

COVID-19 Operations Written Report



Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Rio School District	Oscar Hernandez, Assistant Superintendent of Educational Services	ohernandez@rioschools.org 805.485.3111	June 24, 2019

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.

On Friday March 13th, Rio School District closed schools due to the COVID-19 pandemic. Rio School District created standards-aligned “Rio Strong Learning” student packets for students in grades TK-8 to use. Rio School District is a 1:1 device program in TK-8 grades and the “Rio Strong Learning” student packets were available in an electronic format for all students, teachers, parents and the community to be completed virtually, printed at sites and district’s office or at a student's home. When the decision was made to close schools for the rest of the school year, after the initial two weeks of closing schools, Rio School District’s school sites and all departments were ready to make a transition to a TK-8 teacher-led virtual model. RSD sites with central office support deployed devices and hotspots to students without access in all grade levels. The district also implemented a virtual “Brown Bag Science” program that is available in English and Spanish. Supplies are provided for students to participate in the science activities while at home.

Working in Collaboration, Innovative ways, and with Flexibility in mind, Rio Teachers Association (RTA) and California School Employees Association (CSEA) and the Rio School District developed roles and responsibilities guidance agreements for certificated and classified staff delineating instructional requirements, roles and expectations to support student virtual learning while feeding our school community at all sites and the Nyeland Acres Community. This resulted in a consistent and cohesive district-wide response. The Rio Strong Community Learning Plan emphasized student contact, ensured that all teachers regularly checked in with students multiple times each week. Rio School District provided Teachers and support staff with online training in various platforms in the “ Rio Strong Learning Fridays” led by teacher leaders within the RSD. Resources and training links were archived within PADDLE which RSD had developed five years ago to support personalized professional development for teachers to support the transition into virtual learning. Additionally, Rio School District redesigned its website to make it much more parent, student, teacher, support staff and community friendly. All resources were centralized where the RSD stakeholders had easy access with a welcoming updated video translated in Spanish and Mixteco to meet the needs of the large Mixteco Community. To further orient families to distance learning, principals posted links to individual classroom distance learning offerings on the homepages of school websites, and they communicated extensively with parents regarding how to access content.

In addition to classroom level distance learning instruction, students have access to virtual socioemotional support through school counselors. Reading support teachers continue to support primary reading instruction through the distance learning model. Special Education teachers and related service providers also transitioned to a virtual service delivery model. Librarians provided books every week during the lunch pick up time

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

Rio School District enrollment currently stands at 5,318 students in grades transitional kindergarten through 8th grade. 44.87 % are identified as English learners and 61.19% are identified as economically disadvantaged and eligible for the federal Free and Reduced Price Meal program. Students identified as foster youth this year is 0.21%. Homeless students 11.28% are identified as Homeless students and 0.81% are identified as Migrant students.

RSD has made meeting the needs of its English learners, foster youth and low-income students a top priority during the transition to distance learning. During school closures, classroom teachers at the preschool-8th grade level provided on-going instruction in core academic areas as well as designated and integrated English Language Development (ELD). Support personnel including bilingual paraprofessionals, English Learner Coordinator Liaisons (ELCS) and hourly teachers continued to provide biweekly reading intervention (elementary grade levels at all sites), individual and small group tutoring sessions, interactive designated ELD lessons, and supplemental Response to Intervention opportunities.

