



Pledge of Allegiance

Update on the Reopening of Schools

July 16, 2020



Superintendent's Opening



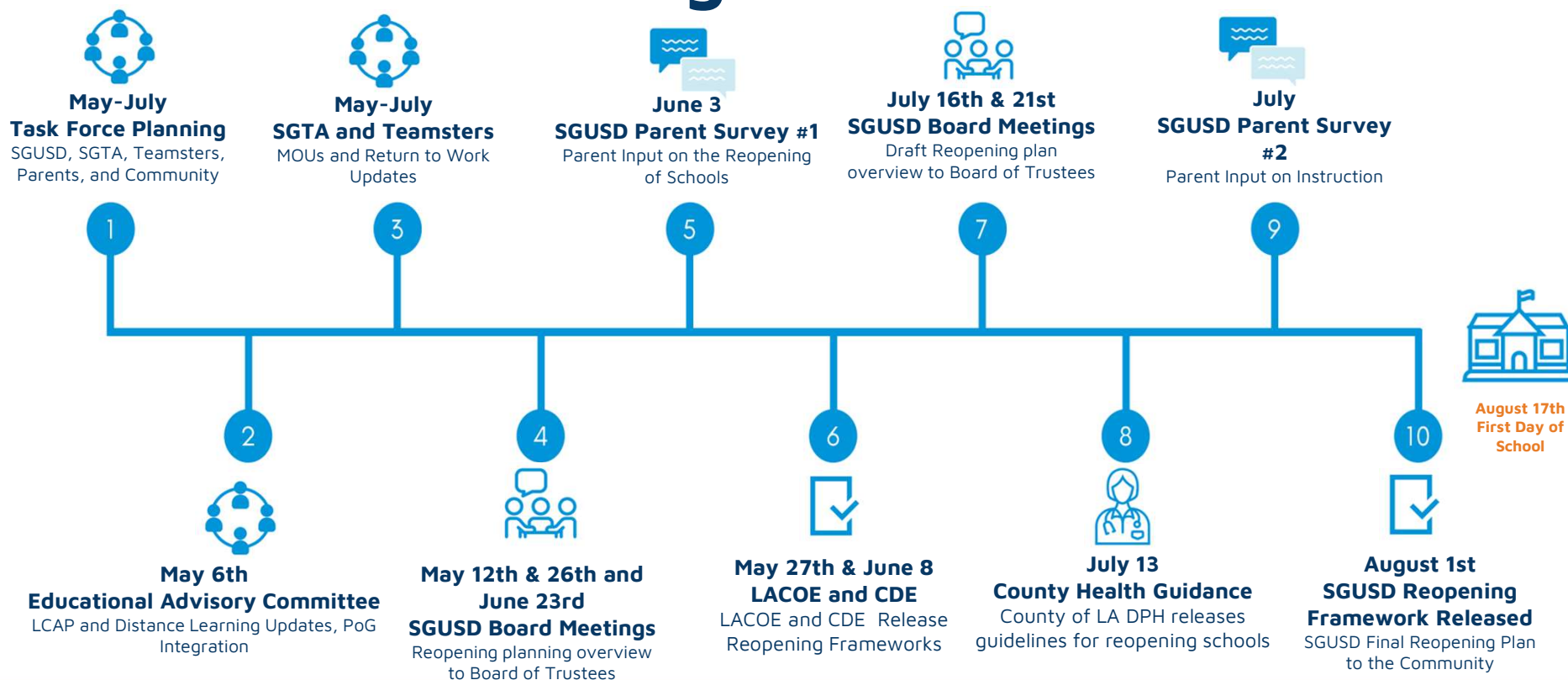
"Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results."

