2020-21 School Year: Recommendations
Agenda

• Family Survey Results
• Staff Survey Results
• Task Force and Recommendation Process
• State and Local Agency Guidelines
  • Attestation Checklist – OC Health Care Agency
  • Budget, Resources and Logistics
• Communications: FAQ and Resources
• Academic Models
  • San Joaquin and Virtual Academy
  • Elementary
  • Middle School
  • High School
  • Special Education
  • Student Services
  • Curriculum and Instruction/Distance Learning
• Staffing and Accommodations
• Next Steps
State and Local Conditions

• Conditions constantly evolving and changing
• Alignment to health and other agency guidelines
• Appreciation for diverse needs of students and staff
  • Customization of options
• Maximization of limited resources
  • Staffing, supplies, programs, support
• On-going adaptation and contingency planning
  • Situational awareness
90% of Elementary parents agree that allowing families to select from any of the three academic models is ideal.
2020-21 Family Survey Results

MIDDLE SCHOOL - 3,331 Responses
HIGH SCHOOL - 6,204 Responses

Academic Model Preference
Middle School

- Traditional Model: 40%
- Hybrid Model: 37%
- Distance Learning: 23%

Academic Model Preference
High School

- Traditional Model: 41%
- Hybrid Model: 33%
- Blended Learning: 8%
- Distance Learning: 17%
2020-21 Certificated Staff Survey No. 2 Results

**565 Responses**

**Elementary School Staff**

- **Traditional**: 50%
- **Hybrid**: 24%
- **Distance Learning**: 26%

**161 Responses**

**Middle School Staff**

- **Traditional**: 29%
- **Hybrid**: 34%
- **Distance Learning**: 38%
2020-21 Certificated Staff Survey No. 2 Results

315 Responses
High School Staff

Distance Learning: 27%
Blended/Hybrid: 43%
Traditional: 30%

Distance Learning Blended/Hybrid Traditional
• Parents, students and community members
• ITA and CSEA leadership, teachers, and staff
• Elementary, Middle, High School and Year Round Principals
• Education Technology, Curriculum and Instruction
• Special Education, Health and Language Development
• Safety, Facilities, Maintenance and Nutrition
• IUSD Executive Cabinet
Interest-Based Process

• Story, Interests, Options
  • Customization and choice to understand and meet the needs of students, families, and staff

• Aligning options to stakeholder interests
  • Safety, adaptability, mental health and wellness
  • Equity, access, quality and continuity of learning
  • Affordability, manageability and sustainability
California Dept of Public Health

- General Measures
- Promote Healthy Hygiene Practices
- Intensify Cleaning, Disinfection, and Ventilation
- Maximizing Distancing Inside and Outside the Classroom
- Limit Sharing
- Train Staff and Educate Families
- Check for Signs and Symptoms
- Plan for when Staff Member, Child or Visitor Becomes Sick
- Maintain Healthy Operations
- Considerations for Partial or Total Closures
OCDE Guidelines
Orange County Together

• Aligned to the Calif. Dept. of Public Health
  • Approved by OCHCA on June 12th

• Ongoing Update from CDPH
  • Living and adaptive document

• Attestation Checklist from OC Health Care Agency
  • Draft received June 22nd
  • Approved and posted: July 1st
Recommendation: Guidelines

• Implement guidelines approved by CDPH and OCHCA, and include the following:
  • Face coverings/masks are required at all times on campus and in classrooms for all staff, students, and visitors
  • Face coverings/masks may only be removed when maintaining physical distancing of 6 feet or more, or when drinking, eating, or participating in recess/physical activity
American Academy of Pediatricians

• Flexible and adaptable policies and practices
• Close communication with health agencies
• Practical and appropriate for children and adolescents
• Consideration and accommodations for vulnerable students
  • Including medically fragile, special ed, and low socio-economic
• Support for overall health and well-being of all students
  • Including social-emotional and mental wellness
Attestation Checklist
Stephen Bayne

