



**IRVINE UNIFIED  
SCHOOL DISTRICT**

# **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

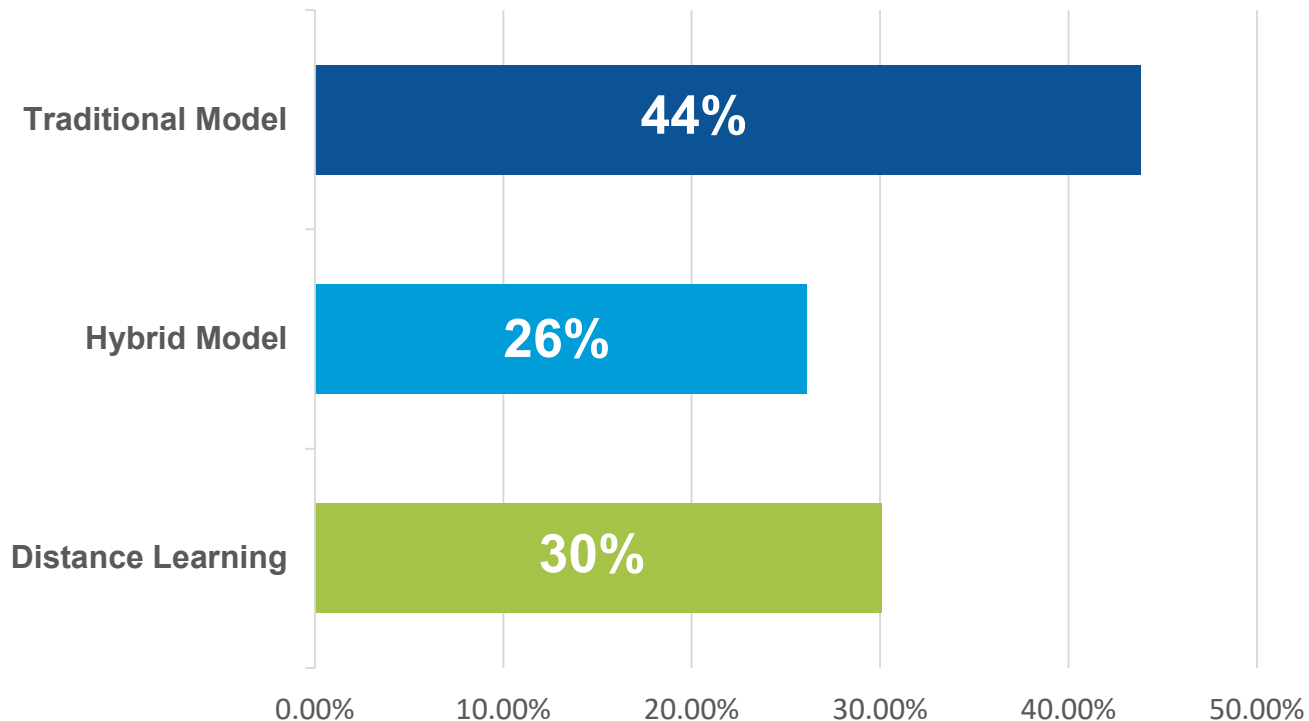
- Conditions constantly evolving and changing
- Alignment to health and other agency guidelines
- Appreciation for diverse needs of students and staff
  - Customization of options
- Maximization of limited resources
  - Staffing, supplies, programs, support
- On-going adaptation and contingency planning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



# 2020-21 Family Survey No. 2 Results

ELEMENTARY – 10,906 Responses

Academic Model Preference  
Elementary



90% of Elementary parents agree that allowing families to select from any of the three academic models is ideal.

