

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



A Planning Framework **for the 2020-21 School Year**

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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 well-being. Educators have shown they are flexible, skilled and creative in meeting the rapidly changing needs of students and families. At the same time, persistent educational inequities have been laid bare.

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

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

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

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

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

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

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

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

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I. Introduction

About the Superintendents Task Force

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

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

Purpose of the Framework

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

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

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

How to Use the Planning Framework

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

In addition to recommendations and resources, this document contains several templates meant as optional guides to help teams assess needs and advance planning for the 2020-21 school year. The templates review topics such as which instructional models will best serve students, how staff will be supported, how communities will be engaged and how LEAs will manage operations.

LEAs should prioritize local public health directives and advice from the Los Angeles County Department of Public Health at all times.

II. Aligning Vision and Direction

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

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

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

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

Vision

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

Guiding Principles

- Maintaining continuity of instruction
- Keeping students and staff safe and healthy
- Ensuring access and equity for all students
- Communicating with stakeholders, such as staff, families, bargaining units and partners
- Ensuring flexibility to meet the needs and advocate for all students, while maintaining fiscal solvency

III. Assessing Needs, Preparing and Executing a Plan

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

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

Instructional Models

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

Face to Face

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

Hybrid Learning

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

Distance Learning

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

Considerations for the 2020-21 School Year

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

Instruction

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

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



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

Health and Safety

Ensuring all students, staff and community members remain healthy and safe by following best practices in the areas of:



- Guidance, directives and recommendations from Public Health
- Health and safety information, social distancing and infection control practices (hand-washing, face coverings)
- Classroom, meal and cleaning practices
- Health office practices, personal protective equipment, management and isolation of students showing sign of illness

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

Social-Emotional Support Systems

Addressing the mental health and social-emotional development of all students, staff and community by following best practices in the areas of:



- School-based mental health services
- Behavior support systems
- Family engagement and support practices
- Staff supports
- Maintaining student and staff recognitions, awards and traditions
- Other key systems and supports

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

Family and Community Engagement

Ensuring all students, staff and community members remain involved and supported by following best practices in the areas of:



- Ensuring effective communication systems
- Engaging stakeholders
- Using community partnerships
- Other key systems and supports

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

Operations

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



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

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

IV. Additional Resources and Tools

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 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.
 - [Education Highlights](#) from the Governor's 2020-21 May Revision that was released on May 14, 2020. The education provisions begin on page 33.
- [Business Services COVID-19 Closure FAQs](#) - Word document with information and additional links to assist with FAQs in areas such as attendance, LCAP, grants, food services, impact to school programs/services and more.
- [CARES Act Waiver Report](#) - U.S. Secretary of Education's analysis of Coronavirus Aid, Relief and Economic Security Act ("CARES Act") and report to Congress regarding recommendations related to the Career and Technical Education Act of 2006, the Elementary and Secondary Education Act of 1965, the Individuals with Disabilities Education Act and the Rehabilitation Act of 1973 to determine what, if any, waiver authorities to recommend to Congress to provide limited flexibility to assist states and local educational agencies to meet the needs of students and adults with disabilities during the COVID-19 national emergency.
- [CARES Act database](#): This searchable database from **EdSource** describes how much each California school district will get in federal coronavirus funds.
- [LAO COVID-19 Resources](#) - Descriptions and links to 21 reports and handouts from the **Legislative Analyst's Office** on COVID-19 fiscal and policy issues. The LAO has provided fiscal and policy advice to the legislature for 75 years.

- [Preparing Budget Scenarios for 2020-21](#) - **Fiscal Crisis and Management Assistance Team** alert addressing considerations for and approaches to budget preparation for 2020-21.
- [Projection Pro \(FCMAT\)](#)- Projection-Pro is an online multiyear and cash flow projection software that can be used by multiple types of LEAs, including school districts, charter schools and county offices of education.

Human Resources

- [Human Resources Best Practices](#) - To help support districts and agencies, **LACOE** has compiled this document with best practices, possible situations to consider when planning and public resources.
- [Key COVID-19 information for HR Departments](#) - Curated resources from the **Society for Human Resource Management**, including:
 - List of most popular COVID-19 SHRM articles
 - Remote work guidance and best practices
 - Policy information regarding layoffs, furloughs and pay cuts (see Employee Termination and Layoffs resource page)
 - COVID-19 Express Requests regarding the CARES Act

Nutrition

- [CDE COVID-19 Guidance for K-12 School and Child and Adult Day Care Meals](#) - This web page includes the most up-to-date guidance with FAQs and resources from the CDE and the USDA related to school meals during the COVID-19 pandemic.
- [CA Meals for Kids Mobile App](#) - Information on the CA Meals for Kids mobile application that helps find nearby California Afterschool and Summer Meal Programs Sites. App is available through iOS, Android or Microsoft devices.
- [Let's Feed LA](#) - This portal connects those in need to those who can help. The food-insecure can find meal and voucher programs. Community organizations can find out how to connect people to the goods that are most needed.

Technology Infrastructure

- [California Emerging Technology Fund](#) - Non-profit that seeks to provide leadership statewide to close the "Digital Divide" by accelerating the deployment and adoption of broadband to unserved and underserved communities and populations.
- [LACOE's Technology Learning Support Services](#) - Resources to promote the effective use of technology to improve teaching, learning, technology leadership and administration through professional development, digital resources and regional support in 80 Los Angeles County school districts.
- [USC Annenberg School Policy Brief on COVID-19 and the Distance Learning Gap](#) - Policy brief examining the availability of distance learning resources, focusing on two technology components necessary for effective distance learning: a desktop or laptop computer and a residential Internet connection.

