

COVID-19 Operations Written Report for William S. Hart Union High School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
William S. Hart Union High School District	Jan Daisher Director of Special Programs	jdaisher@hartdistrict.org 661-259-0033	June 30, 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.

The district's leadership teams met at the beginning of March to immediately formulate a plan for transitioning students, teachers, all classes, and support services to distance learning among the stay-at-home orders. All academic programs moved to distance learning with additional supports provided for special education IEP needs, English language learner considerations, continuation of counseling services, required social distancing, personal phone calls, and online meetings beginning March 18, 2020. All families received email and video announcements from the District informing them of the immediate changes necessary, and protocols for continued learning due to school closures. Students who did not have adequate technology at home were given Chromebooks to permanently take home and use for continued access to learning through the generous donations provided by the WiSH Foundation. Social workers, counselors, and administrators informed families of low-cost and free Internet options available in the community for those in need of acquiring service.

The District shifted to a universal online block schedule for all schools, provided direction, support and guidance for teachers, and ensured that student support services continued in the most appropriate, safe method possible. Staff were given several days to gather supplies and prepare initial lessons from their empty classrooms before official stay-at-home orders were implemented in the second week.

Students and families were immediately impacted by the need to stay home daily. Many parents' jobs were affected, and for some the burden of having all family members home together at all times strained family relationships and exacerbated social-emotional and economic issues in new ways. Parents took on the increased demands of childcare and supporting their students' in the learning process while encouraging and helping them continue their education. Students and families were forced to eliminate unnecessary or essential contact with other people in the community, wear face masks and maintain social distancing whenever going out, develop stay-at-home routines for those who could work from home, adapt to remote online learning, develop computer literacy skills, and put forth deliberate effort to stay engaged, motivated, and connected.

Special Education services were coordinated with case managers, school psychologists, and therapists to continue providing services for students in Individual Education Plans to maintain support as required. Therapists have ensured that counseling services remain intact by

phone and through virtual online meetings. Counseling services were coordinated with community partner agencies for students currently receiving Educationally Related Intensive Counseling Services (ERICS) and therapy through phone conversations and/or online virtual meetings with parental support.

Daily attendance was taken through student check-ins with teachers, turning in of academic assignments, and virtual meetings. Administrators, counselors, social workers, and teachers followed up with personal phone calls and extensive outreach for students who seemed to be missing from online meetings and not participating in class assignments or continued learning in any way. Students living in areas of the community without reliable Internet, WiFi, hotspots, or cell phone service were given hard copies of instructional materials, and contacted regularly by school staff and social workers to stay connected and provide necessary support for their academic and social-emotional needs.

Grading policies were revised for Spring semester 2020 to “hold students harmless” for school closures and the emergency transition to distance learning as measures beyond their control. Students were able to choose between letter grades and “credit” as their final mark, and no student could fail a course if they had not already been receiving a failing grade at the end of the 3rd quarter. The final two weeks of the semester were dedicated strictly to academic intervention, improving final grades, and increasing achievement for struggling students. Graduation ceremonies were modified to online virtual platforms with approved drive-thru awarding of diplomas. End-of-year events and check-out procedures were completed through non-contact systems following social distancing and health protocols. District committees met multiple times to discuss policy changes, appropriate protocols, safety procedures, and final decisions regarding all these important topics.

Board meetings, DELAC, ELAC, and School Site Council meetings were all held virtually through online platforms following State guidance to complete year-end meeting requirements for each organization.

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

Bilingual Instructional Assistants provided direct translation for English Learner students over the phone and through online virtual meetings to help them understand assignments, use technology, access resources in the community, and provide academic and emotional support. Teachers used the “Talking Points” app which translates messages into multiple languages to communicate with parents and students. Students utilized Google translate on their home devices to access and comprehend content material when necessary. Additionally, designated ELD support classes used Rosetta Stone to support English language skill building for Newcomers and beginning level EL students. Designated ELD teachers also held special office hours each day to meet virtually with students for additional guidance and support.

Social Workers, Administrators, and Counselors made regular direct contact with low income students, those experiencing homelessness, and foster youth assessing their individual needs and meeting them weekly. Teachers shared with site administrators and counselors the names of students who were not logging in to class assignments and virtual meetings, did not appear to have access to the Internet or cell coverage in their homes, and were not responding to phone calls home. District staff delivered Chromebooks, information on low-cost Internet resources, hotspots for WiFi access, food, and supplies to meet the basic needs of students individually. They also provided hard

copies of curriculum for students who could not access the Internet and work online. In cases where families were sick with the coronavirus especially, social workers delivered food and supplies when needed. One social worker was assigned to work with all foster youth in our district, maintaining close contact with each to support their individual needs. All social workers maintained their caseloads of students experiencing homelessness, addressing their needs daily, delivering supplies, and supporting their complete range of social-emotional needs. Low income students continued to receive daily meals from any of the 14 designated meal-delivery schools, and were supported academically through the continuation of after-hours tutoring and supplemental intervention support programs.

