

COVID-19 Operations Written Report for Kingsburg Joint Union High School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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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 March 13th, the Kingsburg JUHSD made the decision to close the school starting March 16th due to COVID-19. This closure remained in effect until the end of the school year. In response to the closure, the district changed its mode and frequency of communication, instructional delivery and supporting the welfare needs of our students and families. Our first steps in the closure were to ensure that information was sent to parents and students about our plans. The first focus was to get our academics in place to continue with learning, design ways to support all students and then send resources to parents to help support their children during the closure. Information was sent to parents, students and staff during the closure to provide resources for physical and emotional wellbeing, through AERIES communication, email, school FaceBook page, and school websites. Students in special populations had communication throughout the closure to ensure both educational and emotional needs were being met. Special education students had two prior written notices and emergency distant learning plans created in collaboration with the IEP team, including the parent. Special education students continued to receive all of their services through virtual methods. Students on 504 plans were provided a letter about services available and communication with students and parents occurred with the case manager. The school office and district office remained open to answer calls and discuss concerns with parents and students. When necessary, home visits were made to check in on students where no work or communication was had with the teacher. The operations written report was discussed and developed with input from the District Advisory Committee, ELAC/DELAC, School Site Council, and staff. Surveys were sent to parents, students and teachers to gain insight on how the closure impacted them, what the school did well and what could be improved on if distant learning continues. Results from the surveys show that the biggest impact was students do not learn as well at home and they want to return to school.

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

The focus of the district was to ensure all of our students' needs were met, though there was a specific focus on ensuring our unduplicated students were able to continue to be successful in the new academic setting. For our English Learners, our instructional aides communicated

weekly with students and worked on Google Meets to support their academic needs. Students in the designated ELD class had very specific skills they continued to work on. For students in integrated ELD, teachers had assignments that required students to record or video responses, read and write about the events, and communicated if students were not completing work. To support the needs of our homeless students, the district purchased wellness kits that had school supplies, hygiene supplies, and snacks. These were delivered to students by administration and staff. For our foster students, we have an established relationship with our foster parents. Communication continued with foster parents to ensure students had what they needed both academically and mentally. To support our low-income students who may not have internet, packets were created and if packets were not picked up, schools contacted parents to see if packets needed to be mailed or delivered home. Students had access to lunch everyday at Kingsburg High School and those students who lived closer to our feeder districts were informed they could go to the K-8 school for lunch. A few unduplicated special education students, who were not able to access the internet for speech, were picked up and brought to school to complete their online speech. The district also moved forward to get hotspots and internet connections. The challenge for the teachers and instructional aides was engaging students in the curriculum after they found out they could keep their third quarter grade. Many students informed their teachers that they were just going to keep the third quarter grade and not continue with any work. The success during this time was delivering the wellness kits to the students and seeing and hearing the appreciation from the students and parents.

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

In order to meet the new expectations, set forth in the Governor's Executive Order, families were notified that all work would be provided through the Google Classroom platform. Students who did not have access to the internet, were provided packets. All teachers provided work on a weekly basis at first, and then moved to a twice a month basis to help limit contacts of students needing to pick up packets. Teachers were also required to have four office hours a week to meet with students virtually. Students enrolled in Dual Enrolled classes and CTE classes with hours to meet certifications, will have the ability to complete the hours and test to earn the certification. For our seniors, our college and career teacher reached out to students to answer questions about the transition to college and ensure they completed the registration process. Per the grading recommendations set by the state, students were able to maintain their third quarter grade or choose the option to improve their grade by completing work during the fourth quarter. Due to the school closure being so close to the end of the third quarter, students were allowed to turn in any late work from March 2 to the closure to help bring up their third quarter grade. Teachers were sensitive to the learning needs of students on when students had to turn in work during the closure and no work was considered late. By the end of the closure, we had approximately 70 students (about 6.5% of the student population) who were picking up packets. Of the 70 students, some at the request of the parents wanted to have packets instead of doing online work, even though they had access to the internet. The district was already a one-to-one electronic device campus, so all students had access to a computer to complete online work. The district purchased 62 hot spots, but those are still on back order. These were ordered to provide students who lacked internet access. The district also worked with a local company to install 16 internet towers in the Traver area. This will give internet access to not only our students, but also to Traver Elementary students. These should be up and working by the middle of June. Student, teacher and parent surveys were given to help guide our future digital learning plans, professional development needs, and internet support.

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

Kingsburg JUHSD was up and ready to serve cold meals to all students on the first day of closure. The school offered only lunch during the school closure. The first week of closure we averaged 28 meals a day. We increased each week through April ending with an average of 202 meals a day. In May we averaged around 186 meals a day. Lunch will continue to be provided to all students during summer school, until July 2. Due to our size, only a cold lunch was provided. Due to the waiver, the lunch bag was able to include chips and snacks from the snack bar. As a small school that normally only served about 100 meals a day and received through a district contract with another district, the large increase to meet the demands was a challenge. The minimum requirement of items needing to be purchased increased and the upfront cost doubled. On average our cost was about \$4,500.00 a month and increased to \$10,700.00 in April, putting an initial strain on the budget. The district also had to develop a new serving process to meet the requirements from the state, but with no initial procedures on how to do that. The distribution process was held at Kingsburg High School campus at our snack bar where students came and grabbed a bag. Hours went originally from 12:00 to 1:00 to 11:00 to 1:00. Tape with markings for proper social distancing were marked on the ground and employees handed out lunch bags through only one window. We worked with our feeder schools to ensure our students near those schools would have access to lunch, including offering to send staff to help with the distribution. The feeder schools stated they did not need our additional staff. Supplies were purchased to help with sanitation and protective equipment for staff. Success for our district included a new streamlined system for purchasing and buying in bulk that will be continued after the closure ends. The biggest success was that we were able to feed our students in need and the number of meals we provided increased.

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

Kingsburg JUHSD is a high school only district and the LEA did not need to arrange for supervision of students during ordinary school hours. Childcare for essential workers was coordinated at the county level and was provided by CYS. The district had resources that were available to parents on request.