Many Voices: More Reports, Frameworks and Templates

- [CDC Decision Trees for Childcare and Schools](#) - Tool to assist directors and administrators in making reopening decisions regarding child care programs and schools.
- [Considerations for Reopening Schools During the COVID-19 Pandemic](#) - **Solano County Office of Education** provides support for developing district plans for reopening schools with a collection of considerations, ideas, information and guidelines.
- [Pandemic Recovery Considerations: Re-Entry and Reopening of Schools](#) - **Missouri School Board Association's Center for Education Safety** template to guide in the reopening of schools. The document provides examples of protocols schools could implement to bring students and staff back to school. Below are specific sections/pages to note:
 - Pp 27-28: Learning models to help achieve social distancing in the classroom
 - Appendix I (pp 52-54): Student Transportation Considerations
 - Appendix Q (pp 78-86): [Addressing Barriers to Learning](#) - Article highlighting essential transition-back supports from the **UCLA School Mental Health Project**
 - Appendix S (pp 88-93): Roles and Responsibilities for staff, students and parents
- [Pandemic Response Plan Documents](#) from **San Diego County Office of Education**
 - [Recovery Plan Assumptions and Recommendations](#) - Supports the creation of plans based on assumptions in the areas of public health, school operations, social-emotional, economic and educational impact and community. The document includes general recommendations to be considered in planning.
 - [Pandemic Response Plan Template](#) - Word template to assist in plan development. Poses goals and objectives organized into three phases: before, during and after. [Recorded webinar and Q/A](#) provides guidance on modifying this template.
- [Placer COE Planning Considerations](#) - Tool to help school, early childhood education and district leadership understand, prioritize and address needs through intentional systems-level planning while applying an equity lens. Google spreadsheet with instructions and multiple tabs for gathering data to help inform the planning process.
- [Reopening Schools Planning Assumptions & Considerations](#) - PDF document from **Kern County Superintendent of Schools** providing assumptions and considerations for schools in creating contingency plans for reopening schools.
- [Restart and Recovery Framework](#) - The **Council of Chief State School Officers** guide and planning toolkit to address issues that may arise in the reopening of schools.

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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	<ul style="list-style-type: none"> • Scope and sequence outline for an LEA task force
2. LEA Task Force Vision and Guiding Principles	<ul style="list-style-type: none"> • To align LEA task force vision and guiding principles with the LEA’s existing vision
3. LEA Task Force 5-Phase Planning	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • To take stock of the needs of your students
5. Needs Assessment: Staff	<ul style="list-style-type: none"> • To take stock of the needs of your staff
6. Readiness Decision Tree	<ul style="list-style-type: none"> • Thinking tool to help assess readiness for the three instructional model options
7. Plans for Instructional Models	<ul style="list-style-type: none"> • To help prepare for various instructional models
8. Master Summary	<ul style="list-style-type: none"> • 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-promise learning populations are affected.

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

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

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

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

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

COMMUNITY LISTENING PROGRAM

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

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

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

High-Touch

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

High-Tech

- Disseminate digital surveys
- Provide recorded leadership video updates
- Build “Social Advisory Boards” using social media instant group messaging for rapid pulse checks with key stakeholder leaders
- Create “Explainer Videos” to help stakeholders stay informed on complex topics
- Create engaging infographics to share outcomes

Template #1: LEA 2020-21 School Year Planning Task Force Design

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

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

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: <i>“To develop recommendations for the 2020-21 school year”</i> <p>Define success</p> <ul style="list-style-type: none"> • Example: <i>“Viable recommendations that advance equity, are supported by the community of stakeholders and approved by the superintendent and board.”</i> <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 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 students' 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	<ol style="list-style-type: none"> 6) <i>Are we achieving our success measures?</i> 7) <i>How are we engaging with our stakeholders?</i> 8) <i>What has surprised us? Any unforeseen consequences?</i> 9) <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					
<i>[add additional]</i>					

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				
<i>[add additional]</i>				
By Key Adult Groups				
Contracted COVID				
High Risk for COVID (or potential to expose others to COVID)				
Lower Risk for COVID				
<i>[add additional]</i>				

Template #6: Readiness Decision Tree (LEA Organizational Readiness)

Purpose:

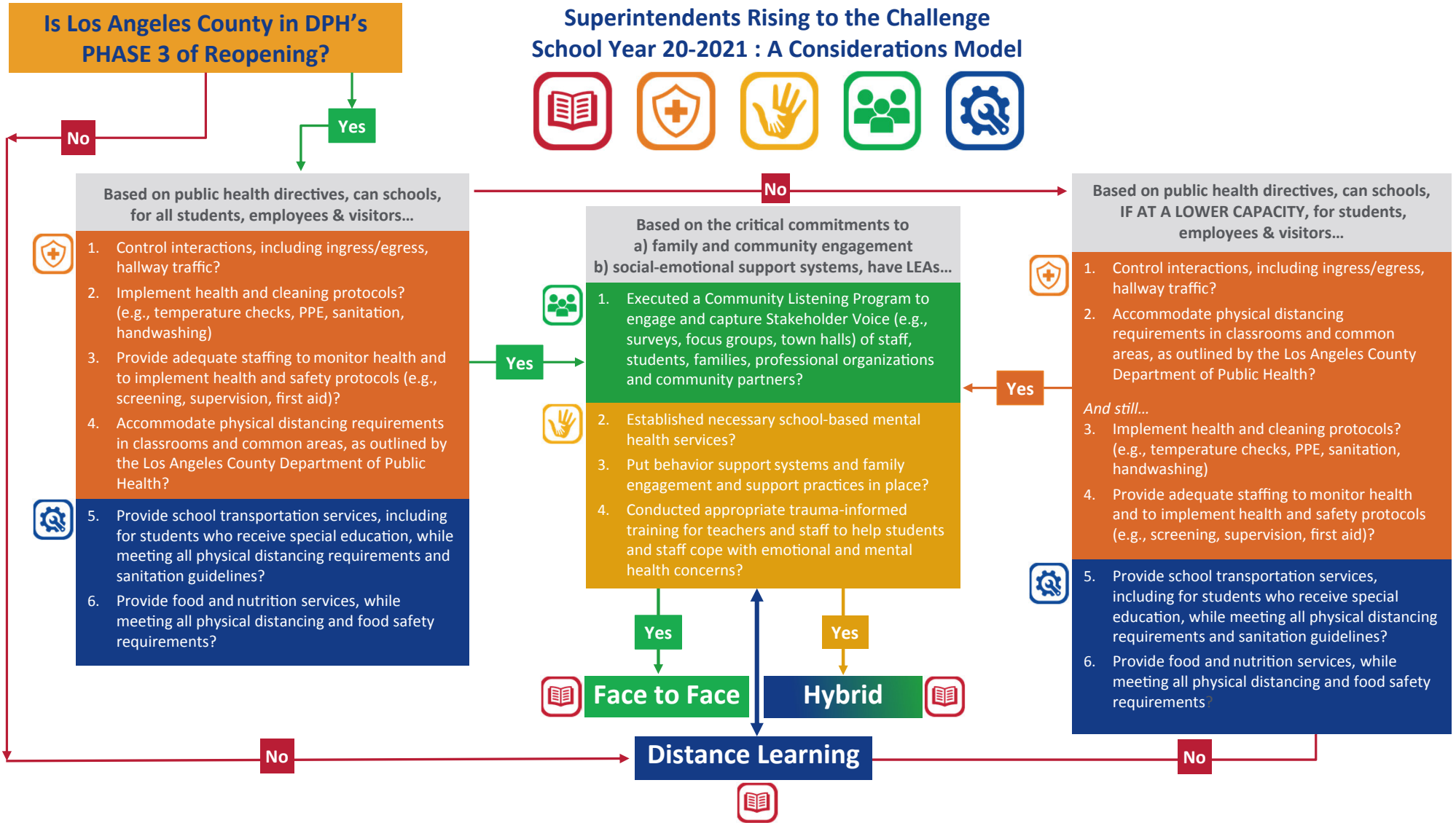
- Provide a thinking and logic debate model to help LEA's synthesize across the many considerations and guidelines to assess their readiness for different instructional models.

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)

Superintendents Rising to the Challenge School Year 20-2021 : A Considerations Model



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:

- Copy/paste this template if taking a differentiated approach given the needs of various student groups.
- Respond to the Key Consideration Question at the top of the template, using the Focus Area Consideration Tables.
- Consider the outcomes of Templates #4 and #5, where you assessed student and staff needs to prioritize the needs to consider in (A).
- Next, have LEA Task Force instructional SMEs and other community members respond to (B) and (C).
- 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*.

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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"> ● 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>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>UDL</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>	<ul style="list-style-type: none"> ● Follow public health guidance ● Identify additional instructional space as applicable ● Identify additional staffing needs
Hybrid Learning		
<ul style="list-style-type: none"> ● 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 populations 	<p>California Department of Education: Appendix 3-Designing a High-Quality Online Course</p> <p>California Department of Education: Distance Learning Resources</p> <p>Blended Learning Universe: Blended Learning Models</p> <p>ERIC: Educational Resources Website</p> <p>Schoology 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>	<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)
Distance Learning (complete online instruction/homeschool)		
<ul style="list-style-type: none"> ● 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 	<p>California Department of Education: Appendix 3-Designing a High-Quality Online Course</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>	<ul style="list-style-type: none"> ● Determine the need for orientations for parents, students and staff ● Redefined grading policies ● Purchase of all-digital curriculum to support adoption ● 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 instructional materials with multiple modalities ● 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 (See section below) 	<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 the best time to provide instruction. Assess times students on medications may be too tired to receive instruction 		<ul style="list-style-type: none"> ● Ensure correct credentials ● Provide PPE when going into homes ● Consider providing additional staff for home and hospital as applicable



**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 benchmark/BOY assessments to support student placement and to identify gaps in understanding due to prolonged school closure ● Identify common formative assessment strategies with which to monitor student understanding and adjust teaching ● Identify key dates/points in the instructional cycle to administer Interim Assessments and/or benchmark assessments. This may need to be more frequent initially ● Determine data analysis structures and protocols. ● Identify key dates/points in the instructional cycle to administer progress monitoring assessments to students who may be identified as “at promise.” This may need to be more frequent 	<p>CAASPP: Manuals and Instructions</p> <p>CAASPP: Interim Assessments</p> <p>California Department of Education: Smarter Balanced Interim Assessments</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 ● Identify times for staff to engage in data analysis protocols
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 (pending legislative action) ● Administer ELPAC Initial Assessment to newly enrolled ELs who have not taken ELPAC/CELDT previously 	<p>ELPAC: Resources</p>	<ul style="list-style-type: none"> ● Designate a LEA ELPAC coordinator ● Provide professional development--ELPAC Initial Assessment test administrators (Moodle)
Instructional Technology		
<ul style="list-style-type: none"> ● Determine appropriate instructional technology for use with students, including but not limited to: <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 ○ Learning Management System (Google Classroom, Powerschool, Schoology) 	<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 utilize 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



