

Los Angeles County Schools:
Rising to the Challenge of COVID-19



A Planning Framework
for the 2020-21 School Year

2nd Edition • August 3rd, 2020



Los Angeles County
Office of Education

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 wellbeing. 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 welcome families back for the 2020-21 academic year — whether virtually or in-person — we know schools need additional resources to be better equipped and skilled at distance learning, address learning loss, implement required 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 have 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, the task force developed a comprehensive planning tool. Our intent is for local educational agencies to use this framework as a guide in implementing the best reopening plans for their diverse school communities in collaboration with staff, labor partners, students, families and other stakeholders.

This second edition of the framework originally released in May 2020 provides updated guidance on new requirements, such as the Learning Continuity and Attendance Plan, and communication supports for districts to engage their communities in conversations.

While plans to reopen schools look different across the county, 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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1. 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.

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. [Click here](#) for the most recent information on the COVID-19 pandemic from the Department of Public Health.

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 nine 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.

2. 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 4](#) 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

3. 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 & 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 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.

4. Additional Resources and Tools

Instruction

- [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 or not they are experiencing COVID-19 symptoms.

Social-Emotional Support Systems

- [Care Solace](#) - District resource for mental health care coordination and follow-up.
- [Greater Good's Guide to Well-Being During Coronavirus](#) - Practices, resources and articles for individuals, parents, educators and health care professionals facing COVID-19.
- [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.
- [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.

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- [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

- [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.
- [One Degree COVID-19 \(Coronavirus\) Resource Guide](#) - Countywide guide developed by a collaborative effort between **Cal State LA, Los Angeles Department of Health Services, One Degree** and other community organizations and members that provides a listing of essential community resources for the well-being and health of the community.

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](#) provide 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.

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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

List of LEA Planning Workbook Templates

LEA Planning Task Force Readiness Templates To help prepare your local team(s) for 2020-21 school year planning	
Name	Purpose
1. LEA Planning Task Force Design	• Scope and sequence outline for an LEA task force
2. LEA Task Force Vision and Guiding Principles	• To align LEA task force vision and guiding principles with the LEA's existing vision
3. LEA Task Force 5-Phase Planning	• Overview table with questions to help LEA planning task force codify what success will look like
LEA Planning Organizational Readiness Templates To support LEA planning and decision-making for the 2020-21 school year	
Name	Purpose
4. Needs Assessment: Students	• To take stock of the needs of your students
5. Needs Assessment: Staff	• To take stock of the needs of your staff
6. Readiness Decision Tree	• Thinking tool to help assess readiness for the three instructional model options
7. Plans for Instructional Models	• To help prepare for various instructional models
8. Master Summary	• To bring together key points from the planning process

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-risk 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 online, there are some online 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.

Phase	Topics & Where Each Tool and Template Fits In
1	<p>Design LEA Task Force</p> <ul style="list-style-type: none"> • Create task force participant list (e.g., district leaders, subject-matter experts, teachers, parents, student advocacy leaders, bargaining units, community partners) • Example: This template (Template #1) <p>Establish purpose of LEA task force</p> <ul style="list-style-type: none"> • Example: “To develop recommendations for the 2020-21 school year” <p>Define success</p> <ul style="list-style-type: none"> • Example: “Viable recommendations that advance equity are supported by the community of stakeholders and approved by the superintendent and board.” <p>Establish team function levers: schedule and communication</p> <ul style="list-style-type: none"> • Example: 4-5 week process; 1-2x/week (this number will vary by LEA) • Establish communication protocols, contact lists and norms
2	<p>Develop vision and guiding principles</p> <ul style="list-style-type: none"> • Example: See Template #2: Vision & Guiding Principles
3	<p>Develop community listening plan to capture stakeholder voice</p> <ul style="list-style-type: none"> • Example: See <i>Educational Equity Starts with Engagement</i> <ul style="list-style-type: none"> ○ Plan virtual town hall ○ Build a core “social advisory board” focused on educational equity stakeholders • Example: See Template #3: LEA Task Force 5-Phase Planning • Example: See Templates #4 and #5: Needs assessments
4	<p>Discuss community listening plan outcomes and plans to integrate stakeholder voice to inform decision-making</p> <ul style="list-style-type: none"> • Example: Create an LEA homegrown process to synthesize and integrate stakeholder voice and then communicate outcomes back to stakeholders
5	<p>Assess organizational readiness for different instructional models</p> <ul style="list-style-type: none"> • Example: See Template #6: LEA Readiness Decision Tree
6	<p>Draft Instructional Plans</p> <ul style="list-style-type: none"> • Example: See Template #7: Plans for Instructional Models
7	<p>Review LEA planning results; identify any gaps and plans to course correct</p> <ul style="list-style-type: none"> • Example: See Template #8: Master Summary Plan
8	<p>Draft LEA initial recommendations</p> <ul style="list-style-type: none"> • Involve writers/designers if available to create communications materials
9	<p>Review final recommendations with a core advisory team</p> <ul style="list-style-type: none"> • Use feedback to iterate final recommendations for board approval

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 of and advocate for all students, while maintaining fiscal solvency

Template #2: (Continued)

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

Phase	Guiding Questions	Success Measures & Milestones
ONGOING STAKEHOLDER ENGAGEMENT <ul style="list-style-type: none"> • <i>How are we engaging stakeholders in our planning process?</i> • <i>How will we continually deepen and strengthen these relationships?</i> 		
1) Research	<ul style="list-style-type: none"> • <i>What do we know about various instructional models? What do we need to know?</i> • <i>What do we know about our student and staff needs? What more do we need to know?</i> 	
2) Assess	<ul style="list-style-type: none"> • <i>What is our LEA's readiness to implement various instructional models based on our LEA's capacity and students' needs?</i> 	
3) Plan	<ul style="list-style-type: none"> • <i>What are our primary goals for the 2020-21 school year?</i> • <i>Who is taking the lead for various aspects of planning?</i> • <i>How will we know we're on/off track?</i> • <i>What do we anticipate as major risks? How will we mitigate those risks?</i> • <i>Have we built in an equity lens throughout our planning?</i> 	
4) Execute and Refine	<ul style="list-style-type: none"> • <i>Are we on track?</i> • <i>What's working? Not working? Where do we need to adjust course?</i> 	
5) Review and Iterate	<ul style="list-style-type: none"> • <i>Are we achieving our success measures?</i> • <i>How are we engaging with our stakeholders?</i> • <i>What has surprised us? Any unforeseen consequences?</i> • <i>How are we responding?</i> 	

Template #4: Understanding Student Needs

Purpose:

- To help prioritize the most essential student needs during planning

Instructions:

- 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.

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

Template #5: Understanding Employee Needs

Purpose:

- To help prioritize the most essential staff needs during planning

Instructions:

- 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
- 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?

	Job-related	Social and Emotional	Health and Safety	Other Needs
All Adults (examples)	<i>Clarity on job responsibilities given COVID-19 disruptions</i>	<i>Meaningful relationships with colleagues and students</i>	<i>Access to COVID-19 testing; support with physical distancing</i>	<i>1:1 access to a computer and internet; guidance on use of benefits</i>
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)

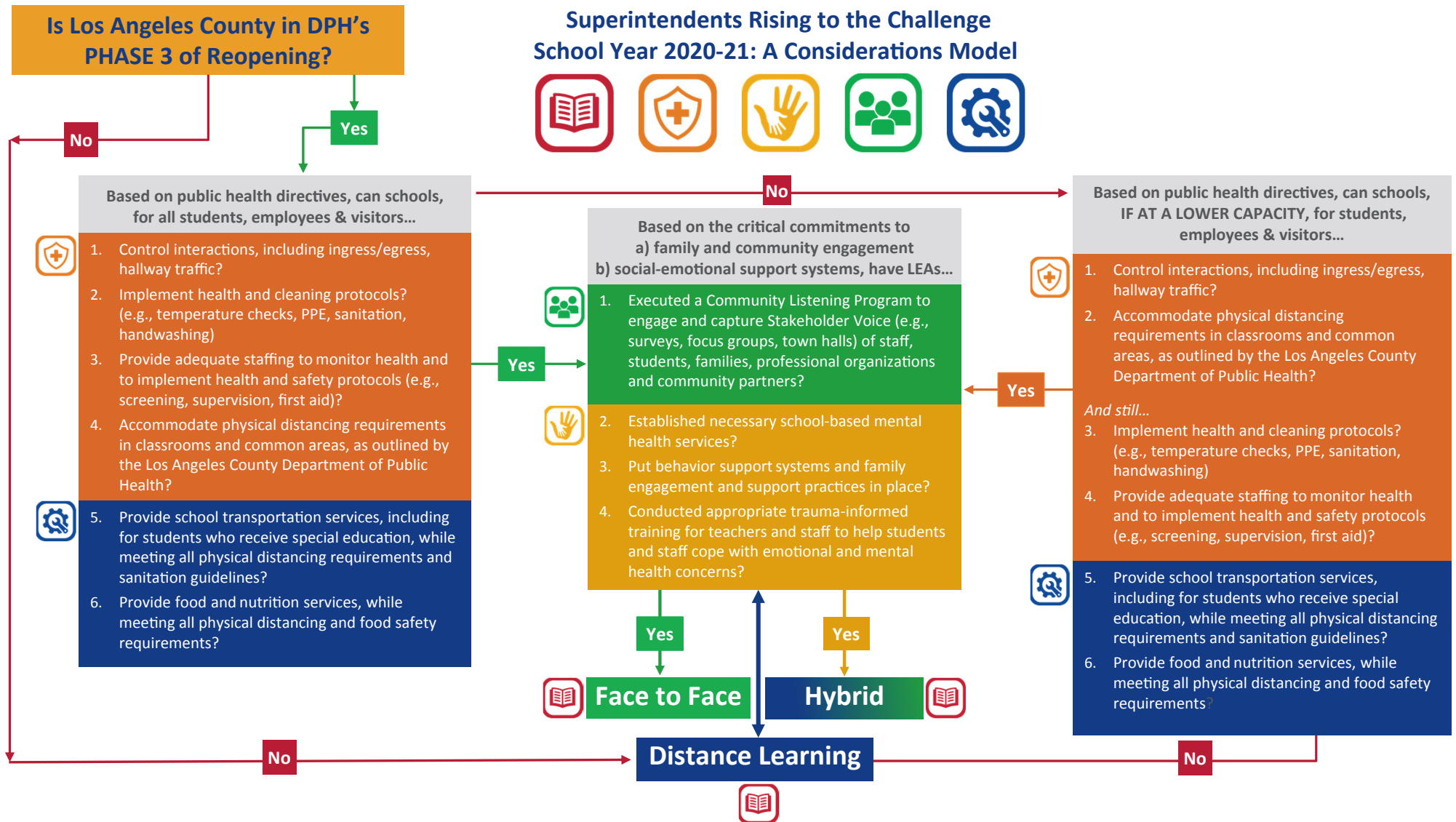
Purpose:

- 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.

Template #6: (Continued)



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:
 - **Focus Area:** (e.g., Instruction)
 - **Goals:** (e.g., Know each student's academic readiness within first two weeks of school year)
 - **Priorities:** (e.g., Identify high-quality diagnostic assessment)
 - **Timeline:** (e.g., By August 1, 2020 we will have identified assessments and a timeline for which we will implement it)
 - **Lead:** (e.g., Chief Academic Officer)
 - **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.

Instruction	Health & Safety	Social Emotional Support Systems	Family & Community Engagement	Operations
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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:

- Use the templates listed in "SECTION" column to answer PROMPTS and complete the HEADLINES and READINESS RATING columns.

Leadership & Planning			
Section	Prompts	Headlines	
LEA Task Force Design (See TEMPLATE #1: LEA Task Force Design)	What might be the scope, sequence and rhythm for our LEA Planning Task Force?		
Vision and Guiding Principles (see TEMPLATE #2: Vision and Guiding Principles)	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?		
Five Phases of LEA Task Force Planning (See TEMPLATE #3: LEA Five-Phase Planning)	What will our success measures, task assignments and milestones be, including stakeholder engagement and our accountability to equity?		
Conditions of Learning			
Section	Prompts	Readiness Ratings (Red/Yellow/Green)	Top Needs
Students (see TEMPLATE #4 Student Needs Assessment)	Academic		
	Health and Safety		
	Social and Emotional		
	Other		
	Special school-level/student group(s)		
Employee (See TEMPLATE #5 Staff Needs Assessment)	Job-related		
	Health and Safety		
	Social and Emotional		
	Other		
	Special job-type and/or adult group(s)		
Parents & Others (See <i>Prompt to the right</i>)	(TBD based on the LEA's Community Listening Program design)		
Decision Tree (see TEMPLATE #6 Readiness Decision Tree)	School-level	Options Readiness?	Concerns
	ECE		
	Elementary		
	Middle School		
	High School		
	Other		
Continuity of Learning			
Instructional Model Planning (See TEMPLATE #7: Developing Instructional Plans)	School-level and/or Student Group	Target Instructional Model(s)	Goals & Priorities
	[enter school-level or student group]		
	[enter school-level or student group]		
	[enter school-level or student group]		
	[enter school-level or student group]		

Templates to be added

Please email communications@laoe.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*.

6. Communicating with Stakeholders

Strategic Communications Planning Guide

Effective communication and engagement with stakeholders have perhaps never been more important as educators navigate the challenges of the COVID-19 pandemic. Despite these unprecedented challenges, the new school year offers students, educators and families a fresh start and opportunity to achieve their goals.

To support LEAs with this essential work, LACOE has developed a planning tool to ensure high-quality, consistent two-way communication with stakeholders through COVID and beyond. The focus is on better serving those who rely on the school or district for high-quality service and supports.

Practical advice is offered on how communications and engagement can be implemented through an equity lens. Communications strategies and adaptable tools to support communities in the coming year are included.

To access the planning guide visit: <https://bit.ly/33boheE>

Strategic Communications Toolkit

In addition to the planning guide, LACOE has developed a communications toolkit to support LEAs in their communication with stakeholders. Included are templates for messages on a variety of topics and graphics pertinent to COVID-19 and school reopening.

To access the toolkit visit: <https://bit.ly/2EvCfxD>

7. Learning Continuity and Attendance Plan

Senate Bill 98 established the requirement that all LEAs complete a **Learning Continuity and Attendance Plan** for the 2020-21 school year in lieu of the annual Local Control and Accountability Plan.

The Learning Continuity and Attendance Plan requirements are very specific. All requirements must be completed within a short timeline. The Learning Continuity Plan must be approved by each LEA's governing board at a public meeting by September 30, 2020.

To provide explicit guidance and support LEAs in meeting requirements during these challenging times, LACOE has created a Coordinated Supports Guide directly aligned to each component of the Learning Continuity Plan. The guide pulls together professional development opportunities and resources to assist LEAs as they engage stakeholders and create a plan to ensure continuity of instruction during the COVID-19 pandemic.

To access LACOE's Coordinated Supports Guide to the Learning Continuity and Attendance Plan visit: <https://bit.ly/2DAprFG>.

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Instruction—Instructional Delivery Models



Instruction
Instructional Delivery Models

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

Best Practices	Resources	Planning Implications
Traditional Setting		
<ul style="list-style-type: none">● <i>Identify how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery</i>● <i>Determine how the LEA will assess pupils to measure pupil learning status, particularly in the areas of English language arts, English language development and mathematics</i>● <i>Identify specific actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, and how these strategies differ for pupils who are classified as English learners, are eligible for a free or reduced-price meal, or are foster youth, individuals with exceptional needs, pupils in foster care and pupils who are experiencing homelessness</i>● Provide small-group instruction for Tier 2/3 intervention in an alternate location on campus● Differentiate instruction based on student need● Secure instructional materials with multiple modalities● Provide access to available royalty-free curricular resources● Implement Universal Design for Learning (UDL) when lesson planning● Employ evidence-based practices● Administer assessments (See Assessment section below)	<p>Equitable Learning and Recovery Plan Toolkit Moving Forward Together (RCOE)</p> <p>District Adopted Textbooks</p> <p>Ancillary materials provided by the district adoptions</p> <p>LACOE: Curriculum and Instructional Services (CIS) Webpage</p> <p>LACOE/CIS/CDOL: Distance Learning Resources</p> <p>LACOE/Universal Design for Learning Unit: Inclusive Design</p> <p>History Social Science Community of Practice: UDL in the History/SS Classroom</p> <p>California Department of Education: Teaching & Learning</p> <p>What Works Clearinghouse Learning Designed</p>	<ul style="list-style-type: none">● <i>Develop an Equitable Learning Recovery Plan (first six bullets)</i>● Follow public health guidance● Identify additional instructional space as applicable● Identify additional staffing needs● <i>Develop a process to evaluate the effectiveness of the services or supports provided to address learning loss</i>
Hybrid Learning		
<ul style="list-style-type: none">● <i>Identify how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery</i>● <i>Develop a plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary</i>● <i>Determine how the LEA will assess pupils to measure pupil learning status, particularly in the areas of English language arts, English language development and mathematics</i>● <i>Identify specific actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, and how these strategies differ for pupils who are classified as English learners, are eligible for a free or reduced-price meal, or are foster youth, individuals with exceptional needs, pupils in foster care and pupils who are experiencing homelessness</i>● <i>Identify additional supports for pupils with unique needs and how they will be provided, including for English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care and pupils who are experiencing homelessness during the period in which distance learning is provided</i>● <i>Understand technical and adaptive challenges presented by virtual learning</i>● Establish clearly stated educational goals and learning outcomes● Organize course offerings in a way that students can easily navigate● Integrate quality instructional materials to enable and enrich student learning● Use regularly evaluated technology that supports the learning goals and enhances the learning experience● Ensure content aligns with the CA Common Core State Standards and Content Standards and includes provisions for both intervention and accelerated learning opportunities● Provide opportunities that support active learning● Utilize strategies such as flipped learning to deliver direct instruction and when students are together, provide engaging high-quality review of learning and preview of what is to come● Provide a variety of activities that include options for in-depth learning through authentic problem solving and experience● Design experiences using research-based design principles, such as Universal Design for Learning (UDL), that improve access to learning for all participants● Include opportunities for both asynchronous and synchronous learning● Consider a variety of scheduling models to ensure safe distancing while engaging students in a hybrid model of instruction (traditional setting and distance learning)● Equity and access for special population● <i>Professional development for teachers and parents in PK-2- foundations for reading, numeracy, SEL and behavior management; three professional development courses on the foundations of UDL for elementary, middle and high school teachers.</i>	<p>KCSOS Distance Learning Lessons (TK-12): Math, ELA, SEL, ELD</p> <p>CCEE/OCDE Distance Learning Lessons (TK-8): ELA and Math with universal screening and weekly formative assessments</p> <p>SDCOE TK-12 Thematic Units of Study: ELA, ELD, SEL</p> <p>Stronger Together: A Guidebook for the safe Reopening of CA's Public Schools (CDE)</p> <p>Continuity of Learning Playbook (CCEE)- Hybrid and Distance Learning</p> <p>Moving Forward Together (RCOE)</p> <p>Advancing Equity in an Era of Crisis: A Guide to Equity in Remote Learning</p> <p>Blended Learning Universe: Blended Learning Models</p> <p>ERIC: Educational Resources Website</p> <p>Schoolology Exchange: A Beginner's Guide to Flipped Classroom</p> <p>Michigan State University: What, Why and How to Implement a Flipped Classroom Model</p> <p>Kami: Your Digital Classroom Hero</p> <p>LACOE/CIS/CDCB: Scheduling Considerations for Using Hybrid Learning Models</p> <p>The English Language Proficiency Assessments for California (ELPAC): ELPAC Website</p> <p>Santa Barbara County Superintendent of Schools</p> <p>What Works Clearinghouse</p>	<ul style="list-style-type: none">● Provide orientations for parents, students and staff● Redefine grading policies● Develop a schedule with consideration about how to group students to efficiently deliver Tier 2/3 interventions● Purchase of devices for 1-to-1 instruction● Purchase of devices for internet connection● Provide timely IT support 24/7 for staff and students● Purchase digital curriculum to support adoption● Provide professional learning for staff to assist in identification of students in need of Tier 2/3 interventions● Ensure strong communication protocols between grade levels, content teams and administration● Ensure there are systems in place to facilitate standardized delivery of instruction● Flexibility in required instructional minutes (including PE)● <i>Develop a process to evaluate the effectiveness of the services or supports provided to address learning loss</i>● <i>Provide professional learning for staff to build capacity to use all-digital curriculum (curriculum based or ancillary)</i>
Distance Learning (complete online instruction/homeschool)		
<ul style="list-style-type: none">● <i>Develop a plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary</i>● <i>Determine how the LEA will assess pupils to measure pupil learning status, particularly in the areas of English language arts, English language development and mathematics</i>● <i>Identify specific actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, and how these strategies differ for pupils who are classified as English learners, are eligible for a free or reduced-price meal or are foster youth, individuals with exceptional needs, pupils in foster care and pupils who are experiencing homelessness</i>● <i>Identify additional supports for pupils with unique needs and how they will be provided, including for English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care and pupils who are experiencing homelessness during the period in which distance learning is provided</i>● <i>Understand technical and adaptive challenges presented by virtual learning</i>● Establish clearly stated educational goals and learning outcomes● Organize course offerings in a way that students can easily navigate● Integrate quality instructional materials to enable and enrich student learning● Use regularly evaluated technology that supports the learning goals and enhances the learning experience● Ensure content aligns with the CA Common Core State Standards and Content Standards and includes provisions for both intervention and accelerated learning opportunities● Provide opportunities that support active learning● Provide a variety of activities that include options for in-depth learning through authentic problem solving and experience● Design experiences using research-based design principles, such as Universal Design for Learning (UDL), that improve access to learning for all participants● Include opportunities for both asynchronous and synchronous learning● Equity and access for special populations● Professional development for teachers and parents in PK-2- foundations for reading, numeracy, SEL and behavior management; three professional development courses on the foundations of UDL for elementary, middle and high school teachers.	<p>KCSOS Distance Learning Lessons (TK-12): Math, ELA, SEL, ELD</p> <p>CCEE/OCDE Distance Learning Lessons (TK-8): ELA and Math with universal screening and weekly formative assessments</p> <p>SDCOE TK-12 Thematic Units of Study: ELA, ELD, SEL</p> <p>Stronger Together: A Guidebook for the safe Reopening of CA's Public Schools (CDE)</p> <p>Continuity of Learning Playbook (CCEE)- Hybrid and Distance Learning</p> <p>Moving Forward Together (RCOE)</p> <p>Advancing Equity in an Era of Crisis: A Guide to Equity in Remote Learning</p> <p>Virtual Academy: Natomas Charter Organization Webpage</p> <p>Elk Grove Unified School District: K-8 Online Learning</p> <p>Elk Grove Unified School District - Virtual Academy Webpage</p> <p>Kami: Your Digital Classroom Hero</p> <p>The English Language Proficiency Assessments for California (ELPAC): ELPAC Website</p> <p>Santa Barbara County Superintendent of Schools</p> <p>What Works Clearinghouse</p> <p>CCEE Playbook: Capacity Building: How do we best support teachers and staff?</p> <p>SBCSS/CCEE: Professional Learning Modules: At-Home Learning modules to support families during Distance Learning</p>	<ul style="list-style-type: none">● Develop a process to evaluate the effectiveness of the services or supports provided to address learning loss● Determine the need for orientations for parents, students and staff● Redefined grading policies● Purchase of all-digital curriculum to support adoption● <i>Provide professional learning for staff to build capacity to use all-digital curriculum (curriculum based or ancillary)</i>● Ensure strong communication protocols between grade levels, content teams and administration● Ensure there are systems in place to facilitate standardized delivery of instruction● Professional learning for staff to assist in identification of students in crisis● Provide additional funding for online curricular resources● Provide timely IT support 24/7● Explore open source materials
Independent Study		
<ul style="list-style-type: none">● Provide work packets tailored to individual student need● Secure access to available royalty-free curricular resources● Provide access to video recording programs (ex., Screencastify) for teachers and students● Implement Universal Design for Learning when lesson planning● Administer assessments	<p>California Department of Education: Independent Study Ratio Calculations</p> <p>California Department of Education: Independent Study Webpage</p>	<ul style="list-style-type: none">● Provide additional funding for online curricular resources● Provide timely IT support 24/7
Home Hospital Instruction/Home Instruction		
<ul style="list-style-type: none">● Work with family to determine a mutually agreed upon time for instruction		<ul style="list-style-type: none">● Ensure correct credentials● Provide PPE when going into homes● <i>May need to consider providing additional staff for home and hospital as applicable</i>




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

Best Practices	Resources	Planning Implications/ Advocacy Areas
Assessment		
<ul style="list-style-type: none">● Identify key <i>diagnostic</i> assessments to support student placement and to identify <i>learning loss</i> due to prolonged school closure● Identify <i>assessment tools and</i> 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 <i>local</i> benchmark assessments● 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”	<p>Guidance on Diagnostic and Formative Assessments (CDE)</p> <p>Smarter Balanced Remote Teaching and Learning</p> <p>CAASPP: Manuals and Instructions</p> <p>CAASPP: Interim Assessments 2019-20 Interim Assessments Overview</p> <p>Interim Assessment Video Series</p> <p>2019-20 Interim Assessments by Grade</p> <p>Smarter Content Explorer</p> <p>Tools for Teachers</p> <p>California Department of Education: Smarter Balanced Interim Assessments</p> <p>Formative Assessment in Action Video Series (CDE)</p> <p>Continuity of Learning Playbook (CCEE)- Hybrid and Distance Learning</p> <p>Moving Forward Together (RCOE)</p> <p>Smarter Balanced Strategies For Remote Teaching and Learning</p> <p>Publisher authored assessments</p>	<ul style="list-style-type: none">● Designate a LEA CAASPP coordinator● Provide professional development- Interim Assessments (system and hand scoring)● Provide professional development to identify common formative assessment practices <i>and build capacity of staff to utilize these practices in online/hybrid learning environments</i>● Identify times for staff to engage in data analysis protocols● <i>Determine how LEA will assess pupil progress through live contacts and synchronous instructional minutes, as well as how the time value of pupil work will be measured</i>
Assessment- English Learners		
<ul style="list-style-type: none">● Identify local English Language proficiency assessments to determine placement for English Learners, OR● Administer the optional Summative ELPAC in the fall● Administer ELPAC Initial Assessment to newly enrolled ELs who have not taken ELPAC/CELDT previously	<p>ELPAC: Resources</p> <p>Smarter Content Explorer</p> <p>Smarter Balanced Strategies For Remote Teaching and Learning</p>	<ul style="list-style-type: none">● Designate a LEA ELPAC coordinator● Provide professional development--ELPAC Initial Assessment test administrators (Moodle)● <i>Determine which newly enrolled students were not able to start/complete the Initial ELPAC during the Spring of 2020</i>● <i>Develop a testing roster for those students who need to take the Initial ELPAC in the summer/fall- include newly enrolled students and students who were not able to start/complete the Initial ELPAC during the Spring of 2020</i>
Instructional Technology		
<ul style="list-style-type: none">● <i>Understand technical and adaptive challenges presented by virtual learning</i>● Determine appropriate instructional technology for use with students, including but not limited to:● Microsoft 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)	<p>Equitable Learning and Recovery Plan Toolkit</p> <p>BeeLine Reader: Read Faster and Easier, All Day Long</p> <p>BookShare: Read Your Way Ebooks for People with Reading Barriers</p> <p>CAST UDL Book Builder</p> <p>Learning Ally: Audio Books for Dyslexia & Learning Disabilities</p> <p>Rewordify: Reading Comprehension and Vocabulary Development by Simplifying English to a Lower Reading</p>	<ul style="list-style-type: none">● Provide professional development to enable staff to use instructional technology efficiently and appropriately● Determine appropriate platform delivery
Key Systems and Services		
<ul style="list-style-type: none">● 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)	<p>Resources to Support CA MTSS</p> <p>Rural Education Network</p> <p>Transforming Schools Towards Continuous Improvement (Carnegie Foundation)</p>	<ul style="list-style-type: none">● Identify and designate funding for expanded professional development● Reframe existing MTSS training to engaging remote learning models for school and district teams● 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