-Andrew Carnegie

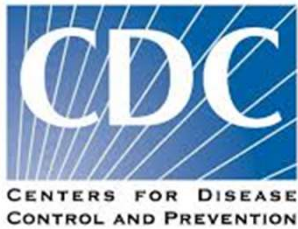
Updates from the Superintendent

- Los Angeles Department of Public Health Ordinance (7/13)
- Factors Influencing our Reopening Decisions
 - Student and Staff Safety
 - Quality of Instruction
 - Meeting the needs of our most vulnerable students
 - Creating flexible Instructional Models
 - Providing continuity and Support
- Task Force Input
- LACOE Updates
- Recommendations

Planning Timeline



All Recommendations Are Based on State & County Guidelines



**Los Angeles County
Office of Education**



County of LA Department of Public Health Order

Released July 13, 2020

The checklist covers **5 key areas** that MUST be addressed in reopening protocols:

1. Workplace policies and practices to protect employee and student health
2. Measures to ensure physical distancing
3. Measures to ensure infection control
4. Communication with employees, students, and families of students and the public
5. Measures to ensure equitable access to critical services



Guiding Principles



GUIDING PRINCIPLES

HEALTH AND SAFETY

Safeguard the health and safety of students and staff.

Comply with state and county health department directives and guidelines.

TEACHING AND LEARNING

Ensure equitable high-quality teaching and learning.

Provide consistent online experiences.

Provide options for every family.

SUPPORTS AND SOCIAL EMOTIONAL WELLBEING

Address systemic inequities in student access, social emotional needs, and learning.

Prioritize the needs of our most vulnerable students.

COMMUNICATION

Ensure timely, relevant, and clear communication.

Engage and incorporate feedback from diverse and multiple stakeholder groups.

How has SGUSD gathered input?

2 Stakeholder Task Force Groups



1. **Operations and Facilities**-Will Wong, Ed Rojas, Melissa Hernandez, Jazmin Ortega, Eric Chau, Larry Mercado, Jim Symonds



1. **Family Engagement**-Joan Perez, Gail Calhoun, Samantha Theissen, Cheryl Shellhart, Terri Hopper, Tuoi Nguyen, Zulma Ayala, Isela Salazar



1. **Social Emotional Support Systems**-Brian, Lon Sellers, Sandra Dunville, Rochelle Haas, Ivonne Contreras, Cheryl Wilson, Brian Murray



1. **Health & Safety**-Ross Perry, Kathy Leon, Isabel Milan, Chanda Strom, Chris Guyer, Steve Feng, Sharron Heinrich



1. **Instruction**-Teachers from all levels, SGTA members, principals, Ed Services team, Cabinet, parents

Process of the Task Force



- Task Force Teams have met bi-weekly
- Researched CDE, CDC, DPH & districts throughout the nation and world for policy, best practices, mandates, equipment, etc
- Encouraged to think creatively, outside the box, and remain open-minded
- Creating a SGUSD Reopening Framework
- SGTA & Teamsters met with Cabinet Team
 - Members met to discuss findings, ongoing work, answer questions, and seek direction
 - Collaborative effort to develop options



Updates from District Nurse, Kathy Leon, NBCN, RN

July 16, 2020

COVID -19 UPDATE (as reported July 14, 2020 by LAC DPH)

- 4,244 new cases* (140,307 to date)

**This represents the highest number of cases reported in a day; hospitalizations and deaths have also sharply increased.*

- 73 new deaths (3,894 to date)
- 9.8% of those tested have tested positive (7 day average)**

***It is recommended that a positivity rate should be below 5% for a duration of 14 days prior to reopening (Johns Hopkins, 7/14/2020)*

Avoid the Three C's
Crowded Places
Confined Spaces
Close Contact
(and wear your mask!)

