

COVID-19 Operations Written Report for Westmorland Union Elementary School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Westmorland Union Elementary School District	Richard Cordero Superintendent	r.cordero@wued.org 760-344-4364	June 23, 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.

The school physically closed at the end of the school day on March 16th, 2020. A notice was sent home with students, placed on our website, on social media, and was sent via Blackboard communications. Food Services remained open and began serving breakfast and lunch on March 17th, 2020. Food Services continued to provide breakfast and lunch for any child ages 0-18 throughout the physical school closure. Westmorland Union Elementary School provided educational resources in the form of packets that contained Language Arts, Mathematics, History and Science resources to students beginning March 23rd, 2020. The packets were available for pick up or were available to download from our school website. In addition to grade level packets, social emotional resources, and enrichment activities were provided to the students and parents online. In addition, a packet of materials was made available for every student to complete activities at home. Material packets included a pen, two pencils, lined notebook paper, and a box of crayons. Distance Learning via online classrooms and programs began for students on April 20th.

Via virtual meetings, the district provided guidelines to staff with regard to educational materials and grading. Teachers and Administration collaborated to finalize 3rd quarter report cards by April 3rd, 2020. For 4th quarter Distance Learning, students received Credit, No Credit or No Mark depending on participation in Distance Learning. The 4th quarter marks were not calculated into GPAs and was brought to School Site Council for feedback. Chromebooks (grades 3-8), iPads (grades TK-2) and MiFis (all grades) were made available to any family or student that needed a device for Distance Learning. Counselors continued services for students that regularly attended counseling services, for students with counseling service in IEPs, and for students that had a difficult time adjusting to Distance Learning or COVID procedures. The counselors reached students via phone or virtually when appropriate. In addition, they referred families to websites, informational videos, and conversation starters to help students, siblings, and families cope during the pandemic. Teachers checked in with families weekly via phone call or email. AmeriCorps Members surveyed families throughout school closure to stay connected for basic needs, to get input on the Distance Learning, technology needs, counseling needs, and food services.

Though WUED addressed many concerns throughout the physical closure, and staff, parents and students adapted to changes in educational delivery, there were still challenges presented throughout the physical closure. These challenges had an impact on students and

families academic and social emotional needs. Through virtual parent forums, surveys completed over the phone and feedback from teachers and families the following impacts were noted: Accessing programs through the provided technology was difficult for families, especially those with younger children. Setting up devices, connecting devices to wifi, and logging in to programs needed for Distance Learning were some of the struggles reported. Disruptions to the routines of students and families also played a role in work completion, school focus, and engagement. WUED saw a decrease in engagement or participation in a virtual setting. Though students were logging in, not all were completing or submitting the work. Feedback indicated that timing of virtual meetings, change in living arrangements, older siblings assisting younger siblings, and families worried about economic impacts all contributed to the decrease in academic participation. The adjustments to the school closure, distance learning platforms, and the new schedules for families has been a learning experience for all stakeholders in the Westmorland community. Despite challenges, WUED and stakeholders are committed to continuing to learn, collaborate, make changes when necessary, and meet the needs of students and families in the district.

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

To support all students, WUED continued to provide meal services throughout the school closure and will continue to offer meals through June 30th. Chromebooks, iPads and MiFis were made available to students that needed devices and internet services. The school had learning materials and educational resources available from 9:30-12:00 two days a week, and by appointment to meet the needs of families that were still working or didn't have reliable transportation. The Imperial Valley Backpack program continued through June 5th, 2020. Bags of food were delivered via no contact procedures, to the families that had the backpack food program throughout the school year. Transportation delivers meals to families whose students were on the transportation list throughout the school year.

Teachers contacted students and parents with usernames and passwords for online programs that support ELs and struggling students. These programs included Reading Eggs, Math Seeds, Go Math, MyMath, Connect Ed, ThinkCERCA and TCI Online. Codes for First Book were provided to students to have online access to books in English and Spanish. Students kept library books at home until the end of the school year. WUED teachers received training on EL Strategies during Distance Learning. These strategies allowed the teachers to provide specific scaffolds for student acquiring English as a second language in their Google Classrooms or Distance Learning platforms for core areas. In addition, the EL Intervention teacher provided packets and activities for Newcomer students that reinforced language development activities students had learned and practiced prior to school closure.

