



TONY THURMOND
State Superintendent
of Public Instruction

Guidance on COVID-19 School Closures Webinar

March 18, 2020



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Opening Remarks

- State Superintendent of Public Instruction, Tony Thurmond
- State Board President, Linda Darling-Hammond
- ACSA President, Wes Smith
- Governor's Chief Deputy Cabinet Secretary, Ben Chida



Distance Learning Guidance

Shanine Coates
Director,
Curriculum Frameworks and Instructional
Resources Division



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What does the guidance contain?

- Distance Learning Guidance
- Appendix 1: Resources that Support Distance Learning
- Appendix 2: Lessons from the Field
- Appendix 3: Designing a High-Quality Online Course



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Distance Learning Guidance

- The guidance contains considerations in the following areas:
 - Developing a distance learning plan
 - Ensuring access and equity for all students
 - Continuum of options
 - Serving students with disabilities
 - Serving English Learners
 - Leveraging transportation resources to support distance learning



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Appendix 1: Resources that Support Distance Learning

- Online Engagement Systems and Platforms
- State, County Office of Education, and District Resources
- Teaching Tools: Presentation and Content Supports
- Supporting Students with Disabilities in Distance Learning
- Articles to Navigate Distance Learning
- Digital Resources by Content Area
- Pre-K Learning, Games, and Activities
- Current Events and News Outlets for Students
- Free Educational Resources for Distance Learning
- Online Learning Resources and Tools



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Appendix 2: Lessons for the Field: Remote Learning Guidance

- Riverside County Office of Education
- Support for four major categories of teaching and learning:
 - Pedagogy and Practices
 - Accessibility
 - Content
 - Tools and Resources
 - Infrastructure and Devices



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Appendix 3: Designing a High-Quality Online Course

- National Standards for Quality Online Programs, Teaching, and Course Design
- Four Components
 - Course Structure
 - Content Presentation
 - Virtual Collaboration and Interaction Opportunities
 - Timely Feedback



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Next Steps

- Distance Learning web page
 - Publisher Resources

<https://www.cde.ca.gov/ci/cr/cf/distancelearnresources.asp>



Distance Learning Guidance for Students with Disabilities

Kristin Wright
Director,
Special Education Division



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Local Educational Agencies (LEAs) that physically close schools and move to distance learning should focus on how to also continue serving students with disabilities.

- LEAs should design distance learning with accessibility in mind
- Teachers and specialist should work together to adapt instruction to meet the unique learning needs of students with disabilities as outlined in the Individualized Education Programs (IEP)



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Considerations for Distance Learning

- Individualized Instruction in Distance Learning Settings
 - As LEAs consider distance learning options, they should assess the extent to which a student with a disability will be able to attain educational benefit under each option
 - LEAs may need to update Individual Education Programs if additional/compensatory services to some students with disabilities are warranted when onsite instruction and regular school operations resume



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Considerations for Distance Learning (Cont.)

- Related Services
 - To the greatest extent possible, LEAs should continue providing related services consistent with the student's IEP. This may involve providing services on one or more school sites, consistent with social distancing guidelines and accounting for the health needs of students and staff or virtually



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Considerations for Distance Learning (Cont.)

- Assistive Technology
 - LEAs should also be flexible in providing access to school-purchased assistive technology devices when necessary, consistent with law, to ensure children have access to devices they typically use at school



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Considerations for Distance Learning (Cont.)

- Nonpublic Schools and Agencies (NPS/A)
 - CDE encourages continued payment to NPS/As. LEAs should work with NPS/As to take advantage of services that can be offered by NPS/As that elect to continue to provide services during school closures
 - LEAs and NPS/As should work collaboratively to ensure continuity of services for students currently served by NPS/As, pursuant to the IEP, including exploring options related to distance learning



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Requirements Under the Individuals with Disabilities Education Act (IDEA)

- At this time the federal government has not waived the federal requirements under the IDEA
- LEA's continue to have the obligation to provide a Free Appropriate Public Education
- Federal guidance has been issued explaining how these obligations operate in the context of school closures in response to COVID-19, which can be found at:
<https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-covid-19-03-12-2020.pdf>



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Requirements Under the Individuals with Disabilities Education Act (IDEA)

- Newly signed SB 117 requires the State Department of Education to consider the days a school is closed due to COVID–19 as days between a pupil's regular school session for purposes of the timelines for the development of assessment plans. LEAs are also encouraged to respond as expeditiously as possible to requests from parents or guardians received during the period of time a school is closed due to COVID–19.



