COVID-19 Operations Written Report for Menlo Park City Elementary School District

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<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
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<tr>
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<td>June 11, 2020</td>
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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.

In an effort to minimize the impacts on our students and families due to school closure, MPCSD focused on calibrating our teaching practices, interventions, and resources through a succinct process.

1. COVID 19 Response Team: A team was formed on March 4 to respond to school closure to address the COVID-19 emergency and the major impacts of the closure on students and families. This committee included teachers, staff, administrators, and board members. The team has met weekly since the first orders of shelter in place.

2. Distance Learning Team: A team was formed on March 5 to address the impact of learning as the district moved to a distance learning approach. A baseline document for distance learning was developed to ensure that teachers and staff understood what the baseline recommendations should be for distance learning in our district.

3. Technology Distribution: Each of our school sites, developed a schedule for materials and technology distribution on March 16. Families were able to come to the district, with social distancing practices in place, through a carline, to collect necessary items to ensure that distance learning can be successful at home. We provided Chromebooks and iPad to our underrepresented families as well as hotspots for any families in need of one.
4. DistanceLearning@mpcsd.org: An email was set up and shared out to all families, distancelearning@mpcsd.org. Families can send an email with any questions or concerns related to distance learning. Staff response has been within 24 hours.

5. MPCSDHelps: The district has set up a website with information on how the Menlo Park community can support any of our families that have been impacted by COVID 19. Currently, our district has raised over $40,000 that will be used towards purchasing grocery cards for families experiencing financial hardships.

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

MPCSD provides both integrated and designated ELD to our English learners through Distance Learning. Our EL Specialists continue to provide high quality designated ELD instruction that builds into and from classroom instruction. This ELD standards-based instruction is provided in both synchronous and asynchronous learning contexts, with both small group and one-on-one targeted instruction that address the four language domains of Listening, Speaking, Reading, and Writing. Students receive regular feedback about their learning via one-on-one Zoom sessions as well as to the posted work on the learning management systems. Students receive materials via the learning management system, home delivery by our Family Engagement Coordinator and U.S. Mail.

EL Specialists also focus on student engagement by contacting parents and students with reminders and links to upcoming live lessons, contact the Family Engagement Coordinator when in-person connection is needed to ensure students are attending to learning, and collaborate as a team with regular EL Specialists team check-ins facilitated by the EL Coordinator to share effective practices and problem solve instructional and engagement challenges.

With the tremendous support of the Family Engagement Coordinator, Flor Espinal, and MPCSD's District Office, FY and low-income families have received weekly visits from Wellness Coordinator, Kim Staff and Ms. Espinal with groceries, gift cards, school work, books, and iPad and headphone, including tech support as needed. One of our FY is a 4th grader who is also a part of Kim Staff's FLY Tier 3 behavior support program and he has been an absolute star, making his goals every day, and making tremendous progress academically. His teacher and paraeducator say he is one of the most diligent students during DL, as well. Also, the County has been given all academic and behavior progress for FY as they have requested each trimester from Kim Staff.

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

To support teachers in their planning, MPCSD has developed a Distance Learning Baseline Expectations document. The input for this document was collected from the Hillview Distance Learning team, the District Distance Learning team, and site principals. The guide is intended to support teachers during these unprecedented times by offering general guidelines on providing instruction and assignments as developed for school closure. We know that different families will have different time windows when students may be able to work on assignments, particularly using technology, so we need to give students the flexibility to complete assignments on their own schedules.
Teachers may also share opportunities for students to join in video chats, online discussions, and/or live connections and these opportunities might only be offered at certain times. Above all, we remind teachers to remember to be patient and kind to themselves while having empathy and compassion for their students.

