



COVID-19 Operations Written Report for Redlands Unified School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Redlands Unified School District	Mauricio Arellano Superintendent	mauricio_arellano@redlands.k12.ca.us 909-307-5300	June 9, 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 13th, San Bernardino County's shelter-in-place order suddenly changed the lives of thousands of families in the Redlands Unified School District. In consultation with the County Office of Education, other San Bernardino County school districts, and the County Health Department, the district closed its twenty-five schools and began planning for a transition to distance learning. Redlands USD students and teachers participated in their regularly scheduled Spring Break from March 16-27, 2020. On March 30, 2020, students and staff moved into a two-week online enrichment learning platform using Google Sites. The child nutrition department and central office leaders began to distribute meals, instructional staff developed distance learning expectations, and the district distributed Chromebooks to students who did not have them at home using a drive-through service for pick-up. Information regarding access to no or low-cost internet access was provided, as well as free hot spots to families without connectivity. During the enrichment learning weeks information was provided to students, parents and teachers on how to access distance learning platforms in preparation for learning to begin. Additionally, staff participated in staff development to support a successful transition to online learning.

On April 13, 2020 RUSD students began distance learning. Through a collaborative process it was determined that students' needs would best be met during this time with face to face instruction by classroom teachers over an online platform. Elementary students throughout the

district shared a grade level specific time to meet online with teachers, and secondary students participated in a blocked schedule allowing students to meet with each period teacher twice a week. It was determined that a staggered schedule would best allow families flexibility to share devices at home to ensure all students would have access to online learning. Students had daily opportunities to engage with their classroom teachers and continue the learning process for the remainder of the school year. Parents and community members had access to updated information and resources through the district website, e-communications, auto-caller messages, social media, and School Board meetings shared via online platforms. In addition, school and district staff were available to aid regarding 1. high quality distance learning, 2. distribution of school meals, and 3. resources for supervision during the school day.

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

During these unprecedented times it remained a priority of the district to maintain regular communication with our English Learner, foster youth and low income students. Our English Learner district staff and site representatives, communicated with families via phone calls, online meeting platforms, e-communications, and social media to collect information and provide direct support to ensure high levels of learning, as well access to supervision, meals, and social emotional supports. District staff in the curriculum and school improvement office, as well as our district level Academic Case Carriers used similar means of communication to communicate with our Foster Youth and low-income students.

Additional supports for EL students were provided through weekly grade level specific ELD lessons delivered by classroom teachers via online learning platforms. Teachers were also able to access district level program specialists and site based representatives to assist with developing scaffolded language supports to engage students in core content lessons. Parents/Guardians received resources, notifications, and school and district information in multiple languages. And finally, summer learning materials were provided to identified EL students which included grade level specific books and packets focused on key standards.

All students in RUSD were provided access to Chromebooks, resources for free and low-cost internet options, meals, and coordinated district-wide social emotional learning opportunities. Redlands offers a robust system of tiered supports which includes access to Academic Case Carriers, in addition to site based counselors, for Foster Youth and other at-risk student groups in need of higher levels of tiered supports. These Academic Case Carriers (ACCs) check in regularly with students, their families, and their classrooms teachers to ensure students have access to additional academic resources and services, and connections with school, district and community resources. During distance learning, ACCs checked in with students via online platforms to ensure students had the ability to access learning and meet basic needs, that they were regularly participating in class and completing assignments, and that their social emotional needs were being met. ACCs provided drop off services to homes of families without transportation which included food, Chromebooks, and free hotspots. Additionally, they provided group and one on one counseling opportunities for students to be heard and be offered support during these challenging times.

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

Since the shift to a remote learning model, RUSD's staff members have continued to offer high quality instruction and support to their students through ongoing communication using a combination of learning management systems, email, phone contact, live video, and posted digital learning resources. Communication with families supporting our students has been critical as they have become partners in educating their child like never before. Teachers are providing lessons and assignments through Google Classroom and are also checking in with students through phone calls, texts, and emails and use Zoom and Google Meet to provide face to face experiences such as direct instruction, read-alouds, and guided instructional practice. District staff members created a robust parent and staff support online Toolkit which includes a substantial quantity of standards-aligned lessons in all core subject-matter areas following our district scope and sequence for all students; kindergarten through grade 12. These materials have been designed for use in one week increments, with new resources added each week, and include Social/Emotional Learning resources along with core academic content. Additionally, enrichment activities are provided by grade level to allow families to extend learning at home beyond the virtual classroom experience.

To ensure equity of access, our technology department set up a Chromebook distribution center for students in need of computers. The District partnered with local businesses, like At&T, Spectrum, and Best Buy, for parents wanting to purchase devices or needing high-speed Internet connectivity. Families were supported in signing up for free/reduced cost service or were provided with a WIFI hotspot. Technology personnel continue to offer technical support to teachers and added a system to provide at home technology support for students and parents.

District personnel provided professional learning for teachers and support staff in the transition to a distance learning model. Topics offered included: basic and advanced use of a Google Classroom, use of live video conferencing with students, creating screencasts, use of core digital learning platforms, as well as the use of supplemental platforms teachers and students are using during remote learning. These support opportunities and trainings focused on using step by step online tutorials, live video-conferencing sessions, and regularly scheduled online office hours. Most of these learning sessions have been hosted by district personnel, but many were offered in coordination with key learning partners such as Renaissance Learning, Lexia, and Dreambox.

Special Education and English Learner staff provided specific resources and direct student instruction for identified students. In addition, Academic Case Carriers, intervention teachers and school counselors continued to work via online platforms and phone calls with small groups and one on one with students as needed. Weekly social/emotional learning lessons were provided to all students via Google classroom, and a parent hotline and online support form was established to assist parents in need of individualized assistance with behavior or social/emotional needs for their child. Parents could either call or submit a form, and district staff would contact them in their preferred language to assist with at home learning or engagement needs.

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

School meals are provided in a Grab & Go service model at seven schools: Victoria Elementary School, Mission Elementary School, Clement Middle School, Cope Middle School, Beattie Middle School, Redlands East Valley High School, and Redlands High School. Service

is provided twice weekly, which include 7 days meal service in compliance with the SFSP and CACFP guidelines. To adhere to social distancing at the service locations, a contactless delivery system is employed. All meals, milk, and produce are placed in the trunks or truck beds with windows rolled up for drivers and passengers. For walk-up service, designated carts are utilized to place the meal bags and families approach once meals are placed maintaining six feet distance at minimum. District-wide communication is provided as a continuum to RUSD families with auto-callers, district website, e-communications, social media, and community partners.

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

Redlands USD families have access to resources available on our online RUSD Toolkit which includes links to local child care facilities and resources. Parents also have the ability to use the care facility search using the Regional Community Care licensing website to access local facilities that are open. Reminders regarding the information provided on the district Toolkit were provided frequently to families through e-communications, auto-callers, social media, and by site and district personnel when speaking with families via online platforms or telephone calls. Students who did not regularly attend weekly classes received follow up phone calls or home visits from site and district staff to ensure they had access to resources including but not limited to technology, food, and supervision. Access to these resources will continue to be available throughout the summer months via our online Toolkit.