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

A Planning Framework for the 2020-21 School Year

Volume One • May 27, 2020

Los Angeles County Office of Education
Message from the Los Angeles County Superintendent of Schools

The COVID-19 crisis has proven that schools are the heart of our community, not only for learning, but for nutrition, safety and social-emotional 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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1. Introduction

About the Superintendents Task Force

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

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


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

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

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

- **211 LA County** - Resources available to all county residents to assist with health and human services. They can provide information and referrals to food distribution sites/programs, housing, health care and more.

- **Child Care Alliance of Los Angeles** - Find child care or get additional information by zip code. The resource and referral agencies in the network have free, personalized referrals to licensed child care providers.

- **Communicate with Families During COVID-19** - Researchers outline four strategies to help leadership execute basics to quickly and effectively keep school communities well-informed about the COVID-19 outbreak, resulting policies and current guidelines, as well as equip families with the right information at the right time.

- **My Health LA** - No-cost health care program for people who live in Los Angeles County. MHLA is free to individuals and families who do not have and cannot get health insurance.

Operations

Budget and Financial

- **Revised Budget Summary** (May 14, 2020) - The Revised Budget Summary provides an update of revenues, expenditures and reserve estimates based on the latest economic forecast and changes in population, caseload or enrollment estimates.
  - **Education Highlights** from the Governor’s 2020-21 May Revision that was released on May 14, 2020. The education provisions begin on page 33.

- **Business Services COVID-19 Closure FAQs** - Word document with information and additional links to assist with FAQs in areas such as attendance, LCAP, grants, food services, impact to school programs/services and more.

- **CARES Act Waiver Report** - U.S. Secretary of Education’s analysis of Coronavirus Aid, Relief and Economic Security Act (“CARES Act”) and report to Congress regarding recommendations related to the Career and Technical Education Act of 2006, the Elementary and Secondary Education Act of 1965, the Individuals with Disabilities Education Act and the Rehabilitation Act of 1973 to determine what, if any, waiver authorities to recommend to Congress to provide limited flexibility to assist states and local educational agencies to meet the needs of students and adults with disabilities during the COVID-19 national emergency.

- **CARES Act database**: This searchable database from EdSource describes how much each California school district will get in federal coronavirus funds.

- **LAO COVID-19 Resources** - Descriptions and links to 21 reports and handouts from the Legislative Analyst’s Office on COVID-19 fiscal and policy issues. The LAO has provided fiscal and policy advice to the legislature for 75 years.
Preparing Budget Scenarios for 2020-21 - Fiscal Crisis and Management Assistance Team alert addressing considerations for and approaches to budget preparation for 2020-21.

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

Human Resources

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

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

Nutrition

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

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

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

Technology Infrastructure

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

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

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

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

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

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

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

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

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

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

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From Framework to Action: How to Use the Workbook Templates

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

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

List of LEA Planning Workbook Templates

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

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

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

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

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

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

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

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

Guiding Principles
- Maintain continuity of instruction
- Keep students and staff safe and healthy
- Ensure access and equity for all students
- Communicate with stakeholders, such as staff, families, bargaining units & partners
- Ensure flexibility to meet the needs and advocate for all students, while maintaining fiscal solvency
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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Job-related</th>
<th>Social and Emotional</th>
<th>Health and Safety</th>
<th>Other Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Adults (examples)</td>
<td>Clarity on job responsibilities given COVID-19 disruptions</td>
<td>Meaningful relationships with colleagues and students</td>
<td>Access to COVID-19 testing; support with physical distancing</td>
<td>1:1 access to a computer and internet; guidance on use of benefits</td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Administrators</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Counselors</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Classified Staff</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>[add additional]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>By Key Adult Groups</td>
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<td></td>
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</tr>
<tr>
<td>Contracted COVID</td>
<td></td>
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</tr>
<tr>
<td>High Risk for COVID (or potential to expose others to COVID)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Lower Risk for COVID</td>
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<tr>
<td>[add additional]</td>
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</tr>
</tbody>
</table>
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.
Is Los Angeles County in DPH’s PHASE 3 of Reopening?

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

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

Superintendents Rising to the Challenge
School Year 2020-2021: A Considerations Model

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

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

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

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

Distance Learning

Face to Face

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

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

**Instructions:**
1. Copy/paste this template if taking a differentiated approach given the needs of various student groups.
2. Respond to the Key Consideration Question at the top of the template, using the Focus Area Consideration Tables.
3. Consider the outcomes of Templates #4 and #5, where you assessed student and staff needs to prioritize the needs to consider in (A).
4. Next, have LEA Task Force instructional SMEs and other community members respond to (B) and (C).
5. Develop work plans for the 2020-21 school year, possibly including the following sections:
   - **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.

