CASH Webinar

Communications: Parents, Students, Employees and Community

Julie Arthur, CASH Chair, Palm Springs USD
Jeff Becker, CASH Vice Chair, Office of the Fresno Co. Supt. Of Schools

June 4, 2020

HOUSEKEEPING

- All Attendees are muted.
- If you would like to ask a question, please use the Chat feature.
  - Make sure you are messaging **"All Panelists and Attendees"** by using the drop down.
- This Webinar is being recorded and will be made available to CASH Members for future reference.

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SURVEYS AND FOCUS GROUPS: ENGAGING PARENTS AND THE COMMUNITY

John Fairbank
FM3 Research
Rick Sklarz
FM3 Research

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Californians' Views on Where We Are Now & Reopening Public Schools During the COVID-19 Pandemic

Summary of Recent Statewide Survey Findings by FM3

FM3 RESEARCH | FAIRBANK, MASLIN, MAULLIN, METZ & ASSOCIATES

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Opinion Research During the Pandemic

5

Yes, It Is Still Possible to Do Opinion Research

- Pollsters have made logistical adjustments to address "safer at home" policies; home interviewing and online surveys
- Response rates have risen as voters are home with more free time; some reports of as much as a 25% increase
- In fact, some issues with interviews running long
- Voters are particularly responsive to outreach from local government; they feel positive about the way local government has handled the pandemic, and understand the difficult tradeoffs coming
- We see little to no evidence of respondents reacting negatively to courteous outreach

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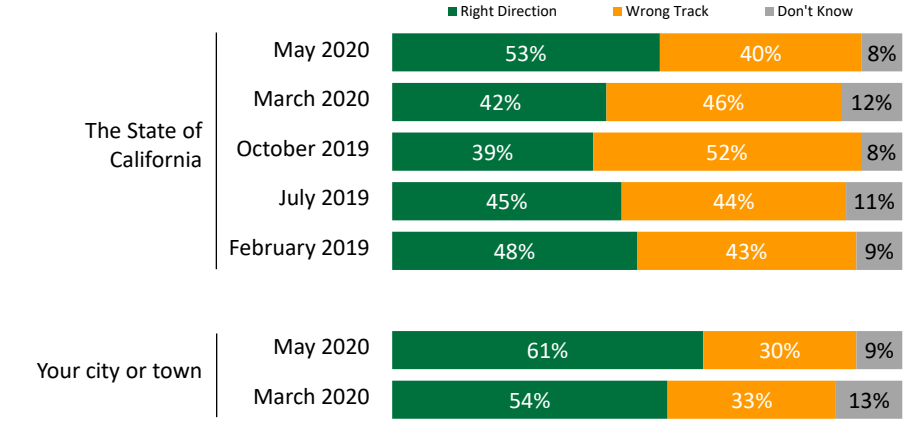
The Mood of the California Electorate

7

The mood of California voters continues to improve, and today a majority view the state as headed in the right direction.

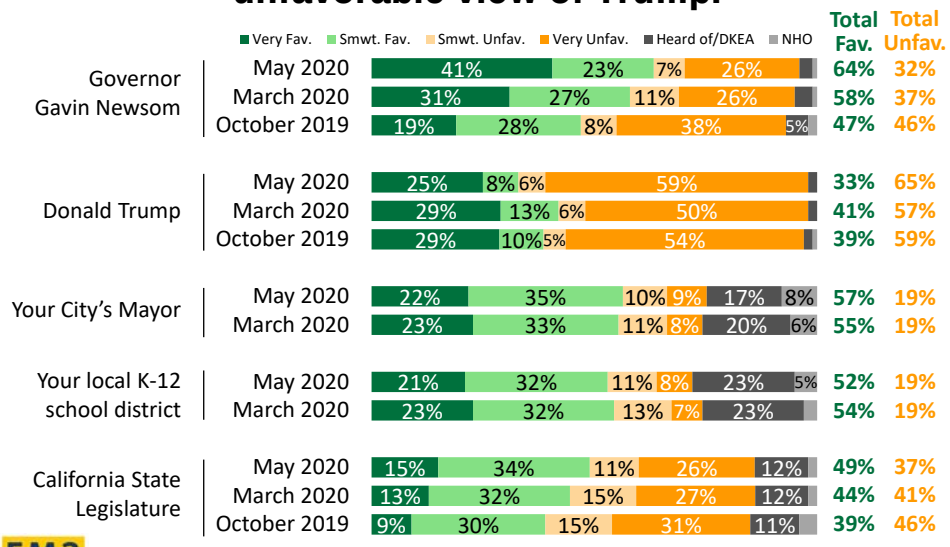
Generally speaking, would you say that things in_____are generally headed in the right direction or do you feel that things are off on the wrong track?



FM3 RESEARCH Q1.

8

Today, nearly two-thirds hold a positive impression of the Governor, and voters have an increasingly unfavorable view of Trump.



FM3 RESEARCH

Q2. I'm going to read a list of people and organizations active in public life. Please tell me whether your impression of that person or group is generally favorable or unfavorable.

9

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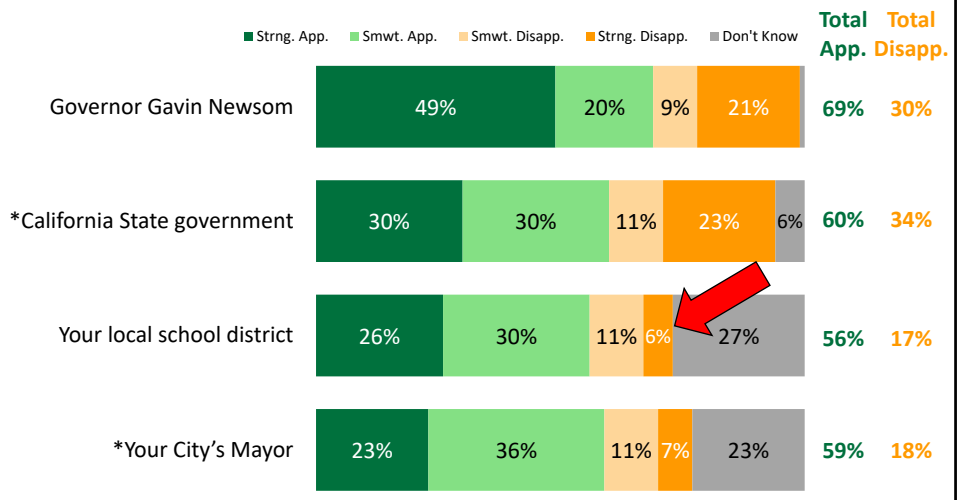
Californians' Views and Experiences Regarding COVID-19

10

Most California voters approve of the job state and local officials and government are doing in responding to the pandemic.

