Assistant Superintendent Educational Services	stephanie.pierce@santeesd.net 619-258-2351	06/16/2020

**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.

On March 13th, San Diego County’s shelter-in-place order suddenly changed the lives of thousands of families in the Santee School District. In consultation with the County Office of Education, other San Diego County school districts, and the County Health Department, the district closed its nine schools and began transitioning to distance learning. We did offer transition childcare for two days on March 16th and 17th to support families and give them time to make alternative arrangements for the care of their children. For the first week of the closure, our child nutrition department and central office leaders distributed meals, instructional staff developed distance learning expectations, and the district distributed iPads to students who did not have them at home using drive-through service. We surveyed families right away to determine whether they had access to internet, ordered hotspots to support any families without connectivity, and partnered with Cox to offer no or low-cost internet. By the second week, distance learning began and printed materials were made available to support all learners. The third week started the two-week Spring break. Immediately after break, the district began adjusting its grading policy and tracking students’ distance learning engagement. An administrator was assigned to contact any families from whom we were not receiving response. The administrator set up support systems for these families to make sure they had all the tools needed to participate and fully engage. It was important from the beginning for us to approach this work through an equity lens.

Planning for school closures had already been ongoing for weeks prior to the actual closure—beginning as early as late February. When the first communication about COVID-19 within the Santee community circulated, the district started experiencing a significant increase in requests for students to be on independent study contracts.

As they designed their COVID-19 response, Santee administrators considered the many barriers to distance learning facing their highest need students and parents. As an educational community, we believe the most important thing to do was to develop policies, procedures, and processes with an equity lens in mind and to best support our families as partners in education. It has been essential to build a strong relationship with our families throughout this crisis. We have seen a large increase in families accessing our Facebook posts for information and in visits to our website.

Santee School District is managing a delicate balance of addressing urgent needs while planning for the future when school resumes. We have many decisions to make as we move into the future and determine how best to resume school while keeping staff and students safe. It will be important to involve our students and families as we navigate our next steps during this crisis. One note of hope: district administrators believe their efforts to reach out to families now will benefit the community long into the future.

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

Every child in the district has an iPad device assigned to them for distance learning. We have also provided differentiated curriculum both digitally and in printed form to reinforce skills as part of our District Learning Continuity Plan. For our English Learner students, we have provided some language acquisition apps to reinforce English language practice and we have a comprehensive ELA curriculum with lessons for integrated ELD support that teachers are using. We also have curriculum to differentiate lessons for students based on their instructional level. The Technology Department has arranged for hotspots or internet access for all students, especially to foster youth and low-income students.

Parents and caregivers are encouraged to participate in weekly parent education sessions, such as “Coffee with the Counselor”, on topics to support parenting and family management. Our Counselors/Social Worker reach out to families of students who are not engaged at school, as well as families on their caseload before school closure, to offer additional community resources when necessary. Wellness Check home visits have been conducted for all students not responding to emails, calls, or text messages. During the home visits, families who needed support with access to internet were identified and supported with getting internet through local internet providers with free or low-cost plans. Other parents were communicated with about how school learning is continuing even during the physical closing of the school.

To further support English Learner, foster youth, and low-income students, we have ensured that families have access to information in multiple languages for distance learning and preventative measures for protecting their families. We have surveyed families to determine the best way to communicate with them through phone calls, text, and emails. We have also used built-in networks for support to locate homeless families and children in order to account for every child within the district. If a teacher, principal, or parent reports a student experiencing any anxiety, our counselors provide support or prepare referrals for higher levels of service to support the family. We have encouraged and shared practices to set up daily routines for students at home that mirror the school day as best as possible. We are providing meals for seven days a week, for both breakfast and lunch, two locations for food pick by car or walking to support our unduplicated count students. We have also provided childcare for essential workers and first responders and help families find care for their children if they are working.

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

Santee School District has provided multiple pathways for students to access learning throughout the school closures. We have been creating instructional continuity plans (ICPs) for all students in grades PK-8. These ICPs span all content areas and are updated on a

biweekly basis. The ICPs are accessed on the Santee School District website and there is also an ICP that is printed and available for pick up at the school district office. Teachers are providing lessons and assignments through a Learning Management System (LMS). Most teachers are using either Seesaw or Google Classroom as their LMS. Teachers are also checking in with students through phone calls, texts, and emails and use Zoom and Microsoft Office Teams to provide face to face experiences such as direct instruction, read-alouds, and guided instructional practice.