<table>
<thead>
<tr>
<th>School-level or Student Group: [add here]</th>
<th>Target Instruction Model: [add here]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource(s): [add here]</td>
<td>A) What are the key human needs to consider? (Consider Student &amp; Employee needs)</td>
</tr>
<tr>
<td></td>
<td>B) What assets/strengths position us to implement this model? How will we utilize these?</td>
</tr>
<tr>
<td></td>
<td>C) What may be the major challenges to implementing this model? How will we overcome these?</td>
</tr>
</tbody>
</table>
### Template #8: Master Summary

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

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

#### Leadership & Planning

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

#### Conditions of Learning

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

#### Continuity of Learning

<table>
<thead>
<tr>
<th>School-level and/or Student Group</th>
<th>Target Instructional Model(s)</th>
<th>Goals &amp; Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>[enter school-level or student group]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[enter school-level or student group]</td>
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<tr>
<td>[enter school-level or student group]</td>
<td></td>
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</tr>
</tbody>
</table>
Templates to be added

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

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

Instructional Delivery Models ........................................................................................................................... 26
Assessment Practices ........................................................................................................................................ 27
Special Education .............................................................................................................................................. 28
English Learners ................................................................................................................................................ 29
Expanded Learning Opportunities .................................................................................................................. 30

Appendix B: Health and Safety Considerations

Health and Safety ............................................................................................................................................... 31

Appendix C: Social-Emotional Support Systems Considerations

Social-Emotional Support Systems .................................................................................................................. 32

Appendix D: Family and Community Engagement Considerations

Family and Community Engagement ............................................................................................................... 33

Appendix E: Operations Considerations

Facilities .............................................................................................................................................................. 34
Budgeting and Financial Operations .............................................................................................................. 35
Human Resource Services ................................................................................................................................ 36
Nutrition Services ............................................................................................................................................. 37
Transportation ................................................................................................................................................... 38
Technology Infrastructure ............................................................................................................................... 39
Determine the need for orientations for students.

Provide work packets tailored to individual needs.

Ensure content aligns with the CA Common Core State Standards and includes provisions for both Core State Standards and Content standards and supports the learning goals and enhances learning outcomes. The English Language Proficiency Assessment for California (ELPAC) is a high-quality assessment system designed for teachers, administrators, and policymakers to make evidence-based decisions about student learning.

Administer assessments (See section below) for concurrent learning, Tier 2/3 interventions, and standardized delivery between grade levels.

Ensure there are systems in place to facilitate standardized delivery between grade levels, content teams, and instructional minutes.

Purchase of devices for internet connection.

Provide timely IT support 24/7.

Explore open source materials.

Secure instructional materials with multiple modalities.

Provide additional funding for online instruction.

Establish clearly stated educational goals.

Differen- ature based on student need.

Introduce quality instructional materials to support the learning experience.

Establish learning opportunities for in-depth learning through asynchronous and synchronous learning.

Students can easily navigate and learning outcomes.

Flexible in required instructional minutes.

Explore opportunities for in-depth learning through Tier 2/3 interventions.

Redefine grading policies.

Develop a schedule with consideration for Tier 2/3 interventions.

Provide professional learning for staff to assist in the learning process.

Professional learning for staff to assist in the learning process.

Consider providing additional staff for home visits.

Provide PPE when going into homes.

Provide timely IT support 24/7.

Provide timely IT support 24/7.

Explore open source materials.

Ensure strong communication protocols.

Provide professional learning for staff to assist in the learning process.

Consider providing additional staff for home visits.

Provide PPE when going into homes.

Provide timely IT support 24/7.

Explore open source materials.

Ensure there are systems in place to facilitate standardized delivery between grade levels, content teams, and instructional minutes.

Redefine grading policies.

Develop a schedule with consideration for Tier 2/3 interventions.

Provide professional learning for staff to assist in the learning process.

Professional learning for staff to assist in the learning process.

Consider providing additional staff for home visits.

Provide PPE when going into homes.

Provide timely IT support 24/7.

Explore open source materials.

Ensure strong communication protocols.