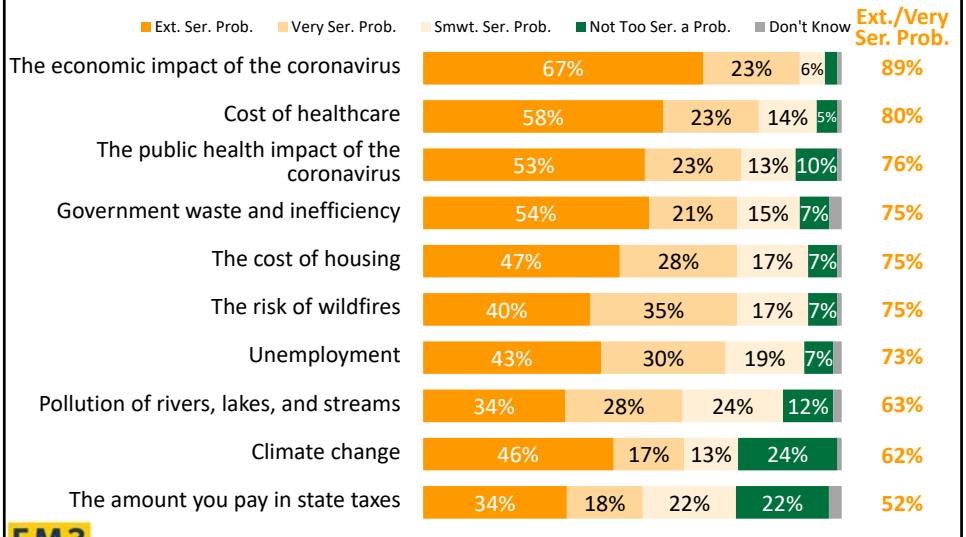


FM3 RESEARCH

*Q3. I am going to mention some different people and organizations. For each one, please indicate if you approve or disapprove of the job they are doing specifically in responding to the coronavirus. *Split Sample*

11

COVID-19 & economic concerns are very acute; broad majorities are still concerned about housing and healthcare costs, gov't waste, & wildfire risk.



FM3 RESEARCH

Q13. Here is a list of some specific problems facing California that people have mentioned. Please indicate whether you think it is an extremely serious problem, a very serious problem, somewhat serious problem, or not too serious a problem for the state.

12

Women, voters making less than $100k, and seniors are more concerned about COVID-19's health risks, while higher-income voters and men identify its economic impact as a bigger problem.

Demographic Group	That you, a family member or friend will be infected with the coronavirus	The impact the coronavirus is having on the economy, including the loss of jobs and businesses closing	Both/ Neither/ Don't Know
All Voters	45%	46%	8%
Gender			
Men	40%	53%	7%
Women	50%	40%	10%
Household Income			
$0—$60k	46%	39%	15%
$60—$100k	50%	42%	8%
$100k—$150k	46%	50%	4%
$150k and above	45%	51%	4%
Age			
18-49	46%	42%	11%
50-64	38%	56%	6%
65+	50%	43%	7%
Race/Ethnicity			
Whites	45%	50%	4%
All Voters of Color	48%	38%	15%

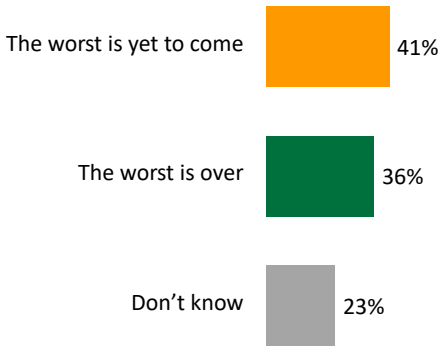
FM3 RESEARCH

Q4. Thinking about the coronavirus, which of the following is of greater concern to you personally?

13

Voters are divided on whether the worst of the pandemic is over or whether the worst is yet to come.

When it comes to the pandemic, do you think that____?



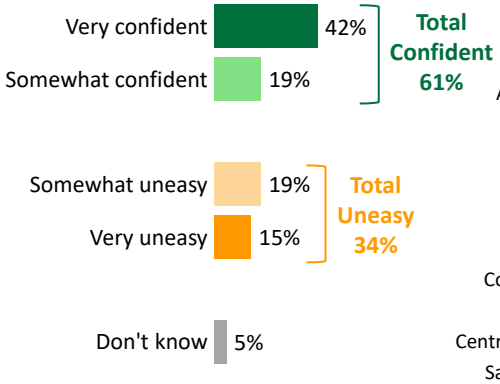
The Worst is Over	The Worst is Yet to Come
36% of the Electorate, Disproportionately:	***41% of the Electorate, Disproportionately:***
Conservatives	Liberals
Live in Central Valley	Ages 18-39
Live in Rural Area	Asian/Pacific Islander
No College Degree	African-American
Age 65+	Live in Urban Area
Live in Inland Region	Women
	Live in L.A. County
	Live in Bay Area

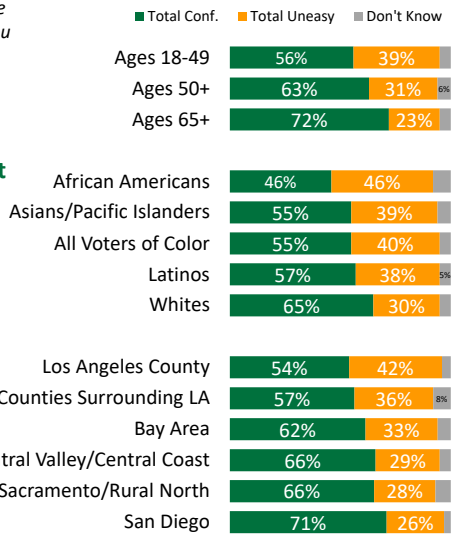
FM3 RESEARCH

14

One-third are uneasy about their personal financial situation.

Thinking about your personal financial situation over the next few months, do you feel confident or uneasy that you will be able to meet your living expenses?





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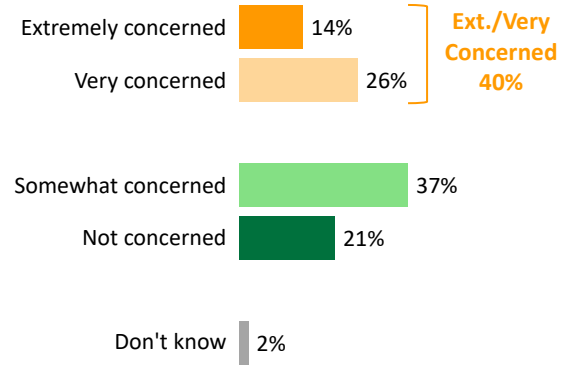
15

Four in ten voters are "very concerned" about potentially getting sick from coronavirus.

How concerned are you that you or a close family member will get sick from coronavirus?



Those most likely to be concerned about the health risks are:

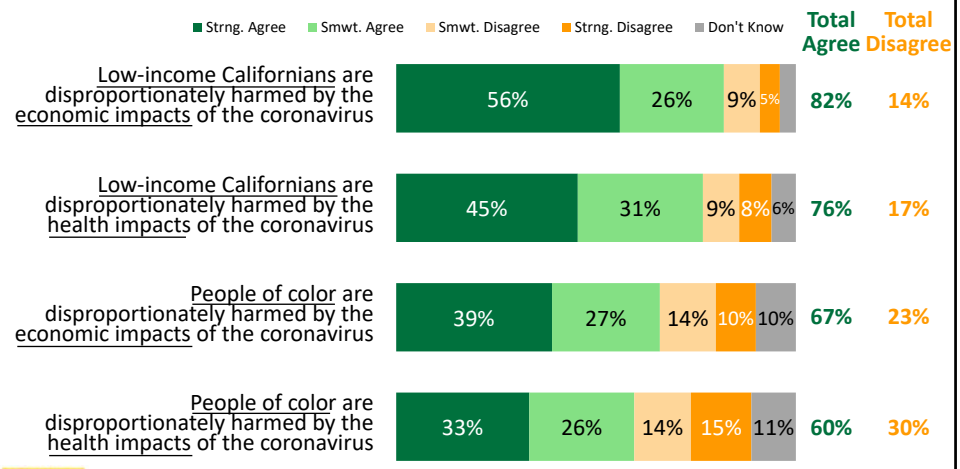
- African Americans
- Liberals
- L.A. County residents
- Healthcare workers
- Ages 30-39
- Asian/Pacific Islanders
- San Diego area residents
- Women ages 18-49

FM3 RESEARCH

16

Both low-income Californians and Californians of color see themselves facing disproportionate health and economic risk from the Coronavirus.