• Written Worksite Specific Plan
• Relevant Training for Employees and Students
• Individual Control Measures and Screening
• Cleaning and Disinfecting Protocols
• Physical Distancing Guidelines
• July 8, 2020 Meeting of Small Working Committee
• Next Steps
Facilities Preparation

John Fogarty

- All necessary trades available to modify learning environments
- Custodial staffing – all custodial positions filled, site allocations being monitored to ensure adequate staffing necessary to comply with cleaning protocol
- Custodial training – all custodial staff being trained in COVID 19 cleaning procedures
  - Center of Disease Control (CDC)
  - California Department of Public Health (CDPH)
  - Orange County Health Care Agency (OCHCA)
  - Other agencies, including Forensic Analytical, Keenan, International Sanitary Supply Association (ISSA)
- Cleaning Protocol – all sites deep cleaned, sanitized and disinfected
- Cleaning products used based on Environmental Protection Agency (EPA)
- Cleaning supplies/PPE – sufficient for students and staff
Budget

John Fogarty

• Sufficient resources available to assist with academic models
  • Funds available:
    • Federal CARES Act Funds – approximately $20 million
    • Healthy District reserves
  • Allocated to date – Approximately $2.1 million to cover technology, additional staffing, PPE and cleaning supplies
• Personal Protective Equipment and Supplies (PPE)
  • Face coverings: Over 98,000 disposable and cloth masks and over 18,000 face shields
    • Additional 49,000 cloth masks ordered
  • Study Carrels – 11,000 ordered
  • Approximately 19,000 bottles of sanitizer and wipes
Communications: FAQ and Resources

• Accurate, Timely and Transparent Communications
  • Closely monitor the impacts of the COVID-19 pandemic
  • Navigate a vast array of information
  • Pivot and adapt in a continually evolving environment
  • Keep our community informed about District planning and next steps
  • Consult and collaborate with expert agencies, officials and OC schools
  • Continually refine and improve our communications

• Partnership and Engagement with Our IUSD Community
  • Understand the diverse and unique needs of our students and families
  • Provide updates, information, supports, resources and services
Communications: FAQ and Resources

Ongoing and two-way communications:

- IUSD Community messages
- Surveys
- FAQ Online submission process
- Social media
- News Center
- Optimistic Household
- COVID-19 webpage
- 2020-21 Opening & Safety Planning webpage

- Good News Around the District
- Weekly Five
- Family and Community Resources
- Direct Correspondence
- Media
- Support District Department Communications
  - School lunches
  - Access to technology
  - Mental health and wellness resources
Academic Models: Shifting Context

Cassie Parham
Academic Models: Continuity & Choice

Critical Considerations:

• Maintaining continuity of instruction within each model
• Providing families choice
• Attending to the safety of staff and students
• Maximizing indoor and outdoor spaces
• Maximizing classified staffing to support cohorting
• Leveraging the lessons from Emergency Distance Learning
Academic Models: Overview

• IUSD Virtual Academy - IVA
• Elementary Models
• Secondary Models
• Special Education
• Student Services – Mental Health & Wellness
• Curriculum & Instruction
IUSD Virtual Academy @ San Joaquin
Rebecca Roberts and Kris Linville

IVA will provide and support:

• A community of Learners TK-12 engaged in a unique learning experience within a virtual environment at the elementary (TK-6), middle (7-8), and high school (9-12) level

• Academic and socio-emotional growth of each student

• Rigorous and well-rounded educational experiences that value diversity and support the individual student

• Rigorous curriculum in a collaborative environment aligned to the IUSD standards

• Shared responsibility for learning recognizing the value of the role of the parents and staff in the success of our students
Overview IUSD Virtual Academy @ San Joaquin