Provide professional learning for staff to assist in the learning process.
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

Assessment

- 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

CAASPP: Manuals and Instructions

CAASPP: Interim Assessments

California Department of Education: Smarter Balanced Interim Assessments

Publisher authored assessments

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

Assessment—English Learners

- 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

ELPAC: Resources

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

Instrucional Technology

- Determine appropriate instructional technology for use with students, including but not limited to:
  - Microsof Immersive Reader
  - Overdrive
  - Audible
  - Beeline Reader
  - Text to speech software
  - Textbook publisher’s audio format
  - Bookshare
  - CAST Bookbuilder
  - Learning Ally
  - Rewordify
  - Learning Management System (Google Classroom, Powerschool, Schoology)

BeeLine Reader: Read Faster and Easier, All Day Long

BookShare: Read Your Way Ebooks for People with Reading Barriers

CAST UDL Book Builder

Learning Ally: Audio Books for Dyslexia & Learning Disabilities

Rewordify: Reading Comprehension and Vocabulary Development by Simplifying English to a Lower Reading Level

- Provide professional development to enable staff to utilize instructional technology efficiently and appropriately
- Determine appropriate platform delivery

Key Systems and Services

- Utilize a Multi-Faceted 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).

Resources to Support CA MTSS

Rural Education Network

Transforming Schools Towards Continuous Improvement (Carnegie Foundation)

- 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.

Arrange for cleaning of equipment and monitor restrooms to ensure social distancing. Arrange for students to return to school. Provide emergency training for staff and utilize evidence-based practices. Conduct any needed assessments. Schedule and hold IEP meetings. STRTP - Short-Term Residential Therapeutic Program and Parent Privately Placed Students.

● Acquire adequate supplies for cleaning and disinfecting. Schedule the nurse to attend all initial and triennial IEP meetings. Develop protocols for bus drivers to screen students for fever, cold, and other symptoms.

● Account for bus aides who are required on the campus to ensure safety for students/staff. Arrange for consistency of the campus/classroom environment.

● Create a map of the classroom and make it available before the student returns to school. Conduct assessments and IEP meetings for students and others who require assistance. Idenify and utilize, as appropriate, free primary language support as needed.

● Train teachers and paraeducators on use of virtual/classroom instructional tools. Differen4ated instruc4on, curriculum aligned to common core. Train in social skills required to typically develop friendships, health and safety guidance, social skills required to typically develop peers, health and safety guidance.

● Account for bus aides who are required on the campus to ensure safety for students/staff. Arrange for consistency of the campus/classroom environment. Create a map of the campus and make it available before the student returns to school. Conduct assessments and IEP meetings for students and others who require assistance. Idenify and utilize, as appropriate, free primary language support as needed.

● Train third party transporta4on drivers in small group, and rota4ng table setup in classrooms.

● Medically fragile students may not be table to attend school. Students with health needs or other needs refuse to comply with public health measures (mask-wearing, social distancing) who are a danger to themselves or others.就需要或因其他原因拒绝配合公共卫生措施（如戴口罩、保持社交距离）的医

● Account for bus aides who are required on the campus to ensure safety for students/staff. Arrange for consistency of the campus/classroom environment. Create a map of the campus and make it available before the student returns to school. Conduct assessments and IEP meetings for students and others who require assistance. Idenify and utilize, as appropriate, free primary language support as needed.

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● Medically fragile students may not be table to attend school. Students with health needs or other needs refuse to comply with public health measures (mask-wearing, social distancing) who are a danger to themselves or others.

● Account for bus aides who are required on the campus to ensure safety for students/staff. Arrange for consistency of the campus/classroom environment. Create a map of the campus and make it available before the student returns to school. Conduct assessments and IEP meetings for students and others who require assistance. Idenify and utilize, as appropriate, free primary language support as needed.

● Train third party transporta4on drivers in small group, and rota4ng table setup in classrooms.

● Medically fragile students may not be table to attend school. Students with health needs or other needs refuse to comply with public health measures (mask-wearing, social distancing) who are a danger to themselves or others.

● Account for bus aides who are required on the campus to ensure safety for students/staff. Arrange for consistency of the campus/classroom environment. Create a map of the campus and make it available before the student returns to school. Conduct assessments and IEP meetings for students and others who require assistance. Idenify and utilize, as appropriate, free primary language support as needed.
Expanded Learning programs (K-12) can be a valuable resource for students and families. The purpose of the Quality Standards is to support student success through a variety of approaches, including Social Emotional Learning (SEL), effective instruction, and student engagement. Programs like the ASES and 21st CCLC grants can fund these services, allowing for the development of a consistent communication plan and the review of current contracts or MOUs.

Families and stakeholders should be engaged in setting goals for Expanded Learning programs. It is important to review the role of these programs in meeting immediate needs of students, particularly in the areas of SEL, relationship building, and connection to return-to-school models. It is important to ensure that programs support mastery learning and that staff and students have access to equity and inclusion in Expanded Learning programs.

