

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Gateway Middle School	Sharon Olken	solken@gatewaypublicschools.org 415 749-3600 ext. 4450	June 3, 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.

In the weeks leading up to school closure on March 12, 2020, Gateway’s Public Schools’ Leadership Team and staff developed a Distance Learning Program (DLP) for both of our schools, Gateway High School and Gateway Middle School.

The goals of our DLP are to:

- Provide engaging, accessible, differentiated, student-centered learning experiences
- Provide structure and routine, connection to community, and space to attend to our humanity
- Support students to gain proficiency on a feasible set of Q4 learning goals given the challenges of the moment

Throughout the school closure, students remained in all of their previous classes and continued making progress towards educational outcomes. Our DLP rests on multiple ways for students to access and engage with resources, learning opportunities, and support. We provide services and support to students and families via Google Classroom, email, Zoom, phone, and text. We utilize a variety of multisensory instructional and digital tools and approaches. We send home weekly email and video updates to both students and families. Synchronous learning is available each day, but not required.

Below are some of the key practices of our DLP:

1. **Attend to the personal and relational.** Each student and family is going through a unique experience and set of challenges. Give spaces for students to reflect, share, reach out with needs, etc.
2. **Recreate existing routines and practices** whenever applicable, and use familiar platforms and processes.
3. **Less is more.** Keep directions and tasks clear and straightforward. Students are managing multiple assignments across many classes without the structure and support provided on campus.
4. **Leverage technology’s strengths.** Distance learning can allow students to move at their own pace and have more agency in how and when they learn, and how they show what they know.

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

In order to ensure all students are able to access our educational program while at home, we distributed internet devices (laptops) and provided internet support to students as needed. We reached out to every family on multiple occasions to ensure they were equipped with technology, and in total, we have supported 25% of our students with computers and/or internet access. We set up a tech support line for families to support with technology issues with loaned or personal devices.

We are tracking student engagement in our distance learning program weekly with particular focus on target student groups, including low income, foster youth, and students with social/emotional needs. Teachers and our MTSS team reach out to students/families who are not engaging on a regular basis to support both wellness needs and educational progress. Additionally, we have compiled educational and community-based resources on our website to support students and families with health, mental health, financial and other needs as they come up.

ELD instruction and strategies are embedded into Tier 1 instruction with targeted assignments and Blended Learning opportunities. ELL students who have met all the requirements for reclassification are currently in process. Due to the cancellation of ELPAC, students waiting for the administration of the test will be considered for reclassification in the fall.

As members of the SFUSD SELPA, our RSPs are district staff members who worked with central SFUSD Special Education staff to plan, draft, and communicate PWNs regarding amended services during Distance Learning. Case managers and school leaders ensured that IEP services were implemented after getting consent from parents.

We have engaged in ongoing professional development to ensure staff are able to support students and families in our DLP as well as support students' and families' overall wellbeing. We have also worked hard to support the wellbeing of our staff.

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

Gateway's DLP was drafted with the specific context of the COVID-19 school closures in mind in order to continue delivering high-quality distance learning opportunities. The following contextual aspects are supported by our DLP

- **Timing** - This closure and move to online learning happened midway through the year when students' academic programs, routines, and supports were already established. We were able to use our existing knowledge of students' strengths, areas for growth, and interests, as well as previously established relationships with students and families as a strong starting place when we moved to distance learning.
- **Equity** - We serve a diverse population of students with varied learning needs, levels of independence, access to support at home and to technology. We worked hard to level the playing field in all ways possible through the reassignment of staff, the distribution of technology, the use of technology as a means to personalize and differentiate instruction, etc.
- **Faculty** - Although distance learning was new to our school, our staff is committed to professional development, constant learning, and to meeting the needs of students. We have specific staff members with expertise to help guide this process and we have ample time built into our schedule for collaboration and professional development, as well as coaching and peer mentoring.
- **Technology** - We recognized that technology is both a barrier and an asset. In order to provide equitable access to distance learning, we ensured all students had access to devices and wifi. There are also many high quality tools available online for teaching and learning.

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

Gateway students receive Meal Service through SFUSD and have continued to do so throughout shelter-in-place. In order to ensure our students are able to access Meal Service, we regularly communicate SFUSD meal pickup locations to families via text, email, phone, and our website.

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

Gateway compiled an extensive list of community-based COVID19 resources to support students and families with health, mental health, financial and other needs during shelter-in-place. MTSS teams at Gateway Middle and Gateway High also reached out to students and families to support both wellness needs and educational needs. This included discussing any needs that families had for supervision of students.