Here are some statements about the coronavirus pandemic. Please tell me if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree.

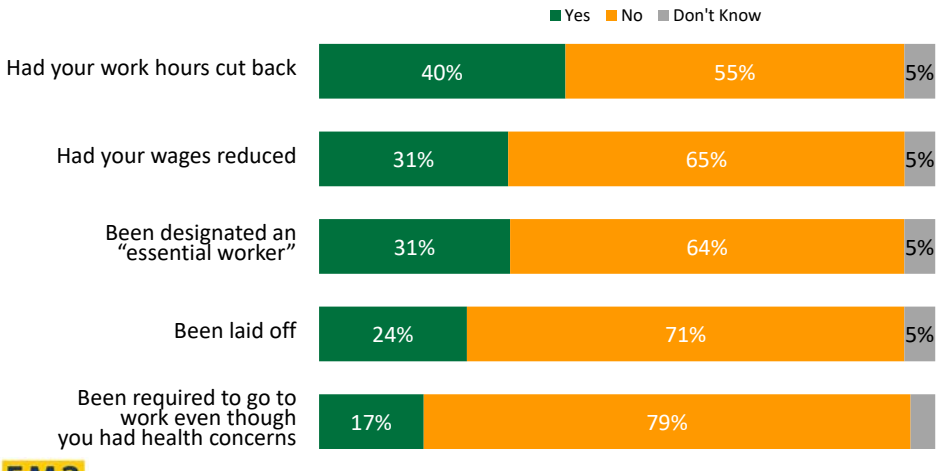


FM3 RESEARCH *Survey of California adults in low-income households or from communities of color*

17

Among these communities, two in five have had their hours cut back, and more than three in ten have had their wages reduced.

In response to the coronavirus crisis, have you experienced any of the following?



FM3 RESEARCH Q16.

18

Roughly six in ten believe the coronavirus pandemic will be "under control" within the next 6-12 months...

*Looking ahead **(HALF SAMPLE:** "6 months"**) (HALF-SAMPLE:** "12 months"**)**, do you think the coronavirus pandemic will generally be under control or not?*

Response	6 Months	12 Months
Under control	59%	66%
Not	21%	16%
Don't know	20%	19%

FM3 RESEARCH Q21.

19

...but voters are less optimistic about the economy, as a plurality does not think it will have recovered over the same time frame.

*Looking ahead **(HALF SAMPLE:** "6 months"**) (HALF SAMPLE:** "12 months"**)**, do you think the economy will generally have recovered or not?*

Response	6 Months	12 Months
Have Recovered	33%	45%
Not	51%	39%
Don't know	16%	17%

FM3 RESEARCH Q22.

20

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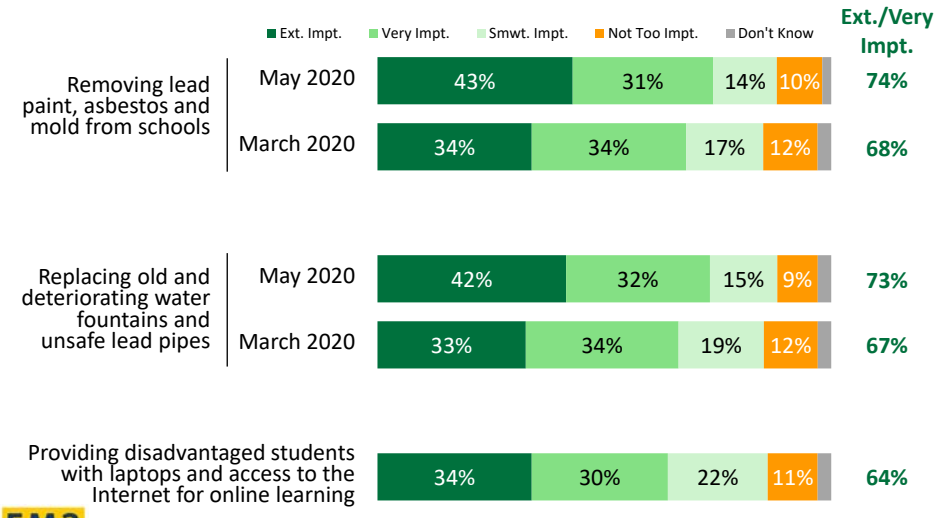
Californians' Priorities for Improving Public School Buildings

21

Voters' top priorities remain removing hazardous materials, and two-thirds support providing *disadvantaged* students computers.

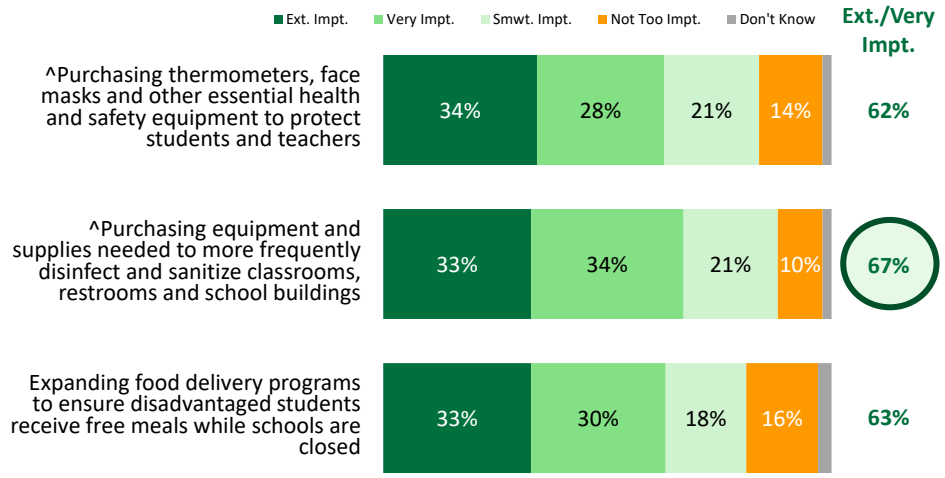


FM3 RESEARCH

Q11. I am going to read you different ways funds raised by this local school bond measure may be used. Please tell me whether you consider it to be an extremely important, very important, somewhat important, or not too important use of bond measure funds. Split Sample

22

Addressing the impact of COVID-19 is also highly important to voters, particularly cleaning schools more frequently.

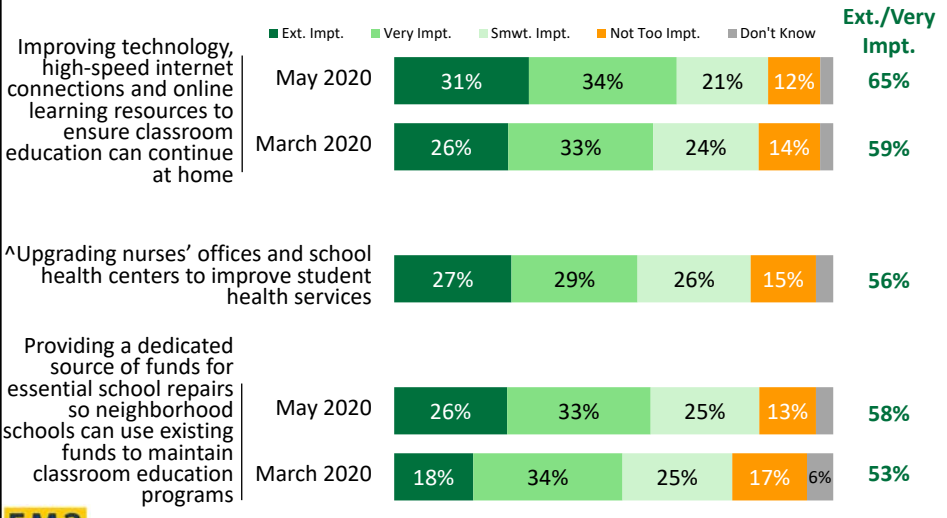


FM3 RESEARCH

Q11. I am going to read you different ways funds raised by this local school bond measure may be used. Please tell me whether you consider it to be an extremely important, very important, somewhat important, or not too important use of bond measure funds. ^Not Part of Split Sample

23

Two-thirds identify upgrading technology to improve at-home learning as an important use of funding.



