



# COVID-19 Operations Written Report for Franklin-McKinley Elementary School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Franklin-McKinley Elementary School District	Juan Cruz Superintendent	juan.cruz@fmsd.org 408.283.6006	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.

Schools were closed beginning March 16, 2020. On April 1, 2020 the Franklin-McKinley School District announced that schools would be closed for the remainder of the year in alignment with the announcement from the State Superintendent of Public Instruction Tony Thurmond. Throughout the school closure, Franklin-McKinley School District has used various forms of communication to inform parents and guardians of critical updates including calls, text messages, emails, website, and social media. Critical updates included status of school closures, meal distribution program, distance learning, and community resources available.

There were four phases for key actions in developing program offerings from March 16 to June 16, 2020. These include: Phase I Initial School Closure (March 16-April 3), Phase II the Research, Preparation and Planning (March 23-April 3), Phase III the Initial Implementation Distance Learning (April 6-April 10) and Phase IV Full Implementation (April 20-June 16). In Phase I, grade level educational packets were prepared and disseminated at each site, at meal distribution sites and as needed at the district office. Students with IEPs received modified work based on student needs. The first priority was for staff to contact each family to check in on their welfare and provide needed resources. The Student Wellness and Support Services (SWSS) team responded to School Linked Services referrals. The Facilities and Maintenance Department disinfected schools. During Phase II, teacher and paraprofessional surveys were conducted to identify training needs. A parent survey helped to identify needs in regard to internet access and devices. The FMSD School Closure Guidance document was developed and shared with the parent community in three languages providing the district's Guiding Principles and procedures. The district's PK-8 Instructional Framework and the Special Education PK-8 Distance Learning Framework provided guidelines for Distance Learning including synchronous and asynchronous instruction. Special Education teams defined how services would be provided. IEPs and related services were performed remotely. After Spring Break beginning on April 20th, the district was in Full Implementation Phase IV of Distance Learning.

Since early March, Superintendent Cruz has communicated with the community using Blackboard Connect, text messaging, social media messages and the district's website in three languages. With 81.3% unduplicated count, our families faced challenges navigating the use of technology and supporting Distance Learning assignments especially when there was a language barrier. Schools worked with parents provided technical support over the phone or by having appointments with parents following social distancing guidelines.

Sixth and Eighth grade promotions were held at all pertinent schools with a drive through recognition using district sponsored gowns. Board meetings are held virtually with the opportunity for the community to participate and view the meeting online. The meetings are recorded and available on YouTube.

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

The district's School Closure guiding principles emphasized that the instructional design of our Distance Learning plan would encourage students to participate to the degree possible without adding undue stress to families and students during this unprecedented time. English Learner students were provided support in Distance Learning via using LEXIA reading programs developing literacy skills at their level. The LEXIA Core 5, PowerUp and Reading programs provide students the ability to receive the directions in Spanish if needed to provide clarification. Teachers were directed to continue to provide ELD lessons and modify assignments to ensure success. Rosetta Stone and Imagine Learning are online English Language Development programs that are used during the school year and were made available to supplement core ELD instruction. A few educational apps were available in Spanish for students to continue learning especially for newcomer students. Language Line was extremely helpful for staff communicating with families in their primary languages. Bilingual social workers and Spanish and Vietnamese District Liaisons provided support to families reaching out to them when schools were unable to contact families, interpreting during remote IEPs and translating essential communications during the school closure.

Site principals maintained systems for monitoring staff Distance Learning implementation. When teachers reported that students were not participating in Distance Learning or that parents had not responded to the staff's attempt to contact families, a referral was made to the Student Wellness Student Support team for follow up. We used built-in systems and networks for support to locate homeless and Foster Youth families and children in order to account for every child within the district. If a teacher, administrator, or parent reported a student experiencing any anxiety, our newly formed Emergency Operations Response Team, composed of school social workers and School Linked Services Coordinators, reached out directly to Foster Youth and other vulnerable populations to provide services, resources and wellness check ins. Following the communication protocols and procedures from our local County Office of Education, School social workers also prepared referrals for higher levels of service to support the family. In total, we responded to 681 referrals from schools. The availability of technology is often a barrier for students living in disadvantaged circumstances. Direct outreach was made to all homeless and foster youth with home visits being made to ensure students were provided devices and hotspots. Teachers have made sure that students have access to their online curriculum, and in a few cases, even provided written instructional packets and workbooks to students in need. We continued to provide educational support through Student Study Team meetings and provide assistance for students with IEPs. We ensured that families have access to information in multiple languages for distance learning and preventative measures for protecting their families.

