COVID-19 Operations Written Report for Princeton Joint Unified School District

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
<th>Date of Adoption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Princeton Joint Unified School District</td>
<td>Korey Williams</td>
<td><a href="mailto:kwilliams@PJUSD.org">kwilliams@PJUSD.org</a></td>
<td>5304392261</td>
</tr>
</tbody>
</table>

**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.

Our staff and faculty moved from in-person education to distance learning and our food services moved to packaging meals. The junior high and the high school utilized Google Classroom, online textbooks/resources, some packets developed by teachers, and materials were sent home. The lower grades utilized packets as the primary method of assigning work and most teachers utilized some form of online resources for reading, math practice, etc... Teachers at both levels offered office hours via zoom and were very responsive to their students who reached out via phone, email, zoom meetings, text, etc... All teachers published at least two ways to contact them during the campus closure. The district loaned Chromebooks to students and our county office set up a guest wi-fi for anyone on or around a public school in this county. This allowed students to work at outside tables if they had nowhere else to obtain internet access. Our bus drivers and classroom aides delivered packets and meals on a daily/weekly schedule. We had paraprofessionals that became tutors and tech support for families and students via email, text, zoom or phone.

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

The transition to distance learning and changes in food service were almost entirely driven by the needs of students in these categories. Many teachers offered packets and online options to make certain that the learning was available to every student. If the Jr/Sr high teacher had knowledge that every student in a particular class had internet access they could move to online platforms. Office hours were tailored to meet the needs of students and often the teachers would work in the evening rather than the day to accommodate the family internet access or times when the parents were available to assist (a high percentage of our families are in agriculture which is essential and this created a supervision problem where both (or the only) parents work). Our EL aide translated and talked with each family by phone to assure that the students had the resources necessary to continue learning. Our meal service provided two meals per day packaged to go. We delivered daily to one region as well as daily pick up at the high school. The high school pick up location staff included our homeless liaison who continued to identify and provide assistance to families in need. Our teachers prepared packages of resources to be used for science experiments, art projects, etc.. All these resources were available each week at bus stops and the high school. Any resource or packet not picked up by Wednesday morning of each week was then delivered to the residence on Wednesday (late morning). We are a very small school district with a very limited number of EL and/or foster youth. We have a high percentage of students who qualify as low income.
Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Given the urgent situation... we started with packets for each class and made certain that students received them. If the packet was not picked early in the week, we delivered it to the student's residence. As we gathered information about our families' access to the internet, some teachers began moving to Google Classroom. Our community is quite dispersed both in geography and in culture/lifestyle. It can be very challenging to gather information through a singular tool such as a written survey. Instead we shared a google list of students with teachers and staff where they added notes about internet access as they contacted parents and students. This enabled us to ascertain who had sufficient access within the first week of distance learning in a fairly accurate way. Chromebooks were made available and loaned or delivered to homes. Guest internet access was granted at school sites and it was common to see a student working at an outdoor table on campus throughout the campus closure. Teachers continued to monitor who was accessing online platforms and prepared packets to be certain education was available to all. Teachers also sent home resources as necessary to allow students to complete assignments. Elementary teachers contacted each family at least once every two weeks and held "office hours" weekly. Elementary teachers sent home books for reading practice as well as miscellaneous materials to complete assignments in the packets. Community members acquired new, donated books that were given away to students through central bus stops and at the high school campus (the same locations as the packets). We provided tech support via phone, email, text or zoom. We also provided homework assistance via the same methods. There was a great deal of support available to every student / family.

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

Nutrition Services transitioned to take-home meals very quickly. We provided packages with two meals each day. They were available at the main school site as well as delivered to a central bus stop where there was a high concentration of students who qualified for the free or reduced lunch program. Meals continued through Spring Break. Many of our students live within the district boundaries of other schools which were providing meals as well. We provided the information to those families and encouraged them to acquire food from our campus/bus stop or visit the nearer district distribution location to acquire food from them. All of our families were able to acquire meals within a short drive (or walk) from their homes. Our community is quite giving as well; our cafeteria that was used for meal pickup also functioned as a temporary, community food pantry during portions of the campus closure.

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

We were not able to provide supervision and simultaneously promote social distancing. The majority of our students ride the bus and this could not be accomplished in a safe manner and therefore, childcare was not offered by this LEA.