



COVID-19 Operations Written Report for Fallbrook Union Elementary School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Fallbrook Union Elementary School District	Julie Norby Assistant Superintendent	jnorby@fuesd.org 760-731-5414	June 15, 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.

Fallbrook Union Elementary School District (FUESD) began preparing for the potential school closure the first week of March. A district COVID-19 committee, composed of district administrators representing Human Resources, Student Services, Special Education, Educational Services, Facilities, Child Nutrition Services, and Technology came together on March 3, 2020 to develop a comprehensive plan that could be implemented in the event of a school closure. That plan was shared with our site administrators on March 4, 2020 and shared the following week with neighboring district leaders.

FUESD was ready to begin meal service and students were able to access their grade level and Standards-Based Distance Learning Plans on the first day of the school closure (March 16, 2020). The average number of meals delivered has been approximately 1200 meals per day. The Instructional Technology department developed a plan to distribute devices to all families and support them with internet accessibility. District distribution, by site, occurred the week of March 30. In total, more than 3600 Chromebooks, 70 iPads and over 100 Hotspots, have been distributed to our students, including a Hotspot placed in a campground on Camp Pendleton to serve a portion of our

homeless population. A Technology Help Desk was established for families and staff via phone, email or a form on the district website. District support is available Monday-Friday from 7:30 am-4:00 pm in English and Spanish.

TOSAs began Professional Development for all teachers in the use of Google Suite, specifically Google Classroom and Google Meet. Teachers began reaching out to students the very first week of the school closure. School Counselors began developing Social Emotional resources for families and staff. Distance Learning plans continued to be distributed until the end of the school year, via Google Classroom, on our website and printed learning packets that were available at all school sites.

The District Communications Director coordinated all district communication and distributed information via mail, email, Peachjar, district website, social media, phone and text messaging. Parent meetings in English and Spanish were held virtually at all schools to disseminate information, answer questions and to receive feedback on the Distance Learning program.

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

FUESD implemented a multi-tiered approach to meeting the needs of our unduplicated students.

Tier I

FUESD provided learning packets both digitally and paper/pencil to support the core instruction for all students. These weekly learning packets include: English Language Arts (ELA), English Language Development (ELD), Mathematics (with the integration of Science & Social Studies, social emotional learning, and Physical Education (PE). We provided a 5-day weekly plan (English/Spanish) with teacher contacts built into the week, which included phone calls, Google Classroom, Google Meets, and office hours. Beyond instruction, FUESD provided a bilingual help desk to provide technology support to families, which is available via phone or email. Additional educational resources and computer adaptive programs in ELA and Mathematics were accessible via the district website. The district also distributed over 100 hotspots to families without internet access and placed a Hotspot in an encampment on Camp Pendleton to serve a portion of our homeless population. A Technology Help Desk was established for families and staff via phone, email or a form on the district website. District support is available Monday-Friday from 7:30 am-4:00 pm in English and Spanish. The District Counselors continued to provide counseling services remotely reaching over 2,000 families. Counselors were able to continue providing universal access and support to all students (in English and Spanish) through a newly created website and resources included with the weekly learning packets. Additionally, counselors created a student hub with a variety of challenges for the summer focusing on pro social behavior and healthy coping and thinking strategies. Parents were also provided an all-encompassing toolkit with resources to assist with building resiliency over the summer with tips and skills for talking about emotional regulation with their children and ways to facilitate positive familial conflict resolution.

Tier II

In addition to the core distance learning packets, teachers have been pushing out additional extension and differentiated work for the students within their classes, interventionists (certificated and classified) are providing additional contacts and lesson support in ELA and/or Mathematics for Title I program students. Newcomer teachers are making contacts with all families within the program by phone for students without internet and Google Meet to provide additional support and instruction. To ensure access to quality language activities for our English learner (EL) families, a take-home distance learning language development kit was provided to every EL household. The kit included

language focused games, vocabulary building activities, and “How the Language Works” activities to support ELD standards found in Part 2 of the framework. To support English learners the district provided access to a bilingual library, Spanish KPBS, and EL Brainpop via the website and Clever Single Sign-on. Counselors provided additional group and individual support to students, parents and staff through virtual referrals and Google Meets. Wellness Wednesday informational videos were filmed for our parents and teachers made to address specific district needs.

Tier III

To provide another layer of support to our students with higher needs, special education specialists provided modifications to the distance learning grade level packets and additional goal focused work for our students with special needs. The language assessment center team has provided additional follow-up calls to families of English learners who do not have internet access. The Migrant Education Team provided additional contacts and tutoring to our migrant families weekly to support the weekly packet instruction. The district counselors continued to be available to parents, students, and teachers for new counseling referrals, emotional check-ins, and consultations.

