



FORESTVILLE

UNION SCHOOL DISTRICT

April 30th, 2020

Dear Forestville School and Academy Families,

With the safety and health of our students, staff, and families in mind, and in alignment with our sister schools across California, we have suspended “in-person” classes through the end of the school year as directed by Governor Newsom and State Superintendent Thurmond, and following the guidance of our Sonoma County Health Officer. We continue to provide remote classroom learning for our students, and have included updates for our Distance Learning Program in this letter.

This means:

- FUSD students and staff will not return to the school campus through the rest of this school year.
- The physical campus is CLOSED to all recreational activities including the use of the field and blacktop, by order of the Sonoma County Department of Public Health. Only essential staff is allowed on campus, unless permission is granted by the Superintendent.
- All public meetings, including meetings of the school board, will be held via teleconference. Agendas and instructions on how to join public teleconferences will be provided in advance.
- Distance Learning from home will continue for the rest of the school year. We will continue to provide relevant learning for all students.
- Forestville families and students continue to have access to breakfast and lunch services from 11:00am to 12:30pm at El Molino High School or from 11:30-1:00pm at Guerneville School Monday through Friday.

These measures are necessary to help Sonoma County and California “flatten the curve” and slow the spread of the Covid-19 virus so that emergency medical responders and staff have as much time as possible to address the influx of patients, provide treatment, and save lives.

Since March 23rd, teachers have provided students with learning opportunities through packet and/or online work and activities. In addition, teachers have reached out to families to collect information and offer assistance in getting students online and making sure they have a device to access class and lesson materials. Over the course of the last four weeks, school Chromebooks have been loaned to those parents who indicated the need for one; Hotspots will soon be distributed to families who have requested one. In a previous parent notification, internet connection information and resources have been shared. They are included again in the Distance Learning Program.

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Our updated Distance Learning Program and a parent overview and guide follows this letter. The guide will include suggestions for studying from home, recommended work time per grade level, sample schedules, protecting your student online, how grading will work, and the collection process for student participation and attendance. Please read each section to review important logistics and pertinent emergency services, as well as information on educational goals and protocols for our remote classroom learning and activities.

Our teachers and staff are ready to work with you as we move forward in providing our Forestville students with a robust Distant Learning Program for the rest of the school year.

Sincerely,
Renee Semik, Superintendent/Middle School Principal
Jennifer Hegenbart, Tk-6th Principal

Student & Parent/Guardian Distance/At Home Learning Guide

The FUSD staff realizes that the unusual situation we currently face with the COVID 19 pandemic and the Governor's Shelter in Place order has created stress and anxiety among our staff, students, and parents/guardians. Through this guide, we'd like to offer a few helpful tools and tips, as well as share the key elements of our updated Distance Learning Program.

Goals and Objectives

We are adjusting our expectations for academic progress and shifting our attention to a remote-online classroom experience because of the COVID response.

We are committed to:

- Connecting with and supporting all FUSD students
- Supporting at-home learning that is engaging for students.
- Providing flexibility, understanding and compassion for all students and their families during these uncertain and ever-changing times.

Our priority goal is maintaining the social and emotional well-being of students in the midst of this crisis. Our objective is to maintain the rhythm and routine our children experience through

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familiar academic activities. Ultimately, reassurance and consistency for our students is important at managing their anxiety and helping them with navigating this new reality.

For academic goals, our primary focus is maintaining engagement with course content, maintaining academic progress, and inspiring students to extend their learning through enrichment and extension activities they can pursue independently on their own at home.

Parent/Guardian Guidance for Supporting Distance Learning

Parent/Guardian Role as a Learning Coach

What does it mean to be a Learning Coach?

The parent's/guardian's role in a Distance Learning model will be different than when a student is on campus in their classroom. Your home is now a place to learn. Your student will still be working with teachers, but in a different way. Don't worry; you are not expected to become the at home teacher. We do ask, however, that you continue to support your student's education through this new way of teaching and learning by doing a few simple things.

Here are a few ways you can help:

Schedule: Creating a daily schedule provides structure to the day and reduces uncertainty. These are challenging times and students are going to show stress in different ways. Creating a routine around school can provide a level of certainty that may be missing from their lives right now.