Students with IEP Services still received educational services that aligned with their Individualized Educational goals. Both online and packet resources were used to individualize instruction. In addition, general education and special education teachers collaborated as they designed lesson plans to meet the needs of students with IEPs during Distance Learning. Annual IEPs continued through phone or video conference, including transition IEPs for promoting 8th grade students.

Counselors reached out to Foster Youth and students in need of social emotional supports through phone calls, emails, and virtual meetings when needed. Recommendations for counseling services were made through phone contact, through AmeriCorps outreach teacher input, and parent requests through email or phone contact with site administration. If Foster Youth students also needed assistance with

academics or technology, staff members were available to walk them through log-in assistance or hold one on one tutoring sessions, as needed, during a variety of virtual office hours.

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

In order to continue servicing students with High Quality Distance Learning opportunities, teachers received Distance Learning training from programs that we use during the school year to see how those programs could be adapted for Distance Learning models. Teachers collaborated weekly and created packets and online, standards-based resources for students in all grade levels that allow students to maintain progress and not lose growth or minimize loss potential. Teachers collaborated across grade level spans and in grade levels weekly. Administration shared training opportunities made available to teachers for free from Imperial County and San Diego County Office of Education. In addition, teachers continually designed assignments to meet the needs of their students and provided a variety of options when necessary. Many of the programs used throughout the K-8 classrooms had online components that students were already using prior to the school closure. As a result, the transition to accessing these programs at home was smooth and familiar to students. However, the transition was not without some struggles. When difficulties were noted by parents, or staff, the technology department worked with staff, administration, and parents to troubleshoot, problem solve and add applications or programs when necessary, that would make access, integration, and engagement accessible to students online from home.

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

Beginning on March 17th, Food Services began providing daily breakfast and lunch to children ages 0-18. The Food Service Director and WUED followed the guidelines for Seamless Summer Operation for Food Service (SSO) throughout physical school closure. Support staff organized a walk-up, no contact system to serve "Grab & Go" meals for families that needed food service. The Food Service director and kitchen staff prepared shelf stable breakfasts and hot lunches daily through May 8th, 2020. Beginning on May 11th, 2020, food distribution changed to three days a week, but children still received five meals for the week. The three-day a week option will continue through June 30th, 2020. In addition to the hot meals, on double meal days, one main entree is served frozen along with heating instructions. A rotation schedule was developed for staff members to assist in the distribution of meals. Lines made with blue tape were placed on the sidewalk so that parents and students picking up meals maintained social distancing. The number of meals requested were bagged by staff members wearing PPEs per the guidelines of CDC and CDE. The "Grab & Go" meals were then placed on a table for the person(s) picking up the meal to take. The table was sanitized between each group of meals served. For the families that were provided transportation during the school year, WUED conducted an initial survey at the beginning of the school closure to see if families would need continued assistance for food services. The families that needed assistance with transportation for meal services had meals delivered on food service meal days. WUED delivered 16 meals daily to families throughout the physical school closure and will continue to deliver requested meals until June 30th. Daily meal counts and Menu Production Records were taken and kept for our records. The Menu Production Record included the type of meal served with amount served, as well as left over amounts and temperatures recorded on all food items. All menu compliance documents for the food served is kept and accounted for. All Health Certificates and Food Safety Certificates are posted. All necessary

waivers were filled out for COVID-19 and submitted in CNIPS. A daily temperature log was kept for all employees working in the cafeteria or assisting with food services.

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

Though the district did not have on-site childcare for students, parents that inquired about child care through our outreach phone calls, or those that called seeking assistance were directed to Imperial County Office of Education. The COE was able to provide limited childcare funding for Imperial County residents who have children, birth to 13 years of age, and are considered "Essential Critical Infrastructure Workers." Many families stated that their children in the home were being cared for by relatives or older siblings. A large portion of the WUED Community also has at least one stay at home parent.