



San Juan Unified School District
Special Meeting of the Board of Education
3738 Walnut Avenue, Carmichael, California 95608

Paula Villescaz, President
Michael McKibbin, Ed.D., Vice President
Zima Creason, Clerk
Pam Costa, Member
Saul Hernandez, Member

CALL & NOTICE OF SPECIAL MEETING

COVID-19 PUBLIC PARTICIPATION GUIDELINES

Please be advised the Board of Education meeting will be conducted telephonically only.

NOTICE is hereby given that a **telephonic** meeting of the Board of Education of the San Juan Unified School District is hereby called by the board president, and will be held at **5:30 p.m., on Thursday, July 16, 2020**. The district is taking all necessary steps to prevent and mitigate the effects of COVID-19 on our community. Therefore, in the interest of public health, in compliance with California Governor Gavin Newsom's Executive Orders N-25-20 and N-35-20, the California State Public Health Officer's Order that included social-distancing guidelines and avoiding group gatherings, the Order issued by the Sacramento County Health Officer, directing all individuals to stay at home or at their residence and prohibiting all non-essential gatherings of any number, and all applicable provisions of federal and state law, this Board of Education meeting will be held telephonically. All board members, staff and others presenting at the meeting will be calling in via the Zoom video conferencing platform from separate locations.

Given the above-identified orders and the need to ensure the health and safety of the staff and the public as a whole, physical attendance by the public cannot be accommodated; however, the district is making significant efforts to ensure public participation during this Board of Education meeting, and has taken the following steps to assist the public in accessing the meeting:

1. **Online Submission of Public Comment.** Public comments may be submitted using the comment form located on the district website at www.sanjuan.edu/july16. Comments received by 5:00 p.m., on July 16, 2020, will be provided to the members of the board prior to the meeting. Comments received after 5:00 p.m., on July 16, 2020, may be read on the record during this meeting.

All public comments will be limited to two (2) minutes or approximately 1,500 characters. Any portion of a comment extending past two (2) minutes or the approximate 1,500-character limit may not be read aloud due to time restrictions. All written comments that are not read into the record will be provided to the board members for review, provided that such comments are received prior to the end of the meeting. Please be aware that written public comments, including your name, may become public information.

During this special meeting, comment will only be permitted on item(s) described in this notice prior to consideration of the item. Comments regarding other items should be submitted during the next regular board meeting scheduled for August 11, 2020.

2. **Zoom Video Conferencing.** Members of the public can make public comments via the Zoom conferencing platform. Members of the public can access Zoom from a computer, mobile device or tablet at <http://www.sanjuan.edu/july16>. All public comments will be limited to two (2) minutes.
3. **Translation/Interpretation.** Translation and interpretation services will be made available upon request with advance notice. If you wish to utilize these services, please notify the district at (916) 971-7111, or stephanie.cunningham@sanjuan.edu by noon on July 16, 2020. This allows for the scheduling of appropriate translation staff and other resources.
4. **Disability Accommodations.** A person with a disability may contact the Board of Education office at (916) 971-7111, or email stephanie.cunningham@sanjuan.edu at least 48 hours before the scheduled board meeting to request receipt of an agenda and other distributed writings in an appropriate alternative format, or to request disability-related modifications or accommodations, including auxiliary aids or services, in order to participate in the public board meeting.

Thank you in advance for your cooperation. Our community's health and safety is our highest priority. The business to be considered at this board meeting is on the following agenda:

**Board of Education Agenda
July 16, 2020**

**Special Meeting
Board of Education
5:30 p.m.**

A. OPEN SESSION/CALL TO ORDER/PLEDGE OF ALLEGIANCE – 5:30 p.m.

B. BUSINESS ITEM

- 1. Providing a Continuum of Safe Instructional Choices to Support Student Learning – 5:35 p.m.** (Kern)
Material provided.

Action: The superintendent is recommending that the board review and discuss planning to safely provide quality instructional choices to families for the 2020-2021 school year and approve implementation of a continuum of instructional options designed to meet changing community health conditions.

C. ADJOURNMENT – 9:00 p.m.

The Board of Education welcomes and encourages the public's participation at the board meetings and has devoted time during the meeting for that purpose. You may comment on items included on this agenda; however, we ask that you limit your comments to two (2) minutes, so that as many people as possible may be heard (Education Code section 35145.5, Government Code section 54954.3). When an item indicates "material provided," the additional information is available prior to the meeting on the district website at www.sanjuan.edu/board or viewable in person at the San Juan Central Enrollment Center located at 3700 Garfield Avenue, Carmichael, California.

A person with a disability may contact the Board of Education office at (916) 971-7111, or email stephanie.cunningham@sanjuan.edu before the scheduled board meeting to request receipt of an agenda and other distributed writings in an appropriate alternative format, or to request disability-related modifications or accommodations, including auxiliary aids or services, in order to participate in the public board meeting.

NOTE: The times indicated are approximate.

Mission Statement

Valuing diversity and excellence, the San Juan Unified School District's mission is to educate and inspire each student to succeed and responsibly contribute to a radically evolving world by providing innovative, rigorous, student-focused instruction and programs in a safe, caring and collaborative learning community.

**SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

AGENDA ITEM: B-1

MEETING DATE: 07/16/2020

SUBJECT: Providing a Continuum of Safe Instructional Choices to Support Student Learning

DEPARTMENT: Administration

CHECK ONE:

For Discussion: ☐
For Action: ☒
Report: ☐
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

ACTION REQUESTED:

The superintendent is recommending that the board review and discuss planning to safely provide quality instructional choices to families for the 2020-2021 school year and approve implementation of a continuum of instructional options designed to meet changing community health conditions.

On July 15, 2020, the Sacramento County Office of Education issued guidance, supported by Sacramento County Department of Public Health Services officials, that schools begin the year in distance learning due to rising levels of community infection and lack of available testing.

Given current conditions, the district will begin the year offering families their choice of a strengthened distance learning model or TK-8 homeschool / 9-12 independent study.

RATIONALE/BACKGROUND:

The COVID-19 pandemic has impacted our schools, students, families, staff members and community in ways never imagined. Making an unprecedented situation even more complex is the rapid change of pace for community health conditions, scientific understanding of the virus, and guidance from federal, state and local health officials.

The district has developed specific protocols to help provide a safe learning environment on campuses including social distancing practices inside classrooms and common areas, enhanced cleaning procedures, extensive availability and use of personal protective equipment and plans should a possible COVID-19 exposure or positive case be reported among students or staff.

Providing our students and families with high-quality instructional offerings that meet their individual needs in an environment that is healthy, safe and engaging remains the district's focus. To that end, district and school staff have worked to develop a continuum of instructional models that provide families with multiple options as health guidance and orders change in response to local conditions.

The developed Learning Model Continuum offers three levels of instructional model menus for implementation as local health conditions improve. On one side of the continuum, families will have the choice of strengthened distance learning, 9-12 independent study or TK-8 homeschool during times when local health conditions do not support greater school openings. In the middle of the continuum, the option for modified in-person learning is added, providing students with two days per week of on-campus instruction in limited class sizes paired with three days of remote learning each week. On the other end of the continuum, the option for schools to resume full in-person learning five days a week is added, though significant safety modifications may still be in place. (See page 18 of the PowerPoint presentation for a display of the continuum.)

Distance learning: Building on experience from the spring of 2020, a strengthened distance learning model will provide daily live interaction with students, instruction to meet state minute

requirements, and benefit from a lesson bank developed over the summer by 80 of the district's most experienced teachers.

TK-8 homeschool: The district has offered a successful homeschool option for several years with consistent waiting lists for enrollment. Under this model, capacity in the program would be allowed to grow to meet family interest offering parent/guardians who wish to lead their student's education the support of an advisory teacher who will provide curriculum, pacing guidance and advice.

9-12 independent study: Utilizing the successful model implemented for decades at El Sereno High School, each of the district's high schools will offer an independent study option for students without requiring they disenroll from their site. Each student is paired with a master teacher who advises on course selection, reviews completed work, issues grades and supports the students self-paced learning trajectory.

Modified in-person learning: This format would see half of students return to campuses on Mondays and Tuesdays while the other half of students attend on Thursdays and Fridays. When not on campus, students would be engaged in remote learning and have live daily interactions with school staff. Wednesdays would be utilized for cleaning at school sites as well as delivery of intervention services to students and staff preparation and learning time.

Full in-person learning: The entire student body would return to campus under this model resuming a traditional schedule on each campus. However, significant changes to some practices and the use of health precautions may still be required.

Instructional models to be offered have been designed to allow maximum student/family flexibility to move between models if capacity allows and for the entire system to transition between distance learning, modified in-person and full in-person learning as local health conditions change.

The impacts of COVID-19 have been varied and significant for our students and families. The need to provide not only quality instruction but social-emotional supports and opportunities for mental well-being have been demonstrated. Under each instructional model new supports and efforts are embedded to build student connectedness and meet family needs.

ATTACHMENT(S):

A: Sacramento County Office of Education Announcement

B: PowerPoint Presentation

FISCAL IMPACT:

Current Budget: \$ N/A

Additional Budget: \$ N/A

Funding Source: N/A

(Unrestricted Base, Supplemental, other restricted, etc.)

Current Year Only ☐ On-going ☐

PREPARED BY:

Trent Allen, APR, Senior Director, Community Relations

Melissa Bassanelli, Deputy Superintendent, Schools and Student Support

APPROVED BY:

Kent Kern, Superintendent of Schools





July 15, 2020

Over the past several weeks Sacramento's 13 school District Superintendents have been working closely with Sacramento County Department of Health Services Director, Dr. Peter Beilenson, and County Health Officer, Dr. Olivia Kasirye. Our goal has been to safely return students to some form of in person school.

Drs. Beilenson and Kasirye have provided Superintendents with data on increases in community spread of the coronavirus combined with an inability of the current testing system to support sufficient timely return of test results if schools were to reopen.

