

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Fremont Union High School District	Trudy Gross, Associate Superintendent	trudy_gross@fuhdsd.org ; 408-522-2203	06/16/2020

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.

On Friday, March 13, 2020, the decision to close schools was made in conjunction with the Santa Clara County Public Health Department and the Santa Clara County Office of Education. While practicing social distancing, school and district staff reported to their worksites for several days (week of March 16), where they developed remote learning plans. Beginning March 23, 2020, instruction continued for our students, with staff providing lessons and assignments through our online tools, including School Loop, Schoology and Google Classroom. The remote learning schedule included virtual office hours for students to drop in with questions and dedicated time for teacher preparation periods, staff meetings and professional learning community collaboration.

In early March, the FUHSD formed a COVID-19 Task Force to review and advise on areas related to the pandemic. The group was composed of 10 students, including three 11th graders; 9 parents (PTSA or Senior All-Night Party/Grad Night); 6 staff members (3 certificated and 3 classified); 9 administrators (2 site-principals, 1 site-APs, 6 District Office); and 2 Board members. The group convened on March 12, 19 and 26 and April 9 and 23. In late April the Task Force was expanded and composed of 19 students including two from the Cupertino Teen Commission (3 9th, 1 10th, 8 11th, 7 12th); 18 parents (including PTSA, Senior All-Night Party/Grad Night, School Site Council); 17 staff members (13 certificated and 4 classified); 13 administrators (5 site-principals, 8 District Office); 2 Board Members; and the FUHS Foundation Co-Presidents. This group met on May 7 and 21 with subcommittee meetings (student, staff, parents) to discuss planning for the 20-21 schoolyear occurring prior to the June 11 meeting. The final meeting of the school year is scheduled for June 25 with possible scheduling in the summer.

The District also added a standing item to the Board agenda: Update on School Activities During COVID-19 Crisis. This agenda item provides an opportunity for the Superintendent and her staff to update the Board and public on a regular basis. In May this item was expanded to include updates on planning for the 20-21 school year.

- The Coordinator of Curriculum and Assessment facilitated the following efforts:
- Collaborated with the Educational Technology Coordinator to establish a weekly schedule for remote learning that included staff meetings and collaboration time and office hours for students.
 - Developed and implemented a Guide to Remote Learning for Staff and a Guide to Remote Learning for Students and Parents;
 - Created a document of Remote Learning Teacher Links, a Remote Learning Teacher Green Sheet (syllabus) Template and Checklist for Teacher Remote Learning Green Sheet.
 - Created Video Conferencing Guidelines for Staff and Students.
 - Drafted an addendum to the Student Technology Use Agreement and coordinated review by an attorney; final version incorporated elements of the Academic Honesty Policy as well.

- Developed a grading report to incorporate the progress grade from the fourth grading period, a progress grade at the time of school closure, a progress grade of Credit/No Credit for the fifth grading period and a final grade of Credit/No Credit for the conclusion of second semester including more robust teacher commentary. This report may be provided by students along with their transcript to colleges and community entities to highlight their progress before and during school closure.
- Initiated the creation of the process for newly enrolled students: worked with the Director of Educational Options, Coordinator of Curriculum and Teacher Leadership, and the Residency Office, to establish the location where new students to the district are enrolled during this time of remote learning.
- Suggested and guided tasks for Guidance Counselors, Registrars, Data Techs, and Career/College Advisors for student follow-up and intervention.
- Worked with the Executive Assistant for Teaching and Learning and the Coordinator of Communication to develop a District web resource for the impact of COVID19 on college admissions for students and families, including information about standardized testing, financial aid, and a curated list of colleges and universities and their admissions plans for the Class of 2021.
- Worked with Guidance Counselors and Career/College Advisors to develop a process for students to request letters of recommendation from their teachers in Spring as a support for students applying to college in Fall 2020.
- Initiated the development of a “warm hand-off” referral process for high school counselors to help transition non-grad seniors to the Adult Education counselor and staff so they can continue progress toward a high school diploma or high school equivalency (GED or HiSet) exam.
- Worked with the Director of Business and Director of Human Resources, to facilitate meetings with site Scheduling Assistant Principals to transition to remote processes for course selection, master scheduling, and monitoring enrollments in preparation for the 2020-2021 school year.
- Coordinated with the District Data Team to implement an attendance system for Remote Learning so that teachers could report attendance/participation and site administrative staff could identify students who were not able to participate due to technology access or other issues. The auto-dialer system was also revamped to facilitate notifications to families for missed class periods.

