

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Paso Robles Joint Unified School District	Carol Kenyon: Chief Academic Officer	ckenyon@pasoschools.org 805-769-1000	

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 PRJUSD Distance Learning Plan for preschool through the adult transition programs included school-to-home learning activities that parents could assist their children in completing with distal ongoing teaching support. The district provided work digitally and in packet form to students. General education, Special Education, and Intervention/ELD teachers worked in collaboration to ensure access and accommodations for all identified students. Chromebooks were sent home to all students in grades 2-12 and to any other students who needed a device. PRJUSD deployed over 100 wifi hotspots and worked with local wifi providers to ensure students and families had access to online learning. PRJUSD provided daily breakfast and lunch to families at two different locations from 11a.m. - 1p.m. daily. Childcare for emergency responders was provided at multiple locations throughout the county.

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

During the school closure, PRJUSD has taken multiple steps to ensure that the unduplicated student groups receive extra support. Bilingual Paraeducators, Bilingual Parent Liaisons, Mental Health Therapists, and Counselors have been available and have been contacting students and families to provide additional support and services and to assist with access to the distance learning continuum of services. English learners have been provided with access to specialized digital learning programs including Imagine Learning and Rosetta Stone and they have been provided with access to district created designated ELD lessons as well as distance learning packets designed to specifically address the needs of language learners. In addition, online supplemental and differentiated programs have been provided to meet the wide range of learning needs of foster youth, English learners, and low-income students. PRJUSD has also recognized the need for increased social emotional support and has implemented a tiered system of support for maintaining regular contact and interaction with students struggling to maintain connection during this time. These supports begin with the classroom teacher and include layers of additional supports as needed including site support staff and administration as well as district Student Services staff. The District also has been working closely with local emergency and resource agencies to ensure comprehensive levels of support are in place and that students and families are referred to and served as needed.

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

Directly following the state closure of schools, PRJUSD immediately provided TK-12th grade digital resources that were available through the district webpage. Soon after, a comprehensive School Closure Distance Learning Plan was created which included a comprehensive outline of resources, guidelines, and information necessary for a high-quality distance learning. Important parts of the plan included the outline of

instructional minutes, online platforms and resources, grading policies, social emotional supports, Covid-19 health tips, and parent helps. Teachers were required to hold regular office hours and to provide ongoing instruction aligned to California Standards and PRJUSD adopted curriculum, and maintain ongoing communication and assistance. Chromebooks and hotspots were provided for all students 2nd-12th grade, and for early primary students as needed, and a Help Desk Hotline was created to assist students and parents with technology needs. In addition, paper instructional packets were provided for TK-8th, and later TK-2nd grades, in English and in Spanish. Specialized packets were created for the students enrolled in the Dual Immersion Program and for students with needs for specialized services as outlined in their IEPs and 504s. Ongoing professional development for teachers, staff and administrators has been provided through online tutorials and online trainings.

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

During the school closure, the Food Service Division of Paso Robles Joint Unified School District has been providing meals at multiple locations. To ensure social distancing and help prevent the spread of Covid-19, meals have been served for non-congregate feeding only. Food Service employees practice safe food handling procedures and wear the appropriate PPE while dispensing food to parents through their car window. Food is currently being produced and served at Paso Robles High School and produced and served at the Culinary Arts Center. Food is also delivered from the Culinary Arts Center to 4 locations across the city. Each student receives a hot lunch and a cold breakfast which is intended for the following morning.

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

Paso Robles Joint Unified School Districts, along with all of the LEAs in San Luis Obispo, formed a partnership with local government agencies, Cuesta College, Cal Poly San Luis Obispo, and the San Luis Obispo County Office of Education to provide childcare supervision. Specific childcare locations were determined following a survey of stakeholders, and potential participants, resulting in childcare centers being strategically placed in the north and south areas of the county. Programming support was provided through community partners that included Champions Childcare, and the SLO YMCA. Childcare was provided from 7:00-6:00 daily for families who complete online registration forms. The children of first responders, health care staff, and essential service workers were given priority enrollment. Children beginning at age three were eligible for services. Activities included support with distance learning assignments, language instruction, social development, outdoor education, athletics, movement, dance, and dramatic play. Nutrition was provided by various partner agencies. Data indicates that families requesting childcare services have had them provided.