Board Meeting
July 16, 2020
Agenda Item No. 7.2

Presented by:
Dr. Olivia Kasirye, MD, MS, Public Health Officer
Christine Baeta, Chief Academic Officer
Nathaniel Browning, Director of Facilities
Diana Flores, Director of Nutrition
Victoria Flores, Director Student Support and Health Services
Vincent Harris, Chief of Continuous Improvement and Accountability
Keyshun Marshall, Coordinator, Risk Management
Cancy McArn, Chief Human Resources Officer

# Plan is grounded in Health and Safety

Dr. Olivia Kasirye, MD, MS
County Health Officer

**Planning Process**
     Challenges
     Guidance/Colleagueship
     Surveys
     Outreach

**Vision and Guiding Principles**

**Current Work Underway**
- Sacramento County Public Health
- Return to Health
- Return to Learn
- Return to Nutrition

**Next Steps**

# 5 Key Challenges to Reopening Schools Successfully

1. **Public health challenge**: This is a public health challenge with much remaining to be learned about the COVID-19 virus, its transmission, its manifestations, and its treatment and cure.

2. **Lack of agreement:** Unfortunately given the lack of precedent and constantly evolving medical knowledge about the virus, there is dissonance and lack of agreement as to the appropriate response leading to decisions with a polarized political lens.

3. **Lack of time:** School districts will need to develop rigorous, well-considered plans for reopening schools in a very short period of time.

4. **Decisions will be scrutinized:** Plans for the fall will need to be validated. Fall opening plans will need to withstand the scrutiny of experts, community members, and the "court of public opinion".

5. **Shifting circumstances:** We need to remain agile and nimble. Throughout the fall, there is a possibility of resurgence of cases or waves of resurgence. Full or spot closures of schools may be necessary.

# Stakeholder Outreach

- Local Control Accountability Plan – Parent Advisory Group
- Community Advisory Committee for Special Education
- African American Advisory Board
- District English Learner Advisory Committee
- Parents
- Students
- Bargaining Partners

# Stakeholder Feedback

- **Parents/Guardians** need a clear understanding of what they should expect from:
    - distance learning
    - guidance/support for how they can support their students
    - opportunities to provide input, participate in planning
- We need to focus on our most **vulnerable students** in our planning and implementation. These students include English Learners and Students with Disabilities.
- **Training and accountability** for staff are both critical.
- **Relationship building and mental health need to be prioritized** alongside physical health/safety.
- This is an **opportunity to do things differently**/disrupt status quo – to better serve all students.
- **One size does not fit all** – training, instruction, communication all need to meet the needs of individuals and groups.

Sac City Unified will disrupt the current status quo of systemic inequity to meet the academic, social and emotional needs of all our students, especially our most vulnerable students. Such disruption must result in higher learning standards and accountability. Our Return Together Plan will abide by all county public health orders to safely serve as many students as possible through in-person instruction. Because we recognize the evolving nature of this pandemic, all of our learning models will meet the needs of all students and mitigate learning loss, assuring that all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.

1. <u>Health, Safety and Well-being</u>: Our actions are grounded in the scientific guidance provided by federal, state, and county health officials.  We will take all steps possible to mitigate the spread of COVID-19 and protect the health, safety, and well-being of our students, employees, and school communities. We will create socially, emotionally and physically safe and nurturing environments for our students to thrive in.

2. <u>Academics and Instruction</u>: High quality instruction anchored in standards-aligned materials is at the core of achieving equity, access, and social justice. We will use data and assessments to ensure our practices support our students by name, by need, by inequity and by injustice.

3. <u>Agility</u>:  Due to the fluctuating public health crisis, we will remain flexible to balance educational needs with public health and safety. Our learning environment and strategies are designed with agility to ensure high quality instruction continues whether we are in physical or remote learning space.

4. <u>Needs-based and Care Given</u>: Human and capital resource allocations will be informed by the academic, social, emotional and physical needs of our students and employees, as well as school communities.

5. <u>Engagement & Communication</u>:  Our community will have the information and resources they need to be safe, well and heard. We will provide consistent, clear, and routine communications and engagement in multiple modalities and languages.

# return TOGETHER

## return to PLAY

## return to NUTRITION

## return to SUPPORT

## return to CONNECT

## return to LEARN

## return to HEALTH

## Nutrition Services Operations

- Summer meal flexibilities and waivers end August 30, 2020

  -- *Nutrition Services is actively seeking additional waivers from USDA and CDE to allow for use of SFSP meal pattern for 2020- 2021 school year;* **this would allow all students at all schools to eat at no charge, regardless of eligibility**. *There is nationwide support at the state's level for this waiver.*

- Once school starts, USDA requires meals to be offered through the National School Lunch Program and School Breakfast Program with limited flexibilities

  - Students must be enrolled in SCUSD and provide enrollment verification (school ID card, eligibility letter, etc.) to receive meals

- Implementing cashless payments for students and staff for safety concerns (pay online, by check or by phone)

## Distance Learning Meal Operations

- Breakfast and Lunch served curbside
- 57 Community Provision Schools (CEP) -- meals are FREE to all students
- 23 Non-CEP Schools -- required to track meal eligibility by student, including curbside and charge students by eligiblity for lunch

  - Working to qualify more schools as CEP. Early data suggests we can add 9 more sites. Sites will be announced once approved by CDE in the coming weeks.

The COVID-19 pandemic has immensely changed our lives in so many ways. As we wait for a vaccine and treatment, *we must work together to mitigate the risk in our community, while still educating and supporting the health and well-being of our students.*

- Moved into Phase Two – Draft Plan and Outreach
- Information is changing quickly

The Return to Health plan was drafted to ensure all other plans adhere to current safety mitigation measures.

Document includes:
- Mitigation measures
- Classroom and space requirements
- Expectations for staff, students, and parents
- Procedures
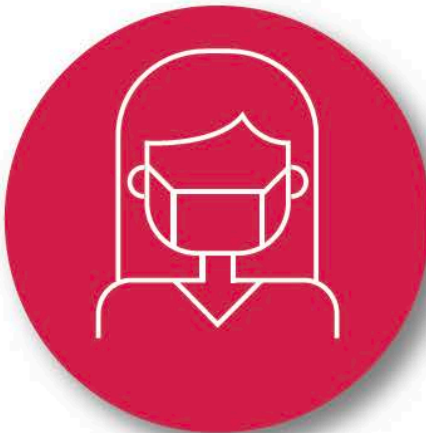
Mitigation Measures

Physical Distancing    Hand Hygiene    Face Coverings    Cough Etiquette    Screening

# Face Coverings

**Wearing a cloth face covering is required** for all SCUSD staff, students, parents/guardians and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual, per CDPH.
.