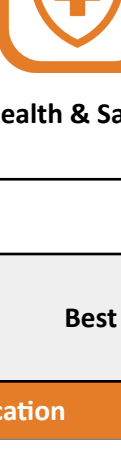
Instruction—Special Education		
 <p>Instruction Special Education</p>	Providing a high-quality instructional program by following best practices in the areas of: <ul style="list-style-type: none"> ● Curriculum selection and instructional delivery models ● Assessment practices and policies, including 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 	
Best Practices	Resources	Planning Implications
Instructional Delivery to Students with Disabilities		
<ul style="list-style-type: none"> ● Use evidence-based practices ● Train teachers and paraeducators on use of virtual/classroom instructional tools ● Use curriculum aligned to common core standards ● Develop curriculum based on individual student need (i.e., goals drive placement) ● Differentiated instruction ● Use UDL ● Identify and utilize, as appropriate, free video recording programs and captioning ● Primary language support as needed ● Use technology, such as: <ul style="list-style-type: none"> ○ Microsoft Immersive Reader ○ Overdrive ○ Audible ○ Beeline Reader ○ Text to speech software ○ Textbook publisher's audio format ○ Bookshare ○ CAST Bookbuilder ○ Learning Ally ○ Rewordify 	CAPTAIN: EBP Trainings United States Office of Special Education Programs: Evidence-Based and Promising Practices to Support Continuity of Learning for Students With Disabilities Educating All Learners Alliance: Special Education: Educating All Learners During the COVID-19 Disaster CAST: Universal Design for Learning ASCD: Differentiated Instruction Elk Grove Unified School District: Virtual Academy What Works Clearinghouse Kami: Your Digital Classroom Hero Schoolology Exchange: A Beginner's Guide to Flipped Classroom LACOE: Special Education Resources California Department of Education: California Practitioners' Guide for Educating English Learners with Disabilities USDE Office of Civil Rights: Fact Sheet: Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students Beeline Reader: Read Faster and Easier All Day Long CAST: Universal Design for Learning Book Builder Learning Ally: Audio Books for Dyslexia & Learning Disabilities Rewordify: Understand What You Read	<ul style="list-style-type: none"> ● Support for moderate/severe teachers doing both delivery models ● Assure resources for primary language support ● <i>Alternative protective strategies may be adopted to accommodate students who are on Individualized Education Programs or 504 Plans and who cannot use or tolerate cloth face coverings.</i> ● Support for staff in managing students who are a danger to themselves or others (i.e., eloping, self-injury) ● Protocol needed in consideration of health measures; <i>teach expectations, demonstrate them and practice often</i> ● <i>Consider that students who are medically fragile or self-quarantining may require distance learning or another method of remote learning for a period of time</i> ● Some students may need diapering, medical/health procedures <ul style="list-style-type: none"> ○ Gowns ○ Gloves ○ <i>Face Shields</i> ○ <i>Medical grade masks</i>
Home Instruction		
<ul style="list-style-type: none"> ● Identify available teachers who have the appropriate credentials ● Use PPE when going into homes ● Schedule home instruction during the regular school day and not after school when students with health needs are tired and require rest ● Primary language support as needed 	Centers for Disease Control and Prevention: COVID-19 Waves of Communication: 3 Tips for Teaching about PPE	<ul style="list-style-type: none"> ● Identify if additional staff is needed to cover any increase <i>in students with special needs who may be placed on home instruction</i> ● Determine if an OI credentialed teacher could assist with home instruction
Timelines for Assessments, Triennial and Initial IEPs		
<ul style="list-style-type: none"> ● Assure monitoring and oversight of clearly communicated protocols to all staff involved in scheduling ● Schedule IEPs on time, unless directed otherwise by CDE or Federal government 	California Department of Education: Special Education Guidance for COVID-19	<ul style="list-style-type: none"> ● Schedule additional staff to complete assessments ● Allocate additional substitutes to be placed in SPED classrooms while teachers complete assessments and IEP meetings ● Follow/establish policies and procedures for initials and assessments
IEP Meetings		
<ul style="list-style-type: none"> ● Hire additional/temporary staff to assist with assessments and IEP administration designee ● Adjust IEP goals to consider home instruction if a student does not return to the brick and mortar ● <i>Education Code section 56345 subdivision(a)(9)(A) requires an IEP to include a description of the means by which the IEP will be provided under emergency conditions. Emergency conditions are described in Section 46392, in which instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days.</i> ● <i>The emergency plan is developed by the IEP team and applies to initial IEPs or "the next regularly scheduled revision of an IEP that has not already met requirements"</i> ● <i>The plan should include:</i> <ul style="list-style-type: none"> ○ <i>the special education and related services the student will receive during the emergency period</i> ○ <i>any supplementary aides and services required to facilitate access during the emergency period.</i> ○ <i>Transition services under Ed Code section 56345.1 as necessary</i> ○ <i>Extended School Year services, if needed</i> 	California Department of Education: Special Education Guidance for COVID-19 California Education Code Section 56345(a)(9)(A)	<ul style="list-style-type: none"> ● Identify if additional translators and interpreters are needed to meet the needs of parents whose primary language is other than English when there will be more IEPs than usual ● IEPs may need amendments to reflect a different educational model
Students with Visual Impairments		
<ul style="list-style-type: none"> ● Arrange for students to return to school sites where the layout may have changed due to social distancing regulations ● Create a map of the campus and make it available before the student returns to school ● Create a map of the classroom and make it available before the student returns to school ● Arrange for consistency of the campus/ classroom setting 	Bookshare: An Accessible Online Library for people with print disabilities LACOE: Special Education Resources	<ul style="list-style-type: none"> ● Work with District Orientation and Mobility Specialist
Deaf and Hard of Hearing Students		
<ul style="list-style-type: none"> ● Consider the needs of students who must be able to see the lips of the speaker ● Purchase clear masks or shield for staff and students ● Account for an interpreter in the classroom for DHH students and determine the logistics of social distancing 	National Deaf Center: COVID-19 Information Legislative Analyst's Office: Improving Education for Deaf and Hard of Hearing	<ul style="list-style-type: none"> ● Determine additional staffing to address social distancing of students for services and mainstreaming when a student has an ASL translator in the classroom
Transportation		
<ul style="list-style-type: none"> ● Maintain cleanliness in buses ● Account for bus aides who are required on the bus and the 6-ft social distancing requirement ● Cleanliness and care of safety harness/vest ● Develop protocols for bus drivers to screen students if prior to getting on the bus 	Centers for Disease Control and Prevention: Cleaning and Disinfectant for Non-emergency Transportation Vehicles	<ul style="list-style-type: none"> ● Train bus drivers in areas of hygiene and safety for students/staff (bus aides) ● Train third party transportation drivers in areas of hygiene and safety for students/staff (bus aides)
Restrooms		
<ul style="list-style-type: none"> ● Monitor restrooms to ensure social distancing ● Determine clearance of staff to be in restroom area during student use and maintain 6-ft distancing 	Centers for Disease Control and Prevention: Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools and Home	<ul style="list-style-type: none"> ● One-on-one paraprofessionals needing PPE wear (gowns, masks, gloves)
ADA Requirements If SPED Classrooms Are Moved		
<ul style="list-style-type: none"> ● Consider accessibility for all students, including: <ul style="list-style-type: none"> ○ Doors ○ Ramps ○ Elevator for second floor placements for students with mobility issues ○ Safety rails 	United States Department of Education: Office of Civil Rights	<ul style="list-style-type: none"> ● Provide emergency training for staff and students
School Nurses		
<ul style="list-style-type: none"> ● Determine adequate nursing staff to address health and safety of all students on campus ● Schedule the nurse to attend all initial and triennial IEPs and assess students within the first 30 days of return to school ● Acquire PPE ● Provide training for frontline office staff in the absence of a nurse ● Acquire adequate supplies for cleaning and hygiene 	National School Boards Association: COVID-19 Department of Industrial Relations: Division of Occupational Safety and Health: Aerosol Transmissible Diseases LACOE: Special Education Resources	
Classroom Environment		
<ul style="list-style-type: none"> ● Arrange the classroom environment so students remain within sight lines of the teacher during instruction (i.e., nothing barricading or blocking view of student, like a screen) ● Ensure the environment allows for students to navigate the classroom freely for wheelchair users, visually impaired students and others who require assistance to participate fully in instruction 	National Disability Rights Network: COVID-19 and Education of Students with Disabilities Resources	<ul style="list-style-type: none"> ● Train all staff including teacher and paraeducators, janitors, office staff and campus supervision staff (noon aides, cafeteria workers) for transitioning back to a classroom with social distancing
Mental Health Support		
<ul style="list-style-type: none"> ● Provide a calming/quiet area of the classroom to teach appropriate social/emotional skills 	National Conference of State Legislative: Bridging the Gap to Youth Mental Health California Department of Education: Help for Students in Crisis	
Related Service Providers		
<ul style="list-style-type: none"> ● Review Speech Language Pathologists caseloads. It is recommended for SLPs to have a caseload of 55 students or 40 in preschool ● Arrange for providers to provide services to students at the school site and students who stay home ● Conduct any assessments and initial referrals ● Determine and conduct any private school assessments 	United States Department of Education: Questions and Answers on Providing Services During COVID-19	<ul style="list-style-type: none"> ● Assess staffing needs to meet demands
Legal Ramifications		
	EdSource: Liability in online instruction of special education students	<ul style="list-style-type: none"> ● Consider the need for an on-site attorney to assist with compensatory education ramifications
Cleaning		
<ul style="list-style-type: none"> ● Equipment and devices, including roller boards, slant boards, button devices, wheel chairs, standers, markers, mini white boards, trays, rifton chairs, sensory items, seat back storage bag, iPads, AAC devices and harness for AAC devices <i>must be cleaned regularly and if more than one student is using the device, cleaning between each use</i> 	Centers for Disease Control and Prevention: K-12 Schools and Child Care Programs	
STRTP - Short-Term Residential Therapeutic Program		
<ul style="list-style-type: none"> ● Conduct any needed assessments ● Schedule and hold IEP meetings virtually ● Arrange for district-site check-ins ● Arrange for consultation minutes for privately placed students ● Coordinate <i>virtual</i> parent tours of STRTP's 		
Preschool Inclusion		
<ul style="list-style-type: none"> ● Consider ratios and social distancing guidance, social skills required to typically developing peers, health and safety precautions when providing meals and snacks to preschoolers, social distancing in centers and circle time, and the impact of social distancing on goals that call for growth in social skills 		
Inclusive Classrooms		
<ul style="list-style-type: none"> ● <i>Inclusive practices - Consultation, Monitoring, Push-in, Pull-out</i> 	Faculty Focus: How to Build Inclusive Practices in Education PaTTAN: Inclusive Practices William & Mary School of Education: Effective Teaching Practices for Students in Inclusive Classrooms	
Social Emotional - Behavior		
<ul style="list-style-type: none"> ● Follow MTSS Framework ● Teach SEL Curriculum ● Ensure <i>activities</i> for peer modeling 	California Department of Education: Multi-Tiered System of Supports Boys Town: Saving Children, Helping Families Second Step: Social Emotional Learning Schoolyard: Inclusion & Social Emotional Learning for Students with Special Needs Nearpod: Social Emotional Learning K-12 Mindful: Healthy Mind, Healthy life Ever Widening Circles: Making Mindfulness a Habit Yoga: How to Practice Mindfulness Meditation	<ul style="list-style-type: none"> ● Plan for <i>frequent</i> sanitization of sensory area, small group, rotating table and centers ● Use District BCBA

Instruction—English Learners		
 <p>Instruction English Learners</p>	<p>Providing a high-quality instructional program by following best practices in the areas of:</p> <ul style="list-style-type: none"> ● 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 	
Best Practices	Resources	Planning Implications
Instructional Delivery Model: Face to Face		
<ul style="list-style-type: none"> ● Provide and ensure appropriate EL student program placement including access to multilingual programs as established in LEA language program policy procedures ● Ensure and monitor all students are enrolled in compliance with California AB 699 Guidelines ● Ensure that Home Language Survey (HLS) is administered to all newly enrolled students ● Ensure that students whose HLS indicated a language other than English are assessed on Initial ELPAC within 30 days of enrollment ● Verify all other programs for which newly identified EL students may be eligible ● Ensure EL program placement is based on multiple student data points which specifically includes local assessments and primary language assessments as needed along with latest ELPAC results ● Ensure that all teachers of EL students are provided an updated list of their EL students for each class including their EL proficiency level, primary language level as needed ● Identify and coordinate EL program curriculum materials and local ELD monitoring assessments so that they are accessible to all teachers ● Identify and coordinate dual language and/or bilingual program curriculum materials and ensure they are accessible to all teachers ● Provide professional learning support on LEA EL program curriculum materials and LEA EL Master Plan for all new teachers of EL students ● Provide and ensure daily Comprehensive English Language Development (ELD) including: <ul style="list-style-type: none"> ○ Integrated ELD ○ Designated ELD ○ ELD Instruction provided by EL authorized teacher ○ Primary language support and multilingual instruction provided by Bilingual authorized teacher ● Ensure and monitor effective Comprehensive ELD instruction which should include, but is not limited to: <ul style="list-style-type: none"> ○ Connection of text/literary experiences to students' background knowledge, everyday life and cultural background including consideration and contribution of student experiences in primary language ○ Formative assessments/checking for student understanding including but not limited to equity strategies (picking non-volunteers), unison responses, think/write/pair/share and written or oral responses ○ Guided practice using academic language in both group and individual sessions supported by appropriate wait time and/or differentiated sentence frames to support academic discourse ○ Primary language opportunities to access grade-level content, appropriate to students' English proficiency level and based on program design ● Use of the California ELD Standards to help design structures for student language interaction which include, but is not limited to: <ul style="list-style-type: none"> ○ Opportunities for students to interact with peers to read, write and talk about content texts and/or engage in purposeful lesson interactions orally and in writing; offer and support opinions; and adapt language choices to various contexts. Strategies include think/write/pair/share, cooperative learning, problem solving, group investigations, peer revisions and group presentations (ELD Standards Part I: Collaborative) ○ Opportunities for students to apply strategies such as active listening, close reading, asking clarifying questions, analyzing and applying language to support ideas. Instruction includes modeling, enabling students to listen actively, read closely, ask clarifying questions and evaluate and analyze how writers and speakers use language for specific purposes in a range of social and academic contexts related to grade-level content (ELD Standards Part I: Interpretive) ○ Facilitation of students' use of academic language to convey ideas orally and in writing appropriate to their purpose and audience. Language scaffolding strategies, including but not limited to sentence frames, structured academic conversations and graphic organizers (ELD Standards Part I: Productive) ○ Appropriate Corrective Feedback regarding language usage, at the EL student's proficiency level, is consistently provided which may include, but is not limited to rubrics, performance guidelines and student conferences ● Ensure and monitor protected time for designated ELD in a daily, designated ELD period/class/protected time using a curriculum aligned to the CA ELD Standards according to district guidelines specifying placement criteria and instructional minutes ● Provide social emotional supports as needed for EL students experiencing trauma in a language they can understand ● Establish a protocol for accessing language services as needed including indigenous languages or other languages new to the LEA community ● Ensure and coordinate all language program notification for all parents and EL parents specifically including: <ul style="list-style-type: none"> ○ Notification to all parents of language programs offered by the LEA and parent right to request language programs ○ Notification of Initial ELPAC administration before test administration ○ Notification of Results on Initial ELPAC and parent choice for LEA language programs offered for EL students ○ Annual Title I / Title III EL Parent notification ○ Annual notification of LTEL and AI-Promise of LTEL status of EL student ○ Notification of Summative ELPAC results ● Ensure and monitor that all LEA notifications are accessible in parent home language ● Ensure and monitor that all LEA written notifications for student home language groups exceeding 15% of LEA enrollment are translated 	<p>California Department of Education: Multilingual Education - Resources</p> <p>Department of Justice AB 699: Promoting a Safe and Secure Learning Environment for All</p> <p>California Department of Education AB 699: CALPADS Update FLASH #151 - California Longitudinal Pupil Achievement Data System</p> <p>California Department of Education: Designated and Integrated ELD - Letters</p> <p>California Department of Education: Chapter Two/ELD Framework</p> <p>English Language Development Standards Publication - Title III (CA Dept of Education)</p> <p>California Department of Education: English Learner Roadmap - English Learners</p> <p>USDE: Chapter 2: Tools and Resources for Providing English Learners with a Language Assistance Program</p> <p>United States Department of Education: EL Toolkit: Chapter Three - Tools and Resources for Staffing and Supporting EL Programs</p> <p>United States Department of Education: Chapter 4: Tools and Resources for Providing English Learners Equal Access to Curricular and Extracurricular Programs</p> <p>California Commission on Teacher Credentialing: English Learner Authorization</p> <p>California Commission on Teacher Credentialing - Bilingual Authorizations: Application for Credential Authorizing Public School Service</p> <p>LACOE: Certification Services</p> <p>California Department of Education: Submitting English Learner Instructional Services - Resources</p> <p>California Department of Education: 2019-20 Cycle B and D Program Instruments - Compliance Monitoring</p> <p>California Department of Education: EL Program Compliance Instrument</p> <p>LACOE: Immigrant Relations</p> <p>Californians Together: Support for Immigrant and Refugee Students</p> <p>Californians Together: A Teacher's Guide to Support Immigrant and Refugee Students' Socio-Emotional Experiences</p> <p>CCSESA/CISC: B.E.L.I.E.F. Modules Home</p> <p>California Department of Education: Parent Notification - Title III</p> <p>United States Department of Education: EL Toolkit: Chapter 10- Tools and Resources for Ensuring Meaningful Communication with Limited English Proficiency Parents</p> <p>CABE: Dual Language Immersion Planning Guide</p> <p>San Diego County Office of Education: Common Core en Español</p>	<ul style="list-style-type: none"> ● Ensure that all enrollment practices including the HLS are provided following Department of Health guidelines ● Include LEA emergency plan EL program implications in LEA EL Master Plan procedures ● Verify and coordinate LEA protocol for accessing language support or translation services, including LEA HR procedures, to ensure that language support is provided for all students in a language they can understand ● Verify and coordinate how professional learning will be provided for current and new teachers of EL students in keeping with Department of Health guidelines ● Coordinate and monitor any changes in currently approved LEA Plan addendum use of Title III federal funds to address any emerging supplemental EL student needs which can be allowably supported by federal funds ● Ensure that all EL instructional services and language support are provided following Department of Health guidelines ● Verify and ensure that all staff are informed and trained on how to access and coordinate LEA SEL support services for EL students in accordance with Department of Health guidelines ● <i>Ensure LEA EL Master Plan includes details on how LEA plans to support EL/Immigrant/Newcomer students and families (MTSS)</i> ● <i>Ensure LEA Dual Language Programs are included and supported in all district plans</i>
Instructional Delivery Model: Hybrid learning: distance learning and face-to-face		
<ul style="list-style-type: none"> ● Verify hybrid instructional model includes best practices for traditional and distance learning instruction for EL students ● Provide and deliver transitional time for structured targeted orientation to familiarize EL students and families to hybrid scheduling, new technology and platform tools ● <i>Ensure</i> all home communication on transition to hybrid instructional delivery is provided in a language parents can understand ● Establish LEA EL program goals and procedures for how instruction will be synchronized between traditional school setting and distance learning ● Establish expectations for EL program instructional delivery, how EL student work will be assessed along with any adjustments in LEA grading policies for hybrid learning instruction ● Use strategies such as flipped learning to deliver direct instruction and when students are together to provide engaging high-quality review of learning and preview of what is to come ● Establish balanced hybrid learning student rotational procedures that ensure EL students are not unnecessarily segregated from non-EL students ● Group EL students flexibly by areas of need which may include EL proficiency levels, but can include social engagement grouping so that EL students have a chance to use language in a hybrid instruction rotational setting ● Establish balanced hybrid learning student rotational procedures that ensure EL students are given opportunities to strengthen their listening and speaking skills and engage in academic discourse ● Establish balanced hybrid learning student rotational procedures that ensure students participating in dual language or bilingual programs are given opportunities to engage in academic discourse in target language 	<p>US Department of Education: English Learners DCL (PDF)</p> <p>US Department of Education: Providing Services to English Learners During the COVID-19 Outbreak (PDF)</p> <p>US Department of Education: OCR Fact Sheet Coronavirus 3.13.2020</p> <p>Hanover Research: Best Practices in K-12 Online and Hybrid Courses</p> <p>CCEE Hybrid Learning Playbook 2020</p> <p>National Quality Online Teaching Standards</p> <p>USDE EL Fact Sheet May 18, 2020</p>	<ul style="list-style-type: none"> ● Ensure that LEA EL Master Plan includes section on how EL services will be provided in hybrid learning setting ● Ensure that EL teachers are provided with training and support for use of technology used in hybrid learning setting
Instructional Delivery Model: Distance learning (complete online instruction/homeschool)		
<ul style="list-style-type: none"> ● Provide and deliver transitional time for structured targeted orientation to familiarize EL students and families to distance learning scheduling, new technology and platform tools ● Ensure that all home communication on transition to distance learning instructional delivery is provided in a language parents can understand ● Establish expectations for EL program instructional delivery, how EL student work will be assessed along with any adjustments in LEA grading policies for distance learning instruction ● Schedule transitional time for structured orientation to familiarize students and families to new platform tools and expectations in including how work will be assessed and how grades will be assigned ● Schedule online tool practice sessions in small groups to ensure a smooth transition to distance learning ● Consider LEA coordination of parental support for translation services and check in with parents whose home language is a language other than English to ensure parents understand how their child can participate in distance learning setting including digital access and where to access basic needs ● Determine LEA plan for addressing instructional needs of students with limited access to digital resources including system for provision of traditional instructional materials and books ● Ensure that all digital communication is in home language of parents including instructions on how to support their child at home ● If possible, place EL students into a family or team-teaching structure so that teachers can collaborate and monitor students across content classes and collaborate for family communication as needed between face-to-face and hybrid settings ● Group EL students flexibly by areas of need which may include EL proficiency levels, but can include social engagement grouping so that EL students have a chance to use language with other students in a synchronous setting ● Ensure teaching teams are supported by LEA student services and other crisis response supports as needed. Provide PD to teachers on how to access these supports including home language translation resources as needed ● Identify and prioritize EL student needs for distance learning such as basic needs, student stressors/barriers and academic setting. Identify if there is a household member available to supervise and support learning and determine the household member's availability to support EL student learning ● Identify languages in which the student can be supported at home ● Identify resources to check for understanding, formative assessment and opportunities to reteach including <i>(but not limited to)</i>: <ul style="list-style-type: none"> ○ LEA adopted online platform group breakout options- checking for understanding ○ Google Forms Survey ○ Zoom Survey Feature ○ Chat Feature ○ Audio links ○ Whiteboard (Microsoft or Zoom) ● Use primary language support, as needed Examples include: <ul style="list-style-type: none"> ○ Immersive Reader ○ Google Translate ○ LEA Text Program Primary Language Resource ○ Digital Translation breakout features ○ Synchronous paraprofessional support in breakout session 	<p>CCEE Playbook for Distance Learning 2020</p> <p>Sample LEA Distance Learning Program Template</p> <p>WISH Charter: Distance Learning Family Support Plan Sample Survey</p> <p>SEAL: 6 Key Considerations for Supporting English Learners with Distance Learning</p> <p>LACOE MAS Unit D-ELD: Recorded Teacher PD Session Registration</p> <p>LACOE MAS Unit I-ELD: Smarter Balanced Tools Recorded Teacher PD Sessions Registration</p> <p>California Department of Education: COVID-19 Resources Guide</p> <p>LACOE/CIS/MAS: Distance Learning - ELD Resources</p> <p>Loyola Marymount University: Education and Research Supports for ELs During COVID-19 / Center for Equity for English Learners (CEEEL) SEL Supports</p> <p>Loyola Marymount University: Education and Research Supports for ELs During COVID-19 / Center for Equity for English Learners (CEEEL) Integrated ELD Supports</p> <p>US Department of Education: English Learners DCL (PDF)</p> <p>US Department of Education: Providing Services to English Learners During the COVID-19 Outbreak (PDF)</p> <p>US Department of Education: OCR Fact Sheet Coronavirus 3.13.2020</p> <p>National Quality Online Teaching Standards</p> <p>USDE EL Fact Sheet May 18, 2020</p>	<ul style="list-style-type: none"> ● Ensure that LEA EL Master Plan includes section on how EL services will be provided in distance learning setting ● Ensure that EL teachers are provided with training and support for use of technology for distance learning setting
Instructional Delivery Model: Independent Study		
<ul style="list-style-type: none"> ● Ensure all Independent Study program parent notification and communication to EL parents are in parent home language ● Include section of LEA EL Master Plan on how to address instructional needs of EL students in an Independent Study setting 	<p>California Department of Education: CA Guide for Educating EL with Disabilities - Announcements & Current Issues</p> <p>USDE EL Fact Sheet May 18, 2020</p>	
Instructional Delivery Model: Home hospital instruction/home instruction		
<ul style="list-style-type: none"> ● Ensure and coordinate all home hospital instruction and home instruction programs parent notification and communication to EL parents are in parent home language ● Include section of LEA EL Master Plan on how to address instructional needs of EL students in home hospital instruction/home instruction setting 	<p>California Department of Education: CA Guide for Educating EL with Disabilities - Announcements & Current Issues (CA Dept of Education)</p> <p>USDE EL Fact Sheet May 18, 2020</p>	
Monitoring /Assessment		
<ul style="list-style-type: none"> ● Monitor EL Students on ELD Progress ● Determine and gather local student data points (other than ELPAC) during Distance Learning for best program placement next school year ● Identify and coordinate local ELD monitoring assessments so that they are accessible to all teachers ● Monitor RFP Students (4 years after reclassification) 	<p>United States Department of Education EL Toolkit: Chapter 8 - Monitoring and Exiting English Learners from EL Programs and Services</p> <p>California Department of Education: 12/2019 Letter on Obligations for Monitoring Reclassified Students</p> <p>California Department of Education: English Learner Roadmap - English Learners</p> <p>California Department of Education: 2019-20 Cycle B and D Program Instruments - Compliance Monitoring Including EL Programs</p> <p>California Department of Education: EL Program Compliance Instrument</p>	<ul style="list-style-type: none"> ● Identify funding to support CDE resources for guidance to LEAs for monitoring EL students and local assessments ● Ensure that LEA has identified how ELD will be monitored beyond state testing (ELPAC)
State Assessment- EL Reclassification		
<ul style="list-style-type: none"> ● Maintain a list of all new student enrollees who have a language other than English on HLS and TBD and who have not yet been administered the Initial ELPAC for identification as EL ● Document any reason a student was not administered the 19-20 ELPAC due to school closures, safety/social distancing implications in the student's cumulative file ● Assess staffing and safety measures and social distancing measures needed for administration of Initial ELPAC upon further notice from CDE ● Determine where and how LEA will test new students for Initial ELPAC accounting for social distancing, space, computers and devices and <i>per any subsequent guidance provided by CDE regarding EC Section 313; 5 CCR Section 11518.5[d]</i> ● Administer all ELPAC assessments in keeping with Department of Health and CDE guidelines and <i>per any subsequent guidance provided by CDE regarding EC Section 313; 5 CCR Section 11518.5[d]</i> ● Reconcile changes in process due to school closures with current EL Master plan in the event of future school closures impacting Initial identification or EL students ● Establish protocols with feeder schools about the best way to communicate Summative ELPAC information and potential reclassification status ● Adjust parental notification procedures as needed ● Keep a phone log and notes of all parental communication ● Verify all other programs or which newly identified EL students may be eligible ● Ensure that State Seal of Biliteracy candidates are monitored and reported in CALPADS 	<p>CA Model Practices for Enrollment – AB 699- SE HLS References: Promoting a Safe and Secure Learning Environment for All</p> <p>See HLS section: CALPADS Update FLASH #151 - California Longitudinal Pupil Achievement Data System</p> <p>LACOE/MAS Unit Thinglink Resource- EL Programs Annual Timeline with Resource Links</p> <p>California Department of Education ELPAC Webpage: See Information Guide English Language Proficiency Assessments for California (ELPAC) - Testing</p> <p>United States Department of Education EL Toolkit: Chapter 1 Tools and Resources for Identifying All English Learners</p> <p>California Department of Education: Observation Protocol for Teachers of English Learners- Draft resources for assessing use of Academic English in Content Classes</p> <p>California Department of Education: State Seal of Biliteracy - Resources</p> <p>US Department of Education: Providing Services to English Learners During the COVID-19 Outbreak (PDF)</p>	<ul style="list-style-type: none"> ● Funding for ELPAC extended window for 2019-20 for reclassification purposes ● Funding/Advocacy for home language resources and supports for parents during Distance Learning
Instructional technology		
<ul style="list-style-type: none"> ● Provide student access, teacher PD, parent support on platforms and tools which can support EL instructional strategies-both synchronously and asynchronously including, but not limited to: <ul style="list-style-type: none"> ○ Primary Language Support ○ Use of oral language ○ Real world problem solving ○ Think/Write/Pair/Share ○ Cooperative Learning ○ Group investigation ○ Collaborative presentations ○ Differentiated instruction and language scaffolding strategies appropriate to students' English proficiency ○ Sentence Frames ○ Student self reflection ○ Reteaching as needed ○ Practice time before presenting ○ Graphic Organizers ○ Multiple means of expressing learning ○ Meaningful teacher feedback 	<p>California Department of Education: COVID-19 Resources Guide</p> <p>LACOE/CIS/MAS: Distance Learning English Language Development Resources</p> <p>LACOE/MAS Unit: LACOE Folder for Participants DELD through Distance Learning</p> <p>CCEE Playbook for Distance Learning 2020</p>	<ul style="list-style-type: none"> ● Funding for addressing the digital divide
Special populations		
<ul style="list-style-type: none"> ● Include section of LEA EL Master plan to address instructional needs of EL students in foster care or need for homeless education supports ● For Dually Identified ELs with IEP, verify ELD goals in IEP ● Ensure that IEP team includes a staff member with second language acquisition expertise ● Ensure that primary language assessments have been considered as determined by IEP team and as may apply to the EL student ● Ensure translation services and access are in home language for parents as needed ● Ensure that home language of parents is accurate in CALPADS ● Ensure that home language supports for parents and guardians of EL students in Foster Care is provided ● Verify if home language of student is different from home language of foster care provider ● Ensure that all EL students who qualify for homeless education services are receiving communication in language parents can understand ● Define LEA EL/Newcomer program and services including how to enter and exit newcomer EL program ● Ensure communication in Home Language for all newcomer students and families ● Review assets-based mission for newcomers program as defined in LEA EL Master Plan ● Provide access to rigor and grade-level content and literacy learning in English and newcomers' home languages as needed ● Establish and provide clear educational pathways for students across grade levels or school settings ● Identify and provide resources and staff designated to support and monitor newcomer student education and socio-emotional well-being, which includes regular check-ins with students and efforts to connect families with needed services ● Provide asset orientation upon enrollment that values newcomers' home languages, cultures, families and experiences ● Consider use of Title III Immigrant funding to support supplemental services for newcomers and their families ● Enroll newcomer student in compliance with California AB 699 Guidelines ● Ensure that newly enrolled newcomer students who may qualify for graduation waivers according to AB 2121 are notified. 	<p>California Department of Education: Special Education Guidance for COVID-19 - Health Services & School Nursing</p> <p>California Department of Education: CA Guide for Educating EL with Disabilities - Announcements & Current Issues</p> <p>United States Department of Education: Newcomer Tool Kit (PDF)</p> <p>Californians Together: Support for Immigrant and Refugee Students</p> <p>Californians Together: A Teacher's Guide to Support Immigrant and Refugee Students' Socio-Emotional Experiences</p> <p>California Department of Education: Title III Immigrant Student Program - Title III</p> <p>Department of Justice AB 699: Promoting a Safe and Secure Learning Environment for All</p> <p>California Department of Education AB 699 CALPADS Update FLASH #151 - California Longitudinal Pupil Achievement Data System (CALPADS)</p> <p>US Department of Education: Providing Services to English Learners During the COVID-19 Outbreak (PDF)</p> <p>USDE EL Fact Sheet May 18, 2020</p>	<ul style="list-style-type: none"> ● Funding/Advocacy for professional learning/investment in UDL strategies for teachers of EL students in content areas
Expanded Learning Opportunities		
<ul style="list-style-type: none"> ● Establish criteria for EL students in greatest need for extended learning opportunities ● Consider focus on EL students: <ul style="list-style-type: none"> ○ Concurrently enrolled in HS ○ Moving from one grade span school to another (e.g. Grade 5 or 6, Grade 8) ○ Students with interrupted formal schooling ● Consider the impact of retention requests for EL students ● Consider how to include EL students in any Distance Learning Extracurricular groups to enhance school connectedness and prevent drop outs, especially for older EL students and LTELs ● Consider use of Title III funding for supplemental supports 	<p>California Department of Education: English Learner Roadmap - English Learners</p> <p>Steiner & Weisberg: When Students Go Back to School, Too Many Will Start the Year Behind: Here's How to Catch Them Up – in Real Time</p> <p>Marisco Institute/University of Denver: DOES RETENTION (REPEATING A GRADE) HELP STRUGGLING LEARNERS Evidence at-a-Glance: Hot Topics in Early Childhood</p> <p>NWEA: The COVID-19 Slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement</p> <p>NWEA: New Research from NWEA Projects Major Academic Impacts from COVID-19 Closures for Students, Especially in Mathematics</p> <p>Colorin Colorado: Summer Slide and ELLs: What You Need to Know</p> <p>Brookings: Hurricane Katrina Provides Lessons About Closing Campuses During the Coronavirus Crisis</p> <p>California Department of Education: Title III - English Learners</p>	<ul style="list-style-type: none"> ● Include section of LEA EL Master Plan on expanded learning opportunities for EL students ● Create/establish local LEA protocol for determination of expanded learning opportunity support based on equity and access
Additional key systems: MTSS		
<ul style="list-style-type: none"> ● Use UDL/EL Strategies for: <ul style="list-style-type: none"> ○ Differentiated Instruction ○ Engagement-Use of Student Background Knowledge ○ Assessing for Understanding, Formative ○ Practice before Application ○ Primary Language Support as needed ○ Assistive Technology and Language 	<p>California Department of Education: English Learner Roadmap - English Learners</p> <p>Language Magazine: Why UDL Matters for English Language Learners</p> <p>LACOE/MAS Unit: LACOE Folder for Participants IELD through Distance Learning and Smarter Balanced Tools PD</p>	