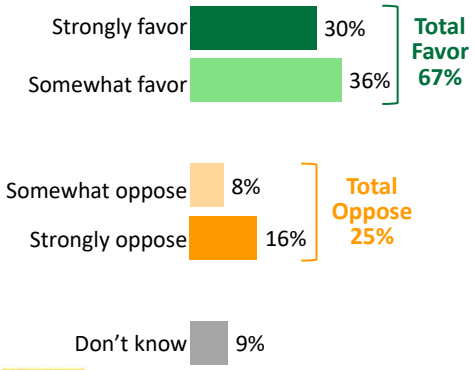
FM3 RESEARCH

Q11. I am going to read you different ways funds raised by this local school bond measure may be used. Please tell me whether you consider it to be an extremely important, very important, somewhat important, or not too important use of bond measure funds. ^Not Part of Split Sample

24

Voters solidly back using existing voter-approved Prop 51 state bond funds to upgrade California public schools.

In 2016, California voters approved a statewide bond measure to provide funding for public schools and community colleges to repair classrooms, improve student safety and make other upgrades to school buildings. Currently, $3.7 billion in bonds are available to fund school construction projects.



Demographic Group	Total Favor	Total Oppose	Don't Know
Region			
L.A. County	71%	23%	6%
Counties Surrounding L.A.	64%	27%	9%
Bay Area	72%	19%	9%
San Diego	65%	26%	8%
Sacramento/North	56%	31%	13%
Central Valley/Central Coast	64%	21%	11%
Age			
18-49	73%	20%	7%
50-64	62%	30%	8%
65+	61%	27%	12%
Race/Ethnicity			
Whites	65%	24%	11%
Latinos	73%	21%	6%
All Voters of Color	73%	23%	5%
Children			
Have Young Children at Home	66%	26%	9%
Have Children at Home	65%	27%	8%
Do Not Have Children at Home	69%	23%	9%

FM3 RESEARCH

Q12. Do you favor or oppose state government selling the remainder of the voter approved bonds to repair, upgrade and improve classrooms and buildings at California public schools and community colleges?

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Reopening California Public Schools

26

Voters identify cleaning schools, establishing plans for positive COVID-19 tests and requiring nurses on campus as necessary for reopening schools.

Proposal	Very Good Idea	Very/Somewhat Good Idea
Requiring schools to **clean, disinfect and sanitize** classrooms, restrooms and other school facilities every day	**68%**	90%
Requiring schools have **emergency plans in place** if a student, teacher or staff member tests positive for coronavirus	**67%**	88%
Making sure **all schools have a full-time nurse on-campus** to monitor, treat and isolate any student suspected of being infected with the coronavirus	**60%**	85%
Providing **every school with thermometers, face masks** and other essential healthcare supplies	**52%**	80%
Requiring **state, county and local public health officials to certify it is safe** to reopen a school	**49%**	77%
Requiring **daily coronavirus screening** of students, teachers and staff members before being allowed on campus	**46%**	75%
Holding **split school day sessions** so half the students attend in the morning and half in the afternoon to reduce the number of students in classrooms and schools to allow for social distancing	**37%**	70%
Each week having **half the students attend school in-person and the other half take classes online** to reduce the number of students in classrooms and schools to allow for social distancing	**25%**	60%

FM3 RESEARCH *Q19. I am going to mention some different proposals that have been suggested in order to allow local California public schools to safely reopen. Please tell me whether you think that is a good idea or bad idea. Split Sample*

27

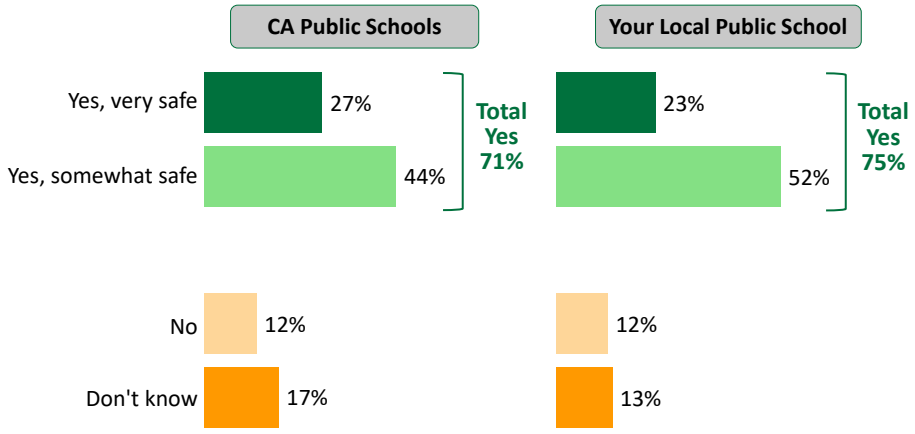
Other proposals for improving safety when schools reopen, including providing thermometers & face masks, requiring safety certifications from public health officials, conducting daily virus screenings, and strategies to reduce the number of children per classroom, also attract strong support.

Proposal	Very/Somewhat Good Idea	Gender		Household Type	
		Men	Women	Have Children at Home	Do Not Have Children at Home
Clean, disinfect and sanitize school buildings	90%	87%	93%	95%	89%
Emergency plans in place	88%	87%	89%	85%	90%
All schools have a full-time nurse on-campus	85%	83%	87%	89%	85%
Providing every school with Thermometers & face masks	80%	80%	80%	72%	84%
Requiring public health officials to certify safety	77%	76%	78%	70%	81%
Requiring daily coronavirus screenings	75%	71%	80%	75%	76%
Holding split school day sessions	70%	66%	74%	70%	72%
Each week having half the students attend school in-person and the other half take classes online	60%	57%	63%	63%	60%

FM3 RESEARCH *Q19. I am going to mention some different proposals that have been suggested in order to allow local California public schools to safely reopen. Please tell me whether you think that is a good idea or bad idea. Split Sample*

28

With these policies in place, most voters think schools can be reopened safely - though only one in four say schools will be "very" safe.



FM3 RESEARCH

*Q20. If these types of precautions were put into place, do you think (**SPLIT SAMPLE C ONLY**: "California public schools") (**SPLIT SAMPLE D ONLY**: "your local public schools") can be reopened safely?*

29

Confidence that public schools can be reopened safely is strongest among voters with school-age children at home, voters with fewer years of formal education, and voters of color, while seniors (Ages 65+) are less certain.

Demographic Group	Yes, Very Safe To Reopen	Yes, Somewhat Safe To Reopen	No, Not Safe To Reopen	Don't Know
All Voters	25%	48%	12%	15%
Household Type				
Have School-Age Children at Home	30%	49%	12%	9%
Do Not Have Children at Home	23%	49%	12%	16%
Educational Attainment				
High School or Less	33%	47%	12%	8%
Some College	24%	52%	15%	9%
Bachelor's Degree	24%	51%	11%	14%
Graduate Degree	25%	47%	12%	16%
Age				
18-49	26%	50%	13%	11%
50-64	29%	46%	10%	15%
65-74	20%	48%	11%	21%
75+	16%	46%	14%	24%
Race/Ethnicity				
Whites	23%	47%	12%	18%
Latinos	29%	50%	11%	10%
All Voters of Color	28%	50%	12%	10%

FM3 RESEARCH

*Q20. If these types of precautions were put into place, do you think (**SPLIT SAMPLE C ONLY**: "California public schools") (**SPLIT SAMPLE D ONLY**: "your local public schools") can be reopened safely?*

30

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Communicating with Parents & Other Community Members

31

Parents and non-parents often use different sources of information to stay informed about their local schools (including in Duarte USD as shown below).

