

COVID-19 Operations Written Report for the San Mateo Union HS District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
San Mateo Union HS District	Brian Simmons, Director, Curriculum and Assessment	bsimmons@smuhds.org	June 25, 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.

During the spring of 2020 (starting March 17, 2020), the San Mateo Union High School District (SMUHSD) implemented distance learning across all school sites and at all grade levels for all students due to the abrupt closure of schools on March 13, 2020. This program was mainly facilitated through use of the District’s Learning Management System (Canvas) and through the provision of nearly 1000 Chromebooks and wifi hotspots to all students who did not have them. The District utilized two different full-day training dates (March 16th and April 13th) to prepare and support teaching staff with professional learning to assist in the transition to Distance Learning. Each week, students engaged in synchronous and asynchronous learning led by teachers in all subject areas. School sites monitored student engagement in courses via use of a “Zero Activity” report provided by the Learning Management System. In addition certificated counseling and classified support staff (Instructional assistants, College/Career advising staff and others) called and texted students/families to ensure that they were participating in online learning activities. And while regular progress reports were sent home in mid-April, additional outreach was undertaken at all school sites to ensure that students and families were clear about student progress/need. Finally, in addition to the programmatic and intervention strategies that were implemented, the District, under the direction of the School Board, modified the grading policy to a “Credit/No-Credit” scheme for the spring semester for all students due to the uneven and inequitable nature of different students’ supportive structures at home during Distance Learning.

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

Prior to the school closure, the District had a program to provide a chromebook and/or wifi hotspot to any student who needed one. At the time of the closure, that program supported about 200 students across the District. However, with the closure, an additional 800 devices were dispensed to students who needed them. In addition, the District implemented the following supports to address the unique needs of its Historically Underserved Groups of Students (HUGS):

- English Learners:

The District continued to provide English Language Development for its students early in their English Development and Academic Language Development for Long-Term ELs during the Distance Learning period. Schools with our core ELD programs (CHS, HHS, MHS and SMHS) also

did outreach to these students to ensure that they were participating in the challenged environment. Long-term ELs were part of the broader outreach efforts described above for all students at all sites. Our ELD instructional aides were leveraged to follow up with and assist students in accessing course work and applications being used online; and EL Specialists and Family Engagement coordinators facilitated connecting students with counseling, wellness, and other social services (i.e food and rent assistance) as needed. Additionally, our bilingual staff was instrumental with connecting with families and making sure that they understood how school was continuing, what the expectations were of students and how they can request academic and socio-emotional support for their students. The district invested in additional online tools to support students access to quality learning opportunities, such as Rosetta Stone.

- Low-Income/Foster Youth Students:

In addition to the provision of digital devices (many devices were delivered to student's homes by the District Transportation Department and individual administrative staff) to support online learning to all low-income students, school counselors, family engagement coordinators and other support staff engaged in outreach to ensure that students with limited means had the basic resources they needed. Resources for food and housing insecurity were shared and where necessary and possible even brokered for students/families. Many classified and certificated staff worked very hard to ensure that students/families secured what they needed.

- Special Education Students:

The District Special Education Department had one of the most difficult transitions to make in the provision of services for Students with Individual Education Plans (IEP's). However, the team worked closely with families and created interim plans to support students in concert with the guidance provided by the US Department of Education (from March 23, 2020). "Where technology itself imposes a barrier to access or where educational materials are simply not accessible in an accessible format, educators may still meet their legal obligations by providing children with disabilities equally effective alternate access to the curriculum or services provided to other students. Consider practices such as distance instruction, teletherapy, and tele-intervention, meetings held on digital platforms, online options for data tracking, and documentation. In addition, there are low-tech strategies that can provide for an exchange of curriculum-based resources, instructional packets, projects, and written assignments."

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

The District and school sites provided ongoing support to teachers throughout the period of Distance Learning. A collaboratively developed (with key instructional leaders across the District) set of common instructional screencasts for teachers were developed and disseminated throughout the period of Distance learning. These screencasts emphasized compassion and flexibility for teachers in the ongoing implementation of Distance Learning and also reinforced the use of common tools in the Learning Management System so as to make student experience more normalized and less idiosyncratic across their 5-7 classes. In addition, given that the decision about how grades would be given (from a traditional A-F system to a Credit/No-Credit scheme), there was also time spent addressing how teachers would make that transition. Finally, new timelines were established to address students who approached the end of the semester at risk of not receiving "Credit." As consequence, the District initiated the following steps to address those students:

- Letters were sent home to students who were at risk of receiving no-credit on May 4th and 18th

- A screencast of reminders/supports for teachers was shared with teachers on May 13 regarding best practices on how to support out most vulnerable students
- 12th graders at-risk of not graduating were given the option to re-start classes starting on May 1
- Students with IEP's received outreach from Education Specialists, School Counselors, & Mental Health staff
- English Learners received outreach support from School Counselors, teachers, instructional aids, EL Specialists, Family Engagement coordinators for academic and social service needs

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

Immediately following school closure, the Student Nutrition Dept. applied for multiple waivers to provide breakfast and lunch to all community students and children under 18 for pick up at SMHS and MHS daily from 11am to 1pm. Staff worked on a rotating system while following the training and posted safety protocols. Meals were served remotely on a mobile cart outside of the kitchen area. 6 ft lines were designated with staff wearing masks & gloves. The district also provided two satellite locations in San Mateo to communities that were isolated.

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

The district did not participate in supervising students during ordinary school hours. However, teachers communicated with students regularly during school hours via phone calls, Canvas, and Google Hangout/Zoom office hours.