Message from the Los Angeles County Superintendent of Schools

The COVID-19 crisis has proven that schools are the heart of our community, not only for learning, but for nutrition, safety and social-emotional well-being. Educators have shown they are flexible, skilled and creative in meeting the rapidly changing needs of students and families. At the same time, persistent educational inequities have been laid bare.

As we look to the 2020-21 academic year, we know schools will need additional resources to become better equipped and skilled at remote learning, address learning loss, implement vital health and safety protocols, and support mental health and wellness.

When campuses reopen, it is vital to provide students with an environment that is friendly, supportive and caring. We must identify students who need help or are having difficulty adjusting. We need to make sure all students return to class and reach out to those who do not. The trauma and stress we have experienced must be vocalized and addressed.

I am grateful to the extraordinary team of superintendents and leaders from across the county's 80 districts who volunteered time and expertise to craft this framework, alongside our subject-matter experts at the Los Angeles County Office of Education. I would like to acknowledge the valuable input we received from stakeholder groups that include parents, labor, health, business and community representatives.

In a short time, this task force has developed a comprehensive planning tool. Our intent is for districts to use this framework as a guide in developing the best reopening plans for their diverse school communities in collaboration with staff, labor partners, students, families and other stakeholders.

This is just the beginning. We plan to continue this work through the summer to support schools as they prepare to welcome families back – virtually or in-person – this fall.

While plans to reopen schools will look different across our 80 districts, one thing is certain – our top priorities must be the health and safety of students and staff, and we must be guided by directives from our public health officials as we focus on ensuring learning continues.

We at LACOE remain committed to providing guidance, technical assistance and support to our districts and schools as we rise together to meet this challenge.

Debra Duardo, M.S.W., Ed.D.
Los Angeles County Superintendent of Schools
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I. Introduction

About the Superintendents Task Force

The Los Angeles County Superintendents Task Force for the 2020-21 School Year convened for the first time on April 29, 2020. Organized by the Los Angeles County Office of Education under the leadership of Superintendent Debra Duardo, the task force involves superintendents and education leaders from across the county’s 80 school districts. Its objective was to develop a framework based on current assumptions and conditions to assist Local Education Agencies (districts, charter schools, county offices of education) with planning for the 2020-21 school year in the midst of the COVID-19 pandemic.

The superintendents and education leaders worked diligently to develop planning resources and a set of considerations for districts and schools to take into account in five primary focus areas: Instruction, Health and Safety, Social-Emotional Support Systems, Family and Community Engagement and Operations. LACOE’s role was to convene and facilitate the task force and to aggregate the input from its members. For a full list of task force members, please see Appendix F.

Purpose of the Framework

The purpose of this planning framework is to provide recommendations and resources to LEAs as they respond to the impact of the COVID-19 pandemic on their school communities. This document was created by school leaders for school leaders as a planning tool for the 2020-21 school year. It has been developed in coordination with local partners and informed by guidelines from the Los Angeles County Department of Public Health and the California Department of Education.

The task force offers this framework as a guiding document for LEAs to exercise local control and support their individual communities by engaging staff, students, families, bargaining units and community partners in planning for the 2020-21 school year. This framework is not intended to be a directive and should not be taken as such.

This document was created with the most current assumptions and information as of the date of this publication. Refer to the Los Angeles County Department of Public Health website for the most recent information.

How to Use the Planning Framework

LEAs may use this framework to suit their local context and individual community needs. They may use all or parts of the framework in planning with their leadership teams for the 2020-21 school year. LEAs should strive for transparency and engage stakeholders (e.g., staff, students, families, bargaining units and community partners) throughout the planning processes. It is also recommended that neighboring school and agency partners are consulted for coordination of efforts.

In addition to recommendations and resources, this document contains several templates meant as optional guides to help teams assess needs and advance planning for the 2020-21 school year. The templates review topics such as which instructional models will best serve students, how staff will be supported, how communities will be engaged and how LEAs will manage operations.
LEAs should prioritize local public health directives and advice from the Los Angeles County Department of Public Health at all times.

II. Aligning Vision and Direction

Educational leaders will need to continue to be adaptive as the impacts of the COVID-19 pandemic evolve. Having a vision and guiding principles can aid LEAs in making decisions in times of uncertainty.

A vision defines the long-term direction of an LEA. Visions should be motivational and hopeful and communicate direction to students, staff, partners and the broader community. Guiding principles help direct an LEA’s decisions, planning and operations toward actions that align with its beliefs.

The task force suggests LEAs remain focused on their vision for schools and create a set of guiding principles to aid in adaptive decision-making. When possible, an LEA’s vision and guiding principles for the 2020-21 school year should align with and support its existing mission and vision.

LEAs can adopt the following sample vision and guiding principles as they move forward with plans for the 2020-21 school year, or see Section V for a template to develop their own version using its mission, vision and guiding principles.

Vision

▪ Throughout the 2020-21 school year, our communities are healthy and connected, and all students are receiving high-quality instruction that meets their needs

Guiding Principles

▪ Maintaining continuity of instruction
▪ Keeping students and staff safe and healthy
▪ Ensuring access and equity for all students
▪ Communicating with stakeholders, such as staff, families, bargaining units and partners
▪ Ensuring flexibility to meet the needs and advocate for all students, while maintaining fiscal solvency
III. Assessing Needs, Preparing and Executing a Plan

Once an LEA has identified its vision and guiding principles, the leadership team can assess its needs and prepare and execute a plan for the 2020-21 school year. This section of the framework aids in this process by:

- providing research on several potential instructional models;
- sharing planning considerations across the focus areas of instruction, health and safety, social-emotional support systems, family and community engagement and operations; and
- identifying additional tools and resources for LEAs to reference in their planning process.

Instructional Models

To ensure continuity of learning within a high-quality instructional program for all students, LEAs can consider which instructional models work best to meet its needs and Department of Public Health directives when planning for the 2020-21 school year. The following models are three examples of potential instructional options with social distancing measures in place. This list is not exhaustive. LEAs should select the model or combination of models that best fits their students’ needs.

**Face to Face**
The teacher and the student meet physically in a set place for a set time for either one-on-one learning or, most commonly, in group classroom lessons with social distancing and health and safety measures in place.

**Hybrid Learning**
Hybrid learning occurs both in the classroom (or other physical space) and via distance learning.

**Distance Learning**
Distance learning occurs when the learner and instructor, or source of information, are separated by time and distance and therefore cannot meet in a traditional physical classroom setting.

Considerations for the 2020-21 School Year

The task force identified five key areas for LEAs to consider when planning for the 2020-21 school year, while keeping the vision and guiding principles at the forefront of decision-making.

**Instruction**
Providing a high-quality instructional program by following best practices in the areas of:

- Curriculum selection and instructional delivery models
- Assessment practices and policies, including local and statewide assessments
- Services to special populations, including students with disabilities, socioeconomically disadvantaged students, English Learners, homeless and foster Youth
- Access and use of instructional technology
- Expanded learning opportunities
- Other key systems and services

Review [Instruction Considerations](#), including suggested practices and resources.
**Health and Safety**
Ensuring all students, staff and community members remain healthy and safe by following best practices in the areas of:
- Guidance, directives and recommendations from Public Health
- Health and safety information, social distancing and infection control practices (hand-washing, face coverings)
- Classroom, meal and cleaning practices
- Health office practices, personal protective equipment, management and isolation of students showing sign of illness

Review [Health and Safety Considerations](#), including suggested practices and resources.

**Social-Emotional Support Systems**
Addressing the mental health and social-emotional development of all students, staff and community by following best practices in the areas of:
- School-based mental health services
- Behavior support systems
- Family engagement and support practices
- Staff supports
- Maintaining student and staff recognitions, awards and traditions
- Other key systems and supports

Review [Social and Emotional Support Systems Considerations](#), including suggested practices and resources.

**Family and Community Engagement**
Ensuring all students, staff and community members remain involved and supported by following best practices in the areas of:
- Ensuring effective communication systems
- Engaging stakeholders
- Using community partnerships
- Other key systems and supports

Review [Family and Community Engagement Considerations](#), including suggested practices and resources.

**Operations**
Maintaining effective and efficient operations by following best practices in the areas of:
- Facilities
- Budgeting and financial operations
- Human Resource Services
- Nutrition Services
- Transportation
- Technology infrastructure
- Other key systems and supports

Review [Operations Considerations](#), including suggested practices and resources.
IV. Additional Resources and Tools

- **CalSNAP Open - LACOE’s Multimedia Services** provides a single search across a curated collection of vetted open K-12 digital resources – from primary source documents to video tutorials, ebooks and more. Free access to all Los Angeles County educators and students. (username/password: losangeles)

- **Digital Promise Learner Variability Project** is a free online tool that translates the science of learner variability into easily accessible learner factor maps and strategies to improve educational product design and classroom practice.

- **Distance Learning Technical Assistance Resources** - Webinar resources from the California Collaborative for Educational Excellence that provide guidance, training and ongoing professional learning to support schools and districts with virtual learning.