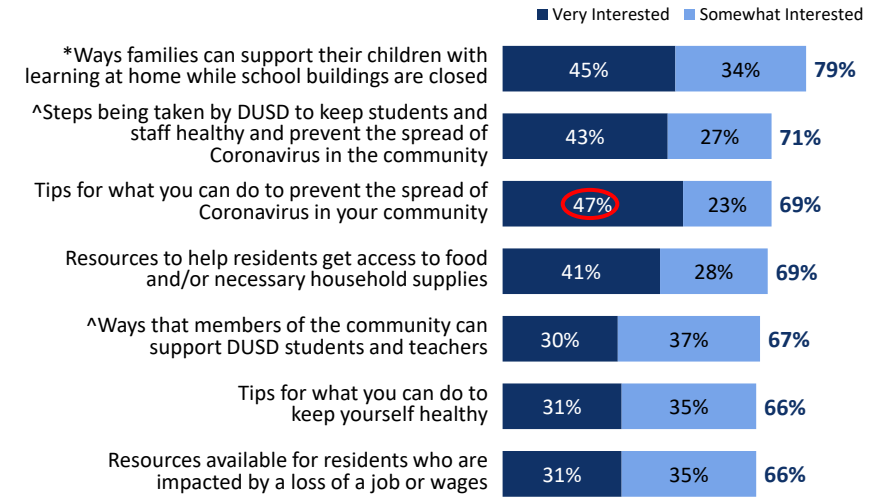
Information Source *(Use Frequently/Occasionally)*	All Voters	School Attendance	
		DUSD Parents	All Other Voters
Word of mouth from friends, family and others	**57%**	76%	53%
*Online web browsing via phone or computer	**54%**	83%	48%
Flyers, postcards or letters mailed to your home	**48%**	58%	46%
*Local newspapers online and/or in print	**47%**	59%	44%
*Information shared from friends on social media	**46%**	68%	42%
Local TV news	**45%**	47%	44%
Email notices from Duarte USD	**39%**	85%	29%
The Nextdoor dot com website or Nextdoor app	**37%**	56%	33%
*Facebook pages run by local residents	**35%**	54%	31%
*Automated text messages	**33%**	61%	28%
*Local news radio	**33%**	20%	36%
Duarte USD's website	**31%**	71%	22%
*YouTube	**26%**	31%	24%
*Online/Virtual Town Halls	**25%**	45%	20%
Duarte USD's Facebook account	**24%**	52%	19%
Duarte USD's Twitter account	**17%**	39%	13%

FM3 RESEARCH

*Q15. I am going to mention a few ways that some people get information about issues related to their community. Please tell me how often you get information that way: frequently, just occasionally, very rarely or never. *Split Sample*

32

Voters are very interested in information on preventing the spread of coronavirus and available resources (including in Duarte USD as shown below).



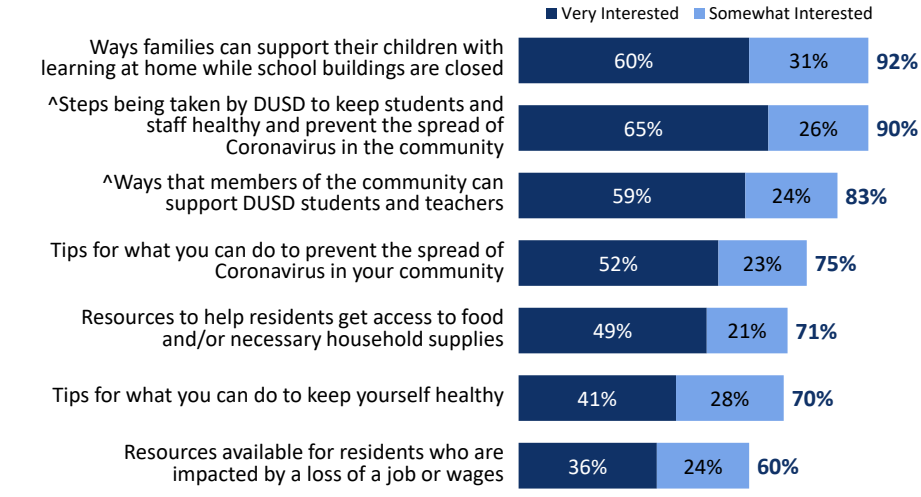
FM3 RESEARCH

*Q10. I am going to read you some of the types of information that DUSD could be sending you. Please tell me how interested you are in that type of content: Very interested, somewhat interested, not very interested, not at all interested. ^Not Part of Split Sample, *Asked if Parent of School-Aged Child*

33

Parents are particularly interested in ways to support their students and steps that local schools are taking to prevent coronavirus spread (including in Duarte USD as shown below).

Duarte USD Parents Only



FM3 RESEARCH

Q10 by DUSD Parents. I am going to read you some of the types of information that DUSD could be sending you. Please tell me how interested you are in that type of content: Very interested, somewhat interested, not very interested, not at all interested. ^Not Part of Split Sample

34

Consistent access to an internet-connected home computer for online learning is not universal among school-age children, even in communities like Duarte USD where median household income exceeds the state average.

Do the school-aged children in your home have consistent access to a computer connected to the internet for online learning? (Asked of Duarte USD Parents Only)

FM3 RESEARCH Q11.

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For more information, contact:

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Sitelogiq
Julie Strauss
HMC Architects

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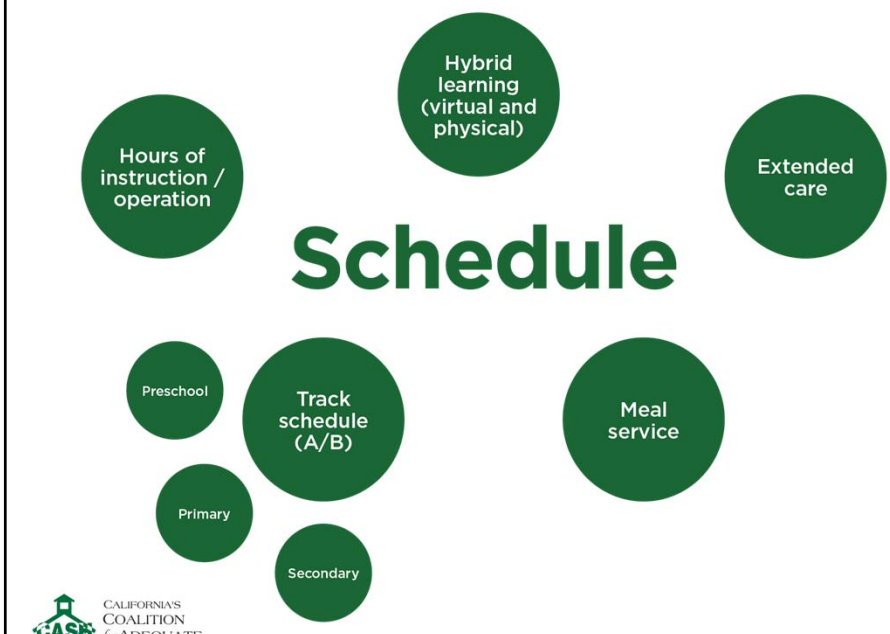