In light of these circumstances, District Superintendents in the thirteen districts and the County Superintendent, with the support of Drs. Beilenson and Kasirye, have made the following determination:

- Schools should open in August/September with a Distance Learning model.

We recognize the significant impact school closures have on our entire community, students, families, and staff. The Sacramento County Office of Education and our 13 school districts will continue to work diligently and collaboratively towards a safe reopening of schools in Sacramento County when health conditions allow.

DocuSigned by:

Peter Beilenson

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Peter Beilenson, MD, MPH
Sacramento County Department of
Health Services Director

DocuSigned by:

Dave Gordon

161B2C3F7100416...

David W. Gordon
Sacramento County
Superintendent of Schools

DocuSigned by:

Olivia Kasirye

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Olivia Kasirye, MD, MS
Sacramento County Health Officer

DWG/ww

Fall 2020

Providing a Continuum of Safe Instructional Choices to Support Student Learning

San Juan Unified School District
Board of Education
July 16, 2020

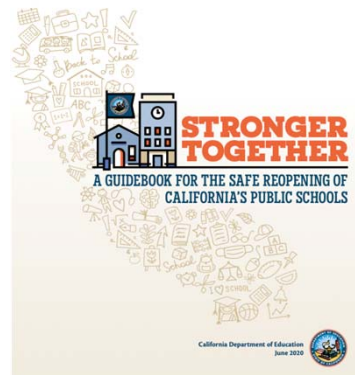
1



Stronger Together: LEA Checklist for Physically Reopening Campuses for Students

Local Conditions. Ensure that the following local conditions are in place:

- a) Flexibility or Lifting of State Stay-Home Order
- b) Flexibility or Lifting of County Stay-Home Order
- c) Local Public Health Clearance
- d) Equipment Availability
- e) Cleaning Supply Availability



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Reopening Schools in 2020-21 Strategic Priorities

Health and
safety

Focused
instruction

Community
building and
relationships

Support the
whole child

Parent support
and self-
efficacy

Transparent
and timely
communication

3



San Juan Unified – Fall 2020

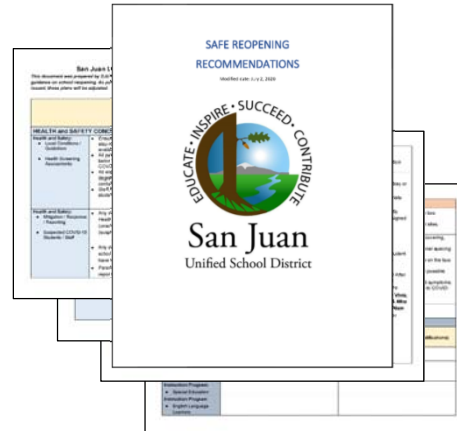
SAFETY & ILLNESS PROTOCOLS

4



Planning & Implementation

- Considering guidance, recommendations and orders from federal, state and local officials
- Updated addendum to Injury and Illness Prevention Program plan
- Manuals and training materials for school leaders and staff



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Stay Home if Ill

- Training for all staff on COVID-19 symptoms
- Student and staff screening prior to arrival on campus
- Attendance monitoring for COVID-19 symptoms
- Support students through transitions to distance learning or other methods if necessary
- Support employees through access to leave. Leave MAY include:
 - Up to 80 hours of COVID-19 related leave at full pay
 - 10 days of sick leave at full pay
 - 100 days of leave at differential pay (up to 50% pay) plus possibility to supplement with catastrophic leave
 - Ability to continue on leave without pay but with continued benefit coverage for an extended period

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Possible Illness on Campus

- Schools will establish three specific areas on campus
 - General Waiting Area: Unscheduled students waiting to be triaged for non-COVID-19 symptoms
 - Well Student Waiting Area: Scheduled students waiting to receive treatments
 - Symptom/Isolation Area: Area for persons with possible COVID-19 related symptoms that is away from others

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Response Protocols

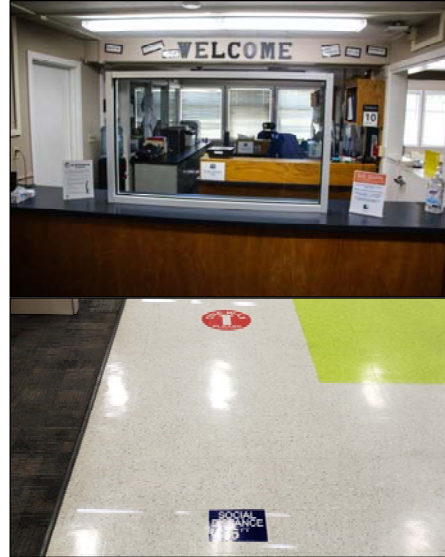
Student or Staff Confirmed Diagnosis w/ COVID-19	Possible Exposure to COVID-19 by Student or Staff
Send individual home if on campus	Send individual home if on campus
Notify Health Services office	Notify Health Services office
Consult with county health officials on need to isolate other individuals and/or close programs/schools.	Advise individual to seek health care and how to access COVID-19 testing options.
Information will be shared with those who may have had contact with the individual while respecting privacy rights under ADA, HIPPA, FERPA and other regulations.	Information will be shared with those who may have had contact with the individual while respecting privacy rights under ADA, HIPPA, FERPA and other regulations.
Temporarily close the area of campus or entire campus as applicable for at least 24 hours before deep cleaning and disinfecting.	Clean and disinfect applicable areas
Individual returns to campus once cleared by health professional, symptom free for 72 hours and at least 10 days after initial onset of any symptoms or date of confirmed test.	Individual returns to campus 14 days or more after the last day they were potentially exposed.
	Exposure is considered close contact, being within 6 feet, of a potentially infectious COVID-19 person for 15 minutes or more.