New Trends:

- Los Angeles County data shows a steep increase in community spread of COVID-19. The Health Officer Order was modified on 7/13 to prevent more cases.
- 59% of new cases occurred among people under the age of 41. **(median age of new cases has dropped to 35)**
- Hospitalization rate in 18-40 year old range increased from 10% (April) to 25% (July)
- 55.2% of LA County residents had close contact (within 6 feet) with people who do not live with them in the last 7 days. This is an increase from the 30.5% reported from April 8-14.
- It is unclear if infection results in immunity and if reinfection can occur in the short-term. (LAC DPH, 7/14/20)

Key Findings from Recent LAC DPH Study (data thru 6/25)

- The number of people **requiring hospitalization** has **substantially increased** (trajectory of epidemic has changed).
- There is an **increase in transmission** largely due to a greater mixing of people susceptible to infection in a manner that facilitates exposure (ie. close proximity without the use of face coverings)
- If the trajectory continues, **the current number of available hospital beds may become inadequate** within the next 2-3 weeks and the number of available ICU beds is likely to become inadequate in the near future.
- The model suggests that about **1 in 140 LA County residents are currently infected** and infectious to others (**1 in 400 2 weeks ago**).
- A typical **large busy store is expected to have multiple infectious persons** enter and shop **every day!**

Example of a Long-Term Projection: Daily Patients

An Example of a Long-Term Prediction | Daily Patients



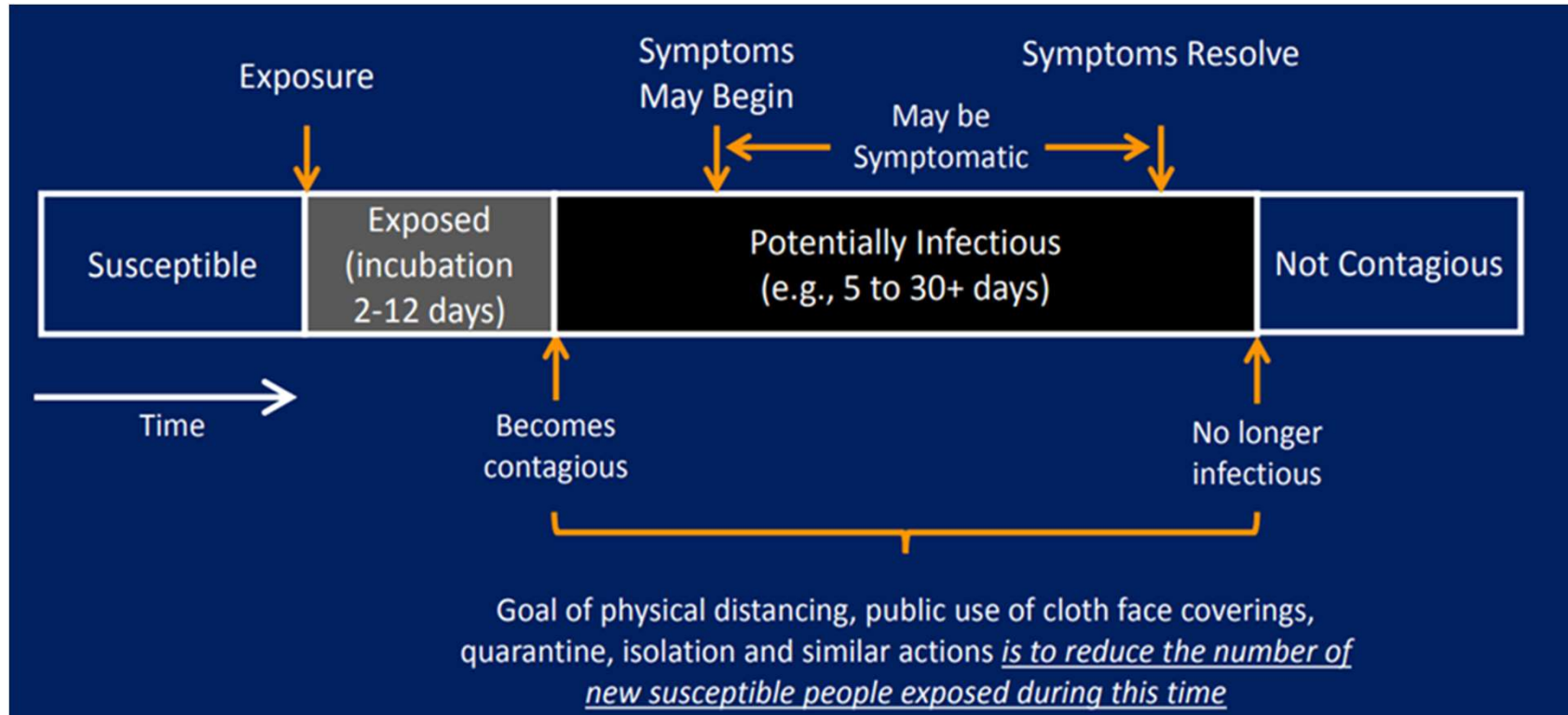
Assumes:

- 1 in 40 infected persons require hospital admission
- The rate of transmission is constant except for the effect of immunity in the community

} Uncertainty with no change in R

A Patient's Journey: COVID - 19

(LAC DPH, June 29, 2020)



Who is at risk for severe illness from COVID-19

(CDC, 6/25/2020)

People of any age with the following underlying medical conditions **are** at increased risk:

- Chronic kidney disease
- COPD (chronic obstructive pulmonary disease)
- Immunocompromised state (weakened immune system) from solid organ transplant
- Obesity (body mass index [BMI] of 30 or higher)
- Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies
- Sickle cell disease
- Type 2 diabetes mellitus
- **Children** who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children.

People with the following medical conditions **might be** at increased risk:

- Asthma (moderate-to-severe)
- Cerebrovascular disease (affects blood vessels and blood supply to the brain)
- Hypertension or high blood pressure
- Immunocompromised state (weakened immune system) from blood or bone marrow transplant, immune deficiencies, HIV, use of corticosteroids, or use of other immune weakening medicines
- Neurologic conditions, such as dementia
- Liver disease
- Pregnancy
- Pulmonary fibrosis (having damaged or scarred lung tissues)
- Smoking
- Thalassemia (a type of blood disorder)
- Type 1 diabetes mellitus

LAC DPH Reopening Protocols

(Released July 13, 2020,

revised July 14, 2020; more revisions to follow)

**Workplace Policies/Practices • Physical Distancing • Infection Control •
Communication • Equitable Access**

Physical Distancing:

- Determine number of students/staff that can safely be at school while maintaining physical distancing requirements on entry into school, during instruction and transitions, on transportation.
- Consider other measures to address physical distancing: staff supervision to enforce physical distancing as people enter and move through campus, limited class size, online attendance, staggered attendance, small cohorts
- Modified workspaces in classrooms/offices, physical markings, signage

Infection Control:

- Symptom checks for students/staff prior to school: may be done remotely. Temperature checks should be done on-site if feasible. Learning plan should accommodate additional time needed to complete screenings before school.
- Common areas and frequently touched objects cleaned at least 3 times daily; equipment and surfaces cleaned between users (extra time for cleaning should be built into schedule)
- Appropriate PPE provided, ventilation maximized, face coverings required
- School routines should include scheduled breaks for hygiene/hand washing

Liability Considerations



1. What is **liability insurance** and why is it important to educational programs?
2. **Joint Powers Authority** (liability insurance) legal review concludes it is unclear whether insurance carriers will cover COVID for districts. State schools insurance group states that districts should not assume liability insurance coverage.
3. **AB 1384** pending in Legislature liability protections for school districts. Potential federal liability protections.
 - a. CA Legislature not in session until at least 07/27/2020 due to COVID outbreak in Capitol
 - b. Establish policies and procedures for operating programs and facilities consistent with applicable COVID-19 health requirements and guidelines (must follow CDC, CDPH, and LA County Public Health order released 07/13 and revised 07/14/2020 with more revisions to follow)
4. JPA is seeking **legal review** for liability waivers for families.

So, What if We Don't Reopen in Person?



Phase-in Approach



Everyone starts in Virtual Learning

* In the event of potential exposure classes, grades, or whole school may go into short or long-term virtual learning.

