

COVID-19 Operations Written Report for Alum Rock Union Elementary School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Alum Rock Union Elementary School District	Sandra Garcia Director, State & Federal Programs	sandra.garcia@arUSD.org (408) 928-6935	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.

Alum Rock Union Elementary School District’s response to COVID-19 school closures was implemented in three phases—1) the preparation stage, 2) the rollout phase, 3) the maintenance phase. The preparation phase began a few weeks before the March 13 school closure. Principals disseminated information to the teaching staff and began planning for distance learning and technology distribution. In addition, all District managers worked on plans to support students and families during the school closures and our CNS department developed a plan for meal distribution at six Alum Rock sites. Superintendent Bauer convened a meeting of district managers, principals and community partners on Saturday March 14 to generate ideas around communication protocols, childcare, meal distribution, distance learning and other support services. The rollout phase began March 16 and consisted of the distribution of student work and devices, development of site plans, organization and distribution of meals, establishment of online platforms, creation of websites detailing information on District and community resources and support, and the coordination of temporary agreements with bargaining units. The maintenance phase focused on strengthening the implementation of distance learning, integrating the support of our after school and tutoring partners, conducting check-ins with students and connecting families with services. During this phase, attendance and grading policies were modified and public meetings were held virtually.

Unsurprisingly, we did face some unique challenges with Distance Learning. Initially, SPED was not able to provide 1:1 services such as Speech, APE, OT. By Phase II, staff was able to communicate 1:1 with families to develop plans for providing IEP services virtually. Communication with parents was another challenge addressed by involving Principals, teachers, support staff, SLS coordinators and District partners in check-in calls and home visits.

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

Alum Rock Union Elementary School District provided additional support to our high need students in a variety of ways.

English Learners: Teachers provided support for their English learners during designated and integrated English Language Development. Principals set guidelines for support and provided professional learning around EL support strategies. The Academic Services Department curated resources for teachers to help support their professional learning during distance learning. Choice boards were mailed home for traditional student assignments. Teacher resources for supporting our English Language Learners can be found at <https://www.arusd.org/distance-learning-resources/teachers/english-language-development>.

Foster Youth: Community Liaisons provided additional outreach to all foster youth via phone calls, home visits, and/or other modes of communication. Administrators also assisted with connecting guardians and families of Foster Youth to various supports in order to participate in distance learning and other school functions. Resources and support such as food assistance, access to school materials/supplies, electronic devices with hotspots, meal distribution information, and online tutoring were offered to Foster Youth. Additionally, the State & Federal department recruited the help of our school community liaisons to establish communication with guardians & families who had not responded to initial contact.

Low-income Students: School Linked Services Coordinators reached out to all current low income families to conduct needs assessments. SLS Coordinators supported with referrals for rental assistance, access to groceries, health insurance, behavioral health support, EDD updates, distance learning support and dissemination of information about hot spots and technology devices. In coordination with The City Peace Project, our McKinney Vento families received care packages and gift cards to provide additional support. In addition, SLS Coordinators distributed \$50 Lucky gift cards to 19 families per school site to all 25 sites. Furthermore, our newly launched SLS quadrant model allowed for additional one on one support such as filling out financial rental assistance applications, setting up Zoom/Google classroom and referrals to FRC diaper distributions. SLS Coordinators continue to schedule meetings between school site principals, counselors and ARCC program managers to ensure referrals for behavioral health continue. All school sites were able to refer students for behavioral health support including individual counseling, behavioral support for students and parent Zoom workshops with ARCC presenting on mindfulness and self care.

Mental Health Support: ARUSD School Counselor Interns provided support for students & families through provision of the following: discussing & scaling open cases with the Coordinator of Mental Wellness Support Services to refer students for higher level therapeutic services, referring families to ARUSD partners for resource coordination, developing termination plans for students, scheduling & conducting a final telecounseling session for caseload students which incorporates the introduction of activities to promote positive closure, coping skills, and strength-based reflective work, and providing crisis support to elementary school students and families who may be struggling with self-harm or ideation.

In addition, the Social and Emotional Learning (SEL) team developed and launched an SEL Resource page on the district webpage which provides resources for students (K-8), parents, and educators. Currently, a District webpage link is being developed which will allow ARUSD parents and guardians to fill out a form requesting support for counseling and related resources.

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

Alum Rock Union Elementary School District was successful in delivering high-quality synchronous/asynchronous educational opportunities to our students through distance learning during school closures. Although students were not physically attending school, class instruction continued with the expectation for students to engage in their class sessions and interact with their teachers using the designated online tools such as Google Classroom and Zoom. Alum Rock's Distance Learning plan consists of a combination of online classes and the completion of work packets. The goal was to continue the educational process while providing some structure for students at home.

Communication regarding our Distance Learning plan was delivered through a variety of methods including mailers, Facebook updates, Parent Square communication portal, Parent Link messages, newsletters, and student check-ins. Updates were also provided at community meetings, parent advisory group meetings, and town hall meetings.

