



COVID-19 Operations Written Report for Fairfield-Suisun Unified School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Fairfield-Suisun Unified School District	Kris Corey Superintendent	krisco@fsusd.org (707) 399-5009	June 18, 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.

There is not one word to correctly describe the impact the COVID-19 emergency has had on our students, families, staff, and community. While some families made the necessary adjustments with relative ease, the majority of our families were thrown into a chaotic world of losing employment, working from home, or having to report as an “essential worker.” All of this was in conjunction with supervising children in a distance learning model. With the support of the Fairfield-Suisun Unified School District (FSUSD) educators through the distance learning platform, parents had to quickly become teachers of the core curriculum.

While District staff members have worked hard to provide the core academic program that students would have received had it not been for the COVID-19 emergency, the greatest change to program offerings outside of the shift to distance learning has been the elimination of extra-curricular and co-curricular activities.

In addition, FSUSD students and families have lost out on many of the most memorable, milestone moments. They lost out on a graduation or promotion ceremony, prom, and all of the end-of-year activities. They missed the in-person meetings and conferences with educators. They grieved the loss of familiar socialization and routines that happen when attending school on campuses. They lost out on interactions with their teachers and peers. They lost out on hugs, handshakes and high-fives.

It is during such times of crisis in which resilience and grit are developed and exhibited. FSUSD staff displayed great leadership and compassion as the District forged new territories unlike anything ever experienced.

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

To support the needs of our English learners, FSUSD provided weekly standards-based designated English Language Development (ELD) lessons via distance learning. Lead English learner teachers developed weekly lessons focusing on specific ELD standards and pushed out to all Kindergarten through 5th grade teachers every Thursday. Additionally, staff convened each Thursday via GoogleMeets to preview the upcoming week's lessons and share effective distance learning practices as a community of learners. FSUSD regularly communicated the continued requirement to provide daily designated ELD to ALL English learners. Secondary teachers who were responsible for providing designated ELD provided weekly lessons in the same format using informational text from Scholastic.com as the content.

Additionally, students who have been in the United States less than two years had access to Rosetta Stone software in order to support the acquisition of conversational English.

FSUSD ensured all Spanish speaking families, by using Language Line software and the support of District translators, had the same access to essential communication and information regarding coursework, programs and services available.

FSUSD served foster and low income families identified via an integration of resources, supports and interventions from outside agencies as well as internal existing programs/services. Attendance Liaisons continued to check-in, via phone or GoogleMeet, with every foster youth enrolled in the District. Additionally, Attendance Liaisons connected virtually with foster families in order to build constructive family-school relationships; help maintain school connectivity; and ensure access to resources where applicable.

To address the needs of students experiencing poverty or homelessness, the District's Family Resource Centers (FRC) staff continued to reach out to families and identify needs. FRC staff supplied families with the connection to community resources and supports that included the following:

- Basic needs (food, toiletries, school supplies, clothing, rental/utility assistance)
- Internet resources
- Healthcare
- Housing
- Academic and behavioral support
- Parenting education
- Employment
- Childcare

Many of the services are made possible through the FRCs close collaboration with First 5 Solano and Children's Network. Travis Credit Union donated \$15,000 to FSUSD's FRC, which was used to help families secure food. Finally, the United Way Bay Area donated \$18,000 to FSUSD's FRC to assist families with rent and utilities.

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

FSUSD implemented a three phase plan to provide high-quality distance learning opportunities. During the first two weeks of distance learning, staff shared with parents websites and online instructional materials that could be reviewed with their children. In the second phase, teachers started providing asynchronous instruction, office hours, and GoogleMeet hangouts. The focus of the instruction was to re-engage students in the learning process. In the third phase, still using the asynchronous instruction, office hours, and GoogleMeet class hangouts, teachers started delivering new curriculum that focused on the State and Board adopted standards. A copy of the Distance Learning Plan and the supports for families can be found at <https://www.fsusd.org/domain/4997>.

All FSUSD students had access to a district provided device to participate in online Distance Learning. The District and school sites worked to identify families who needed assistance securing internet access at home. WiFi Hotspots were distributed to families with this need. In addition, if a teacher did not have internet access at home, they were able to teach from a District location. Based on the feedback from school sites, approximately 94% of the FSUSD students were engaged at least once a week in Distance Learning.

FSUSD teachers used Google Classroom as the platform to provide distance learning. Release teachers, RSP teachers, paraeducators, and site administrators were included as collaborators in each Google Classroom.

