



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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
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| Hanford Joint Union High School District | Victor Rosa Superintendent | vrosa@hjuhsd.k12.ca.us (559) 583-5901 | |

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.

Hanford Joint Union High School has chosen to interact through the use of computer and communications technology, as well as delivering instruction and scheduling office hours with their teacher. We have included video instruction in which has become the primary mode of communication between the student and instructor that relies on a computer or communications technology. It has also included the use of print materials incorporating assignments that are the subject of written feedback for those students who are unable or are not comfortable with digital learning.

HJUHSD assessed our ability to deliver instruction both in an online setting and also in a non-technological setting, we kept in mind that not all students and families have access to devices or high-speed internet and that we may not be able to meet the needs of all our students through online instruction.

We developed short- and long-term goals, accounting for the length of time currently planned for the school site to be closed and for the possibility that the closure may need to be extended. We also met with teacher leadership teams to analyze course sequences to ensure essential standards would be covered and to provide training on how to continue to deliver instruction. Delivery options for various disciplines, such as a fully online curriculum or online curriculum with individualized or small group interaction with teachers is being provided. Professional Learning Communities are engaged with one another to calibrate on offerings for students, exchange of effective practices, or adjusting approaches to ensure engagement with students weekly through Google meets.

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

HJUHSD is aware that many of our families may not have the appropriate connectivity in place. Fortunately, because HJUHSD has issued a device to all students, it has given our students and teachers the foundation for incorporating digital materials into every day instructional practice. HJUHSD will build on that work, including continued access to devices and internet connectivity. In these difficult times, we have not and will not lose track of the needs of our most disadvantaged students. Most importantly, we are not requiring our disadvantaged students to purchase devices or internet access, to provide their own devices, or otherwise pay a fee as a condition of accessing required course materials under the free schools guarantee. Additionally, we have ensured all students have access to standards-aligned textbooks and or instructional materials in the core subjects.

HJUHSD determined a distance learning strategy would provide the most meaningful educational opportunity for students and we are able to ensure equitable access. Our plan includes alternate deliveries of comparable educational content. These alternate deliveries include providing students access to a device or internet at school consistent with social distancing guidelines.

Initially, HJUHSD developed short term plans for the first two weeks. We provided enrichment activities for students while we developed distance learning plans. The longer-term plans contain much more rigorous work and are rooted in essential standards.

While developing distance learning HJUHSD assessed how all students will be able to access e-learning keeping in mind what to do if the student has access to the internet, if the student has access to a device and what alternatives exist for them to access a device, How familiar a student is with the device and necessary support to ensure they are familiar with navigating its features, and additional support for teachers. We are also actively working with the county office of ed and others in the private sector to develop partnerships to support students during this crisis by offering free high-speed internet access, devices, and other opportunities.

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

HJUHSDs distance learning plan contains a combination of all of the options and considerations below. We have ensured that our plan addresses the needs of students who have a device and access to the internet and those students who do not.

During the planning and implementation process decisions about the necessary programmatic adjustments to transition to distance learning involved consultation with local public health officials, county office of education, and labor unions. We collectively work together to meet the needs of our community in the face of this unprecedented COVID-19 pandemic.

In considering the development and implementation of a distance learning plan for us, we utilized our existing resources. Students and teachers already possess Chromebooks fitted with iBoss Content filter an on-premise CIPA compliant filter. Aerohive 802.11AC wireless infrastructure on-premise and LTE Mifi- Off-Premise cellular wireless devices. We are also providing Securly a CIPA compliant web filtering for On and Off premises. We chose to continue to use Google Apps for Education suite for access and communication between student and teacher. We are also utilizing digital textbooks and materials for all core content courses.

We made sure that all students had access to a device and wifi and to ensure students could maintain access we provided opportunities for students to check in and check out replacement devices if theirs was not working. We also maintained print copies of all work provided for students who are not comfortable with distance learning. Counselors and teachers are regularly contacting students to maintain an open line of communication for those in need.

We are offering multiple options and a combination of strategies, depending on the needs of each student. These strategies are fluid and are evaluated frequently, both in the short- and long-term.

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

Food Services staff works just 1 day per week to fulfill only essential duties required in providing meals. The shifts are staggered throughout the day so that not all staff is working at one time. The staff that are working together do so in separate areas of the kitchen so that a 6 feet distance is maintained. Meal service is conducted in a drive through fashion. As individuals drive up, Food Services staff set the meals on a table so that the individual can pick up the meal from the table to limit contact.

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

As a high school only district, our own students being at home have been an asset to families in need of child care. Furthermore, the Elementary districts in our area have been and are more well equipped for this type of service; however we are making space available for students that are not able to work from home.