Instruction—Expanded Learning Programs

 <p>Instruction Expanded Learning Programs</p>	<p>Providing a high-quality instructional program by following best practices in the areas of:</p> <ul style="list-style-type: none"> ● 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
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Best Practices	Resources	Planning Implications/ Advocacy Areas
Communication and Immediate Considerations		
<ul style="list-style-type: none"> ● <i>The Why:</i> <ul style="list-style-type: none"> ○ Expanded Learning programs (K-12) can be a unique part of the solution supporting the reopening and return to school models a district/school chooses, connections with families and supports to students ○ <i>Expanded learning programs are an untapped resource that not only complement academic skill-building, but more importantly, specialize in building positive relationships with young people and their families</i> ○ <i>In this time of dysregulation and readjustment, expanded learning providers are key allies in reaching students and rebalancing their equilibrium for learning</i> ● <i>The How:</i> <ul style="list-style-type: none"> ○ Providing a combination of in-person and remote academic support, enrichment learning and connection to school and peers <i>(See examples below in Role of Expanded Learning Programs During COVID-19 Crisis: CDE Guidance)</i> ○ Supporting students to process and debrief the impact of their experiences due to COVID-19 ○ Supporting engagement in and connection to return-to-school models, including: outreach to students and families, SEL, <i>trauma-informed care</i>, relationship building, academic support, educational enrichment, addressing bullying and suicide prevention, mental health and wellness, and STEAM-enriched learning ● Initial steps to take now <ol style="list-style-type: none"> 1. Identify grant type(s) the district has for each school site (ASES, 21st CCLC, and/or ASSETS) ● <i>NOTE: In accordance with the guidance provided by the Expanded Learning Division on April 29, 2020, programs may extend Fiscal Year 2019–20 funds for a period of six months, beginning July 1, 2020–December 31, 2020. The purpose of the extension of grant funds for Fiscal Year 2019–20 is to allow expanded learning programs to increase their level of support to students in response to the COVID-19 crisis</i> 2. Reach out to your grant administrator and/or manager to begin conversations regarding how the program at each site can be part of the “reopening to school” solution 3. Use this guide to identify best practices and resources for program continuity, facilitating conversations and working collaboratively with current program providers (district and/or sub-contract) ● Ensure collaboration and strong communication between LEA, Expanded Learning program provider director and school administration <ul style="list-style-type: none"> ○ Programs continue to remain open for operations during the COVID-19 crisis ○ Establish an open and collaborative approach for problem solving with labor partners ○ Sensitive to bombarding families with communications from multiple entities ● Review Role of Expanded Learning programs during COVID-19 (CDE Guidance) <ul style="list-style-type: none"> ○ Stay abreast of all executive orders and guidance provided by the state and CDE regarding Expanded Learning programs ○ Stay abreast of all County Public Health guidelines, use guidelines for how child care must be carried out ○ Review Virtual Fireside Chats: Interviews between California Afterschool Network (CAN) and Michael Funk, CDE-Expanded Learning Division Director, about making sense of guidance and innovation in programming statewide ● Per SB98, understand clearly the flexibility of grant funds in meeting immediate needs of students (Supplement not Supplant provisions remain in force) <ul style="list-style-type: none"> ○ SB98 provides flexibility on education code for 2020-2021 such as eliminating ratio requirements, operating time constraints, minimum attendance requirements, and the need for an early release policy. Specifically regarding attendance, programs will not be penalized with grant reductions for having lower attendance during the 20-21 school year, although attendance tracking and reporting is necessary ○ See: 2020–21 School Year Guidance Senate Bill 98, Statutes of 2020 Guidance for Expanded Learning Programs https://www.cde.ca.gov/ls/es/sb98guidance.asp ● Establish an action committee to work on all phases of continuity of Expanded Learning program services and offerings to students <ul style="list-style-type: none"> ○ Include school principal, expanded learning program provider, site coordinator, teachers, labor relations, others ○ Considerations: <ul style="list-style-type: none"> ■ Health and safety of students and staff, staff scheduling, program cleaning practices, student-to-staff ratios, access to PPE and social distancing ■ Student recruitment and retention ■ Program design, quality programming, staff development, and student and family engagement ■ Access and equity for all students ■ Effective communications with all stakeholders: students, families, staff, administrators, teachers, community and unions ■ Ensuring flexibility to meet needs ■ Policy: Review and Revision ■ Professional development: developing and teaching online lessons, social emotional support, trauma-informed care ■ Operations: access to students, access to facilities (classrooms, playground, multi-purpose space, library, computer lab, etc.), PPE, technology infrastructure, transportation, budgeting and finance, reimbursement rate, sharing of equipment and maintaining safety with shared materials, logistics of snack and/or meals program ■ Technical assistance and support: great need once the LEA chooses a model and funded schools move toward implementation ● Establish a collaborative decision-making process and co-create a shared vision of what services to students may include <ul style="list-style-type: none"> ○ Review current contract and/or MOU to make amendments ● Discuss permissible systems to facilitate delivery of distance instruction and online programming <ul style="list-style-type: none"> ○ Consider ALL Expanded Learning program staff (sub-contract program providers also) to have district accounts to use the district’s preferred platform; implement acceptable use agreements for staff ● Engage all stakeholders in decision-making: <ul style="list-style-type: none"> ○ Expanded Learning program providers and program staff, school administrator and teachers, students, families, teachers, etc. ● Develop a consistent communications plan that allows the Expanded Learning program to reach out to ALL students, families and teachers <ul style="list-style-type: none"> ○ Text greetings ○ Text reminders ○ Automated calls ○ Welcome letters ○ Using social media ● Identify necessary PPE for the Expanded Learning program (cloth face covering, gloves, face shield, hand sanitizing, disinfecting wipes, etc.) ● Seek technical assistance (TA) support from CDE-Expanded Learning Division and/or LACOE Regional Expanded Learning Technical Assistance Unit 	<p>Resources are available in the following sections of this Focus Area Consideration</p> <p><i>Refer to the Instruction, Family and Community Engagement, Health and Safety, Social and Emotional Support System and Operations Focus Area Considerations for additional information</i></p> <p>Note: Expanded Learning is different than Childcare</p> <p>California Department of Education: Stronger Together</p> <p>Senate Bill No. 98</p> <p>2020–21 School Year Guidance Senate Bill 98, Statutes of 2020 Guidance for Expanded Learning Programs</p>	<ul style="list-style-type: none"> ● Programs continue to remain open for operations during the COVID-19 crisis and during school closure ● Ongoing program services ● Categorical 1 Funds ● ASES (elementary and middle school) ● 21st CCLC (elementary and middle school) ● ASSETS (high school) ● Communication ● Program providers ● Working collaboratively ● Agreements, contracts, MOUs, amendments ● Permissible work during COVID-19 ● Working remotely ● School reopening/return models ● Personal protective equipment (PPE) ● Technical assistance (TA) support ● Providing professional development for recognizing signs and symptoms of stress, anxiety and depression
<p>California Expanded Learning Programs Grants Overview: ASES, 21st CCLC and ASSETS</p> <ul style="list-style-type: none"> ● California boasts the largest and highest-rated Expanded Learning infrastructure in the nation supporting after school, summer, inner-session and before-school programs ○ California Department of Education Expanded Learning Division combines state After School Education and Safety (ASES) funding with the federal 21st Century Community Learning Centers (21st CCLC) funds to serve nearly 980,000 children and youth daily in grades K-12 through 4,500+ Expanded Learning programs ○ Many programs in California depend on this funding, particularly summer learning programs and programming for high school students (21st CCLC ASSETS for which this is the only public funding source) ○ In Los Angeles County there are over 180 grantees providing Expanded Learning programs at 1,300+ K-12 schools serving 145,000 students daily ○ In Los Angeles County, Expanded Learning programs grants are currently awarded to 125 Charter Schools, 52 Districts, 6 Community-Based Organizations and 3 Cities ○ Grantees should exercise local control, engage stakeholders and engage in adaptive problem solving due to the continuously changing environment of the COVID-19 pandemic and guidance from LA County Department of Public Health, California Department of Education Expanded Learning Division and local Lead Education Agency (LEA) 	<p>California Department of Education: Expanded Learning Webpage</p> <p>California Expanded Learning: K-12 Integration: Goals & Objectives</p> <p>California Expanded Learning: Strategic Planning</p> <p>California Afterschool Network (CAN): The State of Expanded Learning Programs in California 2018-2019</p>	<ul style="list-style-type: none"> ● Expanded Learning Defined ● Statewide System of Support ● Infrastructure ● After school ● Summer ● Inner-session ● Before-school ● K-12 Integration ● Local Control ● Outcomes: Increase attendance and academic achievement and reduce “summer slide” ● Supporting social, emotional and academic learning all year long ● Academic assistance ● Educational enrichment ● Physical activity ● Healthy snack/meal ● LEAs ● Grantees ● Sub-contract service providers ● Consider use of LCAP funding for supplemental supports and to serve more students
<p>Role of Expanded Learning Programs During COVID-19 Crisis: CDE Guidance</p>	<p>Role of Expanded Learning Programs During COVID-19 Crisis: CDE Guidance</p>	
<ul style="list-style-type: none"> ● The Role of Expanded Learning Programs During COVID-19 Crisis (guidance for K-12 programs funded with ASES, 21st CCLC, and/or ASSETS grants) that was posted on April 30, 2020 <p>Allowable expanded learning program work may include:</p> <ul style="list-style-type: none"> ■ Services related to providing federally approved afterschool meals or snack programs (Grab and Go food distribution) ■ Online programming for youth that is reasonable and necessary ■ Student and parent education and social-emotional well-being support ■ Gathering virtual office student materials and information to support families ■ Virtual staff meetings (conference calls, Zoom meetings, Microsoft Skype, etc.) ■ Curriculum work ■ Lesson plans ■ Program data entry or validation ■ Online professional development ■ Systems planning work (e.g., summer programs, evaluation, sustainability, safety, budgeting) ■ Other expectations and associated job tasks listed in job descriptions that are reasonable and necessary during the closure period <p>Note: To the extent possible, distance enrichment programming should align with the distance learning plans of the schools your students attend. Collaboration with the local educational agencies’ distance learning plan is encouraged. Programs must also comply with the Family Education Rights and Privacy Act when delivering virtual services.</p> <ul style="list-style-type: none"> ● <i>How Expanded Learning Programs Can Support Various Reopening Models</i> <ul style="list-style-type: none"> ○ <i>Staggered Times - Some districts may have A and B groups that attend on alternating days or in AM and PM rotations. In either case, expanded learning staff could be:</i> <ul style="list-style-type: none"> ■ <i>working with the group that is not currently in class</i> ■ <i>doing innovative and engaging activities that build on the lessons taught in class</i> ■ <i>supporting students in completing projects assigned in class, or</i> ■ <i>doing computer science activities, theatre, visual arts, or science to enrich students’ learning experiences</i> ○ <i>Different Grade Levels</i> <ul style="list-style-type: none"> ■ <i>Similarly, if districts choose to have in-school programming for younger students and continue distance learning for older students, after-school providers could schedule in-person activities for the older students so that they have opportunities to be with peers, practice social and emotional skills, get support with their school work and have enriching activities to keep them engaged and active</i> ● Episodic Distance Learning <ul style="list-style-type: none"> ■ Should the pandemic re-emerge and require periodic distance learning, after-school providers can partner in ensuring that all students have remote access to learning and school meals, and are also maintaining connections with adults from their school communities ● All In-Person Instruction <ul style="list-style-type: none"> ■ After-school providers will still be essential partners in helping students readjust to the school environment and re-engage with learning <p>Items to be aware of when implementing any of the above:</p> <ul style="list-style-type: none"> ■ Final approval of work and work protocols are the responsibility of sub-grantee local supervisors ■ Hours worked remain subject to supervisor approval and should be commensurate with need ■ Federal Supplement not Supplant provisions remain in force 	<p>California Department of Education Expanded Learning Division (EXLD): Quality Standards for Expanded Learning in California: Role of Expanded Learning Programs During COVID-19 Crisis</p> <p>California Afterschool Network (CAN): Better understand what all the guidance means for your programs: Virtual Fireside Chats with Michael Funk, CDE-Expanded Learning Division Director</p> <p>California Department of Social Services (CDSS): Social and Physical Distancing Guide</p> <p>California Department of Education: Stronger Together</p>	<ul style="list-style-type: none"> ● Operations: Allowable Work During COVID-19 ● Virtual Fireside Chats with CDE-Expanded Learning Director ● Flexibility of grant funds in meeting immediate needs of students (Supplement not Supplant provisions remain in force) ● Ensure collaboration and strong communication between LEA, expanded learning program provider director and school administration ● Systems planning for traditional, hybrid and distance enrichment learning instruction ● Discuss permissible systems to facilitate delivery of distance instruction and online programming ● Establish clear social distancing protocols ● Identify supports needed by ALL staff to work remotely (district and sub-contract staff) ● Purchases of devices to support remote staff work ● Purchases of devices for staff internet connection ● Curriculum work and lesson plans ● Programming: Academic support and educational enrichment ● Provide online professional development ● Grab and Go food distribution ● Student and parent education ● Social-emotional well-being ● Staff to utilize instructional technology ● Consider use of LCAP funding for supplemental supports and to serve more students
<p>Social Emotional Learning (SEL)</p>		
<ul style="list-style-type: none"> ● An SEL Vision for Expanded Learning in California: Expanded Learning Programs are Essential ● Supporting Social and Emotional Development Through Quality Afterschool Programs ● Promoting SEL and Character Skills in Expanded Learning Programs ● Student Success Comes Full Circle: Leveraging Expanded Learning Opportunities ● Finding Common Ground: Connecting Social-Emotional Learning During and Beyond the School Day 	<p>California Department of Education Expanded Learning Division (EXLD): Quality Standards for Expanded Learning in California: An SEL Vision for Expanded Learning in California</p> <p>American Institute for Research: Beyond the Bell - Supporting Social and Emotional Learning through Quality After School Programs</p> <p>Temescal Associates: Promoting SEL and Character Skills in Expanded Learning Programs - Activities, Practices and Resources</p> <p>Expanded Learning 360/365: Student Success Comes Full Circle: Leveraging Expanded Learning Opportunities</p> <p>Expanded Learning 360/365: Finding Common Ground: Connecting Social-Emotional Learning During and Beyond the School Day</p>	<ul style="list-style-type: none"> ● Activities, practices and resources ● Leveraging Expanded Learning programs ● SEL: During and beyond the school day
<p>STEM/STEAM</p>		
<ul style="list-style-type: none"> ● Suite of resources to assist in the creation and implementation of STEM/STEAM learning opportunities 	<p>California Afterschool Network (CAN): Integrating STEM Learning</p> <p>California Afterschool Network (CAN): A Guide to Developing STEM in Expanded Learning Programs</p> <p>California Afterschool Network (CAN): Assessment and Planning Tool for STEM in Expanded Learning in California: Building Local Systems of Programmatic Support for STEM Learning</p>	<ul style="list-style-type: none"> ● Expanded Learning STEM Quality Elements ● Guide: Developing STEM in Expanded Learning Programs ● Assessment and Planning Tool for STEM ● Guide: Developing Regional Communities of Practice (STEM) ● The Power of SEL
<p>Positive Behavior Interventions & Supports (PBIS)</p>		
<ul style="list-style-type: none"> ● Positive Behavior Interventions & Supports: Basics for Afterschool Programs 	<p>National Afterschool Association (NAA) Oregon ASK: Positive Behavior Intervention & Supports - Basics for Afterschool Programs</p>	<ul style="list-style-type: none"> ● Guide: Positive Behavioral Interventions and Supports in Afterschool
<p>Serving Foster Youth and Homeless Youth</p>		
<ul style="list-style-type: none"> ● AB 1567 revised the EC, effective July 1, 2017, to give first priority to students who are identified by the program as “homeless youth” (as defined by the federal Runaway and Homeless Assistance Act) at the time that they apply for enrollment or at any time during the school year, and to students who are identified by the program as being homeless or in foster care. Furthermore, if a program charges family fees, the program shall not charge the family of a child if the program knows that the child is a homeless youth or in foster care 	<p>California Legislative Information: Assembly Bill 1567</p> <p>Journal of Children and Poverty: Afterschool programs that support homeless youth - Igniting hope and opportunities in the midst of trauma, uncertainty and displacement</p>	<ul style="list-style-type: none"> ● AB 1567 ● Enrollment priority given to Foster Youth and Homeless Youth, if program is full then priority on wait list ● Program fees are waived for these youth
<p>Serving Students with Special Needs - Inclusion</p>		
<ul style="list-style-type: none"> ● Collaborating for inclusion ● Review strategies that promote inclusion and a sense of belonging for all children ● Establish criteria for inclusion of students with special needs in expanded learning programs ● Promote inclusive practices 	<p>San Francisco Department of Children Youth & Their Families: Inclusion Toolkit for After School Programs</p> <p>San Francisco Department of Children Youth & Their Families: Inclusion Toolkit for After School Programs: Minimum and High Quality Standards for Including Children with Disabilities in Out-Of-School-Time Programs</p> <p>Expanding Student Success: Promoting diversity, access, equity, and inclusion in Expanded Learning Programs</p> <p>Special Needs Inclusion Project (SNIP): Tips, Tools and Resources including Inclusive Practice Sheets for After School</p> <p>Mundoloco CGI Ian Foundation: Video: "Ian"</p> <p>California Department of Education: Inclusion Works!</p>	<ul style="list-style-type: none"> ● Special Needs Inclusion ● DCYF High Quality Standards for Out-Of-School-Time Programs ● Video: Promoting diversity, access, equity and inclusion ● SNIP: Special Needs Inclusion Project ● SNIP Toolkit ● Inclusive Practice Sheets (10) ● Video: “Ian” Short Animated Video – Professional Development and Youth Discussion
<p>Serving English Learner Students</p>		
<ul style="list-style-type: none"> ● English Learners and Out-Of-School-Time Programs ● Identify how English learner students are currently being served in the Expanded Learning program and determine continuity of supports based on in-person and/or remote learning 	<p>California Afterschool Network (CAN): English Learners and Out-Of-School-Time</p> <p>Association for Assessment and Curriculum Development (AACSD): ESL After the Bell - After-School Programs Give English Learners a Boost</p> <p>Expanding Student Success: Promoting diversity, access, equity and inclusion in Expanded Learning Programs</p> <p>California Afterschool Network (CAN): Effectively Supporting English Learners in Expanded Learning Programs</p>	<ul style="list-style-type: none"> ● Fostering English learners’ success in Expanded Learning ● Alignment with Common Core Standards ● Alignment with WIDA ● Project-Based Learning ● Emphasis on Service Learning ● From intervention to standard practice
<p>Elementary School and Middle School Expanded Learning Programs (grades K-8) funded with ASES and/or 21st CCLC grant awards</p>		
<ul style="list-style-type: none"> ● Serving grades 9-12 ● Funded with 21st CCLC ASSETS grant awards ● High School Programs (21st CCLC ASSETS) Promising Practices, Quality Tools and QSAR Videos ○ High School After-School Program Start Up Guide ○ Credit Recovery Solutions Offered in After-School Programs Guide ○ Developing Youth-Led Activities Guide ○ High School After-School Program Quality Self-Assessment Rubric (QSAR) ○ Campaign for Quality—Older Youth Programs Videos 	<p>California Afterschool Network (CAN): Campaign for Quality</p> <p>California Afterschool Network (CAN): California After School Program Quality Self-Assessment Tool (QSAT)</p> <p>California Afterschool Network (CAN): Campaign for Quality Videos (11 QSAT)</p>	<ul style="list-style-type: none"> ● Video: Program design and assessment ● Video: Program administration and finance ● Video: Community partnerships and collaboration ● Video: Alignment and linkages with the school day ● Video: Program environment and safety ● Video: Youth development ● Video: Staff recruitment and professional development ● Video: Family involvement ● Video: Nutrition and physical activity ● Video: Promoting diversity, access, equity and inclusion ● Video: Effectively supporting English learners
<p>High School Expanded Learning Programs</p>		
<ul style="list-style-type: none"> ● Serving grades 9-12 ● Funded with 21st CCLC ASSETS grant awards ● High School Programs (21st CCLC ASSETS) Promising Practices, Quality Tools and QSAR Videos ○ High School After-School Program Start Up Guide ○ Credit Recovery Solutions Offered in After-School Programs Guide ○ Developing Youth-Led Activities Guide ○ High School After-School Program Quality Self-Assessment Rubric (QSAR) ○ Campaign for Quality—Older Youth Programs Videos 	<p>California Afterschool Network (CAN): 21st CCLC High School ASSETS Program Start Up</p> <p>California Afterschool Network (CAN): Credit Recovery Solutions in After School</p> <p>California Afterschool Network (CAN): Developing Youth-Led Activities</p> <p>California Afterschool Network (CAN): High School Quality Self-Assessment Rubric (QSAR)</p> <p>California Afterschool Network (CAN): Campaign for Quality - Promising Practices from California's High School After School Programs</p> <p>California Afterschool Network (CAN): Campaign for Quality Videos (5 QSAR)</p>	<ul style="list-style-type: none"> ● Guide: High School Programs Start Up Program Development ● Guide: Credit Recovery Solutions ● Guide: Youth-Led Activities ● Rubric: Program quality self-assessment tool (QSAT) ● Video: School partnership ● Video: Student achievement ● Video: Program Operations ● Video: Program Design ● Video: Collaboration
<p>Research and Resources</p>		
<ul style="list-style-type: none"> ● Afterschool Alliance: Afterschool Essentials <ul style="list-style-type: none"> ○ A curated collection of research resources that provide key facts and research that highlight the need for after-school programs. 	<p>Afterschool Alliance (AA): Afterschool Essentials - Valuable information To Make Your Case</p> <p>Afterschool Alliance (AA): America After 3PM</p>	<ul style="list-style-type: none"> ● Research resources, reports, issue briefs, fact sheets, “America After 3PM,” Afterschool Impacts Database and Afterschool STEM HUB ● Afterschool issues and sustainability
<p>Advocacy</p>		
<ul style="list-style-type: none"> ● California Afterschool Advocacy Alliance (CA3) <ul style="list-style-type: none"> ○ Statewide voice for expanded learning (after-school and summer) programs ○ Represents the interests of the children, youth, and their families that rely on publicly funded expanded learning programs throughout California ● California Afterschool Network (CAN) <ul style="list-style-type: none"> ○ Provides resources and tools necessary to build quality out-of-school-time programs in California 	<p>California Afterschool Advocacy Alliance (CA3): Support Quality Afterschool</p> <p>California Afterschool Network (CAN): Advocating for After School in California: Advocacy Toolkit</p>	<ul style="list-style-type: none"> ● Advocacy ● Promote legislative and administrative policies that enhance the quality and accessibility of publicly-funded Expanded Learning programs ● Advocacy Toolkit ● Consider use of LCAP funding for supplemental supports and to serve more students
<p>Technical Assistance</p>		
<ul style="list-style-type: none"> ● State: California Department of Education Expanded Learning Division <ul style="list-style-type: none"> ○ Michael Funk, Director ○ Darrell Parsons, Consultant (for Region 11) ● Regional: LACOE Expanded Learning Technical Assistance Unit <ul style="list-style-type: none"> ○ Michelle R. Perrenoud, Ed.D., Program Manager 	<p>California Department of Education (CDE) Expanded Learning Division (EXLD)</p> <p>Michael Funk, Director mfunk@cde.ca.gov</p> <p>Darrell Parsons, Consultant dparsons@cde.ca.gov</p> <p>Los Angeles County Office of Education (LACOE) Expanded Learning Technical Assistance Unit (ELTAU)</p> <p>Michelle R. Perrenoud, Ed.D., County Lead (Region 11) perrenoud_michelle@laoe.edu</p>	<ul style="list-style-type: none"> ● Technical Assistance Contacts: State and Regional System of Support