Due Dates: If students already use a Homework Calendar/Sheet or planner, they should continue to use this to monitor upcoming due dates for assignments, assessments, remote class meetings, etc.

Productive Space: This is a great opportunity for students to recognize how and where they work best. Have a conversation to decide what's going to work in your home space to allow them to have Zoom/Google Hangout meetings, watch teacher instructional videos, etc. in a distraction free space.

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Materials: Decide what is going to work as an ongoing location for your student to keep the needed materials for classes. If they need to log in for a math class, they shouldn't search for a ruler or pencil during class time. These should be gathered before a class, work session, etc.

Acting Like a Student: Even though school is happening at home, you'll want to encourage your student to look and act like a student. This includes sitting in a comfortable place during lessons, engaging in the lessons, and completing assignments.

How To Ask A Question: Teachers will make themselves available for questions, but it may be through email or Google Classroom, and not always 'live' during class meetings. It can be hard for a student to articulate or think of their questions under certain conditions, or on the spot, so they may just say, 'I don't get it' or not even speak up. Teachers have set up protocols for students to use during remote classroom meetings, and the 'raising of a hand', just as in class, is most likely the way to go to ask a question. Students may not be comfortable in doing this, but continued practice can help students come up with specific or related questions while still in the meeting. Students should email the teacher soon after a meeting or release of assignments if he/she has a question or there is some need for clarification.

Your child's teacher and our school counselor, Debra Kuziara, can help brainstorm other ways to be successful as a learning coach.

Distance Learning Program

Student Participation, Expectations and Workload

Given the emergency nature of our crisis, we are calibrating our expectations for student work, and our own curriculum goals. Though we have scaled back our ambitious learning targets for Spring, it is essential for our students to continue to inhabit the rhythm and responsibility of school life, though with more flexibility and understanding. Sticking to familiar routines supports the well-being of our children and helps them stay engaged and current with content in class. It is also important to note, though the state suspended in-class instruction, compulsory participation per California Education Code in school has not been suspended, thus, all families and their students have an obligation to provide support and services as needed to facilitate student involvement in Distance Learning.

PRIORITY Activities are those that require student attendance and participation. Generally, this consists of attending ZOOM/Google Hangout meetings(or another teacher established meeting platform) and completing designated **CORE** assignments, activities, and assessments from their teachers. Special consideration is made for families with limited internet access in the

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event that online learning is found to be problematic. Please work with your child's teacher to create a plan to address Distance Learning.

CORE Activities are lessons and experiences that are to be handled as "assignments" that will be used by the teacher to measure participation and proficiency of a target task, skill or standard. Sometimes teachers may provide a MENU of Core Activities options to choose from, but whatever is chosen, must then be completed to confirm participation.

ENRICHMENT/EXTENSION Activities include Art, Music, Movement/PE and other learning opportunities that round out a child's education and provide some structure and focus throughout the rest of the child's day. These activities can be pursued or not, depending on your home schedule, and your child's interest and stamina.

Class Schedule

Key Information

- Lessons will be presented online, via Google Classroom, Class Dojo, Bloomz, YouTube Channel, Zoom/Google Hangout, and/or other such platforms.
- Parents and students should check their teacher's designated platform daily for lessons, assignments, updates, and meeting times.
- Classwork can be broken up over the course of a day; it does not need to be completed in one sitting.
- Teachers will be providing recommended work times and due dates. There will be some flexibility, but please communicate with the teacher any needs you have related to these topics.

Time Recommendations

Recommendations for student & school engagement times are listed below. These recommendations are **INCLUSIVE** of all Core Activities in reading, math, science and social studies/history. These time guidelines do **NOT** include Zoom/Google Hangout class meetings or enrichment/extension activities, which we leave to parents and students to determine how far and deep to take these activities. Also, please note that some students may complete activities faster or slower than peers, hence there will be a range, and some students may need more to complete assigned work and activities. In addition, daily activities will vary from day to day and thus some days may have more time assigned than others.