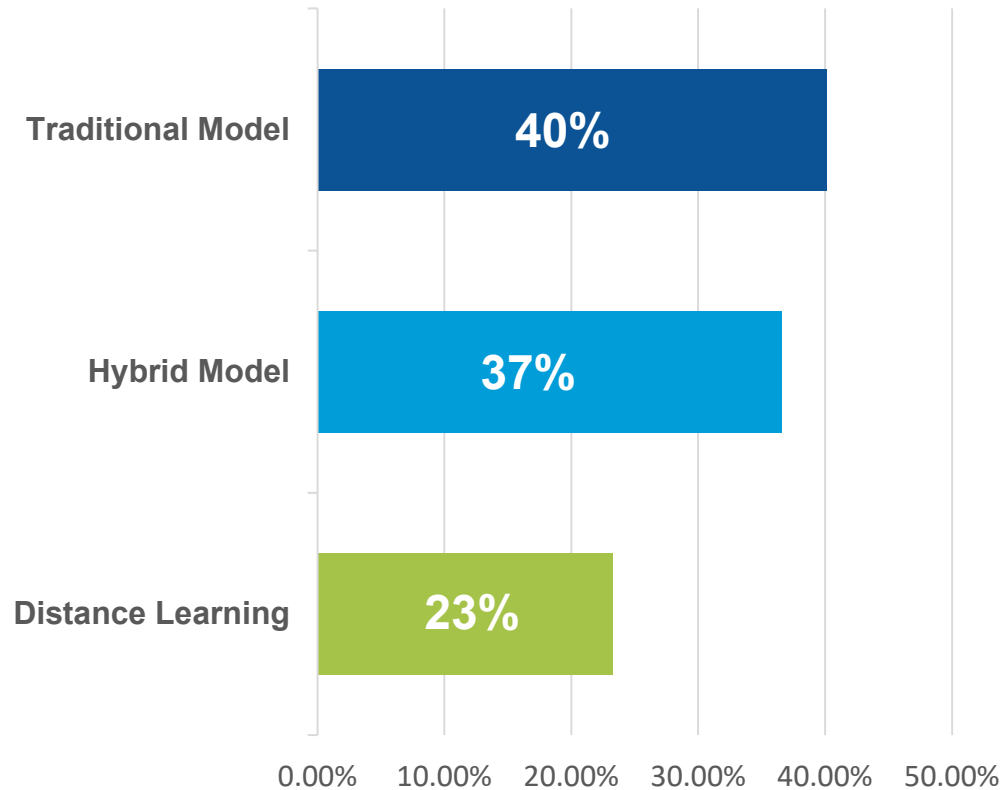
# 2020-21 Family Survey Results

MIDDLE SCHOOL - 3,331 Responses

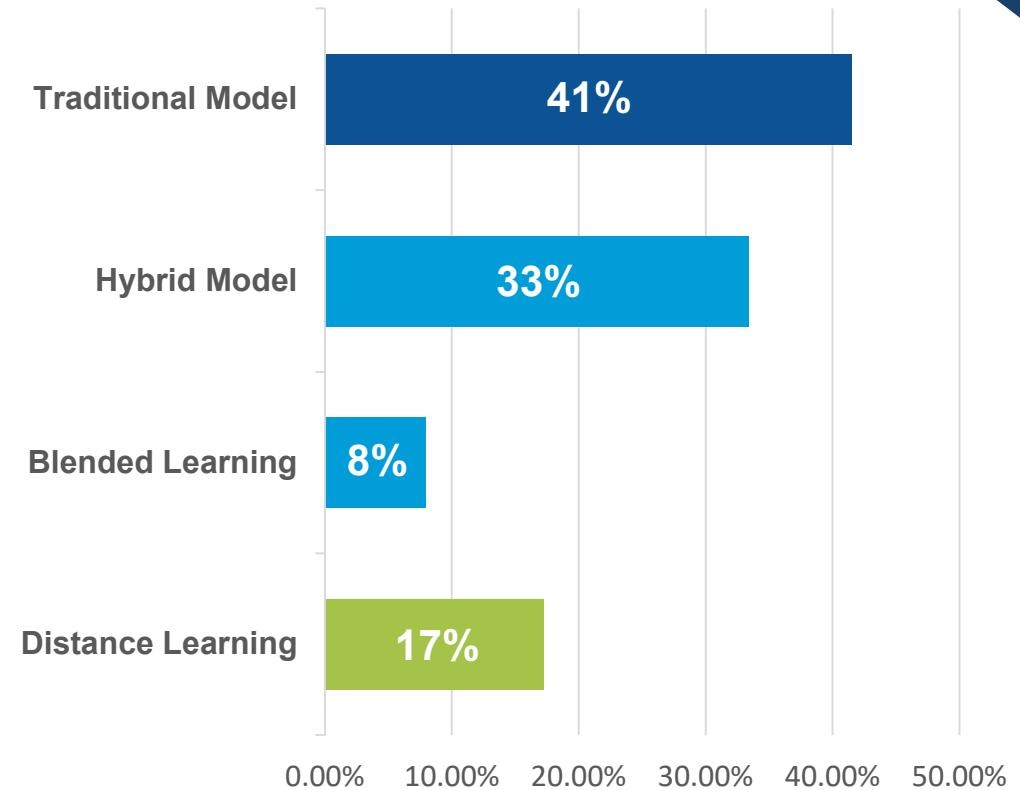
HIGH SCHOOL - 6,204 Responses



Academic Model Preference  
Middle School



Academic Model Preference  
High School

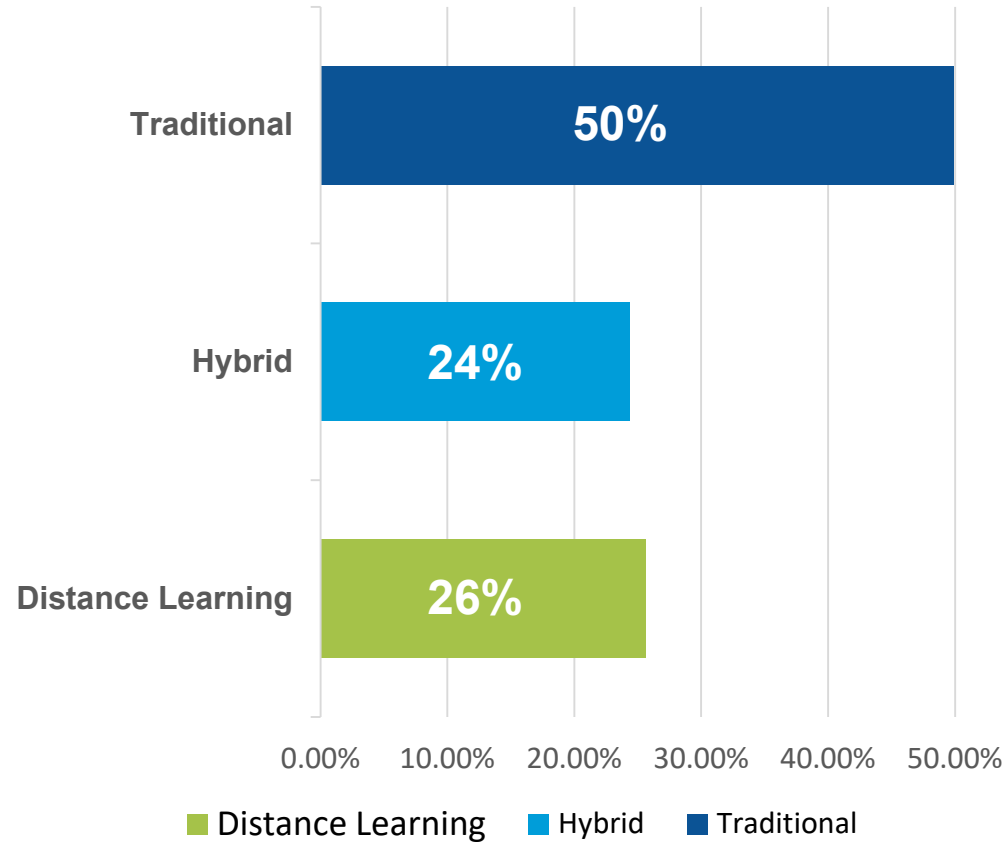




# 2020-21 Certificated Staff Survey No. 2 Results

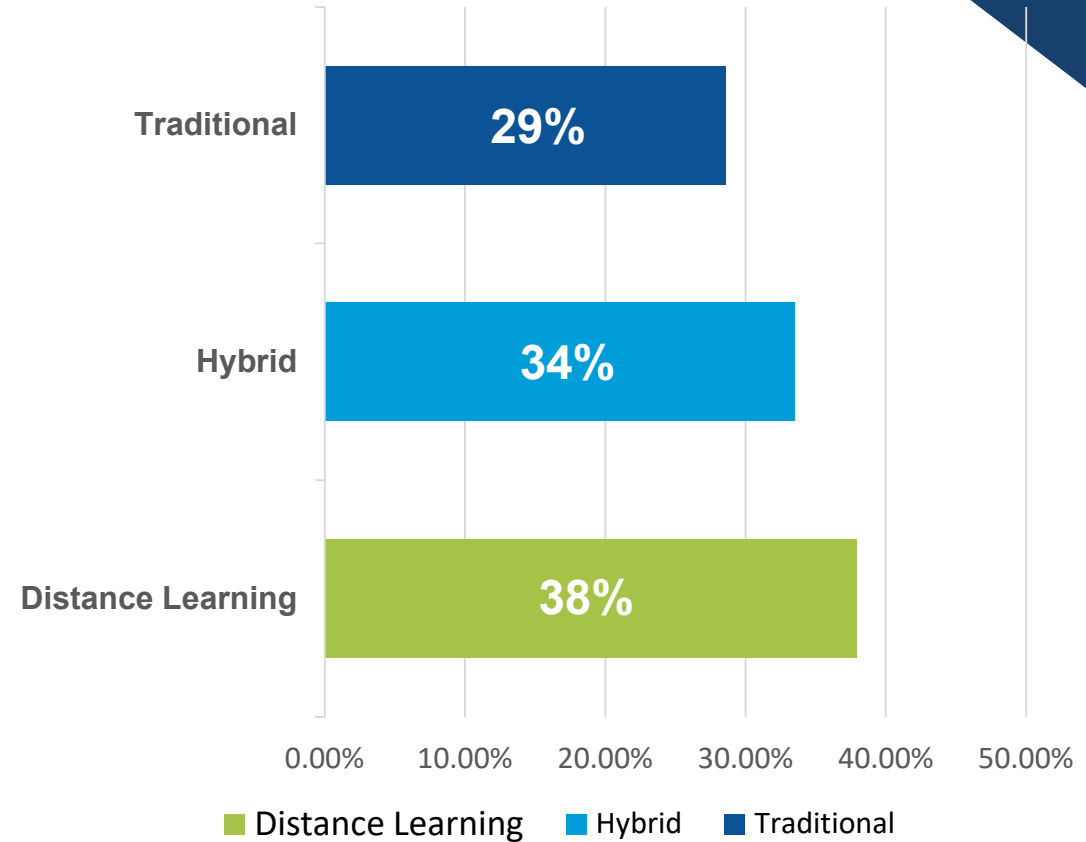
565 Responses

Elementary School Staff



161 Responses

Middle School Staff

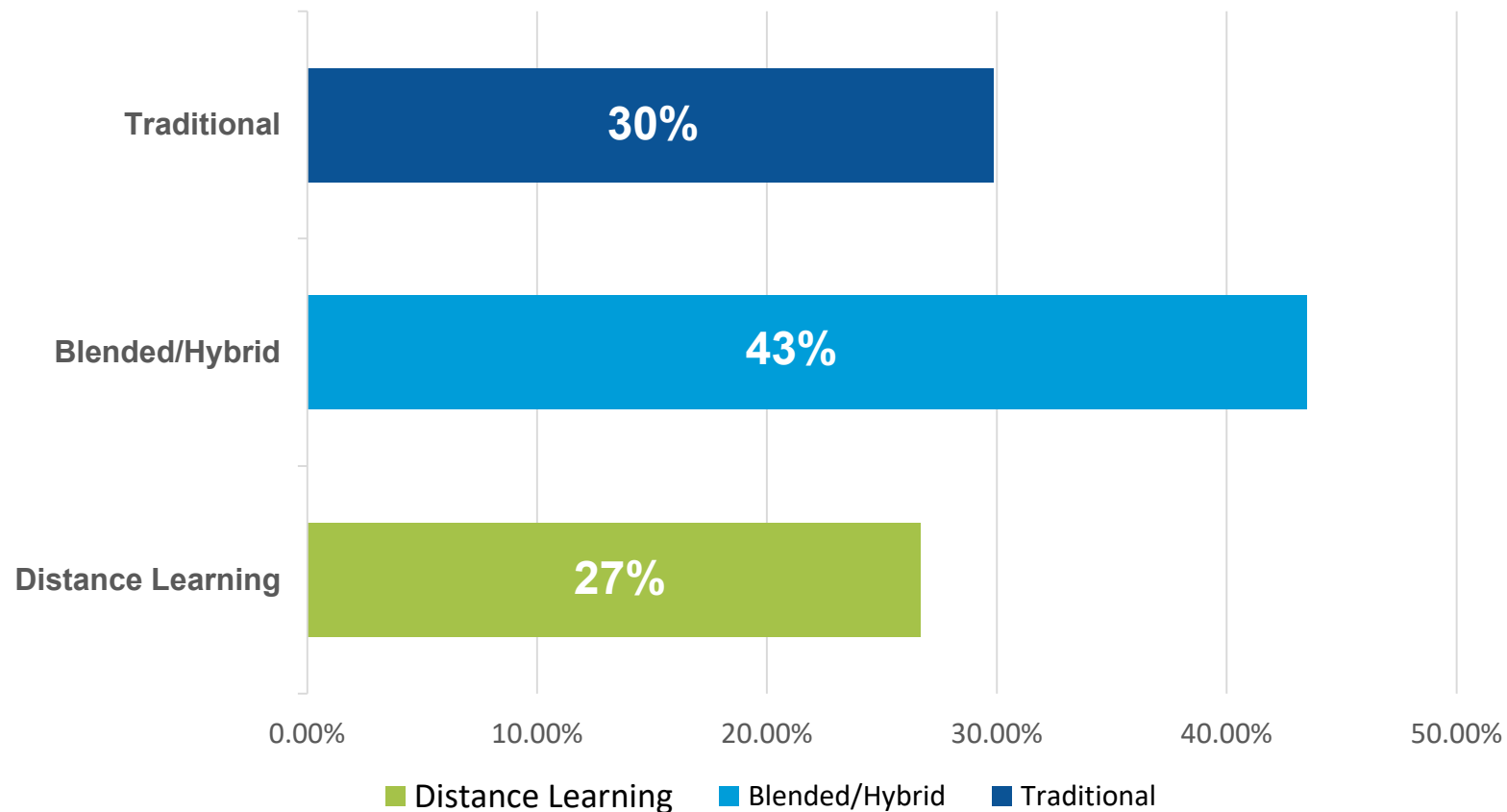


# 2020-21 Certificated Staff Survey No. 2 Results



315 Responses

High School Staff





# IUSD Task Force

## Representation

- 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

  
**COVID-19  
INDUSTRY  
GUIDANCE:**  
**Schools and School-  
Based Programs**

Release date: **June 5, 2020**

Recommended effective date  
no sooner than: **June 12, 2020**

*All guidance should be implemented  
only with county health officer approval  
following their review of local  
epidemiological data including cases  
per 100,000 population, rate of test  
positivity, and local preparedness to  
support a health care surge, vulnerable  
