

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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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.**

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.

At the Wiseburn Unified School District (WUSD), it is our belief that children learn best in the school environment. Still, on March 13, in the face of the COVID-19 emergency and as directed by the State Governor, WUSD closed schools in order to protect both students and staff. In a matter of 48 hours, WUSD staff transitioned to distance learning for all students, resulting in changes to nearly all school programs. To ensure continuity of learning for students, WUSD teachers worked with colleagues during professional development days to organize online lessons, expand use of existing curriculum resources, and participate in online workshops facilitated by district personnel in the use of synchronous and asynchronous teaching strategies. Based on an initial survey of staff, planning days for teachers were added and provided every other week during which optional distance learning program workshops were made available. The counseling team mobilized quickly, promoting newly created online parent workshops, offering drop-in counseling opportunities for staff and families using Zoom, and providing access to a variety of community resources related to emotional well-being, emergency childcare, and social services. ELD, intervention, and special education teachers and support providers moved to online meeting venues to meet with students, and parent conferences continued as scheduled online. The district IT department scheduled Chromebook distribution days for families, provided hot spots and access to free or discounted internet service from identified providers, and added an online help ticket program for families needing support with either hardware or online programs. With campuses closed and all employees working from home, principals, moved all staff and committee meetings online to maintain coherence and community with their staff. A grab-and-go lunch program offered at the middle school was provided for any students in need of meal support. In addition, music lessons as well as physical education continued with both recorded and live lessons made available to students. To support all families during school closure, principals emailed weekly updates, with additional information offered through superintendent messages. All site websites were updated to include distance learning program access information in addition to newly designed online enrollment instructions for both returning and new families. To obtain feedback from staff, students and parents, a survey provided to families in both English and Spanish gathered measurable data regarding online challenges and successes as well as valuable information related to the reopening of schools. The WUSD Board of Trustees, in a move to ensure that grading policies hold students harmless for their grades and the transition to distance learning, approved a revised grading policy for the spring grading period. This policy considered the needs of all students, including those of English Learners, homeless and foster youth, students with disabilities, and those with differing access to digital learning. To formulate options for the reopening of WUSD schools, the Wiseburn Reopening Advisory Partnership (WRAP) was created with 65 stakeholders.. The WUSD’s continuous online communication

including meetings, emails, newsletters and social media posts, as well as daily/weekly synchronous class time bolstered by asynchronous options ensured a strong focus on students' well-being and the continuity of learning for all WUSD students for the school closure period.

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

During this period of distance learning, the WUSD English Language Development (ELD) team, in collaboration with the general education teachers, continued to support language acquisition for our English Learners. Teachers consistently used a variety of online tools and resources that afforded students opportunities to engage with designated English language development through the domains of listening, speaking, reading, and writing. Programs such as Flipgrid and Seesaw allowed students to respond through video to various prompts, thereby continuing to provide speaking and listening opportunities as well as connecting to reading and writing. ELD students used Lexia, a research-based online program, to build and strengthen all English Language Arts standards, especially foundational skills, in a supportive and sequential manner. Teachers provided ELD students with a variety of learning supports, including video conferencing through Zoom, virtual field trips, Kahoot! for skills assessment, and engaging writing activities that connected content to real-life experiences.

The ELD team communicated with families through email as well as through the use of the Remind app. In middle school, parents stayed informed about their child's educational journey through Canvas, the school's learning management system used by all classroom teachers. In addition, ELD teachers hosted evening family activities, such as virtual field trips, to build a sense of community and bridge school and home. WUSD teachers and administrators addressed any language barriers when sharing resources with families of English learners and other non-English households, providing translations as needed.

To assess the effectiveness of English language instruction, ELD teachers regularly analyzed data from STAR and Accelerated Reader reading comprehension assessments, as well as from Lexia (phonics and comprehension) to understand students' strengths and areas for growth. The policies/protocols the district has established to address learning needs of all learners applies to English Learners as well. Those deemed as not participating or participating in a limited way during distance learning were identified and addressed at each site. School administrators and staff regularly reached out to such families and made personal connections to determine barriers, provide resources, and offer information as needed. Our ELD teachers supported families by offering phone calls and/or Zooms with families to address any needs, concerns, or issues related to their child's online instructional program. In order to address students' needs for socialization and encourage participation, our ELD teachers held group sessions with a focus on mini lessons that encouraged students to connect on a more personal level and build community.

The WUSD provided multiple forms of virtual support to students and families to address the social-emotional needs of low-income students at the individual and universal levels. Direct services were offered to students through phone conversations or Zoom meetings. These sessions were further extended for students who were receiving services prior to the school closure and were also offered to students whose needs surfaced post school closure. Families of elementary students who receive counseling services were sent a packet of mental health and social-emotional development resources and activities through the mail. This packet was a component of a larger online resource network that was made available to all WUSD families and teachers. Counselors also provided services and resources for families who self-

referred or who were referred by teachers as needing of strategies to address behavior challenges, social concerns, challenges with emotions, academic concerns, and school closure transitions. Virtual resources were also available to all students, and a counseling resources folder providing information about common concerns (e.g., anxiety, talking to children about COVID-19, behavior, and grief) was available to all families. The link to the folder was posted on the homepage for each school site, was shared through district and site-level newsletters, and was provided to families directly. Social-emotional curriculum was another resource provided to students. The Ripple Effects curriculum offered an opportunity for middle school teachers and students to access lessons as needed and for counselors to facilitate lessons to elementary school students. The Second Step curriculum also provided teachers with resources to easily support students' social-emotional needs. In addition to curriculum, weekly virtual parent workshops addressing topics like anxiety, grief, and creating a schedule, provided parents with an opportunity for live psychoeducation and discussion.