8



Social Distancing on Campus

- Limit campus guests to essential individuals and specific areas of campus
- Limit individuals in common spaces i.e., the office
- Install screen guards at areas of public interaction
- Establish a campus “flow” using training and indicators on the ground



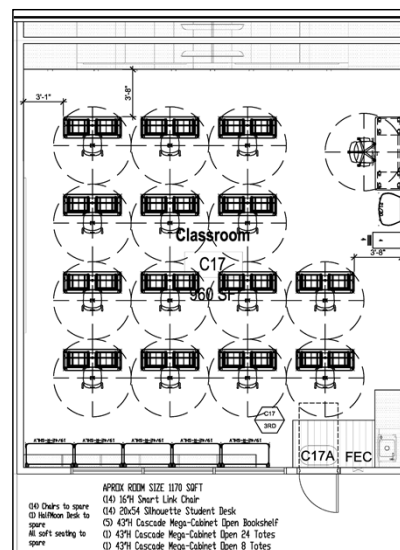
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San Juan
Unified School District

Social Distancing in Class

- Desks facing one direction and spaced to maintain 6 feet of space between students (modified in-person format only)
- Use of portable screen guards for intervention/support work
- Encourage use of outdoor learning spaces
- Avoid or limit sharing of items



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San Juan
Unified School District

Lunchtime with Social Distancing

- Two models at elementary & middle
 - Consistent student groups in the MP room at desks spaced six feet apart
 - Class/small student groups eating in classrooms or designated spaces and supervised by classified or admin staff
- High school students will be allowed to purchase food and eat on campus while maintaining six feet of social distance
- Curbside meal service at all high schools and strategic elementary sites for students not on campus
- Use of pre-packaged food and disposable serving items when possible
- No self-serve options
- Encourage non-cash transactions

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Other Social Distancing Considerations

- Limit locker usage
- Recess in cohort groups; no use of equipment until regular cleaning established
- No assemblies, rallies or other events if social distancing cannot be accommodated
- Buses loaded from rear to front and unloaded from front to rear to avoid students passing each other; reduced seating capacities on routes when possible to space out riders

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Hygiene

- Soap and towels stocked in all classrooms with sinks and bathrooms
- Hand sanitizer dispenser in each classroom; personal bottle for teachers
- Frequent handwashing emphasized by staff and signage
- Supplies for staff or students who wish to wipe down their desks



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Facilities & Cleaning

- Encourage air flow
 - Sanitizing HVAC units, MERV 13 filters
- Frequent cleaning of touch points on campus
- Use of approved cleaners and processes in case of possible or confirmed COVID-19 case



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Personal Protective Equipment

- Face coverings provided for staff members including clear face shields
- Disposable masks provided for students or guests who do not have one
- Gloves available as required for job duties



Are face coverings required?

Yes.

Current state orders require face coverings for anyone over age 2 without a valid medical exemption who is entering a public building or in line to enter a public building.

The district will evaluate new orders or guidance on face coverings as they are made.

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San Juan Unified – Fall 2020

INSTRUCTIONAL MODELS

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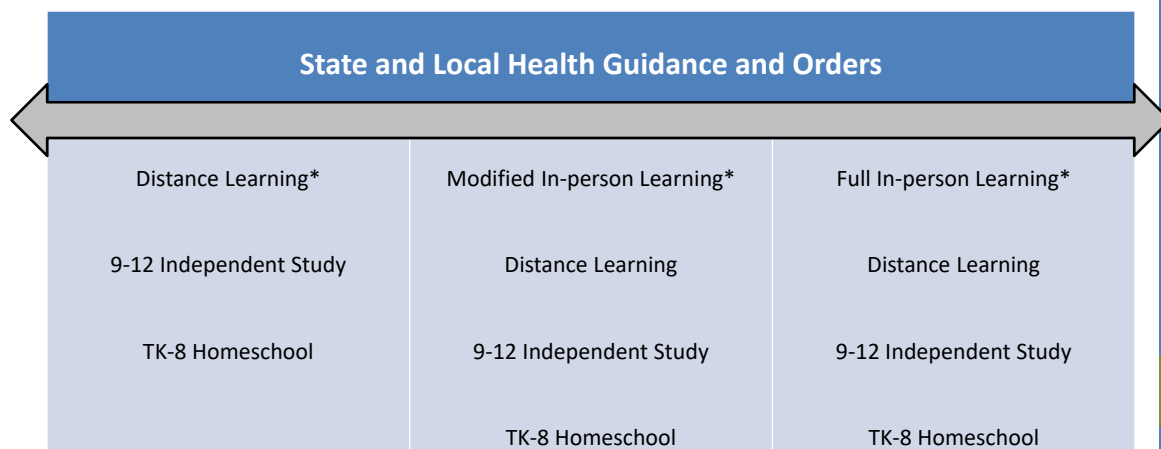
Learning Model Options