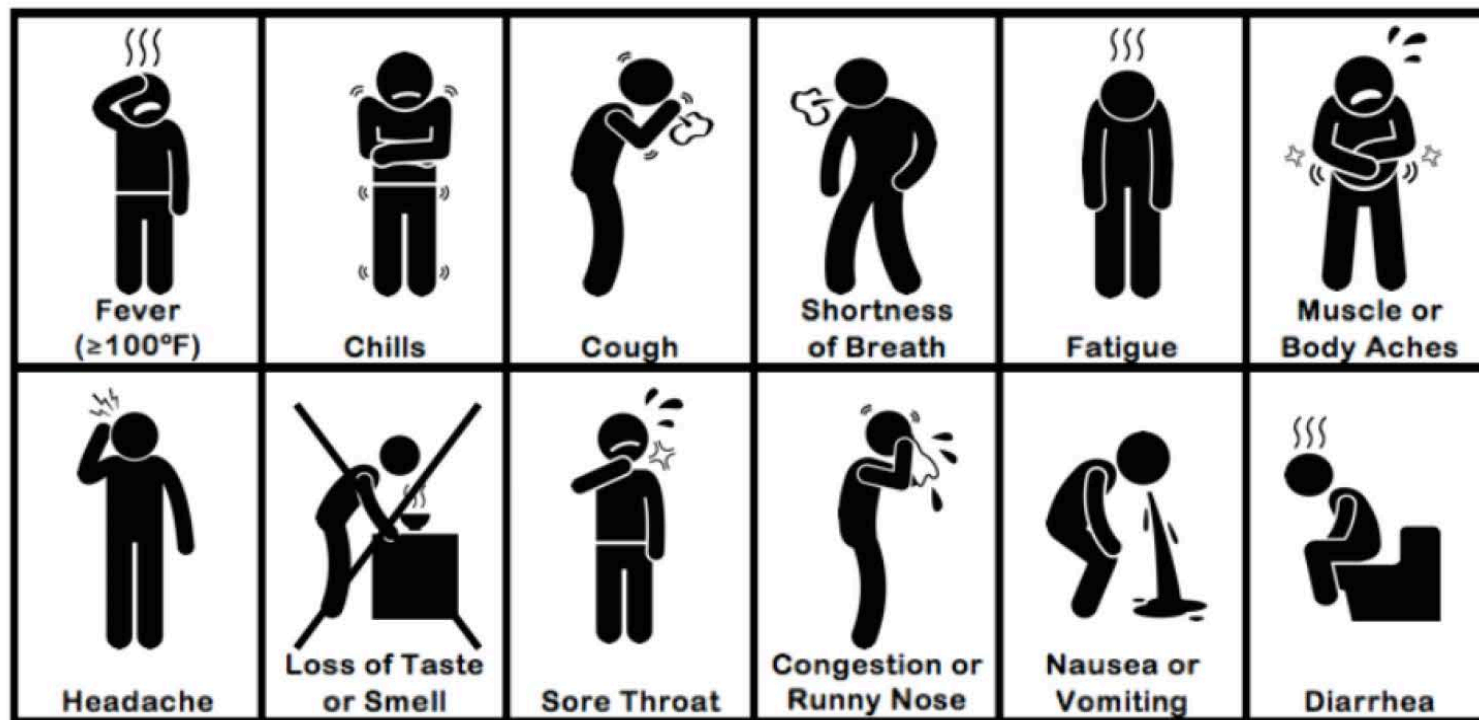Click on photo to watch a video from our students

# Screening

**Screening** requires all students and staff to be screened for illness including a temperature check and review of signs and symptoms of illness. Any student or staff with a temperature of 100 degrees or higher, or signs or symptoms of illness per **Stay at Home Requirements** shall return home.

Students and staff must enter through required controlled entry and exit locations at each site.

# Mitigation Measures for School Sites

- Classrooms
- Common areas
- Bathrooms
- Hallways

# Mitigation Measures for School Sites



- Ventilation and Air flow
- Entrances and Exits (Pick-up and Drop off)
- Offices Spaces
- Designated Care Room
- Recess/yards and play spaces
- Large gatherings – i.e. field trips and assemblies
- PE Classes/Athletics
- School Bus/Transportation

# Risk Management

Protective Equipment & Hygiene Supplies

- Student and staff reusable masks, laundered weekly

- Disposable mask as needed/upon request

- Hand sanitizer stations in every classroom and designated high traffic areas

Supplies provided through OES/SCOE

- Disposable face shields and masks

- Thermometers

- Hand sanitizer

# Risk Management

Site Safety Folder (Live Documents)

- Injury Illness Prevention Program (IIPP)
- District mitigation guidelines
- Health orders
- Site facility checklist
- Symptom check
- Visitor symptom check form
- COVID-19 Required Training Materials
- Signage – hand washing, physical distancing, face covering requirement

HourZero – Mandated Training Platform

- SIA COVID19 training – for all employees

Pandemic Training for Administrators – First steps for administrators

- Pandemic Primer
- What to Expect
- What can schools do
- Strategies

Pandemic Training for Teachers – strategies for the classroom

- Risk communications
- Clean and disinfect between classes
- Spray free classroom space
- How to promote healthy hygiene
- Daily practices and supplies
- Social Distancing

Exploring School Simulation

# Next Steps

- Collaborate with state and local officials and content experts to develop clear metrics for safely returning to school
- Continue to refine Return to Heath Plan to ensure the most current safety measures are employed

Questions

For our next academic year, **beginning September 3**, our students will return to classes in a **100% Distance Learning model.**