Health & Safety		
 <p>Health & Safety</p>	<p>Ensuring all students, staff and community members remain healthy and safe by following best practices in the areas of:</p> <ul style="list-style-type: none"> ● Guidance, directives and recommendations from Public Health ● Health & safety information, physical distancing and infection control practices (handwashing, face coverings) ● Classroom, meal and cleaning practices ● Health office practices, personal protective equipment, management and isolation of students showing sign of illness 	
Best Practices	Resources	Planning Implications
<p>Communications</p> <ul style="list-style-type: none"> ● Have a COVID-19 Containment, Response and Control Plan which includes an Exposure Management Plan ● Exposure Management Plan with staff and Emergency Management Plan with Shore Facilities ● Provide accurate and ongoing messaging to stakeholders. Physical distancing means taken to help keep students and staff safe. ● Provide timely updates ● Communicate importance for individuals to stay home when sick, and message that students will be provided with opportunities to complete missed assignments due to illness ● Publicize guidelines and tailor specific messages for teachers/staff on how to decrease the risk of exposure while at work/school, including the use of face coverings, frequent handwashing, use of hand sanitizer and physical distancing ● Educate families on their responsibility to help keep students and staff safe when sick; keep emergency cards up to date; plan for when need to pick up from school; quarantine/isolation recommendations; home care guidelines; Exposure Management Plan 	<p>LA County Department of Public Health: Reopening Protocols for K-12 Schools (Workplace Policies & Practices, page 2; Measures that Communicate to the Campus Community and Public, page 12)</p> <p>LA County Department of Public Health: COVID-19 Exposure Management Plan in K-12 Schools (page 1)</p> <p>California Department of Public Health: COVID-19 Guidance: Schools and School-Based Programs (Sections 8 and 11, pages 14, 17)</p> <p>LA County Department of Public Health: Novel Coronavirus Disease (COVID-19)</p> <p>LA County Department of Public Health: Stay Home When Sick (Poster)</p>	<ul style="list-style-type: none"> ● Ensure there are substitute employees to cover those who are out sick ● Procure LA County Department of Public Health infographics to display around campus ● Have protocols in place for physical distancing ● Ensure time is built into the schedule to support handwashing ● Ensure front office staff is trained on handling and coding absences ● Have copies of quarantine/isolation/ home care guidelines available to share with parents/families/ caregivers
<p>Health Chain of Command</p> <ul style="list-style-type: none"> ● Have a COVID-19 Containment, Response and Control Plan which includes an Exposure Management Plan ● Designate a School COVID-19 Compliance Task Force that is responsible for establishing and enforcing all COVID-19 safety protocols ● Designate a COVID-19 Compliance Officer who serves as a liaison to DPH in the event of a COVID-19 Cluster or outbreak at the setting ● Identify point person with health expertise to coordinate COVID-19 information and collaborate with administrators to guide health-related decisions (i.e., school nurse) ● Include point person (i.e., school nurse) as part of the school opening and health planning administrative team ● To ensure accurate information, have the point person(s) (i.e., school nurse) review any health information about COVID-19 to be shared with staff, students and families ● If required by Public Health, the school (i.e., school nurse) may need to conduct health surveillance activities 	<p>LA County Department of Public Health: Reopening Protocols for K-12 Schools (COVID-19 Compliance Team, page 2)</p> <p>LA County Department of Public Health: COVID-19 Exposure Management Plan in K-12 Schools (page 1)</p> <p>California Department of Public Health: COVID-19 Guidance: Schools and School-Based Programs (Section 1, pages 4-5)</p>	<ul style="list-style-type: none"> ● Create a contact list for district/site point personnel, along with timeline expectations for making health-related decisions ● Ensure multiple staff members are trained to perform health surveillance activities
<p>Safety Information</p> <ul style="list-style-type: none"> ● Public Health Reopening Protocols for K-12 Schools at all district locations and schools ● Post information about illnesses, physical distancing, use of face coverings and handwashing ● Provide copy of Reopening Protocols for K-12 Schools to employees who report to worksite 	<p>LA County Department of Public Health: Reopening Protocols for K-12 Schools (Protocol is posted, page 12)</p> <p>LA County Department of Public Health: Protect Yourself and Others from COVID-19</p> <p>LA County Department of Public Health: Stay Home When Sick (Poster)</p>	<ul style="list-style-type: none"> ● Ensure all schools have access to and copies of COVID-19 related protocols
<p>Physical Distancing</p> <ul style="list-style-type: none"> ● Maintain at least six (6) feet distance from others, when momentarily come closer when necessary. Physical distancing means avoiding crowds and staying at least six (6) feet away from others whenever possible 	<p>LA County Department of Public Health: Reopening Protocols for K-12 Schools (Measures to Ensure Physical Distancing by Staff, Students and Visitors, pages 4-7)</p> <p>LA County Department of Public Health: Novel Coronavirus (COVID-19) – Guidance for Social or Physical Distancing</p> <p>California Department of Public Health: COVID-19 Guidance: Schools and School-Based Programs (Section 6, pages 11-13)</p>	<ul style="list-style-type: none"> ● Provide ingress/egress protocols and training for all school sites ● Stagger start/end times ● Stagger recess/lunch ● Stagger passing periods
<p>Face Coverings</p> <ul style="list-style-type: none"> ● Staff and students are to wear cloth face coverings at school ● Employees are offered, at no cost, a cloth face covering ● As feasible, two cloth face coverings are provided to each student at the start of the school year. If not feasible, parents and students are given information concerning methods for making their own cloth face coverings ● A clean face covering is to be worn each day ● Schools must exclude students from campus if they are not exempt from wearing a face covering and refuse to wear one provided by the school. Schools should offer alternative educational opportunities for students who are excluded from campus 	<p>LA County Department of Public Health: Reopening Protocols for K-12 Schools (pages 3, 10-11)</p> <p>LA County Department of Public Health: Novel Coronavirus (COVID-19) – Guidance for Cloth Face Coverings</p> <p>California Department of Public Health: COVID-19 Guidance: Schools and School-Based Programs (Section 3, pages 7-9; exclusion for not wearing face covering page 8) *Note – follow LADPH Protocols that are more restrictive</p> <p>Centers for Disease Control and Prevention: How to Make Your Own Face Covering (Video)</p> <p>LA County Department of Public Health: Cover Up, LA County (Poster)</p>	<ul style="list-style-type: none"> ● Meet with stakeholders regarding the importance of wearing cloth face coverings at school ● Ensure schools have an adequate supply for both staff and students
<p>Handwashing</p> <ul style="list-style-type: none"> ● Promote good hygiene practices ● Provide adequate supplies for frequent handwashing with soap and water, or use of hand sanitizer ● Use hand sanitizer with at least 60% ethyl alcohol. Note – isopropyl hand sanitizer is not to be used in schools as it is more toxic and can be absorbed through the skin ● Children under age 5 should only use hand sanitizer under direct supervision. Call Poison Control at 1-800-222-1222 if there is reason to believe a student has ingested hand sanitizer ● Provide easily accessible hand-washing stations (localities, vending points or facilities) ● Consider installing automatic dispensing hand sanitizer machines in common areas on campus ● Provide hand sanitizer in classrooms that do not have soap and water ● Post hand-washing posters ● Educate/review hand-washing procedures for staff and students ● Handwashing should take place at the beginning of the day, before and after meals, after outside play, after using the restroom and before and after classroom activities that involve sharing supplies and materials, and after coughing or sneezing 	<p>LA County Department of Public Health: Reopening Protocols for K-12 Schools (page 11)</p> <p>California Department of Public Health: COVID-19 Guidance: Schools and School-Based Programs (Section 2, pages 6-7)</p> <p>Johns Hopkins Medicine: Hand-washing Steps Using the WHO Technique (Video)</p> <p>Centers for Disease Control and Prevention: Videos Hand-washing</p>	<ul style="list-style-type: none"> ● Consider cost for installing individual machines versus installing pods or mobile units for multiple locations
<p>Entering School</p> <ul style="list-style-type: none"> ● Consider school entry points and staffing to monitor physical distancing and prevent groups congregating ● Use visual cues and markings to help students maintain physical distancing as they line up to enter school ● Limit/restrict access to school by visitors and visitors ● Post signs indicating that sick individuals must stay home and not come to school 	<p>LA County Department of Public Health: Reopening Protocols for K-12 Schools (pages 4-5)</p> <p>California Department of Public Health: COVID-19 Guidance: Schools and School-Based Programs (Section 6, pages 11-12)</p> <p>LA County Department of Public Health: Stay Home When Sick (Poster)</p>	
<p>Screening</p> <ul style="list-style-type: none"> ● Screening is conducted before students, visitors and staff may enter school ● Screening must include a check-in concerning cough, shortness of breath or fever and other symptoms present ● Adults, middle and high school students are also asked if they have had close contact with anyone at home, school or elsewhere that has tested positive for COVID-19 ● Checks can be done remotely (using an app or other verifiable approach) or in person upon arrival ● A temperature check with a no-touch thermometer is included in the symptom check at entry if feasible ● Staff and visitors who screen positive at entry are instructed to return home and home-isolate ● Students who screen positive at entry are given a surgical mask and accompanied to a pre-selected isolation space where they can remain while arrangements are made for their return home 	<p>LA County Department of Public Health: Reopening Protocols for K-12 Schools (page 7-8)</p>	
<p>Classroom Safety & Distancing</p> <ul style="list-style-type: none"> ● Decrease the number of students in a classroom ● Implement physical distancing within the classroom as feasible. Physical distancing is individualizing increasing physical space between people to avoid spreading illness (distance of at least 6 feet to prevent the spread of COVID-19) ● Rearrange classrooms to put 6 feet between student desks, activity stations, tables/chairs ● Use clear visual cues such as placement of furniture, tape/floor markings to indicate physical distancing of 6 feet ● When possible, classroom should have stable groups of students ("stable" means the same group of students each day) ● When possible, have teachers move between classrooms, instead of students <p>For younger students:</p> <ul style="list-style-type: none"> ● Eliminate circle time and other activities that bring students close together ● Develop activities that model and reinforce good hygiene and physical distancing ● Limit sharing of materials/supplies; consider individual student supply containers instead of communal bins 	<p>LA County Department of Public Health: Reopening Protocols for K-12 Schools (pages 5-6)</p> <p>California Department of Public Health: COVID-19 Guidance: Schools and School-Based Programs (Sections 6 and 7, pages 12-13)</p> <p>Refer to the Operations - Facilities Considerations for additional information</p>	<ul style="list-style-type: none"> ● Work with schools to establish schedules that allow for physical distancing ● Survey families/students on the types of learning models they prefer ● Consider bringing back smaller classes that are low in numbers ● Ensure students have their own supplies and materials to limit sharing
<p>Meals</p> <ul style="list-style-type: none"> ● Have lunch and/or meals in supervised, in non-congregate settings and avoid sharing tables whenever possible ● If shortened school day, provide grab-and-go meals to eat at home ● Remind students to not share or touch anyone else's food or beverages ● Accommodate students with food allergies 	<p>LA County Department of Public Health: Reopening Protocols for K-12 Schools (pages 6, 11)</p> <p>California Department of Public Health: COVID-19 Guidance: Schools and School-Based Programs (Section 6, page 13)</p> <p>Refer to the Operations - Nutrition Services Considerations for additional information</p>	
<p>Personal Protective Equipment (PPE)</p> <p>Health Office Staff</p> <ul style="list-style-type: none"> ● Staff taking care of a sick student are provided with a medical grade mask to wear themselves, and a medical grade mask for the student to wear (if it can be tolerated) until the student leaves the building. ● Medical grade masks: N95 masks or surgical masks ● Gloves: non-latex ● For those with prolonged exposure to ill students: <ul style="list-style-type: none"> ○ Protective eyewear: face shield/goggles ○ Gowns ○ Include protocol for re-use, cleaning and disposal of PPE ● Store PPE supplies in secure/locked location <p>Front Office Staff</p> <ul style="list-style-type: none"> ● If assisting in the Health Office, use masks or face coverings and gloves <p>Nutrition Services Staff</p> <ul style="list-style-type: none"> ● Masks or face coverings, gloves <p>Custodial Staff</p> <ul style="list-style-type: none"> ● Masks or face coverings, gloves <p>Barriers</p> <ul style="list-style-type: none"> ● Plexiglass dividers can be used in areas where there is limited space for physical distancing (less than 6 feet) - i.e., front office, health office ● Other barriers such as curtains/folding dividers may be considered ● Include protocol for cleaning barriers <ul style="list-style-type: none"> ○ Frequent cleaning of plexiglass ○ Washing curtains <p><i>(Refer to the Operations - Human Resource Services Focus Area Considerations for additional guidance on working with labor partners regarding PPE)</i></p>	<p>LA County Department of Public Health: Reopening Protocols for K-12 Schools (pages 9, 11)</p> <p>Centers for Disease Control and Prevention: Using Personal Protective Equipment (PPE)</p> <p>LA County Department of Public Health: Strategies to Optimize the Supply of Personal Protective Equipment (PPE)</p> <p>LA Department of Public Health: All Facilities Letter: Optimizing Use of PPE</p> <p>Lunch/Assist: Face Mask Safety Precautions Infographic</p>	
<p>Health Office</p> <ul style="list-style-type: none"> ● Separate area to keep sick students away from others that also allows for supervision ● Use dividers or different locations to maintain isolation, privacy and safety of students who are ill ● Use effective cleaning protocols to frequently clean high-touch surfaces throughout the day ● Ensure adequate ventilation in health office <p>Equipment:</p> <ul style="list-style-type: none"> ● Provide sufficient supplies of PPE ● Stock thermometers <ul style="list-style-type: none"> ○ Consider purchase of infrared thermometers ● Review the need for additional technology for Health Staff (cell phones, tablets, etc.) 	<p>LA County Department of Public Health: Reopening Protocols for K-12 Schools (pages 2, 7-8, 11)</p> <p>LA County Department of Public Health: Novel Coronavirus (COVID-19) – Cleaning & Disinfection Matrix</p> <p>Refer to the Operations - Facilities Considerations for additional information</p>	
<p>Health Office Staffing</p> <ul style="list-style-type: none"> ● Prior to opening of school (possibly during the summer), provide time for school nurse to prepare for illness-related procedures, forms, training ● Schedule adequate staffing (i.e., health clerks, LVNs) to manage student traffic in the health office throughout the school day and that will allow school nurse to attend to school nursing duties (special education assessments, 504 plans, healthcare plans, case management of students with chronic health conditions, screenings, etc.) ● Establish a substitute pool of health staff ● Consider use of contract with staffing agencies as needed 		<ul style="list-style-type: none"> ● Prioritize funding for long-term and temporary staffing needs
<p>Health Training</p> <ul style="list-style-type: none"> ● School nurses have access to professional development on clinical manifestations of COVID-19 and pediatric presentation ● Review training on protocols for application and removal of PPE ● Schedule time for school nurse to provide training to Health Office staff on COVID-19, Public Health guidelines, health office practices for illness and use of PPE ● Dedicate time for training staff prior to the first day of instruction at school campus ● In collaboration with school nurse, provide time to meet with teachers/staff about COVID-19, address staff concerns, review health and safety procedures and review guidelines for when to send students to Health Office 	<p>LA County Department of Public Health: Reopening Protocols for K-12 Schools</p> <p>Clinical manifestations of COVID-19 – Webinar to be provided by LACOE</p>	
<p>Illness at School</p> <ul style="list-style-type: none"> ● Students who develop symptoms of illness while at school should be separated from others right away, preferably in a sick room through which others do not enter or pass ● Staff members who develop symptoms of illness should be sent home. Have emergency sub plans in place ● If possible, place a surgical mask (if not wearing a face covering) on the student with fever and/or cough as soon as possible after moving them to the isolation area ● Students should remain in isolation with continued supervision and care until picked up by an authorized adult to go home ● Follow established guidelines for triaging students in the Health Office, recognizing not all symptoms are illness 	<p>LA County Department of Public Health: Reopening Protocols for K-12 Schools (pages 7-8)</p> <p>California Department of Public Health: COVID-19 Guidance: Schools and School-Based Programs (Section 10, pages 15-17)</p>	
<p>Home Isolation</p> <ul style="list-style-type: none"> ● Any student or staff member with symptoms consistent with COVID-19 are to stay home and not go to school or work ● Anyone with a confirmed case of COVID-19 is to follow Home Isolation Instructions ● They are to stay home until at least 10 days have passed after symptoms first appeared and at least three (3) days after recovery. "Recovery" means fever is gone for 72 hours without the use of fever-reducing medications and respiratory symptoms (e.g., cough, shortness of breath) have improved ● Identify process and timeline for home isolation and when student or staff member can return to school/work 	<p>LA County Department of Public Health: Reopening Protocols for K-12 Schools (pages 7-8)</p> <p>LA County Department of Public Health: COVID-19 Exposure Management Plan in K-12 Schools</p> <p>LA County Public Health Emergency Isolation Order</p> <p>LA County Department of Public Health: Home Isolation Instructions for People with COVID-19</p> <p>LA County Department of Public Health: Home Care Instructions for People with Respiratory Symptoms</p> <p>LA County Department of Public Health: Stay Home When Sick (Poster)</p> <p>LA County Department of Public Health: Health Office Order for the Control of COVID-19: Public Health Emergency Quarantine Order</p> <p>LA County Department of Public Health: Home Quarantine Guidance for Close Contacts to COVID-19</p> <p>California Department of Public Health: COVID-19 Guidance: Schools and School-Based Programs (Section 10, page 16)</p>	
<p>Exposure to COVID-19</p> <ul style="list-style-type: none"> ● Have a plan that outlines what the school will do if a student or staff member has a positive case of COVID-19 ● See LACDPH Exposure Management Plan (EMP) <ul style="list-style-type: none"> ○ 1 COVID-19 Case at School ○ 2 COVID-19 Cases at School within a 14-day Period ○ ≥ 3 COVID-19 Cases at School within a 14-day Period ● If the school learns of a confirmed case of COVID-19 with potential exposure to staff or students, identify adults or children who may have had close contact with the ill individual for more than 15 minutes, even if a non-medical face covering was worn or those who may have had unprotected direct contact with body fluids or secretions of the ill individual starting from two days (48 hours) before symptoms appeared. Body fluids or secretions include being coughed or sneezed on, sharing utensils or saliva, or providing care without using appropriate protective equipment ● Identify an area for quarantine space at school where exposed students can remain until arrangements are made for their return home. If possible, the area should be separate from the area for students with illness ● Contact the Department of Public Health Acute Communicable Disease Control (ACDC) Education Sector Team for consultation and guidance before communicating with staff and families <ul style="list-style-type: none"> ○ ACDC 888.397.3993 or (213) 240-7821 during daytime hours ○ Or email Education@laph.org ● Complete the LACDPH Plan for Cases and Contacts (see Exposure Management Plan page 4) and submit to ACDC. Education@laph.org ● See Exposure Management Plan for COVID-19 Template Notification Letters for Education Setting: <ul style="list-style-type: none"> ○ Template COVID-19 General Notification Letter in Educational Setting ○ Template COVID-19 Exposure Notification in Educational Setting ● If there is an outbreak, Public Health will discuss it, and for how long, a school or classroom closure may be advised ● Follow guidance from Public Health for notification of exposure and recommendation for home quarantine ● Note that while all parents and staff should be informed of a confirmed case of COVID-19 in someone connected to school, it is not legal to share the name of the infected individual. It may not be hard for students or staff to guess who the person is, but that is different from an intentional release of private medical information about someone. Protect confidential information 	<p>LA County Department of Public Health: Reopening Protocols for K-12 Schools (pages 2, 8, 12)</p> <p>LA County Department of Public Health: COVID-19 Exposure Management Plan in K-12 Schools (pages 1-5; Contact List page 3)</p> <p>LA County Department of Public Health: COVID-19 Guidance: Schools and School-Based Programs (Sections 1 and 10, pages 4-5, 16-17)</p> <p>CPH COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year (pages 3-5)</p> <p>LA County Department of Public Health: Stay Home When Sick (Poster)</p> <p>FERPA and COVID-19 FAQs</p>	
<p>Home Quarantine</p> <ul style="list-style-type: none"> ● Any students or staff who were in close contact with someone diagnosed with or suspected to have COVID-19 are to home quarantine for 14 days from the date of exposure. "Close contact" is defined as being within 6 feet for more than 15 minutes with someone who has been tested positive for COVID-19, or is suspected to have COVID-19 ● Anyone with a confirmed case of COVID-19 is to follow Home Isolation Instructions ● Identify process and timeline for home quarantine and when student or staff member can return to school/work 	<p>LA County Department of Public Health: Reopening Protocols for K-12 Schools (pages 2, 8, 12)</p> <p>LA County Department of Public Health: COVID-19 Exposure Management Plan in K-12 Schools (pages 1-5)</p> <p>LA County Public Health Emergency Quarantine Order</p> <p>LA County Department of Public Health: Home Quarantine Guidance for Close Contacts to COVID-19</p>	
<p>COVID-19 Testing</p> <ul style="list-style-type: none"> ● Instruct students and employees with exposure to a case of COVID-19 to get tested, whether or not they have symptoms and inform the school of test results ● Provide testing information to all students and employees who are suspected to have COVID-19 or are quarantined because of exposure to case(s) at school. This will provide the basis for further control measures ● Testing resources include: <ul style="list-style-type: none"> ○ Personal Healthcare Providers ○ Employee Health Services or Student Health Center ○ Community Testing Sites 	<p>LA County Department of Public Health: Reopening Protocols for K-12 Schools (page 2)</p> <p>LA County Department of Public Health: COVID-19 Exposure Management Plan in K-12 Schools (pages 1-2)</p> <p>LA County Department of Public Health: Novel Coronavirus (COVID-19) – Guidance fee Based on Test Results</p>	
<p>Students and Staff with Underlying Health Conditions</p> <ul style="list-style-type: none"> ● Encourage families of students with underlying health conditions to discuss with their child's healthcare provider if it is safe for the student to attend school in person. Provide options for distance learning as needed ● Encourage staff with underlying health conditions or 65 years of age or older to do work closely with their healthcare provider to determine if it is safe for the person to attend work. Provide options for telecommuting or alternative work arrangements as needed ● Continue to implement practices to protect confidential health information of students and staff 	<p>LA County Department of Public Health: Reopening Protocols for K-12 Schools (page 2, 13)</p> <p>California Department of Public Health: COVID-19 Guidance: Schools and School-Based Programs (Section 1, page 5)</p> <p>Refer to the Human Resources Focus Area Considerations for more information relating to addressing concerns of high-risk staff</p>	<ul style="list-style-type: none"> ● The Public Health Order notes that people who have underlying health conditions will still be at much greater risk for serious illness from COVID-19 and advises that they stay at home as much as possible
<p>Students with mobility, emotional, behavioral, developmental needs</p> <ul style="list-style-type: none"> ● Ensure adequate supplies to meet needs of students ● Plan for students with difficulty observing physical distancing or unable to tolerate facial covering <ul style="list-style-type: none"> ○ Increase frequency of student handwashing ○ Important for those around student to wear face coverings ● Identify protective strategies for 1:1 aides and other staff to use <ul style="list-style-type: none"> ○ Use of PPE (face covering/mask, and if appropriate - gloves, face shield, gown) ○ Use Crisis Prevention & Intervention (CPI) strategies appropriately and safely ● Plan for cleaning/disinfecting mobility devices 	<p>LA County Department of Public Health: Reopening Protocols for K-12 Schools (Measures that Ensure Equitable Access to Critical Services, page 13)</p> <p>LA County Department of Public Health: Novel Coronavirus (COVID-19) – Guidance for Care of Children with Symptoms of COVID-19 (See section: "Children with Emotional, Behavioral, or Developmental Needs" p. 5)</p> <p>California Department of Public Health: COVID-19 Guidance: Schools and School-Based Programs (Section 1, page)</p> <p>Refer to the Instruction - Special Education Considerations for additional information</p>	<ul style="list-style-type: none"> ● Designate dedicated staff to assist with individual students; provide ongoing training and support
<p>Specialized Physical Health Care Services (SPHCS)</p> <ul style="list-style-type: none"> ● Review with healthcare provider if it is safe to provide SPHCS at school – aerosol generating procedures (e.g., nebulizer treatments), tube/oral feedings, toileting/diapering, other procedures ● Discuss with healthcare provider if appropriate to switch from use of nebulizer to use of inhaler with spacer in order to decrease risk of aerosol generating procedures at school ● May need to provide options for distance learning if safer to have procedures provided in the home by family ● If SPHCS to be performed at school, staff use appropriate PPE 	<p>LA County Department of Public Health: Reopening Protocols for K-12 Schools (page 11, 13)</p>	
<p>Immunization Requirements</p> <ul style="list-style-type: none"> ● California Department of Public Health (CDPH) states immunization requirements for the 2020-21 school year remain in place ● Review immunization records for new enrollees, kindergarten, 7th graders and students on conditional admission status ● Send "Immunizations Needed" letter to parents/guardians, do not include an exclusion date ● Complete risk factors for students who will be out of compliance when school begins ● Utilize maximum time frames between immunization doses ● Implement use of the California Immunization Registry (CAIR2) by becoming a School User ● Use 2-1-1 for up-to-date local immunization clinics ● Strongly recommend that all students and staff be immunized each autumn against influenza, unless contraindicated by personal medical conditions 	<p>California Department of Public Health: Shots for Schools (Any changes or updates will be posted on the website)</p> <p>California Department of Public Health: California Immunization Requirements for K-12th Grade (Including transitional kindergarten)</p> <p>California Department of Public Health: Notice of Immunizations Needed - Letter to Parents</p> <p>California Immunization Registry: How CAIR Helps Schools and Child Care</p> <p>California Department of Public Health: COVID-19 Guidance: Schools and School-Based Programs (Section 2, page 7)</p>	
<p>Childcare</p> <ul style="list-style-type: none"> ● If before or after-school childcare is provided, use Public Health guidelines for childcare ● Currently, childcare must be carried out in stable groups of 10 or fewer ("stable" means the same staff and children are in the same group each day) ● Children shall not change from one group to another ● If more than one group of children is cared for at one facility, each group shall be in a separate room; groups shall not mix with each other ● Childcare providers shall remain solely with one group of children 	<p>LA County Department of Public Health: Novel Coronavirus (COVID-19) – Guidance for Early Childhood Education Providers</p> <p>Centers for Disease Control and Prevention: Guidance for Child Care Programs that Remain Open</p>	
<p>In-Home Providers of Educational Services</p> <ul style="list-style-type: none"> ● Communicate strategies to minimize risk for exposure to COVID-19 with both families in in-home service providers ● Family members are to physically distance and wear cloth face coverings when the service provider is in the home ● The service provider is to: <ul style="list-style-type: none"> ○ physical distance if appropriate ○ Wear face coverings and gloves if appropriate, when working directly with the student ○ Wash their hands with soap and water or, if unavailable, use hand sanitizer with at least 60% alcohol when entering the home, before and after working with the student ○ If student or other persons in the household are sick with COVID-19, or have been in contact with someone with COVID-19, the family must inform the provider and postpone services until the criteria for discontinuing home isolation or home quarantine have been met ● Service providers and families should not come into contact with frequently touched objects and surfaces (counters, tabletops, doorknobs, bathroom fixtures, toilets, phones, keyboards, tablets) and equipment such as wheelchairs, scooters, walkers, oxygen tanks and tubing ● Communication boards and other assistive devices 	<p>Refer to the Instruction - Special Education Considerations for additional information</p> <p>LA County Department of Public Health: Preventing the Spread of Respiratory Illness in the Home</p>	
<p>Resources:</p> <p>LA County Department of Public Health: Reopening Protocols for K-12 Schools</p> <p>LA County Department of Public Health: COVID-19 Exposure Management Plan in K-12 Schools</p> <p>California Department of Public Health: COVID-19 Guidance: Schools and School-Based Programs</p> <p><i>*Note – State public health guidance is the minimum standard. Local public health guidance may be the same or more restrictive. When local public health guidance is more restrictive, schools must follow the local public health directives/guidance.</i></p> <p>CDPH COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year</p> <p>Centers for Disease Control and Prevention: Guidance for Cleaning and Disinfecting</p> <p>Centers for Disease Control and Prevention: Interim Guidance for Schools and Day Camps</p> <p>Healthy Schools, Healthy People, It's a SNAP! - Joint initiative of the American Learning Institute and the Centers for Disease Control and Prevention that seeks to improve hand hygiene habits among students through an education-based effort to make hand cleaning an integral part of the school day</p>		