populations, contact tracing, and  
testing.*

  
Your Actions  
Save Lives  
covid19.ca.gov





# OCDE Guidelines

Orange County Together

- Aligned to the Calif. Dept. of Public Health
  - Approved by OCHCA on June 12<sup>th</sup>
- Ongoing Update from CDPH
  - Living and adaptive document
- Attestation Checklist from OC Health Care Agency
  - Draft received June 22<sup>nd</sup>
  - Approved and posted: July 1st

ORANGE COUNTY  
TOGETHER

SCHOOL REOPENING CHECKLIST



# 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

American Academy  
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN®

- 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

ORANGE COUNTY  
TOGETHER

SCHOOL REOPENING CHECKLIST

SCHOOL REOPENING CHECKLIST



# 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

# Communications: FAQ and Resources



## 2020-21 Opening & Safety Planning

Since the onset of COVID-19, IUSD has closely monitored the impact of the pandemic, worked with expert agencies, followed guidelines for schools and adapted, as necessary, to support the health and wellbeing of students and staff, while maintaining our promise to provide academic excellence and equity. As we continue to navigate this unprecedented environment together, our District remains committed to providing the highest quality educational experience we can envision for our more than 36,000 students. Thank you in advance for your engagement and partnership.

**Please note:** Given the fluid nature of COVID-19 and continually evolving guidelines for schools at the federal, state and local levels, this information is subject to change. Please visit this page and our [COVID-19 resource page](#) regularly for updates.

**GUIDELINES FOR OC SCHOOLS**

[Learn More](#)

**HEALTH AND SAFETY**

[Learn More](#)

**FACE COVERING**

[Learn More](#)

**WHAT TO EXPECT AT SCHOOL**

[Learn More](#)

**STUDENT ARRIVAL AND DISMISSAL**

[Learn More](#)

**2020-21 PROPOSED ACADEMIC MODELS**

[Learn More](#)

**IUSD VIRTUAL ACADEMY**

[Learn More](#)

**SPECIAL EDUCATION RESOURCES**

[Learn More](#)

**ATHLETICS UPDATE**

[Learn More](#)

**SPEAK UP WE CARE**

[Learn More](#)

**Frequently asked Questions**

[Learn More](#)

**COVID-19 RESOURCE PAGE**

[Learn More](#)

**CONTACTS**

### EXPERT AGENCIES AND GUIDELINES

[Orange County Department of Education Guidelines for Schools](#)

[California Department of Public Health Guidelines for Schools](#)

[Orange County Health Care Agency](#)

### STAY CONNECTED TO IUSD

- Make sure your contact information is up to date in [PARENT PORTAL](#).
- Visit this webpage regularly.
- Follow IUSD on [FACEBOOK](#), [INSTAGRAM](#) and [TWITTER](#).
- If you unsubscribed from school or District emails, you will not receive important updates during an emergency. To re-subscribe, email [HELPDESK@IUSD.ORG](mailto:HELPDESK@IUSD.ORG).
- Visit [IUSD.ORG/CONNECT](https://IUSD.ORG/CONNECT) for more information about how you can stay connected.
- Get the latest NEWS AND INFORMATION.

## COVID-19 Web Resource

### LATEST NEWS

**Face Covering Update (7/1/20)** The IUSD Board of Education has not formally considered the wearing of masks in classrooms by students and therefore has not made a decision. The Board and District leadership will continue to examine the guidelines for Orange County schools, which are evolving, while monitoring health conditions in our county and state before making final decisions. [Click here](#) for more information.

