



# COVID-19 Operations Written Report for Arvin Union Elementary School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Arvin Union Elementary School District	Georgia Rhett District Superintendent	rhett@arvin-do.com (661) 854-6500	June 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.

Arvin Union School District's focus on direct instruction within physical classrooms and utilization of district technology devices in classrooms to facilitate online intervention programs and in school work was modified literally overnight due to the COVID-19 emergency. In order to immediately maximize learning at home, paper packets were created and were made available to students throughout the physical closure. Continual feedback from teachers and families indicated younger students were best supported from paper packets which could be completed in multiple environments with various caregivers. The district reached out to families by conducting multiple surveys throughout the physical closure to identify technology and childcare needs of families. District rolling labs were dismantled and laptops distributed while 1500 Chromebooks were being acquired. These were made available to all families who indicated a need for a device for on-line distance learning. WI-FI connectivity was pushed out at each school site into the parking lots as many families reported they did not have internet access at home. In addition, families were able to access technology support through Google Phone numbers manned by district personnel. Core instruction delivery was adapted in order to provide an online distance learning model pushed out through CANVAS. The creativity of staff and distance learning modifications maximized best efforts to implement modified programs and support of students enrolled in core, Preschool, Dual Immersion, Gifted and Talented, Special Education, AVID, and electives beyond the core such as elementary band. Zoom meetings, TEAMS meetings, phone calls, and personal visits to doorsteps were all manners of distributing curriculum and checking in with students including unduplicated students (English Learners, Socio-economically disadvantaged, foster, homeless). No-cost meal services were modified and continued until the last day of the school year. Family Resource Center, migrant, foster, and homeless services were conducted through an outreach basis with Google Phone numbers advertised through various communication systems. Summer school spaces were dramatically reduced yet services were continued following paper-based sign ups supported by 21st century learning staff and an I-Ready incentive challenge offered to all students.

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

The Arvin Union School District is focused on Every Student Learning Every Day, No Matter What It Takes. Equity in education and service delivery is extremely important to our district. As it became clear the COVID-19 physical school closure would extend unforeseeably, demographics of students were under consideration at every step along the way.

English Learner support continued to be facilitated with direct teacher instruction through on-line learning (Zoom and Teams) and phone calls. The district partnered with Kern County Superintendent to help construct and utilize curriculum specific to English Learners in CANVAS. This was able to be accessed by teachers for instruction and students for practice. In addition, I-Ready online intervention supports practice of foundational language skills (phonemic awareness/phonics) and comprehension.

Foster families have been contacted by our Family Resource Center staff on a regular basis and provided supports as needed through the Center. These supports include guidance to access instructional materials, support accessing technological devices, and maintaining current student information with reviews of Foster Focus. Families were also supported with basic necessities including diapers, wipes, formula, and paper products. In addition, students already receiving social worker services through the school site continued to receive services through phone or virtual connections. Site administrators made personal connections with students in this student group identified to be "handle with care". Documents for social services were completed with collaboration between the Family Resource Center and site secretaries.

Low Income students have been able to access 2 meals per day throughout the physical shut down including the holiday week of Spring Break. Laptops and Chromebooks have been offered to all families in the district and facilitated distance learning for the over 1100 families to date who otherwise may not have had a device. Internet connectivity has been opened at parking lots at each school site 24 hours a day and 7 days a week beginning after Spring Break when it became clear we were not going back to school. Families with limited computer literacy have been connected through our Techie Hotline as well as one to one support guiding them through accessing curriculum. Some families have selected to continue with paper packets and these have been printed and provided to them in hard-copy form. the district continues on a journey of ensuring 1 to 1 device availability as well as home internet connectivity in preparation for the upcoming school year.

In addition to the supports listed above, services for Students with Special Needs continued through distance learning. Paper packets were provided aligned to IEP goal needs if this differed from a grade level packet provided to all students. Teachers created individualized packets for students and these were delivered to homes or picked up by parents at the district office. Online learning was accessed by some students, however most family contact was through parents in order to support their students. Speech services continued through online contracted services provided for many students through Vocovision or contacts directly with our district's speech therapist. Multiple IEP meetings were held via Zoom to accommodate timelines and student plan revisions.