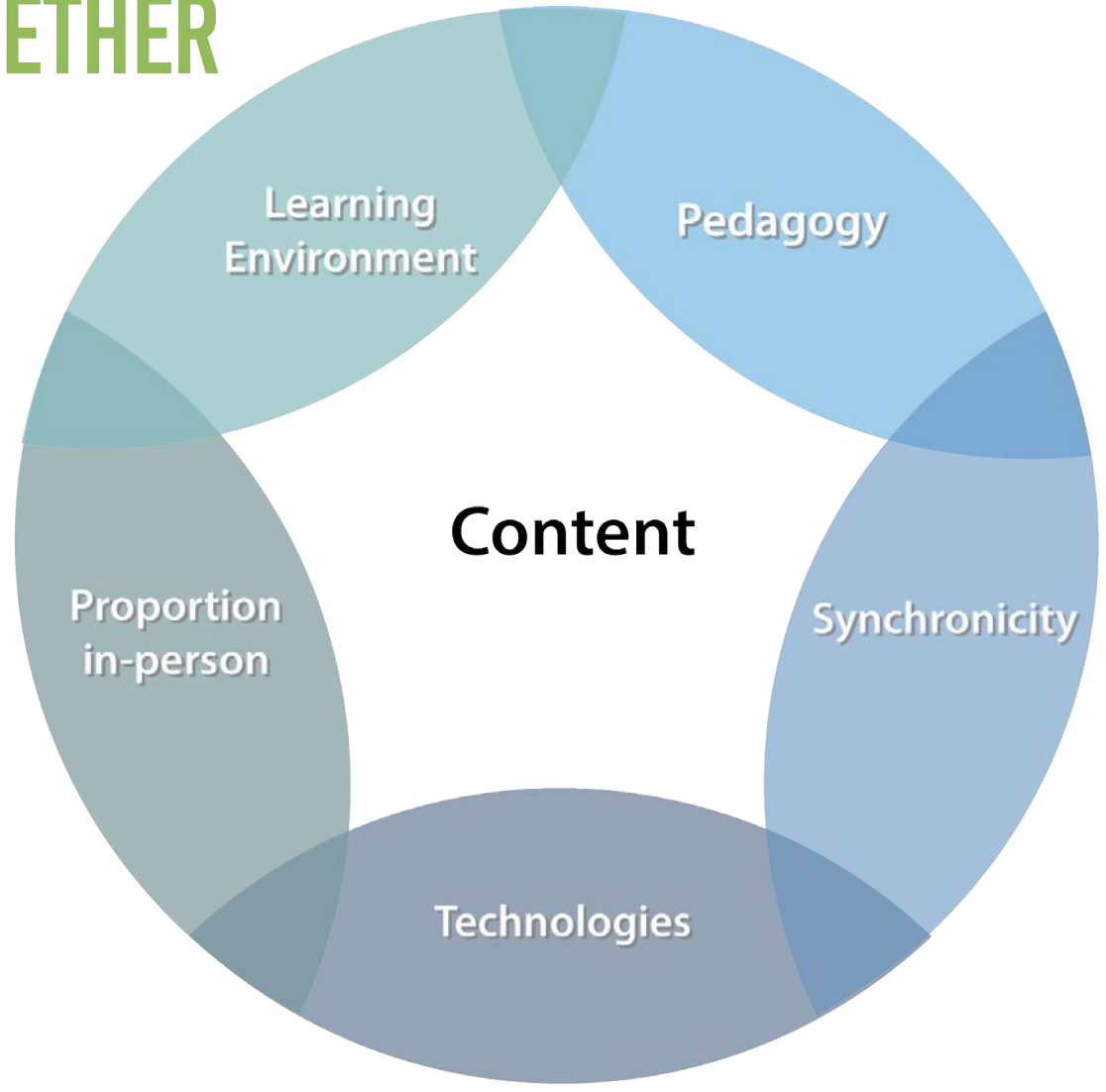- **Parents/Guardians** need a clear understanding of what they should expect from:
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  - opportunities to provide input, participate in planning
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- **Training and accountability** for staff are both critical.
- **Relationship building and mental health need to be prioritized** alongside physical health/safety.
- This is an **opportunity to do things differently**/disrupt status quo – to better serve all students.
- **One size does not fit all** – training, instruction, communication all need to meet the needs of individuals and groups.

We hear you.

We must improve distance learning.

Let's talk about how.

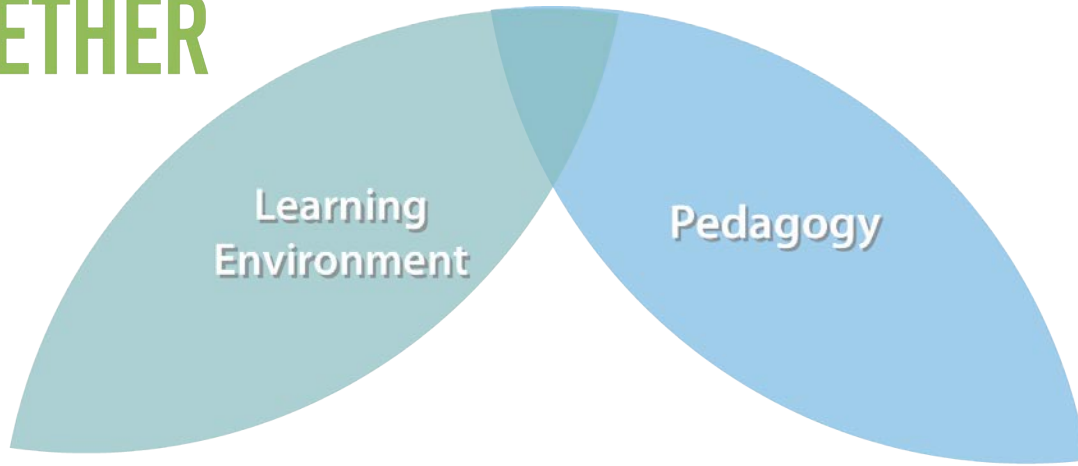**Content**

**We must establish a safe learning environment.**

Re-establish connection with learning and classrooms.

**Pedagogy**

- Universal Design for Learning
- Essential Standards
- Professional Learning

Learning Environment

Pedagogy
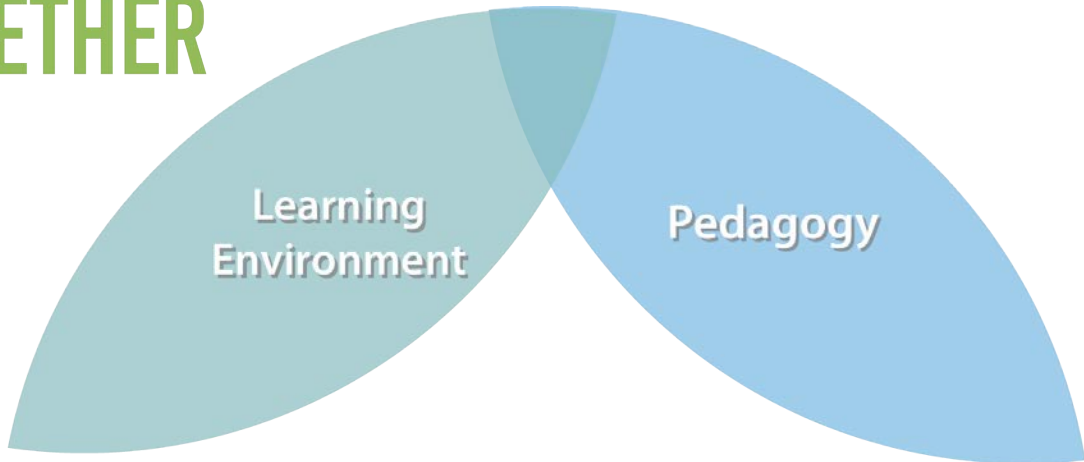
Content
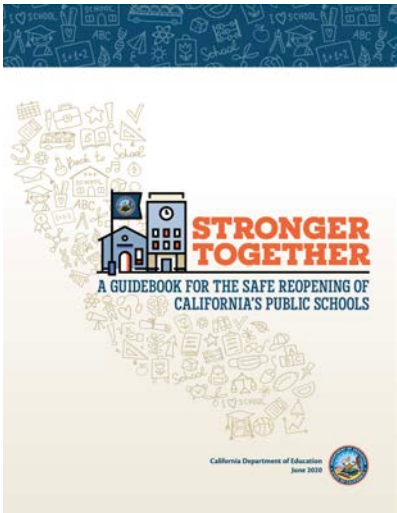
Universal Design for Learning

"All curriculum frameworks include information on how to ensure access and equity for all students. Much of this guidance includes how to utilize the Universal Design for Learning (UDL) practices in instructional planning and delivery." (CDE)

