



# EGUSD's Transition To Improved Educational Services For All Students

**Better than ever in the long run**

**Equitable – Safe – Responsive**

Presentation to the Board of Education  
June 30, 2020

# Better than ever in the long run

- We are ceaselessly striving to be the best.
- We have and will optimally serve all students by providing exceptional educational services:
  - In our schools
  - Through distance learning
  - Through independent study
- Use student outcome and programmatic data, available research, and the feedback from students, families, and staff to inform us in order to continuously improve educational services.

# Being nimble and adaptable

- Our planning strategy is enabling us to be fluid and swiftly responsive to changing health conditions.

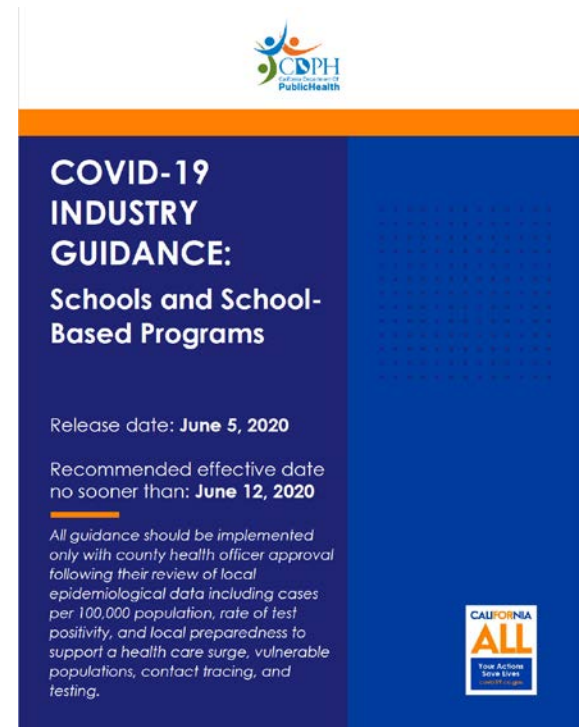
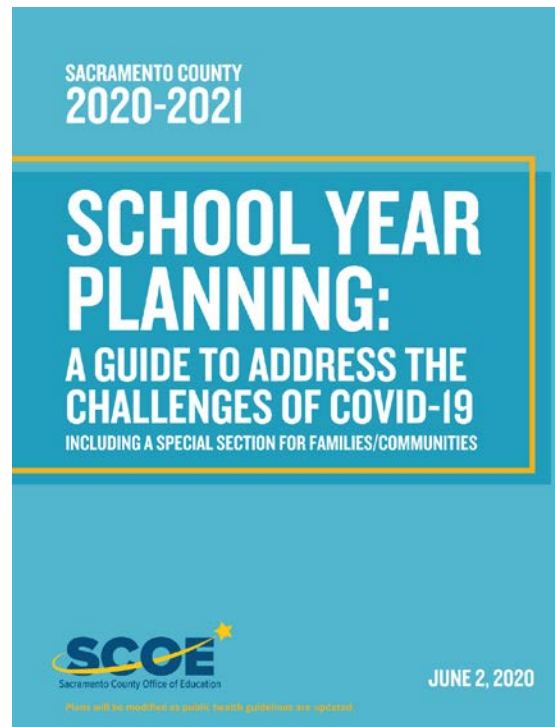
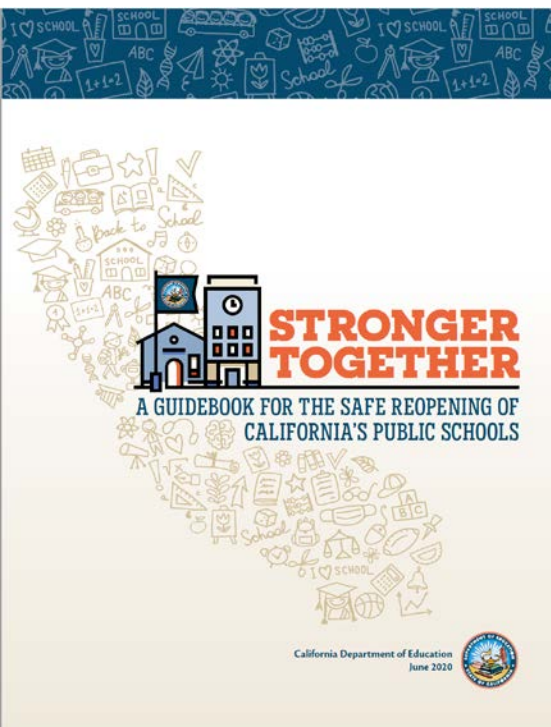
Either:

- Bringing students back to school under diminishing COVID-19 influencing conditions
- Moving students to distance learning under increasing COVID-19 influencing conditions

# Transitioning students back to our schools

- To keep our community safe, we must modify our behaviors in schools in alignment with state and county health guidelines.

*Documents linked to images below*



# We are providing options

## Transitional Model

- A transitional model toward a full return in which the students spend a portion of their time in a classroom with 20 or fewer people in the room, while spending the rest of their time in a distance learning environment.

