



COVID-19 Operations Written Report for Foresthill Union School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Foresthill Union School District	Jack Kraemer Superintendent/Principal	jkraemer@fUSD.org 530-367-2966	June 22, 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.

Foresthill Union School District (FUSD) made swift, timely, and significant changes to program offerings in response to school closures to address the COVID-19 emergency. The development of the formal Distance Learning Program included outreach to families to survey their access to computing devices and internet connectivity along with teacher collaboration in the design of the curricular model based on the textbook adoptions and related materials of the school, instructional times, teaching methods, and home communications. Program design for our Special Education students was led by the Director of Student Services in collaboration with the General Education teachers along with support from the Placer County Office of Education. Upon the start of the formal Distance Learning Program, all families in need of computing devices were offered district owned Chromebooks for check-out while those in need of internet enhancements or access were provided with reimbursements and/or access upon request. All core subject matters along with PE were addressed in the Distance Learning Plan. Core technology utilized to support the Distance Learning Plan included computing devices, internet access, Zoom teleconferencing, and Google Classroom.

The major impacts of the closures along with Distance Learning on students and families were detrimentally significant. Based on survey responses that closed on June 8, 2020 from 96 families representing 162 out of 425 students, “Strongly Agree” and “Agree” totals were reported as follows for the below highest challenges and impacts.

- Lack of Social Time with Friends and Family: 91.7%

- Education/Instructional Time Management: 66.7%
- Lack of Normal Routines: 63.5%
- School Work Challenges: 59.4%
- Unfamiliar with Educational Content: 53.1%
- Childcare: 32.3%

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

The needs of English Language learners were met with instruction targeted for EL learning using resources provided within existing Board approved curriculum and delivered using multiple modalities from their teachers. Interventions were provided as needed with support offered 5 days a week via digital platforms during staff office hours. Consultation was available for staff to communicate needs to administration and ensure appropriate supports for EL students. Accommodations were assessed for effectiveness and adjusted were made as needed to assess learner outcomes and progress.

Our foster youth and low-income students were provided similar assistance as our EL students. Teachers and staff regularly called and checked in with students and families to assess social emotional needs along with any academic needs. Any family that struggled to pick up textbooks or packets for learning were provided home delivery and pick up as needed. Administration ensured foster youth and low-income students were provided appropriate technology including Chromebooks, internet service, and cell phone as needed. Foster families were contacted to ensure lunches and breakfasts were provided to students if needed. Academic accommodations were made and updated regularly to support students with academic progress and social emotional learning as needed. Resource staff and the Director of Student Services supported staff in making appropriate accommodations for students. Additionally, referrals were made to the school counselor on an as-needed bases to support parents and students struggling in the COVID-19 environment.

FUSD continues to provide supports for Englisher Learners, foster youth, and low-income families in need of the many County resources. These resources are made available via newsletters, emails, texts, social media, phone conversations, home visits, and referral to programs as needed.

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

Foresthill Union School District benefitted greatly from the distance learning experiences of the 2019-20 school year. Staff will contemplate and evaluate their reflective feedback collected on April 23, 2020 and May 18, 2020, lessons learned, best practices, and family survey

results to inform and drive improvements for next year's distance learning opportunities. Based on the aforementioned, there are many steps that the district will be taking and considering to ensure the continued delivery of high-quality distance learning opportunities.

Initial steps already taken in preparation for the next school year includes investment into the school's digital platform through in-service training of Google Classroom. Additionally, the Superintendent/Principal has been and will be available throughout the summer break on Tuesdays to collaborate with teachers and staff regarding distance learning and other school related matters.

Proposed steps for school year 2020-21 will be the addition of 300 Chromebooks to achieve a 1 to 1 student-computer ratio, ELA and Math educational software, campus and home technology management software, and shifting of two professional development days from the school year to prior to the first day of school for technology training.

Foresthill Union School District will continue to strive to meet the goal of all students having adequate and equitable access to technology both at school and at home.

Foresthill Union School District will evaluate the adequacy of its current curriculum to meet the demands of learning opportunities to be served both at school and at home. The district will further continue its evaluation on how distance learning can be programmatically beneficial both in an embedded model as well as a stand-alone model should school closure resurface.

Foresthill Union School District will increase focus on serving the Social Emotional Learning and comprehensive health needs of all students at their individualized levels in the distance learning environment.

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

Foresthill Divide School, the sole school of Foresthill Union School District, has a spacious kitchen layout which allows 2 employees to work continuously 6ft apart for social distancing. Staff wear facial masks and gloves while preparing food. Additionally, timers are set for every 30 minutes as a reminder for constant and consistent washing of hands. Meals are packaged individually in "Grab and Go" bags for families to receive in the school's drive-through. Families picking up meals are required to remain in their vehicles.

Foresthill Divide School coordinates and alternates with the local high school to ensure that one of the two schools is providing meal service through the Seamless Summer program. Both schools do not operate the program at the same time. Families are made aware of meal availability through the school's family newsletter, automated phone and email messaging, website, and social media as well as selected fliers in the community.

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

Foresthill Union School District started school closure on March 16, 2020 which lasted through the last day of school on June 3, 2020. The closure of on-campus childcare, Kids Club, coincided with the school and remains closed. With the recent approval of childcare facilities to re-open, the Director of Kids Club and the Superintendent/Principal have been developing plans to have a healthy and safe re-opening of the on-campus childcare as soon as prudently possible. As part of the re-opening plan, the Director and Superintendent/Principal visited two already re-opened childcare facilities to gain insight and collaborate on lessons learned and best practices that can be implemented for Kids Club. Given the COVID-19 era childcare requirements and guidance, much planning and adjustments are still being developed as well as surveying families to find out how many still want childcare with anticipated new structures in days served, times offered, fees charged, social distancing requirements, and other related matters.