**Family Survey No. 2 and Update (6/25/20)** IUSD's Family Survey No. 2 is now open. [Click here](#) to take the survey and to read Superintendent Walker's message, which outlines the academic models aligned to state and county health guidelines and designed to meet the diverse interests of our students, staff and families. The survey is open until Monday, June 29 at 5 p.m.



Messages from Superintendent Walker



Emergency Distance Learning Opportunities



Mental Health & Wellness Resources



Meals and Community Resources



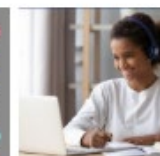
Student Access to Technology & Chromebook Returns



Stay Connected During Social Distancing



Enrichment Activities and Resources



Resources to Support Distance Learning



Special Education Resources

### RESOURCES AND SUPPORTS

[Emergency Distance Learning Plan](#)

[Meals and Community Resources](#)

[Mental Health and Wellness](#)

For questions about COVID-19 and related medical guidance: federal, state and county health guidelines; travel advisories; health screenings at U.S. ports of entry; quarantines and other government agency related questions, visit the resources below.

### EXPERT AGENCY RESOURCES

[Centers for Disease Control and Prevention \(CDC\)](#)

[Orange County Health Care Agency \(OCHCA\)](#)

[California Department of Public Health](#)

[County of Orange COVID-19 Hotline](#)

833-428-6411

[OCHCA Health Line](#)

800-564-8448

[County of Orange Text Alerts](#)

Text OCCOVID19 to 888/777

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- Visit [IUSD.ORG/CONNECT](https://IUSD.ORG/CONNECT) for more.

# 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 ◆

# ELEMENTARY TRADITIONAL ACADEMIC MODEL

## ...4<sup>th</sup> Grade Class Schedule

	Group A	Location	Staff	Group B	Location	Staff
<b>8:00-8:30</b>	Morning Meeting; SEL Lesson; Check In	Outdoors; Classroom	Teacher IA	<i>Morning Meeting; SEL Lesson; Check In</i>	<i>Outdoors Classroom</i>	<i>Teacher IA</i>
<b>8:30-10:00</b>	Core Literacy Instruction	Classroom	Teacher	<i>Centers 1 &amp; 2: Rotations  Literacy and Math Lab</i>	<i>Collab Spaces  Open Classroom</i>	<i>IA</i>
<b>10:15-11:45</b>	Centers 1 & 2: Rotations  Literacy and Math Lab	Collab Spaces; Open Classroom	IA	<i>Core Literacy Instruction</i>	<i>Classroom</i>	<i>Teacher</i>
<b>12:30-1:30</b>	Core Math Instruction	Classroom	Teacher	<i>Center 3 Science Lab; PE; Social Science; Innovation Lab; Art</i>	<i>Collab Spaces  Open Classroom</i>	<i>IA Media Specialist Science Specialist</i>
<b>1:30-2:30</b>	Center 3 Science Lab; PE; Social Science; Innovation Lab; Art	Collab Spaces  Open Classroom	IA Media Specialist Science Specialist	<i>Core Math Instruction</i>	<i>Classroom</i>	<i>Teacher</i>







Group A

10:30 am –  
10:45 am



Group B

12:36 pm -  
~~12:35 pm~~

Ms. Smith's  
Classroom

Group A

Group B

## CONTENT COVERED

Science  
Social Studies (also in Literacy Block)  
Art  
Music  
Math Lab  
Literacy Lab  
Makers Space (STEAM)  
Physical Education (PE)  
Project Based Learning  
Technology

## COLLABORATIVE SPACES

Science Lab  
Music Rooms  
Available Classrooms  
Collaborative Spaces  
Innovation Lab  
Media Center  
Multi Purpose Room (MPR)  
Stage Area  
Various Outdoor Learning Areas  
Lunch Tables





## 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

### Parent Survey Breakdown:

Traditional = 44%

Hybrid = 26%

Distance Learning = 30%

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**



## 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**

### Parent Survey Breakdown:

Traditional = 44%

Hybrid = 26%

Distance Learning = 30%

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.

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 ◆

# ELEMENTARY HYBRID ACADEMIC MODEL

- 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

	MON	TUE	WED	THU	FRI
9:00am - 1:00pm	<div><div>GROUP A IN PERSON</div><div>GROUP B DISTANCE LEARNING</div></div>	<div><div>GROUP B IN PERSON</div><div>GROUP A DISTANCE LEARNING</div></div>	<div>ALL STUDENTS</div> <div>VIRTUAL CHECK-IN (9-10am)</div> <div>DISTANCE LEARNING (10am-2:30pm)</div>	<div><div>GROUP A IN PERSON</div><div>GROUP B DISTANCE LEARNING</div></div>	<div><div>GROUP B IN PERSON</div><div>GROUP A DISTANCE LEARNING</div></div>
1:30 - 2:30pm	<div>GROUP B VIRTUAL CHECK-IN</div>	<div>GROUP A VIRTUAL CHECK-IN</div>		<div>GROUP B VIRTUAL CHECK-IN</div>	<div>GROUP A VIRTUAL CHECK-IN</div>