- **eLibrary Services** - As the sole library services provider for the Los Angeles County Office of Education, eLibrary Services offers K-12 educators relevant and robust digital resources. Find educational materials unavailable from other county and city agencies with fully curated ebook collections, custom-built for K-12 teachers in the Los Angeles area.

- **ELO | Extended Learning Opportunities** offers curated lessons from the Tuolumne County Office of Education to provide extended learning opportunities to students during school closures.

- **Lessons from the Field: Remote Learning Guidance** (California Department of Education) - This document provides support to teachers and administrators in teaching and learning online. Sections include: Pedagogy and Practices; Accessibility; Content; Tools and Resources; and Infrastructure and Devices

- **Supporting Online Learning in a Time of Pandemic** - Report from USC Rossier School of Education provides practical recommendations for teaching in virtual learning environments.

- **Wide Open School** is a collection of resources curated by Common Sense Media for grades PreK-12 organized by subject and grade. In addition to learning experiences and activities for students, it offers daily schedules with creative breaks and recommendations to keep kids engaged and exploring.
Health & Safety

● California Coronavirus COVID-19 Response - Official State of California website on response to COVID-19 with daily updates and resources. Provides information on what needs to be done and how to help. Also provides links to assist in finding services and information.

● COVID-19 Testing - Schedule a COVID-19 Test. The City of Los Angeles, in partnership with the County of Los Angeles and CORE (Community Organized Relief Effort), is providing free COVID-19 testing to all Los Angeles County residents whether they are experiencing COVID-19 symptoms.

Social-Emotional Support Systems

● Care Solace - District resource for mental health care coordination and follow-up.


● Help for Students in Crisis - New California Department of Education web pages with information regarding mental health resources, including links for students to get direct access to mental health professionals. Page includes crisis and warm line numbers, along with other COVID-19-related resources for providing virtual mental health services and information for mental health providers, families and youth.

● Leveraging the Power of SEL As You Prepare to Reopen and Renew Your School Community - Collaborative for Academic, Social and Emotional Learning (CASEL) framework with actionable recommendations to help school leadership teams plan for the SEL needs of all students and adults during the upcoming transition into summer and the beginning of the new school year.

● Rising To The Challenge: Staying Connected to All of Our Students - This report from the North American Center for Threat Assessment and Trauma Response identifies leadership guidelines to assist K-12 school administrators and their teams to match students’ risk to the best resources available during the COVID-19 crisis.
Family and Community Engagement

- **211 LA County** - Resources available to all county residents to assist with health and human services. They can provide information and referrals to food distribution sites/programs, housing, health care and more.
- **Child Care Alliance of Los Angeles** - Find child care or get additional information by zip code. The resource and referral agencies in the network have free, personalized referrals to licensed child care providers.
- **Communicate with Families During COVID-19** - Researchers outline four strategies to help leadership execute basics to quickly and effectively keep school communities well-informed about the COVID-19 outbreak, resulting policies and current guidelines, as well as equip families with the right information at the right time.
- **My Health LA** - No-cost health care program for people who live in Los Angeles County. MHLA is free to individuals and families who do not have and cannot get health insurance.

Operations

Budget and Financial

- **Revised Budget Summary** (May 14, 2020) - The Revised Budget Summary provides an update of revenues, expenditures and reserve estimates based on the latest economic forecast and changes in population, caseload or enrollment estimates.
  - **Education Highlights** from the Governor’s 2020-21 May Revision that was released on May 14, 2020. The education provisions begin on page 33.
- **Business Services COVID-19 Closure FAQs** - Word document with information and additional links to assist with FAQs in areas such as attendance, LCAP, grants, food services, impact to school programs/services and more.
- **CARES Act Waiver Report** - U.S. Secretary of Education’s analysis of Coronavirus Aid, Relief and Economic Security Act (“CARES Act”) and report to Congress regarding recommendations related to the Career and Technical Education Act of 2006, the Elementary and Secondary Education Act of 1965, the Individuals with Disabilities Education Act and the Rehabilitation Act of 1973 to determine what, if any, waiver authorities to recommend to Congress to provide limited flexibility to assist states and local educational agencies to meet the needs of students and adults with disabilities during the COVID-19 national emergency.
- **CARES Act database**: This searchable database from EdSource describes how much each California school district will get in federal coronavirus funds.
- **LAO COVID-19 Resources** - Descriptions and links to 21 reports and handouts from the Legislative Analyst’s Office on COVID-19 fiscal and policy issues. The LAO has provided fiscal and policy advice to the legislature for 75 years.
• **Preparing Budget Scenarios for 2020-21** - Fiscal Crisis and Management Assistance Team alert addressing considerations for and approaches to budget preparation for 2020-21.

• **Projection Pro (FCMAT)** - Projection-Pro is an online multiyear and cash flow projection software that can be used by multiple types of LEAs, including school districts, charter schools and county offices of education.

**Human Resources**

• **Human Resources Best Practices** - To help support districts and agencies, LACOE has compiled this document with best practices, possible situations to consider when planning and public resources.

• **Key COVID-19 information for HR Departments** - Curated resources from the **Society for Human Resource Management**, including:
  - List of most popular COVID-19 SHRM articles
  - Remote work guidance and best practices
  - Policy information regarding layoffs, furloughs and pay cuts (see Employee Termination and Layoffs resource page)
  - COVID-19 Express Requests regarding the CARES Act

**Nutrition**

• **CDE COVID-19 Guidance for K-12 School and Child and Adult Day Care Meals** - This web page includes the most up-to-date guidance with FAQs and resources from the CDE and the USDA related to school meals during the COVID-19 pandemic.

• **CA Meals for Kids Mobile App** - Information on the CA Meals for Kids mobile application that helps find nearby California Afterschool and Summer Meal Programs Sites. App is available through iOS, Android or Microsoft devices.

• **Let’s Feed LA** - This portal connects those in need to those who can help. The food-insecure can find meal and voucher programs. Community organizations can find out how to connect people to the goods that are most needed.

**Technology Infrastructure**

• **California Emerging Technology Fund** - Non-profit that seeks to provide leadership statewide to close the "Digital Divide" by accelerating the deployment and adoption of broadband to unserved and underserved communities and populations.

• **LACOE’s Technology Learning Support Services** - Resources to promote the effective use of technology to improve teaching, learning, technology leadership and administration through professional development, digital resources and regional support in 80 Los Angeles County school districts.

• **USC Annenberg School Policy Brief on COVID-19 and the Distance Learning Gap** - Policy brief examining the availability of distance learning resources, focusing on two technology components necessary for effective distance learning: a desktop or laptop computer and a residential Internet connection.
Many Voices: More Reports, Frameworks and Templates

- **CDC Decision Trees for Childcare and Schools** - Tool to assist directors and administrators in making reopening decisions regarding child care programs and schools.

- **Considerations for Reopening Schools During the COVID-19 Pandemic** - Solano County Office of Education provides support for developing district plans for reopening schools with a collection of considerations, ideas, information and guidelines.

- **Pandemic Recovery Considerations: Re-Entry and Reopening of Schools** - Missouri School Board Association’s Center for Education Safety template to guide in the reopening of schools. The document provides examples of protocols schools could implement to bring students and staff back to school. Below are specific sections/pages to note:
  - Pp 27-28: Learning models to help achieve social distancing in the classroom
  - Appendix I (pp 52-54): Student Transportation Considerations
  - Appendix Q (pp 78-86): Addressing Barriers to Learning - Article highlighting essential transition-back supports from the UCLA School Mental Health Project
  - Appendix S (pp 88-93): Roles and Responsibilities for staff, students and parents

- **Pandemic Response Plan Documents** from San Diego County Office of Education
  - **Recovery Plan Assumptions and Recommendations** - Supports the creation of plans based on assumptions in the areas of public health, school operations, social-emotional, economic and educational impact and community. The document includes general recommendations to be considered in planning.
  - **Pandemic Response Plan Template** - Word template to assist in plan development. Poses goals and objectives organized into three phases: before, during and after. Recorded webinar and Q/A provides guidance on modifying this template.

- **Placer COE Planning Considerations** - Tool to help school, early childhood education and district leadership understand, prioritize and address needs through intentional systems-level planning while applying an equity lens. Google spreadsheet with instructions and multiple tabs for gathering data to help inform the planning process.

- **Reopening Schools Planning Assumptions & Considerations** - PDF document from Kern County Superintendent of Schools providing assumptions and considerations for schools in creating contingency plans for reopening schools.

- **Restart and Recovery Framework** - The Council of Chief State School Officers guide and planning toolkit to address issues that may arise in the reopening of schools.
V. Local Educational Agency (LEA) Planning Workbook Templates

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From Framework to Action: How to Use the Workbook Templates

This planning workbook contains templates to augment the Los Angeles County Schools: Rising to the Challenge of COVID-19 School Year 2020-21 Planning Framework. The templates are intended to help your LEA team bring together the various elements of the framework to help with your local planning for the 2020-21 school year.