Here are our suggested grade level work hours:

Elementary:

TK: 30 min-1.0 hour:

Lessons will be posted regularly though email and/or the online platform your child's teacher has already established. We recommend students spend the noted time working on the assigned CORE subjects/standards/skills.

K: 1-2.0 hours

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Lessons will be posted regularly through email and/or the online platform your child's teacher has already established. We recommend students spend the noted time working on the assigned CORE subjects/standards/skills, with an additional 10-15 minutes of reading each day.

1st: 1-2.5 hours:

Lessons will be posted regularly through email and/or the online platform your child's teacher has already established. We recommend students spend the noted time working on the assigned CORE subjects/standards/skills, with an additional 10-20 minutes of reading each day.

2nd-3rd: 1.5- 2.5+ hours

Lessons will be posted regularly through email and/or the online platform your child's teacher has already established. Ideally, students should spend the recommended time on the assigned CORE subjects/standards/skills, with an additional 20-30 minutes of reading each day.

4th-5th: 2.5- 3.5 hours

Lessons will be posted regularly through email and/or the online platform your child's teacher has already established. We recommend students spend the noted time working on the CORE subjects/standards/skills assignments.

6th: 2.5-4.0 hours

Lessons will be posted regularly through email and/or the online platform your child's teacher has already established. We recommend students spend the noted time working on the assigned CORE subjects/standards/skills, with additional time added for reading assigned or free-choice materials.

7-8th: 2.5-4.0 hours

Students will be expected to attend regularly scheduled lessons/meetings through Zoom and/or Google Classroom, and have about 30 minutes per subject twice a week. Additionally, students should complete around 30 minutes of work per day per subject, plus one hour of reading.

Students who can not participate in the live meetings/lessons should reach out to their teachers to get the information and assignments they missed.

If your child is spending much more time than expected on work and expressing distress, please contact your class teacher for support. Each student's needs are different, please let us know how your child is responding to the workload.

Grading

During this spring trimester, and in our Distance Learning Program moving forward, elementary teachers will be assigning an effort grade per CORE subject. Students will need to complete 60% or more of the key, priority Reading, ELA, Math, and Science activities, assignments and assessments given by the teacher, and done to the best of their ability to receive a satisfactory/passing effort mark or higher. Students will receive either a 3rd Trimester Progress Report or Report Card at the end of this term. No standard-based grades will be provided. Due to the crisis, students will be held harmless, which means they would not receive a grade or

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mark for the third trimester that is lower than what is stated on his/her 2nd trimester report card. However, student participation and completion of Priority and Core activities will assist teachers in assigning credit completion at the end of the trimester. “No Credit” or an “Incomplete” may be assigned for students who do not participate regularly in Priority and Core Activities. Students will not be penalized for inability to access online education.

Teachers will actively track and document each student’s participation and progress in Distance Learning. This includes, but is not limited to, classroom Zoom/Google Hangout meetings, Google Classroom work, completion of priority CORE activities, assignments and online work. Participation in enrichment activities, and any emails, phone calls, text messages and/or other such contacts will also be noted. This is our district’s best way to monitor attendance and onward movement throughout the rest of this year.

Special Education and Learning Support Services

Our Special Education teacher will continue to provide learning activities based on IEP goals for each student, as well as monitor student engagement and progress with the Remote Classroom Program. She is available to provide regular responsive intervention support for your student. Please contact Ms. Salluzzi (rsalluzzi@forestvilleusd.org) directly if you have any questions or concerns about your student and their IEP.

Student Behavior Expectations

All Forestville School, Academy, and classroom behavior guidelines and rules continue to be an important component to a student’s education, though now through remote learning. Mutual respect and proper etiquette are still essential values we must uphold in order to protect the freedom to teach and learn. When students fail to act in accord with the rules, they will be held accountable for their actions. It is important for students to understand and accept their obligations as members of this new online academic community.

If students feel they are being harassed in their online learning environment, it is important to report it immediately to his/her teacher or principal. Harassment comes in many forms, including threatening communications, offensive communications, or any other kind of communication that makes them feel uncomfortable.

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All students are expected to conduct their communications in an appropriate, respectful manner. Inappropriate language, behavior, or use of other's images/likeness without permission will result in disciplinary action.

