

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Del Mar Union School District	Shelley Petersen, Assistant Superintendent, Instructional Services	spetersen@dmusd.org	June 24, 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 13, the Del Mar Union School District, in consultation with the San Diego County Office of Education (SDCOE) and the San Diego County Health and Human Services Agency (HHSA), closed all schools and programs in response to the COVID-19 pandemic and the county-wide shelter-in-place order. School closure required significant changes to the District's instructional program.

Throughout school closure, regular communication via email and recorded phone calls has provided the school community with updates on school closure, including changes to the instructional program and information on how to obtain needed technology. A new webpage was added to the district website to house all communication regarding school closure as well as links to HHSA information about COVID-19. Weekly webcasts were added in May to provide ongoing information and share plans in development for the safe reopening of schools in the 2020-2021 school year.

The District shifted immediately into a remote learning model on March 16, the first day of school closure, and occurred over two phases. Phase one began the week of March 16. A menu of learning options was developed and distributed to families providing online and offline activities for the first week of remote instruction. During this time, teachers identified a learning management system and began creating digital lessons connected to grade-level standards.

The Technology department collaborated with each school site to distribute over 2200 Chromebooks to students needing a device, along with information regarding free internet access. A technology support helpdesk was created for families, providing them with assistance in setting up Chromebooks and accessing district digital tools. A learning resources webpage specific to school closure was added to the District's website to house help guides and other support documents for families.

Phase 2 of remote instruction began on March 23 with Let's Connect live meetings with students. Teachers reached out to every student and their parents. Over time students received increasing amounts of live and recorded instruction. Teachers focused lessons on the essential skills needed for students to make progress toward grade-level standards.

Throughout school closure, there has been ongoing consultation with county agencies as well as regular communication with our school community. The Leadership team has also continued with the business of the District, including moving forward with significant facility projects, budgeting, staffing, and planning summer programs and for the fall reopening of schools.

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

School Closure began on March 16. On March 17, every school site, with the assistance of the Technology Department, facilitated the distribution of Chromebooks to all students who needed a device. A second distribution period was scheduled for the week of March 23. From that point forward, school sites continued to distribute devices to fulfill any remaining needs. In total, the District distributed over 2200 Chromebooks to students. Accompanying these Chromebooks was information on how families could access free internet from several local providers to ensure connectivity. All of our families were connected, including our English learners, foster youth, and low-income students.

All students participating in the free and reduced lunch program had access to weekly grab and go lunches where students obtained a week's worth of lunches each Monday. Staff also posted information on alternative emergency locations providing meals in the county on the district website.

Within the first two weeks of school, teachers and site principals worked collaboratively to reach out to every student and their parents, including our unduplicated student groups during live 'Let's Connect' meetings on Google Meet and Zoom. When a family did not participate in Let's Connect Meetings, teachers and site principals contacted them via email and phone call to assess the support needed for their participation. These check-ins continued throughout school closure through weekly 'Let's connect' and regularly scheduled office hours where parents could reach out to teachers with specific questions. Reconfigured trimester two parent conferences became check-in meetings with all parents over two weeks in April. Instead of focusing on grades, these meetings were an opportunity for parents and teachers to have conversations about students' well-being and what needs students had for remote instruction.

Throughout remote instruction, teachers continued to refine remote instruction. For example, virtual meetings provided opportunities for small group instruction, allowing for differentiated support and scaffolding for students, including English learners and other at-risk students. Teachers also continued to seek out ways to use digital platforms to provide personalized feedback to all students.

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

As soon as schools closed, the District shifted immediately to a remote learning model that occurred over two phases and included all K-6 students and the special education preschool.

Phase one began the week of March 16. A menu of learning options was developed and distributed to families providing online and offline learning activities for the first week. Information was provided to teachers outlining expectations for continued student learning and communication with families. Teachers identified a primary learning platform, Seesaw, PowerSchool, or Google Classroom, and began creating digital lessons connected to grade-level standards. The District distributed digital devices and created a technology support helpdesk and learning resources webpage for families.

Guidelines for phase two of remote learning were developed and communicated to families the week of March 23. Objectives for remote learning included providing engaging lessons that focused on essential skills and content needed to make progress toward grade-level standards. Lessons were designed to be accessed flexibly in response to the variety of family circumstances and schedules. Teachers also scheduled opportunities for students to connect through live 'Let's Connect' sessions.

STEAM+ teachers provided weekly lessons in their specialty areas through the LMS to supplement and support classroom instruction. Special education teachers and service providers provided consultation to teachers to ensure activities were accessible. They reached out to students on their caseload to provide additional support and resources related to areas of disability.

Instructional Services and Technology staff developed a PowerSchool resource page to house teacher support documents and videos for all district learning management systems and digital tools. Resources included guidance for developing live and recorded instruction.

On March 30 and 31, The Instructional Services Department held districtwide virtual conferences with all grade levels, STEAM+ Teachers, and Special Education staff to gather input and respond to questions regarding remote learning. Spring break was April 6-10, during which the District provided families with a refreshed list of at-home learning activities.

Over spring break, the Instructional Services Department planned additional training for all teachers. Eighteen sessions were held over eight days, beginning April 13. Topics included a focus on the three District supported learning management systems, best practices using recommended tools for recording instruction, and how to safely conduct a live remote session using Zoom and Google Meet. In addition to technology sessions, District math TOSA's facilitated grade level support sessions and developed specific content weekly for teacher use in providing Cognitively Guided instruction for mathematics remotely.

On April 12, parents were provided a Distance Learning Guidelines and Expectations document. This document described phase 2 of remote learning which included up to one hour live and/or recorded video lessons daily as well as continuing with 'Let's Connect' Sessions and daily office hours. Resources for digital citizenship and tips for learning at home were also included in this document.

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

As soon as school closure went into effect on Monday, March 16, families participating in the free and reduced lunch program had the opportunities to pick up lunches at no cost. As our District does not have a dedicated cafeteria, business services worked with Choice Lunch to deliver meals Ashley falls once each week. The District sent out communication via email and automated call to families providing directions for picking up five grab-and-go meals at Ashley Falls School each Monday. Staff followed social distancing protocols and all food service procedures required by the health department throughout distribution. Each week the District provided over 200 lunches for students.

Families were also provided information for additional resources for meals, including alternate sites for accessing meals during the school year and summer and also the availability of P-EBT, which provides funds to use for food and groceries.

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

The District submitted survey information to the San Diego County Office of Education as part of their efforts to provide pop-up childcare for essential workers. While our District was not selected to provide this service, After School Program (ASP) personnel received training so they would be prepared to provide services in a safe environment if needed. The ASP will provide summer camp beginning June 18 and will continue through August 14.

Beginning on May 26, the District's Early Childhood Development Center reopened to all essential employees and to any family whose work has resumed. All required regulations are being followed to ensure the health and safety of staff and students.