



COVID-19 Operations Written Report for Dublin Unified School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Dublin Unified School District	Dave Marken, Ed. D. Superintendent	markendave@dublinusd.org 925.828.2551	6/23/20

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 13, 2020, the six Bay Area counties ordered all schools to close and all residents to shelter-in-place. Beginning, Monday, March 16, all Dublin Unified School District (DUSD) schools were closed and the district began to implement a distance learning program. The Superintendent initiated daily communication to staff and the community. DUSD provided “enhanced learning opportunities” that would not be graded. Professional development resources were provided to assist teachers with remote teaching. The district immediately provided “Grab and Go” lunches/breakfasts available at two sites. The district also began issuing Chromebooks and wifi “hotspots” to families who didn’t have sufficient access at home. On April 1, Superintendent Marken announced the closing of schools for the remainder of the 19/20 school year following Governor Newsom’s recommendation. The district went on Spring Break April 6-10. Beginning April 13, the district announced that distance education would focus on new content and skills. At the April 21 Board Meeting, the Board of Trustees voted (4-1) to support a resolution that modified grading during shelter-in-place. In May, the district put out two traditional online surveys (one for parents/community and one for staff) to get input on needs during distance learning. In addition, we used a new tool called ThoughtExchange to get feedback and input from parents on what was working well and where were areas of improvement for our distance learning during the COVID-19 shelter-in-place period. During the month of May, the district opted to have a modified online summer school, made plans for continuing professional learning for our staff, worked on a modified new teacher orientation, and began planning for the opening of the 2020-2021 school year under different scenarios.

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

English Learners (EL): Our main goal was to make sure that EL students were staying connected, accessing digital learning, and getting the extra support they need during these difficult times. DUSD EL Specialists reached out by email, phone calls, text messages to EL families to ensure that they had access to technology and wifi. EL Specialists worked individually with families to explain assignments and expectations and translated many instructional documents for families. DUSD provided virtual designated ELD in small groups or individually, provided support to classroom teachers with integrated ELD, and worked with teachers to modify and differentiate assignments. We hosted a virtual District English Learner Advisory Council (DELAC) and site English Learner Advisory Council (ELAC) to get input from families. In those meetings, we got input on how we can better support ELs in a digital classroom and additional needs they may have. Technology tools and services to assist EL students and families, such as Rosetta Stone and LanguageLine, were put in place or expanded to accommodate the greater needs of a distance learning environment.

Foster Youth and Low Income: From the start of the crisis, we provided a K-12 coordinated plan to support our foster youth and low-income students. Staff included the Student Services Dept., DUSD Nurses, our DUSD Social Worker, our Community Liaison, K-12 Counselors, and outside agencies. All worked in partnership to provide the resources needed to support our students. DUSD Counselors worked with administration and teachers to ensure our students are in attendance, provided the necessary technology and wifi, provided food services and resources, mental health guidance and other resources to support them through this COVID-19 crisis. Our Community Liaison regularly checked in with our low-income housing neighborhoods and provided much needed resources. Intervention Aides and Specialists provided small-group virtual support for struggling students. DUSD utilized digital resources and digital intervention materials to assist students. Additionally the District Social Worker regularly checked in with foster youth and their families to assess needs and provide support. Families were connected to appropriate resources when necessary. Furthermore, any family with economic or other hardships were referred to the Social Worker by Counselors or Administrators who contacted the family to discuss their situation and referred them to the appropriate resources. Through a collaborative project, the DUSD team provided a one-stop resource document that linked families to any support they were seeking. This document was posted on the DUSD website.

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

After the shelter-in-place order was issued, staff created a DUSD Distance Learning Plan. Staff identified four key considerations when designing a distance learning plan:

- Pedagogy and Practice: Identifying and shifting the use of instructional strategies appropriate to a distance learning model
- Accessibility and Equity: Academic supports for students who typically receive them
- Tools, Resources, and Professional Learning for teachers

- Infrastructure and Technology: Providing computers and reliable internet service service to our families

Our first priority was to ensure that all students had access to a computer and stable internet access so that students could stay connected to their teachers and have the technology to receive instruction and assignments. Our Technology Services Department distributed about 1,000 Chromebooks and 65 mobile hotspots. Technology Services established district Zoom and WebEx accounts to facilitate remote teaching. The district expanded access to online learning systems such as Brainpop, Dreambox Learning, Discovery Education, Membean, Adobe CreativeCloud, and many others. DUSD utilized our Elementary Instructional Coaches and Educational Technology coaches at each school site to curate a list of high-quality online resources that could be quickly accessed by both students and staff. These resources were compiled into easily-accessible Google documents and shared with all teachers. Coaches held “office hours” and live training sessions to support teachers. Coaches prepared an extensive calendar of professional development opportunities for teachers. The professional development resources included live online sessions as well as recordings of those sessions so teachers could access them later. In accordance with the state’s requirement that districts hold students harmless during the period of time when schools are closed, the DUSD Board of Trustees adopted a resolution on credit/no credit grading. DUSD staff worked with our union leadership to develop specific grading guidelines for teachers, students, and parents based on the resolution adopted by the Board of Trustees.

Special Education teachers and specialists developed strategies for delivering academic, speech, occupational therapy, counseling, and behavior services through a variety of platforms including whole class, small group, and individual instruction. Distance learning consisted of class meetings, video conferences, pre-recorded teacher and specialist videos, small group instruction, and printed work packets. All service providers complete a service log for each student to ensure services are delivered as indicated in the students’ Individual Education Programs (IEPs).

The DUSD Summer Academy (a series of professional development sessions traditionally offered during the first week after school is out) was modified to be held online with focus on distance learning.

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

From the start of the shelter-in-place order through the end of June, the DUSD provided breakfast/lunch “Grab and Go” meals every weekday from 10:00 AM -12:00 PM, at Dublin High School and Fallon Middle School. A two hour window was created to allow for social distancing during the pick-up. These meals were available to any student in need. Those receiving meals could review menu items online and request them at our pick-up window locations. When picking up “Grab and Go” meals, a hot lunch was available and a cold breakfast was included. All meals were bagged for take-away and could not be eaten on site. If a parent/guardian wished to leave their child at home, they were able to present their child’s student ID to pick up their meal.

American Logistics Company (ALC), the district’s contractor for special education transportation, partnered with Child Nutrition Services to deliver hot lunches and a cold breakfast item to students each weekday. This curb-side delivery service began in April and will conclude at the end of June. An average of 50 students received meals.

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

The DUSD website provided a list of child care resources to help families through the COVID19 crisis. We partnered with Hively (Formerly Child Care Links) to provide childcare for essential workers. Hively received State funding to pay for child care for essential workers. DUSD partnered with the organization Extended Day Child Care (EDCC) to continue to provide funding. DUSD continued to seek other partnerships to provide childcare for our essential workers.