As with all materials produced by the Superintendents 2020-21 School Year Planning Task Force, the templates in this workbook are optional tools meant to aid local planning. You may choose to use the templates as-is in your planning, adapt them to your current processes or elect to use your own LEA’s process tools. The key to using the Rising to the Challenge COVID-19 School Year 2020-21 Planning Framework is to make it your own, in ways that reflect and support the unique context of your LEA.1

<table>
<thead>
<tr>
<th>List of LEA Planning Workbook Templates</th>
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**LEA Planning Task Force Readiness Templates**
To help prepare your local team(s) for 2020-21 school year planning

<table>
<thead>
<tr>
<th>Name</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. LEA Planning Task Force Design</td>
<td>● Scope and sequence outline for an LEA task force</td>
</tr>
<tr>
<td>2. LEA Task Force Vision and Guiding Principles</td>
<td>● To align LEA task force vision and guiding principles with the LEA’s existing vision</td>
</tr>
<tr>
<td>3. LEA Task Force 5-Phase Planning</td>
<td>● Overview table with questions to help LEA planning task force codify what success will look like</td>
</tr>
</tbody>
</table>

**LEA Planning Organizational Readiness Templates**
To support LEA planning and decision-making for the 2020-21 school year

<table>
<thead>
<tr>
<th>Name</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>4. Needs Assessment: Students</td>
<td>● To take stock of the needs of your students</td>
</tr>
<tr>
<td>5. Needs Assessment: Staff</td>
<td>● To take stock of the needs of your staff</td>
</tr>
<tr>
<td>6. Readiness Decision Tree</td>
<td>● Thinking tool to help assess readiness for the three instructional model options</td>
</tr>
<tr>
<td>7. Plans for Instructional Models</td>
<td>● To help prepare for various instructional models</td>
</tr>
<tr>
<td>8. Master Summary</td>
<td>● To bring together key points from the planning process</td>
</tr>
</tbody>
</table>

1 First and foremost, throughout the planning process LEAs should prioritize the public health directives and advice from the Los Angeles County Department of Public Health. This document was created with the most current DPH information as of the date of this publication. Click here for the most recent information on the COVID-19 pandemic from Public Health.
Educational Equity Starts with Empathy and Engagement

Educational equity is a core value throughout the public education community. There can never be true equity until there is meaningful engagement with representatives from all stakeholder groups. This is particularly important during disruptive and significant change, when future planning is taking place, and when vulnerable at-promise learning populations are affected.

Meaningful engagement starts with empathy. Empathy requires understanding, informed by deep listening to the concerns, fears, hopes and dreams of each educational community stakeholder group. Whether that group is students, teachers, staff, parents, bargaining units, faith-based groups, businesses, or any other community partners, all people want and need to be heard.

The COVID-19 crisis presents an opportunity for LEA leaders to demonstrate the empathy needed to build their engagement and equity muscles throughout the planning process for the historic 2020-21 school year.

Stakeholder engagement is one of the pillars education leaders must stand on throughout planning for the 2020-21 school year. Effective engagement allows the voice of all stakeholders to be heard. That stakeholder voice can then help to inform critical planning decisions.

We are fortunate to live in a time when we have powerful digital collaboration tools and ubiquitous mobile technology that allow us to efficiently conduct engagement outreach and effectively listen to the voices of many community stakeholders.

While current COVID-19 health considerations require that most communication take place on-line, there are some on-line experiences that provide more of a human touch than others. Some ideas to get started are provided in the sidebar on this page.

COMMUNITY LISTENING PROGRAM

To engage families and communities with empathy, blend High-Touch with High-Tech

LEAs can support educational equity with a structured Community Listening Program to capture stakeholder voice and then integrate that voice throughout the planning process.

An effective program will listen to all stakeholders, including staff, students, families, bargaining units and other community partners. Some of the opportunities to build an effective program to empathetically engage with all stakeholders include:

High-Touch
- Create a virtual Task Force
- Host virtual Focus Groups and Town Halls
- Integrate instant polling into virtual meetings
- Provide an opportunity for stakeholders to record and share their own videos
- Create engaging infographics to share outcomes

High-Tech
- Disseminate digital surveys
- Provide recorded leadership video updates
- Build “Social Advisory Boards” using social media instant group messaging for rapid pulse checks with key stakeholder leaders
- Create “Explainer Videos” to help stakeholders stay informed on complex topics
- Create engaging infographics to share outcomes
**Template #1: LEA 2020-21 School Year Planning Task Force Design**

**Purpose:**
- To help LEAs develop the scope and sequence for their local control planning task force
- To help LEAs see how the various planning templates might fit into overall planning

**Instructions:** Use this as you form, or refine, your planning task force. Evaluate how the planning templates fit with your task force activities; add, subtract or modify based on your local context.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Topics &amp; Where Each Tool and Template Fits In</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Design LEA Task Force</strong>&lt;br&gt;• Create task force participant list (e.g., district leaders, subject-matter experts, teachers, parents, student advocacy leaders, bargaining units, community partners)&lt;br&gt;• Example: This template (Template #1)&lt;br&gt;<strong>Establish purpose of LEA task force</strong>&lt;br&gt;• Example: “To develop recommendations for the 2020-21 school year”&lt;br&gt;<strong>Define success</strong>&lt;br&gt;• Example: “Viable recommendations that advance equity, are supported by the community of stakeholders and approved by the superintendent and board.”&lt;br&gt;<strong>Establish team function levers: schedule and communication</strong>&lt;br&gt;• Example: 4-5 week process; 1-2x/week (this number will vary by LEA)&lt;br&gt;• Establish communication protocols, contact lists and norms</td>
</tr>
<tr>
<td>2</td>
<td><strong>Develop vision and guiding principles</strong>&lt;br&gt;• Example: See Template #2: Vision &amp; Guiding Principles</td>
</tr>
<tr>
<td>3</td>
<td><strong>Develop community listening plan to capture stakeholder voice</strong>&lt;br&gt;• Example: See Educational Equity Starts with Engagement&lt;br&gt;  o Plan virtual town hall&lt;br&gt;  o Build a core “social advisory board” focused on educational equity stakeholders&lt;br&gt;• Example: See Template #3: LEA Task Force 5-Phase Planning&lt;br&gt;• Example: See Templates #4, and #5: Needs assessments</td>
</tr>
<tr>
<td>4</td>
<td><strong>Discuss community listening plan outcomes and plans to integrate stakeholder voice to inform decision-making</strong>&lt;br&gt;• Example: Create an LEA homegrown process to synthesize and integrate stakeholder voice and then communicate outcomes back to stakeholders</td>
</tr>
<tr>
<td>5</td>
<td><strong>Assess organizational readiness for different instructional models</strong>&lt;br&gt;• Example: See Template #6: LEA Readiness Decision Tree</td>
</tr>
<tr>
<td>6</td>
<td><strong>Draft Instructional Plans</strong>&lt;br&gt;• Example: See Template #7: Plans for Instructional Models</td>
</tr>
<tr>
<td>7</td>
<td><strong>Review LEA planning results; identify any gaps and plans to course correct</strong>&lt;br&gt;• Example: See Template #8: Master Summary Plan</td>
</tr>
<tr>
<td>8</td>
<td><strong>Draft LEA initial recommendations</strong>&lt;br&gt;• Involve writers/designers if available to create communications materials</td>
</tr>
<tr>
<td>9</td>
<td><strong>Review final recommendations with a core advisory team</strong>&lt;br&gt;• Use feedback to iterate final recommendations for board approval</td>
</tr>
</tbody>
</table>
Template #2: LEA Task Force Vision and Guiding Principles Alignment

Purpose:
- To help develop the LEAs Task Force vision and guiding principles aligned with the LEA’s existing overall values, vision and guiding principles while considering the COVID-19 environment

Instructions:
1. Bring together LEA planning task force to reflect on the three steps in Template #2 to help align the task force values with the LEA’s existing vision and guiding principles.
2. LEAs can adopt the following sample vision and guiding principles as they move forward with plans for the 2020-21 school year, or develop their own vision and guiding principles.

Vision
Throughout the 2020-21 school year, our communities are healthy and connected, and all students are receiving high-quality instruction that meets their needs

Guiding Principles
- Maintain continuity of instruction
- Keep students and staff safe and healthy
- Ensure access and equity for all students
- Communicate with stakeholders, such as staff, families, bargaining units & partners
- Ensure flexibility to meet the needs and advocate for all students, while maintaining fiscal solvency
1. **FOCUS on your LEA’s Vision, Mission and Guiding Principles**

   (1) What is your LEA’s established vision and mission? *Input LEA’s vision and mission*

   (2) Why does this vision and mission matter now, more than ever? *Write 2-3 sentences*

   (3) A year from now, what do you want your community to **say, think and feel** about how they were led and supported during this difficult time? Complete these thoughts, “A year from now, Students will *(academic, social-emotional and health/safety needs)*... Families will... Educators will... Leaders and staff... Our community will...”

2. **DEVELOP the guiding principles your LEA will use to aid planning and decision-making**

   Consider and answer these questions and the samples from the planning framework:

   - What does your community need most from their LEA?
     
