

# COVID-19 Operations Written Report for Perris Elementary School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Perris Elementary School District	Jason Angle Assistant Superintendent Educational Services	jason.angle@perris.k12.ca.us (951) 657-3118	June 11, 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 Perris Elementary School District schools transitioned to distance learning as a result of school closures on March 13th. The major impact to students and the community were distance learning, school meals and supervision of students. To address the impact the district implemented a three phase plan.

The first phase provided optional enrichment activities, packets and online resources made available on the district website beginning March 18, 2020. Learning packets were distributed beginning March 19, 2020. An increasing number of teachers began providing online distance learning beginning March 20.

During the second phase the district and schools began identifying which students needed Chromebooks or iPads for distance learning activities. Surveys were administered through phone calls and emails. A paper version of the survey was distributed with meals on April 20 and April 22, for families that did not complete the phone or email survey. Devices were inventoried, distributed and checked out to parents, one per family.

All teachers including Reading Intervention, Art, PE and Special Education met virtually with their grade level and or content teams after spring break to collectively determine what they wanted distance learning to look like for students in their grade level at their school. Options could include, but were not limited to:

- Hosting virtual classes providing real-time instruction using Google Meet and Google Classroom.
- Recording lessons for students to view from home.
- Assigning and managing specific lessons and activities in online learning programs.
- Sending workbooks and other existing consumable classroom materials home, for teachers to identify which instructional activities to complete each week.
- Creating and distributing new packets for students to pick up.
- Any combination of the above.

For the third phase, distance learning plans were implemented the week of May 4, and updated on a weekly basis for the remainder of the school year.

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

Teachers used a variety of instructional strategies to support English Language learners such as providing videos, charting, integrating songs in lessons, focusing on academic vocabulary, printed copies of enrichment activities. Throughout the district closure, differentiated instructional resources and support has been provided to students enrolled in the Dual Language Immersion program. Technology devices such as Chromebooks and iPads were distributed to low income students to provide equitable access to distance learning activities. In order to provide additional support to English Learner and low income students, the Think Together After School Program staff provided the opportunity to participate in Distance Learning Clubs that included lessons focused on Physical Activity, Social-Emotional Learning (SEL), STEM, and Virtual Field Trips. Beginning March 16, all students in Foster Care were contacted on a weekly basis by our School Social Work Interns (SSWIs). Through this contact, they continue to provide families with information on community-based resources, including access to food pantries or medical care. Additional educational-based support has also been offered to the foster care providers due to the changes in the learning environment. This includes direct support on how to obtain technology from the district or access learning platforms.

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

In order to remediate lost learning and prepare students for the 2020-21 school year, the district will offer a Targeted Intervention Program (TIP) to our students during the summer, focused on ELA and Math. In order to maintain the health and safety of students and staff, this program will be offered virtually. The program will be scheduled to run Monday, July 6 through Thursday, July 30. Students will work on Lexia for ELA and Dreambox for math from home. Teachers will also work with small groups of 5 students each to provide 30 minutes of ELA support and 30 minutes of math support twice each week.

District leads participated in a Google training focused on the purposeful technology integration in classrooms, coaching techniques and how to support teachers in an ever-changing world and use Google Tools. Professional development will continue to be offered to support programs used in distance learning, such as Google Classroom, Lexia, and Dreambox.

As the district plans high-quality instructional programs for the 2020-21 school year, all health and safety guidelines will be considered, including limiting class sizes, maintaining social distancing, and wearing masks as needed. The district has communicated with and surveyed families to provide and gather information regarding the opening of school for the 2020-2021 school year. Results of this survey will be used to inform program offerings. Learning options may include:

- Traditional full time in school instruction with social distancing
- Hybrid model (Combination of online learning & in-school instruction with social distancing)

- Full time virtual/online learning (on a temporary basis at each school site)

Students will also have the option of enrolling in the district's new high-quality virtual/blended program for the entire school year, utilizing a dedicated online curriculum for all courses.

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

The District is providing drive thru to-go Breakfast & Lunch to all children 18 years and younger at 2 centralized school sites. Meals are offered Monday, Wednesday and Fridays providing breakfast and lunch for 6 days. Meals are prepared at each site to allow for social distancing while prepping. Drive-thru meal pick up allowed families to maintain social distancing from servers. Utilizing our school bus loops, families simply signaled the number of meals needed. Meals were placed on a rolling cart, families retrieved the meals from the rolling carts. Meals were distributed in plastic bags which were easy to pick up and minimized the risk of contact with rolling carts. Staff members wore gloves and face coverings at all times while on the district property. Meal service will continue during the summer months for all school aged students.

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

Parents seeking childcare can access resources on the PESD website <https://www.perrisesd.org/Page/2308> which provides the Riverside County Office of Education Online Referral System at <http://secureweb.rcoe.us/ONLINEREF/>. Priority for placement in available childcare slots is given to Essential Workers. The Director of Preschool has created a list of state licensed childcare options in the Perris area. This list is made available to parents upon request.