



COVID-19 Operations Written Report for Janesville Union Elementary School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Janesville Union Elementary School District	Edward J. Brown Superintendent/Principal	ebrown@janesvilleschool.org 530-253-3660	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.

School closed beginning on March 19, 2020, to prevent the spread of the COVID-19 virus and protect the health of students and staff. All instruction went to a distance learning model. Chromebooks were made available to families for checkout. The food service program ceased direct operations, but the school's program teamed with a local high school to continue providing free breakfast and lunch five days per week during school days. The transportation program ceased operations. Special education and social-emotional counseling continued operating within the constraints of online services. Reading and math intervention ceased due to the inability to provide the services within the distance learning model. Library services were replaced by volunteers donating large numbers of reading books for all age levels. All athletics and after school clubs ceased.

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

AS of March 19, 2020 the District had 3 (1%) English Learners, 3 (1%) Foster Youth and 157 (41%) low-income students in a school population of 381 students.

The distance learning model has been a hybrid program of online learning and paper packets to meet the individual needs of each student and family. The online programs, including Study Island, Khan Academy, MobyMax, the Google Suite of classroom apps, Scholastic Magazine online, Discovery Education Online, and the online components of the grade level curriculum were available and used by

approximately 70% of the student body for the bulk of the distance learning days. The remaining 30% of the students came to the school at their convenience to pick up new packets and drop off completed materials. From the teachers' student engagement reports, 100% of the students identified as English learners, 100% of those identified as foster youth, and 89% of those identified as low-income have regularly engaged in their learning through either online access or paper packets. The total student engagement for all students was 94%.

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

On March 24th and again on March 31st, the district provided training to all district teachers on how to provide distance learning based around the Google Classroom platform. The teachers planned out online lessons using Study Island, Khan Academy, MobyMax, the Google suite of classroom apps, Scholastic Magazine online, Discovery Education Online, and the online components of the grade level curricula. On April 14th, the school began checking out Chromebooks to any families who had insufficient devices at home for the students to access distance learning. By April 24th, the district had checked out over 100 Chromebooks for a student body that numbers 381. On April 14th, teachers began delivering instruction and assignments using Zoom, Google Classroom, Class Dojo, Remind.com, and the school's classroom websites. That same day, paper packets, instructional materials, and textbooks were set up by the teachers to be picked up at the school. The school's maintenance man installed a large drop box at the front of the school for after hours drop off of completed assignments.

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

This school does not qualify for the Seamless Summer meal program due to the low percentage (41% as of March 19, 2020) of free/reduced meal program recipients. We partnered with the local high school which encompasses the same geographic area as our LEA district to produce and deliver sack breakfasts and lunches on days that school would normally have been operating beginning March 23rd and continuing through June 4th. Meals are bagged at the high school and delivered to the school parking lot and to specific bus stops each school day. Students arriving by car stay in the car, and the meal delivery staff take the meals to the car. Students who arrive on foot or by bicycle, etc, are reminded to remain socially distanced while they pick up their meals.

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

This district did not operate a before or after school childcare program prior to the COVID-19 pandemic, and it was not able to provide a "pop-up" program of its own during the pandemic shutdown. A private business rents space on campus to provide childcare, and that business continued to operate throughout the pandemic shutdown.