Rebecca Roberts and Kris Linville

• 100% Online
• Synchronous (real time, live) and Asynchronous (flexible time) requirements
• Credentialed IUSD teacher
• Standards based instruction with learning outcomes
• Curriculum designed and supported by IUSD
• Students retain priority in neighborhood school
• Students may participate in neighborhood school athletics and events
• Extensive secondary course offerings including Honors, AP, CTE, EL and special education
IUSD Virtual Academy-Elementary
Rebecca Roberts and Kris Linville

• Morning meetings to build classroom community and foster peer interaction
• Students engaging in online curriculum that is multimodal (videos, interactive applications, e-textbook, projects)
• Individual and small group synchronous learning throughout the day
• End-of-Day meeting for closure
IUSD Virtual Academy-Secondary
Rebecca Roberts and Kris Linville

• Student engaged in 5 full days a week of virtual instruction
• Instruction occurs synchronously and asynchronously to allow flexibility in schedule
• All courses will include live synchronous instruction
• All courses will include small group targeted instruction weekly
• Office hours will be offered regularly to ensure students and parents have access to teachers
TRADITIONAL ACADEMIC MODEL

2020-2021 SCHOOL YEAR
<table>
<thead>
<tr>
<th>Time</th>
<th>Group A</th>
<th>Location</th>
<th>Staff</th>
<th>Time</th>
<th>Group B</th>
<th>Location</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:30</td>
<td>Morning Meeting; SEL Lesson; Check In</td>
<td>Outdoors; Classroom</td>
<td>Teacher IA</td>
<td>8:00-8:30</td>
<td>Morning Meeting; SEL Lesson; Check In</td>
<td>Outdoors; Classroom</td>
<td>Teacher IA</td>
</tr>
<tr>
<td>8:30-10:00</td>
<td>Core Literacy Instruction</td>
<td>Classroom</td>
<td>Teacher</td>
<td>8:30-10:00</td>
<td>Centers 1 &amp; 2: Rotations</td>
<td>Collab Spaces</td>
<td>IA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Literacy and Math Lab</td>
<td>Open Classroom</td>
<td>IA</td>
</tr>
<tr>
<td>10:15-11:45</td>
<td>Centers 1 &amp; 2: Rotations; Literacy and Math Lab</td>
<td>Collab Spaces; Open Classroom</td>
<td>IA</td>
<td>10:15-11:45</td>
<td>Core Literacy Instruction</td>
<td>Classroom</td>
<td>Teacher</td>
</tr>
<tr>
<td>12:30-1:30</td>
<td>Core Math Instruction</td>
<td>Classroom</td>
<td>Teacher</td>
<td>12:30-1:30</td>
<td>Center 3 Science Lab; PE; Social Science; Innovation Lab; Art</td>
<td>Collab Spaces; Open Classroom</td>
<td>IA Media Specialist Science Specialist</td>
</tr>
<tr>
<td>1:30-2:30</td>
<td>Center 3 Science Lab; PE; Social Science; Innovation Lab; Art</td>
<td>Collab Spaces; Open Classroom</td>
<td>IA Media Specialist Science Specialist</td>
<td>1:30-2:30</td>
<td>Core Math Instruction</td>
<td>Classroom</td>
<td>Teacher</td>
</tr>
</tbody>
</table>
8:30 am - 10:00 am

10:15 am - 11:45 am

Group A

Group B

Ms. Smith’s Classroom
<table>
<thead>
<tr>
<th>CONTENT COVERED</th>
<th>COLLABORATIVE SPACES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Science Lab</td>
</tr>
<tr>
<td>Social Studies (also in Literacy Block)</td>
<td>Music Rooms</td>
</tr>
<tr>
<td>Art</td>
<td>Available Classrooms</td>
</tr>
<tr>
<td>Music</td>
<td>Collaborative Spaces</td>
</tr>
<tr>
<td>Math Lab</td>
<td>Innovation Lab</td>
</tr>
<tr>
<td>Literacy Lab</td>
<td>Media Center</td>
</tr>
<tr>
<td>Makers Space (STEAM)</td>
<td>Multi Purpose Room (MPR)</td>
</tr>
<tr>
<td>Physical Education (PE)</td>
<td>Stage Area</td>
</tr>
<tr>
<td>Project Based Learning</td>
<td>Various Outdoor Learning Areas</td>
</tr>
<tr>
<td>Technology</td>
<td>Lunch Tables</td>
</tr>
</tbody>
</table>
A breakdown of the Traditional Model in Action: Woodbury Elementary School