Since the shift to a remote learning model, Santee's staff members have continued to offer high quality instruction and support to their students through ongoing communication using a combination of learning management systems, email, phone contact, live video, posted digital learning resources, and printed materials. Communication with families supporting our students has been critical as they have become, in the truest sense of the word, partners in educating their child like never before.

District staff members created a robust parent and staff support Website which includes a substantial quantity of standards-aligned lessons in all core subject-matter areas for all students; pre-kindergarten through eighth grade. These materials have been designed for use in two-week increments, with new resources added throughout the remainder of the school year. For ease of use, one click access to these materials was made available on all district-issued 1:1 devices. Printed versions of these learning resources have also been made available for pick up by parents.

District personnel provided professional learning for teachers and support staff in the transition to a distance learning model. Topics have included the basic and advanced use of a learning management system, use of live video conferencing with students, creating screencasts, use of core digital learning platforms, as well as the use of new platforms teachers and students are using during remote learning. These topics are covered using step by step online tutorials and live video-conferencing sessions. Most of these learning sessions have been hosted by district personnel, but many were offered in coordination with key learning partners such as Microsoft, Lexia, and Curriculum and Associates. We have also made these training sessions available for parents by posting on our website in a recorded format.

To ensure equity of access, our technology department set up distribution centers for parents whose children had left their 1:1 device at school. In addition, parents needing high-speed Internet connectivity were supported in signing up for free/reduced cost service or were provided with a WIFI hotspot. Technology personnel continue to offer technical support to teachers and added a system to provide at home technology support for students and parents. Parents submit a technology support form and someone from our technology team works with the family to address the technology issue.

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

On March 16, 2020 the District's Child Nutrition Department began serving breakfast and lunch to the community at our Central Kitchen location using a drive-thru methodology. The first day we served breakfast and lunch to approximately 450 students. The second day the number served doubled to over 800 and the number continues to steadily increase. On April 6, 2020, we opened an additional feeding site at PRIDE Academy where we now feed between 250 and 300 additional breakfasts and lunches. On April 23, 2020 we began adding weekend meals. On Thursday of each week we provide breakfast and lunch meals for Thursday through Sunday. Our numbers have increased on

those days to approximately 1,400 for each day at the central site and 450 at PRIDE Academy. This brings our weekly total to approximately 36,000 breakfasts and lunches per week. Starting May 11 we will begin providing supper and snack, in addition to breakfast and lunch, to 300 to 400 families per day.

Using our central kitchen and the multipurpose room at PRIDE Academy to package meals has made it possible to adhere to social distancing requirements. Each staff person has their own 6 foot rectangular table for packaging meals in lunch sacks. Meals are distributed using a drive-thru method. Staff places the bags on a cart and pushes it to the car window while standing back. The driver picks up the bags and goes on their way. The parents and community regularly express appreciation and gratitude for the positive attitudes of the servers and the availability of healthy meals for their children.

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

In response to Executive Order N-56-20, childcare is being offered from 6:30 am – 6:00 pm; Monday-Friday to cover traditional school hours and more. This care is currently provided for essential workers, which includes first responders, health care and grocery workers. We will expand as necessary, based on future orders. Parents were sent a survey describing the guidelines for Emergency Care and we enroll students based on the surveys. As a parent-pay program, parents are alerted to the cost of full-day care along with the availability of vouchers to pay for the care and directions on how to apply.

All Health Order guidelines are being followed including maintaining a ratio of 1:10, which changed to 1:12 as of May 10th; social distancing of 6'; wellness checks, including taking temperatures of all children and staff as they arrive; use of personal protective equipment (PPE) for all staff; careful monitoring of hand-washing; staff-monitored use of hand-sanitizer when needed; stable groups each week; and inclusion of Distance Learning time along with coordination with the classroom teacher.

Each student has been issued their own dedicated supplies and space while inside. In the afternoon, a more traditional afterschool program is in place, except that each child has dedicated items with which they may play. They also participate in arts & crafts, STEM activities, experiential learning, and a variety of games always adhering to current health orders.

We work closely with the school custodians to make sure that rooms and supplies are sanitized and disinfected each evening after children and staff leave. We also work with the Child Nutrition Services department to provide pre-packaged lunches for each student and meals for the weekend. Staff who work with the children are kept up-to-date on any changes in health orders along with guidance for compliance.

As the end of the traditional school year arrives, we will transition to our summer camp program. This includes a Summer Supplemental Program using Expanded Learning grant funding along with a parent-pay program. We will continue to operate under local Health Orders and any subsequent Executive Orders.