COVID-19 Operations Written Report for Trinity County Office of Education

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
<th>Date of Adoption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trinity County Office of Education</td>
<td>Fabio Robles</td>
<td><a href="mailto:frobles@tcoek12.org">frobles@tcoek12.org</a> 530-623-2861</td>
<td>17JUN20</td>
</tr>
</tbody>
</table>

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.

R.I.S.E. Academy is a County Community School operated by the Trinity County Office of Education that serves approximately 20 students, with a caseload of 10 students per teacher. The staffing consists of one Teacher/Principal assigned to middle and high school students and oversight of the school and one teacher assigned to elementary aged students. Each classroom teacher has one full time instructional aide assigned to the classroom with one part-time aide floating between the two classrooms. Since the beginning of the Shelter in Place, we shifted to providing distance learning by providing students and their families with take home packets and or online curriculum using Google Classroom and or our online learning platform Fuel Education. The decisions on the type of distance learning for each student was based on collaboration with each family and their needs. School staff have one on one appointments with each student weekly to turn in work packets and or just checking in with each student and their families. Our staff has office hours when staff can support students who need additional support on a daily basis via phone or online.

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

Currently, our school has 0 English Learners and 2 Foster Youth Students. Students who receive special education services have been receiving their services by a certified teacher and collaboration between parents and school staff occurs multiple times a week via phone, ZOOM or in person when collecting work and checking in with students and families with strict physical distancing and sanitation measures in place. Teachers and Instructional Aides have also been reaching out one on one via ZOOM, text, phone and email to assist Special Education and Foster Youth students with their coursework and to provide any additional support. In addition to the one on one support from Instructional Aides, our School Psychologist & School Intervention Officer have continued to provide support services such as counseling and brief intervention in times of crisis to students via text, phone and email at the same level as before the Shelter in Place.
Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Distance learning guidelines were developed, disseminated and reviewed with all staff. These guidelines included curricular options, instructional delivery options and resources for teachers, students, and parents/guardians. The guidelines were developed to ensure equity of access for all student groups, including unduplicated students and those with disabilities. All staff were trained on the use of digital tools (Google Classroom, ZOOM, & Fuel Education) to communicate with students and each other. All staff were trained in sanitation and distancing for delivery of and collection of paper packets. We also clarified expectations for pacing, participation and work completion specific to each course being offered. Weekly virtual staff meetings were held, focusing on logistical issues, discussing issues surrounding connectivity and engagement, as well as providing additional support to students in need. We utilized a student contact log, and asked all staff to make contact on different days of the week with each of our students. For instance, one child will receive a call from their teacher, and two instructional assistants each week, resulting in 3 contacts for each student in our school per week. Students and their families are also invited every 5 to10 days to turn in their packets and receive feedback on their work. We are able to accommodate this due to our very small school and spacing out visits each day to limit interactions of multiple families coming and going at once.

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

TCOE contracts with two of our local districts to provide school meals to our R.I.S.E. Academy Community School site. At the onset of distance learning, these two districts were contacted to ensure that our students were eligible to participate in the district Grab n Go meal service programs. Since we service students from throughout the county, subsequent outreach was made to all referring districts to ensure that our families could access meals in their local community. Our students (and family members) up to the age of 18 were eligible for meals five days a week. Families were notified of the Grab n Go meal service program via letter, email, phone call, our Facebook Page, and through our COVID-19 District Services Information Link at: https://docs.google.com/document/d/12zabWdfua0hTLS6HD_jeDCKZO-2p3G9lpDa49vUr7hY/edit.

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

During the COVID-19 emergency TCOE’s R.I.S.E. Academy program continued to provide support for all students to ensure appropriate supervision during school hours. We were ultimately able to engage 100% of our R.I.S.E. Academy Community School students, either through direct engagement with the curriculum and assignments in Google Classroom, Fuel Education, or through paper packets, based on each individual's needs. Meetings with the teacher, group ZOOM meetings with students and staff, or virtual meetings with agency staff occurred multiple times a week. R.I.S.E. Academy teachers, admin and support staff reached out to students (and families) via email, text message and follow-up phone calls multiple times weekly to engage them in the distance learning school program. Administrators were also available at the school sites for distribution of devices and printed curriculum as needed. The school counselor checked in on students regularly and in particular with 12th grade students related to completing assignments toward meeting graduation requirements. Agency counselors also checked in with students regularly.