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

Upon receiving information the district would be required to physically close, teachers immediately began constructing an initial packet of 10 days of work for students to take home. The implementation of these packets on March 18th, 2020 allowed for grade level material access and remote instruction until the week following spring break. A second set of packets consisting of an additional 10 days of work, printed by the Kern County Superintendent of Schools on our behalf, were distributed at each school site over a course of several days prior to Spring Break. During this time, it was made clear students would not be returning to the physical school site. With support from the Kern County Superintendent of Schools Instructional Learning Network and Technology staff, the decision was made to transform our instruction to online delivery of instruction. Teachers began this work with Zoom, TEAMS, Facebook, and YouTube videos while district technology employees tirelessly worked to distribute on-hand devices and acquire a substantial quantity of Chromebooks through partnership with Kern County Superintendent of Schools to ensure families identified through our technology needs assessment received a device. To date, over 1100 families have received district provided devices. Various instructional platforms have been accessed including CANVAS, I-Ready, Kahn Academy and Accelerated Reader. Students lacking the access to internet have received additional paper packets run by the district to ensure continuity of instruction. Kinder and First grade students' work has been largely focused on paper packets given novice levels of using computers at home. Throughout this journey the number of students accessing content through online services has reached 65%. Approximately 30% of our students were provided learning opportunities through regular phone contacts by instructional staff. While continuing to battle connectivity issues and engagement by all, reaching every student has been at the core of our efforts to achieve our Mission of Every Child Learning Every Day, No Matter What It Takes. Monitoring of student learning throughout this time was conducted through submission of assignments in CANVAS and TEAMS, group lessons and discussions in TEAMS and Zoom, individual phone call check-ins to support paper packet work, and review of paper packets for completion rates. A district grading policy was created to define grades as no less than Trimester 2 with the ability to increase the grade and an attendance comment noting substantial or minimal completion as opposed to no contact able to be made by the school. This, in conjunction with the positive relationships teachers have created, encouraged many students to participate in opportunities offered.

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

School meal services have occurred since the first week following physical closure at two locations in the district - Bear Mountain Elementary and Haven Drive Middle School. Locations on the East and West sides of town were selected due to kitchen and delivery capacity/storage and to accommodate large numbers of walkers. In collaboration with neighboring school districts, students living on the far north side of town have been encouraged to acquire meals at a location closer to their homes while students from those schools have received service from our food distribution locations. Drive through and walk-up "Grab and go" meal service consists of a breakfast and a lunch. These meals were initially provided Monday through Friday from 11:00 a.m. to 1:00 p.m. through April 3rd. This schedule was modified as services continued through Spring Break to Monday through Thursday with 2 days of meals being served on Thursday's distribution. As the heat in the valley increased, meal service times were modified on April 4th to 10:00 a.m. to 11:30 a.m. Monday through Thursday with 2 days of meals being served on Thursday. Families were advised of meal services through various platforms such as Facebook posts, Blackboard Connect, personal contacts during meal/packet or laptop pickup and through the district web-site. Information was updated through these communication systems when days of service or times were modified.

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

In conjunction with technology device and connectivity questions, a survey was initiated the first week of physical closure to determine student supervision status and needs. Childcare questions prompted responses indicating child supervision status. At the time, the majority of students were being cared for by parents, siblings, other family members, or were old enough to stay home alone. Parents were also asked if they provided services which would deem them to be essential workers as identified by the Governor's order. Due to our demographic in a rural agricultural area, many parents are essential by definition however have arranged childcare provided by family or friends. The district has promoted Boys and Girls Club day camp and Community Connection for Child Care as avenues for families seeking child care as part of a comprehensive review of outside supports available as well as the possibility of providing services at the school sites. District staff were assigned to work remotely or on A/B schedules to support their own child-care needs as well as to be able to provide supervision for each other and their families. Regular connections conducted by instructional staff, school social workers, and family resource center staff through video and phone contributed to ensure student well being during these difficult times.