Grade Span: Kindergarten
Recommended length of sustained attention: 5-10 minutes
Academics (Minutes include both Lesson+Time On Task)
Reading (independent reading, read aloud): 35 minutes
Phonics/Sight Words/Word Study: 10 minutes
Writing: 20 minutes
Math: 20 minutes
Integrate Science/Social Studies whenever possible

Direct Instruction Lesson
Daily Reading, Writing, and Math lessons will be provided to the students
Direct Instruction Lesson might look like: Teacher Created Video or Internet Sourced Video or App Embedded Instruction or live teaching via video conferencing apps (please record to allow for students who may not be able to attend the live session)
Connection and Coaching with Students: At least 3x per week, teachers will meet live with each child. Meetings include 1:1, in a small group, and/or whole class via Zoom, Hangout, Facetime, Whats App, Phone Call, etc.
Feedback to Students: Teachers will use Seesaw and in-person conversations, as well as other methods will be used to provide feedback about student performance. Recommendation: Select one piece of assignment for each content to provide feedback on each week.

Temporary End of T3 Reporting:
Narrative evaluation: A narrative evaluation is a way to evaluate academic performance and provide feedback on students' individual progress. During Distance Learning, this approach can be used as an alternative to grading. Narrative evaluations provide students and parents with a written evaluation based on evidence of learning and will take into account the unprecedented nature of an elementary students’ learning environment.

Grade Span: 1-2
Recommended length of sustained attention: 10-15 minutes
Academics (Minutes include both Lesson+Time On Task)
Reading (independent reading, read aloud): 35 minutes
Phonics/Sight Words/Word Study: 10 minutes
Writing: 20 minutes
Math: 20 minutes
Integrate Science/Social Studies whenever possible

Direct Instruction Lesson
Daily Reading, Writing, and Math lessons will be provided to the students
Direct Instruction Lesson might look like: Teacher Created Video or Internet Sourced Video or App Embedded Instruction or live teaching via video conferencing apps (please record to allow for students who may not be able to attend the live session)
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Grade Span: 3-5
Recommended length of sustained attention: 15-25 minutes
Academics (Lesson+Time On Task)
Reading (mix of phonics, independent reading, read aloud): 45 minutes
Writing: 30 minutes
Math: 30 minutes
Integrate Science/Social Studies whenever possible

Direct Instruction Lesson
Daily Reading, Writing, and Math lessons will be provided
Direct Instruction might look like:
Teacher Created Video or Internet Sourced Video or App Embedded Instruction or Written Instructions or live teaching via video conferencing apps (please record to allow for students who may not be able to attend the live session)
Connection and Coaching with Students: At least 3x per week, teachers will meet live with each child. Meetings include 1:1, in a small group, and/or whole class via Zoom, Hangout, Facetime, Whats App, Phone Call, etc.
Feedback to Students: Teachers will use Seesaw and in-person conversations, as well as other methods, will be used to provide feedback about student performance. Recommendation: Select one piece of assignment for each content to provide feedback on each week.

Temporary End of T3 Reporting:
Narrative evaluation: A narrative evaluation is a way to evaluate academic performance and provide feedback on students’ individual progress. During Distance Learning, this approach can be used as an alternative to grading. Narrative evaluations provide students and parents with a written evaluation based on evidence of learning and will take into account the unprecedented nature of an elementary students’ learning environment.

K-5 Specialist Plan
Recommended length of sustained attention: 15-25 minutes
Specialty Area
Music: 15-30 minutes (depending upon grade)
Art: 15-30 minutes
Library: 15-30 minutes
World Language: 15-30 minutes
PE: 1-6: 200 minutes every 10 days

Direct Instruction Lesson
Weekly lessons will be provided
Direct Instruction might look like: Teacher Created Video or Internet Sourced Video
Connection and Coaching with Students: When possible, specialists are encouraged to reach out to classroom teachers to join their class zoom calls, but they can meet live with students as well. Meetings can include 1:1, in a small group, and/or whole class via Zoom, Hangout, Facetime, Whatsapp, Phone Call, etc.
Feedback to Students: Teachers will use Seesaw and in-person conversations, as well as other methods, will be used to provide feedback about student performance. Recommendation: Select one piece of assignment for each content to provide feedback on each week.

Grade Span: 6-8
Recommended length of sustained attention: 20-45 minutes

Academics
(Lesson+Time On Task)
ELA: 30 - 45 min
Social Studies: 30 - 45 min
Math: 30 - 45 min
World Language: 30 - 45 min
Science: 30 - 45 min
Electives: 15 - 30 min
PE: 30 min.