Instruction Special Education

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
Instructional Delivery to Students with Moderate to Severe Disabilities		
<ul style="list-style-type: none"> ● Utilize evidence-based practices ● Train teachers and paraeducators on use of virtual/classroom instructional tools ● Utilize curriculum aligned to common core standards ● Develop curriculum based on individual student need (i.e., goals drive placement) ● Differentiated instruction ● Utilize UDL ● Identify and utilize, as appropriate, free video recording programs and captioning ● Primary language support as needed ● Utilize 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 	<p>CAPTAIN: EBP Trainings</p> <p>United States Office of Special Education Programs: Evidence-Based and Promising Practices to Support Continuity of Learning for Students With Disabilities</p> <p>Educating All Learners Alliance: Special Education: Educating All Learners During the COVID-19 Disaster</p> <p>CAST: Universal Design for Learning</p> <p>ASCD: Differentiated Instruction</p> <p>Elk Grove Unified School District: Virtual Academy</p> <p>Kami: Your Digital Classroom Hero</p> <p>Schoology Exchange: A Beginner's Guide to Flipped Classroom</p> <p>LACOE: Special Education Resources</p> <p>California Department of Education: California Practitioners' Guide for Educating English Learners with Disabilities</p> <p>USDE Office of Civil Rights: Fact Sheet: Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students</p> <p>BeeLine Reader: Read Faster and Easier All Day Long</p> <p>CAST: Universal Design for Learning Book Builder</p> <p>Learning Ally: Audio Books for Dyslexia & Learning Disabilities</p> <p>Rewordify: Understand What You Read</p>	<ul style="list-style-type: none"> ● Support for moderate/severe teachers doing both delivery models ● Assure resources for primary language support ● Support when students with sensory needs or other needs refuse to comply with public health measures (mask-refusal, unable to socially distance) ● 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 ● Medically fragile students may not be able to return to school ● Some students may need diapering, medical/health procedures <ul style="list-style-type: none"> ○ Gowns ○ Gloves ○ Goggles
Home Instruction		
<ul style="list-style-type: none"> ● Identify available instructors (Home hospital instructors have the correct credentials) ● Utilize 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 	<p>Centers for Disease Control and Prevention: COVID-19</p> <p>Waves of Communication: 3 Tips for Teaching about PPE</p>	<ul style="list-style-type: none"> ● Identify if additional staff is needed to cover any increase in SPED students ● Determine if an OI credentialed teacher could assist with home instruction
Assessment Timelines for Triennial and initial IEPs upon return (30 days)		
<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 ● Conduct assessments and IEP meetings for initials and triennials within 30 days of the return to school 	<p>California Department of Education: Special Education Guidance for COVID-19</p>	<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
Increase 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 	<p>California Department of Education: Special Education Guidance for COVID-19</p>	<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 	<p>Bookshare: An Accessible Online Library for people with print disabilities</p> <p>LACOE: Special Education Resources</p>	<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 	<p>National Deaf Center: COVID-19 Information</p> <p>Legislative Analyst's Office: Improving Education for Deaf and Hard of Hearing</p>	<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 	<p>Centers for Disease Control and Prevention: Cleaning and Disinfectant for Non-emergency Transportation Vehicles</p>	<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 	<p>Centers for Disease Control and Prevention: Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools and Home</p>	<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 	<p>United States Department of Education: Office of Civil Rights</p>	<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 tri 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 	<p>National School Boards Association: COVID-19</p> <p>Department of Industrial Relations: Division of Occupational Safety and Health: Aerosol Transmissible Diseases</p> <p>LACOE: Special Education Resources</p>	
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, 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 	<p>National Disability Rights Network: COVID-19 and Education of Students with Disabilities Resources</p>	<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 	<p>National Conference of State Legislative: Bridging the Gap to Youth Mental Health</p> <p>California Department of Education: Help for Students in Crisis</p>	
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 	<p>United States Department of Education: Questions and Answers on Providing Services During COVID-19</p>	<ul style="list-style-type: none"> ● Assess staffing needs to meet demands
Legal Ramifications		
	<p>EdSource: Liability in online instruction of special education students</p>	<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"> ● Arrange for cleaning of 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 	<p>Centers for Disease Control and Prevention: K-12 Schools and Child Care Programs</p>	
STRTP - Short-Term Residential Therapeutic Program and Parent Privately Placed Students		
<ul style="list-style-type: none"> ● Conduct any needed assessments ● Schedule and hold IEP meetings ● Arrange for district-site check-ins ● Arrange for consultation Minutes for privately placed students ● Coordinate 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"> ● Inclusive practices - Consultation, Monitoring, Push-in, Pull-out 	<p>Faculty Focus: How to Build Inclusive Practices in Education</p> <p>PaTTAN: Inclusive Practices</p> <p>William & Mary School of Education: Effective Teaching Practices for Students in Inclusive Classrooms</p>	
Social Emotional - Behavior		
<ul style="list-style-type: none"> ● Follow MTSS Framework ● Teach SEL Curriculum ● Ensure for peer modeling 	<p>California Department of Education: Multi-Tiered System of Supports</p> <p>Byers Town: Saving Children, Helping Families</p> <p>Second Step: Social Emotional Learning</p> <p>Schoolyard: Inclusion & Social Emotional Learning for Students with Special Needs</p> <p>Nearpod: Social Emotional Learning K-12</p> <p>Mindful: Healthy Mind, Healthy life</p> <p>Ever Widening Circles: Making Mindfulness a Habit</p> <p>Yoga: How to Practice Mindfulness Meditation</p>	<ul style="list-style-type: none"> ● Plan for sanitization of: sensory area, small group, and rotating table ● Utilize District BCBA

