

# COVID-19 Operations Written Report for Orange Unified School District

| Local Educational Agency (LEA) Name | Contact Name and Title                  | Email and Phone                                | Date of Adoption |
|-------------------------------------|---|--|------------------|
| Orange Unified School District      | Dr. Gunn Marie Hansen<br>Superintendent | superintendent@orangeusd.org<br>(714) 628-4487 | June 4, 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 13th, Orange Unified School District made the difficult and complicated decision to dismiss and eventually close schools and convert to remote learning for the remainder of the school year. All staff and students were impacted with the transition to distance learning by not only moving teaching and learning online, but all services including, business services, counseling, school administration, parent education, as well as our Special Education department providing supports for continued IEP and related services. Services that could not migrate to an online environment are used to support our students in new ways. Twice weekly meal distribution across the district by Nutrition Services and Transportation department dispatching buses to deliver work packets for students having trouble with online platform as well as learning materials, devices and personal belongings needed at home. Since closure, our Operations department has been systematically deep cleaning each and every classroom and office across the district to maintain healthy environments for our staff and students for when we return.

Our Educational Services division knew how imperative the continuity of education was for our students, so was the importance of genuine student wellness and safety during this unprecedented time. Not only did our dedicated educators pivot to deliver remote learning the following week, our teachers and administrators also have been tracking so as to provide essential outreach to those students not connecting online. With this need in mind, we launched our childcare leaders for Orange Unified (CARES) and our childcare partners from a variety of community-based organizations (ASES) found ways to connect with students and provide much needed social emotional outreach. Although they could not offer in person childcare, they quickly re-organized and established platforms to provide exciting STEAM related activities, engaging virtual events, online lesson completion support, as well as personal check ins on students demonstrating very little to no connectedness with their teachers. Our Student and Community Services department have added another layer to our outreach by making house calls on students that are just not connecting at all throughout our district, which has led to provision of additional resources as needed or also learning that families have moved out of our district. In addition to our schools aged student outreach efforts, our Early Learning program also re-organized themselves to an online learning platform for parents to get developmentally appropriate tips virtually as well as they provide a daily virtual check in through a Facebook Live read aloud by our early learning specialist, providing a semblance of “normalcy” for our youngest learners. Our Accountability and Equity department also established a system of support for our Spanish speaking parents as well as a system for our staff that needed language support to engage with parents in meaningful ways as well as continued to provide

relevant parent education online in both English and Spanish in virtual sessions as well as a resource page on our OUSD website. Link to all school closure resources: <https://www.orangeusd.org/resources>

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

The Orange Unified School District provides and continues to support English learners, foster youth and low-income students with a variety of services. District and site employees have worked with families to provide technology support in the way of chrome books and hot spots. Continuous tech support is available for families utilizing in person social distancing procedures, and online formats. OUSD continues to support students and families with instructional software access such as Rosetta Stone licenses to English Learners and parents of English Learners. Microsoft Teams licenses were purchased for the use of collaborative learning and for the ability to communicate with parents utilizing the soft phone line feature to make phone calls home to students and parents in their primary language. District transportation has assisted school sites and district programs in delivering instructional materials and necessary supplies via home delivery or mail.

District English learner instructional Specialist provided and continue to support teachers with group professional development and 1:1 coaching support to best meet the needs of our English Learner community. School site Community Aides and other district support staff participate in a system of direct phone calls home for student support with schoolwork, special education concerns and other possible family needs.

District Family Engagement Teacher on Special Assignment holds meetings such as District English Language Advisory Council virtually, these meeting serve as a venue to gather community needs. The district coordinator for our homeless and foster youth students communicates with families to offer services to meet their needs such as mental health counseling, and the attainment of essential items. Community outreach between organizations such as Assistance League Orange, Family Care Center, and Friendly Center have benefitted families in OUSD who are in need by providing groceries, basic necessities, and shelter to families. OUSD participates in the OC Homeless Network for families impacted by COVID which allows us to continuously provide the most updated information for our families.