     *(Sample COVID-19 planning framework guiding principle: assuring continuity of instruction; ensuring access and equity for all students)*

   - What unique role does your LEA play in serving students and community?
     
     *(Sample COVID-19 planning framework guiding principle: keeping students and staff safe and healthy)*

   - How does your LEA envision navigating ambiguity and solving complex problems?
     
     *(Sample: listening to and integrating the voice of all stakeholders)*

   - What COVID-19 factors could prevent your LEA from delivering on its vision; how can you prevent this?
     
     *(Sample: focus on flexibility to address budget cuts while maintaining fiscal solvency and fiscal resilience)*

3. **IDENTIFY the emphasis your LEA Task Force wants to communicate about its vision**

   Write 2-3 sentences that describe the desired emphasis based on your answers to the guiding questions
Template #3: LEA Task Force 5-Phase Planning

Purpose:
- Help LEA planning task force codify what success will look like across the high-level phases of its planning

Instructions:
1. Use this sample table to codify what success will look like for each phase of planning, and to establish 30-60-90 day plans with tasks, roles and timelines in each phase

<table>
<thead>
<tr>
<th>Phase</th>
<th>Guiding Questions</th>
<th>Success Measures &amp; Milestones</th>
</tr>
</thead>
</table>
| **ONGOING STAKEHOLDER ENGAGEMENT** | • How are we engaging stakeholders in our planning process?  
• How will we continually deepen and strengthen these relationships? |                                |
| 1) Research               | • What do we know about various instructional models? What do we need to know?  
• What do we know about our students’ and staff needs? What more do we need to know? |                                |
| 2) Assess                 | • What is our LEA’s readiness to implement various instructional models based on our LEA’s capacity and students’ needs? |                                |
| 3) Plan                   | • What are our primary goals for the 2020-21 school year?  
• Who is taking the lead for various aspects of planning?  
• How will we know we’re on/off track?  
• What do we anticipate as major risks? How will we mitigate those risks?  
• Have we built in an equity lens throughout our planning? |                                |
| 4) Execute and Refine     | • Are we on track?  
• What’s working? Not working? Where do we need to adjust course? |                                |
| 5) Review and Iterate     | 6) Are we achieving our success measures?  
7) How are we engaging with our stakeholders?  
8) What has surprised us? Any unforeseen consequences?  
9) How are we responding? |                                |
**Template #4: Understanding Student Needs**

**Purpose:**
- To help prioritize the most essential student needs during planning

**Instructions:**
1. Have LEA’s subject-matter experts collaborate to identify the most essential needs of each grade level and student group; see example in “All Students” category

Using data and stakeholder engagement strategies, what are the most essential needs for students? Consider prioritizing students who historically have had the least access to resources.

<table>
<thead>
<tr>
<th></th>
<th>Academic</th>
<th>Social and Emotional</th>
<th>Health and Safety</th>
<th>Technology</th>
<th>Other Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>A plan to identify their starting point, catch them up and help them get ahead</td>
<td>Meaningful relationships with educators and students</td>
<td>Food security; access to COVID-19 testing; support with physical distancing</td>
<td>1:1 access to a computer and internet</td>
<td>Connection to community</td>
</tr>
<tr>
<td>(examples)</td>
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<tr>
<td>By School-level</td>
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<tr>
<td>ECE</td>
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<td>Elementary</td>
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<td>High</td>
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<td>Other</td>
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<td>By Student Groups</td>
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<tr>
<td>At-Promise Youth</td>
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<td>Socially/</td>
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<tr>
<td>Economically</td>
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<tr>
<td>Disadvantaged</td>
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<tr>
<td>Special Populations</td>
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<td></td>
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<tr>
<td>Homeless</td>
<td></td>
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<tr>
<td>Foster Youth</td>
<td></td>
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<tr>
<td>[add additional]</td>
<td></td>
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</tr>
</tbody>
</table>
## Template #5: Understanding Employee Needs

### Purpose:
- To help prioritize the most essential staff needs during planning

### Instructions:
1. Have LEA’s subject-matter experts collaborate to identify the most essential needs of each of the staff groups below; see example in “All Adults” category
2. Modify and reuse as needed for other staff populations, such as certificated staff.

### Utilizing data and stakeholder engagement strategies, what are the most essential needs for classified employees?

<table>
<thead>
<tr>
<th>job-related</th>
<th>Social and Emotional</th>
<th>Health and Safety</th>
<th>Other Needs</th>
</tr>
</thead>
</table>
| **All Adults**
(Examples) | Clarity on job responsibilities given COVID-19 disruptions | Meaningful relationships with colleagues and students | Access to COVID-19 testing; support with physical distancing | 1:1 access to a computer and internet; guidance on use of benefits |
| Teachers | | | |
| School Administrators | | | |
| Counselors | | | |
| Classified Staff | | | |
| [add additional] | | | |
| By Key Adult Groups | | | |
| Contracted COVID | | | |
| High Risk for COVID (or potential to expose others to COVID) | | | |
| Lower Risk for COVID | | | |
| [add additional] | | | |
Template #6: Readiness Decision Tree (LEA Organizational Readiness)

Purpose:

- Provide a thinking and logic debate model to help LEA’s synthesize across the many considerations and guidelines to assess their readiness for different instructional models.

Instructions:

1. Conduct a decision-tree analysis as one input to debate priorities, process and outcomes with your LEA Task Force for Department of Public Health Phase 3 reopening instructional models planning.

2. Review the considerations from the five focus areas that the Superintendents Task Force developed to decide if the correct ones for your context are captured in the Decision Tree.
   - Instruction
   - Health and Safety
   - Social Emotional Support Systems
   - Family and Community Engagement
   - Operations

3. Add, subtract, and modify as necessary to reflect your LEA’s context, goals and values.

4. Take note of the results from the decision tree analysis and discuss with the LEA Task Force:
   - Was the result the same for all student groups and/or school-levels?
   - Consider the need to differentiate in your planning to advance equity.
   - If your LEA is not able to conduct Face-to-Face or Hybrid instruction, what changes are needed?
   - This is one “thinking model.” It is certainly not the only possible one.
Superintendents Rising to the Challenge
School Year 20-2021: A Consideration Model

Based on the critical commitments to:
- a) family and community engagement
- b) social-emotional support systems, have LEAs...

1. Executed a Community Listening Program to engage and capture Stakeholder Voice (e.g., surveys, focus groups, town halls) of staff, students, families, professional organizations and community partners?
2. Established necessary school-based mental health services?
3. Put behavior support systems and family engagement and support practices in place?
4. Conducted appropriate trauma-informed training for teachers and staff to help students and staff cope with emotional and mental health concerns?

Based on public health directives, can schools, IF AT A LOWER CAPACITY, for students, employees & visitors...

1. Control interactions, including ingress/egress, hallway traffic?
2. Accommodate physical distancing requirements in classrooms and common areas, as outlined by the Los Angeles County Department of Public Health?
3. Implement health and cleaning protocols (e.g., temperature checks, PPE, sanitation, handwashing)?
4. Provide adequate staffing to monitor health and to implement health and safety protocols (e.g., screening, supervision, first aid)?
5. Provide school transportation services, including for students who receive special education, while meeting all physical distancing requirements and sanitation guidelines?
6. Provide food and nutrition services, while meeting all physical distancing and food safety requirements?

Is Los Angeles County in DPH’s PHASE 3 of Reopening?

Based on public health directives, can schools, for all students, employees & visitors...

1. Control interactions, including ingress/egress, hallway traffic?
2. Implement health and cleaning protocols? (e.g., temperature checks, PPE, sanitation, handwashing)
3. Provide adequate staffing to monitor health and to implement health and safety protocols (e.g., screening, supervision, first aid)?
4. Accommodate physical distancing requirements in classrooms and common areas, as outlined by the Los Angeles County Department of Public Health?
5. Provide school transportation services, including for students who receive special education, while meeting all physical distancing requirements and sanitation guidelines?
6. Provide food and nutrition services, while meeting all physical distancing and food safety requirements?

Distance Learning

Face to Face

Hybrid
Template #7: Developing Instructional Plans for Different Levels and Student Groups

Purpose:
• To plan for the DPH’s Phase 3 Road to Recovery plan and beyond (Face to Face and/or Hybrid)—even as current conditions may require Distance Learning.

Instructions:
1. Copy/paste this template if taking a differentiated approach given the needs of various student groups.
2. Respond to the Key Consideration Question at the top of the template, using the Focus Area Consideration Tables.
3. Consider the outcomes of Templates #4 and #5, where you assessed student and staff needs to prioritize the needs to consider in (A).
4. Next, have LEA Task Force instructional SMEs and other community members respond to (B) and (C).
5. Develop work plans for the 2020-21 school year, possibly including the following sections:
   o Focus Area: (e.g., Instruction)
   o Goals: (e.g., Know each student’s academic readiness within first two weeks of school year)
   o Priorities: (e.g., Identify high-quality diagnostic assessment)
   o Timeline: (e.g., By August 1, 2020 we will have identified assessments and a timeline for which we will implement it)
   o Lead: (e.g., Chief Academic Officer)
   o Support: (e.g., Assessment Coordinator)

Key Considerations: At a bare minimum, what would need to be true in order to implement each instructional model based on research? Review the topics and practices for each Focus Area to inform thinking.