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
- 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 	<p>Adverse Childhood Experiences (ACES) Questionnaire</p> <p>Free CDC Training: Overview and Approach to Preventing ACES</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>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>	<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
Mental health services and supports for families		
<p><i>Refer to the Family and Community Engagement Focus Area for additional considerations</i></p>		
<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) 	<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>Caresolace.com – Simple, Fast, Secure Mental Health Referrals</p> <p>National Association of School Psychologists: Family Resources</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 employees resources, provide presentations at opening staff meetings, etc.) ● Utilize LACOE EAP crisis response to supplement district services in order to support staff in the event of employee or student deaths ● 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 	<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 ● Interviews, tips for administrators <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
Relationship building between school site staff and families		
<ul style="list-style-type: none"> ● Plan a welcome back to school rally (e.g. virtual assembly or virtual pep rally) ● Access updated contact information from parents/caregivers, obtain new Emergency Information Card from each student (hard copy or digital copy) ● Provide ongoing communication with parents: <ul style="list-style-type: none"> ○ Utilize multiple modes, including social media ○ Plan ahead and utilize 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.) ● 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/flyer at front counter in main office; send resources to parents ● Offer virtual parent 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>	
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>	
Behavior Support		
<ul style="list-style-type: none"> ● Examine existing tiered social emotional supports and adjust to current conditions ● Consider Implementing Restorative Practices or Positive Behavior Interventions and Supports (PBIS), or Trauma- Responsive Schools ● Provide on-going, 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>PBIS Resources and Effective Classroom Practices</p> <p>EducationPlanner.org: What's Your Learning Style? 20 Questions</p> <p>Common Sense Education: Essential Digital Citizenship Lessons for the Coronavirus Pandemic</p> <p>Center on PBIS: Responding to the Novel Coronavirus (COVID-19) Outbreak through PBIS (English and Spanish version available)</p>	
Maintaining Social Connections and Traditions		
<ul style="list-style-type: none"> ● Map out all school-level celebrations and develop plans and alternate plans 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 	<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 students 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) ● Provide school site staff with Youth Mental Health First Aid (YMHA) training 	<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>National Council for Behavioral Health: Mental Health First Aid - Youth</p>	<ul style="list-style-type: none"> ● Staff capacity ● Creating or strengthening partnership with local DCFS
Consideration for special populations - Homeless Youth		
<ul style="list-style-type: none"> ● Re-issue Student Housing 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 ● Follow-up with students who have not returned to school to assess living status, needs, and offer support ● Check in and connect students and parents with resources (e.g., basic needs, hygiene kits, school supplies, transportation, mental health services) ● Ensure student's school of origin rights are maintained ● Evaluate students 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 	<p>LACOE: Experiencing Homelessness for Students</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 ● Partnership with Coordinated Entry Systems
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 	<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>National Assoc. of School Psychologist: Parent Guide for Talking with Children about COVID-19 (Spanish)</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>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"> ● 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, transportation, attendance requirements) ● Identify community-based organization supports ● Conduct multifaceted activities that support the participation of all parents (consider scheduling, social media, virtual and physical platforms) ● 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>	<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 students not identified for Special Education services but who may have underlying conditions, as well as most vulnerable populations: foster children and their families, homeless students and their families, etc. ● Provide information on basic needs resources in the community (food, shelter, government assistance, health care and financial assistance) ● Provide on-site practical assistance as described in the Community Schools Framework 	<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 ● Utilize 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 communicate with 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, hand washing, pandemic related hygiene and physical distancing ○ Masks ○ Supplies ○ Quarantine room ○ Intervention, actions and consequences for violating safety protocols 	<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 ● Use masks and other protection measures routinely ● Strive for physical distancing but social connectedness 	<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, on-line, 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 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 acts 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