## Distance Learning

- Distance learning is an alternative learning and educational service model in which the student and teacher are in different locations. Instruction takes place either synchronously (at the same time) or asynchronously (at different times).

## Independent Study

- Independent study assigns students to one teacher who develops an individualized learning plan for students to make progress on their learning goals and monitors students' independent learning progress.

## Elk Grove Charter School

- Grade 7-12 individualized learning experience combining classroom instruction, independent study and dual enrollment.

# Planning Stages

Stage 1	Planning for distance learning - based upon state/county health guidelines	Completed
Stage 2	Implementation and evaluation of distance learning	Completed - gathered and analyzed implementation feedback
Stage 3	Planning the transitional education program based upon state/county health guidelines	June 1 to July 30
Stage 4	Implementation of the transitional education program at year-round schools	August 3
Stage 5	Full implementation of the transitional education program - progress monitoring and progress reporting	August 13

# Tactical Team Recommendations

# Health Safety

## Promoting healthy preventive practices

- Handwashing
- Face coverings

## Maintaining a healthy environment and operations

- Social distancing
- Cleaning and disinfecting
- Passive wellness screening



# Health Safety

## Preparing for when someone gets sick

- Communication pathways and response protocols:
  - Scenario A (low risk): Precautionary notification
  - Scenario B (moderate risk): Cautionary notification
  - Scenario C (high risk): Alert to school population

# Elementary Schedules

## *Transitional Model*

### Considerations

- In the primary grades, the instructional time must give priority to acquiring the necessary skills to read
- Given the reduced class size, the “in-person” instructional time will be maximized for learning with high-quality instruction, engagement, and assessment
- The schedule must provide opportunities for intervention and support, including targeted intervention times
- Afternoons will be used to schedule additional time for students that need intervention, targeted instruction, specialized services and/or other extra-curricular/co-curricular activities as supported by additional staff and Expanded Learning team (PreK/TK/K will follow an AM/PM schedule)
- Bringing students back to in-person instruction to the greatest extent possible given the health guidelines, social distancing requirements and the limitations of physical space will be a priority
- Stagger arrival and dismissal times regionally based on transportation capacity

# Transitional Model

## Specifics and Considerations

### Cohort A

- Attend school Tuesday/Thursday morning, distance learning Wednesday/Friday afternoon

### Cohort B

- Attend school Wednesday/Friday morning, distance learning Tuesday/Thursday afternoon

### Monday

- Students engage in distance learning instruction, communication with teacher, participate in small group intervention and/or other activities

*\*Sample of a schedule provided. Adjustments may be made due to site needs, calendar holidays, etc.*

### SAMPLE SCHEDULE

TIME	FACE-TO-FACE LEARNING
7:45 – 8:00 am	Student arrival/possible health screening as needed
8:00 – 12:00 pm	Face-to-face direct instruction – staggered recess
12:00 pm	Dismissal and student grab-and-go lunch
12:00 – 12:40 pm	Staff lunch
12:40 – 3:15 pm	Afternoons preserved for <ul style="list-style-type: none"> <li>• Distance teaching and learning for home cohort</li> <li>• Independent practice for students in class that morning</li> <li>• Possible extended day, extra curricular, or specialized instruction</li> <li>• Teacher office hours, prep, planning</li> <li>• Classroom reset and cleaning for the next day</li> </ul>

# Staggered 4x4 - Block

## Teacher Schedule

- Monday: distance learning, meetings with staff, students, and families, advocacy class online, intervention online, and professional development
- Tuesday – Friday: face-to-face learning at school – Cohort A/B or Cohort C/D

## Student Schedule

- Four days a week in-person with morning or afternoon independent practice (8 hours in person per week)
- Four days a week with AM or PM distance learning engagement with teachers
- Monday: distance learning, independent learning, intervention, and advocacy

## Social Distancing

- Number of students on campus is decreased by half
- Number of students moving during arrival, dismissal, and passing periods is decreased to 1/4
- Student cohorts are isolated (protection against large scale quarantines)
- Staggered use of rooms provides opportunity for cleaning

# Two Cohort Six Period

## Teacher Schedule

- Monday: meetings with staff, students, and families, distance learning, advocacy class online, intervention online, and professional development
- Tuesday – Friday: face-to-face learning at school – Cohort A or B

## Student Schedule

- Two days a week in-person with afternoon independent practice (8 hours in person per week)
- Two days a week distance learning
- Monday: distance learning, independent learning, intervention, and advocacy

## Social Distancing

- Student population on campus is reduced to half
- Student movement during arrival, dismissal, and passing periods is reduced to half
- Student cohorts are isolated (protection against large scale quarantines)

# Special Education

1. Expand special education assessments
2. Develop a transitional model for our Self Contained Classrooms
3. Develop a model for special education-related service delivery in transitional model
4. Improve distance learning

*\*Needs of our dually-identified English Learner students with special education needs were considered*

# Curriculum & Instruction

## Four areas of focus

- Interconnectedness of technology, content, and pedagogy
- Behavioral health and social emotional learning
- Guidance for teacher responsibility
- Curricular materials