Social and Emotional Support Systems



Social and 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
- Behavioral support systems
- Family engagement and support practices
- Staff supports
- Maintaining student and staff recognitions, awards and traditions
- Partnering with the community to build capacity
- Other key systems and supports

Best Practices	Resources	Planning Implications
Mental health services and supports for students		
<ul style="list-style-type: none">● Conduct mental health screenings and assess for mental health readiness and level of trauma, grief/loss using surveys, questionnaires, interviews or outreach● Allocate significant time and resources upon school return to process and debrief the event and impact of school closure and return for entire school community● Implement a school mental health referral protocol● Incorporate SEL Curriculum at all grade levels; ensure both remote and in-person learners are included (continual outreach to students)● Establish a systemic social emotional support system (e.g., Yale's Ruler program)● Establish community partnerships to provide a spectrum of services, including Telehealth● Establish or prepare a Crisis Response Team, Suicide Prevention and PMRT to focus on student mental health and wellness● Offer professional development for recognizing signs and symptoms of stress, anxiety and depression in self and in students● Address bullying and reduce the stigma of COVID-19● Assess for signs of child abuse during distance learning● Build capacity of all those who interact with youth (parents, caregivers, community members and school site staff) with the tools to respond and help an adolescent (age 12-18) who is experiencing a mental health challenge or is in crisis● Equip adolescents with the tools to support friends who may be struggling and connect them with a trusted adult	<p>Adverse Childhood Experiences (ACES) Questionnaire</p> <p>Strategies to Help Students with ACES</p> <p>Free CDC Training: Overview and Approach to Preventing ACES</p> <p>Best Practices for Implementing Universal Screening</p> <p>SEL Roadmap for Reopening Schools</p> <p>Guidance on Supporting SEL and Mental Health</p> <p>DMH-UCLA Prevention Center of Excellence: Wellbeing4LA Learning Center</p> <p>Los Angeles County Office of Education: Tips on Supporting Students in Grief</p> <p>LACOE: Dept. of Mental Health Referral form</p> <p>The National Child Traumatic Stress Network: Helping Children with Traumatic Separation and Grief Related to COVID-19</p> <p>CDE Task Force Webinar on Public Private Partnerships to Fund Student Support Services</p> <p>CCEE Playbook: Trauma Informed SEL: How do we best support students' well-being?</p> <p>SBCCS/CCEE: Professional Learning Modules: -Social Emotional Foundational skills for PreK-2 -At-Home Learning modules to support families during Distance Learning</p> <p>CA Dept of Education: Youth Suicide Prevention - Mental Health (list of resources, including a model youth suicide prevention policy)</p> <p>Los Angeles County Youth Suicide Prevention Project</p> <p>QPR Institute: Practical and Proven Suicide Prevention Training — 3 simple steps to help save a life from suicide</p> <p>Second Step: Resources for Educators and Families</p> <p>Yale Center for Emotional Intelligence</p> <p>California School Based Health Alliance: Funding School-Based Mental Health</p> <p>LA County Dept of Mental Health: Crisis Services</p> <p>Los Angeles County Office of Education: 10 Warning Signs of Anxiety in Young Children</p> <p>National Association of School Psychologists: COVID-19 Resources for Educators & Families</p> <p>Considerations for Schools in Recognizing Child Abuse During COVID-19</p> <p>Psychological First Aid Webinar Series</p> <p>Teen Mental Health First Aid</p> <p>LACOE School Counselor Resource Guide</p>	<ul style="list-style-type: none">● Strive for buy-in at all levels and shared responsibility● Identify cost of assessments and staff to conduct screenings● Identify counselor capacity and staffing logistics when it comes to alternate schedules● Securing time for additional or enhanced training(s) for counselors and others who will be leading this work● Consider leveraging a combination of federal funding streams to build capacity and fund more counselors, nurses and student support teams
Mental health services and supports for families <i>Refer to the Family and Community Engagement Focus Area for additional considerations</i>		
<ul style="list-style-type: none">● Survey parent/caregiver needs; address parents' concerns about sending children to the physical campus● Provide opportunity to discuss the impact of school closure and COVID-19● Provide frequent and ongoing communication for families regarding school updates and access to resources using a variety of methods: email, robo calls, communication apps, regular mail/flyers● Provide staff or agency partners to assist families with health care coordination● Communicate parent/caregiver support prior to the return to school/link to and connection to school plans for support● Enlist parent leaders to support the development of plans (e.g., PTA, ELAC, SSC)● Provide daily practical tips and encouragement for dealing with daily life during distance learning● Share tips, resources and information with your parents, teachers and community on your website and all social media platforms● Create a space for these conversations with parents – Zoom coffee with principal or at a larger level for parents to hear from school leaders● Identify tele-health partners that can serve students while participating in distance learning upon return to school	<p>NAMI: National Alliance on Mental Illness</p> <p>PBIS.org Resource: Supporting Families with PBIS at Home</p> <p>DMH/LACOE/UCLA Series of Webinars https://www.wellbeing4la.org/</p> <ul style="list-style-type: none">● Supporting educators● Needs assessment● Resources/tools● Interviews, tips for administrators <p>Carespace.com – Simple, Fast, Secure Mental Health Referrals</p> <p>National Association of School Psychologists: Family Resources</p> <p>Child Mind Institute: Practical tips and strategies for parents during distance learning</p> <p>LA County Office of Education: Mental Health Messaging Toolkits</p> <p>Foundation for a Mindful Society: Getting Started with Mindfulness</p> <p>Ever Widening Circles: Making Mindfulness a Habit</p> <p>YogaOutlet: How to Practice Mindfulness Meditation</p>	<ul style="list-style-type: none">● Find flexible ways to provide service (e.g., format, schedule)
Mental health and wellness services and supports for staff		
<ul style="list-style-type: none">● Establish a crisis response team and connect with Employee Assistance Program (EAP) prior to reopening● Provide an optional survey to staff in order to assess for trauma, grief, loss and mental health support● Provide staff with resources for self-care and resiliency strategies (e.g., invite EAP to present at staff meetings)● Integrate EAP resources/services into reopening (e.g., post materials on the website, make materials visibly available on site, email employee resources, provide presentations at opening staff meetings, etc.)● Use LACOE EAP crisis response to supplement district services in order to support staff in the event of employee or student death● Establish ongoing protocols for administrator to evaluate school staff's physical and mental health status● Develop a plan for a positive and supportive climate with regular communication among staff (e.g., create opportunities for debriefing in staff meetings, encourage interaction and increase support of staff)● Monitor staff who are struggling and provide regular check-ins and offer support● Be flexible and supportive of medical/mental health appointments/needs and honor employee requests for absences● Develop support systems for new teachers, administrators and support staff● Provide professional development for recognizing signs and symptoms of stress, anxiety and depression● Provide plenty of opportunity for teachers who are parents to feel heard and supported● Incorporate mindfulness into professional development and encourage staff to incorporate these practices into their teaching style	<p>LACOE: EASE - Assessment and Brief Counseling Service</p> <p>Coalition to Support Grieving Students: Video and Downloadable Grief Support Modules for School Personnel</p> <p>DMH/LACOE/UCLA Series of Webinars via Prevention Center for Excellence https://www.wellbeing4la.org/</p> <ul style="list-style-type: none">● Supporting educators, Needs assessment● Resources/tools <p>Link to Educators Overcoming Series</p> <p>LACOE: 10 Warning Signs of Anxiety in Young Children (Word Doc)</p> <p>Support for Teachers Affected by Trauma (Five online modules that explore the concepts, risk factors and impact of secondary traumatic stress)</p>	<ul style="list-style-type: none">● Anticipate fear and anxiety about returning to the physical campus● Impact of stressors, trauma and grief and loss issues related to COVID-19 on employee work performance, attendance and motivation● Cost of EAP (EASE is \$10.20 per employee) district leadership and site management to take the lead in assessment of needs and communication with EAP services● Anticipate anxiety and frustration with remaining in distance learning mode. What do teachers and other staff need to feel more engaged and proficient as this situation continues to be extended? How can the administration support/address their needs?● Build in time for professional development to address strategies to deal with stress and anxiety about current profession
Relationship building between school site staff and families		
<ul style="list-style-type: none">● Plan a welcome back to school activity (e.g. virtual assembly or virtual pep rally)● Ensure all student contacts and Emergency Information Cards are updated● Provide frequent, ongoing communication with parents:<ul style="list-style-type: none">○ Use multiple modes, including social media○ Plan ahead and use scripts when sending out automated messages/texts○ Send home a 'welcome back' letter containing news/updates (e.g., safety and cleanliness protocol/expectations, schedule changes, etc.)● Build in time for debriefing and connecting with families beyond curriculum, practice relational and conflict resolution skills● Assess families for needs and provide access to resources:<ul style="list-style-type: none">○ Maintain updated district/school website with links to district and community resources○ Initiate check in calls with parents/ caregivers of all students to assess for need and offer resources○ Provide resource list at front counter in main office; send resources to parents● Offer virtual parent/caregiver support groups via online platforms (e.g., coffee/tea with parents)	<p>Reading Rockets: Building Parent-Teacher Relationships</p> <p>Classcraft: 15 tips for Developing Positive Relationships with Parents</p> <p>Scholastic: 9 Techniques for Building Solid Parent-Teacher Relationships</p> <p>Common Sense Education: Apps and Websites for Improving Parent-Teacher Communication</p> <p>Caring for Parent-Teacher Relationship During COVID-19</p>	
Identify local resources		
<ul style="list-style-type: none">● Establish a Memorandum of Understanding (MOU) with the Department of Mental Health (DMH) and/or local affiliated agencies● Coordinate with college/university social work, marriage and family therapy, and school counseling programs to obtain interns● Identify community-based organizations (e.g., mental health, medical, food banks, etc.)● Provide staff and families information regarding telehealth● List crisis hotlines, county mental health resources	<p>LA County Dept of Mental Health: Service Provider Locator</p> <p>USC School of Social Work: Clients Telehealth Online Clinic</p> <p>https://www.211la.org/</p> <p>LA County Dept of Mental Health: Get Help Now! - LA County Crisis Hotlines</p>	<ul style="list-style-type: none">● Cross check agencies which may have been providing on-site counseling previously if they are providing telehealth support. If not, is there another local CBO that is?
Behavior Support		
<ul style="list-style-type: none">● Examine existing tiered supports and adjust to current conditions/learning model● Consider Implementing Restorative Practices or Positive Behavior Interventions and Supports (PBIS), Trauma- Responsive Schools and Youth Mental Health First Aid.● Provide ongoing, easy-to-implement tips and tools for behavior support (e.g., time management in distance learning environment)● Create online expectations to keep students engaged and on task● Conduct learning style surveys● Provide professional development on engagement strategies for online learning● Implement digital citizenship, anger management or mentored check-ins for students in tier III● Address trauma, cyberbullying and anxiety in students	<p>LACOE: Positive Behavior Interventions and Support (PBIS) website</p> <p>EducationPlanner.org: What's Your Learning Style? 20 Questions</p> <p>Center on PBIS: Responding to the Novel Coronavirus (COVID-19) Outbreak through PBIS (English and Spanish version available)</p> <p>https://www.pbis.org/announcements/track-positive-reinforcement-with-our-be-app</p> <p>Common Sense Education: Essential Digital Citizenship Lessons for the Coronavirus Pandemic</p> <p>https://www.pbis.org/current/returning-to-school-during-and-after-crisis</p> <p>https://www.pbis.org/announcements/resources-for-using-pbis-to-increase-racial-equity</p> <p>https://www.pbis.org/announcements/4-resources-to-support-students-during-the-pandemic</p>	
Maintaining Social Connections and Traditions		
<ul style="list-style-type: none">● Map out all school-level celebrations and develop plans and alternate methods to celebrate in unique ways (e.g., monthly student awards/assemblies, Back-to-School Night, Transition from Kindergarten and middle school, promotion to high school and high school graduation)● Engage stakeholder groups, including student voices, business and community leaders on ways to recognize and honor milestones and transitions safely	<p>Education Week: Five Ideas for a Pandemic-Proof Graduation</p>	
Consideration for special populations - Foster Youth		
<ul style="list-style-type: none">● Review list of foster youth enrolled within the district, compare with prior list to determine students who are no longer enrolled and follow up (confirm enrollment elsewhere, records transfer, wellness checks)● Evaluate foster students in eleventh or twelfth grade to determine if they qualify for state minimum graduation requirement exemption● Ensure students are connected to counselors and on-campus supports● Contact parent/caregiver and social worker to touch base, offer support and link to resources● Conduct a check-in meeting with student (assess for basic needs—food, housing, transportation, emotional wellbeing)● Share resources with students and parents/ caregivers (mental health services, social/ support groups on campus or within the community)● Be intentional about adopting a trauma-responsive school culture● Develop partnerships with local Department of Children and Family Services (DCFS) offices to increase communication about students case plans● Encourage school site staff to build working relationships with social workers (point person on school site/DCFS site)● Contact the student's social worker if the student has low or no participation in distance learning. This may warrant a child welfare check by DCFS● Provide school site staff with Youth Mental Health First Aid (YMHA) training● Ensure that all foster youth have access to technology● Refer foster youth to tutoring services offered by LACOE Foster Youth Services Coordinating Program	<p>LACOE: Foster Youth Services Coordinating Program (support for enrollment, records transfer and connection to social workers)</p> <p>LACOE: DCFS Assignments/Coverage of FYSCP Counseling Staff</p> <p>LACOE: Resource Guide: Assisting students in foster care</p> <p>LACOE: Trauma-Informed Support for Foster Youth</p> <p>Cognitive Behavioral Intervention for Trauma in Schools (CBITS) - Info and Free Training</p> <p>Distance Learning and Child Abuse Prevention: A Message from DCFS & LACOE</p> <p>Article: DCFS Finds New Ways to Promote Child Protection During Distance Learning</p> <p>National Council for Behavioral Health: Mental Health First Aid - Youth</p> <p>iFoster: Technology for Foster Youth - Referral Form</p> <p>LACOE: Tutoring for Foster Youth - Submit a Referral</p>	<ul style="list-style-type: none">● Build or enrich staff capacity to understand the unique needs of students in foster care, including trauma● Creating or strengthening partnership with local Department of Children and Family Services (DCFS) offices
Consideration for special populations - Homeless Youth		
<ul style="list-style-type: none">● Issue Annual Student Questionnaire (SHQ) posted by CDE: https://www.cde.ca.gov/sp/hs/cy/documents/housingquestionnaire.pdf, to identify additional families that have fallen into homelessness.● Review list of homeless youth enrolled within the district, compare with prior list to determine students who are no longer enrolled and follow up (confirm enrollment elsewhere, records transfer, wellness checks and connectivity)● Ensure that families have access to information on educational rights for homeless students either through your website, posted flyers, posters, or printed materials that can be distributed at Grab N'Go Food Distribution sites and shared with local businesses to be posted where parents will see them—laundromat, markets, etc.● Follow-up with students who have not returned to school or participated in distance learning to assess living status, needs, connectivity, and offer support to ensure access to continuity of learning● Check in and connect students and parents with resources (e.g., basic needs, hygiene kits, school supplies, transportation, mental health services, access to housing resources, etc.)● Ensure student's school of origin rights are maintained● Evaluate homeless students in eleventh or twelfth grade to determine if they qualify for state minimum graduation requirement exemption● Update and maintain resource lists for students experiencing homelessness● Ensure all students identified as experiencing homelessness have access to technology including laptops and wi-fi	<p>LACOE: Mental Health Supports for Students Experiencing Homelessness</p> <p>Los Angeles Homeless Services Authority: Los Angeles County Coordinated Entry System</p> <p>National Center for Homeless Education: Trauma-Informed Care Trauma-Specific Services</p> <p>National Child Traumatic Stress Network (NCTSN): Child Trauma Toolkit for Educators (available in English and Spanish)</p>	<ul style="list-style-type: none">● Staff capacity – training for LEA staff on McKinney-Vento is required● Partnership with Coordinated Entry Systems● LACOE Homeless Education Program has identified a point person in each local service planning area to support the identified homeless liaison, make a referral for possible housing assistance and train districts administration and school site staff regarding the educational rights of homeless students
Consideration for special populations- English Learners		
<ul style="list-style-type: none">● Provide access to counseling and resources in home language● Provide teachers with professional development on protocols for addressing students in crisis● Follow Multi-Tiered System of Supports (MTSS) Framework● Teach SEL Curriculum appropriate for ELD level● Ensure for peer modeling● Conduct meeting with all families to build relationships to ensure social emotional needs are addressed● Engage DELAC/ELAC committees for support and assistance in planning● Ensure that newcomer ELs are notified of their options under AB 2121 (EC 51225.1) to reduced graduation requirements and rights to partial credits	<p>LACOE: Immigrant Relations</p> <p>CA Dept of Education: Help for Students in Crisis - Mental Health</p> <p>CA Dept of Education: Multi-Tiered System of Supports - Curriculum and Instruction Resources</p> <p>Second Step: Social-Emotional Learning Curriculum</p> <p>School Specialty, Inc: Inclusion & Social Emotional Learning for Students with Special Needs</p> <p>Nearpod: Social Emotional Learning with Nearpod</p> <p>Coursework and Graduation Requirement Exemptions for Migratory Children and Students Participating in a Newcomer Program FAQs</p> <p>Newcomer Toolkit</p>	<ul style="list-style-type: none">● Some English Learners/Newcomer students and families have safety concerns about returning to school and accessing resources● Staff capacity● Plan for sanitization of: sensory area, small group and rotating table● Availability of district Board Certified Behavior Analyst (BCBA)