Operations Facilities

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 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 ● Establish one point of ingress into the school that may also facilitate LEA's determined health check option ● 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 hand-washing 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) and communicate determination to staff, students and visitors ● Designate one-way staircases to limit people encounters ● 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, locker rooms, etc.) ● Consider storing extra furniture and classroom materials in spaces that cannot be used for groups (i.e. locker room) ● 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 ● Defer use of playgrounds and play structures or use in staggered shifts with cleaning and disinfecting between groups 	<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/coronavirus</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 Controls 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>	<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 ● Explore 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 ● Remove extra chairs and tables/desks not expected to be used in classrooms, offices, meeting rooms, cafeteria, break room, etc. ● 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 	<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>	<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 including musical instruments after use ● 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 ● Determine if and how play structures would be used with corresponding cleaning and disinfecting 		<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 ● Place floor markers to highlight social/physical distancing guidelines (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 water dispensers ● Provide applicable cleaning 		
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 ● Review leases with any party and identify rights and obligations (there may be increased cleaning to keep facilities at desired cleaning levels) 	<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"> ● Perform normal 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 ● 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 ● 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 on site 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 ● Recognize if necessary tools and equipment are available and procure materials that are needed ● Clean and disinfect "high-touch" surfaces such as door handles, rails, counters, tabletops, cash register counters, credit card machines, bathroom fixtures, toilets, trash cans and phones ● Remove high-touch shared tools from classrooms, shared spaces and overall school ● Use an Environmental Protection Agency (EPA)-registered product that cleans (removes germs) and disinfects (kills germs). Always follow the instructions on the labels of cleaning products and disinfectants ● May use other 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 disinfecting in a positive case; the space may be reoccupied after a positive case ● 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) ● Consider personal responsibility for designated tasks (i.e. hand-washing then wiping of microwave before use) ● Frequently clean toys in classrooms, drinking fountains, vending machines, playground equipment if used 	<p>Centers for Disease Control: Cleaning and Disinfecting Your Facility</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>	<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.) ● Increase outdoor air ventilation whenever possible ● Open outside doors and windows and use fans to increase air circulation ● 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 ● 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 of swimming pools and locker rooms according to reopening guidance by CDC and Public Health 	<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>	<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 	<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) 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 school safety 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](https://www.covid19.lacounty.gov)
- County of Los Angeles Public Health: publichealth.lacounty.gov
- California Department of Public Health: [cdph.ca.gov](https://www.cdph.ca.gov)
- Centers for Disease Control and Prevention: [cdc.gov](https://www.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) ● Pre-apply through the Federal Emergency Management Agency (FEMA) Grants Portal and submit a Request for Public Assistance (RPA) ● Educate staff on best practices to support FEMA claim including participation in workshops and tutorials on YouTube videos ● Track detailed expenditures (i.e. number of meals provided each day, number of daily workers in the nutrition center) 	<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 ● Encourage LEAs to pre-apply for FEMA funding reimbursement
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 ● Track funding utilization 	<p>California Department of Education: SB 117 COVID-19 LEA Response Funds</p> <p>California Department of Education: HEROES Act Comments by Governor and Tony Thurmond</p> <p>California Department of Education: CARES Act ESSER Fund Allocation</p>	<ul style="list-style-type: none"> ● SB 117 COVID-19 LEA Response Funds ● CARES Act Funding ● Continue to advocate for any new funds received to be considered more like “unrestricted” funds
Track Attendance and Coding When Students Are in Different Instructional Delivery Models		
<ul style="list-style-type: none"> ● Be mindful of requirements around instructional minutes ● Fully understand needs and capabilities of students who can continue to learn using distance learning and those students who learn better in a classroom situation 	<p>California Department of Education: Instructional Time Requirements</p>	<ul style="list-style-type: none"> ● Any update (still under evaluation by the CDE) to the minutes requirement will be posted here ● Minimum instructional minutes based on grade level ● Extension of relaxed minutes beyond June 30, 2020
Budget Planning for 2020-21		
<ul style="list-style-type: none"> ● Review Fiscal Crisis & Management Assistance Team (FCMAT) Alert for Budget Planning 	<p>Fiscal Crisis & Management Assistance Team: Preparing Budget Scenarios for 2020-21</p>	<ul style="list-style-type: none"> ● Strong advocacy needed to amend legislation to change apportionment from ADA-based to enrollment-based
Budget and Funds Necessary to Support Social Distancing		
<ul style="list-style-type: none"> ● Engage with labor partners regarding PPE requirements ● Fully understand needs and capabilities of students who can continue to learn using distance learning and those students who learn better in a classroom situation 		
August 15th Layoffs		
<ul style="list-style-type: none"> ● Working closely with bargaining units and cabinet is critical to thoroughly understand the impact on student learning 	<p>California Education Code: EC 44955.5</p>	<p>The May Revise Budget meets the criteria set forth in the Ed Code. However, this action has never been exercised or tested</p>



**Operations
Human Resource Services**

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
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 		
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 relating to mid-year RIFs</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 		
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 Equal Employment Opportunity Commission: Pandemic Preparedness in the Workplace and the Americans with Disabilities Act	<ul style="list-style-type: none"> • Alternatives to written performance exams, such as additional supplemental questions • 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, 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 determine whether a phased approach to re-entry is feasible <ul style="list-style-type: none"> ◦ Determine if working remotely is feasible for some or all job classifications ◦ 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) 	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 LEA mission and vision statement; goals and objectives adopted by governing board or executive cabinet	<ul style="list-style-type: none"> • 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
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 • Develop or 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>) 	California School Boards Association: Governance and Policy Resources	<ul style="list-style-type: none"> • Address departmental concerns relating to the effectiveness of remote work arrangements (consider surveying department directors and employees to determine benefits and drawbacks of remote work arrangements, and work to improve these arrangements based on feedback)
Considerations for high-risk staff		
<ul style="list-style-type: none"> • Monitor CDC, CDPH and LA County DPH guidance for high-risk individuals <ul style="list-style-type: none"> ◦ Determine whether high 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 	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	<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 who are at high risk • Review EEOC resource for guidance regarding employees in high 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
Determine how to address employee concerns relating to child care upon return to the site		
<ul style="list-style-type: none"> • Determine feasibility of staggered schedules and remote work assignments based on job classification <ul style="list-style-type: none"> ◦ Provide for leaves available under HR 6201 	U.S. Department of Labor: COVID-19 and the American Workplace	<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 child care concerns
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 LA County DPH guidance, 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 which health check procedures (if any) will be implemented upon return to the site (e.g., questionnaires, temperature checks, etc.) (<i>Refer to the Health and Safety Focus Area Considerations for additional information</i>) • Develop protocol for how to handle employees who test positive to COVID-19, including employee contact tracing and notifications 	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 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)
Implementation and communication of social distancing rules and use of PPE		
<ul style="list-style-type: none"> • Determine which social distancing guidelines will be in place upon return to sites, and how they will be clearly communicated to staff (e.g., requirement to wear gloves, masks, 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 	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 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 • Employees who reside in counties other than the county the employees work in may have different perceptions of appropriate social distancing measures
Reasonable Accommodations		
<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 • 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 	Equal Employment Opportunity Commission: Pandemic Preparedness in the Workplace and the Americans with Disabilities Act Equal Employment Opportunity Commission: What you should know about COVID-19 and the ADA, Rehabilitation Act and Other EEO Laws Department of Fair Employment and Housing: Employment Information on COVID-19 Job Accommodation Network: Accommodation and Compliance: Coronavirus Disease 2019 (COVID-19) Board Policy on Reasonable Accommodation or Nondiscrimination in Employment	<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.)
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 classified and three certificated years) • 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 	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 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
Mandatory Trainings		
<ul style="list-style-type: none"> • 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 	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	

