

## COVID-19 Operations Written Report

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.

The Ontario-Montclair School District's modified program offerings, in response to school closures beginning March 16, 2020 due to the COVID-19 emergency, included moving from in-class instruction to a distance learning program. Ontario-Montclair staff developed Distance Learning Plans, which delineated expectations for delivering both online and offline instruction, as well as special education services, for PK - eighth grade students. This Distance Learning Plan asked teachers to create a weekly Classroom Learning Plan, which described the curriculum, including English Language Development (ELD), to be used, the method for providing instruction, and the strategies used to provide feedback to students and their families. Additionally, teachers developed a weekly Student Learning Plan. This plan was a guide for students and their families, which outlined the variety of tasks and assignments, in multiple curricular areas including ELD, for the week. Finally, teachers completed a Contact/Service Log, which contained the contacts made with students and their families. Special Education and mental health services continued during the closure with case carriers and clinicians providing service/therapy via telecommunication. Over the course of the closure school staff supported teachers in contacting students and their families who were difficult to reach. This outreach effort assisted teachers in connecting with students and ensured access to instructional materials. Because not all students were actively involved in Distance Learning, staff anticipates some loss of learning for students. Districtwide Pathway Seal of Biliteracy applications and awards continued virtually. Parent Educational Center classes shifted to Distance Learning. Additional program changes included the modification of end-of-year programs such as promotion ceremonies, Summer Enrichment Program (an online summer program was made available to all students for June and July) and Extended School Year (offered online during the month of July).

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

English learner, foster youth and low-income students comprise 87% of OMSD students. During school closures, OMSD staff was relentless in providing materials and access to instruction and reaching out to support student learning. Teachers utilized synchronous and asynchronous methods providing instruction with the principal benefit to unduplicated students. The instructional needs of English learners were addressed by embedding designated and integrated ELD into the online and paper curriculum templates. The Distance Learning portal for teachers included resources and strategies for English learners for ELD, Dual Immersion, English learner intervention, and Bilingual. Professional development was provided to teachers. Spring Reclassification monitoring forms were completed by teachers for 4003 students and parents were provided classes on ZOOM in Spanish through the Parent Educational Center, ongoing interpretation and translation of documents including the launch of Language Line supported two-way family and school communication in languages other than Spanish. OMSD provided case management services for low-income students and families ensuring access to basic need resources such as food, clothing/shoes, diapers, and housing referrals, including weekend food packs to 831 families weekly. Mental health services via tele-health supported students during the distance learning environment transition. OMSD staff monitored enrollment of Foster Youth through CalPADS and conducted wellness checks when notified there had been no response from the household. Staff communicated with county agencies and social workers when there was a need for additional support for these students. Finally, the region's foster liaison communicated with District to provide additional resources for Foster Youth. This assistance included mental health, safety at home and physical health resources. OMSD staff anticipates the need for additional time instructing via Distance Learning for the 2020-2021 school year, pending guidance. In order to reduce the digital gap for many of our student, the District is making a significant investment in laptop computers.

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

To ensure high quality distance learning. OMSD offered a program in phases. First phase March 16-April 3: students provided materials and resources before leaving on March 13, including core and supplemental materials, largely in paper/textbook formats. Teachers used information gathered prior to closures to begin their communication with students/parents, identifying student access to technology and responsiveness to teacher/staff outreach. Phase 2 April 6-May 1: school closures extended and became clear many students did not have access to technology, schools/district orchestrated paper packet and Chromebook distribution during meal service. Parents received information regarding low-cost and free WI-FI. 10,000 paper packets and 5,000 Chromebooks distributed. To support teachers, students and families, staff created an innovative and dynamic Distance Learning website full of resources. Teachers provided information indicating 9,000 students either did not have access to online learning or had not been in contact. Paper packets, along with information on how to contact the teacher, were mailed to these students. Phase 3: paper outreach and ongoing distance learning program. Professional development provided to teachers to support them in shifting to this new type of instruction, including how to provide synchronous and

asynchronous learning opportunities. Teachers provided support and guidance by their site administrators, support team, and district team. Additionally, teachers supported the social emotional learning needs of students through a variety of ways. Site staff kept the energy and enthusiasm for students and their families through virtual spirit weeks and staff videos. Parents were provided support and encouragement from teachers, school staff, case carriers, mental health professionals, and staff from Parent Education Center. OMSD launched a Return to School Work group consisting of a wide range of stakeholders. One recommendation from the Work Group was the need for 1:1 student to computer ratio to support some level of Distance Learning in the future.

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

Throughout the school closures, OMSD has continued to provide breakfast and lunch to children ages 1-18 in the community for all five school days each week. A recap of our serving schedules: On March 16, the Monday following the March 13 school shutdowns, OMSD continued to serve meals at all sites through the entire week. Beginning March 23, during Spring Break, OMSD consolidated its meal servings to 7 school sites. For the week of March 30, OMSD began the week serving meals at all sites and ended the week serving at all but one school. From April 6 through the present day, OMSD has served meals at 9 different sites. Currently, OMSD operates on Monday, Wednesday, and Thursday, serving breakfast and lunch for each day by doubling meals on Monday and Thursday. Through May 20, OMSD has served over 387,175 meals and projects to distribute in excess of 400,000 meals by the end of the school year. All of OMSD Food Services employees have been instructed to socially distance throughout the closure period and currently provide 'drive-up' service at all of the operating sites. This drive-up service provided necessary social distancing between families, in addition to staff precautionary measures.

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

The Ontario-Montclair School District did not provide daycare or other in-person supervision of students in district facilities during the school closure, as it was not practicable to do so.