Learning Environment

Pedagogy
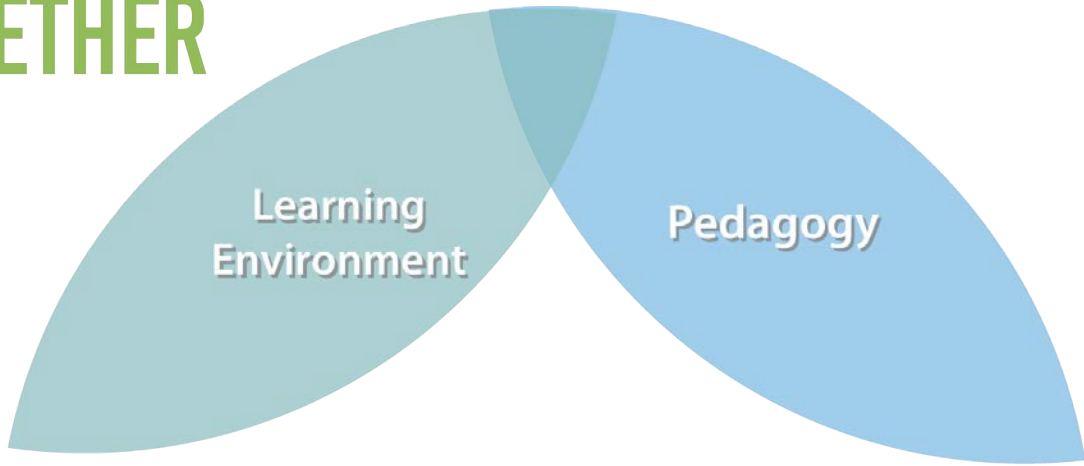
**Content**

## Essential Standards

"Distance learning shall include::

Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction."

-Budget Trailer Bill
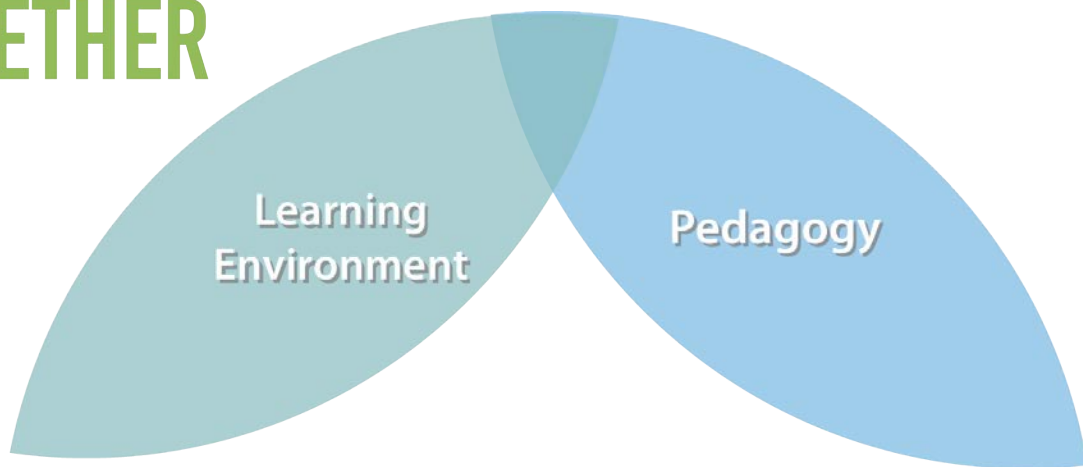
## Professional Learning

Plans for a distance learning program to include:

What professional development and resources will be provided to staff to support the provision of distance learning, including technological support.

-Budget Trailer Bill

**Synchronicity**
- Our community wants to see their teacher and students and feel the classroom experience.
- Live instruction **every day** with the option of participating in **recorded instruction later.**
- Additional learning by need
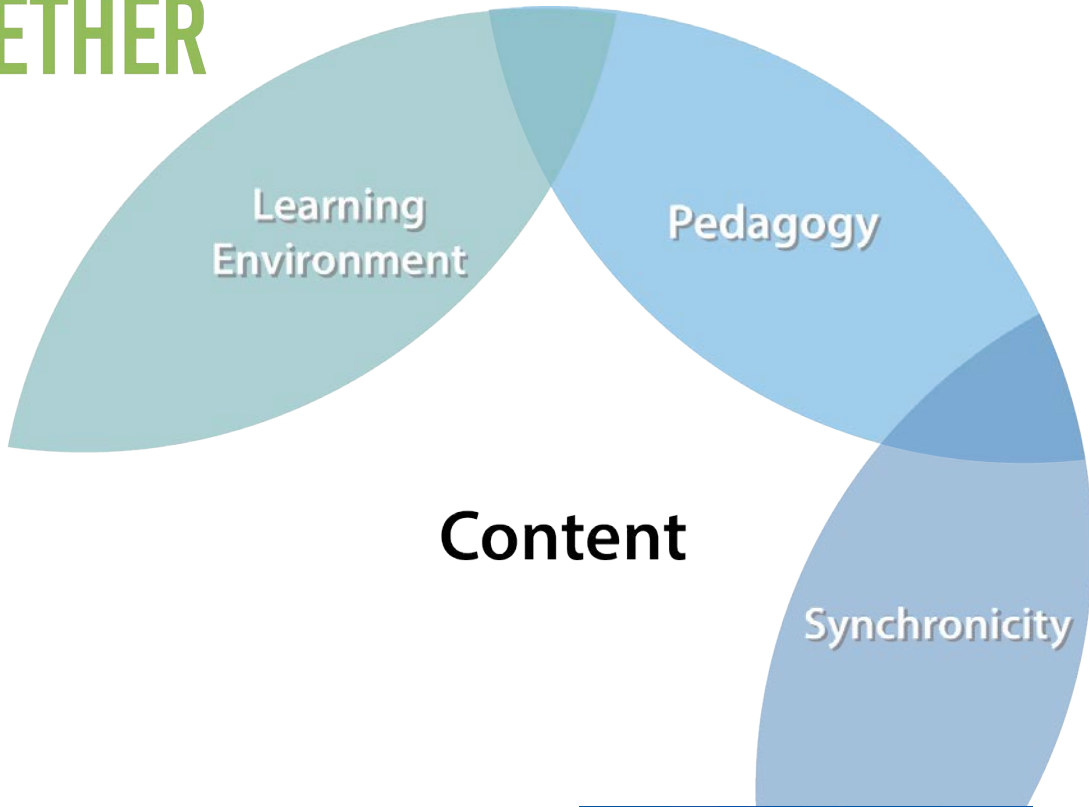
## Synchronicity

"Distance learning shall include:

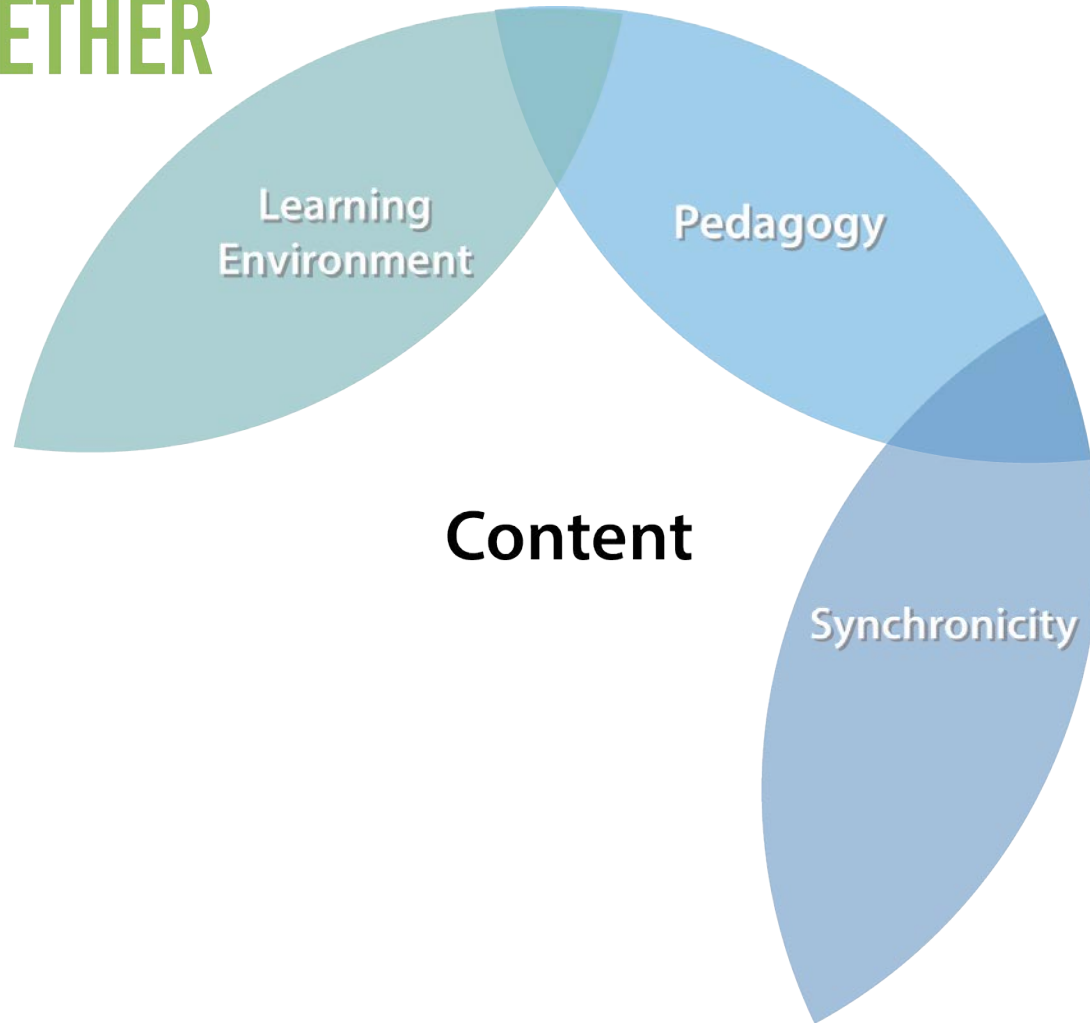(6) **Daily live interaction with certificated employees and peers** for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders. If daily live interaction is not feasible as part of regular instruction, the governing board or body of the local educational agency shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness."

- Budget Trailer Bill
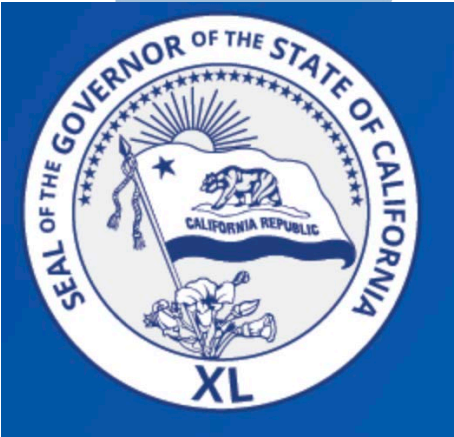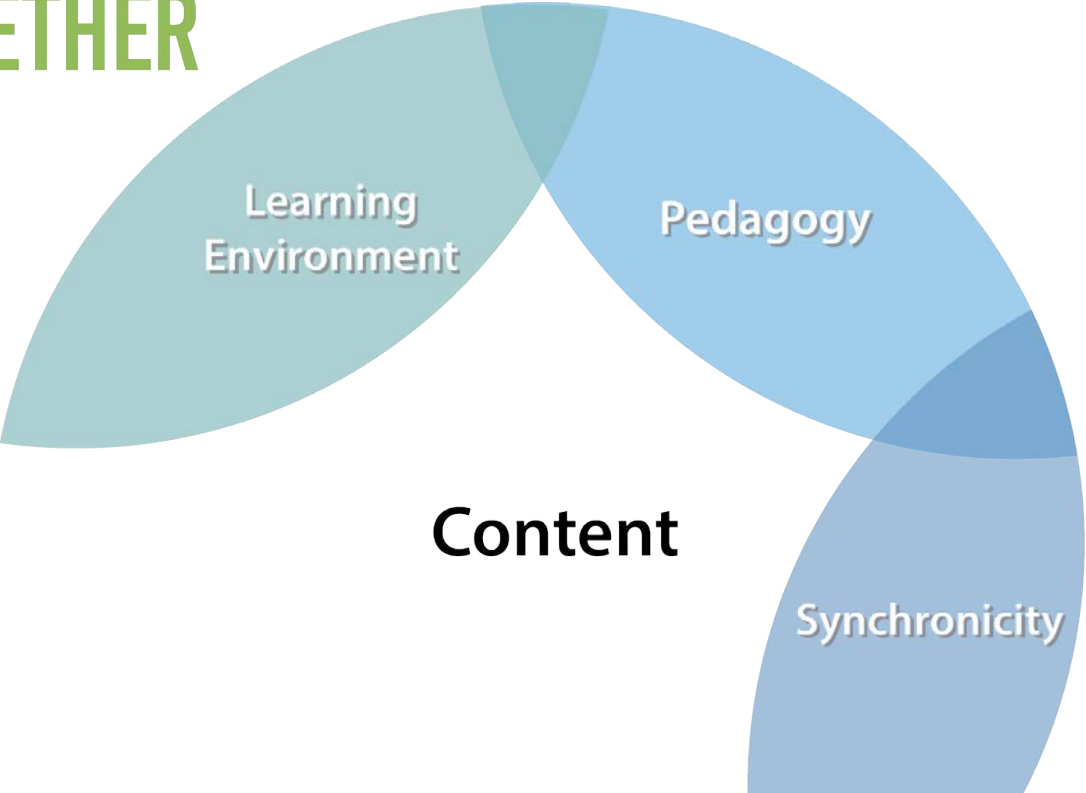
**Synchronicity**

"Academic and other supports designed to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness, and pupils requiring mental health supports."