Operations—Nutrition Services



Operations Nutrition Services

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
Employee Health and Safety (Refer to Health and Safety focus area considerations for additional information)		
<ul style="list-style-type: none"> ● Ensure school nutrition services employees receive information and training on the latest Health Officer Order and safety guidance (social distancing, hand hygiene, proper use of face coverings/masks and gloves, etc.). Refer to the Health and Safety Focus Area Considerations for additional information ● Keep the same consistent nutrition services personnel at each school site to reduce the risk of exposure (if possible) ● 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 ● Provide water bottles or encourage staff and students to bring their own water to minimize use and touching of water fountains ● Install clear plastic countertop shields to provide barrier protection ● Maintain FERPA and protection of the privacy of students and employees within the Los Angeles Department of Public Health guidelines ● Follow the LAPD Food Distribution Safety Plan to improve traffic safety ● 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 	<p>LA County Department of Public Health: Learn More About COVID-19</p> <p>LA County Department of Public Health: Guidance for Food Facilities</p> <p>LunchAssist: Face Mask Safety Precautions</p> <p>Centers for Disease Control and Prevention: COVID-19 Considerations for Schools</p> <p>Centers for Disease Control and Prevention: Interim Recommendations for US Community Facilities with Suspected/Confirmed Coronavirus Disease 2019</p> <p>US Department of Education: Student Privacy Policy Office FERPA & Coronavirus Disease 2019 Frequently Asked Questions</p> <p>National Association of Chronic Disease Directors: Healthy School, Healthy Staff, Healthy Students</p>	<ul style="list-style-type: none"> ● Obtain multiple quotes for PPEs for the best cost alternative (refer to the Facilities focus area considerations) ● Seek vendor referrals from LACOE to obtain PPEs for nutrition services workers and other staff handling meal preparation and distribution ● Consider various communication methods for employees who may not have access to email ● Consider space and budget projections for increased equipment and supplies needed to reduce risk of exposure and contamination ● Consider staffing and monitoring required to ensure all water systems and features (sinks faucets, drinking fountains, etc.) are safe to use and sanitized properly
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. (Refer to Human Resources focus area considerations document for more information relating to high-risk employees.) ● Partner with the city and parks and recreation departments to identify a list of city/county volunteers to support meal distribution. (Refer to Human Resources focus area considerations document for more information relating to working with labor partners regarding volunteers.) ● Contact local dietetic internship program directors to identify dietetic interns to assist with nutrition services tasks and projects 		<ul style="list-style-type: none"> ● Volunteers and dietetic interns may be able to assist with food 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 ● Distribute information regarding Safe Food Handling Practices to the appropriate personnel 	<p>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</p> <p>California Department of Education: Safe Food Handling Practices During COVID-19</p>	
USDA Waivers		
<ul style="list-style-type: none"> ● Review the latest USDA waivers and submit requests to the CDE and obtain approval to use existing waivers (if applicable) 	<p>US Department of Education Food and Nutrition Services: California: COVID-19 Waivers & Flexibilities - California Nutrition Program</p> <p>CA Department of Education: School and Child and Adult Day Care Meals - Health Services & School Nursing (CA Dept of Education)</p>	
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 improve access to school meals ● 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) ● Submit reimbursement claims through the CDE Child Nutrition Information and Payment System (CNIPS) ● Consider applying for the Community Eligibility Provision (CEP) ● Encourage all students to complete and submit meal applications 	<p>CA Dept of Education: Nutrition Services - Allocations & Apportionments</p> <p>CA Dept of Education: Community Eligibility Provision - School Nutrition</p> <p>CA Dept of Education: School Nutrition Programs Eligibility - School Nutrition</p>	<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 ● Reconfigure meal service operations to meet the latest guidelines from the LA County Department of Public Health ● Work closely with the CDE to obtain approval to use the existing USDA waivers that allow flexibility for school nutrition programs ● 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.
Meal Service Operations		
<ul style="list-style-type: none"> ● Limit the extent to which students are exposed to peers while receiving nutritional services to minimize risk (e.g., stagger lunch by classroom, providing lunch and recess areas by classroom) ● Staggered arrival and/or dismissal times for receiving nutritional services that limit the amount of close contact between students in high-traffic situations and times, which will allow Grab and Go meal service to continue ● Determine meal-service methods to increase access while complying with physical distancing guidelines, include Grab and Go meals, stagger meal periods, expand meal service and pickup period, serve multiple meals at a time, allow guardians to pick up meals for students (USDA waiver required), breakfast/lunch in the classroom ● Maintain a current list of foods and supplies in inventory ● Use of USDA commodity foods and surplus food items to lower costs ● Meal pattern requirements apply to each child nutrition program unless a waiver request has been approved by the CDE ● Compile a list of all available vendors ● Identify multiple meal sites: cafeteria, gymnasium, MPR, breakfast and lunch in the classroom, etc. ● Coordinate meal services with other authorized meal sites: community centers, public libraries, parks, etc. ● Comply with SFSP meal pattern requirements for all meals and snacks in order to receive reimbursement ● Review SFSP sample menus (grab-and-go, shelf-stable, ready-to-eat) to meet meal pattern requirements ● Meal options may include a mix of hot meals, cold meals and shelf-stable meals ● Offering weekend and holiday meals to families experiencing new or greater financial hardship 	<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>CA Dept of Education: School and Child and Adult Day Care Meals - Health Services & School Nursing</p> <p>CA Dept of Education: SFSP Meal Patterns Guidance and Sample Menus - Summer Meal Programs</p> <p>CA Dept of Education: SFSP Meal Patterns Guidance and Sample Menus - Grab-and-Go Menus</p> <p>CA Dept of Education: SFSP Meal Patterns Guidance and Sample Menus - Shelf-Stable Menus</p> <p>CA Dept of Education: SFSP Meal Patterns Guidance and Sample Menus - RTE Shelf-Stable Menus</p> <p>No Kid Hungry: COVID-19 Resources</p>	<ul style="list-style-type: none"> ● Consider the impact on staffing (nutrition service workers and custodians), menu, space/facilities and costs (food, packaging, containers, training, equipment, materials, etc.) for selected meal service method(s) ● 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 to implement breakfast and lunch in the classroom. Teachers and other staff who will be in charge of accountability for the meals served in the classroom need adequate training and support ● Be prepared to address concerns related to food safety and waste ● Procure equipment required to transport meals ● Consider materials and protocols necessary to clean and properly sanitize equipment between meal service
Record Keeping Requirements		
<ul style="list-style-type: none"> ● Complete daily meal count form ● Utilize a manual clicker to conduct meal counts ● Utilize a Point-of-Sale (POS) computer 	<p>CA Dept of Education: SNP Guidance, Manuals and Resources</p> <p>CA Dept of Education: Meal Count Forms</p>	<ul style="list-style-type: none"> ● Consider the safety concerns related to collecting money and using POS pin pads to keep track of meals that are served to students ● Work with district administrators to identify a variety of approaches to managing “paid” school meals ● Training is important 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"> ● Maximize participation in the school meal program ● 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 ● Integrate local school wellness policies with other educational programs and district priorities through a collaborative school wellness model 	<p>County of Los Angeles: COVID-19: Children, Families & Schools</p> <p>County of Los Angeles DPSS - CalFresh</p> <p>CA Dept of Education: Local School Wellness Policy</p> <p>ASCD: Whole School, Whole Community, Whole Child</p>	<ul style="list-style-type: none"> ● Make sure that eligible families have access to school meals and other nutrition assistance programs, such as CalFresh, to address food insecurity as part of family engagement and community outreach efforts ● 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
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 ● Modify diets when a doctor’s note is provided 	<p>CA Dept of Education: CACFP Forms</p> <p>NSBA Safe at School and Ready to Learn: A Comprehensive Policy Guide for Protecting Students with Life-Threatening Food Allergies</p> <p>Center for Disease Control and Prevention: Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs</p>	<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) ● Plans for preparing and serving foods with allergens separate from foods provided to children with food allergies ● 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 	<p>CA Dept of Education: School and Child and Adult Day Care Meals - Delivery of Non-Congregate Meals to Promote Social Distancing</p>	<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](#)
- [US Department of Agriculture: Food and Nutrition Service Response to COVID-19](#)
- [LA County Department of Public Health Los Angeles: COVID-19](#)
- [Center for Disease Control and Prevention: Interim Guidance for Administrators of US K-12 Schools and Child Care Programs](#)
- [No Kid Hungry: COVID-19 Resources](#)
- [LunchAssist: COVID-19 Resources](#)