Woodbury: 1,150 Students and 36 Classrooms

Traditional Model = 500 students and 17 classrooms
Hybrid Model = 300 students and 9 classrooms
Distance Learning Model = 350 students and 10 classrooms

Woodbury would need **26 classrooms** to support students participating in both the traditional and hybrid models leaving 10 classrooms available

**With the TK/K model we are recommending, 2 of these available classrooms would be occupied by TK/K programs**

This leaves a total of **8 classrooms available for collaboration spaces (centers) to support the traditional model**

Parent Survey Breakdown:

- Traditional = 44%
- Hybrid = 26%
- Distance Learning = 30%
A breakdown of the Traditional Model in Action: Woodbury Elementary School

In reviewing Woodbury’s overall facility from the lens of available collaborative spaces that could safely house up to 15 students, we have identified at least 16 spaces across the campus.

With the goal of breaking up our traditional classrooms into two smaller cohorts to support safety and instruction, we have 24 available collaborative spaces (centers) which includes strategically located classrooms to support 17 traditional model classrooms.

Let’s look at Woodbury’s facility overview and application of this model.

Parent Survey Breakdown:
- Traditional = 44%
- Hybrid = 26%
- Distance Learning = 30%
Woodbury Elementary School
125 Great Lawn
Irvine, CA 92620
949-936-5750

Alan Battenfield
Principal

16. Collaboration spaces for at least 15 students

8. Open classrooms
ELEMENTARY HYBRID ACADEMIC MODEL

2020-2021 SCHOOL YEAR
When not participating in the “In Person”, students will work independently.

On Wednesdays:
- Students will work independently
- Teachers will be planning and working in PLC groups

**ELEMENTARY HYBRID ACADEMIC MODEL**

<table>
<thead>
<tr>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00am - 1:00pm</td>
<td>9:00am - 1:00pm</td>
<td>ALL STUDENTS</td>
<td>GROUP A IN PERSON</td>
<td>GROUP B IN PERSON</td>
</tr>
<tr>
<td>GROUP B DISTANCE LEARNING</td>
<td>GROUP A DISTANCE LEARNING</td>
<td>VIRTUAL CHECK-IN (9-10am)</td>
<td>VIRTUAL CHECK-IN</td>
<td>GROUP B DISTANCE LEARNING</td>
</tr>
<tr>
<td>1:30 - 2:30pm</td>
<td>1:30 - 2:30pm</td>
<td>DISTANCE LEARNING (10am-2:30pm)</td>
<td>VIRTUAL CHECK-IN</td>
<td>GROUP A DISTANCE LEARNING</td>
</tr>
<tr>
<td>GROUP B VIRTUAL CHECK-IN</td>
<td>GROUP A VIRTUAL CHECK-IN</td>
<td>GROUP B VIRTUAL CHECK-IN</td>
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<td>GROUP A VIRTUAL CHECK-IN</td>
</tr>
</tbody>
</table>
ELEMENTARY HYBRID ACADEMIC MODEL

MON | TUE | WED | THU | FRI

9:00am - 1:00pm

GROUP A IN PERSON
GROUP B DISTANCE LEARNING

GROUP B IN PERSON
GROUP A DISTANCE LEARNING

ALL STUDENTS
VIRTUAL CHECK-IN (9-10am)
DISTANCE LEARNING (10am-2:30pm)

