

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Maple Creek Elementary School	Wendy Orlandi, Superintendent	worlandi@maplecreekschool.org	June 12, 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.

Surveys indicated needs for technology hardware; Increased Internet services; support for coping with loss of school schedule; food and financial support. Maple Creek Elementary School moved from classroom-based instruction to distance learning using a variety of tools to reach each family's unique needs. The LEA established regular Zoom conferences to start and end the "school day" as similar as possible to the regular class bell schedule. Between the morning and afternoon conferences staff targeted individual students for personal assistance. Foster youth, low-income, and special education students receive additional conferencing time and outreach. The LEA provided meals, school supplies, shared resources, and offered to connect families with various agencies to provide additional financial and food assistance. Resources for mental health and well being were shared for both parents and students. Social emotional journals and activities were sent home in weekly packets. The LEA made the school's high speed Internet wifi available in the parking lot and distributed laptops and tablets as needed. Internet hot spots are ineffective in our rural location. School staff and families communicated frequently via online conferencing, email, text, and telephone as well as notes placed in weekly packets.

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

In addition to a weekly paper packet delivered every Monday and twice daily zoom conferences with the gen ed. teacher, foster youth received additional daily phone calls from the teacher. Meals continued to be provided for all low income and foster youth students for each day that school facilities were closed. Foster and low income parents receive an email once a week to check in on needs for distance learning, food, and/or health needs. Special Education students received distance learning accommodations and all required one on one IEP minutes with specific Zoom conference appointments. IEP meetings were held with Zoom conferencing, amendments were made, and individual Distance Learning Plans were developed for each special education student. Meals were provided for foster youth, low income, and all students, as requested.

Maple Creek does not have any English learners or homeless youth.

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

The LEA has surveyed families to assess needs. Tablets and computers were loaned out as requested. Maple Creek School has high speed Internet and the wifi access was made available to all students. Teachers developed high quality Distance Education lessons/assignments for students that address course standards/benchmarks while balancing online learning, volume of work assigned, and student/teacher interaction. Teachers have offered and observed established virtual office hours and meeting times during the regularly scheduled work day that included, but were not limited to, communicating with and providing feedback to students, facilitating synchronous/asynchronous lessons, or answering student questions. Maple Creek School provided paper packets once per week; Teacher led Zoom conferences twice daily; and a teacher created Youtube Channel for STEAM activities and reading books to students. Staff utilized other digital platforms, such as Google Classroom, Khan Academy, PenPalSchools, Raz-Kids, and ABC Mouse. Additional conferences and calls for Special Education students and foster youth students were conducted two to five times a week.

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

School staff purchased food and followed federal serving guidelines to determine a weekly portion of snacks and lunch foods for each student. Staff were trained on hand washing, basic food safety principles, face mask safety precautions, and social distancing guidelines. Food distributed remained in sealed packages. A staff member delivered those packages once a week to designated bus stops. When distributing meals, staff wore a face mask, gloves, and practiced no contact, hands off procedures.

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

LEA surveyed Parents and guardians for childcare needs via parent-teacher phone calls, email, or admin-parent communication; All parents/guardians declined the need for childcare services.