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CDE Distance Learning Workgroup

CDE will convene a workgroup of practitioners and experts in special education to assess various models for effectively serving students with disabilities in a distance learning environment, including promising practices and specific strategies that LEAs are implementing in California and around the country.

Email sedinfo@cde.ca.gov if you are interested in helping.



Nutrition Services Guidance

Kim Frinzell, RD
Director,
Nutrition Services Division



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Federal Child Nutrition Programs

- The intent of the federal Child Nutrition Programs are intended to provide valuable nutrition to children at the 130 to 185 percent of the federal poverty level.
- Meals are intended for children eligible for free and reduced-price school meals.



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School Meal Guidance

- The COVID-19 Guidance is a framework for how to continue serving meals to children especially those eligible for free or reduced-price meals.
- Schools that have been approved to operate the Summer Food Service or Summer Seamless Programs can apply to serve non-congregate meals during COVID-19.



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Waiver Requests

- Submit your non-congregate meal service request to SNPINFO@cde.ca.gov
- USDA does require CDE to collect key information for each school requesting to operate non-congregate meals during COVID-19.



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Examples of Waiver Information (1)

Sites Information:

- Think about offering multiple non-school sites that focus on reaching eligible children
 - Food Banks
 - Faith-based Organizations
 - Boys and Girls Clubs
 - Community Organizations
 - Bus Stops
 - Curb Site
 - School Food Trucks



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Examples of Waiver Information (2)

Meal Time- timeframe for starting meal distribution:

- Consider multiple serving times to promote social distancing

Meal Counting*:

- Clickers
- Forms
- Point of Sale Systems

* at this time USDA requires children to be present to receive a meal



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Examples of Waiver Information (3)

Distribution Plan:

- Drive through, curb side, food service trucks, grab and go
- Multiple meals can be provided each day but must follow the federal meal requirements regarding the combination of meals/day. Lunch and supper is not permissible.
- May request to provide multiple days of meals to each eligible child. Think about food service, and local health department requirements



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Examples of Waiver Information

- Outreach Efforts:
 - Must include how schools will focus serving eligible children and examples include:
 - Email to families
 - Social media
 - Calling
 - Newsletters
 - Community or radio announcements
 - Flyers
 - Banners



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Resource Section Includes Links

- SFSP Meal Pattern
- SFSP and SSO Reimbursement Rate
- CDE Request for Waiver
- CDE Disaster Resources
- FNS Guidance on Human Pandemic Response:
CDPH School Guidance



Child Care Guidance

Kris Perry
Deputy Secretary,
California Health & Human Services

Sarah Neville-Morgan
Deputy Superintendent of Public Instruction,
CDE



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Supervision of Children

- Schools are required, to the extent practicable, to arrange for the supervision of children during ordinary school hours
- Schools that have closed or will close should develop a plan to ensure supervision. When developing this plan, schools should:
 - Determine and address needs of working families
 - Consider how child care centers on LEA campuses will be affected by a physical closure
 - Consider the age of their students when considering supervision options



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Supervision of Children (cont.)

- Schools should consider allowing community-based organizations to continue to operate on school campuses during a closure
- Schools should consider allowing their school sites for use as critical pop-up child care
- Schools that remain open but that may be considering physically closing, should follow this guidance as well as consult with the local public health department and state guidance prior to physically closing



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Community Resources

- **Community Partners Can:**
 - Help families link to available child care in their area
 - Support with providing pop-up child care
 - Support with continuity of care for children and families
- **Community Partners Include:**
 - Resource and Referral Agencies
 - Local Planning Councils
 - Local Early Learning and Care Agencies
 - Regional Community Care Licensing Offices