Rio School District's foster youth liaison, site administrators and school site counselors at all sites checked in with foster youth, homeless students and other high-risk youth. Site administrators along with counselors and the School Resource Officer did home wellness checks for students of high concern. Teachers, administrators and counselors followed up with students not turning in work and ensured that low-income, English learner and foster youth students had devices and hot spots as needed. The social emotional needs of these students were addressed as well, with virtual one to one counseling sessions, phone check ins or home visits for students offered at each school site. Resources for social emotional support were posted on the Redesigned Rio School District website as well as links to county mental health service providers. Rio School District's ELD Teacher on Special Assignment (TOSA), English Learner Coordinators Liaisons and bilingual counselors, bilingual personnel classified and certificated reached out to the parents of English learners to explain how the distance learning schedule worked at each grade level and/or with individual teachers, answer questions about technology and technology needs, and address any concerns or questions that they had. Additionally, sites made themselves available in the afternoon on a weekly basis to respond to any parents technology needs. Site administrators continued their virtual regular/bilingual coffee with the principal meetings to provide them with updates, provide support with distance learning, and to identify any changes that may need to be made to current distance learning practices for English learners. Information regarding free meal distribution, county services flyers in multiple languages were sent to all families on a regular during meal distribution and in regular mail. All of these resources were posted in the parent link in the RSD website. Videos were also provided in Spanish and Mixteco.

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

Working in Collaboration, Innovative ways, and with Flexibility in mind, Rio Teachers Association (RTA) - California School Employees Association (CSEA) and the Rio School District developed roles and responsibilities guidance agreements for certificated and classified staff delineating instructional requirements, roles and expectations to support student virtual learning while feeding our school community at all sites and the Nyeland Acres Community. This resulted in a consistent and cohesive district-wide response. Rio School District ensured to support staff members and provide professional development on its 'Rio Strong - Learning Fridays' professional development sessions. Additionally, Rio School District's redesigned web-site centralized resources for students, parents and faculty and staff. Instruction was provided through various synchronous and asynchronous means. Google Classroom is the district-provided electronic platform. However, staff was encouraged to deliver content and instruction through various platforms based on their instruction and level of comfort. Teachers used Seesaw, Flipgrid, Zoom, Screencastify, Google Meet, and Zoom to connect with students and deliver instruction. Students at risk were connected via phone calls or home visits. Site personnel made home visits to support students and parents who were having difficulty with technology devices and hotspots were delivered to student's homes.

Our Middle schools developed a supportive schedule for students to structure their academic day in addition to individual and grade level google classrooms as well as their own websites. Our elementary schools provided structured schedules through individual teacher and/or grade levels based on their grade levels.

Taking into consideration the personal challenges students and families may be experiencing as a result of Covid-19, final semester grades for all students in TK-8th grade were locked as of Friday March 13, 2020, the day schools closed. Teachers were encouraged to change a student's grade after March 13, 2020 only if it increased as a result of distance learning. Teachers were encouraged to not lower student grades during distance learning. To the best of Rio School District's ability, site parades, end of the year activities and events like concerts, awards ceremonies, art shows, GATE showcase, film festival, music festival, coffee with the principals, school site council, curriculum council, parent meetings and promotions were provided through virtual mediums.

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

Rio School District's Child Nutrition Department began providing grab and go meals at all sites including Nyeland Acres Monday March 17, 2020 after RSD schools were closed due to the COVID-19 pandemic. Families were notified of the times and locations for the grab and go meal service via multiple phone, text, email messages and letters. The Rio School District decided to provide lunches at all sites regardless of the percentage of students receiving free and reduced priced meals because at all sites students need this basic service and because it is the right thing to do. Rio School District originally provided daily meals Monday through Friday, then moved to a once a week on Monday's model with five meal kits provided at all sites and Nyeland Acres. The grab and go meals were provided between the hours of 10:00am and 12:00pm. RSD employees were assigned work stations that facilitated social distancing and wore masks and gloves. Staff maintained social distancing while preparing meals for distribution and kept records of the meals tens of thousands of meals provided on a weekly basis. Families had the option to stay in their cars and the meals were handed to them through the window or walk up to the locations and pick them up while keeping social distance protocols. At the beginning, RSD provided around 5,000 meals and this number increased drastically within weeks after closing the schools and RSD's now averages between 20,000-25,000 meals each week.

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

Because all school sites in the Rio School District closed Friday March 13, 2020, the district does not currently provide supervision. However, Rio School District does have a link on its website for Child Care for essential workers in Ventura County: <https://www.vcoe.org/childcare>. Rio School District is currently exploring options for the summer and the ReOpening 2020-21 school year should it be necessary.