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

Educational Services began working with the district Teachers on Special Assignment (TOSAs) to design four weeks of Distance Learning opportunities during the first week of March, prior to the school closure on March 13, 2020. The plans were aligned to grade level standards (TK-8) and included activities in the areas of English Language Arts (ELA) with integrated English Language Development (ELD), Mathematics, Science, Social Studies, and Physical Education (PE). Knowing that many of our families did not have internet or devices, the learning plans would be provided in paper/pencil hard copy format as well as digitally available on our website and through Google Classroom. Distance Learning weekly plans were available in English and Spanish. Every TK-2 student, and any 3-8 students that did not have home internet, went home with 2 weeks of Learning Plans, including a Reading Anthology, leveled readers and writing paper, on March 13, 2020, the day of the school closure. Online personalized options, including Lexia, Reading Plus, Dreambox, ST Math, Thrively, and Discovery Ed were provided through Clever on our website.

Each week following the closure, FUESD provided weekly learning packets, pushing them out digitally via the Google Classroom, as well as paper copies being available at all school sites, including the De Luz Schoolhouse. The on-site pick up locations also offered additional learning materials, such as more leveled readers, paper, and writing tools as families needed them. Weekly, classroom teachers provided instructional support to their students via Google Meet, Google Classroom and various other platforms, tied to the instructional learning packets, as well as providing additional differentiated learning activities for their students.

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

In order to maintain social distancing practices for the safety of participants and staff, Child Nutrition Services (CNS) is serving meals on Mondays and Wednesdays from 11 am -1 pm using curbside drive through service at Maie Ellis, La Paloma, Mary Fay Pendleton, San Onofre School, and De Luz Schoolhouse. Families stay in their cars and tell staff how many children they have. Staff place the meals on a cart and roll the cart to the driver's side door for the driver to pick up through the window. For walk-up service, designated areas are marked with tape for people to pick up meals while maintaining safe distances. CNS staff wear face coverings and plastic gloves during meal service. All surfaces are cleaned and sanitized frequently.

We serve an average of 1,200 children a day with breakfast and lunch. Mondays we provide meals for two days and Wednesday we provide meals for three days. Meals are packed in plastic bags and kept cold. Each bag is labeled with the date and safe food handling instructions. Meals include fresh fruits, vegetables, milk, and a variety of breakfast and lunch entrees such as sandwiches, burritos, pizza, breakfast bars, and cereal.

Our meal service program has evolved during the closures. We began serving at seven locations five days a week. That was unsustainable with the staff we had available and we wanted to reduce staff exposure in public as well as the time families ventured out to collect meals. By reducing to five locations two days a week we met our production needs with our available resources. We developed a production schedule for three separate teams. We also trained other classified staff to help serve meals. We received tremendous support from our Boys & Girls Club staff who help with service and delivery of meals.

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

Fallbrook Union Elementary School District is working collaboratively with the San Diego County Office of Education (SDCOE) to determine the need for emergency childcare during school closure. A survey was developed by SDCOE with the support of Health and Human Services and other public agencies to help identify essential workers in our local area who need childcare for their school-age children. Limited responses were received from our Fallbrook families and it was determined that we will focus our efforts to plan for student supervision in the Fall, while we plan for schools reopening for the 2020-21 school year. Our focus will be to support essential workers in the Fallbrook area as well as employees of FUESD with childcare needs. Meanwhile, we are working with The Boys and Girls Club, our Expanded Learning Program, to support their summer childcare program.

FUESD organized a Childcare Action Planning Committee led by the Executive Director of Pupil Personnel Services and included district employees (district administrators, site administrators, district nurses, TOSAs and community partners). The purpose of the committee is to identify several areas related to starting a childcare program. Those areas include:

- Administration, Eligibility and Enrollment
- Staffing
- Health and Safety Guidelines
- Educational Program and Social Emotional Learning
- Student Supports

The expected outcome of the committee is to develop a plan for ensuring that students are supervised during school hours to support a blended learning instructional model (combination of face-to-face instruction and distance learning), and our parents' need to return to the workforce. Our plan is to continue to work with The Boys and Girls Club as our primary childcare partner as well as investigate other local agencies such as The Child Development Center on Camp Pendleton and The Fallbrook Community Center. We will also investigate options to utilize district employees to provide student supervision during school hours.