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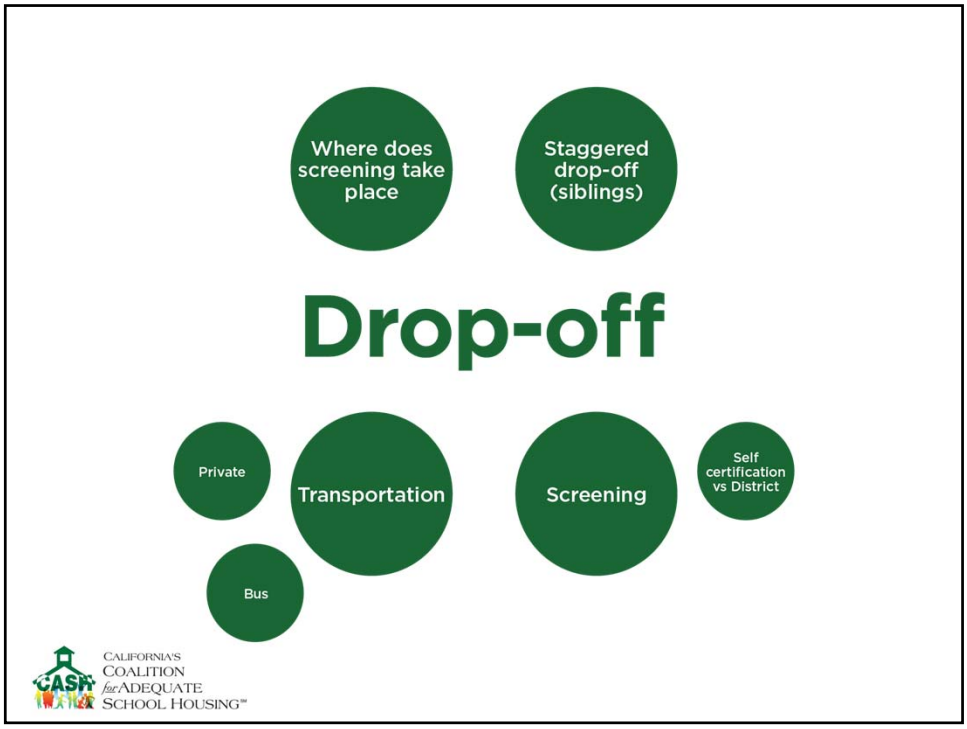
Where does screening take place
Staggered drop-off (siblings)
Drop-off
Private
Transportation
Screening
Self certification vs District
Bus
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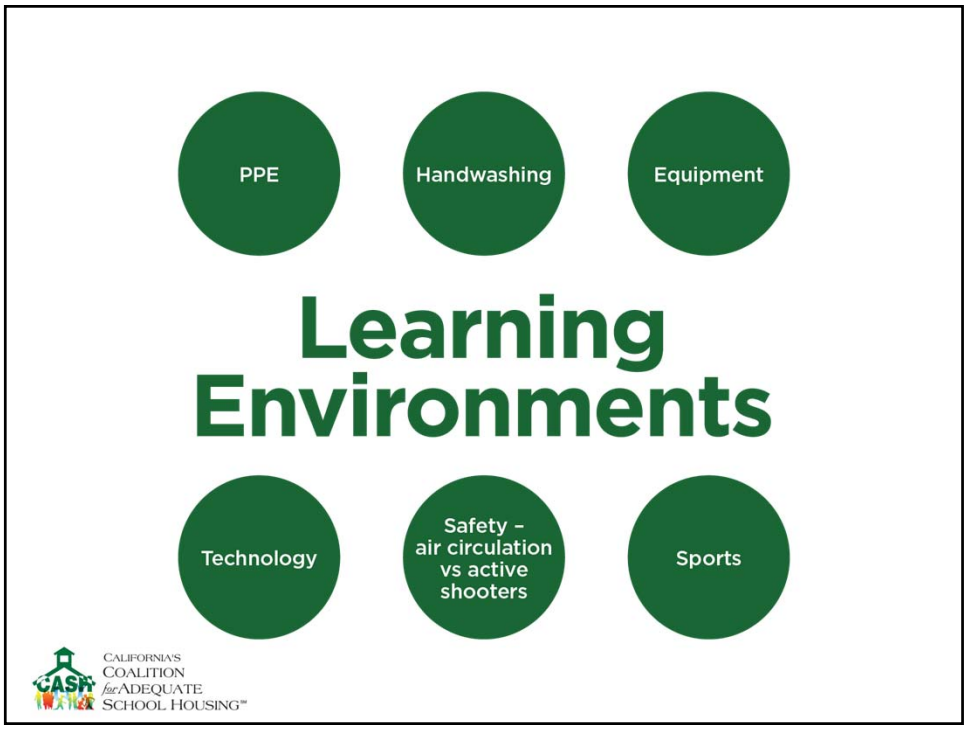
PPE
Handwashing
Equipment
Learning Environments
Technology
Safety – air circulation vs active shooters
Sports
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Counselors
Additional Services
Nurses / health attendants at each campus full time
Social emotional curriculum
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Sanitation / cleaning
Schedule of cleaning
Maintenance & Operations
Air quality
HVAC maintenance
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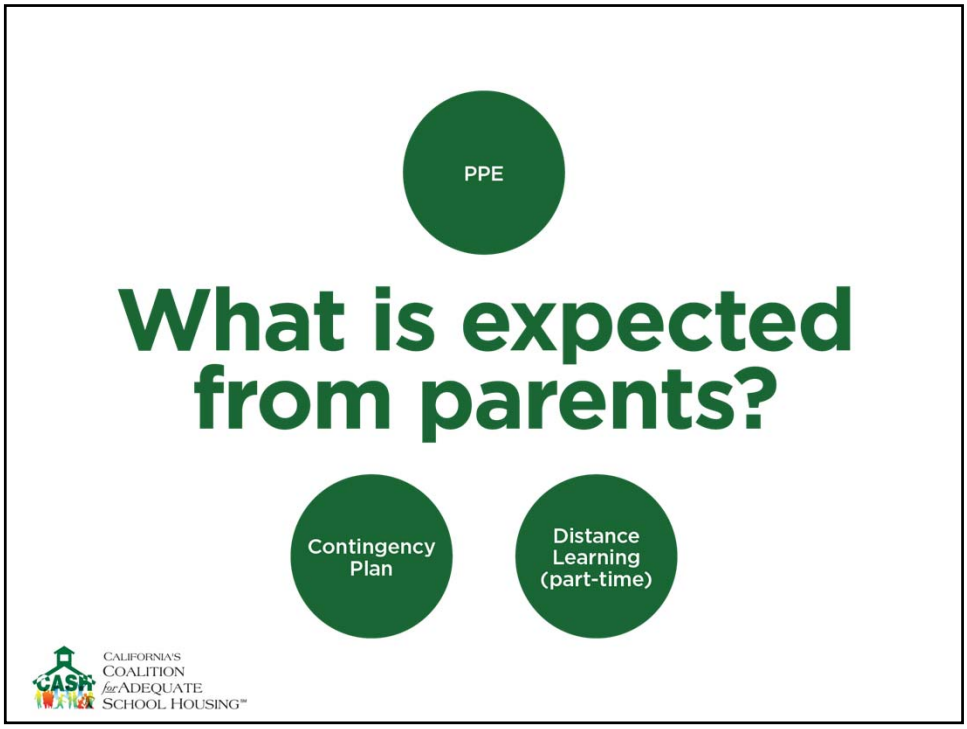