The Director of Educational Options facilitated the following efforts:

- Created a ‘COVID-Chronic Absentee (CAI)’ letter for schools to send to students who are struggling with attendance.
- Reorganized the Placement Advisory Committee (PAC) meeting format to meet the needs of students and families while maintaining Shelter-in-Place.
- Worked with Educational Options staff to put remote learning in place and develop support structures for students. Providing regular ongoing communication with students and families. Providing regular meeting and PD time, as well as support, for staff.
- Coordinated the establishment of Educational Options as the location where new students to the district are enrolled during this time of remote learning. Educational Options staff will work with site staff to ensure registration at their home school for fall.
- Held a virtual meeting with the School Climate Team to discuss issues specific to remote learning.
- Worked with Alum Rock Counseling Services to move the Botvin Life Skills class to a remote learning format and providing ongoing communication with students and families about the same.
- Due to the Coronavirus pandemic, the Santa Clara Valley Health Van was not available on site. However, the doctor and staff made themselves available as needed for regular services and consulted on individual situations.
- Worked with an attorney and student under extended suspension/pending expulsion to create a system that is both fair to the student and correct under the law.

The Coordinator of Curriculum and Teacher Leadership facilitated the following efforts:

- Coordinated with Curriculum Leads (CLs) to provide resources for alternative assessments.
- Provided resources for enrichment learning (created website).

- Curated resources for online education options (Massive Open Online Courses (MOOC)) (created website).
- Worked with CLs to support Professional Learning Communities (PLCs) during remote learning.
- Facilitated work with CLs to re-conceptualize the professional development plan for 2020-21 school year.
- created a set of narrative comments to supplement the final grade report to go above and beyond "Credit/No Credit".

The Director of Educational and Special Services facilitated the following efforts to continue to meet the needs of our students with disabilities:

- Established COVID-19 procedures that align to Individuals with Disabilities Education Act (IDEA) practices and uphold Individual Education Program (IEP) compliance.
- Provided transparent and ongoing communication to families of students with IEPs to understand the temporary remote learning plans for special education services. This included a mass mailing in the first week of closure and then a follow-up system of communication from case managers.
- Created a Parent's Guide to virtual IEPs
- Worked with service providers to develop appropriate consent forms for tele-therapy services.
- Developed electronic forms via Informed K12 for implementation of consent for tele-therapy and IEP and 504 forms to assist with attendance signatures and parent consent.
- Participated in several webinars designed to support special education service delivery during closure. Used that information to inform and communicate our practice.
- Created videos to share updates with staff districtwide.
- Held weekly meetings with key stakeholders to monitor progress and implementation.
- Developed a support document to help teachers meet individual students needs based on different disabilities and levels of complexity.

The Special Services Administrators worked with Student Advocates and School Psychologists to design and implement a Wellness Check-In process for students and families to seek support. In coordination with the Associate Superintendent of Student and Special Services mental health and parenting tips and resources were added to the Mental Health section of the District school closure webpage. In May two events were held in support of parents: a webinar on supporting children and their relationship with the internet hosted by My Digital TAT2 and a conversation with a Student Advocate and the Program Specialist for Mental Health Services via Zoom.

District Administration engaged in significant discussion about how to handle grading during school closure. This involved input from stakeholders and resulted in a decision to move to Credit/No Credit, no changes were made in requirements for graduation. On April 28 the following item was reviewed by the Board of Trustees and resulted in adoption of Credit/No Credit: Adoption of Resolution #1920-22 for the Suspension of Current District Grading Policy and Adoption of a Temporary Alternative Grading System for Student Distance Learning During School Closures Caused by the Coronavirus (COVID-19) Pandemic. In support of all students the District implemented a process of narrative comments to accompany Credit/No Credit at the conclusion of the 19-20 school year, a detailed progress report that students (particularly those in the Class of 2021) could choose to include in their college application process, an expanded letter of recommendation process for the Class of 2021 that was launched in May, and a partnership with Collegewise including four webinars and FAQs with one of the managing partners.

District Administrators met weekly with the Deans and Assistant Principals responsible for senior activities and graduation. A unified decision was made to hold virtual graduation including a walk-thru drive thru celebration where students could wear their cap and gown for a photo that they would receive free of charge. On the afternoon of virtual graduation, each school hosted a car parade.

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

Over the course of the school closures the District, lead by the Coordinator of Communications, issued numerous messages to students, families and staff. All messages were translated in Spanish and Mandarin (traditional and simplified Chinese). There were three staff members per language available for support given the volume.

The Coordinator of Curriculum and Teacher Leadership facilitated the following efforts to continue to meet the needs of our English Learners:

- Provided resources for and supported EL teachers in transition to remote learning (created website).
- Set up ELD Summer Academy, which will be conducted through remote learning.
- Worked with sites on EL placement decisions for the Fall.
- Coordinated with Educational Options in creating a structure to place any new EL students during school closure.

In March, a group of District administrators and a team from the Santa Clara County Office of Education (SCCOE) welcomed site administrators and staff to a cycle of Continuous Improvement focused on students who are homeless. The group had one meeting/training prior to the school closures. During school closure, the Associate Superintendent for Student and Special Services and the Coordinator of Curriculum and Assessment worked with SCCOE and site staff to implement an outreach process for supporting homeless and McKinney-Vento students. The process helped staff identify students who needed technology access and referrals to community agencies for additional support. During the first weeks of school closure the group utilized the opportunity to check-in with each student identified as homeless or foster youth individually through use of a specific protocol. Data was collected and reviewed and will be utilized when the Continuous Improvement process resumes in Fall 2020. One focus of this process is to dive deep into the systems in place within the FUHSD to identify and support these students. The check-ins have been helpful as part of that review.