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

The Educational Services staff developed Instructional Frameworks for General and Special Education students outlining the expectations for providing asynchronous and synchronous instruction using SeeSaw for Grades TK-2 and Google Classroom for grades 3-8. Class Dojo was used as an optional resource. Bridges Academy used Echo as a New Tech Network school. Sample lesson plans were developed for the first week of Distance Learning to give teachers a model for how to plan for instruction. The District Instructional Coaches provided training to teachers on the Learning Platforms. They were assigned to the 16 schools in the district and provided training and coaching support planning lessons or providing technical support. News2You professional development was provided for Special Education teachers.

Teachers worked in grade level and department meetings to design lessons following the Instructional Framework guidelines. Special Education teachers met in job alike groups (i.e. RSP, SDC, Speech) with the District Program Specialists to plan instruction and define how they would provide services. Speech Language therapists provided services using videoconferencing. The Behavior Intervention Manager supported paraprofessionals and Behavior Intervention Therapists.

A site Tech mentor was available to support parents and staff who needed technical assistance. District and site staff offered appointments for parents who needed repairs, replacements or support navigating the learning platform. Teachers were directed to provide feedback to students' assignments. Assignments were not graded. In thinking of the School Closure Guidelines, we did not want to add additional stress or pressure on our families or students during this time when families were not being employed or were dealing as a result of COVID-19 pandemic. Attendance/participation in Distance Learning was encouraged, but not mandated.

A list of approved applications was provided to teachers. Teachers who wanted to add new apps followed the district's process for reviewing and having those apps approved. Principals monitored the quality of Distance Learning at their schools.

Parents of Students with Disabilities receiving Prior Written Notice with their student's individualized distance learning plan as required by law. The district provided guidance for teachers on how to use Paraprofessional and Behavioral Intervention Specialist to help support students. All staff including classified instructional support staff were provided virtual training opportunities from the district's instructional coaches.

A district survey was conducted the week of June 8th for certificated, classified and management staff to collect feedback on the implementation of Distance learning as well as to seek input in planning for fall 2020. Town Hall meetings were held the week of June 15th for parents and staff as well with the same objective. A Reopening Advisory Workgroup and subcommittees of staff have contributed to the planning and preparation for the reopening of school in August.

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

FMSD continues to provide grab-n-go bags via car drive through, which were assembled in the cafeterias with tables placed 6 feet apart. Staff are trained on making sure they stay 6 feet apart and washed hands often, wore gloves and masks at all times and based on self-screening, if they felt sick or had symptoms of COVID-19, they were instructed to stay home. All safety protocols have been based on guidance from the Centers for Disease Control and Prevention ("CDC") and County of Santa Clara Public Health Department ("Public Health"). We also have volunteers from Catholic Charities, a district partner, to help with the distribution of meals. Catholic Charities also followed appropriate screening and social distancing protocol guidance from the CDC and Public Health. Volunteers have been trained by FMSD staff members to ensure meal preparation procedures and safety protocols were followed. All food is packed at a frozen state, every hour gloves and hands are washed tables wiped down. We started serving from all school sites 5 days a week and then we reduced to 7 sites beginning on May 15th. We also switched to serving 3 days a week based on the number of meals served. We are distributing enough meals that cover every day of the week, including weekends. Families are not allowed to enter the school buildings. Instead, they are typically driving up to a food distribution station to receive their child's meals. On average, we serve approximately 445 meals for breakfast and 445 meals for lunch on Fridays, typically our largest distribution day. We communicate about our grab-n-go bags to our families via email, text and our website. We have assessed 20 different waivers related to food distribution (e.g., Seamless Summer Option, Waiver to Allow Parents and Guardians to Pick up Meals for Children, etc.) and applied for all relevant USDA waivers around meal distribution to ensure we could feed our students.

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 for their children during ordinary school hours.

In partnership with the Santa Clara County Office of Education, arrangement for supervision of students during ordinary schools was made available to families through the SCCOE Childcare for Essential Workers Portal. The portal was made publically available on April 10, 2020 and was announced through a press release to district public information officers and media on April 15, 2020. A second press release was released the week of May 4th describing enhancements to the portal and directions for districts on how to communicate the information to families.

The Childcare for Essential Workers Portal lists organizations offering child care in the county and identifies which ones offer free or subsidized care for those that qualify. An Interactive Child Care Map was made available on the site so families could find the closest provider. The site also provides information about who is considered an essential worker, how to find childcare, how to know if the facility is safe, and how to qualify for financial assistance.