School-level or Student Group: [add here]

Target Instruction Model: [add here]

Resource(s): [add here]

A) What are the key human needs to consider? (Consider Student & Employee needs)

B) What assets/strengths position us to implement this model? How will we utilize these?

C) What may be the major challenges to implementing this model? How will we overcome these?
### Template #8: Master Summary

**Purpose:**
- To create a Summary Planning Document using the outcomes from the planning templates

**Instructions:**
1. Use the templates listed in “SECTION” column to answer PROMPTS and complete the HEADLINES and READINESS RATING columns.

<table>
<thead>
<tr>
<th>Leadership &amp; Planning</th>
<th>Prompts</th>
<th>Headlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA Task Force Design (See TEMPLATE #1: LEA Task Force Design)</td>
<td>What might be the scope, sequence and rhythm for our LEA Planning Task Force?</td>
<td></td>
</tr>
<tr>
<td>Vision and Guiding Principles (see TEMPLATE #2: Vision and Guiding Principles)</td>
<td>What will our LEA emphasize about its vision as it engages key stakeholders? What are our LEA’s Guiding Principles as we plan for the 2020-21 school year?</td>
<td></td>
</tr>
<tr>
<td>Five Phases of LEA Task Force Planning (See TEMPLATE #3: LEA Five-Phase Planning)</td>
<td>What will our success measures, task assignments and milestones be, including stakeholder engagement and our accountability to equity?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conditions of Learning</th>
<th>Prompts</th>
<th>Readiness Ratings (Red/Yellow/Green)</th>
<th>Top Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students (see TEMPLATE #4 Student Needs Assessment)</td>
<td>Academic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health and Safety</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Social and Emotional</td>
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<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special school-level/student group(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee (See TEMPLATE #5 Staff Needs Assessment)</td>
<td>Job-related</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Health and Safety</td>
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<td></td>
<td>Social and Emotional</td>
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<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special job-type and/or adult group(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents &amp; Others (See Prompt to the right)</td>
<td>(TBD based on the LEA’s Community Listening Program design)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision Tree (see TEMPLATE #6 Readiness Decision Tree)</td>
<td>School-level</td>
<td>Options Readiness?</td>
<td>Concerns</td>
</tr>
<tr>
<td></td>
<td>ECE</td>
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<td>Elementary</td>
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<td>Middle School</td>
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<td></td>
<td>High School</td>
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<td></td>
<td>Other</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Continuity of Learning</th>
<th>School-level and/or Student Group</th>
<th>Target Instructional Model(s)</th>
<th>Goals &amp; Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Model Planning (See TEMPLATE #7: Developing Instructional Plans)</td>
<td>[enter school-level or student group]</td>
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<td>[enter school-level or student group]</td>
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<td>[enter school-level or student group]</td>
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</tbody>
</table>
Templates to be added

Please email communications@lacoe.edu to suggest other templates that you would find useful.

We will continue to add to our workbook templates, including a Blank Focus Area Consideration Table Template.
Appendix A: Instruction Considerations

Instructional Delivery Models ........................................................................................................................... 26
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Family and Community Engagement ............................................................................................................ 33

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Human Resource Services ................................................................................................................................ 36
Nutrition Services ............................................................................................................................................ 37
Transportation ................................................................................................................................................... 38
Technology Infrastructure ............................................................................................................................. 39
Provide orientations for parents, students. Work with family to determine the best planning implications.

Follow public health guidance. Ensure correct credentials.

Administer assessments (See section below) and students programs (ex., Screencastify) for teachers.

Implement Universal Design for Learning.

Provide access to video recording.

Secure access to available royalty-free.

Include opportunities for both.

Provide a variety of activities that include high quality review of learning and preview through authentic problem solving and experience opportunities for in-depth learning through asynchronous and synchronous learning.

Students are together, provide engaging learning interventions and accelerated learning supports the learning goals and enhances learning outcomes students can easily navigate and learning outcomes.

Enable and enrich student learning.

Differeniate instruction based on student need.

Tradiional Setting

Core State Standards and Content Standards and includes provisions for both

Standards and enables and enriches student learning

Students in a hybrid model of instruction ensure safe distancing while engaging asynchronous and synchronous learning.

Hybrid Learning

Administer assessments (See Assessment below)

Employ evidence-based practices.

Provide access to available instructional materials with curricular resources.

Differeniate instruction based on student need.

Inclusive Design

LACOE/Universal Design for Learning Unit: UDL in the History/SS Classroom

LACOE: Curriculum and Instructional Services

How to Implement a Flipped Classroom

Blended Learning Universe: Blended Learning Models

Virtual Academy: Natomas Charter Course

District Adopted Textbooks

Buy all-digital curriculum to support curricular resources.

Accounting for students who are medically too ill to return.

Equity and access for special populations

Consider a variety of scheduling models to enable and enrich student learning.

Design experiences using research-based design principles, such as Universal Design for Learning.

Utilize strategies such as flipped learning to ensure content aligns with the CA Common Standards and includes provisions for both

Integrate quality instructional materials to enable and enrich student learning.

Organize course offerings in a way that supports the learning goals and enhances learning outcomes students can easily navigate and learning outcomes.

Enable and enrich student learning.

Differeniate instruction based on student need.
Instruction—Assessment, Instructional Technology, Key Systems

Providing a high-quality instructional program by following best practices in the areas of:

- Curriculum selection and instructional delivery models
- Assessment practices and policies, including local and statewide assessments
- Services to special populations, including students with disabilities, socioeconomically disadvantaged students, English Learners, Homeless and Foster Youth
- Access and use of instructional technology
- Expanded learning opportunities
- Other key systems and services

Instructional Assessment, Instructional Technology, Key Systems

Best Practices

- Resources

Assessment

- Identify key benchmark/BOT assessments to support student placement and to identify gaps in understanding due to prolonged school closure
- Identify common formative assessment strategies with which to monitor student understanding and adjust teaching
- Identify key dates/points in the instructional cycle to administer Interim Assessments and/or benchmark assessments. This may need to be more frequent initially
- Determine data analysis structures and protocols

- Identify key dates/points in the instructional cycle to administer progress monitoring assessments to students who may be identified as "at promise." This may need to be more frequent

CAASPP: Manuals and Instructions

- CAASPP: Interim Assessments
- California Department of Education: Smarter Balanced Interim Assessments

- Publisher authored assessments

- Designate a LEA CAASPP coordinator
- Provide professional development—Interim Assessments (system and hand scoring)
- Provide professional development to identify common formative assessment practices
- Identify times for staff to engage in data analysis protocols

- Assessment—English Learners

- Designate a LEA ELPAC coordinator
- Provide professional development—ELPAC Initial Assessment test administrators (Moodle)
- Provide professional development

- Administer the optional Summaive ELPAC in the fall (pending legislative action)
- Administer ELPAC Initial Assessment to newly enrolled ELs who have not taken ELPAC/CELDT previously

CAASPP: Resources

- Designate a LEA ELPAC coordinator

- Provide professional development—ELPAC Initial Assessment test administrators (Moodle)

- Designate a LEA ELPAC coordinator

- Provide professional development

- Administer the optional Summaive ELPAC in the fall (pending legislative action)
- Administer ELPAC Initial Assessment to newly enrolled ELs who have not taken ELPAC/CELDT previously

Instructional Technology

- Determine appropriate instructional technology for use with students, including but not limited to:
  - Microsof Immersive Reader
  - Overdrive
  - Audible
  - BeeLine Reader
  - Text to speech software
  - Textbook publisher's audio format
  - Bookshare
  - CAST Bookbuilder
  - Learning Ally
  - Rewordify
  - Learning Management System (Google Classroom, Powerschool, Schoology)
- BeeLine Reader: Read Faster and Easier, All Day Long
- BookShare: Read Your Way Ebooks for People with Reading Barriers
- CAST UDL Book Builder
- Learning Ally: Audio Books for Dyslexia & Learning Disabilities
- Rewordify: Reading Comprehension and Vocabulary Development by Simplifying English to a Lower Reading Level

- Designate a LEA ELPAC coordinator

- Provide professional development to enable staff to utilize instructional technology efficiently and appropriately

- Determine appropriate platform delivery

Key Systems and Services

- Utilize a Multi-tiered System of Support (MTSS) to focus on the alignment of initiatives and resources within LEAs and schools to systematically and equitably address the needs of ALL students by aligning academic, behavioral, and social-emotional learning within a fully integrated system of support that includes family engagement.

- Use a continuous improvement model for improvement (Plan, Do, Study, Act).

- Designate time for LEA and school teams to work together to reorganize their MTSS for a remote learning model (e.g., Universal Screening, Formative Assessments, Interventions, Student Engagement, etc.)