District administrators regularly communicated with teachers and counselors about students who had not been in contact with the teacher(s) during the school closure. Efforts were made to reach families of students who were not actively participating in assignments or teacher conferences. Those students were contacted by phone with follow-up Zoom meetings or communication with a counselor for families struggling to adjust to the school closure and needing extra support navigating the new norms of distance learning. Teachers with concerns about lack of participation from students notified site administrators and counselors who contacted parents or emergency contacts via phone calls and emails to check on the students' safety. If the student was safe and healthy, the counselors worked with the family to address needs in order to increase academic participation. All contact was recorded, and site administrators and counselors continued to follow up with high-risk families through the remainder of the school year. The district provided Chromebooks and internet hotspots to any family requesting these, and the school sites worked with families to help ensure that they had access to internet services. Many elementary school families received packets in the mail for classroom and school activities, and all sites offered distance learning links to online academic resources, training instructions and videos, and online enrichment activities for students and their families. The district also instituted an online help ticket system to further provide technology support to families, students and staff.

Throughout the district, pertinent information was sent out in English and Spanish, and a Spanish-speaking contact was arranged for Spanish-speaking families. The counselors offered a virtual presentation for families from the National Alliance of Mental Illness (NAMI) that was presented in English and Spanish. Counselors used Instagram to communicate with families and included announcements in district- and site-level weekly newsletters. All sites in the district provided parent surveys to garner input on distance learning and the social emotional needs of students during the school closure. Moreover, individual teachers provided wellness check surveys to their students in order to assess how they were feeling. If a student answered that they were struggling, the teacher provided this information to the counselors. Additionally, counselors reached out to some families directly to discuss potential areas of support. Teachers also consulted with counselors when families need additional resources.

The district counselors, school psychologists, and district administrators continued to collaborate through regularly scheduled meetings to ensure that the needs of students were met. The district Homeless/Foster Youth Liaison continually monitored student enrollment and maintained current resources for families in need. At this time, the district has not identified homeless or foster youth enrolled. The district adheres to an open counseling referral system so all students are taken care of by counseling personnel. Furthermore, packets of work for the elementary school students were provided and Chromebooks were loaned to any student in need. The district also adopted a no-harm grading policy so students would not be adversely affected for any lack of resources or impediments due to the move to distance learning.

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

WUSD TK-8 teachers collaborated to create common curriculum plans focused on essential learning targets and standards. Teachers utilized bi-monthly collaborative planning days to work as grade level/department teams to create lessons, and instruction was delivered via live virtual lessons (using Zoom, Google Meet, or Canvas Conferences), as well as through lessons prerecorded by the teachers. Using both whole-group and small-group virtual teaching to differentiate instruction, teachers included virtual field trips to increase engagement and used tools such as Flipgrid and Seesaw to allow students to demonstrate their learning and for the instructor to provide timely feedback to move learning forward. Canvas, the online learning management system (LMS) use at the middle school, organizes learning for students, allows teachers to provide presentations and assignments, and collects student projects and assignments.

Multiple online platforms were utilized to allow for easy access to learning for students. Elementary teachers used Google Classroom as appropriate; kinder and 1st grade teachers relied primarily on Seesaw and weekly emails to provide a learning schedule to families. Elementary teachers used a Google school-wide distance learning folder with subfolders organized by grade level and shared it with families. At the middle school, teachers used Canvas along with frequent ongoing messages to parents, while administrators sent weekly emails and kept school websites updated so families would be informed and connected.

To support students with technology and materials needs, Chromebooks were available for checkout. Any family that requested a device was provided with one. WUSD worked with the school sites to identify the needs of families in regard to accessing and using technology. Administrators reached out to families to schedule device pickup and provide information about free internet access. Spectrum, a local internet company, offers free services for families in need. This was communicated by teachers and administrators via e-mails. It was also posted on school websites. All students in the WUSD are provided with a Google login and password beginning in Kindergarten. Families not engaging regularly in instruction were contacted and offered additional tech support in English and Spanish, as needed. Training/professional development is provided to teachers and staff via both live and pre-recorded venues on a variety of online platforms. Links to trainings were updated regularly in a hyperdoc maintained by the district coordinator. Bi-monthly collaborative teaching days were held for teachers to collaborate and attend virtual professional development sessions. Paraprofessionals completed online training in a virtual environment while special education aides were provided access to a device to facilitate supporting students. District administrators collaborated with the IT department to vet all programs and platforms to ensure no student data was being collected and to ensure safety and privacy. For virtual learning platforms, like Zoom, professional development and step-by-step tutorials were provided to teachers to maximize student privacy. Parents had access to resource guides with links to a hyperdoc, and administrators included “how to” guides in weekly emails for parents needing additional training. Teachers and administrators held live tutorials via phone or Zoom to provide one-on-one tech support. Furthermore, WUSD offered a help ticket system for families to troubleshoot technology issues.