In preparation for distance learning, ARUSD designed short and long terms goals contained within our ARUSD Distance Learning Plan to ensure continuity of instructional delivery for all students through the following action steps:

- *Establishing structure and support to ensure instructional plans are developed at 3 week intervals or longer
- *Developing Teacher Distance Learning Resource to be housed on the ARUSD webpage
- *Curating and creating professional development offerings for teachers to support distance learning efforts
- *Providing access to standard aligned materials and resources
- *Identifying devices and hotspots for distribution to students. Initially devices and hotspots were distributed at the sites for the first two weeks of distance learning. IT set up a device distribution centrally at the DO for anyone that needed devices, replacement of devices, troubleshooting with devices and/or technical support following the initial distribution phase.
- *Curating and developing teacher training around distance learning instructional delivery, differentiation of instruction for all student demographics, including English Language Learners, students with disabilities, and hard to reach students
- *Establishing a central hub for teacher, student, and parent distance learning resources on the ARUSD webpage
- *Promoting parent and student access to distance learning resources via the ARUSD webpage
- *Providing and promoting online curriculum for ARUSD students and teachers
- *Establishing and communicating expectations for instructor presence
- *Establishing onsite supports for students with IEPs
- *Supporting site administrators to establish a weekly online check in with staff via Google Meet, Zoom, or other video conferencing medium
- *Supporting site administrators to develop weekly grade level collaborations to ensure consistencies among grade levels and/or departmental teams
- *Promoting online resources, including social media platforms, that support distance learning collaboration and calibration

Special education teachers and service providers continued to provide services to the extent possible during distance learning for our English language learners, foster youth, and low-income students with disabilities. Teachers and service providers offered a hybrid program of online sessions and activities and resources individually determined to ensure progress towards students' IEP goals. Along with those district resources available to all students, the special education department created a repository of resources geared towards students with disabilities that teachers and parents can access. For our "high needs" students requiring mental health support, our district therapists offered

teletherapy to those families consenting to the service. When needed, in order to ensure equal access during school closures, IEP teams met to consider the needs of individual students and design individual distance learning plans to meet the student's needs and ensure equal access to the extent possible.

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

Beginning with the March 16 school closures, ARUSD Child Nutrition Services transitioned to a curbside grab and go meal service through the Seamless Summer Option Waiver. We provided meals Monday-Thursday from 11:00-1:00pm out of seven (7) Alum Rock schools. Outreach and information regarding our COVID-19 meal service program was disseminated through flyers, messages on the District's Parent Square app, social media outlets such as facebook and instagram. Any participating youth 18 and younger received a breakfast and lunch meal. Friday meals were also available for pickup with Thursday's meals. Sites were selected based on ease of traffic and flow patterns and to span the District boundaries. To date, we have served over 320,000 meals. Meal service has been extended until July 30th at this time.

On May 11th, CNS added supper meals. Qualifying families were eligible to receive a supper meal for all children 18 and younger living in the same household. Supper meals were provided through the last day of school, June 9th, based on our At Risk After School Program CACFP waiver. Over 80,000 meals were provided through this program.

On May 15th, we added weekend meals on Friday's for our families (children and adults) through a partnership with the City of San Jose and Santa Clara County. This meal service was provided through June 19th. Every participating child and adult received a breakfast, lunch and supper meal for Saturday and Sunday.

Alum Rock Child Nutrition Services Department established various procedures and protocols to ensure the safety of staff and community members by requiring staff and volunteers to use proper PPE and follow safety guidelines. In addition, strict procedures were established at all sites to ensure social distancing throughout the day.

CNS staff continued to adhere to rigorous food safety procedures and standard protocols. In addition, we developed a menu that consists of food items that are safe to transport through this alternate meal service. We applied for the various waivers for meal service time requirement, to allow parent and guardian pick up meals for children, non-congregate feeding, monitoring requirements, CACFP approved meal service, after school activity waiver, meal pattern flexibility, and all extensions.

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

Under the Santa Clara County Public Health Order to shelter in place on March 16, 2020, only essential workers in the county were allowed to perform work at essential businesses. This caused the potential need for these essential workers to find supervision of their children during ordinary school hours. The Santa Clara County Office of Education in partnership with other community organizations and community based agencies in Santa Clara County coordinated child care programs through an online portal SCCOE Childcare for Essential Workers

Portal made available on April 10, 2020 to provide essential workers access to childcare during the shelter-in-place order. Essential workers seeking support with childcare were provided the link to the portal to find the closest provider, find information about who is considered an essential worker, how to know if the facility is safe, and how to qualify for financial assistance. ARUSD staff served as liaisons for linking families to these services. SLS coordinators shared information with affected families while staff provided ongoing messaging of information through social media platforms, District webpage and our family resource centers.