Budget Trailer Bill
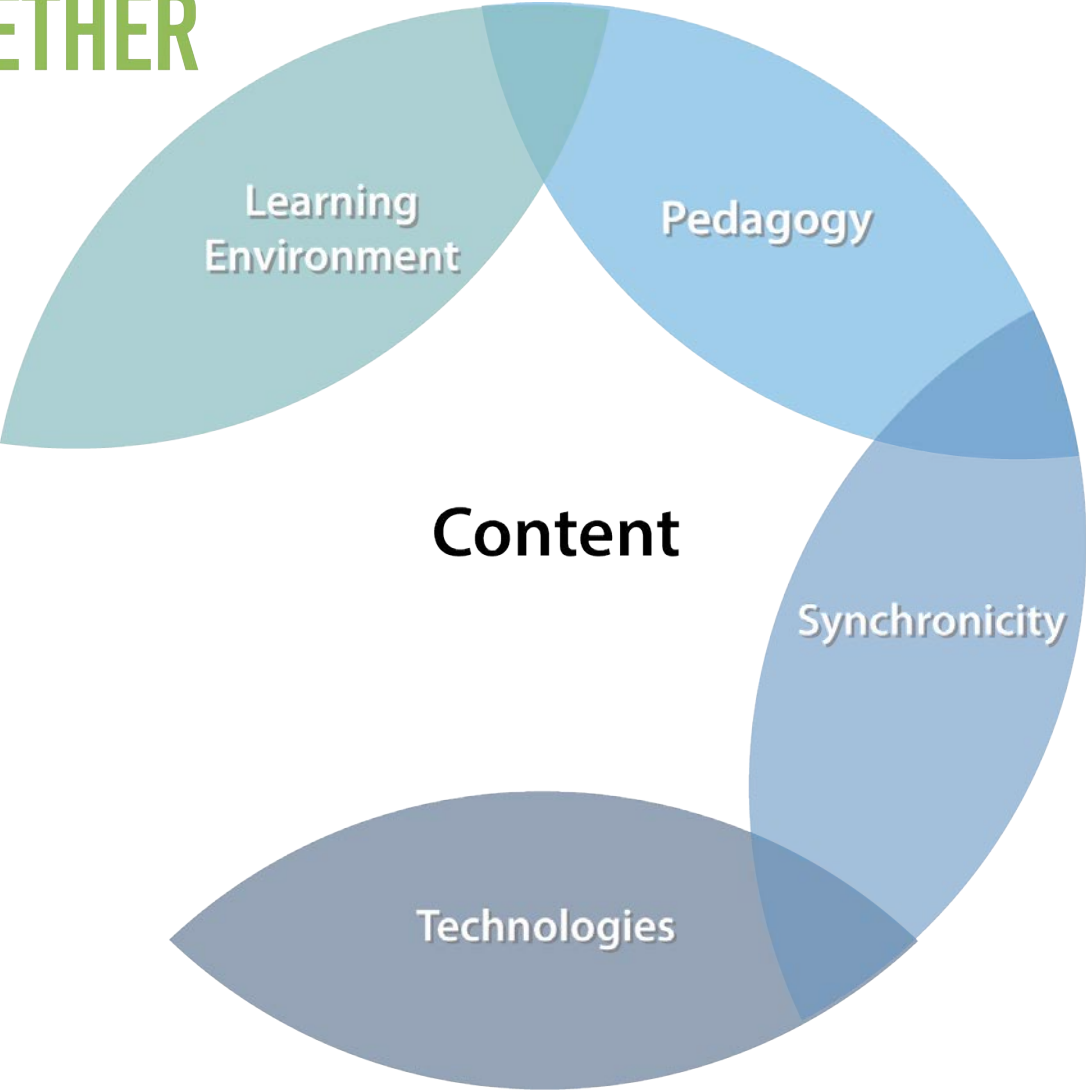
**Technologies**
- Assure that every family has connectivity
- Follow up with our work from the spring
- New technology needs
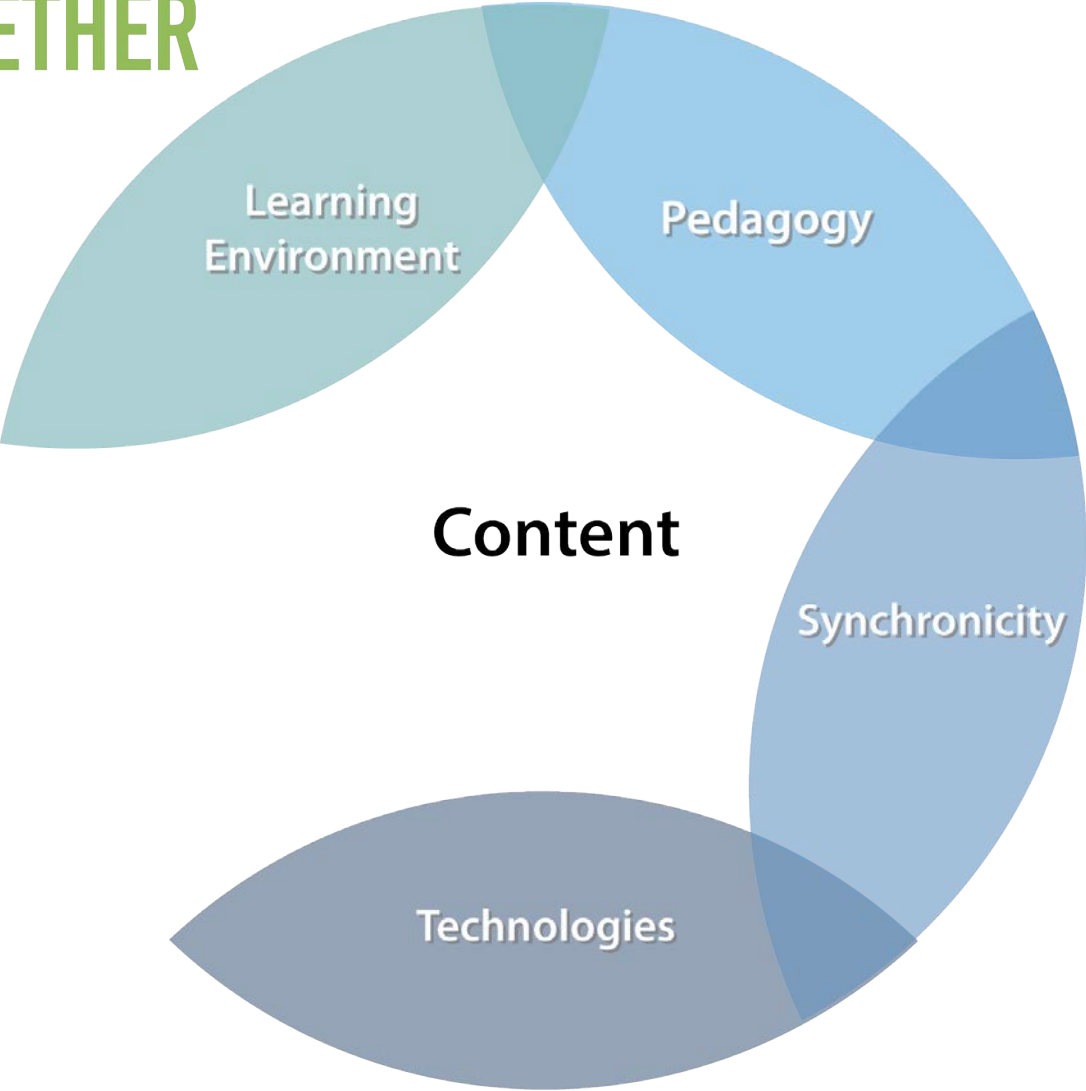
## Technologies

"(b) Distance learning shall include all of the following:
(1) Confirmation or provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work."