The LA County Department of Public Health, the LA County Office of Education, and the Office of Education and Safety have provided guidelines for how child guidance should be provided. These guidelines include the use of ASSETs funds to support programs and the use of 21st CCLC funds to support professional development. Online professional development and curriculum work are key systems and services to support students.

Expanded Learning Division (EXLD) offers strategic planning, service learning, project-based learning, and STEAM learning. The Division also provides technical assistance (TA) support, including instructional assistance, family involvement, and communication.

The Expanded Learning Technical Assistance Unit (EC Learning) provides essential critical infrastructure, including access to equity and inclusion in Expanded Learning programs. It is important to ensure that programs are accessible, equitable, and inclusive, and that families and students have opportunities to engage in STEAM learning and other educational enrichment activities.

The California Aerschool Network (CAN) offers programs and services to support student success. These programs include the Journal of Children and Poverty: Aerschool, STEAM Learning, and Aerschool STEM Briefs. The CAN also provides一周和summer learning opportunities, including the California Aerschool Network (CAN) and Building STEAM Learning.

The ASES: Hours of operation include 1567 revised the Expanded Learning Defined Guide: High School Programs Start Aerschool Essentials State: California Department of Education. The Expanded Learning programs can help students achieve academic learning all year long and academic achievement and development.

Youth-Led Activies, Credit Recovery Solutions, and Promoting excitement in learning are important aspects of student success. The CAN also offers programs to support students in developing Regional Essentials.

The CAN also provides Quality Standards for programmatic emphasis on Service Learning, Project-Based Learning, and STEAM Learning. The CAN also provides guides, videos, and resources to support students.

The CAN also provides resources to support students, including the Expanded Learning Technical Assistance Unit, the California Aerschool Network, and the Expanded Learning 360/365: Student Success. The CAN also provides guides, videos, and resources to support students.

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Resources

Meet with stakeholders regarding LACOE to work with Public Health to designate dedicated staff to assist if before or after-school child care is provided. Staff and students to wear cloth face coverings. Consider cost for installing individual hand sanitizers. Prioritize funding for long-term and short-term care. Separate area to keep sick students away.

Encourage families of students with developmental needs to prepare a contingency plan for potential exposure to COVID-19. At this time, it is not feasible to provide comprehensive immunizations for all students. Providing ingress/egress protocols and planning for cleaning/disinfecting are important considerations.

Complete (fill out parts of form that are not completed). Plan for cleaning/disinfecting mobility aids. Consider use of contract with staffing agencies to provide PPE. Store PPE supplies in secure/locked containers. Gloves: non-latex. Remind students to not share or touch personal belongings.

If shortened school day, provide grab-and-go meals to eat at home. Use classroom materials to help students understand health plans, case management of healthcare providers, and public health staff (cell phones, tablets, etc.). Complete (fill out parts of form that are not completed).

Centers for Disease Control and Prevention: Interim Guidance for Schools and Day Camps

- Identify protective strategies for 1:1 aides to another
- Prioritize regular immunization clinics in school settings
- Implement procedures for exposure assessment
- Consider physical distancing if appropriate
- Generate procedures (suctioning, screening, etc.)
- Use of PPE (face covering/mask, and if needed, protective eyewear, face shield/goggles)
- Protections for those around student to keep them safe
- Critical thinking exercises to monitor social distancing and prevent exposure
- Distancing (masking, distancing, cohorting) to employ employees who report to the workplace
- Social distancing if appropriate
- Frequent cleaning of high-touch surfaces
- Plexiglass dividers may be considered
- COVID-19 should remain at home in anyone with symptoms consistent with COVID-19
- Volunteers and visitors should avoid contact with the student
- Restroom and before and after classroom transitions
- Frequent handwashing, use of coverings, and frequent handwashing

Centers for Disease Control and Prevention: Guidance for Cleaning and Disinfecting

- Publicize guidelines and tailor specific guidelines to local situations
- Post hand-washing posters
- Provide hand sanitizer in classrooms that are not already available
- Refer to the Operations - Facilities Considerations for additional information (on the website)
- Developmental Needs, Social distancing, Coronavirus (COVID-19) - Guidance for Care of Child Care
- Coronavirus (COVID-19) - Guidance for Early Childhood
- Coronavirus Disease (COVID-19) - Guidance for Social Distancing
- Stay Home
- Immunization Clinics
- Officier Order for the Control of COVID-19: Public Health
- Home Care Guidelines
- Social distancing
- Personal protective equipment
- Coronavirus (COVID-19) - Guidance for School
- Coronavirus (COVID-19) - Guidance for Social Distancing
- Stay Home
Examine existing foster care plans and policies.