GROUP A IN PERSON
GROUP B DISTANCE LEARNING

GROUP B IN PERSON
GROUP A DISTANCE LEARNING

1:30 - 2:30pm

GROUP B VIRTUAL CHECK-IN
GROUP A VIRTUAL CHECK-IN

GROUP B VIRTUAL CHECK-IN
GROUP A VIRTUAL CHECK-IN

GROUP B VIRTUAL CHECK-IN
GROUP A VIRTUAL CHECK-IN

GROUP B VIRTUAL CHECK-IN
GROUP A VIRTUAL CHECK-IN
ELEMENTARY HYBRID ACADEMIC MODEL

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<tr>
<td>GROUP A IN PERSON</td>
<td>GROUP B IN PERSON</td>
<td>ALL STUDENTS</td>
<td>GROUP A IN PERSON</td>
<td>GROUP B IN PERSON</td>
</tr>
<tr>
<td>GROUP B DISTANCE LEARNING</td>
<td>GROUP A DISTANCE LEARNING</td>
<td>VIRTUAL CHECK-IN (9-10am)</td>
<td>GROUP B DISTANCE LEARNING</td>
<td>GROUP A DISTANCE LEARNING</td>
</tr>
<tr>
<td>GROUP B VIRTUAL CHECK-IN</td>
<td>GROUP A VIRTUAL CHECK-IN</td>
<td>DISTANCE LEARNING (10am-2:30pm)</td>
<td>GROUP B VIRTUAL CHECK-IN</td>
<td>GROUP A VIRTUAL CHECK-IN</td>
</tr>
</tbody>
</table>

9:00am - 1:00pm

1:30 - 2:30pm
ELEMENTARY HYBRID ACADEMIC MODEL

MON  TUE  WED  THU  FRI

9:00am - 1:00pm

GROUP A IN PERSON
GROUP B DISTANCE LEARNING

GROUP B IN PERSON
GROUP A DISTANCE LEARNING

ALL STUDENTS
VIRTUAL CHECK-IN (9-10am)
DISTANCE LEARNING (10am-2:30pm)

GROUP A IN PERSON
GROUP B DISTANCE LEARNING

GROUP B IN PERSON
GROUP A DISTANCE LEARNING

GROUP B VIRTUAL CHECK-IN
GROUP A VIRTUAL CHECK-IN

GROUP B VIRTUAL CHECK-IN
GROUP A VIRTUAL CHECK-IN

1:30 - 2:30pm
ELEMENTARY HYBRID ACADEMIC MODEL

MON  TUE  WED  THU  FRI

9:00am - 1:00pm

GROUP A IN PERSON
GROUP B DISTANCE LEARNING

1:30 - 2:30pm

GROUP B VIRTUAL CHECK-IN
GROUP A VIRTUAL CHECK-IN

ALL STUDENTS
VIRTUAL CHECK-IN
(9-10am)

DISTANCE LEARNING
(10am-2:30pm)

GROUP B VIRTUAL CHECK-IN
GROUP A VIRTUAL CHECK-IN

GROUP A IN PERSON
GROUP B IN PERSON

GROUP B DISTANCE LEARNING
GROUP A DISTANCE LEARNING

GROUP B VIRTUAL CHECK-IN
GROUP A VIRTUAL CHECK-IN

GROUP B IN PERSON
GROUP A IN PERSON

GROUP B DISTANCE LEARNING
GROUP A DISTANCE LEARNING

GROUP B VIRTUAL CHECK-IN
GROUP A VIRTUAL CHECK-IN
ELEMENTARY HYBRID ACADEMIC MODEL

MON  TUE  WED  THU  FRI

9:00am - 1:00pm

GROUP A
IN PERSON

GROUP B
DISTANCE LEARNING

GROUP B
DISTANCE LEARNING

ALL STUDENTS
VIRTUAL CHECK-IN
(9-10am)
DISTANCE LEARNING
(10am-2:30pm)