- Distance Learning (strengthened)
- TK-8 Homeschool (expanded)
- 9-12 Independent Study (expanded)
- In-person Learning
 - Full (existing)
 - Modified (new)

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Learning Model Continuum



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* Represents the default model for enrollment based on where San Juan Unified School District falls on the continuum utilizing state and local health guidance and orders. Families enrolling in an alternative San Juan Unified model will retain their regular school placement for the 2020-21 school year.

2020-21 Focused Instruction

- Essential standards guidelines
 - Aligned lessons being developed TK-12 by San Juan Unified practitioners
- English language development
- Community building and relationships
- Social emotional learning
- Specialized support services (e.g. speech, occupational therapy, etc.)
- Intervention and acceleration
- Assessment 'of' and 'for' learning

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Distance Learning Model- Lessons Learned



Reduce

Variability

- Regular, consistent and structured opportunities for synchronous and asynchronous instruction
- Common learning management platform to access the virtual classroom



Improve

Safety nets

- Daily participation tracking system
- Structured safety net protocol and action plan designed and implemented at each school to identify and respond to attendance, academic and social emotional needs



Strengthen

School to home connections

- Regular, consistent and structured opportunities for students to connect with their teachers, support staff and peers
- Frequent and meaningful opportunities for stakeholders to provide feedback, ask questions and give input



Support

Practitioner implementation

- Encourage and support in narrowing scope and focus
- Professional development and instructional resources to shift instructional practice

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Distance Learning Model (strengthened)

- Daily structured combination of synchronous (live interaction) and asynchronous (assignments and assessments) activities.
 - Focused and structured instruction
 - 180 minimum minutes in kindergarten
 - 230 minimum minutes grades 1-3
 - 240 minimum minutes grades 4-12
 - Peer interaction
 - Virtual school to home connections
- Consistent learning management platform
- Improved communication and stakeholder input

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Sample Elementary Distance Learning Format

	Monday	Tuesday	Wednesday	Thursday	Friday
Synchronous (live interaction)	20 minute class meeting 20 minutes English Language arts (ELA) 20 minutes Math 20 minutes designated English Language Development (ELD) 20 minutes art Individualized Education Plan (IEP) services based on goals Support center services	20 minute class meeting 20 minutes ELA 20 minutes Math 20 minutes designated ELD 20 minutes science IEP services based on goals Support center services	20 minute class meeting or whole school assembly Targeted support/small group instruction Designated ELD instruction I.E.P. services based on goals Support center services Time for practitioners to plan, collaborate, connect with families and participate in professional development	20 minute class meeting 20 minutes ELA 20 minutes Math 20 minutes designated ELD 20 minutes physical education (PE) IEP services based on goals Support center services	20 minute class meeting 20 minutes ELA 20 minutes Math 20 minutes designated ELD 20 minutes social studies IEP services based on goals Support center services
Asynchronous (independent student work)	Independent student work and activities linked to: <ul style="list-style-type: none"> • Synchronous instruction • Assessment 'for' and 'of' learning • PE, art, music, social emotional learning, etc. 				

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Sample Secondary Distance Learning Format

	Monday	Tuesday	Wednesday	Thursday	Friday
Traditional Synchronous	1, 2, 3 periods 40 minutes per period Designated ELD instruction IEP services based on goals Support center services	4, 5, 6 periods 40 minutes per period Designated ELD instruction IEP services based on goals Support center services	30 minutes targeted support, check-in, small group instruction Designated ELD instruction IEP services based on goals Support center services	1, 2, 3 periods 40 minutes per period Designated ELD instruction IEP services based on goals Support center services	4, 5, 6 periods 40 minutes per period Designated ELD instruction IEP services based on goals Support center services
4x4 Block Synchronous	1, 2, 3, 4 periods 30 minutes per period Designated ELD instruction IEP services based on goals Support center services	1, 2, 3, 4 periods 30 minutes per period Designated ELD instruction IEP services based on goals Support center services	Support center services Time for practitioners to plan, collaborate, connect with families, and participate in professional development.	1, 2, 3, 4 periods 30 minutes per period Designated ELD instruction IEP services based on goals Support center services	1, 2, 3, 4 periods 30 minutes per period Designated ELD instruction IEP services based on goals Support center services
Asynchronous (Traditional and Block)	Independent student work and activities linked to: <ul style="list-style-type: none"> Synchronous instruction Assessment 'for' and 'of' learning 				

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TK-8 Homeschool Model (expanded)

San Juan Unified's homeschool program is an alternative form of education that offers support to families who choose to educate their children at home. In a home school program:

- The parent/guardian partners with a credentialed advisory teacher to create a customized educational plan for their student
- The parent/guardian is responsible for planning lessons, delivering instruction, and grading assignments
- The parent/guardian meets with the advisory teacher on a regular basis to review student work and assess academic progress
- The advisory teacher will provide curriculum, resources, teaching tips, and educational advice

Families opting for this model will retain their regular school placement for the 2020-21 school year.