Parents/guardians are expected to supervise children's internet use, and are responsible for children's online behavior. This information is also outlined in the Forestville Union School District Parent/Guardian Handbook. Again, please consistently supervise your child's internet use for their safety and well-being. For more information and resources, please visit: www.common sense media.org; <https://kidshealth.org/en/parents/net-safety.html>.

Student and Family Supports

Student Supports

FUSD is committed to supporting all students during this Distance Learning time, and is attempting to maintain its current support systems with as much continuity as possible.

- Teachers will be available by email and phone, and in their Google Classroom or as already established.
- Our EL paraprofessional, Bibiana Drury, will work with classroom teachers, EL students, and their parents to help with academics, questions, modifications, and any support that may be needed.
- All IEP and 504 plans remain in place and modified to meet the needs of virtual learning.
- FUSD's instructional assistants are working closely with teachers to support student learning.

Internet Access for Families

Some families may have limited access to internet or electronic devices at home. If this is the case for you and your child, we have additional resources that we can provide including Chromebooks and some Hotspots that may be loaned to families. Landline internet support is also available as several companies have pledged to assist families secure internet connections during emergency conditions. If you need assistance with landline internet access, or want to request a Chromebook, please report your need to your teacher or the main office so that we may help identify a solution: (707) 887-9767.

Social & Emotional Support for Children and Families

Our mental and physical health is under stress in a crisis such as this, particularly under isolating conditions. If you experience hardship and could use assistance, please do not hesitate to contact your teacher or the school. Staff are at the ready to help students and

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families secure the assistance they need to make it through this crisis. Please contact your class teacher who can ensure your request is forwarded to our support team. If students are struggling with emotional overwhelm or other mental health challenges, they can reach out to the Sonoma County Warmline at (866)-960-6264 by phone or text, or by email at warmline@namisoco.org Another resource is the California Peer-Run Warm line, <https://www.mentalhealthsf.org/peer-run-warmline/>, or (855)-845-7415. If you are having a medical or psychiatric emergency, call 9-1-1. To learn about other local mental health resources, call 2-1-1.

Food Service during Campus Closure

Forestville families and students continue to have access to breakfast and lunch service from 11:00am to 12:30pm at El Molino High School or from 11:30-1:00pm at Guerneville School Monday through Friday. Our food service staff is committed to providing nourishing meals for our children. Any school aged child can claim a lunch, even children that are enrolled in a different district. This is true for Forestville families that don't live in the local area...they too can go to a local district food distribution site and claim a meal at that location, regardless of their district of enrollment.

Unemployment Support

Our situation is unprecedented in modern times. The economic fallout is sure to impact our local community. In light of this, the Governor has announced special dispensation for unemployment caused by the epidemic. If such a situation occurs for you or anyone you know, please refer to the Employment Development Department's FAQ at https://www.edd.ca.gov/about_edd/coronavirus-2019/faqs.htm.

Sonoma County Office of Education

The Sonoma County Office of Education has provided an online hub for COVID-19 related resources for families and educators. The landing page for this hub can be accessed at <https://www.scoe.org/covid>.

Learning Gaps

Due to the stress of the crisis, and the inability to replicate the effectiveness of in-class instruction with a fledgling remote classroom program, we anticipate students may not make the same academic progress that could otherwise have been made had classes remained in session. We will work to provide supplementary instructional support for students to utilize during remote classroom activities, but even then, progress will not be the same, as

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the scope of instruction is shifted in response to the trauma some students are experiencing. Therefore, Forestville Union School District recognizes that there will be learning gaps experienced in the spring 2020 trimester that will impact our instruction in subsequent school years as we work to “catch up” students to the typical grade level instruction. The Fall trimester of the 2020-2021 school year will include some content from Spring of 2019-2020 in order to ensure these learning gaps do not persist.

Thank you for your efforts to support your children and our faculty and staff during this difficult time of transition and emergency programs. Your feedback is essential to the improvement of our emergency Remote Classroom/Distance Learning Program. Please contact the office if you have any questions. The health of our community is a collective effort. We are dependent upon each other for our own well-being.

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