



COVID-19 Operations

Written Report for Rialto Unified School District

Local Educational Agency (LEA) Name: Rialto Unified School District
Contact Name and Title: Carol Mehochko, Academic Agent, Special Programs
Email and Phone: cmehochk@rialto.k12.ca.us, (909) 820-7700
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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.
Changes to Program Offerings

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.

Rialto Unified School District was under standard, face to face operations up until Spring Break which was March 12 - 20, 2020. Although many employees were not physically on campus due to the planned break, regular communication to employees and the community was provided via social media, email, and the district web page. The first official letter of communication from Superintendent Cuauhtémoc Avila, Ed.D. was on March 9, 2020, stating that there were no confirmed cases of COVID-19 in the San Bernardino and Rialto Unified School District as well as listing ways that community members and staff could protect themselves against the virus. On April 1, 2020, communication via phone, website, social media, and email was sent out about closure of schools for the remainder of the 2019-20 school year. Regular updates and information were communicated to all staff and the community via previously mentioned modalities. On April 3, 2020, communication from the Special Education department was sent out.

For Special Education students, the following was modified and offered: The Occupational Therapists (OTs) provided direct services to approximately 50 students via Google Meet, who were having difficulty accessing their education at home. The Occupational Therapist trained 65 parents virtually to assist their children during distance learning. The OT's participated in virtual meetings with the teacher, student, parent, and ABA Specialist, to support students and train parents.; The EHTs (Emotional Health Therapist) provided direct Telehealth ERMHS (Educationally Related Mental Health Service) services to 86 students on IEPs EHT's created summer break social/emotional care packages for social-emotional learning and ERMHS students and their families. The EHT's also provide case consultation to over 200 families during the mandatory stay at home order.; The TBS (Therapeutic Behavior Strategists) provided direct, 1:1 virtual Social Emotional Learning for 497 students during distance learning. and assisted students with navigating Google classrooms.; and finally, Reading Specialists provided live direct instruction via distance learning to 96 students using the Neuhaus Structure Literacy Program.

Ongoing monitoring of student progress continued during Distance Learning. For example, current progress was mailed via certified U.S. mail to high school seniors. In addition, students who had received "D's" or "F's" in the third quarter/second trimester, were notified of their progress via U.S. mail as well - with a special emphasis of those students who were not logging in on a regular basis.

In regards to graduations and the close out of the 2019-20 school year, on May 20, 2020, Dr. Avila released a newsletter to the community in regards to drive-through graduations. The ceremonies occurred June 2nd and June 3rd from 12 pm to 7pm at the various high school campuses. Middle school and elementary campuses held virtual celebration and promotions via live and recorded videos.

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

For the specific focus groups of the LCAP (Local Control Accountability Plan) of English learners, foster youth, and low-income students, the following supports were in place during the district physical closure of schools: For English learners (ELs), various websites were vetted to determine if the content would provide support to ELs in continuing with their development of English. Websites were also identified for parents to use in support of their children at home. These websites were posted as resources on the district's website and communicated to parents through district phone calls, emails and text messages. Teachers of English Learners and Dual Language Immersion teachers virtually met with EL Programs staff to discuss and agree upon instructional and learning strategies that would be used during distance learning. Guidance was sent out to all administrators informing them that ELD both designated and integrated was still a mandate. Site administrators were made online co-teachers through Google Classroom to monitor and assist teachers in their delivery of the content. EL Programs staff supported teaching staff with their delivery of virtual instruction by assisting with teaching resources and strategies in a coaching model. Language support services were extended through our Interpretation and Translation unit through the use of Language Line for teachers enabling them to communicate with parents and students of all languages. Instructional materials needing translation were completed within a three day window.

For students from low or limited incomes, the district technology department sent out information about free internet providers; in addition, hotspots were provided to families who did not have Internet connections. Google Chrome extensions from "Texthelp" were deployed to all staff and student accounts. These extensions offered support such as text-to-speech, speech-to-text, and word prediction among other features.

