

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Ripon Unified School District	Kathy Coleman, Director	kcoleman@riponusd.net , (209)599-2131	June 22, 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.

Teachers and site staff established contact with students and families through Zoom sessions, Google classrooms, the Remind messaging app, automated calls with InTouch, email and phone calls. Instruction has continued with distance learning using regular Zoom classes, Google classroom, Class Dojo and daily office hours. Standards-based curriculum continues to be in place, but the delivery method has shifted. Packets are created weekly for students who cannot participate in online learning. Teachers check in with these students through Zoom, Class Dojo and/or phone calls, and if needed, with the support of our bilingual support staff. District and sites messages/ communication is distributed regularly in English and Spanish; through our websites, via InTouch calls, phone calls, and Remind to meet the needs of our demographics. Prior written notices were mailed to all families of students with individual educational plans (IEPs) to explain and inform that contingency strategies for students to receive special education services and alterations in delivery of related services are enacted due to the shelter-in-place orders while school campuses are closed. To the greatest extent possible and feasible, specialized academic instruction and related services are provided through distance learning models including but not limited to online lessons, resource materials, curriculum packets, direct contact via telephone and online platforms from students' team of support providers.

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

District and sites messages/ communication is distributed regularly in English and Spanish; through our websites, via InTouch calls, phone calls, and Remind to meet the needs of our demographics. A list of resources in English and Spanish is regularly updated on all school and district websites. Our bilingual paraprofessionals are assisting sites and teachers by communicating via phone with student and parents regarding lessons, as well as academic and social emotional needs. Maintaining social distancing protocols, our sites provide packets for our students that do not have internet access. Teachers, along with bilingual paraprofessionals, provide lessons and academic support through phone calls. Teachers continue to use designated and integrated supports while delivering lessons such as Thinking Maps, graphic organizers, scaffolding, modeling strategies and GLAD lesson strategies along with primary language translation and supports. Our education services community liaison maintains outreach and personal contact with every foster and homeless student and their family. During the daily grab and go lunch and breakfast, student services distributes hygiene kits for any youth that needs one and offers families educational enrichment tools and materials including but not limited to providing backpacks with school supplies. Our education services

community liaison maintains outreach and direct contact with every foster and homeless student and their family to check on their well-being, to provide resources or supplies, connect families with community resources, and to provide additional student services for families with unique needs. Letters and in-person welfare checks to inquire about and remove any potential barriers to distance learning are conducted when a family is not responding to outreach efforts or when a student has not demonstrated participation in distance learning, and assist the family to feel safe and secure and enable a healthy learning environment in the home.

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

Core standards-based instruction has continued with Google Classroom, Class Dojo and Zoom, or individual packets for students that are picked up and returned, or delivered when necessary. Music instruction has continued through Zoom and Smartmusic. Fitness activities have been suggested and monitored by PE teachers. We continue to utilize best practices such as Thinking Maps, scaffolding, modeling and other EL strategies to synthesize lessons online.

Administrators have reached out to families of students, including those who have Section 504 plans to inquire about student welfare, support needs and ensure teachers provide accommodations when appropriate during distance education, and have mailed prior written notices. Students with special needs who have individualized learning plans (IEPs) are receiving modified direct services from district providers including general education with accommodations as appropriate, specialized academic instruction, support and guidance through education specialists, speech-language pathology, occupational therapy, and adapted physical education through learning packets, office hours, telephonic, and live and pre-recorded online platforms that correlate their current learning activities to their goals and present levels. Services, communication and progress of each student with special needs are monitored and documented in the case manager's distance learning service plan log. IEP team meetings and reviews are held telephonically or through online platforms to ensure a continuum of services now, during extended school year, and when the student returns to the school campus. School psychologists and mental health providers offer and conduct confidential services through office hours, and scheduled telephonic and online sessions. Some instructional assistants are participating in the online learning classrooms and distribution of distance learning packets to support students and teachers.

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

Food service applied and is approved to complete the 2019-2020 school year with meal distribution through the Seamless Summer Option. This approval allows School Food Authorities (SFA's) to serve meals free of charge to children 2-18 years old. There is currently one designated site that was approved for meal distribution. At this site, all meals are served in a noncongregate setting. The LEA is currently practicing a grab-and-go meal service; children and parents may pick up meals for consumption off-site.

Day to day operations have been adapted to meet the needs of social distancing practice. All food service workers at this time are instructed to wear a face mask, hairnet, and gloves. There are currently three people working point of service: One counter (this person greets the vehicle and gets a count of how many total lunches the vehicle needs) and two food clerks who hand out the indicated meals to the vehicles driving through). The food clerks have been instructed to be mindful to keep a social distance of six feet apart while they work in the designated distribution area. Families that walk to the distribution sites are trained to get in line six feet apart to wait for their meals. Lunches are brought to them and we ask them to not congregate at the site.

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

Teachers make regular contact with students and utilize site and district staff to help follow up on those who are not in regular contact. Students are observed through online events. Staff members reach out to families and/or provide additional resources through student services if needed. The education services community liaison visits homes to be certain students' needs are being met.

Flyers for information about emergency childcare have been made available to families.

California Department of Education
May 2020