# Behavioral Health & Social Emotional Learning (SEL)

## Commitment to Social Emotional Learning

- Staff training
- Student support
- PBIS guidance
- Staff support



# Family and Community Engagement

Essential Conditions For Effective Family and Community Engagement	Actions for 2020-21 School Year
<b>Relational</b>	Train school employees and families on various communication platforms to build relationships and provide more opportunities for two-way communication.
<b>Collaborative</b>	Listen to, learn from and then lead work to create collaborative partnerships between schools, families and community partners.
<b>Developmental</b>	Create simple translated webinars and resources for families to support academic and social emotional learning at home.
<b>Interactive</b>	Design one easily accessible place for families to find information.
<b>Linked to Learning</b>	Produce translated videos and resources to help families understand how to access and use ParentVue and other learning-based technology platforms.

# Extra/Co-Curricular Activities

These are the core values we took into account while preparing our plan for reopening the EGUSD schools for the 2020-2021 school year.

1. Ensure the health and safety of students and staff
2. Provide opportunities for extra/co-curricular activities for students (arts, clubs, sports)

Recommendations and considerations:

- Adhere to local, state, and federal guidance (Public Health guidelines, Title IX, EGUSD Board Policies)
- Work with departments and sites to support programs
- Provide time for staff to train, plan, and receive support to be innovative and creative
- Adhere to protocols established in the approved plans for activities and athletics
- Continue consistent communication between district, sites, and programs
- Maintain options for students in both transitional schedule and distance learning
- Insure equity and access for all students in extra/co-curricular activities
- Differences in guidance between counties and states
- Maintain need for flexibility

# Expanded Learning

Planning focused on ASES, 21<sup>st</sup> CCLC, and ASSETs state and federal grant-funded programs

- These programs provide support and supervision for most vulnerable students in collaboration with regular school day, using safety as the main priority
- These programs deliver academic, wellness, and social resources to meet the diverse needs of our students and families
- EGUSD will ensure grant compliance including ongoing evaluation of programs

# Expanded Learning

## Elementary schools with ASES grants

- In-person after school program for grades 1-3 to extend school day until 4:00 pm on in-person learning days
- Online support for grades 4-6 in the morning on independent learning days
- Suppers provided daily

## Middle and High Schools with ASES/ASSETs grants

- In-person and/or online enrichment and support offered weekly
- Suppers provided daily

Credit recovery opportunities for high school students available through a distance learning model

# Specialized Operational Team Recommendations

# Transportation

Two main challenges

- Staffing: unfilled positions
- Social distancing: limiting capacity

# Transportation Considerations

- EGUSD currently has fewer drivers than it had prior to COVID-19. Driver shortages continue to have a significant impact on the capacity of Transportation, no matter the educational model
- Social distancing guidelines create capacity limitations
- CDE, CHP and DMV was forced to discontinue training and certification programs as a result of COVID-19, reducing our ability to hire new drivers
- Separate elementary and secondary bell schedules that are staggered can be more efficiently supported by transportation under the current circumstances. Any changes in bell times effects other runs within a route
- Block schedules where students are grouped and attend school at different times in a single day creates challenges without increased driver staffing due to routing inefficiencies. Transportation may need to be limited to only certain blocks.
- Once the educational model(s) are formalized, planning and scheduling will occur taking into account the anticipation that some students may elect to receive 100% distance learning and others may decide to not utilize transportation services, therefore reducing the total number of students that need services.
- Depending on the educational model utilized, transportation services may need to be reduced such as general education home to school, offloads, redirects, field trips and athletics.

# Food & Nutrition Services Transitional Meal Service

Food & Nutrition Services (FNS) plans to:

- Provide packaged meal options—lunch for today and breakfast for tomorrow—for both elementary and secondary students. Meals will be delivered into or as close to the classroom setting to reduced congregation of students.
- Provide meals for distance learning days. Looking into pre-order software that allows parents/students to order the extra meals needed. Additional meals would be provided with daily lunch delivery.
- Maintain quality of meal and continue to meet the USDA Meal Pattern.
- Include locally grown fresh fruits, vegetables and other ingredients as able.
- Reduce touch points, focus on social distancing and PPE to maintain student and staff safety.
- Maintain the integrity of the FNS program through appropriate methods of meal accounting and claiming of meals served.



# Timeline

- **June 30:** 2021 EGUSD Transitional Education Plan presented to the Board of Education.
- **July 1 - July 30:** Continued refinement of Tactical and Specialized Operational Plans, site administration staff, parents and students, develop bell schedules, programming, student schedules, etc., in alignment with tactical plans.
- **August 3 - 12:** 2020-21 school year begins for year-round schools. We will be monitoring and adjusting operations.
- **August 13:** 2020-21 school year begins for modified-traditional and traditional schools. Progress monitoring and adjustments as needed and continuing to reevaluate opportunities to increasingly bring students back to our schools.

# Board Direction

- Moving forward with the transition plan with feedback provided
- Continuing work with bargaining units to finalize memorandums of understanding
- Communicating transitional plan details with students, families, staff and community

# Questions & Comments