

COVID-19 Operations Written Report

Board Approved: June 24, 2020
tz Superintendent's Office

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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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 Carmel Unified School District, in response to the COVID 19 crisis, has made significant changes to our programs and systems in order to meet the needs of our students, their families, our employees, and the community. On the afternoon of March 12th, our district made the decision that remaining open would jeopardize the health and safety of all in our community. We came to that conclusion based on the mounting evidence of the inherent dangers of the pandemic provided through the guidance of county, state, federal, and global health officials. On March 13th, the first day of the closure of all of our facilities, Monterey County officials called for the closure of all county schools.

The closure of our schools made it necessary for us to quickly adjust and transform our systems of learning and supports to a distance model. The district put together a Pandemic Task Force made up of employee group representatives, district staff from the various departments, as well as site level and district administrators. The group began to collaborate around the needs and realities that presented themselves from this rapid shift, and began to make decisions on how to address those needs and realities.

The district rapidly implemented changes to our instructional programs across all levels. Our secondary schools, because of their 1 to 1 student technology (chromebooks) and the wide use of technology across the existing instructional programs, were able to implement distance learning primarily using an online model. At the elementary level, where we do not have 1 to 1 student technology across all grades and technology is used more in a supplemental role, we chose to implement a model that included teacher/grade level created learning packets for all students, access to self paced/adaptive educational technology programs, and individual and small group on-line support for all students as needed. To address the need for technology the district provided a chromebook to any secondary student who needed a replacement and to any TK-5th grade student whose family requested one. For families of 6th-12th graders with internet connectivity issues the district provided wifi hotspots to assist them. Where internet signal was not physically possible, students were provided paper packet assignments.

In support of students our counselors shifted the focus to supporting students and families emotional well-being, and continued crisis response. At the middle and high school, school counselors continued to offer guidance for class schedules, and in particular, supporting juniors and seniors with end-of-year college and career activities during this uncertain time. Sites also developed student support contact systems using classified staff to conduct outreach to students to help problem-solve academic and social/emotional issues.

To help mitigate the impact this crisis has had on our families the district provided healthy meals to students across our community through a food delivery program.

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

CUSD has made it a priority to meet the needs of all of our students during this crisis. One of the ways the district and its school are supporting the various needs of students is through outreach. At all levels teachers, support staff were assigned to encourage and support students. They emailed, texted and made regular phone calls with both students and parents. They also organized individual and small group support for identified students. In addition, the school counselors periodically contacted students and families who are in historically underserved populations to gauge how students were functioning, academically and socio-emotionally, in the distance learning environment. Administrators followed up with those who were not responding and/or continued to struggle. The middle and high school administration took the lead to provide oversight of students without internet access, and in consultation with teachers develop and support alternate means of instruction. The district technology department reached out to families in underserved parts of our community to ensure all students had the chromebooks they needed and to help to provide hotspots for internet access.

In support of our English learners the district provided ELD (English Language Development) learning materials to EL (English Learner) and RFEP (Reclassified Fluent English Proficient) students. The class teachers, ELD teachers and instructional assistants provided instruction for all students through computer platforms, computer programs, videos posted on school websites and phone calls to parents and students. The staff made it a priority to maintain personal contact with their students and to ensure they were making progress in their learning.

Students receiving Title 1 services at school continued receiving services and communication from their classroom teachers, special education teachers, intervention teachers, school counselors, behavior assistants and instructional assistants through computer platforms like Zoom and direct phone calls. For high needs students, multiple instructional staff formed teams to contact those students on a daily basis.

Another way CUSD continued to support students in need was through our meal delivery program. We also opened the gym at the middle school to a group of community volunteers and a CHS service group, This Club Saves Lives, who together formed a Community Food Bank to provide basic supplies to families in need.

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

As described at the beginning of the report, CUSD secondary schools transitioned to a predominantly online distance learning model while our elementary schools implemented a model using teacher created packets with online and by-phone teacher support supplemented by self paced/adaptive learning software. The goal of each model was to deliver high quality core instruction.