Budget Trailer Bill
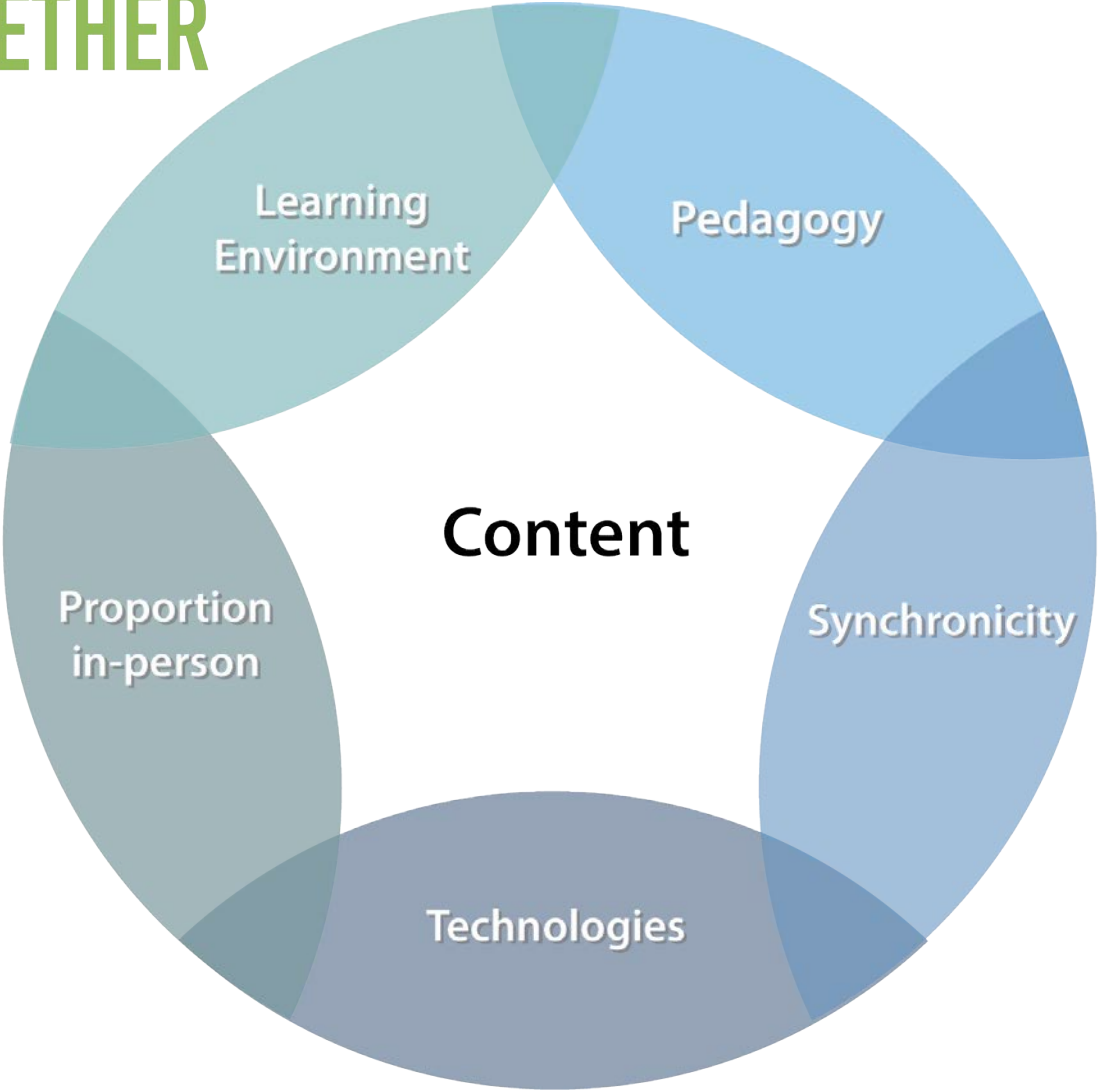
**Proportion in-person**

It was our hope that we could offer both a blended learning and distance learning plan. However current health conditions will not permit this.

A reminder of how we must be agile and plan ahead

# Guiding Principles

1. Commit to grade-level content and instructional rigor

2. Focus on depth of instruction, rather than pace

3. Prioritize content and learning

4. Maintain the inclusion of each and every learner

5. Identify and address gaps in learning through instruction. Monitor students' progress on grade level appropriate assessments and adjust supports based on student results.

6. Focus on the commonalities that students share in this time of crisis, not just on their differences

# Guiding Principles

## 1. Commit to grade-level content and instructional rigor

- Address learning gaps within grade-level work. Daily re-engagement of prior knowledge.

## 2. Focus on depth of instruction, rather than pace

- Focus on the learning that could and should happen. Provide patient and, in-depth instruction to allow unfinished learning to arrive naturally when dealing with new content.

## 3. Prioritize content and learning

- Curriculum leaders must articulate the district's instructional priorities – what is important to teach within each grade level, where to invest time and effort, what areas can be cut, where to teach only for awareness level

**Principles 1-3 as part of our plan:**

SCUSD has updated its scope and sequence documents in ELA and math which focus on grade level content, depth of instruction and priority standards. Guidance for teachers on high quality resources and materials to use are also included.

- These documents take the guesswork out of planning what to focus on for teachers.  Professional learning on how to use the new scope and sequence documents will be provided to teachers and leaders.

- Example: Third Grade ELA Scope & Sequence Document

## 4. Maintain the inclusion of each and every learner

- *"While school closures have impacted all students, some students, such as ELLs, students with disabilities, students with learning or attention issues, economically disadvantaged students, foster children, and homeless youth, will be disproportionately affected by school closures and the unanticipated, rushed switch to distance learning."*

- We must ensure equitable access to engaging grade-level content and instructional rigor.

- *"One way to make grade-level content accessible for all students is through the use of the principles of Universal Design for Learning (UDL). Universal Design for Learning principles are based on the understanding that students "*

**Principle 4 as part of our plan:**

All lessons should be planned using Universal Design for Learning.

SCUSD teachers and leaders will engage in ongoing professional learning on the use of UDL.