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9-12 Independent Study Model (expanded)

For students in grades 9-12, each high school will offer an independent learner program modeled after the district's existing program that has provided service to students for decades at El Sereno High School

- Students are assigned a master teacher who helps guide their work delivered primarily through online learning platforms.
- Students have the same district graduation requirements
- Students are required to complete 240 minutes of instruction per day
- Students meet with their assigned master teacher once per week
- Because students remain enrolled in their high school, they will be able to participate in athletics and extracurricular activities on campus
- Students who chose site based independent study will be required to complete a minimum of one semester (traditional high school) or two terms (4x4 block high school) with both ending in December 2020.

Families opting for this model will retain their regular school placement for the 2020-21 school year.

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Modified In-person Model (new)

- For all students (including mild/moderate special education)
 - Implement social distancing by assigning students into two cohorts and reducing in-person learning days to two days a week

	Monday and Tuesday	Wednesday	Thursday and Friday
Student Cohort A	In-person Learning	Remote Learning	Remote Learning
Student Cohort B	Remote Learning		In-person Learning

- Daily participation on remote learning days
 - Student online interaction (e.g. class meetings, homeroom, student study and support options, social emotional learning, small group instruction and services, etc.)
 - Student activities (e.g. daily assignments and work)

Siblings will share the same cohort schedule TK-12.

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Modified In-person Model (new)

- For special education centers and programs (moderate/severe)
 - 4 days in-person; 1 day remote learning
 - One cohort socially distanced within the classroom

Monday and Tuesday	Wednesday	Thursday and Friday
In-person Learning	Remote Learning	In-person Learning

- Daily participation on remote learning day
 - Student online interaction (e.g. class meetings, student study and support options, social emotional learning, small group instruction and services, etc.)
 - Student activities (e.g. daily assignments and work)

Siblings will share the same cohort schedule TK-12.

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Professional Learning and Support

- Essential Standards Guidelines
 - Standards identification
 - Lesson development
 - Practitioner training
 - Lesson sample

San Juan Unified School District

Essential Standards: TK - 6th Grade

TK	All subjects can be viewed in this document	Social Justice Standards TK-2
Kindergarten	ELA ELD HSS Math Science	
1st grade	ELA ELD HSS Math Science	
2nd grade	ELA ELD HSS Math Science	
3rd grade	ELA ELD HSS Math Science	

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Video

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San Juan Unified – Fall 2020

TECHNOLOGY

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Student Technology Access



- ~25,000 usable Chromebooks in stock
- 10,000 Chromebooks on order
- Asking families to identify need



- Researching appropriate devices for early learners



- Assisting families w/ securing home internet
- Providing cellular hotspots

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Platform Support

- Google Classroom will serve as universal point of entry
 - Teachers can continue to use instructional tools best fit to their lesson by providing links to materials inside of Google Classroom
- Professional learning and support will focus on core platforms:
 - Seesaw will be available for grades TK-2
 - Zoom will be available districtwide
 - MS Office, Google Suite, Adobe Creative Suite, Adobe Spark available at all grade levels and no cost to students and staff
- Additional tools can be purchased at school level

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San Juan Unified – Fall 2020

AREAS NEEDING FURTHER DEVELOPMENT

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Areas Needing Further Development

- Learning programs
- Job responsibilities
- Childcare
- Distance learning services for mod/severe programs
- Professional development
- Instructional materials distribution
- Revised communication and outreach

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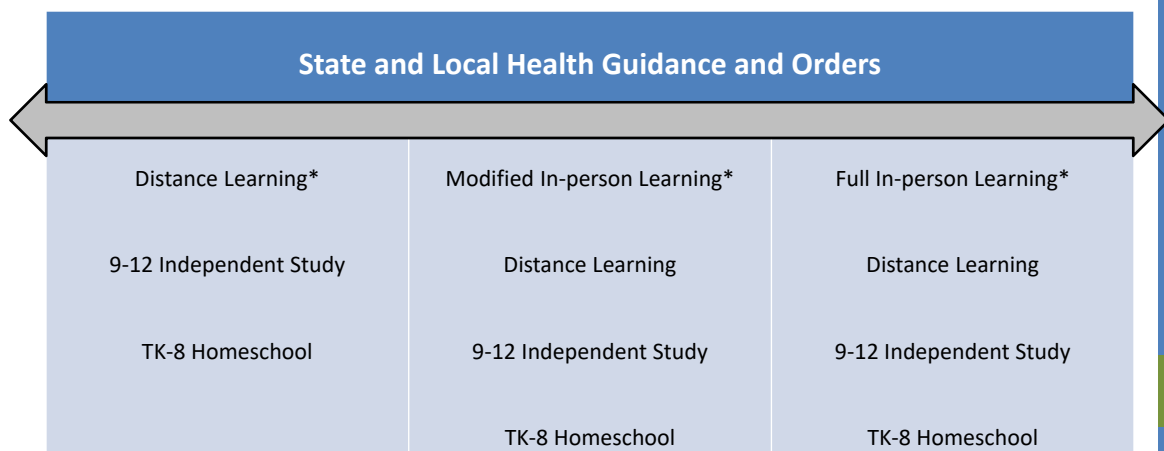
San Juan Unified – Fall 2020

