

# COVID-19 Operations Written Report for Fowler Unified School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Fowler Unified School District	Tamara Sebilian Director of Educational Services and Accountability	tamara.sebilian@fowler.k12.ca.us (559) 834-6080	June 17, 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 midst of a global pandemic, Fowler Unified School District has been a beacon of stability in its community, as the District worked diligently to minimize the impact of school closures on students and families. A focus was immediately placed on providing an equitable education for all students and ensuring children were being fed breakfast and lunch through the meal program. Fowler Unified was quick to implement a well-designed plan to ensure learning of new content continued for all students through the platform of distance learning. Every student enrolled in a Fowler Unified school in grades TK through 12 were given adopted core instructional materials, a Chromebook, and internet access in efforts to minimize learning gaps. Teachers received ongoing training and support on how to use technology tools to maximize instruction and focused their efforts particularly on unduplicated student populations. Using the tool Google Classroom, each Fowler Unified teacher created and posted multiple standards-based instructional videos weekly and assigned students' work that correlated with those videos. In addition, each teacher held office hours daily for two hours to further support student learning. Special Education case managers and related service providers documented data on student goals and objectives, contact dates/times with students/families and service activities delivered.

Teams of administrators worked tirelessly to support students and families by communicating often and directing families in need to available resources. Fowler Unified created a website for parents that included distance learning policy information, technology support, and contact information. District administration held parent webinars throughout the school closures to disseminate information, built parent knowledge of what can be done at home to support learning, and offered opportunities for the community to pose questions and have them answered through Zoom meetings. Counseling and mental health services were provided to students, virtually using tools such as Google Meets. Social-emotional learning activities were provided to students and families to do asynchronously at home including but not limited to creating routines, managing stress and anxiety, as well as how to talk with children about COVID-19.

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

Equity and access continues to be a focus of Fowler Unified, even through the format of distance learning. School and district leaders focused efforts on ensuring that English learners, foster youth, and low-income students had Chromebooks and internet access. Students in these unduplicated pupil groups were given priority when the District distributed hotspot internet boxes and every effort was made to connect students to their teachers in the online platform. In addition to digital tools, students also had access to adopted core materials through textbooks or consumables. English learners, 21.7% of Fowler students, continued to receive instruction in both designated and integrated English language development. Teachers held face-to-face office hours daily to meet specifically with English learners and provided designated ELD instruction by utilizing District adopted curriculum. Integrated ELD was incorporated into core subjects as teachers provided scaffolds and supports for English learners. Foster youth, 0.7% of Fowler Unified's student body, were supported by teachers and site administrators to ensure learning continued and provided support so students could overcome barriers. In Fowler Unified, 77.5% of the student population falls into the socioeconomically disadvantaged classification. Administrators, in conjunction with teachers, worked to make sure that students in this group were engaging in distance learning and offered additional support when needed. Fowler Unified has continued to support students in the unduplicated student populations to ensure they are participating in distance learning, gaining new content knowledge, and are growing academically.

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

Weeks before school closures went into effect, Fowler Unified began developing a comprehensive distance learning plan. This enabled the District to quickly implement once the decision was made to close the doors at school sites. The last day of in person classes was on March 16, 2020 and students were sent home with adopted core curriculum materials and Chromebooks; students were taught how to use various online tools to prepare them to learn from home. On March 17, teachers were supported with technology training and prepared lessons to be delivered in this new format. The first day of distance learning instruction began on March 18, which limited loss of instruction.

Every FUSD teacher utilized Google Classroom as a vehicle for instruction, making it easier on students and families to access materials and assignments. Each week, all teachers created multiple videos of themselves teaching new concepts with attention to Common Core State Standards. Assignments correlated with the instructional videos were pushed out through Classroom and each teacher held virtual office hours for two hours per day, Monday-Friday, to support student learning.

All stakeholders were offered support in various ways to meet the goals of distance learning. Families found resources at a website that was dedicated specifically to distance learning, parent webinars were hosted by leadership to educate on policy information and how parents could support their children's learning at home, and Chromebook repair was offered at the District Office. Families who did not have internet access were provided with Wifi at no cost to them. All teachers and administrators received professional development and had access to technology support daily from 8:00am - 6:00pm. School staff worked relentlessly to engage students in learning from home.

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

Fowler Unified's distribution process began with self-monitoring and screening prior to stepping foot into the kitchen. All employees were required to stay home if they had a fever, feel unwell, or had shortness of breath. Part of the screening process was asking each employee a series of questions when they reported for duty. FUSD practiced general sanitization by providing PPE for every employee. They were required to frequently wash hands, change gloves, use hand sanitizer, wear a mask and remain 6 feet apart while in the kitchen and preparation areas. FUSD served multiple days' worth of meals at a time. This allowed for a crew to come in and sanitize when no one was in the kitchen to prepare for the next serving day. During meal distribution, employees were to remain 6ft part from one another. They were also not permitted to touch the recipients in the food queue. The recipients of the meals were required to remain in their vehicles. They popped their trunk or rolled down a passenger window so the food could be dropped onto the seat without any hands coming in contact with each other. All equipment, tables, trays, and carts used for distribution were sanitized. Meals were served from Fowler High School twice a week and from Malaga Elementary once a week. The District delivered meals to high need areas and in some cases to personal homes when the families had no means of transportation. When it came to the personal homes, social distancing and PPE was practiced. Food distribution numbers were very high at the beginning of school closures but after spring break there was a slow decline. The biggest challenge was providing a variety of different foods. Distributors were servicing multiple schools in Central California and sometimes the manufacturer could not keep up with the demand. The biggest success was the classified staff who showed up to feed the students in the communities of Fowler and Malaga.

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

Staying connected with students to support learning and well-being during school hours was an emphasis throughout the District. Fowler Unified utilized certificated, classified, and administrative staff members to maintain relationships and further the learning of new content. Each day, all FUSD teachers were available at a consistent time for two hours during the day to meet with students via Google Meets or Zoom. The time frames for office hours were posted in each teacher's Google Classroom and were shared through other District communication tools. These daily office hours gave all students an opportunity to have face to face interactions with their teachers and instructional aides. Conversations during this daily time allowed staff to check in on the mental well being of students, as well as provided instructional scaffolds to support the learning of Common Core State Standards. Teachers used this daily time to read stories to young learners, to guide students in live interactive learning games that allowed students to interact with their peers, to provide English language development lessons, to support special education students, to teach skill based lessons, to answer student questions to clarify learning, and sometimes simply to lend a listening ear to students who just missed their teacher. Administrators at each school site also held face-to-face office hours during the school day to support check-ins with students and families. In addition, phone calls to students and families were made regularly by site administrators, general education and special education teachers, and paraprofessionals to check in and offer support and resources. Instructional aides made regular phone calls to check in with targeted students to encourage them to continue to engage in distance learning, as well as offered resources when appropriate. The administration at each school site oversaw the documentation in contact logs.