



COVID-19 Operations Written Report for Blochman Union School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Blochman Union School District	Doug Brown Superintendent/Principal	dbrown@blochmanusd.org 805-937-1148	June 9, 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.

Blochman Union School District is a district consisting of one school, Benjamin Foxen Elementary, serving 215 students in kindergarten through 8th grade. Blochman Union School District moved to a distance learning program starting on March 16, 2020 due to the COVID-19 pandemic. We chose to use Google Classrooms to give our students and parents access to our curriculum. Live meetings between teachers and students were created using Zoom to deliver instruction 3 days per week (Monday, Wednesday, and Friday). Live classes were scheduled for grades K-5 in one hour sessions. Grades 6 through 8 were scheduled for four forty minute sessions (3 hours total per day) each week in separate classes for language arts, math, science, and social studies. In order to access our online curriculum all students

were given the option to take Chromebooks home if they needed a device. We also had an option for paper packets for those students and parents preferring to work offline. Teachers were available for tutoring and answering questions on Tuesday and Thursday of each week for one hour. Many teachers also set up individual online meetings for students needing additional help. Math tutoring was provided on Tuesdays and Thursdays for grades 5 through 8. Our special education program continued to deliver services to all special education students in one-on-one or small group online classes. Speech and counseling were also offered during this time as online meetings. Our average online attendance was well over 90% and including students using paper packets was over 95%. We feel offering live online classes not only made curriculum more meaningful, but also added a much needed social outlet to our students. We were pleased with the teamwork that took place between students, parents, and teachers.

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

Blochman Union School District met the needs of our English learners in several ways. Many students received weekly Zoom meetings in one-on-one and small group sessions. We have three kindergarten students who met twice a week for 30 minutes of individual instruction. Grades 1 through 5 met three days a week for one hour of instruction each day. All English learner students were also accommodated in their general education classes. As always we support our low income families in many ways. We made sure technology devices were made available for their online classwork, personally delivered curriculum packets for those that had a hard time driving out to the school, and assisted in getting internet connections for all families that were interested. Free breakfast and lunch was provided to any child under the age of 18. At this time we have no students identified as foster youth.

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

Blochman Union School District took several steps to insure high-quality distance learning. We felt live online classes were necessary to create meaningful instruction and discussions. Peer interaction and input from peers makes for an environment conducive to higher learning experiences. Teachers spent many hours planning and delivering instruction keeping in mind the current needs of students and their families. Supplying students with other academic websites was important for those students wanting to work beyond the current workload. It was also very important to have opportunities available for students who had questions during non-scheduled class days, which we provided. We pride ourselves on being a small school and customizing instruction for all of our student's needs. We were able to continue to do that even during distance learning.

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

We transitioned to providing grab and go breakfast and lunch to any child under the age of 18 beginning with the first day of school closure. Students were able to pick up their meals at the school cafeteria. To maintain social distancing, markings were placed six feet apart on the floor of the lunch room to allow students and their families to wait safely in line. Only one family at a time was allowed to enter the serving line. Once serving was complete students and their families were instructed to leave the 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.

Blochman Union School District is made up of 25% district students and 75% inter-district transfer students. Those students living outside of the district boundaries had more convenient options for their childcare needs during ordinary school hours. In regards to our district students, we are located in a very tight knit community and parents were able to make their own arrangements to provide supervision. The district was not approached by any families looking for assistance.