# ELEMENTARY HYBRID ACADEMIC MODEL

**MON TUE WED THU FRI**

9:00am - 1:00pm

	<div><div>GROUP A IN PERSON</div><div>GROUP B DISTANCE LEARNING</div></div>	<div><div>GROUP B IN PERSON</div><div>GROUP A DISTANCE LEARNING</div></div>	<div>ALL STUDENTS</div> <div>VIRTUAL CHECK-IN (9-10am)</div> <div>DISTANCE LEARNING (10am-2:30pm)</div>	<div><div>GROUP A IN PERSON</div><div>GROUP B DISTANCE LEARNING</div></div>	<div><div>GROUP B IN PERSON</div><div>GROUP A DISTANCE LEARNING</div></div>
1:30 - 2:30pm	<div>GROUP B VIRTUAL CHECK-IN</div>	<div>GROUP A VIRTUAL CHECK-IN</div>		<div>GROUP B VIRTUAL CHECK-IN</div>	<div>GROUP A VIRTUAL CHECK-IN</div>



# ELEMENTARY HYBRID ACADEMIC MODEL

MON TUE WED THU FRI

9:00am - 1:00pm

	<div><div>GROUP A IN PERSON</div><div>GROUP B DISTANCE LEARNING</div></div>	<div><div>GROUP B IN PERSON</div><div>GROUP A DISTANCE LEARNING</div></div>	<div>ALL STUDENTS  VIRTUAL CHECK-IN (9-10am)  DISTANCE LEARNING (10am-2:30pm)</div>	<div><div>GROUP A IN PERSON</div><div>GROUP B DISTANCE LEARNING</div></div>	<div><div>GROUP B IN PERSON</div><div>GROUP A DISTANCE LEARNING</div></div>
1:30 - 2:30pm	<div>GROUP B VIRTUAL CHECK-IN</div>	<div>GROUP A VIRTUAL CHECK-IN</div>		<div>GROUP B VIRTUAL CHECK-IN</div>	<div>GROUP A VIRTUAL CHECK-IN</div>

# ELEMENTARY HYBRID ACADEMIC MODEL

**MON TUE WED THU FRI**

9:00am - 1:00pm

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

1:30 - 2:30pm



# ELEMENTARY HYBRID ACADEMIC MODEL

**MON TUE WED THU FRI**

9:00am - 1:00pm

	<div><div>GROUP A IN PERSON</div><div>GROUP B DISTANCE LEARNING</div></div>	<div><div>GROUP B IN PERSON</div><div>GROUP A DISTANCE LEARNING</div></div>	<div>ALL STUDENTS  VIRTUAL CHECK-IN (9-10am)  DISTANCE LEARNING (10am-2:30pm)</div>	<div><div>GROUP A IN PERSON</div><div>GROUP B DISTANCE LEARNING</div></div>	<div><div>GROUP B IN PERSON</div><div>GROUP A DISTANCE LEARNING</div></div>
1:30 - 2:30pm	<div>GROUP B VIRTUAL CHECK-IN</div>	<div>GROUP A VIRTUAL CHECK-IN</div>		<div>GROUP B VIRTUAL CHECK-IN</div>	<div>GROUP A VIRTUAL CHECK-IN</div>