GROUP A
IN PERSON

GROUP B
DISTANCE LEARNING

GROUP B
DISTANCE LEARNING

GROUP A
VIRTUAL CHECK-IN

GROUP A
VIRTUAL CHECK-IN

GROUP B
VIRTUAL CHECK-IN

GROUP A
VIRTUAL CHECK-IN

GROUP B
VIRTUAL CHECK-IN
TK / KINDERGARTEN ACADEMIC MODEL

2020-2021 SCHOOL YEAR
Ms. Smith’s Classroom

12:00 pm – 1:30 pm

Group B
MIDDLE & HIGH SCHOOL ACADEMIC MODELS

2020-2021 SCHOOL YEAR
Secondary: Traditional (Gr. 7-12)

Traditional schedule, 5 days a week and in-person

- Reduction in school site enrollment due to IUSD Virtual Academy attendance by some students

- “Regular” size class cohorts:
  - Some reduction in class size due to online options
  - Average approximately 26:1 (still possible for some classes over 30)

- All high school students take at least one online class
  - Will help to further reduce numbers of in-person classes

- Maximize available indoor and outdoor spaces to maximize physical distancing

- Unable to recommend at this time
Secondary: Hybrid (Gr. 7-12)

Hybrid schedule with students in person two days a week on campus

In this model, each class period is divided into two cohorts so that only half of the students are present at one time. While one cohort is attending in person the other cohort is learning online.

• Half of the students report T/Th, and the other half reports W/F
• Class sizes reduced by 50% with an approximate average of 15:1
• In-person days include direct instruction, student collaboration, labs, activities and assessments
• Online days are asynchronous student learning days
• Monday is an online day for all students, including intervention/tutorial
• Monday for teachers - intervention support, planning and PLC day.
# Secondary: Hybrid (Gr. 7-12)

<table>
<thead>
<tr>
<th>MON</th>
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<th>WED</th>
<th>THU</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL STUDENTS VIRTUAL</strong></td>
<td><strong>COHORT B VIRTUAL</strong></td>
<td><strong>COHORT A VIRTUAL</strong></td>
<td><strong>COHORT B VIRTUAL</strong></td>
<td><strong>COHORT A VIRTUAL</strong></td>
</tr>
<tr>
<td><strong>GROUP A IN PERSON</strong></td>
<td><strong>PERIOD 1-A</strong></td>
<td><strong>PERIOD 2-A</strong></td>
<td><strong>PERIOD 3-A</strong></td>
<td><strong>PERIOD 1-A</strong></td>
</tr>
<tr>
<td><strong>PERIOD 2-A</strong></td>
<td><strong>PERIOD 1-B</strong></td>
<td><strong>PERIOD 2-B</strong></td>
<td><strong>PERIOD 3-B</strong></td>
<td><strong>PERIOD 1-B</strong></td>
</tr>
<tr>
<td><strong>PERIOD 3-A</strong></td>
<td><strong>PERIOD 2-B</strong></td>
<td><strong>PERIOD 3-B</strong></td>
<td><strong>PERIOD 4-A</strong></td>
<td><strong>PERIOD 2-B</strong></td>
</tr>
<tr>
<td><strong>PERIOD 4-A</strong></td>
<td><strong>PERIOD 4-B</strong></td>
<td><strong>PERIOD 4-B</strong></td>
<td><strong>PERIOD 5-A</strong></td>
<td><strong>PERIOD 4-B</strong></td>
</tr>
<tr>
<td><strong>PERIOD 5-A</strong></td>
<td><strong>PERIOD 5-B</strong></td>
<td><strong>PERIOD 5-B</strong></td>
<td><strong>PERIOD 6-A</strong></td>
<td><strong>PERIOD 5-B</strong></td>
</tr>
<tr>
<td><strong>PERIOD 6-A</strong></td>
<td><strong>PERIOD 6-B</strong></td>
<td><strong>PERIOD 6-B</strong></td>
<td><strong>PERIOD 7-A</strong></td>
<td><strong>PERIOD 6-B</strong></td>
</tr>
<tr>
<td><strong>PERIOD 7-A</strong></td>
<td><strong>PERIOD 7-B</strong></td>
<td><strong>PERIOD 7-B</strong></td>
<td><strong>ZERO PERIOD-A</strong></td>
<td><strong>ZERO PERIOD-B</strong></td>
</tr>
</tbody>
</table>