**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 ● Determine if siblings from the same household may ride together near each other ● Determine screening or health check protocol before boarding the bus and who will conduct it ● Update procedure if student is found to have a fever and how to handle student at bus stop possibly to match existing procedure if students forget their bus pass ● Consider asking bus passengers to enter and exit the bus through rear entry doors ● Request passengers avoid standing and assign seats considering social/physical distancing at 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 hand-washing. If soap and water are not readily available, use an alcohol-based hand sanitizer containing at least 60 percent alcohol ● Additional times to clean hands on the job include: <ul style="list-style-type: none"> ○ Before and after work shifts ○ Before and after work breaks ○ 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 plexiglass screen between operator compartment and students ● Consider installation of hand-washing 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"> ● Additional buses may be needed to transport all students ● Consider time needed for infection control ● 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 	<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 ● Determine funding for additional buses
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-2^{external 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 		<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 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 hand-washing 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 hotspots) and use it regularly in case of a need to continue online learning, summer bridge, new wave of COVID-19 ● Purchase electronic equipment wipes specifically for keyboards and other technology (do not use aerosol cleaning sprays or wipes that contain bleach) and consult with Technology Team on overall effort ● Follow the manufacturer’s instructions for all cleaning and disinfection products 	Centers for Disease Control and Prevention: Cleaning and Disinfection for Households	<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 to 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: E-Rate - 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: E-Rate - 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

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

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

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Lucretia Bridges, Risk Management Officer
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Dina Wilson, Director III,
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Peter Ross, Principal



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