Phase 1

Start School Year with
Virtual Academy

and

Focused **online** learning
for targeted specialized
groups by grade or
identified need

and

Virtual Academy is 100%
online with limited in-
person contact

Phase 2*

Launch Hybrid Learning
with alternating schedules
(2-day in-person and 3-day
virtual learning)

and

Focused **in-person**
learning for targeted
specialized groups by
grade or identified need

and

100% Virtual Learning
Academy with limited in-
person contact

Phase 3*

Launch in-person learning
with preventative practices
and additional proactive
processes

and

Focused in-person learning
for targeted specialized
groups by grade or
identified need

and

100% Virtual Learning
Academy with limited in-
person contact

In a Phase-In Approach...

The **first weeks** of school will focus on:

- Community building
- Welcoming activities
- Health and safety training
- Digital proficiency lessons
- Social-emotional learning lessons
- Parent education
- Student assessment
- Virtual learning practice

With this approach...

- All students will **begin the school** year in Virtual Academy
- The **health and safety** of our students and staff is our priority
- SGUSD will **cautiously transition** from Virtual Learning to Hybrid Learning to In-person learning
- **Virtual Academy will continue to be an option** for families who prefer this model
- **Prioritize phasing in-person learning** for TK, K, special education students (including preschool), and other special groups such as English Learners, homeless, and foster youth
- **Orientation week** planned for families to ease into the new school year protocols

How will the Fall 2020
Virtual Academy design principles
differ from the Spring 2020 Distance
Learning/Emergency Teaching model?

Differences Between Distance Learning and Virtual Academy

Spring 2020

“Emergency” Distance Learning

- Learning the platforms (Google, Zoom, etc...)
- Assessing student tech needs
- Weekly face-to-face interaction
- Limited live instruction
- No grades
- Daily attendance inconsistent
- Focus on SEL and engagement
- Faculty meetings focused on emergency information
- Face-to-face time was more direct instruction

Fall 2020

Virtual Academy

- **Daily Instructional minutes** will be increased & align to State requirements
- **Daily live instruction** comply with Governor’s Orders AB77
- Establishing **essential standards** and skills
- Connecting **weekly with families**
- Intentionally teaching **how to learn independently**
- **Creating and applying** using educational technology
- Instructional **materials provided** including new resources developed since closures and adopted instructional curriculum
- Formative and summative **assessments** and feedback
- **5 days** per week, **regular school hours**
- Structured schedule to support access, engagement, and achievement
- **Robust teaching** and learning experiences including DBL, PBL, and Inquiry
- Daily **attendance** will be required
- **Grades** will be given
- Active and **hands-on learning** will be emphasized
- More **Teacher Collaboration & PD**
- Staff meetings to share **best practices**
- Parents and families as **partners** in their students’ learning

How Will We Improve With Virtual Learning?

Robust and Innovative Learning

Meaningful Assessment and Feedback

Culturally Responsive Curriculum and Instruction

Connection and Belonging

Social Emotional Learning

Supports for Students with Disabilities

Engagement and Collaboration

Parents as Partners

Student Access, Social-Emotional Needs, & Learning



Special Education Guidelines

Individual Education Plans

- Meetings will continue to be held virtually and docs signed digitally
- Will include a description of the means by which the IEP will be implemented under emergency conditions

Assessments

- SPED will open an assessment center starting in August with social distancing/safety guidelines in place and PPE provided to staff

Instruction

- **Prioritize instruction** in areas of need as reflected in each student's goals and objectives.
- Student progress **closely monitored** to more accurately monitor possible regression
- Added **emphasis** on providing **designated supports** and services as outlined in IEPs
- **Family outreach**, support, and training
- Students **prioritized for return** to school based on a tiered system for reopening for students with IEPs

Not all SPED Students have the same needs, so SPED Dept will facilitate work group meetings with each discreet group to determine the most effective way to implement the Guidelines

Student Access, Social-Emotional Needs, & Learning



English Learners Resources and Support

- Students prioritized for return to school based on a tiered system for reopening for identified English Learners
- Additional learning opportunities for integrated and designated supports
- Tech and internet access with support
- Student progress will be closely monitored
- Family support and training



Students Needing Targeted Supports

- Designated supports and tiered interventions
- Students prioritized for return to school based on a tiered system for reopening for identified special education students
- Additional learning opportunities to meet unique needs
- Tech and internet access with support
- Student progress closely monitored
- Family support and training

How has the **Virtual Academy**
daily schedule changed?