# ELEMENTARY HYBRID ACADEMIC MODEL

**MON TUE WED THU FRI**

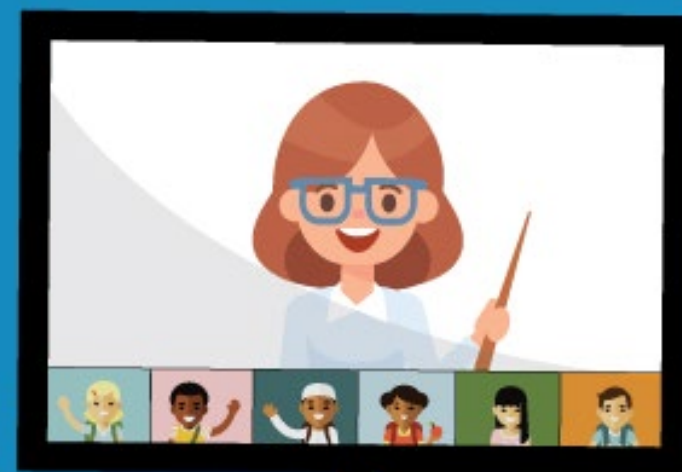
9:00am - 1:00pm

	<div><div>GROUP A IN PERSON</div><div>GROUP B DISTANCE LEARNING</div></div>	<div><div>GROUP B IN PERSON</div><div>GROUP A DISTANCE LEARNING</div></div>	<div>ALL STUDENTS  VIRTUAL CHECK-IN (9-10am)  DISTANCE LEARNING (10am-2:30pm)</div>	<div><div>GROUP A IN PERSON</div><div>GROUP B DISTANCE LEARNING</div></div>	<div><div>GROUP B IN PERSON</div><div>GROUP A DISTANCE LEARNING</div></div>
1:30 - 2:30pm	<div>GROUP B VIRTUAL CHECK-IN</div>	<div>GROUP A VIRTUAL CHECK-IN</div>		<div>GROUP B VIRTUAL CHECK-IN</div>	<div>GROUP A VIRTUAL CHECK-IN</div>

Tuesday  
Wednesday  
Thursday



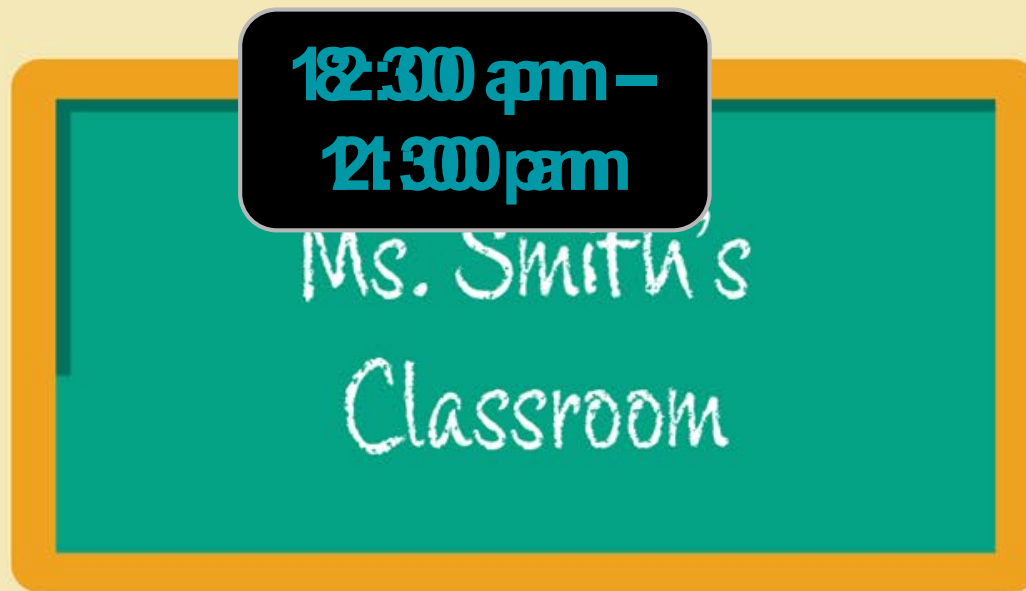
Group A



Group B

# TK / KINDERGARTEN ACADEMIC MODEL

◆ 2020-2021 SCHOOL YEAR ◆



**Group A**



# 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)



MON	TUE	WED	THU	FRI
<div>ALL STUDENTS VIRTUAL</div> <div>TEACHERS participating in</div> <div>Intervention</div> <div>Tutorial Online</div> <div>Planning</div> <div>PLCs</div>	COHORT B VIRTUAL	COHORT A VIRTUAL	COHORT B VIRTUAL	COHORT A VIRTUAL
	GROUP A IN PERSON	GROUP B IN PERSON	GROUP A IN PERSON	GROUP B IN PERSON
	ZERO PERIOD-A	ZERO PERIOD-B	ZERO PERIOD-A	ZERO PERIOD-B
	PERIOD 1-A	PERIOD 1-B	PERIOD 1-A	PERIOD 1-B
	PERIOD 2-A	PERIOD 2-B	PERIOD 2-A	PERIOD 2-B
	PERIOD 3-A	PERIOD 3-B	PERIOD 3-A	PERIOD 3-B
	PERIOD 4-A	PERIOD 4-B	PERIOD 4-A	PERIOD 4-B
	PERIOD 5-A	PERIOD 5-B	PERIOD 5-A	PERIOD 5-B
	PERIOD 6-A	PERIOD 6-B	PERIOD 6-A	PERIOD 6-B
	PERIOD 7-A	PERIOD 7-B	PERIOD 7-A	PERIOD 7-B

# 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

# Curriculum, Instruction and Distance Learning

Brianne Ford



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