

# COVID-19 Operations Written Report for Millbrae Elementary School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Millbrae Elementary School District	Claire Beltrami Assistant Superintendent	cbeltrami@millbraesd.org (650) 697-5693	June 23, 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 Millbrae Elementary School District implemented a comprehensive distance learning plan to address the COVID-19 emergency and response to school closures.

The initial distance learning began on March 16th and consisted of the distribution of materials in core subject areas which included: textbooks, workbooks, novels, chromebooks, and other instructional materials. Some teachers provided instruction through Google Meet or Zoom (synchronous), some teachers provided instruction through asynchronous recordings, and some provided lessons through a variety of online platforms that we use (Google Classroom, RazKids, Renaissance Learning, Seesaw) with office hours for students to receive individualized help and instruction. Expected workload for daily assignments included time for reading, watching, listening, engaging with peers, attending virtual class through Google Meet or Zoom, and learning tasks completion. Estimated times were; TK-1st: 1-2 hours, 2nd-5th: 2-3 hours, 6th-8th: 3-4 hours.

Attendance procedures were instituted to ensure students were well, healthy and safe, also able to access distance learning instruction and linked to resources for students and parents. School staff sent an email reminder every morning to parents/guardians with a link to the specific school's attendance Google Form. Principals and office staff monitored daily student attendance. When no attendance was recorded for 2 days, school principal or office staff contacted the students' family for a welfare check. Wellness checklist and wellness tracker documents were used as guides to support daily attendance.

Educational Services collaborated on supporting the distance learning plan with contracted programs: LEAP and Legarza to provide enrichment instruction and activities; obtained equitable access for all students; and facilitated a variety of staff meetings. The department also supported reading specialists, ELD tutors and instructional aides to meet the identified needs of their students, individually and in small groups.

Reading specialists and/or school counselors offered small group instruction and individual sessions via Zoom or Google Hangout Meet per their regular schedule. Our Tk - 5th grade students also received enrichment instruction provided by a "choice menu" which included music, physical education, dance, art, and science instruction.

Student Services continued to collaborate with educational specialists and provided guidance for distance learning requirements. Case managers provided direct services via virtual platforms to the students on their caseload. The SAI teachers focused on the students' IEP goals. This was accomplished by sending materials aligned with their IEP goals and meeting with students on a regular schedule to work on their goals. All service minutes were documented and service logs were maintained.

Service providers in the areas of Occupational Therapy, Physical Therapy, Speech and Language Therapy, Vision Impairment and Hearing Impairment also provided services via virtual platforms and ensured progress was maintained in the areas outlined in the student's IEP.

Annual or triennial IEP review dates that fell while the school was closed due to COVID-19, were held or opened and closed with parent permission in order to maintain the due dates. The CDE will take the exceptional circumstances causing the delay into consideration for purposes of compliance and the case manager would count the days from the beginning of the closure and tack it on once school reopens.

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

The Millbrae School District's Distance Learning Plan addressed supporting English Learners, Low-Income and Foster Youth. Systems were put in place to ensure supports were available for families.

English learners received integrated English language development (ELD) through their core classroom instruction; ELD tutors provided small group instruction for students who required designated ELD time. They met via Google Meet and utilized the online program Imagine Learning to support language acquisition skills.

Low income students who are struggling academically also received services from our reading specialists and one-on-one tutoring services from the ASES program team leaders at our Title 1 school. When we shifted to online, distance learning, our primary concern was equity of access for all students across the district. District staff and site principals reached out to every family considered low-income to ensure that they had sufficient access to online learning tools. The school loaned out 440+ ChromeBooks for students. The district staff purchased 19 hotspots with monthly service plans and distributed them to families. District staff also provided information to families about free wifi service providers.

For our foster youth, we provided personal outreach via phone/text, and we also collaborated with our local public library to access free hotspots that provide consistent Internet access.

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

MESD provided numerous supports to ensure high-quality instruction occurred during distance learning.

Teachers received instructional preparation time every week which focused on grade level collaboration time and staff meetings to discuss the following topics: core curriculum resources; scope and sequence guides and instructional daily schedules. The Educational Services department worked to get site-wide licenses to several online tools to support the work of distance learning. Support staff shifted the training for our spring scheduled professional learning day to provide instructional webinars that helped staff learn how to utilize various technologies to streamline the work. Also, Distance Learning Teacher Resource website was created to organize core curriculum, instructional resources, online programs and enrichment activities such as “30 Day Fitness Challenge”.

All students received instructional materials (textbooks, workbooks, journals, classroom pencil boxes, reading bags with leveled texts) For any students who did not regularly maintain contact, teachers worked with their principals and site counselors to reach out to families in order to ensure that students had what they needed to stay engaged.

MESD created a Family Distance Learning website, complete with resources and information for services like counseling, special education, food services, and technology support. Families were consistently communicated with through weekly updates from the school principals as well as the superintendent. “Parent coffees” continued to take place throughout the spring, just over Zoom rather than in person, offering families the opportunity to connect, ask questions, and learn about any school-specific happenings. The District sent out a Parent survey to gain information about the spring distance learning instruction and feedback about the reopening of schools.

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

#### Safety Procedures:

To ensure the safety of our employees and community, we provided training on how to protect themselves and the public they were serving. Constant monitoring of health issues and identification of symptoms was and continues to be essential. To avoid cross contamination, implementation protocols such as constant hand washing, use of hand sanitizer, daily deep cleaning and disinfecting procedures were implemented at every kitchen processing daily meals. We provided face masks and gloves for each employee and to the public (as needed) and practiced social distancing between one another.

#### Method of Delivering Meals:

Meals were prepared daily and each meal was packed in a brown bag ready to be picked up by families. To minimize social interaction and traffic at each site serving meals, staff gave (one) lunch meal and & (one) breakfast meal per student every day. The meals were displayed on tables ready to be picked up “to go” and parents wearing their masks stepped outside their car to grab the meals.

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

MESD communicated with site child care centers all information about school closures. Site child care centers chose to close and not offer onsite services to families.