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

As OUSD educators moved to a remote learning platform, we all knew that we needed to provide high quality distance learning for our students and that there were steps that must be taken. Although we had many teachers already utilizing online learning platforms, we knew that we needed to provide, quickly, a consistent learning platform that would work for TK-12 which we could support the teachers, students and families with. This was Google Classroom for us. We allowed the already utilized learning platforms to continue with the teachers that had content established, so that we did not disrupt 100% of our teachers. With a majority of teachers migrating to an online forum to teach from, we knew first we needed ensure they had the equipment to do so as well as build their expertise. They were provided with ongoing daily professional development as well as tech help desk system to any glitches encountered. Once technology needs were stabilized, the content and delivery was addressed. In extreme levels of collaboration with our teacher's union, we established "Distance Learning Instructional Practices" for our staff and families to know what to expect from our online delivery. We outlined the number of hours per day, schedule expectations, highlighted the blend of live or pre-recorded lessons, independent assignments, and opportunities for live

interactions. Activities would be varied, which included opportunity for creativity and choice as well as multiple days to complete required tasks. All teachers have office hours in which students could reach out for additional support. Our Special Education department did an amazing job in establishing online supports at all levels of need. Instructional assistants have been engaged in online training tools to enhance their practices. They support the live interaction times with their classrooms they support. Our educational specialists and related service providers are tracking every interaction with students to show the services have continued based upon their IEP goals. IEP and 504 meetings have continued, on schedule, across the district and interpretation services have been provided for the meetings as always. Students needing specific materials to meet their IEP goals were provided them via transportation department. Once content and delivery of services was determined, we needed to establish grading criteria. In collaboration with our teacher's union, we established grading criteria with a no harm emphasis, per CDE recommendations, that would be equitable for all of our students. As well as extended the grading period to the last day of school, to offer every opportunity for students to complete and turn in work for credit. As distance learning is being provided, it was also imperative that our principals continued with their classroom visits, providing feedback to their teachers and checking in on the students. Teachers have been providing names of students that are not responding to online learning and outreach is provided based upon each student's needs to ensure they can access the content. In cases where online is not an option, teachers have been preparing learning packets of work that are being delivered by transportation so that their learning can continue coupled with frequent phone calls by school personnel to check in on the wellbeing of the student and their family. As the school year comes to a close, we have multi departmental task forces set up to close the school year as well as reimagine the new school year with representatives of classified personnel, teacher's union members, along with site and district administrators. Every detail of school events, traditions, expectations, in addition to teaching and learning are being evaluated and looked at for opportunities for innovation and improvement for our students and their families.

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

Orange Unified School District provides Grab and Go breakfast and lunch for any student in need at 10 pick-up sites within the district. Nutrition Services serves meals from 8 am to 12 pm on Mondays for Monday and Tuesday and on Wednesdays for the remainder of the school week to minimize contact and adhere to social distancing guidelines. Gathering and consumption of the meals is not permitted at any of the sites. A bus distribution site has also been established in one area of our district to serve families who live out of walking distance to the nearest school distribution site. Orange Unified plans to continue with meal service throughout the summer until regular school resumes; however sites may vary depending on construction and other needs. During the summer, Yorba Middle School will reopen for distribution, but Orange High School will close due to modernization construction. Nutrition Services will also serve meals at the Orange City Library program during the summer to reach as many children as possible.

Link to distribution sites: <https://www.orangeusd.org/resources/nutrition-community-resources>

To date, Orange Unified has served 225,000 meals to students throughout our district. Nutrition Services staff packages and pre-bags all meals and places on tables for pickup. Staff uses personal protective equipment (PPE) such as face masks, gloves, hand sanitizer and plexiglass COVID guards at all times during meal packing and transport and when dealing with the public. Staff maintains 6 foot minimum physical distancing both in the workplace and when dealing with the public.

Nutrition Services continues to monitor Executive Order N-56-20 for updates regarding personal protective equipment and social distancing to ensure the safety of its staff and the families of Orange Unified School District.

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

When schools closed and stay at home orders came in to effect, childcare became a very difficult venture to provide. We began with a detailed list of childcare providers was posted on the OUSD website to support parents in need of this service soon after our school closures. Link: <https://www.orangeusd.org/resources/childcare-for-essential-workers>

We explored working with community based organizations to offer a pop-up service, but they were already committed to another site offering the service nearby or did not have sufficient personnel and resources to offer the service with all the precautions needed to be taken. Other means of supervision during ordinary school hours is the amount of live interactions teachers have with their students during the day. Teachers and administrators have been tracking students to ensure they are logging in. Those that have not, are being offered outreach to determine what needs they may have. Our current childcare and early learning programs are also offering synchronous and asynchronous opportunities to our students during school hours to keep them engaged in positive, and engaging activities. Currently we are establishing a consortium with local school districts to plan and offer summer camps for our students, now that stay at home orders are slowly being repealed. We also have access to more cleaning resources and personnel eager to return to work. Through planning for and establishing a summer camp program, following CDC guidelines, we will learn first hand other essential components to consider as we move to return to our school building in the Fall.