Re-issue Student Housing Questionnaire.

Staff capacity in English Language Learners/Newcomer.

Follow Mult-Tiered System of Supports.

Provide teachers with professional development.

Consideration for special populations—English Language Learners.

Ensure all students identified as experiencing trauma.

Ensure student’s school of origin rights are respected.

Share resources with students and parents.

Evaluate students for state minimum competency.

Implement digital citizenship, anger management, and self-regulation skills.

Provide ongoing, easy-to-implement tools and strategies.

Consider Implementing Restorative Practices.

List crisis hotlines, county mental health support groups, and local resources.

Coordinate with college/university social work programs.

Offer virtual parent support groups via online platform.

Be flexible and supportive of medical/mental health needs.

Monitor staff who are struggling and provide support.

Develop a plan for a positive and supportive workplace.

Provide opportunity to discuss the impact of event and impact of school closure and return.

Refer to the Family and Community Engagement Focus Area for additional considerations.

Mental health services and supports for families.

Address bullying and reduce the stigma.

Establish or prepare a Crisis Response Team, including mental health professionals.

Incorporate SEL Curriculum at all grade levels;

Allocate significant time and resources upon return.

Schools should work with local DCFS to obtain interns.

Schools should use the Family and Community Engagement Focus Area to determine how students can be connected.

Incorporate trauma-informed care.

Schools should work with local DCFS to obtain resources.

Maintain updated district/school website.

Virtual assembly or virtual pep rally.

Other key systems and supports:

Family engagement and support practices.


Meditation.

School Specialty, Inc: Inclusion & Social Emotional Supports - Curriculum and Instruction.

NAESP: Parent Supports - Curriculum and Instruction.

CA Dept of Education: Mult-Tiered System of Supports.

CA Dept of Education: Help for Students in Crisis.

LACOE: Immigrant Relations (available in English and Spanish).

LACOE: Mental Health Supports for Students.

Cognitively Behavioral Intervention for Trauma in Youth.

LACOE: Trauma-Informed Support for Foster Care.


USC School of Social Work: Clients | Telehealth Provider Locator.

Common Sense Education: Apps and Websites.

Reading Rockets: Building Parent-Teacher Engagement.

Preventing ACES.

Free CDC Training: Overview and Approach to Prevention.

NAMI: National Alliance on Mental Illness.

Los Angeles County Office of Education: Tips on Wellbeing4LA Learning Center.

Preventing ACES.

Coalition to Support Grieving Students: Video.


DMH/LACOE/UCLA Series of Webinars: https://...
| Resources Iden9fy	| safety,	social,	emo9onal	nand	health Planning Implica6ons
|----------------|
| Involve	all	stakeholders	in
developing	Establish		
| 
| Develop	consistent	communica9ons
| Consider		parents'	schedules	and	families	with
| Iden9fying	students	with	vulnerabili9es
| Develop	Communica9ons	Plan	for	reopening
| ● Use	social	media	on
to	engage	your	community.
| ● Using
to	celebrate	success	and
| ● Create
to	central	system	for	feedback
| ● Create
to	central	website	that	acts	as	an
| ● Provide	regular	updates	on	students,	staff	and
| ● Translate	plan	into	the	appropriate
| ● Support	families	when	children	are	ill/at	home
| ● Strive	physical
distancing	but	social
| ● Use	masks	and	protec9on	measures
| Maintain	welcoming	environment	for	all	families
| ● Prac9ce	messaging	and	communica9on	that
| ● Provide	consistency	of	messaging
| ● Provide	point-of-contact	for	parents
| Mul6-dimensional	messaging
| Mul6-faceted	communica6ons	methods	through	different	plaSorms
| ● Include	leadership	school
councils	nand	other
| 
| Specific	and
general	supports	for	families
| ● Honor	families'	knowledge	and	incorporate
| ● Establish	collabora9ve	the	new	roles	for
| ● Establish	prac9ces	that	result	in	developing
| ● Establish	collabora9ve	decision-making
| ● Conduct	regular	stakeholder	mee9ngs	and
| ● Provide	uniform	and	aligned	messaging	from
| 
| Best	Prac6ces
| ● Other	key	systems	and	supports
| ● Utilizing	community	partnerships
| ● Other	Schools
| Communica9ng	About	Coronavirus?