Family & Community Engagement




Family & 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
- Utilizing community partnerships
- Other key systems and supports

Best Practices	Resources	Planning Implications
Engage all families in decision-making		
<ul style="list-style-type: none"> • Target all parents and families (inclusive of all families and parents in schools, parents of students with specific vulnerabilities to COVID-19, caregivers, guardians, etc.) • Strive for unified direction in an uncertain environment • Provide uniform and aligned messaging from LEA and site level • Establish an action committee to work on all phases post-reopening (staying current and being updated with the latest information) • Conduct regular stakeholder meetings and town hall sessions regarding all reopening procedures • Establish collaborative decision-making processes and forums to produce guidelines on all items (scheduling, <i>transportation alternatives, drop-off/pick up procedures, biking/walking to school</i>, attendance requirements, <i>protocols for visitors, etc.</i>) • Identify community-based organization supports • Conduct multifaceted activities that support the participation of all parents (consider scheduling, social media, virtual and physical platforms, <i>parent to parent networking</i>) • Establish practices that result in developing positive relationships with families (regular communication, personalized contact and welcoming environments) • Practice additive-based approaches to communicating with families • Establish collaboratively the new roles for families (duties and responsibilities) • Honor families' knowledge and incorporate their wisdom into decision-making <ul style="list-style-type: none"> ◦ Identify and be sensitive to how families faced the crisis and what behaviors and routines families have modified and incorporated to maintain their health and safety ◦ Identify how family practices can be expanded to the full school community ◦ Identify routines families developed to continue to support their students' learning at home 	<p>National Education Association: Parent, Family, Community Involvement in Education</p> <p>Head Start: Using social media to engage parents</p> <p>Centers for Disease Control and Prevention: Strategies for Involving Families in School Health (Page 10 and on)</p> <p>Nellie Mae Education Foundation: How Family, School, Community Engagement Can Improve Student Achievement and Influence School Reform (Page 17 and on)</p> <p>LA County Public Health Protocols for Reopening K12 Schools</p>	<ul style="list-style-type: none"> • Identifying students with vulnerabilities (including those with IEPs) • Accept a variety of Educational Programs to meet the specific needs of students (independent studies, online, distance)
Specific and general supports for families		
<ul style="list-style-type: none"> • Identify safety, social, emotional and health needs of all students and families, and create strategies to meet them • Identify and include <i>families</i> of students not identified for Special Education services but who may have underlying conditions, as well as most vulnerable populations (<i>foster children, students experiencing homelessness, etc.</i>) • Provide information on basic needs resources in the community (food, shelter, government assistance, health care and financial assistance) • Provide practical assistance as described in the Community Schools Framework • <i>Provide multi-tiered communication for families, including classroom/teacher messaging, school contacts, district-level contact person/office.</i> 	<p>County of Los Angeles: Confronting COVID-19: LA County Responds</p> <p>Institute of Education Sciences - Regional Educational Laboratory Program: COVID-19 Resources Memo: How can educators engage families in at-home learning and provide support to them during these challenging times?</p> <p>Institute for Educational Leadership: Coalition for Community Schools- Community School Initiatives and National Models Around the Country</p> <p>Institute for Educational Leadership: Community Schools Framework</p>	
Multi-faceted communications methods through different platforms		
<ul style="list-style-type: none"> • Practice asset-based communication to create surveys and proactively involve families in the full decision-making process • Use well-established communication strategies (e.g., newsletters, school website, marquee and phone banking) as well as innovative approaches (social media, apps and mainstream media) to <i>reach</i> parents at their convenience (video conferencing platforms) • Include leadership (school councils) and other stakeholder groups 	<p>Head Start - Early Childhood Learning & Knowledge Center: Using Social Media to Engage Families</p>	<ul style="list-style-type: none"> • Develop a consistent communications plan/strategy that reaches out to ALL families, not only those in leadership roles in schools
Multi-dimensional messaging		
<ul style="list-style-type: none"> • Consider social and emotional needs of families (assurance of safety, transparency and autonomy) • Ensure families have the opportunity to make informed decisions • Provide point-of-contact for parents • Articulate education and learning expectations • Ensure health and safety of teachers and staff • Provide for consistency of messaging • Practice messaging and communication that supports community and capacity building 	<p><i>Refer to the Social and Emotional Support Systems Considerations for additional information</i></p>	
Establish and inform families on protocols and procedures		
<ul style="list-style-type: none"> • Provide culturally and linguistically appropriate training focused on personal empowerment for families on protocols and procedures such as: <ul style="list-style-type: none"> ◦ Taking morning temperatures ◦ Speaking to children about proper use of masks, handwashing, pandemic-related hygiene and physical distancing ◦ Masks/face covering (<i>appropriate use, sanitation, additional facer covering</i>) ◦ Supplies ◦ Quarantine room ◦ Intervention, actions and consequences for violating safety protocols ◦ <i>Contact tracing</i> 	<p>Los Angeles County Public Health Guidance for Cloth Face Coverings</p> <p>Center for Disease Control and Prevention: Video on How to Make Your Own Face Covering</p> <p>Los Angeles County Public Health: Cover Up, LA County Poster</p>	<ul style="list-style-type: none"> • Involve all stakeholders in developing guidelines for proactive deterrence
Maintain a welcoming environment for all families		
<ul style="list-style-type: none"> • Establish safety protocols while maintaining a welcoming environment • <i>Establish collaboratively protocols for visitors</i> • Use masks and other protection measures routinely • Strive for physical distancing but social connectedness • <i>Encourage parents of enrolled students to conduct business with school personnel remotely when possible</i> 	<p>LA County Department of Public Health: Protocol for Social Distancing: Appendix A</p> <p>Los Angeles County Public Health Guidance for Cloth Face Coverings</p> <p>Center for Disease Control and Prevention: Video on How to Make Your Own Face Covering</p> <p>Los Angeles County Public Health: Cover Up, LA County Poster</p>	
Incorporate flexibility		
<ul style="list-style-type: none"> • Consider parents' schedules and families with children in multiple grade levels, schools and districts • Provide or identify reliable before and after-school programs, Title I Supplemental Programs and childcare • Consider repurposing school volunteers to support childcare and meet other emerging needs (tutoring, referrals and supervision) 		
Budget Implications		
<ul style="list-style-type: none"> • Budget for the potential additional cost of: <ul style="list-style-type: none"> ◦ Differentiated support for families with students in various programs (e.g, traditional, remote, hybrid) ◦ Everyday materials (e.g., masks, plexiglass shields, hand sanitizer, gloves, signage, thermometers and personal protective equipment) ◦ Entrance screeners or other staff ◦ Current space or non-traditional rooms • Consider easing restrictions for fundraising efforts by families to support school activities and programs 		<ul style="list-style-type: none"> • Promote the acceptance of a variety of Educational Programs to meet the specific needs of students (independent studies, online, distance)
Support families when children are ill/at home		
<ul style="list-style-type: none"> • Create or establish pathways for training courses for families to build the family's capacity to support the educational and health needs of their child 		
Creating effective communication systems		
<ul style="list-style-type: none"> • Develop a Communications Plan for reopening that includes stakeholders, key messages and systems for communicating updates • Share your plan for the fall of 2020 with your community • Translate your plan into the appropriate languages for your community • Provide regular updates to students, staff and families • Create a central website that serves as an information hub • Create a centralized system for feedback (web-based form, dedicated email address, surveys, regular virtual town halls) • Use key communicators to help share your message • Using storytelling to celebrate success and share best practices • Get creative with virtual events to build community support • Use social media to engage your community. Build community. Be responsive. Ask questions. Use polls. 	<p>National School Public Relations Association: Communicating About Coronavirus?</p> <p>Association of California School Administrators: Coronavirus Resources for Schools</p>	

Operations—Facilities		
 <p>Operations Facilities</p>	Maintaining effective and efficient operations by following best practices in the areas of: <ul style="list-style-type: none"> ● Facilities ● Budgeting and financial operations ● Human Resource Services ● Nutrition Services ● Transportation ● Technology infrastructure ● Other key systems and services 	
Best Practices	Resources	Planning Implications
General use of facilities and grounds		
<ul style="list-style-type: none"> Identify what space is available and is appropriate for school reopening and match it to LEA's operational plan (rotation of classes, rotation of days, face to face, hybrid, etc.) Convert secondary schools to have more self contained classrooms and prioritize which cohorts of staff and students return to the school site on which days <i>(also refer to Human Resources considerations for more information relating to creating cohorts of staff and staggered schedules)</i> Consider if desks and large objects need to be converted for younger students Multiple entrances and exits are used to avoid overcrowding at arrival and dismissals as long as all entrances and exits have adequate monitoring of arriving and exiting students and employees Designate entry and exit doors whenever possible, not both, to limit people encounters Designate foot traffic patterns such as one-way hallways to limit students passing each other Schedule restroom use and maintain separate classrooms or student groups Schedule handwashing protocols and a hardline schedule for when to wash Retrain on use and disposal of personal protective equipment (PPE) Identify how many people can use vertical transportation (elevators) while maintaining physical distance and communicate determination to staff, students and visitors; during peak building entry and exit times, this number can be adjusted to a maximum number of 4 riders at a time for any elevator that does not allow for 6-foot physical distance between riders and everyone must wear cloth face coverings Designate one-way staircases to limit people encounters Stagger breaks between classes to avoid crowding on stairways Monitor stairways by school staff Install markings on floor to illustrate social/physical distancing, foot traffic arrows, one-way traffic, elevator capacity, etc. Install counter shields as appropriate Prohibit shared use of small spaces Procure or lease additional buildings or structures to expand classrooms or storage spaces while following plan review and approval process through the appropriate state agency; buildings may include emergency portables (bungalows), shade structures, etc. Procure or lease cargo containers to store extra furniture and materials from existing classrooms which need space to accommodate physical distancing guidelines Seek approval for installation of outdoor tents Defer opening of spaces that encourage gathering of large groups of people (i.e., swimming pools, etc.) Consider storing extra furniture and classroom materials in spaces that cannot be used for classes Explore space availability with partner agencies to store extra furniture, fixtures and equipment Designate an isolation room to separate staff and students suspected of being sick Designate a predetermined room for staff and students that may have been in contact with someone who tested positive Post protocol in public entrances to the school and administrative office Post signage throughout the school reminding staff and students of policies concerning physical distancing, use of face coverings and importance of handwashing 	<p>Public Health's Reopening Protocols for K-12 Schools</p> <p>Centers for Disease Control and Prevention: Schools and Child Care Programs</p> <p>Centers for Disease Control and Prevention: Reopening of Schools Tool cdc.gov/reopening</p> <p>Centers for Disease Control and Prevention: Coronavirus Disease 2019 (COVID-19) – Interim Guidance for Administrators of US Child Care Programs and K-12 Schools</p> <p>Centers for Disease Control and Prevention: Community Mitigation Framework</p> <p>US Department of Education: COVID-19 ("Coronavirus") Information and Resources for Schools and School Personnel</p> <p>US Department of Education: Coronavirus (COVID-19) – Health Services & School Nursing (CA Dept of Education)</p> <p>Los Angeles County: COVID-19: LA County Roadmap to Recovery</p> <p>Division of State Architect, Bulletin 20-01 DSA Assistance During the COVID-19 Pandemic for Emergency School Facilities</p>	<ul style="list-style-type: none"> Communicate with staff, parents and students on operational plan and impact on facilities Track costs for physical rotation of spaces Installation of emergency classrooms, portables or other temporary structures Teacher concerns regarding emergency classrooms, portables or other shade structure as a work space Seek funding for emergency facilities through the Office of Public School Construction and State Allocation Board Seek expedited plan review and approval for emergency facilities through the Division of State Architect
Social/physical distancing		
<ul style="list-style-type: none"> Identify and encourage use of available outdoor space as classrooms, weather permitting; increase quantity as feasible Identify allowable occupancy per social/physical distancing guideline for classrooms, offices and all spaces; a typical 960-square-foot classroom fits a teacher and 16 students when perimeter walls do not have obstructions, and 12 students when furniture and materials align along perimeter walls Place seats 6 feet apart Install floor markings to illustrate social/physical distancing particularly in the areas where students line up to enter the school Where 6 feet of distance is not possible, use physical barriers to minimize close contacts Remove extra chairs and tables/desks not expected to be used in classrooms, offices, meeting rooms, cafeteria, break room, etc. Reconfigure or remove from the classroom any furniture designed for in-class group activities that bring students closer than 6 feet Nap or rest areas in classrooms have students placed 6 feet apart and alternating feet to head Support staff on mindset adjustments and classroom ownership while furniture and materials are placed in storage to maximize social/physical distancing Label, remove and store unused furniture and equipment as well as infrequently used classroom materials in another part of campus where social/physical distancing is not impacted Consider spacing students out with benches to maintain 6-ft. physical distance Align seats to face the same direction Disinfect classroom surfaces between class sessions (if possible) and in correspondence with the LEA's operational plan Use larger spaces (theater, band, MPR) Move classes outdoors whenever possible Adapt building infrastructure to maximize support for bicycle commuting and capacity for bike storage is increased if possible Maintain a physical distance of at least 6 feet while staff engages in student support activities 	<p>Centers for Disease Control and Prevention: Social Distancing, Quarantine and Isolation</p> <p>Centers for Disease Control and Prevention: Schools and Childcare Programs Checklist</p> <p>Centers for Disease Control and Prevention: Schools and Childcare Programs Checklist for Teachers</p> <p>CASH Maintenance Network Healthy Schools Act</p>	<ul style="list-style-type: none"> Respect teacher spaces while communicating space needs in classrooms Label and safely store furniture, fixtures and equipment corresponding to each classroom Maintain uncluttered classrooms to efficiently clean and disinfect surfaces Communicate physical distancing plan to staff, parents and students Track detailed cost for moving of existing furniture and expenses
Specialty rooms: PE, gym, band, art, etc.		
<ul style="list-style-type: none"> Reevaluate functions and use of facilities per social distancing guidelines (larger classes like band to theater or new tent/shade structure) Move classes outdoors, weather permitting (PE can expand on fields) Reassign band classroom to another larger class that may need to stay together Reestablish protocol to clean instructional materials after use including musical instruments Use larger spaces for multiple small groups but maintain social distancing and physical separation Close gym and use space to store unused furniture and classroom materials safely Use alternative spaces such as school library, auditorium, cafeteria, gymnasium, etc. to reduce the number of students within classrooms Arrange furniture and equipment to promote a 6-foot distance between any two students and between students and staff in areas used for student support services Avoid sharing of equipment and supplies where possible. Should equipment be shared, it must be sanitized before and after each use by a different student and/or employee Repurpose sports venues and hold off on spectator events as they are not permitted at this time Halt in-person school-wide events (assemblies, school plays, etc.) and group field trips Avert unsupervised clustering of students in locker rooms Extracurricular musical activities have been moved online or reconfigured as necessary to incorporate physical distancing; choral groups or activities that require singing or chanting are suspended; configure instrumental groups to permit a distance of at least 6 feet between musicians 		<ul style="list-style-type: none"> Communicate overall plan to staff, parents and students
Cafeteria, lunch rooms, break rooms and open rooms		
<ul style="list-style-type: none"> Close communal spaces and make adjustments per Public Health guidance Defer opening of cafeterias or use in staggered shifts with cleaning and disinfecting between groups To the extent possible, students to eat meals in classrooms and outdoors, without mingling of elementary students from different classrooms If students line up to pick up food, place tape or other floor markings to highlight social/physical distancing guidelines between any two students (i.e., wait here for food pickup or in front of vending machine) Remove chairs that compromise social distancing or maximum density for space Schedule breakfast or lunch one class at a time with social distancing and may need to move/ separate students with allergies Take break rooms and open spaces off-line or repurpose for another use Determine protocol for access to microwaves, refrigerators, equipment in teachers' room and any other previously shared spaces Determine protocol on use of microwaves and close water dispensers Provide applicable cleaning If meals take place in a cafeteria, space between tables/chairs has been increased to support 6 feet of physical distancing. Barriers between tables and/or chairs may be used as an alternative when 6 feet of distancing is not possible Food preparation and service operations have been redesigned, where possible, to achieve physical distancing between employees 		
SPED classrooms as biohazard environment		
<ul style="list-style-type: none"> Determine in-depth and special cleaning protocol (lifts, special equipment, toys, etc.) Train staff on new protocol Refer to cleaning and disinfecting below 	<p>Centers for Disease Control: People Who Need to Take Extra Precautions</p>	
Child Care		
<ul style="list-style-type: none"> Designate specific rooms for activities associated with before/after school programs and assign a monitor Partner with local community centers for available before and after-school activities for middle and high school students (i.e., Boys & Girls Club, YMCA, local library, etc.) 	<p>Centers for Disease Control: Guidance for Child Care Programs that Remain Open</p>	<ul style="list-style-type: none"> Maximize space options
Use of facilities by community and leasing		
<ul style="list-style-type: none"> Determine how to handle requests from community groups per Civic Center Act (PTA, city, groups, etc.); options include a) close use of facilities to groups; b) use of virtual methods and c) offer use in the future Inform community partners, tenants and stakeholders of current determination on handling of Civic Center Act Review Joint Use Agreements and lease to determine rights and obligations Conduct group activities such as assemblies by webcast or making announcements by intercom Use of school facilities for non-school purposes (community meeting or events, on-site clinic visits by people who are neither student nor staff, etc.) is not permitted 	<p>California Department of Education: Civic Center Act - School</p>	<ul style="list-style-type: none"> Increase communication with outside agencies on new protocols Consider increase in custodial support Consider loss of income in rental of facilities
Infection control: cleaning and disinfecting		
<ul style="list-style-type: none"> Determine location to conduct screening of symptoms before students, visitors and staff enter the school; the screening check can be done remotely (using a digital app or other verifiable approach) or in person upon arrival; a temperature check using a no-touch thermometer is included in the symptom check at entry if feasible Identify a pre-selected isolation space and maintain a supply of surgical masks available for students who screen positive at any point or who report symptoms at any entry during the school day Identify a preselected quarantine space where students who have had close contact with an individual who has screened positive for COVID-19 symptoms can remain until arrangements are made for their return home Set up visitor guidelines and communicate them to stakeholders Perform routine routine cleaning to reopen the area if the workplace or school has been unoccupied for 7 days or more. This is because the virus that causes COVID-19 has not been shown to survive on surfaces longer than this time Establish a cleaning and disinfecting schedule to avoid both under- and over-use of cleaning products Follow guidelines for cleaning and disinfecting per Center for Disease Control and Public Health Recognize different methods and best practices for routine cleaning and disinfecting and if someone is sick Update cleaning practices and protocols Maximize ventilation during cleaning and disinfecting to the extent feasible. If using air conditioning, use the setting that brings in fresh air Institute clean desk policy to mitigate exposure and maximize cleaning and disinfecting efficiencies Staff must use applicable personal protective equipment to perform cleaning and disinfecting Develop policies for worker protection and provide training to all cleaning staff onsite prior to providing cleaning tasks. Training should include when to use PPE, what PPE is necessary, how to properly don (put on), use, and doff (take off) PPE, and how to properly dispose of PPE Determine what needs to be cleaned (classrooms, offices, specialty spaces and outdoor areas) with applicable schedule and consideration to necessary timeline for routine cleaning and/or disinfecting A cleaning and disinfecting schedule avoids both under- and over-use of cleaning products Recognize if necessary tools and equipment are available and procure materials that are needed Clean and disinfect "high-touch" surfaces such as tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, elevator switches and buttons, touch screens, printers/ copiers, grab bars, and handrails three times daily using appropriate products Remove high-touch shared tools from classrooms, shared spaces and overall school. For example, water fountains are shut down and individual water bottles are provided as an alternative; high-touch playground equipment may be taken out of use and replaced with no-touch playground games; etc. Use an Environmental Protection Agency (EPA)-registered product that cleans (removes germs) and disinfects (kills germs) approved list N. Always follow the instructions on the labels of cleaning products and disinfectants Be effective against EPA-approved disinfectants if they are effective against Coronaviruses. Consumers may contact the "1-800" number on the product label for its effectiveness against "COVID-19" Update cleaning, disinfecting, sanitizing program and timeline corresponding to needs of the selected instructional method Establish expectations for cleaning and disinfecting while staff and students are on campus Train staff on the hazards of the cleaning chemicals used in the workplace in accordance with OSHA's Hazard Communication standard Train staff on cleaning and disinfecting protocol for suspected and positive cases Wait 24 hours or as long as practical before beginning cleaning and disinfection in a positive case; the space may be reoccupied after cleaning Provide cleaning and disinfecting materials and supplies where appropriate and necessary Place hand sanitizer in strategic locations and inform staff/students of their location (e.g., at the top and bottom of stairs) Provide no-touch disposal receptacles (trash cans) and consider personal responsibility for designated tasks (i.e., handwashing then wiping of microwave before use) Frequently clean toys in classrooms, vending machines, if used Reduce asthma risk disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid, or lactic acid) are selected products. Products which contain proxacytic (peracetic) acid sodium hypochlorite (bleach) or quaternary ammonium compounds are avoided Re-train Custodial staff and other staff responsible for cleaning and disinfecting school surfaces and objects on Healthy Schools Act requirements, as applicable All cleaning products are kept out of children's reach and stored in a space with restricted access Cleaning is done when students are not at school with adequate time to let spaces air out before the start of the school day Restrooms, lobbies, break rooms and lounges and other common areas are being disinfected frequently, per established schedule Disinfectant and related supplies are available to employees at strategic locations with no student access Hand sanitizer effective against COVID-19 is available to all employees in or near building entrances or exits, central office, stairway entrances, elevator entry, classrooms, faculty breakroom and offices Purchase ethyl alcohol-based hand sanitizer and make it available to students and staff and should be used when there is the potential of unsupervised use by children Use of hand sanitizer based on isopropyl alcohol is not used in the school given its potential toxicity and hand sanitizer is not out in the open in classrooms of children under age 9 Place portable handwashing stations near classrooms to minimize movement and congregations in bathrooms to the extent practicable 	<p>Centers for Disease Control: Cleaning and Disinfecting Your Facility</p> <p>Public Health's Reopening Protocols for K-12 Schools</p> <p>Centers for Disease Control: Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools and Homes</p> <p>Centers for Disease Control: Interim Recommendations for US Community Facilities with Suspected/Confirmed Coronavirus Disease 2019</p> <p>OSHA: Guidance on Preparing Workplaces for COVID-19</p> <p>Environmental Protection Agency: List N: Disinfectants for Use Against SARS-CoV-2 US EPA</p> <p>Environmental Protection Agency: Healthy School Environments US EPA</p> <p>Environmental Protection Agency: Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools and Homes US EPA</p> <p>Environmental Protection Agency: Infographic: Guidance for Cleaning & Disinfecting Public Spaces, Workplaces, Businesses, Schools and Homes</p> <p>Environmental Protection Agency: Six Steps for Safe & Effective Disinfectant Use US EPA</p> <p>California Department of Education: Additional Coronavirus (COVID-19) Resources - Cleaning School Facilities</p> <p>Centers for Disease Control and Prevention: Frequently Asked Questions: Cleaning and Disinfection</p> <p>California Department of Pesticide Regulation: Disinfectant Reminder</p> <p>California Department of Public Health: 2019-nCoV School Guidance</p> <p>CASH Maintenance Network Healthy Schools Act</p>	<ul style="list-style-type: none"> Establish a retraining program for Custodial staff on updated procedures and protocol Procure needed tools and equipment Procure PPE Track details on efforts and expenditures
Maintenance: HVAC, water, indoor air quality		
<ul style="list-style-type: none"> Consider installation of no-touch equipment whenever feasible (i.e., water faucet, soap dispenser, electronic door opening device, foot-operated door opener, etc.) HVAC systems are in good, working order Increase indoor/outdoor air exchanges whenever possible Open outside doors and windows and use fans to increase air circulation Portable, high-efficiency air cleaners have been installed if feasible Engage vendors needed for labor Inspect all building systems Perform preventive maintenance, remediations and repairs prior to school reopening Calibrate heating, ventilating and air conditioning systems Improve central air filtration and change air filters Upgrade air filters to the highest efficiency possible Inspect water systems before physical opening of schools Restore water quality in buildings with low or no use for an extended period of time Verify safety equipment including fire sprinkler systems, eye wash stations and safety showers are clean and well-maintained Consider opening locker rooms according to reopening guidance by CDC and Public Health and offer access to locker rooms only when staff supervision is possible. Stagger locker room access and create alternative option for storage of student clothing, books and other items 	<p>Centers for Disease Control and Prevention: Guidance for Reopening Buildings After Prolonged Shutdown or Reduced Operation</p> <p>American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE): Guidance for Building Operations During the COVID-19 Pandemic</p> <p>Environmental Protection Agency: Maintaining or Restoring Water Quality in Buildings with Low or No Use</p> <p>Environmental Protection Agency: Six Steps for Safe & Effective Disinfectant Use</p> <p>CASH Maintenance Network Healthy Schools Act</p>	<ul style="list-style-type: none"> Retrain staff on best practices Vendors may be unavailable due to multiple requests Track costs and expenditures
Personal Protective Equipment (PPE)		
<ul style="list-style-type: none"> Consider that staff and students are to arrive already wearing a cloth face covering to be kept on all day Provide PPE for anyone on campus that may need a face covering Confirm what PPE is needed per group (Nurses, Custodial, Maintenance, Security, Nutrition, Front Office, Teachers, Administrators, Students, etc.) Consider available PPE options including one-time use face masks and washable, cloth face coverings Estimate/procure PPE type and quantity needed Seek specification or safety data sheet for review and approval prior to purchase of PPE Place order with PPE vendors at least four to six weeks in advance of need Coordinate donations (i.e., cloth face coverings) with community groups (PTA, local businesses, etc.) Track detailed costs for PPE Train staff and students on appropriate use and disposal for PPE Staff taking care of a sick student are provided with a medical grade mask to wear themselves and a medical grade mask for the student to wear (if it can be tolerated) until the student leaves the building Staff and students who are alone in closed offices, walled cubicles or other private, enclosed spaces, are not required to wear cloth face coverings 	<p>Centers for Disease Control and Prevention: Personal Protective Equipment (PPE) Burn Rate Calculator</p> <p>Centers for Disease Control and Prevention: Sequence for Putting on Personal Protective Equipment (PPE)</p>	<ul style="list-style-type: none"> Follow typical procurement practices Obtain multiple quotes on PPE for best cost alternative Track costs and expenditures
Building Security		
<ul style="list-style-type: none"> Re-establish security measures for all schools 	<p>Department of Homeland Security: Coronavirus (COVID-19)</p> <p>SchoolSafety.gov: COVID-19 Resources for Schools</p> <p>FEMA: Security Risk Management Series Publications</p>	<ul style="list-style-type: none"> Retrain staff on reporting procedures for type of deficiency identified onsite
Emergency Preparedness		
<ul style="list-style-type: none"> Update emergency preparedness plan Update safety prepared plan Update continuity of operations plan Establish pandemic plan 	<p>California Department of Education: Additional Coronavirus (COVID-19) Resources</p> <p>California Department of Education: Safe Schools Planning - Violence Prevention</p> <p>REMS TA Center Website</p> <p>FEMA: Pandemic Influenza Template</p>	<ul style="list-style-type: none"> Reestablish review committee to update or write plans

