

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Holtville Unified School District	Celso Ruiz- Superintendent	celso@husd.net	6/22/2020

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 Holtville Unified School District has made several changes to program offerings in response to school closures to address the COVID-19 emergency.

Prior to April 21, 2020, the students were assigned two weeks worth of enrichment resources via paper/pencil packets and/or online resources, such as Google Classroom. During the first week of the closure, teachers worked to set up their online Google classrooms, as well as reestablishing their online communication presence. They surveyed their students and reported technological needs to administration. The next 4 weeks of the closure, the focus was on enrichment-based instruction that reviewed and fortified previously taught standards.

As of April 21, the schools adopted a Remote Learning Plan, which included platforms like Google classroom, Zoom meeting sessions, and paper pencil curriculum depending on the needs of each individual student. Teachers were asked to incorporate district online programs such as Accelerated Reader, Accelerated Math, Reading Plus, Go MyAccess, and adopted curriculum based websites.

All teachers contacted students weekly to answer questions and assist with any needs. Counselors and support staff such as Student Behavior Alternative Discipline Specialist also make additional contact with students in need of emotional, social, or behavioral support. ASES staff members were assigned to teachers grades K through 8 to assist with phone calls, homework and/or enrichment activities.

There has also been a change in the grading program. The Holtville Unified School District 4th Quarter Grading and Credit Policy was adopted by the HUSD School Board. It includes credit/no credit for 4th quarter and a “hold harmless” policy for semester grades in 6-12. It does require, however, active participation of all students during the remainder of the 2019-2020 school year.

Special Education services are also conducted remotely via teleconferencing or video conferencing. All students continue to receive speech, psychological, and educational services in a remote learning style. Special Education Teachers collaborated with General Education teachers to create online activities and/or packets that meet the individual needs of all students in special education and assist them in reaching their goals in their Individualized Education Plans.

There are several major impacts of closure on students and families that center around transportation, Internet connectivity and basic needs. First, many of our families relied on school district transportation to get to and from school daily. With school facilities closed, many families are not able to come and pick up meals and/or coursework. In these cases, they are being delivered to them by staff whenever possible. Second, many of our homes do not have strong Internet connectivity, which prevents students from accessing additional resources via the Internet. A laptop is provided to any student that does not have one available. Students that have connectivity issues are provided with a wireless router that allowed students and their families to connect to the Internet in order to participate in long distance learning. In cases that internet access is completely unavailable, students are provided with their coursework via paper/pencil. The last major impact is basic needs. Many of our families have lost their jobs and cannot provide meals and housing. This has caused several families to move out of state or live with other families. We provided homeless services when necessary and breakfast and lunch to all community members 18 years old and younger.

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

Holtville Unified School District's Distance Learning implementation offered a high-quality program that focused on the following areas: created a routine for students, increased student engagement, promoted family connection, and met the needs of our English Learners, Foster Youth, and Low-Income students. Teachers created daily schedules that provided clarity and classroom expectations. It was critical to the District to invest in increasing connectivity with our staff, students, and families to facilitate with this. Lap tops and Wi-Fi were made available to allow all students, ensuring that all our foster and low-income students received all equipment necessary to allow access to Distance Learning. Teachers used different modes of communication to keep parents informed and connected to assist in their child's learning. All communication was provided in both English and Spanish.

Classroom teachers were provided training to learn the necessary platforms for a seamless transition in student learning. It was also essential to continue to differentiate instruction for their students during Distance Learning. Classroom teachers, intervention teachers, and support staff met with small groups to support student needs. Other strategies that were implemented during Distance Learning included Designated and Integrated English Language Development (ELD) that were integrated in the daily schedule to continue to support our English Language Learners. ELD students were also able to use online tools such as Google Translate and other online dictionaries. High leverage strategies, including Guided Language Acquisition Design (GLAD), were embedded in lessons to increase academic vocabulary and oral language development. The use of visual aids, to increase comprehensible input, was also incorporated in daily lessons through Zoom and online platforms.

Resources for foster youth and low-income students remained in effect during the school closure including access to district and county resources, school meals for breakfast and lunch available via curbside pickup, and individual and group counseling services. The backpack program also continued to provide meals for foster youth and low-income students for the weekends through the end of the school year

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

Teachers continue to develop standards-based lessons to ensure high-quality instruction. All sites in the Holtville Unified School District are delivering curriculum that is aligned to the California Content Standards including English Language Arts, Science, Social Studies, Math, PE, Health and electives. Students are given course work weekly or bi-weekly. Students are given directions to complete tasks and resources for extra support. Timelines are given for assignments and accommodations and modifications are made for English learners and students in special education.

Teachers meet in grade level teams to determine the work that will be presented via Google classroom or that will be sent home with students and to ensure that the work is aligned to both the grade level and content standard. Social/Emotional support lessons are also included to address the social/emotional needs of the students. Students have access to support via email, telephone, and/or video conferencing. Staff calls student at least weekly to offer support and more often when students are struggling. Some students receive phone calls from the classroom teacher, special education teacher, counselor, ASES Instructor and others weekly offering support.

Every week students submit work completed and the following week teachers will grade the work and provide feedback when necessary. Students will receive either credit or no credit for the work completed.

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

Maintaining the safety and health of staff and community while continuing to serve meals is of the utmost importance. The District's Food Services team quickly adapted operations to comply with COVID-19 guidance on social distancing.

The operation is set up so that the food is distributed to the vehicle on the driver's side. Bags containing meals are placed on a 3-foot cart that is wheeled to the driver. Between the cart and the length of the staff member's arm, we are maintaining 6 feet. For walk-up participants, meals are placed at the end of a 6-foot table for retrieval or at the end of a 3-foot cart like the protocol for vehicles. Social distancing in our kitchen is a challenge secondary to their tight layouts. Our strategy has been to keep staffing to a minimum and to diligently remind each other to maintain a safe distance. A menu has been chosen specifically and carefully to minimize the time staff must spend preparing it.

Once schools were dismissed, two school sites were identified for serving the community. Food service was immediately moved outdoors to the front of this site where the community can receive meals quickly with limited interaction and without congregating. Meals are delivered using a drive through or walk up format. To further limit exposure, a tray system is used in which meals are placed on tray for members of the public so that there is no person to person contact and six feet of separation is maintained at all times. Additionally, personal protective gear including facemasks, gloves, headgear and aprons has been provided to all staff.

Meals are delivered to homebound families or families without transportation upon request.

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

The Holtville Unified School District provided opportunities for supervision of students during ordinary school hours by providing flexibility to its employees performing essential duties. Many of these individuals work in the Maintenance, Operation and Food Services Department. That flexibility allowed those Holtville Unified School District employees to provide their own child supervision.

In addition, the district has provided District families with sites near our community where limited childcare is being provided. Information is provided to all staff of known programs that remain open during this time that provide supervision of students. Site staff provided ongoing information to District families regarding programs that are currently open. The information about the availability of the surrounding cities and county childcare centers as well as healthcare and counseling services was and is widely disseminated to all District families. Holtville Unified School District, in cooperation with neighboring districts was able to refer essential workers in need of childcare services if the need was communicated.

At this time, there have been no requests from essential workers, agencies or District families for childcare services.

California Department of Education
May 2020