Professional Development

August launches our “**Season of Learning**,” a whole month focused on the needs of our staff. From tech tools to engage and assess to strategies of online engagement, SGUSD will be offering PD for all. Focus areas will include:

- Engagement
- Best Practices in Online Learning
- Identifying Pupil Learning Loss
- Equity

Engagement,
Equity, Best Practice,
Feedback & Assessment

**SGUSD SEASON OF LEARNING
COACHING CORNER
WEEK 1: AUG. 3 - 8**

ZOOM
Breakout Rooms
ChatBox Management
Differentiation
8/3 10:00am
8/5 2:00pm
Annette Maier & Heather

FLIPGRID
Reflection
Assessments
Community Building
8/5 11:00am
8/7 9:00am
Annette Maier & Heather

NEARPOD
Interactive Slidedecks
Formative Assessments
8/4 2:00pm
8/6 10:00am
Jess Garcia & Heather

SCREENCASTIFY
Independent Learning
Assessments
Building Community
8/4 10:00am
8/6 9:00am
Maria Cruz & Heather

Sign up at <https://tinyurl.com/HybridCoachingCorner>

Increase in Instructional Minutes

Level	Minimum Minutes Required by State per Day
TK-Kindergarten	180
1st-3rd	230
4th-5th	240
6th-8th	240
9th-12th	240



SAMPLE Grades K-5 Monday-Thursday Daily Schedule Virtual Academy		SAMPLE Friday Daily Schedule	
Whole class live online instruction <ul style="list-style-type: none"> Consistent times each day Minimum 30 minutes-consistent across grade levels 	<ul style="list-style-type: none"> Live online learning with teachers Engaging instruction Attendance will be taken Participation will be mandatory Wellness checks 	Friday starts with Whole Class live online instruction	<ul style="list-style-type: none"> Live online learning with teachers Engaging instruction Attendance will be taken Participation will be mandatory Wellness checks
Morning Block	<ul style="list-style-type: none"> Independent student work Small group/whole group live instruction with teacher Breaks included 	Morning/Afternoon Block	<ul style="list-style-type: none"> Independent student work
LUNCH Break			
Afternoon Block	<ul style="list-style-type: none"> Independent student work Small group/whole group live instruction with teacher Breaks included 	Teacher Collaboration and Planning	
Whole class live online instruction <ul style="list-style-type: none"> Consistent times each day Minimum 30 minutes-consistent across grade levels 	Live online learning with teacher		
Afternoon	Teacher collaboration, small group, specialties such as library read aloud, music, PE fitness breaks		