**TEACHERS** participating in:
- Intervention
- Tutorial Online
- Planning
- PLCs
Blended: Secondary (Gr. 9-12 only)

Rebecca Roberts

- High School students can enroll part time at IUSD Virtual Academy
  - Students can divide their academic experience between their assigned high school and IUSD Virtual Academy @ San Joaquin
- Students will retain primary enrollment at either their assigned high school or IUSD Virtual Academy
- Example:
  - Student takes Chemistry in the Earth, US History, English and Volleyball at the assigned high school. The student takes Health and AP Art History through IUSD Virtual Academy @ San Joaquin (Online)
- San Joaquin High School is WASC accredited, A-G & NCAA approved courses
SPECIAL EDUCATION

2020-2021 SCHOOL YEAR
Special Education
Melanie Hertig

Elementary & Preschool

• Students receiving services within a SAI II, Moderate/Severe and Autism Specific programming can be supported through:
  • Traditional
  • Hybrid
  • Virtual Academy

• Student receiving services within SAI I, LCM, and BSLC programming can be supported through:
  • Traditional
  • Hybrid
  • Virtual Academy
Special Education
Melanie Hertig

Middle/High School & Adult Transition Program

• Student receiving services within *Moderate/Severe and Autism Specific* programming can be supported through:
  • Traditional
  • Hybrid
  • Virtual Academy

• Students receiving services within *Collaboration/Co-Teach, Directed Courses and BSLC* programming can be supported through:
  • Traditional
  • Hybrid/Blended (9-12)
  • Virtual Academy
Special Education

Melanie Hertig

The continuum of model options enables the District to implement FAPE to the greatest extent possible for one of our most vulnerable populations of students.

Supporting a traditional model for SAI-II, Autism, Mod/Severe programming maximizes this group of students access to their IEP services.

• These programs are designed to have no more than 12-14 students, with the majority having 8-10 students in a class which maintains a small cohort of students throughout the day;
• Additional reduction in class size due to online and hybrid options
• Utilize open space and classified staff to reduce class sizes by pulling out students for small group instruction and related services.
• Special Education staff will be provided with additional PPE to address social distancing concerns that may be present with our most vulnerable populations.

*Related services will be provided to the fullest extent possible either in person or virtually.
Student Support Services
Tammy Blakely

• Mental Health and Wellness
  • Impact on mental health and wellness
    • Anticipate increased need for SEL support and mental health services
    • Implement a universal approach districtwide to tend to majority of re-entry needs
  • Share voices of students
    • Sessions held during 19-20 (including EDL)
      • ES: 7,167; MS: 1,267; HS: 2,715
  • Serve students in all academic models
    • Trauma Informed training for staff
    • Tiered SEL supports available in all learning options
    • Access to mental health staff
Student Support Services

• Health Services
  • Health services support provided in all academic models
  • Health and Safety Protocols implemented for Traditional and Hybrid Models
    • CA Dept. of Public Health guidelines
    • Training for staff and students
  • Partner with Prevention & Intervention Staff for supporting student mental health

• Language Development
  • Language services provided in all academic models
    • Summer School EL program has been effective model for providing support virtually
  • Professional support for staff

• Parent Engagement
  • Parent Education Program (IPEP) offered in all academic models
  • Parent Center

• Student Services
  • Attendance Support
  • Behavior Support
Curriculum, Instruction and Distance Learning

Catherine Holmes

Develop curricular supports to ensure consistency and quality across programs models:

**Virtual Academy and Blended Model (9-12)**

- Aligned to IUSD essential standards and pacing to maintain continuity between programs.
- Supplement with curriculum from IUSD Science, Music and Art Specialists