Los	Angeles	County	Public	Health:	Cover	Up,

Video	on	How	to	Make	Your	Own	Face

Center	for	Disease	Control	and	Preven9on:

LA	County	Poster

LA	County	Department	of	Public	Health:

Los	Angeles	County	Public	Health:	Cover	Up,

Video	on	How	to	Make	Your	Own	Face

Center	for	Disease	Control	and	Preven9on:

LA	County	Department	of	Public	Health:

Los	Angeles	County	Public	Health	Guidance

Knowledge	Center:	Using	Social	Media	to

Ins9tute	for	Educa9onal	Leadership:

Models	Around	the	Country

Community	School	Ini9a9ves	and	Na9onal
Coali9on	for	Community	Schools-

Ins9tute	for	Educa9onal	Leadership:

provide	support	on
to	them	during	these

Educa9onal	Laboratory	Program:	COVID-19

Ins9tute	of	Educa9on	Sciences	-	Regional

Improve	Student	Achievement	and	Influence

Family,	School,	Community	Engagement	Can

Health	(Page	10	and	on)
County of Los Angeles: covid19.lacounty.gov

Maximize space and open outside doors and windows.

Increase communication with outside agencies and train staff on reporting procedures.

Centers for Disease Control and Prevention: cdc.gov

- Update school safety plan
- Seek specific location or safety data sheet for review
- Verify safety equipment including fire sprinkler systems
- Inspect water systems before physical opening of schools
- Open outside doors and windows and use fans to improve ventilation
- Consider installation of no-touch equipment
- Provide cleaning and disinfecting materials and train staff on the hazards of the chemicals
- Establish expectations for cleaning and disinfecting,
- May use other EPA-approved disinfectants if they meet criteria
- Remove high-touch shared tools from classrooms,
- Provide hand sanitizer
- Conduct group activities such as assemblies by creating separate groups
- Review Joint Use Agreements and lease to ensure compliance
- Inform community partners, tenants and public health about changes
- Ensure compliance with new regulations and procedures

Infected control: cleaning and disinfecting

- Conduct group activities such as assemblies by creating separate groups
- Review Joint Use Agreements and lease to ensure compliance
- Inform community partners, tenants and public health about changes
- Refer to cleaning and disinfecting below
- Determine in-depth and special cleaning protocol
- Close communal spaces and make adjustments per district policy
- Close gym and use space to store unused furniture
- Label, remove and store unused furniture
- Remove extra chairs and tables/desks not expected to be used
- Install floor markings to illustrate social/physical distancing
- Explore allowable occupancy per social/physical distancing
- Prohibit shared use of small spaces
- Install counter shields as appropriate
- Install markings on floor to illustrate social/physical distancing
- Designate one-way staircases to limit people
- Retrain on use and disposal of personal protective equipment
- Designate foot traffic patterns such as one-way
- Designate entry and exit doors whenever possible,
- Create cohorts of staff and staggered schedules

Office, Teachers, Administrators, Students, etc.

- Prohibit shared use of small spaces
- Install counter shields as appropriate
- Install markings on floor to illustrate social/physical distancing
- Designate one-way staircases to limit people
- Retrain on use and disposal of personal protective equipment
- Designate foot traffic patterns such as one-way
- Designate entry and exit doors whenever possible,
- Create cohorts of staff and staggered schedules

Child Care Programs that Remain Open

- Provide hand sanitizer
- Conduct group activities such as assemblies by creating separate groups
- Review Joint Use Agreements and lease to ensure compliance
- Inform community partners, tenants and public health about changes
- Refer to cleaning and disinfecting below
- Determine in-depth and special cleaning protocol
- Close communal spaces and make adjustments per district policy
- Close gym and use space to store unused furniture
- Label, remove and store unused furniture
- Remove extra chairs and tables/desks not expected to be used
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- Designate one-way staircases to limit people
- Retrain on use and disposal of personal protective equipment
- Designate foot traffic patterns such as one-way
- Designate entry and exit doors whenever possible,
Maintaining effective and efficient operations by following best practices in the areas of:

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

**Operations**

**Budgeting and Financial Best Practices**

**Resources**

**Planning Implications**

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

- Develop and follow protocols for tracking costs 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)

**Track and Seek Unique Revenues Related to COVID-19 Pandemic**

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

**California Department of Education:**

- SB 117 COVID-19 LEA Response Funds
- HEROES Act Comments by Governor and Tony Thurmond
- CARES Act ESSER Fund Allocation
- Continue to advocate for any new funds received to be considered more like "unrestricted" funds

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

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

**California Department of Education:**

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

**Budget Planning for 2020-21**

- Review Fiscal Crisis & Management Assistance Team (FCMAT) Alert for Budget Planning
- Strong advocacy needed to amend legislation to change approach from ADA-based to enrollment-based