Sample K-5 Virtual Learning Schedule*

* Final details are under development and are being negotiated with SGTA





Sample 6-12 Virtual Learning Schedule*

* Final details are under development and are being negotiated with SGTA

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY Online Instruction (Asynchronous), Office Hours, Professional Development, Prep/Collaboration
PERIOD 0	PERIOD 0	PERIOD 0	PERIOD 0	
Office Hours	Office Hours	Office Hours	Office Hours	
PERIOD 1	PERIOD 1	PERIOD 1	PERIOD 1	
Passing Period/ Movement Breaks	Passing Period/ Movement Breaks	Passing Period/ Movement Breaks	Passing Period/ Movement Breaks	Asynchronous Instruction / District - Driven Teacher Professional Development
PERIOD 2	PERIOD 2	PERIOD 2	PERIOD 2	
Passing Period/ Movement Breaks	Passing Period/ Movement Breaks	Passing Period/ Movement Breaks	Passing Period/ Movement Breaks	Office Hours Periods 0-3
PERIOD 3	PERIOD 3	PERIOD 3	PERIOD 3	
Passing Period/ Movement Breaks	Passing Period/ Movement Breaks	Passing Period/ Movement Breaks	Passing Period/ Movement Breaks	Office Hours Period 4 - 6
PERIOD 4	PERIOD 4	PERIOD 4	PERIOD 4	
Passing Period/ Movement Breaks	Passing Period/ Movement Breaks	Passing Period/ Movement Breaks	Passing Period/ Movement Breaks	LUNCH
LUNCH	LUNCH	LUNCH	LUNCH	
PERIOD 5	PERIOD 5	PERIOD 5	PERIOD 5	
Passing Period/ Movement Breaks	Passing Period/ Movement Breaks	Passing Period/ Movement Breaks	Passing Period/ Movement Breaks	Teacher Driven Professional Development / Meetings / Collaboration
PERIOD 6	PERIOD 6	PERIOD 6	PERIOD 6	

Parents as Partners Series: Parent Education Plans

- **Why**

- Communication
- Community-Building
- Advice on Supporting Students & Families

- **Who**

- District-hosted
- School Site-hosted
- Outside experts on various topics throughout the year

- **When**

- August will focus on information and Q & A

- **How**

- Live Webinars (previously submitted questions) with translators
- Recorded webinars posted on websites including captions in home languages