In April, both the middle school and high school adopted distance learning schedules to provide better structure and opportunities for student/teacher interaction and to assist students with time management related to their school work. Elementary teachers set up schedules for whole-class meetings, small group meetings, and individual student meetings to meet the needs of their students. These meetings took place via teleconferencing or by phone. Teachers at all levels have used both synchronous (in real time) and asynchronous (not in real time) methods to deliver instruction, check for student understanding, and maintain standards of performance to ensure student engagement.

Throughout this crisis teachers and staff have been engaged in professional learning that focused on available platforms to deliver content and communications to students and families, and to increase their knowledge and capacity for using technological tools that better engage students during remote learning. Our district instructional coaches played a valuable role in supporting our teachers during this time. Their work included the continued creation of tools, staff training, and resources designed to assist our staff during this new reality. This work was essential in our commitment to continuous improvement in order to meet the learning needs of all of our students.

In support of students with special needs, Special Education staff informed parents via written documentation what services their child would receive during the closure. Parents of students with 504 plans were also notified of how their child was being provided ongoing accommodations. Staff, including itinerant staff, were provided resources to support their shift from an onsite delivery of services model to a teletherapy model. Providers coordinated with parents to provide services online, telephone conferences, and continued referrals to mental health as needed. Teachers provided the accommodations that continued to be relevant for students in the distance learning model format in order to ensure that student needs were being met.

Our counselors continued to support the learning needs of all students as well. At all levels counselors continued to connect with students and families via virtual and teleconferences.

At the elementary level, an online social emotional program was used to support students' emotional wellbeing in the distance learning model.

Our pre-schools also continued to provide support to students. Our preschool teachers provided daily appropriate distance learning for all students and outreach to parents twice weekly during the closure.

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

CUSD made it a priority to ensure that the students who rely on the district provided meals during the regular school year would receive free healthy meals on a daily basis throughout the school closure. In order to inform our families of our plans to continue food services we posted notice on the district websites that we would be providing meal services to all students who needed them. Initially, multiple messaging was sent to all families through blackboard robo calls, email, and website notices.

Once we commenced operations, 360 packages of meals were prepared and delivered to 360 children twice a week. The meals were distributed on Monday and Wednesday. The packages contained two meals, breakfast and lunch for each school day (Monday thru Friday). The Monday delivery contained breakfast and lunch for both Monday and Tuesday. The Wednesday delivery contained breakfast and lunch for Wednesday through Friday. The district provided 10 meals a week for students with a total of 3,600 meals prepared and delivered each week. The highest standards of food safety and sanitation were applied by serving securely packaged items along with freshly prepared food, fresh fruits, vegetables, and milk.

Meals were delivered and served at the following six locations throughout our community: Carmel Middle School, Tularcitos Elementary, Palo Colorado, Ventana and Post Ranch locations in Big Sur, and the Cachagua Community Center. Safety precautions and physical distancing measures were used at all distribution sites.

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

Beginning March 13, 2020 all CUSD sites were closed for operations including our child development centers. Under the Monterey County Public Health Order to shelter in place, issued on March 17, 2020, only essential workers in the county were allowed to perform work at essential businesses. This caused the potential need for these essential workers to find supervision for their children during ordinary school hours.

In partnership with the Monterey County Office of Education, arrangements for the supervision of students during ordinary school hours were made available to families through the local Resource and Referral Agency Website. Resources and support for families as well as links to the Resource and Referral agency website are found on the Quality Matters website. CUSD posted links to these websites on all of our websites to assist anyone looking for quality child care or support resources..

Our Director of Child Development Programs, Laura Dunn, who is also the Chair of the Monterey County Child Care Planning Council worked collaboratively with the above organizations to address the child care emergency in our county. Along with the posting of resources on our website, she also sent out several emails to all families in CUSD with children 0-12 years of age with resource links for a multitude of family needs, including child care. Laura has also continued to reach out to parents directly with parenting support, and she has contacted needy families by telephone and email to make sure they have the resources they need.