

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

| Local Educational Agency (LEA) Name      | Contact Name and Title            | Email and Phone                                   | Date of Adoption |
|--|-----------------------------------|---|------------------|
| Meadows Union Elementary School District | Keila Rodriguez<br>Superintendent | krodriguez@musdk8.net<br>(760) 352-7512 ext. 1051 | 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.

On March 16, 2020, in response to school closures to address the COVID-19 emergency, the Meadows Union School District (MUSD) announced a transition to distance learning March 17th through April 17th. The District provided students with work packets from March 17, 2020, through April 8, 2020; during this time, the district distributed chrome books and iPads to students. The District provided guidance and professional development to all teachers on grading, lesson plans, attendance requirements, and other pertinent items related to the distance learning model. On April 20, 2020, the distance learning hub went live on the District websites. The Distance Learning Hub included grade level lesson plans that included Google classroom, video links, Zoom links, and many other resources for students and parents. The teachers set up their virtual classroom and lessons were delivered via different platforms with Google classrooms being the most common. The district also provided students and families access to the school counselor and school librarian through the distance learning hub. The district created an icon link with the counselor's contact information that included resources available to the community to assist with the social-emotional support during these trying times. The school counselor was part of the distance learning lessons and provided students daily check-in surveys before starting lessons to gauge student's state of mind and reinforcing that there is support available.

On April 1st, a joint-statement was issued by the County Office of Education that all school facilities would remain closed through the end of the school year. In response, teachers increased the rigor and instructional content of student work, accountability measures and feedback. Teachers and parents worked together to support students in learning academic content and engaging in practice opportunities through distance learning platforms (Pre-Recorded Lessons, Google Classroom, Zern, Think Central, Freckle English Language Arts/Math, Mystery Science, etc). Teachers provided feedback to students and held office hours. Staff shared instructional materials and activities for students to complete, posted assignments in Google Classroom or identified instructional platform and differentiated lessons to meet the needs of students. Educational specialists, speech language pathologist, school psychologist, and other staff collaborated and consulted with classroom teachers and to support student learning. Teachers also provided a social and emotional program for children that included virtual spirit days, virtual fieldtrips, recognition assemblies, and games and activities for families.

Our Special Education staff established online supports at all levels of need. Our educational specialists and related services providers tracked every interaction with students to show the services have continued based upon their IEP goals. IEP and 504 meetings have continued across the district and translation services have been provided for the meetings. Students needing specific materials to meet their

IEP goals were provided with the necessary items. Educational Specialists provided instruction throughout the day on a schedule ensuring that all students continued to receive a comprehensive learning experience. The major impacts of the closures on students and families were in the areas of technology (devices, internet access, accessing accounts), and the social-emotional connections, which were addressed with a good faith effort on behalf of the district.

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

Meadows Union School provides and continues to support English learners, foster youth and low-income students with a variety of services. The District worked with families to provide chromebooks and technology support. Continuous technology support was available for families throughout the school closure utilizing in person social distancing procedures, and online formats. The Imperial County Office of Education provided support to teachers with group professional development to best meet the needs of our English Learner community. Designated English Language Development (ELD) and integrated ELD were incorporated into all available instruction. Outreach regarding services for our homeless and foster youth students was communicated through the use of School Messenger.

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

Meadows Union Elementary School District teachers have delivered high-quality distance learning opportunities to each of their students by maintaining personal and individualized contact with each child and providing a comprehensive learning experience. Teachers have quickly adapted to the use of technology for imparting instruction, distance learning educational activities, and have continuously monitored and provided feedback to each student. Teachers are effectively utilizing Zoom Conferencing and Google Classroom to impart instruction. Many teachers have created Google Sites to consolidate classroom activities into one location for easy access by students and families. Teachers maintained many of the District's cultures and traditions virtually including but not limited to virtual fieldtrips and end of the year awards. ICOE provided professional learning for teachers in the transition to a distance learning model. Topics have included the basic and advanced use of a learning applications, use of live video conferencing with students, use of core digital learning platforms, as well as the use of new platforms teachers and students are using during distance learning. These topics are covered using step by step online tutorials and live video-conferencing sessions. Imperial County Office of Education also made training sessions available for staff and parents by posting on their website in a recorded format.

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

On March 17, 2020, the District decided to close schools (Heber and Dogwood Elementary) due to the COVID-19 virus pandemic. The District began serving meals on March 18, 2020, to the community. The District provided the community with meal distribution information

through various social media platforms. The community response has been overwhelming with practically all meals being distributed. The appropriate social distancing precautions were taken by the food service manager to package and distribute meals. The District set-up a drive-by meal pick up system that adhered to the recommended health guidance to keep the community and employees safe. There was an average of 800 meals served daily (400 breakfasts, 400 lunches). The District decided to modify the meal distribution schedule to twice a week and provide meals to families for the whole week to support employees that were feeling tired and overwhelmed. The District also partnered up with a neighboring district due to a virus outbreak in our foodservice department and was forced to shut down.

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

In response to Executive Order N-56-20, childcare was provided for Imperial County Essential Workers. Services were provided through the partnership and collaboration with Imperial County Office of Education. This information was shared through Imperial County Office of Education website via Facebook, Instagram, Twitter, and YouTube.