How will we transition to a **Hybrid Model?**



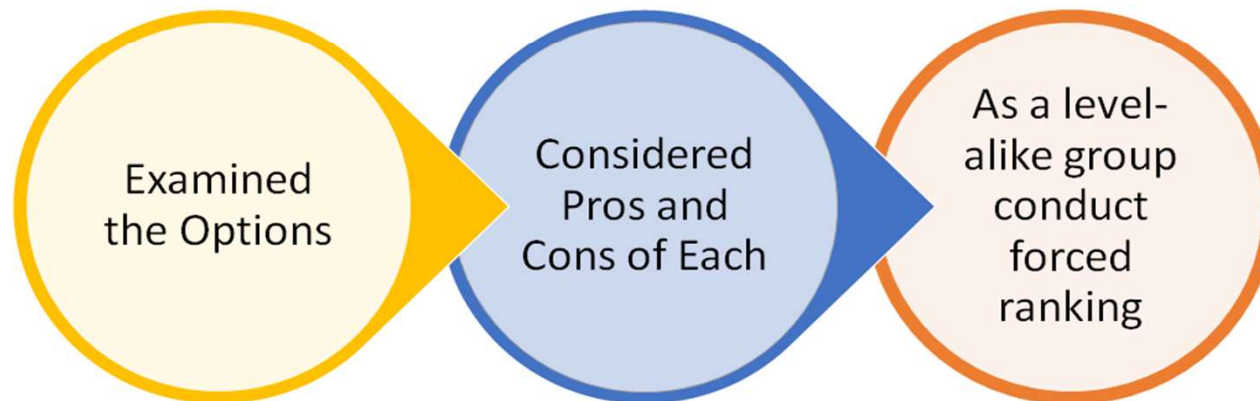
In Phase 2 & 3

Instructional Options for Every Family



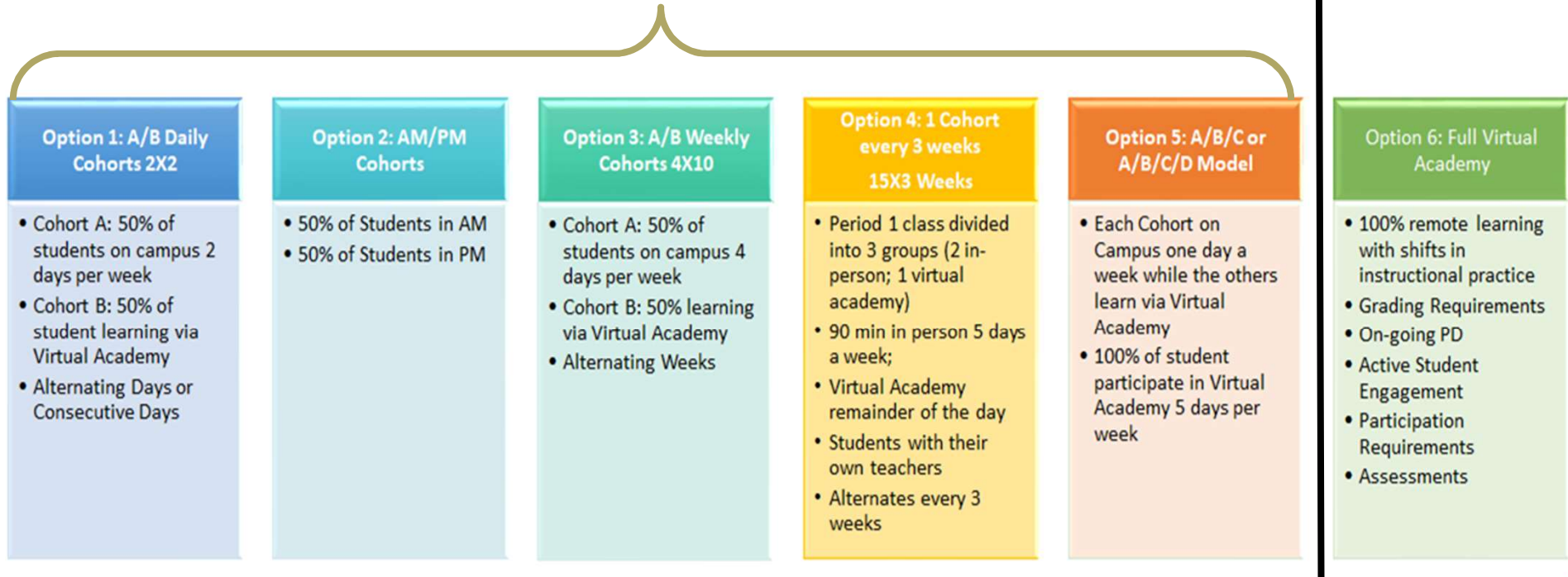
1. Hybrid Model with Virtual Learning
2. Virtual Academy 100%

Task Force Examines the Instructional Hybrid Models



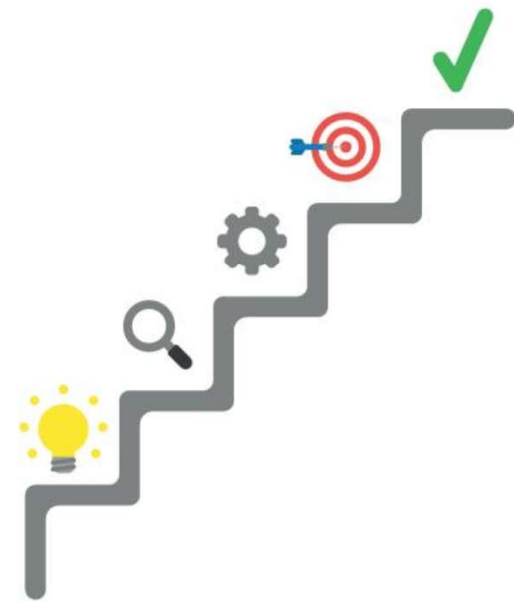
Instructional Options on the Table...


HYBRID MODELS UNDER CONSIDERATION



Next Steps

- Continue to work on details of the Phases
- Approval of Hybrid Delivery Model
- Task Force complete actions necessary to finish a SGUSD Reopening Framework
- MOUs negotiated with employee associations
- Virtual presentations to parents via “Parents as Partners” series by first week of August





*The best time for
#newbeginnings
is NOW...*