- Provide training in continuous improvement models in a distance learning model
Determine additional staffing to address

Arrange for students to return to school

Consider the needs of students who must

Identify if additional translators and

Inclusive practices - Consultation,

Schedule additional staff to complete

Identify if additional staff is needed to

Provide emergency training for staff and

Consider accessibility for all students,

Arrange for cleaning of equipment and

Planning Implications

Train bus drivers in areas of hygiene and

● Ensure for peer modeling

● Social Emotional - Behavior

● Inclusive Classrooms

● Preschool Inclusion

● Coordinate parent tours of STRTP's

● STRTP - Short-Term Residential Therapeutic Program and Parent Privately Placed Students

Legal Ramifications

● Conduct any assessments and initial

Mental Health support

● Develop protocols for bus drivers to screen

Assessment Timelines for Triennial and initial IEPs upon return (30 days)

- Assessments for students who stay home
- Students at the school site and students

- It is recommended for SLPs to

- Barricading or blocking view of student, like

- Purchase clear masks or shield for staff and

- RiTon chairs, sensory items, seat back

- Boards, bujon devices, wheelchairs, harness for AAC devices

- Lake, socioeconomically

- Waves of Communication: 3 Tips for Teaching COVID-19

- CAST Bookbuilder

- Textbook publisher's audio format

- Flipped Classroom

- BLW:

- ASCD: Differenced Instruction

- CAST: Universal Design for Learning
Instruction—English Learners

California Department of Education: Title III - Mathematics

Major Academic Impacts from COVID-19

NWEA: The COVID-19 slide: What summer achievement looked like

Hot Topics in Early Childhood

LACOE/CIS/MAS: Distance Learning English Learners with Distance Learning Template

Sample LEA Distance Learning Program Guide

United States Department of Education: EL Publicaion - Title III (CA Dept of Education)

Coronavirus 3.13.2020

Announcements & Current Issues

Services & School Nursing

Educaion Guidance for COVID-19 - Health guidelines

Resources

Assure that hybrid instrucational model includes Funding/Advocacy for professional evidence and expertise.

Ensure that LEA EL Master Plan includes:
  - Identifying and providing resources and staff training
  - Establishing protocols with feeder schools about transitions
  - Reconciling changes in process due to school closures
  - Administering all ELPAC assessments in keeping with AB 699

Instructional Delivery Model:
  - Hybrid learning: distance learning and face-to-face instruction
  - Group EL students flexibly by areas of need
  - Establishing expectations for EL program
  - Assuring all home communication on transition

Examples include:
  - Translation of family supports
  - Limited to: bilingual program curriculum materials and assessments, local ELD monitoring, language assessments as needed along with multiple student data points which specifically support differentiated instruction and analysis of how writers and speakers use ideas. Instruction includes modeling, coaching, and analysis of how writers and speakers use ideas. Instruction includes modeling, coaching, and analysis.
  - Opportunities for students to apply concepts in different sentence frames to support understanding, formative assessment and analysis.
  - Parent home language notification and communication to EL instruction and home instruction programs

Other students in a synchronous setting which may include EL proficiency levels, but face and hybrid setting where to access basic needs.

Engagement—Use of Student Background

Reteaching as needed

Cooperative Learning

Templates, Targeted Orientations to familiarize EL instruction.

Instructional delivery, how EL student work will be planned and analyzed in collaboration with Department of Health and CDE guidelines.

Funding/Advocacy:

- ELD Instruction provided by Bilingual authorized teachers
- Designated ELD programs are given opportunities to engage in academic discourse appropriate to their English proficiency (ELD Standards Part I: discourse appropriate to their English proficiency)
- Other students in a synchronous setting which may include EL proficiency levels, but face and hybrid setting where to access basic needs.

- Parent home language notification and communication to EL instruction and home instruction programs

- Parent notification and communication to EL instruction and home instruction programs

- EL Students with Distance Learning

- EL Students with Distance Learning

- EL Students with Distance Learning

- EL Students with Distance Learning

- EL Students with Distance Learning

- EL Students with Distance Learning

- EL Students with Distance Learning
Expanded Learning programs (K-12) can be a smart investment for learners.

- **High School Expanded Learning Programs**
  - Serving English Learner Students
  - Promoting inclusive practices
  - Understanding clearly the flexibility of grant delivery
  - Discussing permissible systems to facilitate

Technical Assistance Unit

- School Days
- Emotional Learning During and Beyond the School Year
- CDE-Expanded Learning Division and/or manager to begin conversations on

Michelle R. Perrenoud, Ed.D., Program Manager

- Diversity, access and equity
- Skill building
- Learning that is collaborative
- Promising Practices, Quality Tools and QSAR

Federal Supplement not Supplant

- Allowable expanded learning program
- In Los Angeles County, Expanded Learning programs.

Many programs in California depend on districts' preferred platforms; Implement

Also to have district accounts to use the technology.

- Use guidelines for how child care must be carried out
- Social and physical distancing, and healthy snacks

- Lesson plans
- Zoom meetings, Microsoft Skype, etc.
- Shared materials; logistics of snack
- Multipurpose space, library, computer

- Inner-session
- Curriculum work and lesson plans
- Establish clear social distancing
- Ensure collaboration and strong

Area Considerations for additional information

Classroom area

- 8483.7(a)(1)(C)
- 18-19
- 1-18-18

Lesson plans

- Curriculum work and lesson plans
- Shared materials
- Healthy snacks/meal
- Social and physical distancing
- Social and physical distancing guidelines, use guidelines for how child care must be carried out

- Lesson plans
- Inner-session
- Curriculum work and lesson plans
- Shared materials

- Establish clear social distancing
- Ensure collaboration and strong

- Lesson plans
- Inner-session
- Curriculum work and lesson plans
- Shared materials

- Establish clear social distancing
- Ensure collaboration and strong

- Lesson plans
- Inner-session
- Curriculum work and lesson plans
- Shared materials
| Resources | Students who develop symptoms of illness
| LACOE to work with Public Health to create a contact list for district/site
| Separate area to keep sick students away
| Work with schools to establish
| Ensure adequate supplies to meet needs of
| Consider school entry points and staffing
| At this time, the California Department of
| 31
| Healthy Schools, Healthy People, It's a SNAP! - Joint initiative of the American Cleaning Institute and the Centers for Disease Control and
| ● Any students or staff who were in close
| ● Identify process and timeline for home
| ● They are to stay home until at least 10 days
| ● Consider use of contract with staffing
| ● Review the need for additional technology
| ● Custodial Staff
| ● Nutrition Services Staff
| ● Store PPE supplies in secure/locked
| ● For those with prolonged exposure to ill
| ● Masks: surgical masks
| ● Accommodate students with food allergies
| ● Develop activities that model and reinforce
| ● Limit/restrict access to school by
| ● Provide hand sanitizer in classrooms that
| ● Provide adequate supplies for frequent
| ● If required by Public Health, the school
| ● Provide timely updates
| ● California Immunization Registry: How CAIR Helps
| ● Children with Symptoms of COVID-19 (See section:
| ● Coronavirus (COVID-19) - Guidance for Care of
| ● Results
| ● LA County Department of Public Health: Novel
| ● Isolation Instructions for People with COVID-19
| ● Instructions for People with Respiratory Symptoms
| ● Hand-washing
| ● Make Your own Face Covering (Video)
| ● Coronavirus (COVID-19) - Guidance for Cloth Face
| ● When Sick (Poster)
● Resources

- Target all parents and families (inclusive of all)
- Consider social and emotional needs of
- Promote the acceptance of a variety of

- Get creative with virtual events to build
- Using storytelling to celebrate success and
- Create a central website that acts as an
- Provide regular updates to students, staff and

- Caring and effective communication systems
- Consider easing restrictions for fundraising
- Consider repurposing school volunteers to
- Provide or identify reliable before and after-

- Incorporate flexibility
- Use masks and other protection measures
-

- Mulifaceted communications methods through different platforms
- Provide on-site practical assistance as
- Provide information on basic needs resources
- Identify and include students not identified
- Honor families’ knowledge and incorporate

- Conduct mulifaceted activities that support
- Establish collaborative decision-making
- Conduct regular stakeholder meetings and
- Strive for unified direction in an uncertain

- Engage all families in decision-making
- Use polls.

- Engaging families & their communities
- Share best practices
- Leave no message unheard
- Inform families on protocols and procedures
- Practice messaging and communication that
- Provide for consistency of messaging

- Framework described in the Community Schools
- Administrators: Coronavirus Resources for
- Association of California Schools
- Communicating About Coronavirus?
- Video on How to Make Your Own Face
- Los Angeles County Public Health Guidance
- LA County Poster
- Los Angeles County Public Health: Cover Up,
- Center for Disease Control and Prevention:
  for Cloth Face Coverings
- Los Angeles County Public Health Guidance
- Institute for Educational Leadership:
- Coaltion for Community Schools-
  COVID-19: LA County Responds
- Family, School, Community Engagement Can
  Strategies for Involving Families in School
  Centers for Disease Control and Prevention:
  Parents
- Family, Community Involvement in
  COVID-19: LA County Responds

- 33
Consider that staff and students are to arrive. Staff must use applicable personal protective equipment (PPE). Use applicable cleaning supplies where appropriate and necessary. Clean and disinfect the space as appropriate, for example, in the work area or in the work area of the school. Store extra furniture, fixtures, and equipment in spaces that cannot be used for groups, etc.; options include a) close use of community groups per Civic Center Act (PTA, city, etc.) and b) consider loss of income in rental of space as classrooms, weather permitting; increase social/physical distancing.