Teachers collaborated on addressing the social-emotional needs of students as a regular part of weekly interactions. Students reported that virtual face-to-face interactions with teachers and other students through Zoom and/or Google Meets were extremely helpful in supporting their emotional need for connection. Teachers opened daily instruction with personal check-ins asking students to share good things going on in their lives, focusing on optimism and gratitude. Class time and office hours were personalized to address students' emotional well-being through short writing prompts, goal setting, self-reflection, choice in assignments, focus on responsible decision-making, being mindful, intentionally practicing self-care, and discussing ways to maintain personal health.

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

The District created a specialized Distance Learning weekly structure for block scheduling of classes every Monday through Thursday, with teacher office hours for student support on Fridays. This provided flexible learning time within a new regular routine for students and teachers to follow each week through the remainder of the school year. Teachers were given direction, guidance, and support on how to focus on essential content standards for lesson planning, transition to online learning platforms, choose from the many options of free educational resources available, and provide social-emotional support for students in this remote learning environment.

Teachers utilized Google Classroom as the primary platform for online instruction since it was free, created for education, easily accessible through the use of Chromebooks, and familiar to all students having used it in classes across the District for several years now. Teachers collaborated weekly on how to suddenly deliver all lessons online and still engage students in this new distance learning situation. Keeping students engaged, involved, and motivated has been a primary focus considering the variety of home environments students live in. Instructional Coaches, department chairs, teachers on special assignment, faculty leaders, and school leadership teams assisted colleagues with all aspects of transitioning to distance learning - effective online instructional practices, creating lessons for distance learning, utilizing suggested platforms, assessing student learning, and supporting students in a variety of social, emotional, and academic means. District staff focused on reaching out, monitoring, and meeting the needs of struggling students.

The district created a distance learning webpage <https://www.hartdistrict.org/apps/pages/distance-learning> to support students and parents needing technical assistance, complete with all updates and details about student schedules, how to use Google Classroom, Special Education resources, student and staff technology support, and free / reduced / low cost internet options and hotspots. Also on the district's home page is a new link to the School Closures Frequently Asked Questions document <https://4.files.edl.io/b64a/05/18/20/212652-eaae419a-65f1-4c27-ab8a-2b8afb93350b.pdf> with additional information and resources on student supports, grading policies, testing, graduation, end-of-the-year procedures, meal service, child care options, English learner support, and the parent / youth helpline.

End-of-the-year surveys were sent out to parents, students, and staff to assess the effectiveness of these distance learning efforts, and evaluate families' needs for next year when planning the return to school in the Fall of 2020.

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

Families were notified by district phone calls, mass emails, school newsletters, and website updates about the provision of school meals for students, pick-up locations, daily schedules, and procedures. The District coordinated school meal distribution efforts with our local elementary school districts partnering together to provide a unified community effort. Administrators and additional school staff handed out free school meals Monday through Friday from 12:00 - 1:00 p.m. every week since March 16, 2020 in a pick-up "grab and go" setting from three junior high school locations and eleven elementary school locations. Staff wore facial masks and gloves, and maintained social distancing requirements when handing out meals to families as they arrived. These fourteen school locations were chosen to cover the widest range of the entire City of Santa Clarita so that all students had access to a location somewhat near their residence. Families could pick up meals from any school close to their home in a drive-up or walk-up setting. They did not have to select the school in which their child attends. School meals have been available free for all children in the City of Santa Clarita age 18 and younger. No application or proof of income was needed. School meals originally included both a breakfast and lunch meal meeting the USDA nutritional requirements for student meals, and then a dinner item was added in May. Meals will continue to be available for pick up at the three Junior High locations through the end of July.

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

As a secondary school district serving students 14-18 years old, the District's focus for the supervision of students has been on their safety during distance learning, particularly in terms of online supervision. Parents were informed of available educational services, community resources, and changes to students' school schedules and policies as they developed on a weekly basis through emails, phone calls, and recorded video messages from the Superintendent, Principals, Directors, and Teachers. District and school webpages have been updated regularly with the most current information. Detailed COVID-19 School Closures and Distance Learning webpages were created to address frequently asked questions and provide important information and updates for parents, students, and staff.

Teachers were instructed to hold group virtual meetings only, preventing individual meetings with students in a one-on-one setting. Instructional assistants also participated in classroom online meetings to provide support for students. Teachers set up class norms for the proper use of Zoom, GoTo, and Google online meetings. Safety protocols were put in place by the district technology department for all district accounts to prevent unwanted online disturbances.

Information about available community resources for childcare were sent out through Social Workers and Counselors to provide options for parents who must work outside the home and who have younger elementary school aged children. Our local elementary school districts coordinated efforts with other community partners to provide childcare options available for very young children district-wide. Available

options were posted on our School Closures webpage: <https://4.files.edl.io/ff6f/05/27/20/222429-bcefd9a-6e94-4ce2-80aa-cdf249b6e90c.pdf>

Counseling services were coordinated with community partner agencies to continue providing services for students currently receiving Educationally Related Intensive Counseling Services (ERICS) and therapy through phone conversations and/or online virtual meetings with parental support checking on students' well-being and supervised home situations.

Special Education services were coordinated with case managers, school psychologists, and therapists to continue providing services for students on Individual Education Plans to maintain support and documentation of student supervision as required.