Resources:

- County of Los Angeles: [covid19.lacounty.gov](#)
- County of Los Angeles Public Health: [publichealth.lacounty.gov](#)
- California Department of Public Health: [cdph.ca.gov](#)
- Centers for Disease Control and Prevention: [cdc.gov](#)
- Los Angeles County residents can also call 2-1-1




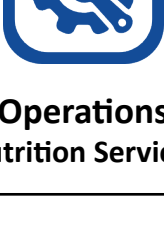
**Operations
Budgeting and Financial**

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

Best Practices	Resources	Planning Implications
Track Unique Costs and Expenditures Related to the COVID-19 Pandemic		
<ul style="list-style-type: none"> ● Develop and follow protocols for tracking cost and expenditures for possible reimbursements 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) ● 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) 	<p>Federal Emergency Management Agency: Webpage</p> <p>FEMA Public Assistance Training: Grants Portal - RPA Submission</p>	<ul style="list-style-type: none"> ● Assign team to develop protocols ● Track detailed costs and expenditures on a daily basis
Track and Seek Unique Revenues Related to COVID-19 Pandemic		
<ul style="list-style-type: none"> ● Identify funding sources related to covering costs due to COVID-19 ● Once funding sources have been determined, track expenditures and funding utilization ● <i>CDE posted the ESSER funding application form on its website. 100 percent of Los Angeles County LEAs submitted the application on time meaning they will receive the initial 25 percent apportionment on schedule</i> ● Continue to advocate for any new funds received to be considered more like “unrestricted” versus “restricted” funds ● <i>In lieu of the Form J-13A, an LEA that closed school in response to COVID-19 must submit to the CDE the COVID-19 School Closure Certification</i> 	<p>California Department of Education: SB 117 COVID-19 LEA Response Funds</p> <p>California Department of Education: CARES Act ESSER Fund Allocation</p> <p>COVID-19 School Closure Certification</p>	
Track Attendance and Coding When Students Are in Different Instructional Delivery Models		
<ul style="list-style-type: none"> ● Be mindful of requirements around instructional minutes (<i>no change in annual minutes required – although delivery method has increased flexibility with three learning models 1) In-person instruction 2) 100 percent distance learning; 3) hybrid model with face-to-face as well as distance learning</i>) ● <i>ADA Hold Harmless – Per-student funding guaranteed at 2019-20 rates. Additional funding for enrollment growth may be dealt with at future date</i> <ul style="list-style-type: none"> ● <i>Hold harmless if LEA: offers a full year of instruction (180 days for districts, 175 for charters).</i> ● <i>Documents daily student participation, and communication with parents of students not participating a minimum of three days per week</i> ● <i>Instructional Minutes Flexibility – Required number of instructional minutes per day will be reduced to offer teachers more flexibility during distance learning (see section 43501 of AB 77). Full number of instructional days still required</i> ● <i>Preference for In-person Instruction – If permitted by the local health agency, districts must provide some form of in-school instruction (see sections 43502 and 43503 of AB 77)</i> 	<p>California Department of Education: Instructional Time Requirements</p>	<ul style="list-style-type: none"> ● <i>LEAs have the same annual instructional day and minute requirements in fiscal year 2019-20. Executive Order N-26-20 and SB 117 provided a mechanism for LEAs that closed due to COVID-19 to receive instructional time credit for the instructional days and minutes they would have offered if they had not closed schools. Suspends PE minutes requirement</i> ● <i>Minimum school day instructional minutes based on grade level are as follows: 240 minutes for Grades 4-12; 230 minutes for grades 1-3; 180 minutes for Kindergarten</i>
Budget Planning for 2020-21		
<ul style="list-style-type: none"> ● Review Fiscal Crisis & Management Assistance Team (FCMAT) Alert for Budget Planning ● Review BASC Common Message ● <i>Cash Borrowing/Inter Fund Transfers (see Updated Informational Bulletin No. 5207)</i> ● <i>Routine Restricted Maintenance Account (RRMA) – Although there was discussion of suspending the required 3 percent contribution to the RRMA, the final version of the Budget did not include this suspension, likely due to the recognition that custodial activities are a key part of preparing schools for reopening</i> 	<p>Fiscal Crisis & Management Assistance Team: Preparing Budget Scenarios for 2020-21</p> <p>LACOE School Financial Services Updated Guidance on Temporary Cash Borrowing</p>	<ul style="list-style-type: none"> ● Strong advocacy needed to amend legislation to change apportionment from ADA-based to enrollment-based ● <i>Resolution now requires Board approval and subject to Public Hearing requirements</i> ● <i>While a “non-cut” is good news relatively speaking, this State Budget does carry over a technical provision that exempts STRS funds (“pass through”) from the RRMA calculation which was approved in last year’s budget</i> ● <i>Specifies that state pension payments on behalf of LEAs in 2020-21 are not considered LEA General Fund for Routine Restricted Maintenance Account requirement purposes under Ed. Code 17070.75</i>
Budget and Funds Necessary to Support <i>Distance Learning and/or</i> Social Distancing		
<ul style="list-style-type: none"> ● 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 		<ul style="list-style-type: none"> ● <i>Prioritize funding towards technologies and tools to support distance learning for all students</i> ● <i>Leverage pricing negotiated by the State for required PPE supplies</i> ● <i>Strategically distribute COVID-19 PPE supplies once received from LACOE</i>
August 15th Layoff Window		
<ul style="list-style-type: none"> ● <i>On Thursday, July 2, 2020, Senator Holly Mitchell (D-Los Angeles), chair of the Senate Committee on Budget and Fiscal Review, submitted a letter to the Senate Journal, which clarifies the intent of Section 94 of SB 98, which section pertains to the prohibition to lay off classified employees in nutrition, transportation and custodial services: “The word ‘implement’ refers to the actual effectuation of layoffs between July 1, 2020, to June 30, 2021, which includes layoffs for which notice was given to employees between May 2, 2020 and the time up to and including July 1, 2020.”</i> ● <i>Prioritize funding towards technologies and tools to support distance learning for all students</i> ● <i>Leverage pricing negotiated by the State for required PPE supplies</i> ● <i>Strategically distribute COVID-19 PPE Supplies once received from LACOE</i> ● <i>We do not anticipate receiving 100 percent of the items listed on the right. In addition, the State is only providing an initial 60-day supply, and will not be providing additional PPE. LEAs should budget and plan accordingly for in-person learning or for employees/ students who will be on campus after the 60-day window</i> 		<ul style="list-style-type: none"> ● <i>The state is providing an initial 60-day supply of personal protective equipment (PPE) to schools safely reopening in fall 2020. The California Office of Emergency Services (CalOES) is providing allocations to county offices of education (COEs), that will distribute the PPE to school districts and charter schools within their county. Some COEs have begun to receive their allocations, and are coordinating directly with school districts regarding pick-up and distribution. The PPE allocation includes:</i> <ul style="list-style-type: none"> ● <i>Masks for children (surgical and cloth)</i> ● <i>2 each per K-6 and Expanded Learning student</i> ● <i>Masks for adults (surgical and cloth)</i> ● <i>Face shields for teachers (disposable)</i> ● <i>4 per teacher</i> ● <i>N95 masks for school medical staff</i> ● <i>No-touch thermometers – 4 per school</i> ● <i>12 gallons of hand sanitizer per school (in one-gallon jugs)</i>

Operations—Human Resource Services		
 <p>Operations</p> <p>Human Resource Services</p>	<ul style="list-style-type: none"> Maintaining effective and efficient operations by following best practices in the areas of: <ul style="list-style-type: none"> Facilities Budgeting and financial operations Human Resource Services Nutrition Services Transportation Technology infrastructure Other key systems and services 	
Best Practices	Resources	Planning Implications
Relationships with labor partners		
<ul style="list-style-type: none"> Establish and/or maintain an open and collaborative approach for problem solving with labor partners 	Beyond Intractability: Integrative or Interest Based Bargaining	
Determine whether the current CBA or MOU language dictates the need to renegotiate prior to return to the school site		
<ul style="list-style-type: none"> Review any applicable CBA language and any MOUs entered into as a result of COVID-19. Evaluate whether language will be applicable upon reopening sites Evaluate practices in place as a result of the current MOU to determine whether to negotiate an extension of certain terms of the MOU, or whether renegotiation is necessary 	California Department of Education: Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools	
Staffing Needs		
<ul style="list-style-type: none"> Evaluate staffing needs based on instructional model implemented and fiscal constraints LEAs should work collaboratively with the Board, stakeholder groups and budget committee to develop a plan (<i>Refer to the Budget and Financial Operations Focus Area Considerations for additional information</i>) Review requests for the use of volunteers to determine whether there is any impact on the work of union members. Engage in negotiations with labor partners as necessary 		<ul style="list-style-type: none"> Review CBA language and determine latitude to transfer or reallocate staff based on current needs. Engage in negotiations with labor partners as necessary
Hiring and Onboarding Practices		
<ul style="list-style-type: none"> Review and revise onboarding procedures as necessary (e.g., maintaining virtual interview processes, completing onboarding documentation electronically) Discuss whether the LEA will be screening applicants for COVID-19 after conditional offer of employment is made Develop a plan in the event of a need to delay an applicant's start date should the applicant test positive for COVID-19 or display any associated symptoms 	Equal Employment Opportunity Commission: What you should know about COVID-19 and the ADA, Rehabilitation Act and Other EEO Laws (updated June 17, 2020) Equal Employment Opportunity Commission: Pandemic Preparedness in the Workplace and the Americans with Disabilities Act	<ul style="list-style-type: none"> Implementation of virtual performance exams Alternatives to written performance exams, such as additional supplemental questions if virtual performance exams are impractical Procedure for obtaining fingerprints for new hires Delays in Tuberculosis testing due to COVID-19 Note that the EEOC prohibits an employer from unilaterally deciding to postpone an applicant's start date or withdrawing an applicant's job offer because the applicant is 65 years old or pregnant
Leaves available to employees		
<ul style="list-style-type: none"> Ensure employees are aware of all leaves available, including HR 6201, CFRA, FMLA and accrued leaves 	U.S. Department of Labor: COVID-19 and the American Workplace Department of Industrial Relations (DIR): FAQs on Laws Enforced by the California Labor Commissioner's Office Department of Fair Employment and Housing: Employment Information on COVID-19	<ul style="list-style-type: none"> Current MOUs in place relating to use of accrued leaves Determine whether renegotiation is feasible given the terms of the MOU (e.g., whether the term is currently covered by the MOU and if so, the duration of the MOU; whether there has been a material change in working conditions since parties entered into the MOU)
Order and method by which employees will return to the school site		
<ul style="list-style-type: none"> LEAs should review the current LA County DPH guidance and orders to determine the extent to which a phased approach to re-entry is feasible <ul style="list-style-type: none"> Collaborate with labor partners and maintain communication throughout the process Determine whether working remotely is feasible for some or all job classifications, and how often (e.g., implementing staggered shifts or schedules) Review job descriptions (or classification specifications), regular tasks and assignments for each classification, and speak with employees to gauge employee workloads and ability for that job classification to work remotely based on this information Consider placing job classifications in a tiered system (e.g., job classifications with duties requiring physical presence at the site [remote work not feasible], job classifications with duties allowing for a hybrid onsite/remote work arrangement and job classifications with duties that may all be performed remotely) Determine whether it is possible to place employees in a cohort which reports on specific days, so employees are exposed to the same cohort each time they report to the site (this procedure may assist with contact tracing in the event of a COVID-19 exposure at the site) Review "Employee Notifications" under the "Reasonable Accommodations and Flexible Work Arrangements" section of this document for guidance on notification procedures prior to allowing employees to return to the site 	LA County Department of Public Health: Order of the Health Officer - Reopening Protocols for K-12 Schools (July 10, 2020) OSHA: Guidance on Preparing Workplaces for COVID-19 Centers for Disease Control and Prevention: Interim Guidance for Administrators of US K-12 Schools and Child Care Programs Fast Company: The twist on the four-day work week could get people back to work without causing new outbreaks LEA mission and vision statement; goals and objectives adopted by governing board or executive cabinet	<ul style="list-style-type: none"> LA County DPH July 10, 2020 Order regarding implementation of "alternate, staggered, or shift schedules" wherever possible LA County DPH July 10, 2020 Order relating to a reconfiguration of the processes for completing work in order to increase flexibility for teleworking arrangements Plan for coverage and continuity of operations in the event of increased absenteeism Plan for the use of a tiered system in the event of a future shelter in place order to ensure the continuity of operations Addressing equipment needs for staggered schedules (e.g., computers, monitors, chairs) if employees removed these items from the site while exclusively teleworking
Review remote work arrangements and determine whether any modifications are needed		
<ul style="list-style-type: none"> Review effectiveness of remote work arrangements for job classifications Review current Remote Work Agreements and Policies with employees to determine whether any modifications are needed upon implementation of a staggered re-entry to the school site Review Acceptable Use of Technology Policies and determine whether any modifications are necessary <ul style="list-style-type: none"> Determine whether the LEA is providing supplies to employees to work remotely, or whether the LEA will explore employee reimbursement (<i>Refer to the Operations - Technology Infrastructure Focus Area Considerations for additional information regarding costs and reimbursement</i>) Ensure employees maintain safe, ergonomically sound home offices 	LA County Department of Public Health: Order of the Health Officer - Reopening Protocols for K-12 Schools (July 10, 2020) California School Boards Association: Governance and Policy Resources	<ul style="list-style-type: none"> Address and re-evaluate departmental concerns relating to the effectiveness of remote work arrangements (consider surveying and following up with department directors and employees to determine benefits and drawbacks of remote work arrangements, and work to improve these arrangements based on feedback) LA County DPH July 10, 2020 Order relating to a reconfiguration of the processes for completing work in order to increase flexibility for teleworking arrangements
Considerations for higher-risk staff		
<ul style="list-style-type: none"> Review and monitor CDC, CDPH, LA County DPH and EEOC guidance for higher-risk individuals <ul style="list-style-type: none"> Determine whether higher-risk individuals may be permitted to continue to work remotely based on job classification, and if so, the documentation sought to support remote work arrangement (e.g., note from medical care provider) Provide for leaves under HR 6201 Review "Employee Notifications" under the "Reasonable Accommodations and Flexible Work Arrangements" section of this document to ensure compliance with employee notification procedures for higher-risk employees 	LA County Department of Public Health: Order of the Health Officer - Reopening Protocols for K-12 Schools (July 10, 2020) Center for Disease Control: CDC expands list of people at risk of severe COVID-19 illness (June 25, 2020) Center for Disease Control and Prevention: People Who are at Higher Risk for Severe Illness California Department of Public Health: COVID-19 Updates LA County Department of Public Health: Learn more about COVID-19 Equal Employment Opportunity Commission: What you should know about COVID-19 and the ADA, Rehabilitation Act and Other EEO Laws (updated June 17, 2020) Department of Fair Employment and Housing: Employment Information on COVID-19	<ul style="list-style-type: none"> LA County DPH July 10, 2020 Order indicating that "those above age 65, and those with chronic health conditions that would place them at high risk if infected" should be assigned remote work "whenever possible" Potentially higher rates of absenteeism Terms/duration of any applicable MOU/ CBA language relating to use of accrued leaves or ability to work remotely for employees who are at higher risk The feasibility of obtaining notes from medical care providers during the pandemic (Review DFEH resource for more information) Review EEOC resource for guidance regarding employees in higher-risk category who do not request reasonable accommodations, but the LEA is concerned the employee's health may be jeopardized should the employee return to the site Review EEOC resource (updated June 17, 2020) for more information relating to the following planning implications: <ul style="list-style-type: none"> The ADA does not allow an LEA to "exclude the employee or take any adverse action solely because the employee has a disability that the CDC identifies as potentially placing the employee at higher risk for severe illness" Title VII prohibits an LEA from excluding employees from the worksite due to pregnancy, or subjecting the employee to any "adverse action" such as a mandatory leave due to pregnancy The ADEA prohibits an LEA from excluding an employee from a worksite due to age The ADEA does not require accommodations for employees age 65 or older (however, LEAs should ensure that the request is based on age, and not due to an underlying condition) LEAs may consider providing voluntary accommodations to employees age 65 and older
Determine how to address employee concerns relating to child care upon return to the site		
<ul style="list-style-type: none"> Determine the feasibility of flexible work arrangements (e.g., staggered schedules and remote work assignments based on job classification) <ul style="list-style-type: none"> If flexible work arrangements are feasible, review "Employee Notifications" under the "Reasonable Accommodations and Flexible Work Arrangements" section of this document for guidance on the procedure for handling flexible work arrangement requests Provide for leaves available under HR 6201 	U.S. Department of Labor: COVID-19 and the American Workplace Equal Employment Opportunity Commission: What you should know about COVID-19 and the ADA, Rehabilitation Act and Other EEO Laws (updated June 17, 2020)	<ul style="list-style-type: none"> Potentially higher rates of absenteeism Terms/duration of any applicable MOU/ CBA language relating to use of accrued leaves or ability to work remotely for employees with childcare concerns EEOC guidance indicates that while employers may provide flexibility to employees with childcare concerns, LEAs should ensure that employees are not treated differently based on a protected category, such as sex (e.g., female employees should not be treated more favorably than their male counterparts as a result of a gender-related assumption regarding childcare responsibilities)
Health Check Procedures: Clarify and communicate protocol outlining the circumstances under which employees must be sent home or self-quarantine		
<ul style="list-style-type: none"> Review directives from state and local agencies, including applicable executive orders, CDC, CDPH and the LA County DPH July 10, 2020 Order, and articulate LEA-specific procedures. <ul style="list-style-type: none"> Continue to monitor these resources for guidance and any newly identified symptoms of COVID-19. Revise procedures accordingly Determine whether any health check procedures beyond those required by LA County DPH will be implemented upon return to the site (<i>Refer to the Health and Safety Focus Area Considerations for additional information</i>) Develop protocol for how to handle employees who test positive for COVID-19, including employee contact tracing and notifications (<i>Refer to the Health and Safety Focus Area Considerations for additional information regarding handling positive cases and employee contact tracing</i>) 	LA County Department of Public Health: Order of the Health Officer - Reopening Protocols for K-12 Schools (July 10, 2020) LA County Department of Public Health: Responding to COVID-19 in the Workplace (June 15, 2020) California Department of Education: Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools Center for Disease Control and Prevention: What to do if you are sick California Department of Public Health: COVID-19 Updates LA County Department of Public Health: Learn more about COVID-19 Department of Fair Employment and Housing: Employment Information on COVID-19 Equal Employment Opportunity Commission: What you should know about COVID-19 and the ADA, Rehabilitation Act and Other EEO Laws (updated June 17, 2020) Equal Employment Opportunity Commission: Pandemic Preparedness in the Workplace and the Americans with Disabilities Act	<ul style="list-style-type: none"> Any applicable CBA or MOU language relating to health check procedures, employee contact tracing and leaves available to employees when employees are sent home/self-quarantining The need/ability to re-negotiate MOU terms as needed The need to maintain information relating to employee illness as confidential medical information Ensuring that screening and exclusion procedures are not discriminatory (e.g., verifying that procedures do not result in unlawful disparate treatment) The EEOC prohibits LEAs from requiring antibody testing prior to allowing employees to return to their sites LA County DPH July 10, 2020 Order requiring LEAs to inform employees to remain home if ill or exposed to an individual with COVID-19
Implementation and communication of social distancing rules and use of PPE		
<ul style="list-style-type: none"> Review directives from state and local agencies, including applicable executive orders, CDC, CDPH and the LA County DPH July 10, 2020 Order, and determine whether any social distancing guidelines beyond those required by LA County DPH will be in place upon return to sites, and how they will be clearly communicated to staff (e.g., requirement to wear gloves, continuing virtual meetings when employees are onsite, etc.) (<i>Refer to the Health and Safety Focus Area Considerations for additional information regarding guidance and best practices on specific social distancing rules</i>) Provide sources relied upon when creating social distancing rules for employee reference 	LA County Department of Public Health: Order of the Health Officer - Reopening Protocols for K-12 Schools (July 10, 2020) LA County Department of Public Health: Responding to COVID-19 in the Workplace (June 15, 2020) OSHA: Guidance on Preparing Workplaces for COVID-19 Equal Employment Opportunity Commission: What you should know about COVID-19 and the ADA, Rehabilitation Act and Other EEO Laws (updated June 17, 2020) Equal Employment Opportunity Commission: Pandemic Preparedness in the Workplace and the Americans with Disabilities Act Center for Disease Control and Prevention: Community Mitigation Framework LA Department of Public Health - Los Angeles County Department of Public Health Guidance for Social Distancing Department of Fair Employment and Housing: Employment Information on COVID-19 Refer to LEA anonymous hotline wherein an employee may report employee violation of or management failure to enforce social distancing rules and use of PPE	<ul style="list-style-type: none"> Any applicable CBA or MOU language relating to social distancing or PPE The need/ability to re-negotiate MOU terms as needed Reasonable accommodations under the ADA (such as, non-latex gloves, appropriate face masks for interpreters) Title VII - Religious accommodations - the potential need for modified equipment due to religious attire LA County DPH Order stating that employee face masks should be washed daily Employees who reside in counties other than the county the employees work in may have different perceptions of appropriate social distancing measures
Reasonable Accommodations and Flexible Work Arrangements		
<ul style="list-style-type: none"> Remind supervisors that they remain obligated to participate in the interactive process and should contact Human Resources when employees submit a medical certification with restrictions or require workplace reasonable accommodations, regardless of whether the employee is teleworking or reporting to a site Remind supervisors of accommodations in place prior to the temporary remote work arrangement to determine if the accommodations are still effective to enable an employee to perform essential functions of their position, or if another IAM is required upon return to the site Determine how the LEA will address employees requesting accommodations under the ADA in order to mitigate the risk of exposure to a family member who is at higher risk Employee Notifications Consider inviting employee requests for accommodations from all employees as soon as practicable (even if no return date has been released). This will allow LEAs to engage in the interactive process upon receipt of the employee request, and may prevent receipt of several requests over a shorter period of time Notify employees in advance of their preliminary schedule for the worksite and invite employee requests for flexible arrangements or accommodations at that time Provide ample notice (e.g., send preliminary schedule two weeks prior to reporting date) Provide contact information for the individual(s) responsible for handling flexible arrangement and accommodations requests Specify if the contact person differs depending on the reason for request (e.g., when the contact person varies depending on whether the request is based on age, disability, childcare concerns, etc.) Ensure that the individual responsible for handling accommodations requests possesses the knowledge and experience to handle the requests in compliance with the various federal nondiscrimination laws that may be applicable (e.g., accommodations relating to religious beliefs, age, disability, etc.) 		<ul style="list-style-type: none"> Planning for and addressing reasonable accommodations requests that did not require implementation until return to the site, and the need to engage in the interactive process prior to return Consider the need to accommodate employees with disabilities who need reasonable accommodations under the ADA if PPE equipment is required (such as non-latex gloves, appropriate face masks for interpreters, etc.) EEOC guidance indicates that the ADA does not require LEAs to accommodate employees requesting accommodations solely due to another individual's "disability-related needs" (refer to EEOC resource (updated June 17, 2020) providing the following example: "an employee without a disability is not entitled under the ADA to telework as an accommodation in order to protect a family member with a disability from potential COVID-19 exposure." However, should an LEA wish to provide broader flexibility beyond that required by law, the EEOC warns against engaging in disparate treatment Employee Notifications Review EEOC resource (updated June 17, 2020) for more information relating to the below-referenced employee notification options: <ul style="list-style-type: none"> EEOC option to provide advanced notice to all employees relating to the process for requesting a disability-related accommodation that may be required upon returning to the site. The notice may include CDC listed medical conditions identified as placing employees at higher-risk, identifying point of contact, and explaining that the LEA is willing to consider "on a case-by-case basis, any requests from employees who have these or other medical conditions," or EEOC option to disseminate a general notice to all employees who will be returning to a school site "noting that the employer is willing to consider requests for accommodation or flexibilities on an individualized basis" Although requests may be considered on an individualized basis, consider tracking outcomes in order to ensure consistency in procedure and determinations
Procedures		
<ul style="list-style-type: none"> Remind supervisors that employee requests for alternatives to the current methods of screening are considered requests for reasonable accommodations if the requests are due to underlying medical condition(s). This may require the supervisor to seek clarification from the employee in order to make that determination 		
Trainings/reminders to managers regarding flexibility		
<ul style="list-style-type: none"> Remind supervisors of the need to be flexible wherever possible as employees may be facing hardships Consider referrals to employee assistance programs (if available) and ensure managers are aware of workers' compensation reporting obligations (e.g., reports of work-related stress) (<i>Refer to the Social Emotional Focus Area Considerations for additional information regarding mental health and wellness services and support for staff</i>) 	LACOE: Employee Assistance Services for Education	
Evaluations		
<ul style="list-style-type: none"> Determine how evaluations will be conducted given the special circumstances Establishing clear written expectations of job duties/classifications upon reopening 		<ul style="list-style-type: none"> Review written expectations under the current remote work arrangement to ensure employee can be evaluated based on these expectations Consult CBA and/or applicable MOU for guidelines relating to evaluations The potential need to negotiate changes in evaluation procedures
Progressive Discipline		
<ul style="list-style-type: none"> Remind supervisors that progressive discipline remains in effect Advise supervisors to review and follow up on pending performance improvement plan or disciplinary matters; and review time limitations to present charges (usually two years for classified staff and three years for certificated staff) Ensure that any new policies and procedures in effect as a result of COVID-19 have been communicated to staff 		<ul style="list-style-type: none"> Remind supervisors of the need to set clear expectations of assignments and duties in order to implement any necessary progressive discipline-related measures
Pending transfers and reassignments		
<ul style="list-style-type: none"> Review any pending transfers and/or reassignments requested or initiated prior to remote work arrangements and determine next steps 		<ul style="list-style-type: none"> Collective bargaining agreement/MOU language relating to transfers/ reassignments (if applicable)
Remind employees of Non-Discrimination Policies		
<ul style="list-style-type: none"> Encourage employees to review non-discrimination policies Remind employees of their obligation to report harassment or discrimination to their Human Resources Department Remind employees and supervisors that harassment may still occur even while working remotely (including, but not limited to, via calls, e-mails, text messages and virtual meetings) 	Equal Employment Opportunity Commission: Message From EEOC Chair Janet Dhillon on National Origin and Race Discrimination During the COVID-19 Outbreak Equal Employment Opportunity Commission: What you should know about COVID-19 and the ADA, Rehabilitation Act and Other EEO Laws (updated June 17, 2020) Department of Fair Employment and Housing: Employment Information on COVID-19	<ul style="list-style-type: none"> EEOC notification regarding reports of mistreatment based on race or national origin due to COVID-19, and the reminder that mistreatment can result in discrimination in a workplace setting EEOC guidance relating to ensuring managers are cognizant of "demeaning, derogatory, or hostile remarks directed to employees who are or are perceived to be of Chinese or other Asian national origin, including about the coronavirus or its origins"
Development of COVID-19 Compliance Team		
<ul style="list-style-type: none"> Ensure that per the July 10, 2020 LA County DPH Public Health order, a COVID-19 Compliance team has been identified, and that the team members are aware of their responsibility to establish and enforce all COVID-19-related safety protocols and providing training to staff and students relating to COVID-19 	LA County Department of Public Health: Order of the Health Officer - Reopening Protocols for K-12 Schools (July 10, 2020)	
Mandatory Trainings		
<ul style="list-style-type: none"> Ensure that the COVID-19 Compliance Team has provided training to staff and students relating to COVID-19 in compliance with the July 10, 2020 LA County DPH Order Continue to provide Mandated Reporter Training to all employees in accordance with statutory deadlines Remind employees that their duties as mandated reporters remain in effect Continue to provide anti-harassment training to managers in accordance with statutory deadlines 	LA County Department of Public Health: Order of the Health Officer - Reopening Protocols for K-12 Schools (July 10, 2020) CDE: Child Abuse Prevention Training and Resources California Legislative Information - AB 1432 - Mandated Child Abuse Training California Legislative Information: SB 778 Employers: sexual harassment training: requirements	