Prior to the 2019-20 school year, FUHSD maintained a practice of regularly surveying students and families regarding their computer and high-speed internet access at home. The pre-COVID-19 indications were that less than 1%, or just 50 families, needed support district-wide.

When the shelter-in-place (SIP) order was issued in March 2020, the District reached out to students and families to confirm their technology access. We soon discovered that many families had more than one student who needed to access the internet simultaneously. So even though families had one working computer, they needed additional resources to support all students in their households. As of May 1st, the District has issued over 700 Chromebooks and 100 hotspots to needy families.

When the SIP emergency started the District placed emergency orders for 300 hotspots to support student learning needs. The initial hotspots came with limited data plans. We quickly learned these limited data plans were inadequate for Zoom classes. At this time all of our assets have been upgraded to unlimited data plans so that students can participate in the data intensive Zoom class session being offered by staff.

FUHSD is not experiencing any significant challenges with respect to student technology access at this time.

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

In order to ensure timely and accurate communication with the entire FUHSD community, the Coordinator of Communications, with the support of multiple staff members, drafted detailed messaging on the developing COVID-19 pandemic, CDC and Public Health recommendations, cancellation of school activities, the decision to close schools, implementation of distance learning and the remote learning class schedule, the district's grading policy, graduation and senior activities and other related topics. All messaging has been translated into Spanish and Chinese.

A School Closure Resources webpage was created to provide all updates and information in one location for the community:

<https://www.fuhsd.org/newsroom/school-closure-resources>.

While students were not physically in school, school was still in session and students were expected to engage in coursework, daily. Remote Learning means that students are attending class online, completing and submitting assignments, and interacting with teachers using the online tools designated by the teachers and supported by the District. Teachers were provided the opportunity to provide synchronous and asynchronous instruction as they saw fit for their students and classes. Students were advised that having certain tools would help them be able to complete their assignments:

- Essential tools: computer or mobile device, internet access*, paper to take notes and work through problems/assignments.
- Ideal tools (would help if student has access, but not essential): headphones or headset, microphone, webcam for online meetings, printer or scanner.

If students did not have the essential tools, they were asked to complete an online/google Technology Request Form, or contact their school by phone to borrow a Chromebook and/or Internet Hot-Spot. Devices were distributed at school sites to individual students as they were received, or during the scheduled food distribution periods. Additionally, if students needed materials from their classroom or locker, schools would allow for individual students to visit campus by appointment-only, following shelter-in-place protocols.

The District and Fremont Education Association (FEA) entered into a Memorandum of Understanding (MOU) regarding remote learning and expectations of teachers including progress reporting with narrative comments, assigning a school closure grade, and completing letters of recommendation.

During school closure, the Coordinator of Curriculum and Assessment facilitated the following efforts:

- Worked with World Language teachers to share best practices and curriculum resources for teaching language in a remote learning environment.
- Worked with Chinese teachers and Scheduling Assistant Principals to develop a plan for placing incoming students in language classes for 2020-21 due to disruptions in diagnostic testing.
- Facilitated processes and coordinated communications for sites to support students in the transition to at-home AP exams.

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

The Food Services Department of the FUHSD is offering drive thru, grab and go meals at 4 locations during the COVID-19 school closures: Cupertino High School, Fremont High School, Homestead High School, and Fair Oaks Park (satellite location). Each location offers breakfast and lunch meals to families with students under 18 years of age. Given the unprecedented nature of the closures, six days' worth of meals are being offered (Saturday meals) to meet the need of the community.

Each meal service location has a social distancing table that also serves as the meal pick up table. Families, by show of hands, tell employees how many meals are needed. Food Service staff takes the number of meals requested and places the bags on the meal service table. Food Service staff walks back and parents pick up the meals from the table.

Meals will be continued to be served in a non-congregate manner for the rest of the school year.

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

Under the Santa Clara County Public Health Order to shelter in place on March 16, 2020, only essential workers in the county were allowed to perform work at essential businesses. This caused the potential need for these essential workers to find supervision of their children during ordinary school hours.

In partnership with the Santa Clara County Office of Education, arrangement for supervision of students during ordinary school hours was made available to families through the SCCOE Childcare for Essential Workers Portal. The portal was made publicly available on April 10, 2020 and was announced through a press release to district public information officers and media on April 15, 2020. FUHSD staff was notified of the Essential Workers Portal via email on April 15 and through District social media channels; the information was posted on the District school closure resources webpage for access by anyone in the school community. Updated information was provided the week of May 4th describing enhancements to the portal.

California Department of Education
May 2020