



# COVID-19 Operations Written Report for Ross Valley Elementary School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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**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.

On March 13th, 2020, due to the Covid19 pandemic and under the guidance of the Marin County Public Health Department and the Marin County Office of Education, the Ross Valley School District announced the decision to close schools and transition to remote instruction until further notice. The district made use of the calendared teacher workday on March 16th to provide professional development on Google Classroom, Google Meet and other technology tools and platforms necessary to provide remote learning for our students. In anticipation of a possible school closure, teacher representatives from all grade levels and sites had already worked together to create district-wide grade level specific learning packets. Plans were immediately put in place to ensure that every student had access to the instruction their teacher(s) would be providing – including printed materials, Chromebooks, and internet hot spots. Parents received a number of communications from

the superintendent regarding what could be expected in the coming weeks of remote learning. The district also launched a district website, Continuity of Learning, to provide parents with information/updates during the shutdown as well as access to a wide range of online materials in support of home instruction.

The district created a set of guidelines for distance learning assignments highlighting best, equitable practices. Once we knew that the closure was likely to be in place for the remainder of the school year, teachers were given Mondays as a day to plan assignments, collaborate with colleagues, attend meetings, and participate in professional development. While we are proud of the work our teaching staff has done to continue to provide an engaging, robust educational program to our students, we recognize that this unprecedented time has rendered much of what regularly occurs in classrooms - student-to-student discourse, inquiry-based instruction, and the unexpected moments that spark impactful learning- difficult to sustain. The inherent isolation of remote learning has also impacted students' social-emotional well-being. Our students miss connecting with their teachers and classmates on a daily basis and no number of virtual meetings can replace the authentic connection and relationship-building events of a face-to-face school day.

Additionally, it has been tremendously challenging for parents, many of whom are juggling working from home with their new role as home "co-teacher". Others are experiencing the stresses of economic uncertainty or the inability to stay home and support their children's learning in the way they would like.

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

With the recognition that home learning has a wide range of configurations for our families, the Ross Valley School District has taken a broad approach in its support of English learners, low-income students, and foster youth during the time of school closure. While all of our teachers have maintained a virtual classroom with daily assignments, video lessons, and virtual meets, we have additionally created grade level learning packets with the understanding that some of our families may need an "off-line" option for their children.

We have distributed over 400 Chromebooks and a dozen internet hotspots and have provided technology support to those families who have difficulty navigating the learning platforms provided. Hard copies of learning packets are available for pick up at the district office along with general supplies such as binder paper, markers, glue sticks, scissors, and "art kits". Five-meal lunch kits and shelf stable snacks are distributed on Mondays for all children under the age of 18. We have also facilitated home delivery of lunches, packets, and other materials.

Our English Language Development (ELD) Specialists have supported their students through weekly check-ins, providing individualized lessons and support with classroom assignments via virtual sessions and recorded "mini-lessons". ELD specialists regularly check in with general education teachers to ensure that their students are participating in online learning and to offer guidance on how to individualize and scaffold assignments for their students.

Intervention support providers continued to support students through direct reach outs and scaffolding of classroom assignments.

Counselors, administrators, and other support staff check in regularly with students and families to assess their social-emotional needs and provide counseling as needed.

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

The Ross Valley School District has implemented a multi-faceted approach to distance learning with the understanding that home learning environments and needs are unique to each family. Many of our parents are continuing to work, some as essential employees, and are therefore not always available to support their children in distance learning. All TK – 8th grade teachers have set up Google Classrooms as a hub for assignments and communication with students and families with assignments for the day posted by nine am each morning. Teachers regularly conduct video conferencing sessions via Google Meet or Zoom to provide live lessons as well as to support the social-emotional well-being of students. Video conferencing sessions are a mix of whole class, small group, and in some cases 1:1 check-ins. All live academic lessons are recorded and posted so that students who were not available for the session can access them at a later time. Additionally, teachers are posting video recordings of short instructional segments such as Readers and Writers Workshop Mini-Lessons or introductions to new mathematical concepts.

Students have continued to receive instruction from their music, art, poetry, and physical education teachers. Many parents have reported that these have been some of the most impactful home learning experiences. Teachers have incorporated activities that support social-emotional well-being such as mindfulness sessions, class meetings, and spirit days.

Special education staff has continued to provide support to their students in a variety of ways including 1:1 virtual meets and scaffolding of general education classroom assignments. Students had continued access to online programs such as System 44 and Ascend Math. With the understanding that home learning increased the inequities of student access to content, as well as the difficulties of administering authentic assessments, the district made the decision to adjust our grading and reporting so that students received comments in lieu of grades.

Parents were given the opportunity to provide feedback on their experiences with distance learning via a parent survey. We are carefully considering feedback in our planning for the 2020-21 school year.

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

Immediately after the determination of school closure due to COVID-19, the Ross Valley School District was able to work with our vendor to deliver shelf-stable meals, which included protein and grains along with milk and a fruit/vegetable to be distributed to our free and reduced eligible families (about 10-11% of our students). We connected with our families in English and Spanish by e-mail, phone calls/messages, text messages and web-site regarding the availability of food for students.

When the District determined the closure would be extended, the District sought to provide a better food option than the shelf-stable meals. The vendor was able to provide a box of 5 individual meals for the week in a regular or vegetarian option.

After applying and receiving approval for the Seamless Summer Option or SSO, the District was able to offer meals to any child 18 years old or younger free of charge, regardless of eligibility. Typically, RVSD would not qualify for the SSO as our free and reduced student population does not exceed 50%, but during the COVID-19 school closures, any district that participates in the National School Lunch Program (NSLP)

could apply for a waiver. The waiver is good through the end of the school year. If the waiver is offered for the summer, the District will apply to continue to provide meals until school starts in August.

The meals were made available for pick-up at a single, central location – the District Office. In cases where families were unable to pick up meals, staff and volunteers delivered to their home (in the case of volunteer delivery, no names or identifying information was provided to ensure anonymity of recipients).

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

The participation rate of Ross Valley School District students in online learning has been strong with the majority of students “showing up” for online lessons and virtual meets on a daily basis. Early on, the administrative team developed a set of protocols for reaching out to families whose children were not participating in distance learning as well as identified supports to help facilitate greater participation. The administrative team also created a common document to track the interventions taken for individual students in need of support. The information gained during the spring closure will help direct the work needed in the fall to achieve full participation from our student body.

Teachers, counselors, administrators, and other school staff have reached out to families who are not showing up in distance learning through email, phone calls and, in some cases, home visits to ensure they are safe and well, and if they have any additional needs. School staff regularly checks in to share strategies for contacting and engaging students who are not participating in distance learning. Teachers, counselors, administrators, and other school staff contacted the families in order to work together as a team to re-engage students and provide needed supports and resources for the family.

The district also arranged for the supervision of students by providing staffing for child care centers throughout Marin county, which served the children of essential workers in the county.