<div>  <div> Operations Nutrition Services </div> </div>	<div> <ul style="list-style-type: none"> ● 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 </div>
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Best Practices	Resources	Planning Implications
Employee Health and Safety (Refer to Health and Safety focus area considerations for additional information)		
<ul style="list-style-type: none"> ● <i>Maintain up-to-date emergency preparedness plans and stay abreast of the latest Los Angeles County Department of Public Health (DPH) COVID-19 information and protocols</i> ● Ensure nutrition services employees receive information and training on the most current Health Officer Order and safety guidance (physical distancing, hand hygiene, proper use of face coverings/masks and gloves, etc.). Refer to the <i>Health and Safety Focus Area Considerations for additional information</i> ● Keep the same consistent nutrition services personnel at each school site (if possible) to reduce the risk of exposure ● Maintain adequate supplies of personal protective equipment (PPE), soap, hand sanitizer, disinfectant wipes, towels, tissues, etc. for staff handling meal preparation and distribution ● Clean and disinfect thoroughly ● <i>Use of shared objects is eliminated whenever possible</i> ● <i>Use tape or other markings in work areas to ensure physical distancing</i> ● Install clear plastic countertop shields to provide barrier protection ● Maintain FERPA and protection of the privacy of students and employees within the DPH guidelines ● Keep emergency contact information up-to-date and have a plan in place for communicating with key staff (school site administrators, nursing/health services, maintenance and operations, human resources, school safety/security, other) ● Promote employee wellness 	<div> LA County Department of Public Health: Learn More About COVID-19 LA County Department of Public Health: Reopening Protocols for K-12 Schools LunchAssist: Face Mask Safety Precautions LunchAssist & Center for Ecoliteracy: School Food Service Safety Toolkit for COVID-19 Centers for Disease Control and Prevention: What School Nutrition Professionals and Volunteers at School Need to Know about COVID-19 Center for Disease Control and Prevention: Preparing a Safe Return to School Centers for Disease Control and Prevention: Operating Schools During COVID-19 Center for Disease Control and Prevention: Guidance for Cleaning and Disinfecting US Department of Education: Student Privacy Policy Office FERPA & Coronavirus Disease 2019 Frequently Asked Questions National Association of Chronic Disease Directors: Healthy School, Healthy Staff, Healthy Students </div>	<ul style="list-style-type: none"> ● <i>Increased employee health, safety and sanitation practices will require additional training, materials and resources</i> ● <i>Plan for future school closures and be prepared to make quick adjustments to meal service distribution method(s)</i> ● <i>It may be necessary to work with local health authorities to facilitate more efficient contact tracing in the event of a positive case</i> ● Consider space and budget projections for increased equipment and supplies needed to <i>implement the latest DPH protocols</i> to reduce risk of exposure and contamination ● Consider various communication methods for employees who may not have access to email ● Consider staffing and monitoring required to ensure all water systems and features (sinks faucets, drinking fountains, etc.) are safe to use and sanitized properly ● Obtain multiple quotes for PPE for the best cost alternative (refer to the Facilities Focus Area Considerations) ● Seek vendor referrals from LACOE to obtain PPE for nutrition services workers and other staff handling meal preparation and distribution ● <i>Determine who will be responsible for purchasing PPE for nutrition services staff (district general funds, child nutrition budget, etc.)</i>
Meal Service Operations		
<ul style="list-style-type: none"> ● <i>Comply with DPH requirements to maintain physical distancing during meal service</i> ● <i>Determine meal service method(s) (with approved USDA waivers) based on the resources and capacity of the site to increase access while complying with physical distancing and safety guidelines. Some options may include Grab-and-Go meals, curbside walk-up and drive-thru services that allow parent/guardian pick-up, staggered meal service periods, expanded meal service and pickup periods, serving multiple meals at one time, mobile cafeterias, mobile carts, food trucks, meals in the classroom, home delivery</i> ● Serve meals in supervised, non-congregate settings while staggering arrival and/or dismissal times to limit the amount of close contact between students in high-traffic situations and times ● <i>Use tape, floor signage and physical barriers in meal service areas to ensure at least 6-foot distance between individuals</i> ● Coordinate meal services with other authorized meal sites: community centers, public libraries, parks, etc. if necessary ● Maintain sufficient inventory of supplies, equipment and food needed to support meal service operations ● <i>Comply with meal pattern requirements in order to receive reimbursement for meals that are served or apply for waivers that allow meal pattern flexibility</i> ● <i>Identify appropriate menu item substitutions in the event of food shortages</i> ● <i>Monitor food waste and adjust menu accordingly</i> ● Compile a list of all available vendors ● Use of USDA commodity foods and surplus food items to lower costs ● Meal options may include prepackaged meals, hot, cold or shelf-stable meals served by nutrition services staff and/or food brought by students from home ● <i>Self-service/buffet, salad bars, or family style meals are not permitted/recommended</i> 	<div> LA County Department of Public Health: Reopening Protocols for K-12 Schools CA Department of Education: Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools School Nutrition Association: COVID-19 Thought Starters on Reopening Schools for SY2020-21 CA Dept of Education: School and Child and Adult Day Care Meals - Health Services & School Nursing LunchAssist: Reopening Considerations Checklist Center for Ecoliteracy: COVID-19 Return to School Planning Resources No Kid Hungry: COVID-19 Resources No Kid Hungry Meal Service Options for School Year 2020-2021 </div>	<ul style="list-style-type: none"> ● Consider the impact on staffing (nutrition service workers and custodians), <i>overall revenue, menu, meal times, serving lines, space/ facilities and costs</i> (food, packaging, containers, training, equipment, materials, etc.) for selected meal service method(s). Food preparation and meal service operations may need to be redesigned to comply with physical distancing requirements ● <i>Food preparation and service areas may need to be configured to allow physical distancing</i> ● <i>Consider ways to provide contactless water access in place of water fountains and communal water pitchers or assign a staff member who can assist with filling water bottles while following health and safety protocols</i> ● Additional staff may be needed during meal service periods to ensure physical distancing ● Plan ahead for potential disruptions in the supply chain and/or delivery schedules ● Alternative points of service may need to be set up in different areas on campus to allow students to pick up meals and eat in designated areas ● Provide trainings on how the menu and daily operations may change ● Full support from teachers and other staff <i>is necessary</i> to implement meals in the classroom. Teachers and other staff will require additional training and support. <i>Additional administrative oversight will be required in order to ensure meals are served and meal counts are taken according to approved methods under NSLP/SBP regulations</i> ● Be prepared to address concerns related to food safety and waste ● Procure equipment required to transport meals ● <i>Place orders as early as possible to mitigate supply chain issues and back orders</i> ● Consider materials and protocols necessary to clean and properly sanitize equipment between meal services
Staffing		
<ul style="list-style-type: none"> ● Update list of staff available for in-person and remote work, and those who will be on-call ● Consider assigning tasks to high-risk employees to support communication and outreach efforts ● Partner with the city and parks and recreation departments to identify a list of city/county volunteers to support meal distribution ● Contact local dietetic internship program directors to identify dietetic interns to assist with nutrition services tasks and projects 	<div> Refer to Human Resources focus area considerations document for more information relating to high-risk employees </div>	<ul style="list-style-type: none"> ● <i>Additional staff or volunteers may be needed to support meal distribution</i> ● <i>Review and update policies and procedures for employee absence reporting and telecommuting (if applicable)</i> ● Volunteers and dietetic interns may be able to assist with <i>meal</i> distribution and nutrition promotion efforts
Food Safety		
<ul style="list-style-type: none"> ● Review and revise the Hazard Analysis and Critical Control Points (HACCP) plan as necessary to accommodate meal service ● <i>Provide training and information regarding Safe Food Handling Practices to appropriate district and school site staff</i> ● <i>Eliminate shared tables and any sharing of food among students and staff</i> ● <i>Ensure that all staff who are handling food obtain a California food handler's card within 30 days of hiring, as required by Cal Code</i> 	<div> US Department of Agriculture Food and Nutrition Service: Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles California Department of Education: Safe Food Handling Practices During COVID-19 </div>	<ul style="list-style-type: none"> ● <i>Depending on the meal service method(s), various districts and school site staff may be involved in the service of meals. Consider providing food safety training and information for staff who may not be familiar with child nutrition program requirements</i>
USDA Waivers		
<ul style="list-style-type: none"> ● <i>Refer to the USDA and CDE guidance for detailed information about the latest COVID-19 waivers and meal program flexibilities</i> 	<div> US Department of Education Food and Nutrition Services: California: COVID-19 Waivers & Flexibilities - California Nutrition Program CA Department of Education: School and Child and Adult Day Care Meals - Health Services & School Nursing (CA Dept of Education) LunchAssist: USDA COVID-19 Child Nutrition Program Nationwide Waivers No Kid Hungry: Summary of Current COVID-19 Child Nutrition Program Response Nationwide Waivers </div>	<ul style="list-style-type: none"> ● <i>Work closely with the CDE Nutrition Services Division to identify the regulatory waivers needed to support meal service method(s)</i>
Budgeting and Financial Operations (also refer to Budget and Financial Operations considerations for additional information)		
<ul style="list-style-type: none"> ● Leverage federal, state, county, community and district resources to <i>increase</i> access to school meals and <i>improve fiscal solvency</i> ● Maintain menu production records and daily meal counts to claim reimbursement ● Apply for available COVID-19 relief funds to cover lost revenues not covered by NSLP (Please see the Budget and Financial Operations focus area considerations document for more information) ● <i>Complete the Prop 98 COVID-19 Disaster Application for schools that experienced temporary closures or reduced meal service participation during March-June 2020</i> ● Submit reimbursement claims through the CDE Child Nutrition Information and Payment System (CNIPS) ● <i>Expand partnerships to improve direct certification systems</i> ● Consider <i>Provision 2</i> or Community Eligibility Provision (CEP) to <i>reduce administrative burdens and streamline meal service operations</i> ● Encourage eligible families to complete and submit school meal applications 	<div> CA Dept of Education: Nutrition Services - Allocations & Apportionments CA Dept of Education: Community Eligibility Provision - School Nutrition CA Dept of Education: School Nutrition Programs Eligibility - School Nutrition CDE: Prop 98 COVID-19 Disaster Application Food Research and Action Center: Community Eligibility Resources </div>	<ul style="list-style-type: none"> ● Check with LACOE regarding available funding opportunities ● Apply for the USDA Fresh Fruit and Vegetable Program, equipment and breakfast grants when possible ● <i>Consider changes to policies, budgets and meal service operations</i> to meet the latest guidelines from the LA County Department of Public Health ● School nutrition programs rely on reimbursement from meal service to pay for expenses. Cafeteria funds are independent from categorical and general funds. Work closely with district administrators to identify other funding sources to cover nutrition services expenses
Record Keeping Requirements		
<ul style="list-style-type: none"> ● Ensure accurate point-of-service (POS) meal counts can be obtained in accordance with the USDA and CDE meal counting and claiming requirements for the selected meal service method(s) ● <i>Develop or update meal counting and claiming procedures</i> ● <i>Maintain daily meal counts for the selected meal service method(s)</i> 	<div> CA Dept of Education: SNP Guidance, Manuals and Resources CA Dept of Education: Meal Count Forms </div>	<ul style="list-style-type: none"> ● <i>Consider contactless payment systems to reduce person-to-person interaction</i> ● Work with district administrators to identify a variety of approaches to managing “paid” school meals and <i>unpaid student debt</i> ● <i>Establish meal accountability procedures and provide training to appropriate staff</i> to ensure accuracy of transactions, record keeping and reporting ● There may be an influx of students who will qualify for free and reduced priced meals and LEAs may consider applying for CEP to reduce administrative burden and improve access to school meals
Communication and Outreach		
<ul style="list-style-type: none"> ● Integrate local school wellness policies with other educational programs and district priorities <i>using a collaborative school wellness model</i> ● <i>Inform parents/guardians, students, and key stakeholders of meal program changes (include cost of meals if applicable) and emerging developments</i> ● <i>Conduct school meal application campaigns on numerous occasions and provide ongoing school meal application support and assistance to improve participation in the school meal program</i> ● Use all available media outlets to promote the school meal program, including, but not limited to, email, website, social media, print materials, e-newsletters, text messages, robocalls, school marquees, banners and media releases ● Work closely with key stakeholders to encourage eligible families to apply for CalFresh and other food assistance programs ● <i>Partner with the LA Regional Food Bank to expand food distribution efforts to families in need</i> 	<div> County of Los Angeles: COVID-19: Children, Families & Schools County of Los Angeles DPSS - CalFresh CA Dept of Education: Local School Wellness Policy ASCD: Whole School, Whole Community, Whole Child </div>	<ul style="list-style-type: none"> ● Work with LACOE to address food insecurity and other health-related issues that negatively impact the social, emotional, mental and physical wellbeing of students and their families ● <i>More families may qualify for food assistance programs due to the impact of COVID-19. It is important to connect eligible families to school meals and other nutrition assistance programs, such as CalFresh, to address food insecurity as part of ongoing family engagement and community outreach efforts</i> ● <i>Ensure appropriate staff receive training and information to assist families with completing school meal applications and/or provide referral to other food assistance programs</i>
Children with Special Dietary Needs		
<ul style="list-style-type: none"> ● Ensure meals comply with USDA nutrition guidelines, including documented requests to accommodate children with special dietary needs ● Publish school menus and provide information relating to food allergens and vegetarian options (if available) ● Consider the dietary needs of children experiencing homelessness or unstable housing 	<div> NSBA Safe at School and Ready to Learn: A Comprehensive Policy Guide for Protecting Students with Life-Threatening Food Allergies Center for Disease Control and Prevention: Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs </div>	<ul style="list-style-type: none"> ● Work closely with appropriate administrators and staff to prepare for food allergy emergencies (refer to health and safety focus area considerations) ● <i>Food safety plans should include procedures to ensure safety during the preparation and service of meals to children with food allergies</i> ● Provide appropriate training for school personnel
Meal Delivery		
<ul style="list-style-type: none"> ● Deliver meals via mail, delivery service or hand-delivery by school staff to students unable to pick up meals ● Ensure receipt of written consent (through email or other electronic means) for home delivery from the parent or family prior to beginning home delivery for student ● Consider delivering meals along regular bus routes for families with lack of access to transportation 	<div> CA Dept of Education: School and Child and Adult Day Care Meals - Delivery of Non-Congregate Meals to Promote Social Distancing </div>	<ul style="list-style-type: none"> ● Consider making necessary accommodations to provide continued access to meals for students who may be ill or need to self-isolate

Resources:

- [CA Department of Education: COVID-19 Guidance for School and Child and Adult Day Care Meals](#)
- [CA Department of Education: Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools](#)
- [US Department of Agriculture: Food and Nutrition Service Response to COVID-19](#)
- [LA County Department of Public Health: COVID-19](#)
- [LA County Department of Public Health: Reopening Protocols for K-12 Schools](#)
- [California Department of Public Health: COVID-19 Industry Guidance: Schools and School-Based Programs](#)
- [Center for Disease Control and Prevention: Guidance for Schools and Child Care](#)
- [School Nutrition Association: COVID-19 Thought Starters on Reopening Schools for SY2020-21](#)
- [LunchAssist: COVID-19 Resources](#)
- [No Kid Hungry: Back-to-School Meal Service Toolkit](#)



Operations
Transportation

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

Best Practices	Resources	Planning Implications
General School Bus Operations		
<ul style="list-style-type: none">● Establish recommendations on how students and parents congregate at bus stops and communicate protocol with everyone● <i>Siblings & 1:1 aides from the same household should ride together</i>● <i>Driver should observe mask compliance & take temperatures prior to student boarding</i>● Update procedure if student is found to have a fever and how to handle student at bus stop● Consider asking bus passengers to enter and exit the bus through rear entry doors● <i>If buses have only 1 door, orderly exiting and observing safe distancing must be observed</i>● Request passengers to avoid standing and assign seats considering social/physical distancing, 6 feet apart from the bus driver and each other● Avoid touching surfaces often touched by bus passengers● Find time for operator to exercise proper hand hygiene including handwashing. If soap and water are not readily available, use an alcohol-based hand sanitizer containing at least 60 percent alcohol (<i>not on buses</i>)● Additional times to clean hands on the job include:<ul style="list-style-type: none">○ Before and after work shifts & <i>breaks</i>○ After touching frequently touched surfaces, such as fareboxes and handrails○ After putting on, touching or removing cloth face coverings● Avoid touching your eyes, nose or mouth● Consider installation of handwashing stations at strategic locations including bus stops● Consider increased natural ventilation whenever possible● Retrain operators to new protocols and procedures● Communicate updated protocols with staff, parents, students and stakeholders	<p>School Transportation News: School Districts Ramp Up Bus Disinfectant Efforts in Response to Coronavirus</p> <p>Centers for Disease Control and Prevention: What Transit Maintenance Workers Need to Know About COVID-19</p>	<ul style="list-style-type: none">● <i>Consider the addition of mid-day or alternate day runs rather than increasing fleet size</i>● Consider time needed for infection control● <i>Explore using lock boxes for drivers to access cleaning supplies at sites to avoid transportation of cleaning products</i>● Protocol and procedures consistent with neighboring LEAs● Track costs and expenditures
Buses serving Special Education		
<ul style="list-style-type: none">● Establish seat assignments considering the student’s one-on-one assistants● Develop and disseminate communications relating to social distancing protocols for buses to affected families● Make infection control materials immediately available on the bus <i>within CHP guidelines</i>	<p>California Department of Education: Special Education Transportation Guidelines - Laws, Regulations & Policies (CA Dept of Education)</p>	<ul style="list-style-type: none">● Determine if additional bus routes are necessary <i>or feasible</i>● Determine funding for additional buses <i>or multiple daily runs</i>
Contracted Services		
<ul style="list-style-type: none">● Communicate with vendor on possible additional needs and updated protocols including screening or health check● Review current contract and amend as needed for additional needs● Seek consistency		<ul style="list-style-type: none">● Identify if a vendor should initiate cleaning and disinfecting protocols during driver training● Track costs and expenditures
Vehicle Infection Control		
<ul style="list-style-type: none">● Practice infection control including routine cleaning and disinfection of frequently touched surfaces, including surfaces in the driver cockpit commonly touched by the operator● Provide the necessary cleaning and disinfecting products to the bus driver in order to allow the bus driver to clean the bus after use● Develop cleaning and disinfecting protocols● Update training for operators relating to protocols● Use fog machines in addition to daily disinfecting (may use EPA-recommended vital oxide on buses every other night as the product kills the virus on contact and helps get hard-to-reach areas including the HVAC system)● Use air curtains to separate air at bus entrances providing extra protection● Provide disposable disinfectant wipes so that surfaces commonly touched by the bus operator can be wiped down. To disinfect, use products that meet EPA’s criteria for use against SARS-CoV-2external icon, diluted household bleach solutions or alcohol solutions with at least 70% alcohol and are appropriate for the surface. Provide employees training on manufacturer’s directions for use● Provide tissues and no-touch disposal receptacles for use by employees	<p>Centers for Disease Control and Prevention: What Bus Transit Operators Need to Know About COVID-19</p> <p>Environmental Protection Agency: List N: Disinfectants for Use Against SARS-CoV-2</p>	<ul style="list-style-type: none">● Determine if driver job description includes cleaning● Identify PPE availability
Personal Protective Equipment (PPE)		
<ul style="list-style-type: none">● Identify necessary PPE (cloth face covering, gloves, face shield, hand sanitizing, disinfecting wipes, etc.)● Determine what type of PPE will be available to staff and students● Provide instructions on washing, using and disposing of face covering● Use gloves if required to touch surfaces contaminated by body fluids● Make hand sanitizer available to the operator and students (<i>not to be transported on bus</i>)		<ul style="list-style-type: none">● Track costs and expenditures
Social/Physical Distancing		
<ul style="list-style-type: none">● Institute measures to physically separate or place distance of 6 feet between bus transit operators and passengers. These may include use of physical partitions or visual cues (e.g., floor decals, colored tape or signs to indicate to passengers where they should not sit or stand near the bus operator)● Conduct vehicle assessments to identify prevention strategies● Install visible markers to illustrate seats for use and facilitate infection control● Provide employees training on proper handwashing practices and other routine infection control precautions	<p>Centers for Disease Control and Prevention: Interim Guidance for Businesses and Employers Responding to Coronavirus Disease</p> <p>Occupational Safety and Health Administration: Safety and Health Topics / COVID-19</p> <p>1-800-CDC-INFO (1-800-232-4636) TTY: 1-888-232-6348 www.cdc.gov/info</p>	<ul style="list-style-type: none">● Build trust through communication with staff, parents, students and stakeholders on new procedures and efforts



Operations
Technology Infrastructure

- 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

Best Practices	Resources	Planning Implications
Technology infrastructure		
<ul style="list-style-type: none">● Provide for on-site desktop support, as schools reopen in order to assist with setup and daily operations		
Internet connectivity for students and staff		
<ul style="list-style-type: none">● Issue cell phones with personal hotspots to key staff and students, as needed	E-Rate Central: Ten Rules for E-Rate Success	<ul style="list-style-type: none">● Identify funding to cover the cost of the devices and internet service
Equipment for students and staff		
<ul style="list-style-type: none">● Survey families to determine access to equipment such as laptops, and provide equipment accordingly● Consider allowing staff/students to retain technology (computers and hotpots) 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	<ul style="list-style-type: none">● Determine the need to cover the cost of equipment and service falling upon the LEAs
Distribution, tracking and return of LEA-owned devices		
<ul style="list-style-type: none">● 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 for low-cost devices and access	California IT in Education California IT in Education: Federal dollars sent to States - Advocacy letter included to keep it local California IT in Education: COVID-19 Resources	
Online platforms for interaction with students		
<ul style="list-style-type: none">● Please refer to Instruction focus area considerations document for more information	Los Angeles County Office of Education: Digital-Resources ZdNet: Zoom security: Your meetings will be safe and secure if you do these 10 things Zoom: Best Practices for Securing Your Meetings	
Acceptable use of technology agreements for students		
<ul style="list-style-type: none">● Implement acceptable use agreements for students who are provided equipment to take home	Los Angeles County Office of Education: Student Privacy Guidelines Los Angeles County Office of Education: Digital Citizenship	
California Public Utilities Commission (CPUC)		
<ul style="list-style-type: none">● LEAs should apply for CPUC rebates for eligible equipment and service● Use CPUC \$5M grant to subsidy 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		<ul style="list-style-type: none">● Determine the cost to the district of devices and services
Federal Communications Commission (FCC)		
<ul style="list-style-type: none">● Make a request to cover devices as Priority 1 items so devices would receive the same discount rate as the district’s discount rate	Federal Communications Commission: ERate - Schools & Libraries USF Program	
E-Rate funding on devices		
<ul style="list-style-type: none">● FCC waived the gift rules governing the E-rate and Rural Health Care programs until September 30	E-Rate Central: Ten Rules for E-Rate Success Federal Communications Commission: ERate - Schools & Libraries USF Program Federal Communications Commission: FCC Waives Rural E-rate Program Gift Rules	<ul style="list-style-type: none">● Monitor progress of bills providing E-Rate. 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. Still waiting on outcome of next 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 SD
Scott Price, Ed.D., Superintendent, Lennox SD
Marco Tolj , Director, Los Angeles 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

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Vibiana Andrade, General Counsel
Art Cunha, Chief Academic Administration Officer
Elizabeth Graswich, Executive Director of Communications

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