

COVID-19 Operations Written Report for Templeton Unified School Disitric

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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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.

Templeton Unified School District (TUSD) Board instituted school closures March 16, 2020 through June 4, 2020 and moved to a distance learning model. TUSD committed to providing an online learning experience designed to provide every student quality instruction. TUSD worked collaboratively to ensure online teaching was equitable and accessible by instituting a 5-day local recess for teachers to plan and develop instructional strategies focused on priority standards and family communication.

A District level Distance Learning Leadership Team utilizing teacher experts provided weekly professional development during the closure to ensure best practices in online teaching were being employed. Additionally a half day of professional development was provided mid-way through the closure to enhance online teaching strategies to maximize student learning and engagement.

The District’s six school sites adopted online learning platforms that best supported students at their various developmental levels. Examples include hard copy packets (TK/K), Seesaw and Google Classroom (1-2), Google Classroom (3-8) and Google Classrooms as well as a variety of subject specific offerings grades 9-12. Individual arrangements were made via family communication with Principals and teachers to provide hard copy resources as needed. Teachers tracked assignment completion weekly and provided regular feedback to students and families.

Special Education staff developed case-specific online classrooms and were included in the general education platforms to monitor and support student learning. Resource Specialists reviewed and amended each IEP to address the students’ unique needs during this closure. The SpEd staff provided service minutes through Zoom and regular communication in accordance with the amended IEP services. The school psychologists contacted every parent of a special needs child to share wellness resources and offer support.

Principals communicated weekly via email with district and site level updates. Teachers emailed specific assignments, online meeting schedules and learning resources. Nursing staff created multiple newsletters for families and a “Family Portal” on the District website was developed. Regular communications from the Superintendent result in greater engagement of families.

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

Chromebooks were distributed in two installments at the start of distance learning. Local internet companies assisted to ensure equitable access to all students, including unduplicated students. TUSD confirmed all families had access to distance learning through collaborative staff communication, documentation and tiered efforts.

Support for teachers and staff included professional development opportunities provided by fellow colleagues emphasizing the utilization of online learning tools for engagement. These tools encouraged higher level thinking skills, student-teacher interaction, extension and enrichment opportunities, and modified or accommodated online curriculum for unduplicated students and students with Individual Education Plans (IEP).

Families received ongoing information on community resources for economic relief. Free meals were distributed daily by our Food Services Department for children up to age 18. The Food Service Director tracked students that met the federal guidelines for free and reduced lunch to ensure they were being supported and collaborated with our community outreach committee to deliver meals to families in need who were unable to access the District drive-through service.

Principals served as points of contact for the facilitation, direction, and organization of resources for families in need. Principals worked collaboratively with teachers to identify struggling students or low participation to provide tiers of support. Principals partnered with counselors, English Language Development (ELD) staff, intervention paraeducators, and the Special Education Department to provide wrap-around services and support to disadvantaged families. ELD teachers and paraeducators monitored students on their caseload while also providing Zoom tutorial sessions throughout each week. Principals conducted student home visits with staff members and/or interpreters as needed to ensure communication and support for parents and students.

The District Foster Youth Liaison worked with site Principals and teachers to track student progress and connect families with local resources through the San Luis Obispo County Office of Education Homeless and Foster Youth Services Department.

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

TUSD worked swiftly with the six school sites to determine common distance learning platforms and grading criteria for the elementary and secondary levels. At each school site, grade-level teachers and departments determined priority standards and selected online curriculum tools to engage students in distance learning. District-wide expectations for teachers included two office hours per day including one hour of live experience using tools for synchronous instruction or interaction.

In accordance with the California Department of Education (CDE), TUSD instituted a revised grading policy for the school closure with the lens of equity and the primary goal of doing no harm to students. A credit/no credit system was established TK-12. TK-5 defined credit as

completion of 60% of the work in each subject area. At the secondary school sites, no student received a letter grade lower than reflected in a teacher's gradebook as of March 16, 2020 when school closures were instated. Students were offered the option of credit/no credit instead of a traditional letter grade without a negative impact on their GPA.

Grade level and subject matter teams established timelines for posting assignments for consistency and reliability, promoting routine and stability for families. Teachers utilized accountability for assignment completion, not penalizing late work. Teachers continued to provide personalized feedback and track student progress, performance and learning. When participation was lacking, teachers partnered with site Principals to provide documented intervention support. Principals, counselors, ELD teachers, math and reading intervention staff, the Special Education Department and Health staff reached out to families needing support or not demonstrating success in the online format. Finally, the District Leadership met weekly as a team to progress monitor and adjust system practices as needed. School site Principals did the same with grade-level and subject-specific teams to ensure continuity in instruction, pacing, grading and evaluate data on student learning, engagement and participation.

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

TUSD families have been and will continue to receive information for our Drive Through Free Meal Program for all children up to age 18. Families can arrange meal delivery through the Food Services Director. Information for families about the meal program, as well as other food assistance programs in our county, has been sent out through our school messenger to all families in both English and Spanish. Newsletters on food-related topics are posted on the district website in both English and Spanish. Meals are distributed curbside in accordance with safety protocols. All social distancing safety practices have been followed in accordance with the Hazard Analysis and Critical Control Points (HACCP) procedures for COVID-19 prevention. Examples include: 6 foot distancing between staff and families receiving meals, use of gloves and masks when preparing and distributing food, sanitizing contact points, and signage to remind staff and families of the social distancing practices in place.

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

TUSD, along with all the LEAs in San Luis Obispo, formed a partnership with local government agencies, Cuesta College, Cal Poly San Luis Obispo, and the San Luis Obispo County Office of Education to provide childcare supervision. Specific childcare locations were determined following a survey of stakeholders, and potential participants, resulting in childcare centers being strategically placed in the north and south areas of the county. Programming support was provided through community partners that included Champions Childcare, and the SLO YMCA.

Childcare was provided from 7:00-6:00 daily for families who complete online registration forms. The children of first responders, health care staff, and essential service workers were given priority enrollment. Children beginning at age three were eligible for services. Activities included support with distance learning assignments, language instruction, social development, outdoor education, athletics, movement, dance, and dramatic play. Nutrition was provided by various partner agencies.

Data indicates that services were provided to families requesting childcare.