WRAP, a district advisory team comprised of teachers, parents, and administration, continues to meet regularly to plan for the reopening of school in the fall. In determining a school closure grading policy, the WUSD was intent on ensuring that students’ spring grades were not “harmed” by the transition to distance learning and that the policy took the needs of all students into account, including those of English

Learners, homeless and foster youth, students with disabilities, and those with differing access to digital learning. Preserving progress students made prior to school closure on March 13, 2020, enabling students to demonstrate further learning, and providing opportunities to improve final grades were key points considered in determining the following temporary grading policy:

Elementary: Second trimester report card marks are the final grades assigned to the 2019-20 school year; third trimester marks will be entered as a “/” (slash mark) for all academic, work and study habits, and citizenship columns. Teachers will provide families with narrative comments on the report card in lieu of end-of-year marks.

Grades 6-8: Pass(P) /No Pass (NP) grade will be assigned for the fourth quarter. The Pass(P)/No Pass (NP) grade will not be calculated in the grade point average (GPA). Teachers will provide families with narrative comments on the report card in lieu of end-of-year marks. In addition, all school administrators will continue to work with teachers who are having difficulty reaching students and/or support students who are in danger of receiving “No Pass” for any subject/class.

During the school closures, WUSD continued to provide necessary support for high-need student groups through service providers and special education teachers. Services were streamlined so that a family can meet with multiple service providers virtually to support the student. School administrators conducted regular check-ins with all service providers to ensure consistency of student supports. The impact of the school closures on the special education program and services were broad and varied and included but were not limited to:

1. the initial organization and implementation of comparable special education services for students with disabilities,
2. ensuring to the greatest extent possible that students with disabilities were able to access and benefit from online classes/support or access assignments through a digital classroom platform,
3. scheduling IEP meetings within the virtual school schedule and ensuring attendance of all required members,
4. supporting Designated Instructional Services (DIS) related service providers with scheduling services within the virtual school schedule,
5. adhering to and matching minutes from the IEP in the virtual schedule given parameters of Memorandum of Understanding with teacher unions, and
6. accurately measuring student progress on IEP goals and objectives.

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

WUSD chose to use Dana Middle School as the site for meal preparation and distribution. The school is centrally located within the district, has the largest area to practice social distancing, and has the best layout for a "grab and go" meal. Only lunches were provided, one per day. The meals that were served met the National School Lunch program guidelines. Families could only access meals at Dana Middle School. The food service director welcomed feedback from both students and parents and adjusted his meal planning accordingly. The menu varied per day based on input from students and parents. The district coordinated with neighboring school districts to offer surplus supplies and to share with their communities the locations where meals were being provided. It was a collaborative effort between local school districts. The method for delivering meals was "grab and go." The district served lunches every day from 11:30 am to 1:15 pm. Cones were set up six feet apart so that students/families practiced social distancing. Security personnel was on site to ensure there was no congregating or meal consumption on site.

Numerous letters/mass emails were sent out to families informing them of the location and time that meals were available. The district was very clear in that meals would be provided to every student who came for a meal. The district applied and was granted a waiver to participate in the Seamless Summer Option. The district has never participated in a summer feeding program, therefore we applied for the waiver. The district also took appropriate safety and health steps. Food service workers were required to wear face masks and gloves. They deep cleaned all dishes and materials used to prepare the meals. Countertops and common touch points were sanitized at the start and stop to each day. Food service staff were provided with basic training, reminding them of proper food preparation protocols and the importance of proper cleaning of food preparation areas and to frequently wash their hands. No volunteers were allowed. The number of lunches served varied from week to week. The highest daily average for one week was 107 meals served. The lowest daily average for one week was 55 meals served. Overall, the district averaged approximately 75 lunches served per day.

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 school closures, the WUSD worked to increase outreach to families at all schools. With all sites closed, the counseling team (CARE team) mobilized to provide families with a comprehensive hub of different types of resources (e.g., mental health, virtual workshops, and activities for students at home). The team hosted a Virtual Mental Health Fair and provided a Community Mental Illness presentation in English and Spanish highlighting two representatives from the local chapter of the National Association of Mental Illness (NAMI). Combined, these resources supported families in creating home environments that promoted healthy supervision of students during school hours. In addition, site administrators, counselors, and teachers continually monitored student participation in distance learning to identify any issues with unsupervised situations during school hours and followed up as needed by contacting guardians/parents. Administrators provided families with extended learning options such as online field trips, coding games, and access to digital libraries to encourage active and engaged learning opportunities throughout the school day. Links were posted on district and school site websites for resources for parents regarding access to childcare (e.g. <https://www.ccala.net/connect-to-child-care/>).