Teachers developed and communicated schedules when they were available for instructional time, Google Meets, and office hours. Distance Learning provided enrichment and review activities for students, in addition to instruction in the core subject matter.

As a result of an effective implementation of the Distance Learning Plan, students, families, and staff received the following support:

Student/Family Support

- Eighty-three families (241 individuals) received basic needs assistance from the District's Family Resource Center
- All students with special needs, who are participating in distance learning, received the IEP identified related services (speech, occupational therapy, etc) through the virtual format
- All families and students received a distance learning guide that included information about transitioning from classroom-based instruction to a distance-learning model in an easy-to-read format as well as links to educational, mental health and community resources
- Virtual graduation, promotion, and Highest Honors events were organized
- All students maintained access to school and public library digital materials as a result of the Student Access Card and partnership with Solano County Library
- Students have access to an expanded summer school program (virtual and in-person) that includes credit recovery, kindergarten readiness, targeted intervention in reading/mathematics, and enrichment "short courses"
- Attendance liaisons continued to make contact with hard to reach families, connecting them to resources to overcome challenges and/or barriers to distance learning
- Students with Section 504 Plans continue to receive accommodations outlined in their Section 504 Accommodation Plan
- Students, parents, and staff received drive-up and phone-in technology support

Staff Support

- All teachers in the Induction and Pre-Induction program received at least an hour of coaching/support each week
- District teacher librarians provided over 60 hours of live drop-in instructional support for teachers and staff around the use of digital tools, best practices, and connecting with students
- Daily designated ELD lessons were provided to teachers at all grade levels that incorporated academic vocabulary, language structures, student-to-student virtual interactions, writing instruction, and learning activities to develop skills essential for performance on ELPAC assessments
- Systems were implemented to continue processing Inter-District and Intra-District transfers and student records requests
- Site administration continued to develop the school's MTSS/PBIS plans
- Special Education teachers, related service providers, and site administrators participated in video conferences regarding IEP support and compliance in the distance learning model with 50-150 participants per session
- Special education paraprofessionals had the opportunity to participate in extensive remote training modules
- Substitute employees received support navigating the EDD paperwork

In conjunction with the Distance Learning Plan, the Governing Board temporarily suspended sections of current Board Policies to minimize the impact on seniors working to earn a 2020 high school diploma and participate in the virtual graduation ceremony:

- The Board took action to temporarily modify the current credit requirements listed in BP6146.1 for students attending a comprehensive or continuation high school (<http://go.boarddocs.com/ca/fsusd/Board.nsf/goto?open&id=BMZMVY5D2851>)
- The Board took action to temporarily modify graduation requirements in Board Policy 6200, Adult Education (<http://go.boarddocs.com/ca/fsusd/Board.nsf/goto?open&id=BNAS526FF485>)
- The Board took action to temporarily modify to graduation ceremony requirements in Board Policy 5127, Graduation Ceremonies and Activities (<http://go.boarddocs.com/ca/fsusd/Board.nsf/goto?open&id=BP7J8M4B5E09>)

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

FSUSD applied for waivers from the State to allow the District to serve meals at seven sites, with the intention of being reimbursed for meals under our Seamless Summer program. Students were not required to remain on-site to consume the meal; they could take the meal and go, which is not the usual federal guideline. This exception was made to enable students to continue to be fed without increasing the risk of spreading the virus. The District also utilized waivers to serve breakfast and lunch in one bag and to not require the children to be present to receive the meals. Both waivers helped minimize the number of times that family members had to leave their homes.

Meal service was designed to be picked up without drivers getting out of their car to minimize exposure. Food preparation stations were set up with social distancing in mind to allow for separation of workers. The District also adjusted the menu to include items that require less preparation to minimize handling as much as possible.

The Child Nutrition Department has had a tremendous impact on the children we serve. The District served 46,960 meals in March and served 93,942 meals in April. At the time this report was submitted for review, staff anticipate 122,000 meals will be served in May.

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

The Solano County Office of Emergency Services coordinated the response to providing child care to essential workers, in partnership with First 5 Solano and the Solano County Office of Education.

On March 30, 2020, the District was asked to create a plan, in the event that there was a need to provide this service. The District worked with staff at the Fairfield-Suisun Adult School and were ready to initiate a plan if called upon to provide such a service.

As of May 30, 2020, the Solano County Office of Emergency Services has not called upon the Fairfield-Suisun Unified School District to provide child care.