

COVID-19 Operations Written Report

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
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| Middletown Unified School District | Heather Rantala Director of Business Services | heather.rantala@middletownusd.org (707) 987-4100 | June 24, 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.

Due to the COVID-19 emergency, Middletown Unified School District (MUSD) closed its campuses for in-school instruction. MUSD administration, along with other Lake County schools, made the decision to change the instructional model to remote learning, which began on March 16, 2020. On March 16th, district staff began creating remote learning instructional packets to be distributed to elementary students, and Chromebooks were provided to some secondary students. Secondary students received their instruction both digitally through Google Classroom and through packet distribution. Students without internet access were given packets at all sites on a weekly or biweekly basis.

COVID-19 school closures and the change to remote learning had many impacts on students and families. Many different methods of communication were used during this remote learning model that were new to families. Many of our families continued to work, in and out of the home, which increased their stress level when having to follow-up with their children’s school work in the evening. Some students expressed they missed the social interaction and in person teacher guidance during remote instruction.

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 the English Learners (EL) and low-income students, reading interventions were provided during remote learning and curriculum for EL instruction (Journeys Language Arts for grades TK-6 and English 3D for grades 7-12) were incorporated into remote learning.

Delivery for pick-up and drop-off of school materials was provided for foster youth. Foster youth were also provided a wide variety of supports including technology (Chromebooks, etc.), academic support, and general social emotional support.

Many teachers provided one-on-one and small group instruction digitally to support students both academically and social emotionally.

MUSD provided meals to students and families during remote learning for foster youth, low-income, EL students, and children under the age of 18. Meals were provided for pickup only Monday through Friday at the Middletown High School campus. Twice a week meals were delivered to designated locations. These deliveries provided multiple days worth of food to students.

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

On March 16th, MUSD schools began the remote learning instruction model. District staff began creating remote learning instructional packets to be distributed to elementary students, and Chromebooks were provided to some secondary students. A needs assessment was conducted by each school site to determine how many of our students did not have access to a computer or internet at home. Secondary students' distance learning assignments and communications were administered online through Google Classroom or through weekly/biweekly paper packets for students who did not have internet access at home.

Hotspots were given to secondary and special education students who did not have internet access at home. Curriculum for students in TK-6 was provided through paper packets and online. Curriculum for students in 7-12 was provided primarily online through Google Classroom, but paper instructional packets continued to be provided to any students who could not get internet service or requested the conventional packet. Other instructional technologies were used to support remote learning for Special Education students, including iPads and other devices compatible with the instructional applications used.

Google Meets and Zoom were used by staff to conduct live meetings during remote learning, and temporary grading policies, inline with CDE guidance, were adopted to account for the challenges faced during remote learning.

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

MUSD served breakfast and lunch to students and any child under the age of 18 years old through a to-go only distribution model and by delivering multiple meals twice each week. Deliveries were made to designated locations in our communities to meet the needs of our students who live in remote locations, many without transportation. We served students daily at the Middletown High School campus and delivered 5 days' worth of meals twice each week to comply with the Lake County Shelter-in-place order. Meals are continuing to be provided through the summer through a to-go only model on the Middletown High School campus.

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 was not requested, feasible or practical due to the Lake County Shelter in Place (SIP) Order. In working with the Lake County Office of Education and Lake County Childcare Planning Council, it was determined that more than 100 vacant spaces at qualified childcare facilities were available. Because of the number of vacancies, it was not necessary for MUSD to arrange for supervision of students during ordinary school hours.