Specialty rooms: PE, gym, band, art, etc.

Develop policies for worker protection and provide staff protection.

Follow guidelines for cleaning and disinfecting per Specialty rooms: PE, gym, band, art, etc.

SPED classrooms as biohazard environment.

Provide applicable cleaning.

Schedule breakfast or lunch one class at a time.

Place floor markers to highlight social/physical distancing.

Reestablish protocol to clean instructional spaces.

Move classes outdoors, weather permitting (PE can use larger spaces (theater, band, MPR).

Consider spacing students out with benches to limit people encounters.

Remove extra chairs and tables/desks not expected.

Place seats 6 feet apart.

Identify and encourage use of available outdoor shade structures, etc. to expand classrooms or storage spaces while not both, to limit people encounters.

Consider if desks and large objects need to be removed extra chairs and tables/desks not expected.

Place seats 6 feet apart.

Identify how many people can use vertical spaces; the space may be reoccupied after cleaning and disinfecting in a positive suspected and positive cases.

Use face masks and washable, cloth face coverings.

Use applicable schedule and consideration to necessary equipment to perform cleaning and disinfecting.

Spray and wipe counter shields as appropriate.

Install counter shields as appropriate.

Identify how many people can use vertical spaces; the space may be reoccupied after cleaning and disinfecting in a positive suspected and positive cases.

Use larger spaces (theater, band, MPR).

Install counter shields as appropriate.

Seek approval for installation of outdoor tents.

Install counter shields as appropriate.

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Maintaining effective and efficient operations by following best practices in the areas of:

- Facilities
- Budgeting and financial operations
- Human Resource Services
- Nutrition Services
- Transportation
- Technology infrastructure
- Other key systems and services

Operations

Budgeting and Financial Best Practices

- Resources
  - Planning Implications

Track Unique Costs and Expenditures Related to the COVID-19 Pandemic

- Develop and follow protocols for tracking cost and expenditures for possible reimbursement including school meals, personal protective equipment, moving to achieve social distancing in classrooms, setting up alternative classrooms, installing new classrooms, storage units and shade structures (e.g., FEMA)

- Pre-apply through the Federal Emergency Management Agency (FEMA) Grants Portal and submit a Request for Public Assistance (RPA)

- Educate staff on best practices to support FEMA claim including participation in workshops and tutorials on YouTube videos

- Track detailed expenditures (i.e., number of meals provided each day, number of daily workers in the nutrition center)

Federal Emergency Management Agency:

- Webpage
- FEMA Public Assistance Training: Grants Portal - RPA Submission

- Assign team to develop protocols
- Track detailed costs and expenditures on a daily basis
- Encourage LEAs to pre-apply for FEMA funding reimbursement

Track and Seek Unique Revenues Related to COVID-19 Pandemic

- Identify funding sources related to covering costs due to COVID-19
- Track funding utilization

California Department of Education:

- SB 117 COVID-19 LEA Response Funds
- HEROES Act Comments by Governor and Tony Thurmond
- CARES Act ESSER Fund Allocation

- SB 117 COVID-19 LEA Response Funds
- CARES Act Funding
- Continue to advocate for any new funds received to be considered more like "unrestricted" funds

Track Attendance and Coding When Students Are in Different Instructional Delivery Models

- Be mindful of requirements around instructional minutes
- Fully understand needs and capabilities of students who can continue to learn using distance learning and those students who learn better in a classroom situation

California Department of Education:

- Instructional Time Requirements
- Any update (still under evaluation by the CDE) to the minutes requirement will be posted here
- Minimum instructional minutes based on grade level
- Extension of relaxed minutes beyond June 30, 2020

Budget Planning for 2020-21

- Review Fiscal Crisis & Management Assistance Team (FCMAT) Alert for Budget Planning

Fiscal Crisis & Management Assistance Team:

- Preparing Budget Scenarios for 2020-21

- Strong advocacy needed to amend legislation to change assignment from ADA-based to enrollment-based

Budget and Funds Necessary to Support Social Distancing

- Engage with labor partners regarding PPE requirements
- Fully understand needs and capabilities of students who can continue to learn using distance learning and those students who learn better in a classroom situation

August 15th Layoffs

- Working closely with bargaining units and cabinet is critical to thoroughly understand the impact on student learning

California Education Code:

- EC 44955.5
- The May Revise Budget meets the criteria set forth in the Ed Code. However, this action has never been exercised or tested
Determine which social distancing guidelines

Planning Implications

Continue to provide mandated reporters

Address departmental concerns relating

Remind supervisors of the need to set

Review any applicable CBA language and any

Review written expectations under the

Collective bargaining agreement/MOU

Progressive Discipline Evaluations

Determine which health check procedures (if

quarantine

● Review Acceptable Use of Technology

Order and method by which employees will return to the School Site

Discuss whether the LEA will be screening

Hiring and Onboarding Practices

Review requests for the use of volunteers to

Evaluate staffing needs based on

Relations with labor partners

Applicants for COVID-19 vaccine conditional

Best Practices

Transportation

Maintenance of effective and efficient operations by following best practices in the areas of:

Operations—Human Resource Services

Human Resource Services to managers in accordance with statutory deadlines

Mandated reporters remain in effect

Human Resources Department in effect as a result of COVID-19 have been classified and three certified years

Limitations to present charges (usually two

on pending performance improvement plan

Discipline remains in effect

on specific social distancing rules

Considerations for additional information

they will be clearly communicated to staff

will be in place upon return to sites, and how

Available, including HR 6201, FMLA and

speak with employees to gauge employee

for some or all job classifications

California Department of Public Health:

Center for Disease Control and Prevention:

Interim Guidance for Administrators of US

Commissioner's Office on Laws Enforced by the California Labor

U.S. Department of Labor: COVID-19 and the

Commission of the Commissioner's Office

Based Bargaining

Consult CBA and/or applicable MOU for

in evaluation procedures

reasonable accommodations under the

terms as needed

CBA language relating to use of accrued

Services when employees submit a medical

support remote work arrangement (e.g.,

if so, the documentation sought to

contact tracing in the event of a COVID-19

employees in a cohort which reports on

hybrid on-site/remote work arrangement

workloads and ability for that job

employees to speak with employees to gauge

for some or all job classifications

Governance and Policy Resources

objections adopted by governing board or

LEA mission and vision statement; goals and

K-12 Schools and Child Care Programs

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Interim Guidance for Administrators of US
Maintaining effective and efficient operations by following best practices in the areas of:

- Financial Operations
- Budget and Financial Operations
- Planning Implications
- Communicating and Outreach
- Distancing
- Nutritional Services
- Other key systems and services

Other centers for disease control and prevention, disease 2019 frequently asked questions, guidance for food facilities, lunch assist: COVID-19 resources, distribute information regarding safe food handling, lunch assist: COVID-19 resources, submit reimbursement claims through the CDE, work closely with key stakeholders to encourage planning implications, work closely with appropriate stakeholders to develop strategies for communicating and outreach, consider assigning tasks to high-risk employees to manage "paid" school meals, no kid hungry: COVID-19 resources, budget and financial operations focus area, work closely with human resources focus area considerations, maintain menu production records and daily meal counts to claim reimbursement with labor partners regarding volunteers, document for more information related to working volunteers to support meal distribution. (to human resources focus area considerations)

Consider the dietary needs of children experiencing situations and times, which will allow grab and go forbidden to close contact between students in high-traffic situations and times, which will allow grab and go forbidden to close contact between students in high-traffic situations and times, which will allow grab and go forbidden to close contact between students in high-traffic situations and times, which will allow grab and go forbidden to close contact between students in high-traffic situations and times, which will allow grab and go forbidden to close contact between students in high-traffic situations and times.

School nutrition programs rely on wearing a variety of approaches to accommodate children with special dietary needs, stable, ready-to-eat) to meet meal patterns approved by the CDE, ensure receipt of written consent (through email or website, social media, print materials, e-newsletters, text messages, robocalls, school email, website, social media) for families with lack of access to transportation for student meals.

Other key systems and services

- Nutritional Services
- Other centers for disease control and prevention, disease 2019 frequently asked questions, guidance for food facilities, lunch assist: COVID-19 resources, distribute information regarding safe food handling, lunch assist: COVID-19 resources, submit reimbursement claims through the CDE, work closely with key stakeholders to encourage planning implications, work closely with appropriate stakeholders to develop strategies for communicating and outreach, consider assigning tasks to high-risk employees to manage "paid" school meals, no kid hungry: COVID-19 resources, budget and financial operations focus area, work closely with human resources focus area considerations, maintain menu production records and daily meal counts to claim reimbursement with labor partners regarding volunteers, document for more information related to working volunteers to support meal distribution. (to human resources focus area considerations)

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## Best Practices

### Human Resource Services
- Determine if driver job description needs to be revised.
- Determine if additional bus routes are needed.
- Add buses may be needed to accommodate increased ridership.
- Find me for operator to exercise proper ergonomic practices.