**Budget and Funds Necessary to Support Social Distancing**

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

**August 15th Layoffs**

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

**California Education Code:**

- EC 44955.5
- The May Revised Budget meets the criteria set forth in the Ed Code. However, this action has never been exercised or tested
Ensure employees are aware of all leaves

Planning Implications

Remind supervisors that they remain

Address departmental concerns relating

Determine feasibility of staggered schedules

Plan for coverage and continuity of

Review and revise onboarding procedures as

Collective bargaining agreement/MOU

Continue to provide Mandated Reporter

Monitor CDC, CDPH and LA County DPH

● Continue to provide anti-harassment training

● Ensure that any new policies and procedures

Progressive Discipline

● Consider referrals to employee assistance

Trainings/reminders to managers regarding flexibility

● Provide sources relied upon when creating

Implementations and communication of social distancing rules and use of PPE

● Determine which health check procedures (if

checks, etc.) (any) will be implemented upon return to the

agencies, including applicable executive

instructural model implemented and fiscal

next steps

○ Continue to monitor these resources for

○ Determine whether the LEA is providing

arrangements for job classifications

○ Determine if working remotely is feasible

approach to re-entry is feasible

available, including HR 6201, FMLA and

and budget

informations regarding mental health and

accommodations are all effective to enable

the MOU, or whether renegation is

current MOU to determine whether to

offer of employment is made

applicants for COVID-19 vaccine conditional
deadlines to managers in accordance with statutory

on pending performance improvement plan

dues/classifications upon reopening

○ Continue to monitor these resources for

○ Determine the need to accommodate

Title VII - Religious accommodations -

Reasonable accommodations under the

● The need/ability to renegotiate MOU

● Review EEOC resource for guidance

● Consider the need to accommodate

● Title VII - Religious accommodations -

● Reasonable accommodations under the

● The need/ability to renegotiate MOU

● Review EEOC resource for guidance

● Consider the need to accommodate

● Title VII - Religious accommodations -

● Reasonable accommodations under the
Maximize participation in the school meal program

- Update list of staff available for in-person and virtual meal delivery.

- Ensure meals comply with USDA nutrition guidelines.

- Work closely with key stakeholders to encourage participation among students.

- Make sure that eligible families have access to the meal programs.

- Submit reimbursement claims through the CDE.

- Consider applying for the Community Eligibility Provision to ensure that all eligible children receive meals.

- Review and revise the Hazard Analysis and Critical Control Points (HACCP) plan to improve safety and quality.

- Use all available media outlets to promote the meal programs.

- Promote employee wellness and safety by providing personal protective equipment (PPE) and ensuring proper sanitation.

- Install clear plastic countertop shields to provide protection for staff and students.

- Maintain a current list of foods and supplies in inventory.

- Provide meals and snacks in stable, ready-to-eat form to meet meal patterns and comply with nutrition assistance programs.

- Minimize risk (e.g., stagger lunch by classroom, provide separate meal service for students with life-threatening food allergies).

- Consider various communication options, such as email, website, social media, and school marquee.

- Voluntary Guidelines for Managing Food Allergies: Consider dietary needs of children experiencing new or greater financial hardship.

- District resources to improve access to school meals.

- Use volunteers to support meal distribution.

- Refer to the Health and Safety Focus Guide and Lunch Assist: Face Mask Safety Precautions for support communication and outreach efforts.

- Refer to the Voluntary Guidelines for Managing Food Allergies to support families and school personnel.

- Procure equipment required to comply with USDA requirements.

- Reconfigure meal service operations to streamline processes.

- There may be an influx of students who need accommodations to provide safe and nutritious meals.

- Training is important to ensure accuracy of transactions, record counts for reimbursement, and improve traffic safety.

- Refer to the Directives for Healthy School, Healthy Staff, and Healthy Learning Environments.

- District Administrators to identify a list of city/county departments to identify emergency supplies and equipment (PPE), soap, hand sanitizer, disinfectant, and other items.

- Staff (school site administrators, nursing/health personnel) to report COVID-19 cases and other related issues to improve communication and outreach efforts.

- Students to bring their own water to minimize use of fountains, etc., and to promote employee wellness.

- Review and revise the Hazard Analysis and Critical Control Points (HACCP) plan to improve safety and quality.

- Consider materials and protocols related to food safety and waste.

- Families to be set up in different areas independent from categorical and commodity funds.

- Cafeteria funds are used to pay for expenses.

- Reimbursement from meal service to cafeteria funds.