SUPERINTENDENT'S RECOMMENDATION

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Learning Model Continuum



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Distance Learning Model- Lessons Learned



Reduce

Variability

- Regular, consistent and structured opportunities for synchronous and asynchronous instruction
- Common learning management platform to access the virtual classroom



Improve

Safety nets

- Daily participation tracking system
- Structured safety net protocol and action plan designed and implemented at each school to identify and respond to attendance, academic and social emotional needs



Strengthen

School to home connections

- Regular, consistent and structured opportunities for students to connect with their teachers, support staff and peers
- Frequent and meaningful opportunities for stakeholders to provide feedback, ask questions and give input



Support

Practitioner implementation

- Encourage and support in narrowing scope and focus
- Professional development and instructional resources to shift instructional practice

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Public Comment and Board Discussion

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Appendix

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Senate Bill 98

- Establishes parameters and provisions for the 2020-21 school year
 - Distance learning and modified in-person/hybrid instructional models
 - Special education
 - Layoff (Certificated and Classified)
 - Instructional days and minutes
 - Learning continuity and attendance plan
 - Charter schools
 - Extension of audit-related deadlines
 - Early childhood education
 - Additional miscellaneous provisions

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Distance Learning (EC 43500)

'Distance learning' means instruction in which the pupil and instructor are in different locations and pupils are under the general supervision of a certificated employee of the local education agency (LEA). Distance learning may include, but is not limited to all of the following:

- Interaction, instruction, and check-ins between teachers and pupils through the use of computer or communications technology.
- Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
- The use of print materials incorporating assignments that are subject of written or oral feedback.

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In-person Instruction (EC 43500)

'In-person instruction' means instruction under the immediate physical supervision and control of a certificated employee of the LEA while engaged in educational activities required by the pupil.

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Distance Learning Parameters (EC 43503)

For the 2020-21 school year, a LEA that offers distance learning shall comply with the requirements of subdivision (b).

Distance learning may be offered under either of the following circumstances:

- On a LEA or schoolwide level as a result of an order or guidance from a state public health officer or a local public health officer
- For pupils who are medically fragile or would be put at risk by in-person instruction, or who are self-quarantining because of exposure to COVID-19.

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Distance Learning Parameters (EC 43503)

Distance learning shall include the following:

- Provision of access for all pupils to connectivity and devices to participate in the educational program
- Content aligned to grade level standards that is provided at a level of quality and intellectual challenge equivalent to in-person instruction
- Academic and other supports designed to address the needs of pupils who are not performing at grade level or need support in other areas.
- Special education, related services and any other services required by a pupil's individualized education program
- Designated and integrated instruction in English language development
- Daily live interaction with certificated employees and peers for the purposes of instruction, progress monitoring, and maintaining school connectedness

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Learning Continuity and Attendance Plan (EC 43509)

Replaces the Local Control and Accountability Plan for 2020-21 with a new reporting obligation which contains plans for the following:

- In-person instructional offerings
- Distance learning program
- Addressing pupil learning loss due to COVID-19
- Monitoring and supporting mental health and well-being of pupils
- Pupil engagement and outreach
- Professional development
- Provision of resources to pupils and staff to address trauma and other impacts of COVID-19
- School nutrition

Due September 30, 2020

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Stronger Together:

LEA Checklist for Physically Reopening Campuses for Students

Local Conditions. Ensure that the following local conditions are in place:

a) Flexibility or Lifting of State Stay-Home Order

- i. The state has lifted or relaxed the stay-home order to allow schools to physically reopen.

b) Flexibility or Lifting of County Stay-Home Order

- i. The county has lifted or relaxed the stay-home or shelter-in-place order to allow schools to physically reopen.

c) Local Public Health Clearance. Local public health officials have made determinations, including, but not limited to, the following:

- i. **Testing Availability.** Consult with local public health officials to ensure adequate tests and tracking/tracing resources are available for schools to reopen. Employees have access to COVID-19 testing at regular and ongoing intervals.
- ii. Sufficient duration of decline or stability of confirmed cases, hospitalizations, and deaths.
- iii. Sufficient surge capacity exists in local hospitals.

d) Equipment Availability

- i. Have sufficient protective equipment to comply with California Department of Public Health (CDPH) guidance for students and staff appropriate for each classification or duty, as well as relevant California Division of Occupational Safety and Health Administration (Cal/OSHA) requirements.
- ii. Have a plan for an ongoing supply of protective equipment.
- iii. Purchase a sufficient number of no-touch thermal scan thermometers for symptom screenings.
- iv. Consider the differing requirements of PPE/EPG for the differing populations of students with disabilities (i.e., for those requiring medical procedures, toileting, lifting and mobility assistance).

e) Cleaning Supply Availability

- i. Have enough school-appropriate cleaning supplies to continuously disinfect the school site in accordance with CDPH guidance.
- ii. Ensure sufficient supplies of hand sanitizers, soap, handwashing stations, tissues, no-touch trash cans, and paper towels.



