

# COVID-19 Operations Written Report

| Local Educational Agency (LEA) Name      | Contact Name and Title                 | Email and Phone  | Date of Adoption |
|--|--|--|------------------|
| Fall River Joint Unified School District | Merrill M. Grant Ed.D., Superintendent | <a href="mailto:mgrant@frjusd.org">mgrant@frjusd.org</a><br>(530) 335-4538 | June 10, 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 response to school closures to address the Covid-19 emergency, the Fall River Joint Unified School District implemented a Distance Learning plan that incorporated both an online component paired with physical instructional materials. As of March 23, each teacher prepared a three week unit with coursework collected after three weeks; at each collection interval, another three week lesson was prepared for a total of three units, equaling nine weeks of the 4th quarter. Grading was based on "credit/no credit" for all grades TK-12.

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

The English Language Development Director prepared individual support materials for each ELL student and these materials were added to the online component or physical packet prepared by the regular education teacher. Individual phone calls to every ELL student in the District were regularly held to offer support and check in on progress in completing the prepared work. A DELAC meeting was held via ZOOM technology on June 1. Foster student's teachers and the district Foster-Homeless Liaison were in contact to continue to meet needs and answer questions. Low income student needs were met by making sure to communicate with parents and students, provide distance learning coursework either virtually (with district-provided Chromebook) or by work packets, and providing breakfast and lunch service while school was in session (see #4 below).

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

Each student that participated via distance learning by online lessons was given a Chromebook for at-home use. Teachers used ZOOM, Google Meet, and other programs to communicate to their pupils. Google Classroom was already incorporated into daily face to face instruction and was utilized to support the teacher/student dynamic. Work packets that were created and distributed were checked every three weeks to ensure accountability from both instructor and student. Personal contact was made by teachers to their students to check on progress, offer support, and let them know we were still engaged with their learning, albeit in a different format.

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

The Fall River Joint Unified School District distributed "grab and go" breakfast and lunch service every day that school was to be in session. Any student could participate regardless of free and reduced meal status. Over 40% of our student population participated in this service. Meal distribution locations were established throughout our very large geographic district service area with our transportation division delivering meals as needed to remote locations.

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

Shasta County Office of Education (COE) Early Childhood Services (ECS) holds the contract for Resource and Referral (R&R) as well as Help Me Grow (HMG) Shasta to connect all families to support services, including referrals to the full range of existing early learning and care (ELC) services, child development education, and information on how to select appropriate and high-quality ELC services based on family need. In addition to supports for families, R&R provides technical assistance and professional development to current and potential ELC providers, maintains ELC provider information for referrals, and actively maintains vacancy data from ELC providers. Families can access HMG Shasta and R&R locally through a variety of modalities, including Shasta COE ECS website, First 5 Shasta website, 221, text, Facebook, YouTube, and e-mail. R&R actively maintains ELC provider vacancy data to connect families in need of childcare in real-time. Families can request a referral to an ELC provider with a current vacancy/available slot through the above-mentioned modalities or by visiting the MyChildCarePlan website. This ELC provider vacancy data is actively collected through biweekly surveys to ELC providers as well as EverBridge, vacancy data collection through Community Care Licensing. Vacancies in ELC settings can change from day to day, and the active collection of data ensures families have access to the most up-to-date information to provide ELC referrals to families. The ability to maintain current, real-time ELC provider vacancy allows Shasta COE to refer families in need of childcare to ELC providers. This data is monitored by R&R in an effort ensure families continually have access to childcare while school is in session as well as when school is not in session. If access to care becomes limited, Shasta COE has the capability to quickly open "popup childcare" where data shows limited access to ensure families continually have access to childcare services in times of need.