

COVID-19 Operations Written Report for Klamath-Trinity Joint Unified School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Klamath-Trinity Joint Unified School District	Kenny Richards Superintendent	krichards@ktjUSD.k12.ca.us 530.625.5600	June 19, 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.

The changes to program offerings in the Klamath-Trinity Joint Unified School District include school closures with instruction provided through distance learning via on-line applications and/or packets of work. Administrators collaboratively worked to create a Continuous Learning Plan that outlines the mindset, safety, academic support for all students, and means for assistance for all stakeholders that includes monetary, technological, and social/emotional supports. Communication of the Continuous Learning Plan is ongoing. Key components include teachers meeting weekly to share resources and develop lesson plans. Lessons focus on development of 20 minute lessons. Computers were purchased for some teachers to improve lesson delivery and students/families could check out Chromebooks for use in instruction at their homes. There is a schedule for online lessons and students can access their education in this manner through various platforms. Work packets are available for pick up every two weeks on Fridays from 10:00 am-1:00 pm. Students with special needs and/or assistance has been a focus for additional outreach and support through phone, other technology resources, or in person when acceptable and with safety precautions in place. The mindset for all instruction is not to replace traditional school, but for students to exhibit understanding of focused standards in a caring and supportive environment to minimize the stress associated with these difficult times. The impacts on students and families include parents needing to have increased involvement in their child's education and through assistance and supervision. They pick up student work, return completed work, or insure they have the technology to have their child receive their education online. Students are separated from peer interaction and the learning that takes place through teacher/student face-to-face group or individual discussions. These impacts have created additional stress that hampers the academic success for some students and families.

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

English learners, foster youth, and low-income students and their families are communicated with on a regular basis for understanding and additional support. The KTJUSD Continuous Learning Plan provides daily 20 minute lessons in Core subjects, Elective courses in high school, and additional lessons in other subject areas. Lessons are provided either on-line or through "hands-on" packets. Teachers attempt to make weekly contact via phone, email, and letter/postcard, for the purpose of checking in with students' families on academic progress on

the packets, provide help, continue relationships, and communicate any special activities. Certificated staff also keep “remote office hours” on Wednesdays, Thursdays, and Fridays, from 10 a.m. to 1 p.m. The purpose is to provide families a designated time where questions can be answered and concerns be heard. Families and students can request a teacher or staff member contact them by communication with them or their school. Outreach and support providers are working with school staff to provide Social-Emotional Learning activities as well as to assist and/or facilitate communication. Students who received counseling services are contacted individually by the provider or the providing agency. Many of the EL, foster youth, and low-income students have IEPs and the Special Education teachers continue with their instruction and/or providing assistance toward general education classes through additional outreach to these students on an individual basis. This outreach includes development of a Special Education Distance Learning Plan and implementation for the individual needs of each student, continued contact with General Education Teachers for modifications and accommodations, and increased communications with caseload families when necessary. To insure that all students, including EL, foster youth, and low-income students receive the support they need, the school nurse is coordinating a task force to address these issues with the purpose of providing necessary or increased support.

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

Providing high-quality distance learning has been evolutionary and has improved weekly. Initially, District/Site Administrators met to develop a Continuous Learning Plan that gave direction to all stakeholders. Principals sent letters to families about the Continuous Learning Plan and worked to regularly keep families informed. Certificated staff attend weekly grade-level, departmental, or assigned meetings, weekly staff online meetings, and other meetings requested by the site administrator. Meetings have been online through Zoom or Google Meets. Certificated staff communicate regularly (at least once a week) with families and students. This communication purpose is to check on student learning, assist students/families on instructional matters, maintain relationships, and check on the well-being of students/families. Communication logs have been maintained. Students/families have been encouraged to communicate their academic, social-emotional, and technological needs to their teachers who will contact the appropriate departments for help. For continuity throughout the District, KT certificated staff are asked to be available to students/families on Wednesdays-Friday 10 a.m. to 1 p.m. These forms of communication and collaboration outlined in the Continuous Learning Plan have allowed for an evolutionary process and continued weekly improvement. Teachers who did not have adequate technology to provide effective on-line instruction, were provided new computers for this purpose. Students were provided Chromebooks through check-out which greatly improved instruction and participation through Google Classroom, Google Meets, Zoom, or through other platforms. Students without technology access have been provided packets of work that teachers prepare through scheduled copy machine use. Once communication efforts have been made, teachers use office hours to work on their pedagogy. This pedagogy development process is enhanced through the discussions, sharing of ideas, and collaborations at the required staff meetings described above. High-quality distance learning opportunities continues to evolve and improve as stakeholders collaborate on ideas for student success.

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

Providing of school meals has evolved since the Klamath-Trinity Joint Unified School District closed beginning on March 16, 2020 due to the coronavirus. Beginning on March 18th, brown bag take-home meals were available on a daily basis for both breakfast and lunch at each District school site. Additionally, the District delivered school meals to bus stops to assist families who were unable to travel to their school

site for meal pick up. Since that time, breakfast and lunch was made available three days per week that equaled five days of food, and currently breakfast and lunch are available for pick-up or delivery once per week with five breakfasts and five lunches included. All staff are required to wear masks on school grounds and students/families picking up school meals are asked to do so as well. Staff and public who are ill: cough, fever, any "flu" symptoms are not allowed on any campus. Social distancing protocols are continuously followed by (a) remaining 6 feet apart from others, (b) using hand sanitizer and continuously, vigorously washing hands, and (c) not congregating in groups. Students/families picking up school meals are organized by school staff to remain 6 feet apart from other students/families and from school personnel providing the school meals. Each week has seen an increase in participation that has also reduced social distancing concerns as families securing school meals are able to reduce their time away from home going to the store for food.

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

Supervision of students during ordinary school hours has been a challenge. The Klamath-Trinity Joint Unified School District, parents and/or caregivers, and the local Native American Tribes collaborate to supervise students. The District's communities have been under a "shelter-in-place" order and all entities have worked to insure students are staying home and following the order. Lessons are provided to students in all core subject areas, as well as elective classes at the high school level, and in other subject areas not in core areas either virtually or as packets. There is an expectation to complete work during ordinary school hours; mirroring a regular school day as closely as possible. Teachers are scheduling lessons or student assistance on various virtual platforms so students participate during ordinary school hours. General Education Teachers reach out to students/families regularly, and Special Education Teachers communicate with their caseload families, as well as provide Special Education Distance Learning Plans. The Special Education Director provides guidance and increased support for these students. Principals reach out to students/families. Outreach/support providers work with school staff on providing Social-Emotional Learning activities, as well as assist and/or facilitate family communication. Those students who have current counseling services are contacted individually by the provider or agency. All of these initiatives provide for student supervision. Certificated staff are asked to be available to students/families on Wednesdays-Friday 10 a.m. to 1 p.m. as remote office hours to discuss student academic progress that can include discussion of on-task behavior to increase supervision. The Native Tribes are part of this collaboration to assist with the "shelter-in-place" directives and through their own educational and counseling programs that increases student supervision. This collaboration between KTJUSD, the parents and community, and the local Native Tribes creates supervision of students during ordinary school hours.