**return TOGETHER**

| Provide multiple means of **Engagement** ➔ | Provide multiple means of **Representation** ➔ | Provide multiple means of **Action & Expression** ➔ |
|---|---|---|
| Affective Networks<br>The "WHY" of learning | Recognition Networks<br>The "WHAT" of learning | Strategic Networks<br>The "HOW" of learning |

**Access**

| Provide options for **Recruiting Interest** (7) ➔ | Provide options for **Perception** (1) ➔ | Provide options for **Physical Action** (4) ➔ |
|---|---|---|
| • Optimize individual choice and autonomy (7.1) ❯<br>• Optimize relevance, value, and authenticity (7.2) ❯<br>• Minimize threats and distractions (7.3) ❯ | • Offer ways of customizing the display of information (1.1) ❯<br>• Offer alternatives for auditory information (1.2) ❯<br>• Offer alternatives for visual information (1.3) ❯ | • Vary the methods for response and navigation (4.1) ❯<br>• Optimize access to tools and assistive technologies (4.2) ❯ |

**Build**

| Provide options for **Sustaining Effort & Persistence** (8) ➔ | Provide options for **Language & Symbols** (2) ➔ | Provide options for **Expression & Communication** (5) ➔ |
|---|---|---|
| • Heighten salience of goals and objectives (8.1) ❯<br>• Vary demands and resources to optimize challenge (8.2) ❯<br>• Foster collaboration and community (8.3) ❯<br>• Increase mastery-oriented feedback (8.4) ❯ | • Clarify vocabulary and symbols (2.1) ❯<br>• Clarify syntax and structure (2.2) ❯<br>• Support decoding of text, mathematical notation, and symbols (2.3) ❯<br>• Promote understanding across languages (2.4) ❯<br>• Illustrate through multiple media (2.5) ❯ | • Use multiple media for communication (5.1) ❯<br>• Use multiple tools for construction and composition (5.2) ❯<br>• Build fluencies with graduated levels of support for practice and performance (5.3) ❯ |

**Internalize**

| Provide options for **Self Regulation** (9) ➔ | Provide options for **Comprehension** (3) ➔ | Provide options for **Executive Functions** (6) ➔ |
|---|---|---|
| • Promote expectations and beliefs that optimize motivation (9.1) ❯<br>• Facilitate personal coping skills and strategies (9.2) ❯<br>• Develop self-assessment and reflection (9.3) ❯ | • Activate or supply background knowledge (3.1) ❯<br>• Highlight patterns, critical features, big ideas, and relationships (3.2) ❯<br>• Guide information processing and visualization (3.3) ❯<br>• Maximize transfer and generalization (3.4) ❯ | • Guide appropriate goal-setting (6.1) ❯<br>• Support planning and strategy development (6.2) ❯<br>• Facilitate managing information and resources (6.3) ❯<br>• Enhance capacity for monitoring progress (6.4) ❯ |

**return to LEARN**

## Guiding Principles

5. Identify and address gaps in learning through instruction. Monitor students' progress on grade level appropriate assessments and adjust supports based on student results.

- *"The first instinct of many districts will be to immediately test students upon their return to school in order to gauge their academic level and needs. This would be a mistake for many reasons. To begin with, districts should focus on creating learning environments that feel both physically and psychologically safe for students (and adults). Educators need to work to re-engage students in school, emphasizing the importance of the school community and the joy of learning. Administering tests too soon undermines both of these objectives."*

- *"It is therefore entirely appropriate to employ assessments as a broad temperature check a few weeks into the school year—which is when they are typically administered in a normal school year"*

**Principle 5 as part of our plan:**

SCUSD has organized the 20-21 SCUSD District Common Assessments, and professional learning on how to use the assessments to drive instruction will be provided to teachers and leaders.

6. Focus on the commonalities that students share in this time of crisis, not just on their differences

- *"prolonged interruption in schooling will have affected some children more than others. For example, the hiatus will likely have a greater adverse impact on students with disabilities (SWDs), English learners, students who are homeless or in transitional living situations, or students from low income backgrounds who receive free or reduced-price meals through school and/or may not have easy access to computers to engage in distance learning."*

- This can't be the starting point for instruction. Our experiences together have created new common experiences that should be the basis for work across subjects when we return to school next year.

**Principle 6 as part of our plan:**

SCUSD has developed SEL lessons focused on universal themes to be designed throughout the school year.

- Racial and Social Justice Toolkit
- Sample Schedules with themes on collaboration, confidence, gratitude, perseverance, perspective-taking and more.
- SEL Resources for Families

**Student Engagement** is composed of three integral domains: behavioral engagement, cognitive engagement, and emotional engagement. The metric will include each of these domains in an effort to accurately and comprehensively measure student engagement throughout their daily learning. Reporting will include how a student engaged exclusively in each domain and across all three.

**Behavioral Engagement**
*(physical actions)*

Refers to the physical actions a student uses to interact with the learning material, such as attending, writing, reading, studying, or watching.

**Cognitive Engagement**
*(cognitive processing)*

Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task.

**Emotional Engagement**
*(motivation and emotional responses)*

Reflects a student's involvement in and enthusiasm for school as a whole as well as their emotional connectectedness to others on campus.

# Make contact with Certificated, Classified, and Management Staff:

Gather staff retention through *Notice of Intent to Return* form and process:
- Will be sent to all staff certificated, classified, management, and substitutes

Assess which schools or subject areas have additional staffing needs
- 1:1 meetings with principals and District administrators to gather anticipated attrition, leaves, needs
- Analyze data from notice of intent to return data

Cross-departmental collaboration to identify and process appropriate leaves
- Engage employees and process applicable leaves, which will include an analysis of submitted documentation, a virtual interactive meeting, review of medical notices, and appropriate follow up

Retain newly hired staff through intentional cultivation
- Continue with virtual hiring and onboarding
- Phone calls, virtual welcomes, data sharing (as available)

# return TOGETHER

# return to LEARN

## return TOGETHER · return to LEARN · Sacramento City Unified School District

**Tell us your Preferred Learning Option**
**for when we can return to school safely**

### 1 DISTANCE LEARNING

**Participate in classes:**
**Remote learning 5 days per week**

- Live and recorded instruction
- Access to live teacher help
- Content aligned to grade level standards
- Support based on student need

### 2 BLENDED LEARNING

**Participate in classes:**
**In-person**

+

**Distance learning**

**On September 3, all students will return to distance learning.**
**However, as we develop plans for returning together *when it is safe* we need your feedback!**

Please indicate by XX which learning model you would prefer for when it is safe to return to school by filling out the online form at **www.scusd.edu/return-together-form.**

At this time, this information will be used for the district's planning purposes only. Later, we will ask for your formal decision on a learning model for your student for the 2020/2021 school year.

Please visit our Return Together webpage to learn more about the District's plan for returning to school on September 3, 2020.

**www.scusd.edu/return-together**

**Next Steps**

- Continue outreach efforts with stakeholders
- Commence negotiations with labor partners
- Continue to work on blended learning plan for safe return to schools
- Collaborate with state and local officials and content experts to develop clear metrics for safely returning to school

**Questions**