- Approval to use the existing USDA price change meals and LEAs may consider applying for CEP to reduce discretionary meal service funds.
Install visible markers to illustrate seats for

Conduct vehicle assessments to identify

Social/Physical Distancing

Make hand sanitizer available to the operator

Use gloves if required to touch surfaces

Provide instructions on washing, using and

Determine what type of PPE will be available

Identify necessary PPE (cloth face covering,

Provide issues and no-touch disposal

Use air curtains to separate air at bus

Update training for operators relating to

Develop cleaning and disinfecting protocols

Provide the necessary cleaning and

Vehicle Infection Control

Seek consistency

Review current contract and amend as

Contracted Services

Make infection control materials immediately

Develop and disseminate communications

Buses serving Special Education

Retrain operators to new protocols and

Consider installing hand-washing

Avoid touching your eyes, nose or mouth

Request passengers avoid standing and

Consider asking bus passengers to enter and

Update procedure if student is found to have

Determine screening or health check

Establish recommendations on how students

Prevention strategies

contaminated by body fluids disposing of face covering to staff and students

○ APer using on, touching or removing ○ APer touching frequently touched ○ Before and APer work breaks

Alcohol-based hand sanitizer containing at

and water are not readily available, use an

hand hygiene including hand-washing. If soap

Soap is available, use products that meet EPA's criteria for use

operator can be wiped down. To disinfect,

surfaces commonly touched by the bus

floor decals, colored tape or signs to indicate

use of physical parameters or visual cues (e.g.,

operators and passengers. These may include


Transportation

Best Practices

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

● Technology infrastructure

● Human Resource Services

● Budge and financial operations

● Other key systems and services

Nutrition Services

Operations—Transportation

Transportation

Prevention strategies

Prevent and control

Interim Guidance for Businesses and Centers for Disease Control and Prevention:

Centers for Disease Control and Prevention:

Interim Guidance for Businesses and Centers for Disease Control and Prevention:

Ramp Up Bus Disinfectant Efforts in Response School Transportation News:

School Districts

Protocol and procedures consistent with

neighboring LEAs

control

Evaluating the Risk of School Transportation

Know About COVID-19

Centers for Disease Control and Prevention:

COVID-19 Occupaional Safety and Health

Employers Responding to Coronavirus

Interim Guidance for Businesses and Centers for Disease Control and Prevention:

Disinfectants for Use Against SARS-CoV-2

Environmental Protection Agency: List N:
Maintaining effective and efficient operations by following best practices in the areas of:

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

Operations

- Technology Infrastructure

Best Practices

- Resources Planning

- Implications

- Technology Infrastructure

- Provide for on-site desktop support, as schools reopen in order to assist with setup and daily operations

- Internet connectivity for students and staff

- Issue cell phones with personal hotspots to key staff and students, as needed

- E-Rate Central: Ten Rules for E-Rate Success

- Identyfy funding to cover the cost of the devices and internet service

- Equipment for students and staff

- Survey families to determine access to equipment such as laptops, and provide equipment accordingly

- Consider allowing staff/students to retain technology (computers and hotspots) and use it regularly in case of a need to continue online learning, summer bridge, new wave of COVID-19

- Purchase electronic equipment wipes specifically for keyboards and other technology (do not use aerosol cleaning sprays or wipes that contain bleach) and consult with Technology Team on overall effort

- Follow the manufacturer's instructions for all cleaning and disinfection products

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

- Determine the need to cover the cost of equipment and service falling upon the LEAs

- Distribution, tracking and return of LEA-owned devices

- 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

- 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

- 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)

- 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

- Federal Communications Commission (FCC)

- 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

- FCC waived the gift rules governing the E-rate and Rural Health Care programs until September 30

- Federal Communications Commission: FCC Waives Rural E-rate Program Gift Rules

- 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 USD
Scott Price, Ed.D., Superintendent, Lennox SD
Jim Coombs, Superintendent, Lowell Joint SD
Gregory J. Fromm, Chief Business Official, Lynwood USD
Alex Cherniss, Ed.D., Superintendent, Palos Verdes Peninsula USD
Lilia Fuentes, Assistant Superintendent, Pomona USD
Alejandro Ruvalcaba, Superintendent, Rosemead SD
Julie Mitchell, Ed.D., Superintendent, Rowland USD
James Symonds, Superintendent, San Gabriel USD
Colleen Hawkins, Ed.D., Superintendent, Saugus Union SD
Regina (Gina) L. Rossall, Superintendent, Westside Union SD
Blake Silvers, Ed.D., Superintendent, Wiseburn USD

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

Education First Representatives
Adam Brumer, Senior Consultant
Sydney Ganon, Analyst
Peter Ross, Principal