Distance learning can include both online AND offline activities. Recommended daily device time is 4 - 6 hours.
Agendas and assignments are posted by 9:00 am each day. Each assignment and/or assessment should be clearly labeled/tagged with the due date and/or time, as well as the expected time to complete the task. Any task that takes over 45 minutes needs to be spread out over multiple days.

Direct Instruction Lesson:
Teachers will engage in direct instruction using any of the above tools at least twice per week.
Direct Instruction will look like any of the following:
Teacher-Created Video (e.g., Explain Everything, Educreations, etc.)
Internet Sourced Video (e.g., Khan Academy)
Written Instructions
Live instruction via Zoom or Google Meet.

Connection and Coaching with Students:
Each teacher is available at least 2x a week for live connections.
Each Mentoring class has one live session per week.
Some teachers are engaging in regular, live sessions with their students (instruction, review sessions, etc.)
Some teachers are engaging in weekly check-ins with their classes. No academic content, just a wellness check in and connection.
Some teachers are using 1:1 FaceTime, Google Meets, or phone calls to follow up and connect with their students of concern

Feedback to Students: Teachers will use various learning platforms - Edmodo, Google Classroom, Altitude, Showbie, etc. - as well as the PowerSchool gradebook to provide feedback to students. In addition, teachers will engage students in small group or individual sessions to share feedback. Students in the Mentoring intervention class will meet at least once a week in mandatory office hours.
Teachers will provide feedback to students on at least one assignment per week.

Temporary End of T3 Reporting:
Traditional letter grades with a lens towards equity: In this approach, middle school teachers have the option to continue course evaluation by providing a letter grade A, B, or C. If there is not enough evidence of work for teachers to assign a letter grade of A, B, or C, then students will receive an IE (insufficient evidence). This option allows for teachers to recognize that individual students may not have adequate support systems in place to demonstrate evidence of learning course content during Distance Learning, and/or that scores below 70% are not representative of what students know or are able to do, but rather a consequence of our current context and being outside the support system of the school environment.

OR

Mastery Grading Scale: A mastery grading scale supports an evidence-based grading system in which students are assessed based on evidence of learning rather than other factors such as date assignment is turned in, participation in virtual lessons, virtual attendance, the format of evidence, etc. Teachers in an evidence-based grading system collect evidence of mastery of content-specific learning targets and assign an overall course score (for example, one through four) based on that evidence. A mastery grading scale provides greater flexibility to the teacher to ensure that students are not being penalized for factors that may be out of their control during distance learning.
Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

Menlo Park City School District has been delivering free and reduced lunches to its families since the school closure began on March 16. Initially, lunches were delivered every day to each student’s home, by MPCSD staff. Only staff who have signed the confidentiality agreement are engaged in this work. MPCSD’s spring break ran from March 30-April 3. Prior to spring break, MPCSD collected donated groceries and gift cards to supply FRL families with food over the break. Beginning on April 5, MPCSD partnered with its lunch provider, The LunchMaster, to deliver pre-portioned lunches on a weekly basis. The School Board also decided to add breakfast to the lunch delivery as we will receive funding for reimbursement for breakfast. MPCSD also launched a fundraising initiative, MPCSD Helps, in response to our community’s desire to donate food and money to the effort of feeding our most vulnerable families. Since April 5, MPCSD has been delivering lunches and breakfasts for five days on Monday to each family. On Thursdays, MPCSD delivers groceries, essential items like diapers and cleaning supplies, and/or grocery gift cards to families. MPCSD staff wear masks and gloves when making deliveries and maintain a six-foot distance when seeing recipients in person, or drop items at the front door without any contact.

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

MPCSD partnered with the district’s after-school care partner, Newton, and the San Mateo County Office of Education to provide emergency child care services for children of our community’s first responders, medical professionals, and other “essential” workers during ordinary school hours. This program is a fee-based program offered under the guidelines set forth by the State of California for child care services during the current pandemic. Every effort has been made to ensure the health and safety of the workers and the children. The program is available to an essential worker, regardless of whether they live within the MPCSD boundaries or not. Care for children pre-kinder to eighth grade will be available Monday-Friday from 7:00 a.m. to 6:00 p.m. at the Lower Campus of Laurel School behind Menlo-Atherton High School.