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Sample Elementary Modified In-Person Format

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	In-class learning: <ul style="list-style-type: none"> • Instruction for all grades grounded in essential standards (and IEP goals) • Community building, relationships and social and emotional learning • English language development • Specialized support services (e.g. speech, occupational therapy, adaptive physical education, resource, counseling, intervention, acceleration, etc.) • Specialist instruction in PE, music, art, etc. • Assessment 'of' and 'for' learning 		Targeted in-person services (limited and socially distanced): <ul style="list-style-type: none"> • Small group intervention • Support services (English language development, social emotional learning, counseling) • Support center services Remote learning connected to in-person learning: <ul style="list-style-type: none"> • New learning grounded in essential standards (and IEP goals) • English language development • Practice and review • Assessment 'of' and 'for' learning • Specialized support services (e.g. speech, occupational therapy, adaptive physical education, resource, counseling, etc.) • Daily live online interaction • School to home connections 	Remote learning connected to in-person learning: <ul style="list-style-type: none"> • New learning grounded in essential standards (and IEP goals) • English language development • Practice and review • Assessment 'of' and 'for' learning • Specialized support services (e.g. speech, occupational therapy, adaptive physical education, resource, counseling, etc.) • Support center services • Daily live online interaction 	
Cohort B					
	Remote learning connected to in-person learning: <ul style="list-style-type: none"> • New learning grounded in essential standards (and IEP goals) • English language development • Practice and review • Assessment 'of' and 'for' learning • Specialized support services (e.g. speech, occupational therapy, adaptive physical education, resource, counseling, etc.) • Support center services • Daily live online interaction 			In-class learning: <ul style="list-style-type: none"> • Instruction for all grades grounded in essential standards (and IEP goals) • Community building, relationships and social and emotional learning • English language development • Specialized support services (e.g. speech, occupational therapy, adaptive physical education, resource, counseling, intervention, acceleration, etc.) • Specialist instruction in PE, music, art, etc. • Assessment 'of' and 'for' learning 	

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Sample Secondary Modified In-Person Format

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A Traditional	1, 2, 3 periods IEP services based on goals	4, 5, 6 periods IEP services based on goals	Targeted services: <ul style="list-style-type: none"> • Small group intervention • Support services (English language development, social emotional learning, counseling) • Support center services Remote learning connected to in-person learning: <ul style="list-style-type: none"> • New learning grounded in essential standards and (IEP goals) • English language development • Practice and review • Assessment 'of' and 'for' learning • Specialized support services (e.g. speech, occupational therapy, adaptive physical education, resource, counseling, etc.) • Daily live online interaction • School to home connections Time for practitioners to plan, collaborate, connect with families, and participate in professional development.	Remote learning and daily synchronous check-in	Remote learning and daily synchronous check-in
Cohort B Traditional	Remote learning and daily synchronous check-in	Remote learning and daily synchronous check-in		1, 2, 3 periods IEP services based on goals	4, 5, 6 periods IEP services based on goals
Cohort A 4x4 Block	1, 2, 3, 4 periods IEP services based on goals	1, 2, 3, 4 periods IEP services based on goals		Remote learning and daily synchronous check-in	Remote learning and daily synchronous check-in
Cohort B 4x4 Block	Remote learning and daily synchronous check-in	Remote learning and daily synchronous check-in		1, 2, 3, 4 periods IEP services based on goals	1, 2, 3, 4 periods IEP services based on goals

Note: Our Mod/Severe Special Education students will be on campus Monday, Tuesday, Thursday and Friday.

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Sample Moderate-Severe Modified In-Person Special Education Format

	Monday	Tuesday	Wednesday	Thursday	Friday
One cohort, socially distanced	<p>In-class learning:</p> <ul style="list-style-type: none"> • Instruction grounded in IEP goals and essential standards • Community building, relationships and social and emotional learning • Specialized support services (e.g. speech, occupational therapy, adaptive physical education, counseling, intervention, acceleration, etc.) • Assessment 'of' and 'for' learning 		<p>Remote learning and daily synchronous check-in</p> <p>IEP case management</p> <p>Time for practitioners to plan, collaborate, connect with families, and participate in professional development</p>	<p>In-class learning:</p> <ul style="list-style-type: none"> • Instruction grounded in IEP goals and essential standards • Community building, relationships and social and emotional learning • Specialized support services (e.g. speech, occupational therapy, adaptive physical education, counseling, intervention, acceleration, etc.) • Assessment 'of' and 'for' learning 	