**Hybrid Model**

- Canvas course template for each grade level with weekly curriculum and distance learning activities
- These Canvas courses will provide a consistent platform for all teachers to use in the event of a school closure
Curriculum, Instruction and Distance Learning
Catherine Holmes

Provide targeted, on-demand professional learning:

High Quality Instruction in Hybrid Model
  • Leverage teacher in-person days to maximize student engagement, facilitate peer interaction, provide targeted instruction and support
  • Use independent distance learning days to build knowledge prior to teacher instruction and to reinforce learning following in-person days

High Quality Instruction in Virtual Learning
  • Create dynamic, interactive instruction in a virtual environment
  • Embed community building, social emotional wellness checks, and establish relationships
  • Provide opportunities for live interaction and peer collaboration
  • This training will also be used for all teachers in the event of school closure
Ensure access to technology for learning:

- Chromebooks will be provided for any student who needs one.
- Hotspots will be available for students without internet access at home.
- Leverage tools and guide practices to enhance online safety and security for students while working at home.
- Provide greater consistency in students’ online learning experience and parent access.
- Continue to offer engaging, high-quality software programs to support interactive learning across all learning models.
- Provide responsive, effective technology support for staff, students, and families.
Staffing and Accommodations
Eamonn O’Donovan and Susie Kemp

• Staff Essential in Delivering on Promise in Academic Models
  • Certificated Staff - Instruction and Support
  • Classified Staff - Instruction, Support, and Safety
  • Leadership Team - Coordination, Planning, Oversight
• Staff Expertise - Instruction, Health, Safety, Cleaning and Maintenance
• Staff Voice and Input - 2 Surveys
• Communication and collaboration with employee associations
Staffing and Accommodations
Eamonn O’Donovan and Susie Kemp

• Align Staff Assignments to Academic Models
• Interests in Assigning Staff
  • Quality and Equity of Offerings for Students
  • Staff Safety
  • Credentials and Experience
  • Stability at Sites - “School within a School”
  • Ability to Return to “Normal”
• Use of Contractual Tools - Assignment, Transfer, Surplus
• Staff Needs- Health and Other Concerns (Surveys and Accommodations)
State and Local Conditions

• Conditions constantly evolving and changing
• Alignment to health and other agency guidelines
• Appreciation for diverse needs of students and staff
  • Customization of options
• Maximization of limited resources
  • Staffing, supplies, programs, support
• On-going adaptation and contingency planning
  • Situational awareness
Recommendation: Academic Models

• Elementary:
  • Offer all options: Virtual Academy, Hybrid, and Traditional

• Secondary:
  • Offer Virtual Academy and Hybrid for Grades 7-12
  • Offer a Blended Program (9-12) allowing students to divide course work between the Virtual Academy and their comprehensive high school

• Special Education:
  • K-12 SAI-II, Mod/Severe programming & Autism Specific Programming (includes Pre-K - ECLC and Irvine Adult Transition Program - IATP)
  • Offer all options: Virtual Academy, Hybrid, and Traditional
Recommendation: Guidelines

• Implement guidelines approved by CDPH and OCHCA, and include the following:
  • Face coverings/masks are required at all times on campus and in classrooms for all staff, students, and visitors
  • Face coverings/masks may only be removed when maintaining physical distancing of 6 feet or more, or when drinking, eating, or participating in recess/physical activity
Recommendation: Investments

• Staffing:
  • Teachers, health support, and supervision

• Supplies:
  • Study carrels, PPE, face coverings

• Facilities:
  • New projects, including outdoor collaboration space

• Programs:
  • Employee childcare, mental health and wellness
Next Steps:

• 2020-21 Planning Website
  • FAQs
  • Overview of Academic Models
• Communication to parents:
  • Selection of academic models
  • Selection window open from 7/15 to 7/20
• Creation of Master Schedules
• Staff Assignments