ENGAGING PARENTS OF STUDENTS WITH SPECIAL NEEDS

Joshua Jorn, Monterey COE
Jema Estrella, Los Angeles COE
Rebekah Cearley, Murdoch, Walrath & Holmes

Communication

Establish surveys and FAQ's for all (3) stakeholder groups (parents, staff/admin, teachers)

- Baseline pulse survey to establish comfort and concerns of staff/admin and parents
- Follow-up survey to drill down MCOE's or District's ability to site adapt based on pulse survey results
  - Example: MCOE Internal Office Staff FAQ's

Facility Considerations

- Medical Therapy Units
  - High level of sanitizing and disinfecting already established
  - High level of concentrated staff
  - Low level of student capability to maintain social distancing
- Special Day Class
  - Small spaces, lots of activities
  - Management of students requires multiple instructional staff per pupil
- DHH (Deaf and Hard of Hearing) and VI (Visually Impaired)
  - High level of shared equipment use
  - Ongoing and continuous sanitizing and disinfection of learning one-to-one equipment required

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

A Planning Framework for the 2020-21 School Year

Los Angeles County Office of Education

Volume One • May 27, 2020

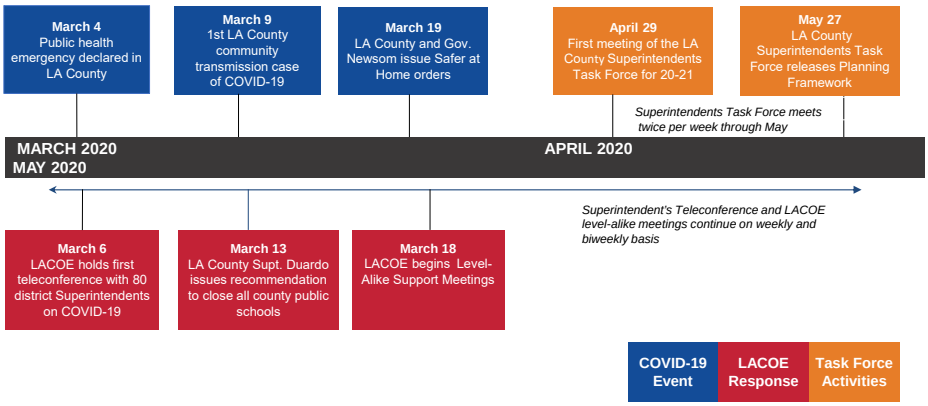
Overview of the Superintendents Task Force

The Los Angeles County Superintendents Task Force for the 2020-21 school year convened for the first time on April 29, 2020.

The Task Force is comprised of superintendents and educational leaders from across the county's 80 school districts and organized by the Los Angeles County Office of Education.

The Task Force's objective is to develop a planning framework based on current assumptions and conditions to assist Local Education Agencies with planning for the 2020-21 school year during the COVID-19 pandemic.

COVID-19 + LACOE and the Task Force Response Timeline



Planning Framework Overview

Purpose

The Planning Framework was created by LEA leaders to work with their teams to plan for the 2020-2021 school year.

Use of Framework

- LEAs may adapt this framework as needed
- LA County Department of Public Health guidelines should be used to support local planning
- LEAs should exercise local control, and engage staff, students, families, professional associations, and community partners in planning
- LEAs should engage in adaptive problem solving due to the continuously changing environment of the COVID-19 pandemic

The Planning Framework is intended as guidance for LEAs based on current information at the time of its publication.

The Planning Framework Includes Three Sections

Align Vision and Direction	Assess Student, Staff, and Organizational Needs	LEA Planning Templates
• A visioning process for school communities • Establishing guiding principles	• A process to assess student, staff, and organizational needs • Planning considerations for the 2020-21 school year • Instructional models based on needs and readiness	• Templates that support LEAs in planning while engaging stakeholders and applying a continuous improvement lens

Align Vision and Direction

Included: A reflection template to help align an LEA's current vision and guiding principles with the need to address planning for COVID-19.

The Superintendents Task Force used the following 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

The Superintendents Task Force used the following 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

Click here to view a template on aligning vision and direction.

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Assess Student, Staff, and Organizational Needs

Included: Templates designed to help LEAs assess student and staff needs and organizational readiness.

Assess **Student Needs** by:

- School-level
- Key Student Groups

Click here to view a template on assessing student needs

Assess **Staff Needs** by:

- Position
- Key Adult Groups

Click here to view a template on assessing staff needs

Assess **Organizational Readiness** by:

- County Reopening Phase
- Health & Safety
- Family & Community Engagement
- Social Emotional Support Systems

Click here to view a template on assessing organizational readiness

Instructional Models

Included: An overview of instructional delivery models. The list of models is not exhaustive, and LEAs should select the model(s) that best fit the needs of their students.

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 in group classroom lessons with social distancing measures in place, as well as health and safety measures.*

Hybrid Learning — *Hybrid learning occurs both in the classroom (or other physical space) with social distancing measures in place, as well as health and safety measures, 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.*

Click here to view the planning considerations by instructional delivery model.

Planning Considerations

Included: Considerations organized by key focus areas for the 2020-21 school year, which include resources and best practices.

Instruction

- Curriculum selection and instructional delivery models
- Assessment practices and policies, including local and statewide assessments
- Services to special populations, including students with disabilities, students from socioeconomically disadvantaged families, English Learners, Homeless, Foster Youth and At-Promise Youth
- Access and use of instructional technology
- Expanded learning opportunities

Health & Safety

- Guidance, directives and recommendations from Public Health
- Health & safety information, social distancing and infection control practices (handwashing, face coverings)
- Classroom, meal, and cleaning practices
- Health office practices, personal protective equipment, management and isolation of students showing sign of illness

Planning Considerations (continued)

Included: Considerations organized by key focus areas for the 2020-21 school year, which include resources and best practices.

Social & Emotional Support Systems

- School-based mental health services
- Behavior support systems
- Family engagement and support practices
- Staff supports
- Maintaining student and staff recognitions, awards, and traditions

Family & Community Engagement

- Ensuring effective communication systems
- Engaging stakeholders
- Using community partnerships
- Other key systems and supports

Operations

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

Instruction—Special Education

Instruction
Special Education

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

Best Practices	Resources	Planning Implications
Instructional Delivery to Students with Moderate to Severe Disabilities		

• Utilize evidence-based practices
• Train teachers and paraeducators on use of virtual/classroom instructional tools
• Utilize curriculum aligned to common core standards
• Develop curriculum based on individual student need (i.e., goals drive placement)
• Differentiated instruction
• Utilize UDL
• Identify and utilize, as appropriate, free video recording programs and captioning
• Primary language support as needed
• Utilize technology, such as:
  ○ Microsoft Immersive Reader
  ○ Overdrive
  ○ Audible
  ○ Beeline Reader
	CAPTAIN: EBP Trainings
	United States Office of Special Education Programs: Evidence-Based and Promising Practices to Support Continuity of Learning for Students With Disabilities
	Educating All Learners Alliance: Special Education: Educating All Learners During the COVID-19 Disaster
	CAST: Universal Design for Learning
	ASCD: Differentiated Instruction
	Elk Grove Unified School District: Virtual Academy
	Kami: Your Digital Classroom Hero
		• Support for moderate/severe teachers doing both delivery models
		• Assure resources for primary language support
		• Support when students with sensory needs or other needs refuse to comply with public health measures (mask-refusal, unable to socially distance)
		• Support for staff in managing students who are a danger to themselves or others (i.e., eloping, self-injury)
		• Protocol needed in consideration of health measures
		• Medically fragile students may not be able to return to school

Social and Emotional Support Systems

Social and 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
- Behavioral support systems
- Family engagement and support practices
- Staff supports
- Maintaining student and staff recognitions, awards and traditions
- Other key systems and supports