For students identified as Foster Youth, Student Services delivered backpacks full of school supplies (such as paper, notebooks, pens, and pencils) to foster families as well as sent backpacks to one group home. PBIS (Positive Behavior Intervention and Support) counselors met individually via Google Meet with students on their caseload throughout the fourth quarter. The Student Services department has served as a liaison to school sites for foster youth and social workers during the school closures.

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

Information Technology (IT) staff identified all LCAP Year 1 devices were checked for physical damage and proper functionality. At the secondary school, IT staff cleaned devices and placed them back in carts for distribution. Devices that had physical damage or were not functioning properly were set aside for repair. IT staff provided assistance with the elementary schools to check and clean their devices. IT staff, school sites and district administrators distributed devices at schools and a central location. IT staff made modifications to GSuite (Chromebook support) and AirWatch (iPads) to make sure applications were available outside the district network. System configuration changes were made to provide web content filtering on devices as they connected on off campus networks.

The district acquired hotspots devices from T-Mobile to provide internet connectivity to those families in need. Hotspots were also provided for teachers. Information Technology Department remained open during the COVID-19 shutdown as essential staff in order to provide technical support to parent, students, teachers and administrators....Cont. on next page.

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

While working on procuring student devices and a strong instructional MOU (Memorandum of Understanding) with the teacher's union, Rialto Unified worked with teachers from all grade levels and core subject areas to create two weeks worth of instructional packets. These instructional materials were passed out to families at each school site and was made centrally available for two weeks as we transitioned to full technology based Distance Learning.

To support teachers, there were several opportunities to engage in digital learning about Google Classroom, Google Docs, and Google Meet. Opportunities such as curated list of online links and videos were shared into numerous ways to engage "virtually" with the Agent over Instructional Technology.

Mathematics teachers grades 6- 12, used the Aleks online program to provide assignments in mathematics for students. The Aleks program provides students feedback if they made an error and is well received by students. Teachers also created mini-videos so that students had a visual resource to use when they were doing their assignments.

Science teachers in all grades have been encouraged to create a Google Classroom to engage students in learning in science. Grades TK-5 expanded use of Mystery Science as the company modified their materials to make them more easily accessible for families to use during distance learning. Prior to COVID-19 teachers in grades 6-12 created a digital Flexbook that was available online.

Career Technical Education teachers increased their use of Google Classroom and utilized Nepris to connect students with Industry partners both synchronously and asynchronously. During Distance Learning CTE teachers will continue to provide instruction via Google Classroom and utilize Nepris and You Science software to continue career exploration and counselling.

Adult Education offered enrichment packets to all of its adult students. IT worked with Adult Education to provide gmail accounts to all adult students. Teachers also used Google classroom to reach out to adults who had some type of device that they could log in to Google with. Adult Education also teamed up with the regular K-12 school district to offer distance learning opportunities for students who were 18 and above to take online courses to meet graduation requirements for either their regular school or to graduate from Adult Education.

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

Through current and emergency funding, meals were provided to Rialto Unified community families and RUSD students. To begin, buses delivered meals to key locations in Lytle Creek, North Fontana, and the East side of Rialto, beginning the week of March 22, 2020. In the following weeks, grab and go breakfast and lunches were available at advertised, centralized locations to ensure all students would have access to meals. Donations and partnerships with companies such as Amazon, Gold star foods, and The Dairy Council of California, additional food or educational activities were available to families while supplies lasted.

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

During the COVID-19 school closure, students were not on campus during ordinary school hours. In regards to child care support, Student Services and Early Education provided different child care resources for Essential Employees and families of the Rialto Unified School District. The resources compiled included open Child Care providers in our surrounding cities. These resources were listed on web page in the San Bernardino County area. Personnel Services surveyed staff in regards to childcare needs of essential employees. Essential employees that have reached out to Student Services and Early Education have been provided resources personally. Research was conducted on transforming four of our current preschool sites into child care facilities to meet the needs of the Essential Employees in our district and in the City of Rialto.