### Facilities
- Use gloves if required to touch surfaces.
- Determine what type of PPE will be available.
- Identify necessary PPE (cloth face covering, gloves, face shield, hand sanitizing, etc.)
- Use air curtains to separate air at bus entrances providing extra protection.
- Use fog machines in addition to daily cleaning and disinfecting protocols.
- Develop cleaning and disinfecting protocols and practice infection control including room entry/exit and cleaning methods.
- Review current contract and amend as needed.

### Contracted Services
- Communicate updated protocols with staff.
- Retrain operators to new protocols and procedures.
- Consider increased natural ventilation.
- Consider installation of plexiglass screens.
- Avoid touching your eyes, nose or mouth.
- Avoid touching surfaces touched by bus operators and passengers. These may include fareboxes and handrails.
- Use products that meet EPA's criteria for use.

### General School Bus Operations
- Use physical barriers or visual cues (e.g., red/yellow strips). These may include changes in seating to maintain social/physical distancing.
- Wash hands and other trouble spots with at least 70% alcohol-based hand sanitizer or household bleach solutions or alcohol product.
- Use disinfecting wipes, disinfecting wipes, etc.
- Consider installing visible markers to illustrate seats for students.
- Vehicle interior cleaning and disinfecting protocols.
- Operator training on manufacturer's solutions with at least 70% alcohol.
- Staff and students use disposable disinfectant wipes so that they are equipped with the tools to clean hard-to-reach areas including the HVAC system.
- Product kills the virus on contact and helps to prevent the spread of infection.

### Transportation
- Conduct vehicle assessments to identify if a vendor should initiate maintenance efforts.
- Install visible markers to illustrate seats for students.
- Use gloves if required to touch surfaces.
- Determine what type of PPE will be available.
- Idenify PPE availability.
- Ensure that cleaning and disinfecting protocols are followed during driver training.
- Pracice infection control including room entry/exit and cleaning methods.
- Review current contract and amend as needed.

### Operations—Transportation
- Assess vendor performance and contract needs for additional needs.
- Determine if a vendor should initiate maintenance efforts.
- Communicate with vendor on possible contract amendments.
- Establish seat assignments considering the need for social distancing.
- Recommend if a vendor should initiate maintenance efforts.
- APer planning implications.
- Establish seat assignments for students.

### Budge+ng and financial opera+ons
- Track costs and expenditures.
- Establish seat assignments for students.
- Consider increased natural ventilation.
- Consider installing plexiglass screens.

### Regula+ons & Policies (CA Dept of Educa+on)
- Ensure that cleaning and disinfecting protocols are followed during driver training.
- Pracice infection control including room entry/exit and cleaning methods.
- Review current contract and amend as needed.
- Establish seat assignments for students.
- Track costs and expenditures.

### About COVID-19
- Consider increased natural ventilation.
- Consider installing plexiglass screens.
- Pracice infection control including room entry/exit and cleaning methods.
- Review current contract and amend as needed.
- Establish seat assignments for students.
- Track costs and expenditures.
Maintaining effective and efficient operations by following best practices in the areas of:

- Facilities
- Budgeting and financial operations
- Human Resource Services
- Nutrition Services
- Transportation
- Technology infrastructure
- Other key systems and services

### Operations—Technology Infrastructure

#### Best Practices

- Provide for on-site desktop support, as schools reopen in order to assist with setup and daily operations.
- Internet connectivity for students and staff.
- Issue cell phones with personal hotspots to key staff and students, as needed.
- Identify funding to cover the cost of the devices and internet service.
- Equipment for students and staff.
  - Survey families to determine access to equipment such as laptops, and provide equipment accordingly.
  - Consider allowing staff/students to retain technology (computers and hotspots) and use it regularly in case of a need to continue online learning, summer bridge, new wave of COVID-19.
- Purchase electronic equipment wipes specifically for keyboards and other technology (do not use aerosol cleaning sprays or wipes that contain bleach) and consult with Technology Team on overall effort.
- Follow the manufacturer's instructions for all cleaning and disinfection products.

### Centers for Disease Control and Prevention: Cleaning and Disinfection for Households

- Determine the need to cover the cost of equipment and service falling upon the LEAs.
- Develop a system for distributing, tracking and returning devices in the same way textbooks are distributed, tracked and returned at the end of each school year.
- Create a check-out document for devices provided to students.
- Seek out funding or donations to low cost devices and access.

### California IT in Education

- Online platforms for interaction with students.
  - Please refer to Instruction focus area considerations document for more information.
- Acceptable use of technology agreements for students who are provided equipment to take home.

### Los Angeles County Office of Education:

- Digital Resources
- Student Privacy Guidelines
- Digital Citizenship

### California Public Utilities Commission (CPUC)

- LEAs should apply for CPUC rebates for eligible equipment and service.
- Use CPUC $5M grant to subsidize levels limiting Commission funding to 85% of total eligible program costs that would be waived and the Commission may fund up to 100% of the costs of distributed devices and hotspot devices. Presently, routers and computing devices (not including smartphones) are allowable for reimbursement. In this instance, hotspots and any equipment needed for providing hotspots would also be allowable expenses.

### Federal Communications Commission

- Make a request to cover devices as Priority 1 items so devices would receive the same discount rate as the district's discount rate.
- FCC waived the gift rules governing the E-rate and Rural Health Care programs until September 30.
- Senators Markey, VanHollen, Bennet and Hassan will be introducing a bill to provide $4B to E-Rate. This is a bit lower than the $5B being requested. This is the path forward to getting E-Rate funding in the next COVID-19 relief bill.
Appendix F: Los Angeles County Superintendents Task Force Members

Thank you to the following members of the Los Angeles County Superintendents’ Task Force for the 2020-21 School Year for lending their time and expertise to create this framework.

District Representatives
Debra French, Superintendent, Bassett USD
Carl J. Coles, Superintendent, Bonita USD
Matthew Wien, Assistant Superintendent, Bonita USD
Maria Thompson, Director of Student Services, Charter Oak USD
Leslie J. Lockhart, Superintendent, Culver City USD
Diana Castro, School Nurse, Culver City USD
Marc Patterson, Superintendent, East Whittier City SD
Frances Esparza, Ed.D., Superintendent, El Rancho USD
Melissa Moore, Ed.D., Superintendent, El Segundo USD
Vivian Ekchian, Ed.D., Superintendent, Glendale USD
Helen Morgan, Ed. D., Superintendent, Hawthorne SD
Erika Torres, MSW, Ed.D., County Administrator, Inglewood USD
Michele Bowers, Ed.D., Superintendent, Lancaster USD
Scott Price, Ed.D., Superintendent, Lennox USD
Jim Coombs, Superintendent, Lowell Joint SD
Gregory J. Fromm, Chief Business Official, Lynwood USD
Alex Cherniss, Ed.D., Superintendent, Palos Verdes Peninsula USD
Lilia Fuentes, Assistant Superintendent, Pomona USD
Alejandro Ruvalcaba, Superintendent, Rosemead SD
Julie Mitchell, Ed.D., Superintendent, Rowland USD
James Symonds, Superintendent, San Gabriel USD
Colleen Hawkins, Ed.D., Superintendent, Saugus Union SD
Regina (Gina) L. Rossall, Superintendent, Westside Union SD
Blake Silvers, Ed.D., Superintendent, Wiseburn USD

Los Angeles County Office of Education Representatives
Arturo Valdez, Deputy Superintendent
Vibiana Andrade, General Counsel
Art Cunha, Chief Academic Administration Officer
Elizabeth Graswich, Executive Director of Communications
Luis Bautista, Assistant Director, Head Start and Early Learning
Lucretia Bridges, Risk Management Officer
Susan Chaides, Project Director III, Community Health and Safe Schools
Rami Christophi, Project Director I, Title I, Division of Student Programs
Indra Ciccarelli, Director II, Charter School Office
Jessica Conkle, Project Director III, Assessment and Accountability
Yvonne Contreras, Director III, Curriculum and Instructional Services
Shelly Ebner, Labor Relations Specialist
Jema Estrella, Director, Facilities and Construction
Jewel Forbes, Coordinator II, Community Health and Safe Schools
Pamela E. Gibbs, J.D., Director, Governmental Relations
Astrid Gonzalez, Director I, Human Resource Services
Carol Higa, Director II, Special Education
LaShona Jenkins, Project Director III, Foster Youth Services
Mary Lang, Change Management Officer
Jean Law, Director I, Accountability, Support and Monitoring
Danielle Mitchell, Director I, Curriculum and Instructional Services
Jael Ovalle, Program Manager, Parent Education
Marcie Peoples, Coordinator III, Special Education
Michelle Perrenoud, Ed.D., Program Manager, Expanded Learning
Tonya Ross, Coordinator II, School Health Services
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Laura Smith, Coordinator III, Multimedia Services
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