Best Practices	Resources	Planning Implications
Mental health services and supports for students		
• Conduct mental health screenings and assess for mental health readiness and level of trauma, grief/loss using surveys, questionnaires, interviews or outreach • Allocate significant time and resources upon school return to process and debrief the event and impact of school closure and return for entire school community • Implement a school mental health referral protocol • Incorporate SEL Curriculum at all grade levels; ensure both remote and in-person learners are included (continual outreach to students) • Establish a systemic social emotional support	Adverse Childhood Experiences (ACES) Questionnaire Free CDC Training: Overview and Approach to Preventing ACES DMH-UCLA Prevention Center of Excellence: Wellbeing4LA Learning Center Los Angeles County Office of Education: Tips on Supporting Students in Grief LACOE: Dept. of Mental Health Referral form	• Strive for buy-in at all levels and shared responsibility • Identify cost of assessments and staff to conduct screenings • Identify counselor capacity and staffing logistics when it comes to alternate schedules

LEA Planning Templates

Included: A workbook of eight customizable templates (linked below) intended to help LEAs plan for the 2020-21 school year.

Template Type	Template Name
LEA Team Readiness Templates	1. LEA Planning Task Force Design
	2. LEA Task Force Vision and Guiding Principles
	3. LEA Task Force 5-phase Planning
LEA Organizational Readiness Templates	4. Needs Assessment: Students
	5. Needs Assessment: Staff
	6. Readiness Decision Tree
	7. Plans for Instructional Models
	8. Master Summary

State Response to Students with Special Needs

- California receives $1.6 billion from Federal Elementary and Secondary Schools Emergency Relief (ESSER) funds
  - $164.7 million is discretionary
- School Re-Opening Support Block Grant (proposed by Senate): $100 million
  - Cleaning supplies, equipment, and training for certificated and classified staff
  - Outreach and communication to families and students
  - Social emotional supports for students re-entering school
- Governor proposes to use $4.4 billion in CARES Act funds for mitigation of student learning loss

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State Response to Students with Special Needs

- Executive Order N-26-20 (3/13/20) requires CDE to provide guidance to ensure Special Education students receive a free appropriate public education consistent with their IEPs
- Governor's May Revision proposals:
  - Increases base rate by 15%, to $645 per pupil
  - $15 million IDEA funds for Golden State Teacher Scholarship Program – special education pipeline
  - $7 million IDEA funds to assist LEAs with developing regional alternative dispute resolution services/statewide mediation services for cases arises from the COVID-19 pandemic special education distance learning models
  - $1.1 million to study special education governance and accountability structure, and two workgroups on accountability and student outcomes
- Legislature proposes $545 m to increase base rates, plus $100 million for low incidence disabilities cost pool
- Special education groups requesting flexibility and additional Federal funding to meet distance learning needs of special education students

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INVOLVEMENT OF EMPLOYEES: CLASSIFIED CONNECTION AND TEACHER CONCERNS

Alan Reising
CASH Board Member, Long Beach USD

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THE COMMUNITY AT-LARGE AND OTHER AGENCIES WITHIN THE COMMUNITY

Dwayne Mears
CASH Treasurer, Placeworks

Other Agency Communications During Pandemic

- Executive Order N-54-20 suspends several CEQA noticing requirements as many county clerk/recorder offices have closed and cannot accept notices (between April 23 and June 21). These CEQA notices include:

- Notices of Preparation
- Notices of Availability
- Notices of Intent to Adopt MNDs
- Notices of Determination
- Notices of Exemptions

CEQA Notices During Pandemic

- Check to see if your county clerk/recorder office is open and accepting notices, but still must:

- The EO directs lead agencies to use these alternative forms of public noticing:
- Post the notice on the lead agency's website
- Submit the notice to the State Clearinghouse (CEQAnet Web Portal (see https://ceqanet.opr.ca.gov)
- Engage in outreach to any individuals and entities known interested in the project

Plus, encouraged to use all other appropriate methods of outreach

CEQA Notices During Pandemic

- It's important to file notices w/in 5 days to begin statute of limitation
- You must register District with SCH to file notices
- After registering districts may file notices
- Takes time, so do this before needed
- Dept Fish/Wildlife fees are still due to county

CEQA Notices During Pandemic

- To register email SCH with:
- Request registration, include district name, contact, address, phone, email
- OPR will email when you are registered with new CEQA database
- If you use consultants, they must be registered as ‘submitters’; additional step/time required
- Email: state.clearinghouse@opr.ca.gov

Emergency Rule 9 as Amended

- Normal Statutes of Limitations for CEQA:
- 35 days for Notices of Exemption
- 30 days for Notices of Determination

Emergency Rule 9 as Amended

Emergency Rule 9 Tolls (extends) Statutes of Limitations:

Notices filed between April 6 and August 3:

- 30/35-day clock doesn't start until August 3rd
- Risk of legal challenge remains during that period
- If NOE/NOD not filed, statute extends180 days

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Actions May Trigger CEQA

Actions Not Subject to CEQA:

-Additional cleaning, cleaning agents

-Separating seats

-Internal dividers

-Reducing capacity (depending on how achieved)

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Actions May Trigger CEQA

Possible CEQA "Projects":

-Transfer of students to another school
-Temporary structures
-Installation of portable classrooms
-Acquisition of property
-Reopening surplus/closed sites
-Changes to arrival times
-Longer school day
-Addition of lights (related to longer school day)

CEQA Exemptions May Apply

"Emergency" is a sudden, unexpected occurrence, involving clear and imminent danger, demanding immediate action to prevent or mitigate loss of, or damage to life, health, property or public services

Emergency Statutory Exemption:

- Projects to maintain, repair, restore
- Emergency repairs to maintain service essential to public health and welfare
- Actions to prevent or mitigate an emergency

Categorical Exemptions

Projects may qualify under several categorical exemptions:

- Class 1: Existing Facilities
- Class 2: Replacement/Reconstruction
- Class 3: New Constr. Or Convert Small Structure
- Class 11: Accessory Structures
- Class 14: Minor Additions to Schools
- Class 22: Change in Grade Structure (no change to transportation)
- Class 27: Leasing New Facilities

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Notice of Exemption

CEQA: California Environmental Quality Act

NOTICE OF EXEMPTION

To: ☐ Office of Planning and Research
1400 Tenth Street, Room 121
Sacramento, CA 95814

From:

☐ County Clerk
County of

Project Title

Project Location - Specific

Project Location – City

Project Location – County

Description of Nature, Purpose, and Beneficiaries of Project

Name of Public Agency Approving Project

Name of Person or Agency Carrying Out Project

Exempt Status: (check one below)
☐ Ministerial (Sec. 21080(b)(1); 15268);
☐ Declared Emergency (Sec. 21080(b)(3); 15269(a));
☐ Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
☐ Categorical Exemption. State type and section number:
☐ Statutory Exemptions. State code number:

Reasons why project is exempt

Contact Person:

Area Code/Telephone/Extension:

If filed by applicant:

1. Attach certified document of exemption findings
2. Has a Notice of Exemption been filed by the public agency approving the project ☐ Yes ☐ No

Date Received for Filing:

Signature:

Title:

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Questions & Answers

- Please use the Chat feature on your screen to ask questions.
  - Make sure you are messaging "All Panelists and Attendees" by using the drop down.

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UPCOMING WEB EVENTS

Thank you for attending today's webinar.

Please mark your calendars for these future dates and topics:

Thursday, June 11, 2020
10:00 a.m. – 12:15 p.m.

The Risks and Liabilities Anticipated in Opening School

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Stay safe out there!
-CASH

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