



Board of Education

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Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – April 24, 2020

TO: Members of the Board of Education
FROM: Superintendent, Robert G. Nelson, Ed.D.

SUPERINTENDENT – Robert G. Nelson, Ed.D.

S-1 Robert G. Nelson, Ed.D. Superintendent Calendar Highlights

ADMINISTRATIVE SERVICES – Ruth F. Quinto, Deputy Superintendent/CFO

AS-1 Kim Kelstrom School Services Weekly Update Report for April 17, 2020

AS-2 Santino Danisi Federal Program Monitoring Review

AS-3 Kim Kelstrom Medi-Cal Administrative Activity Program

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

SL-1 Misty Her School Site Office Hours/Communication to Parents

SL-2 Ambra O'connor and Brian Beck Social Emotional Support to Students and Families

SL-3 Brian Beck Special Education Services during COVID-19 School Closure

SL-4 Sandra Toscano Communication to English Learner Families

Fresno Unified School District
Board Communication

BC Number S-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Robert G. Nelson, Superintendent
Cabinet Approval:

Date: April 24, 2020

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

The purpose of this communication is to inform the Board of notable calendar items:

- Gave interview alongside Fresno Teachers Association President, Manuel Bonilla with Shalya Girardian, ABC 30, regarding grading policy
- Met with Fresno City President, Carole Goldsmith to discuss dual enrollment
- Met with district leadership, Fresno Teachers Association leadership, and Trustees to discuss distance learning
- Participated in conference call with CORE Districts
- Held meetings with Executive Cabinet and District Response Team


Approved by Superintendent
Robert G. Nelson Ed.D. _____



Date: 04/24/2020

Fresno Unified School District
Board Communication

BC Number AS-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kim Kelstrom, Executive Officer
Cabinet Approval: 

Date: April 24, 2020

Phone Number: 457-3907



Regarding: School Services Weekly Update Report for April 17, 2020

The purpose of this communication is to provide the Board a copy of School Services of California's (SSC) Weekly Update. Each week SSC provides an update and commentary on different educational fiscal issues. In addition, they include different articles related to education issues.

The SSC Weekly Update for April 17, 2020 is attached.

If you have any questions or require further information, please contact Kim Kelstrom at 457-3907.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 04/24/2020



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www.sscal.com

DATE: April 17, 2020

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Governor Newsom Outlines Six Indicators for State Reopening

At his Tuesday press briefing this week, Governor Gavin Newsom unveiled [six indicators](#) that will guide his Administration's thinking for when and how to modify the statewide stay-at-home order and other social distancing directives that have been issued under the COVID-19 pandemic. The six indicators are:

- The ability to monitor and protect our communities through testing, contact tracing, isolating, and supporting those who are positive or exposed
- The ability to prevent infection in people who are at risk for more severe COVID-19
- The ability of the hospital and health systems to handle surges
- The ability to develop therapeutics to meet the demand
- The ability for businesses, schools, and child care facilities to support physical distancing
- The ability to determine when to reinstitute certain measures, such as the stay-at-home orders, if necessary

Governor Newsom resisted in setting a target date for when he thinks the state will be able to meet these six indicators and reopen under modified health directives. However, he did say he would revisit a potential timeline if the state made significant progress in these six areas over the next couple of weeks.

The Governor also expressed optimism that schools could potentially reopen their doors sometime this fall, albeit with significant modifications. Governor Newsom explained that schools would have to operate much differently than usual and offered a vision that included staggered bell schedules with different student cohorts, smaller class sizes to ensure physical distancing, and significant reforms to lunch, recess, and assemblies in order to prevent large gatherings. He also emphasized the need for "deep sanitation" and "massive deep cleaning."

Obviously the vision laid out by the Governor would have serious implications for local educational agencies in terms of staffing, transportation, and funding, but it is an encouraging sign that schools may be able to physically reopen their doors at some point this year. Many of these issues are likely to be discussed and negotiated when the Legislature returns from recess on May 4.

Senate Budget Subcommittee on COVID-19 Response

Late Thursday afternoon, the newly formed Senate Budget and Review Subcommittee on COVID-19 Response met for the first time to provide an overview of the state's fiscal actions related to the pandemic. The subcommittee is being chaired by Senator Holly Mitchell (D-Los Angeles) who also chairs the full Senate Budget and Review Committee.

The hearing included testimony from the Department of Finance (DOF), the Legislative Analyst, and the California Budget Project, who each provided their overviews of the current crisis and its economic effect on the state and targeted populations.

There were not too many surprises as DOF staff repeatedly deferred conversations about budget projections and financial forecasts to the impending May Revision that they confirmed will be released by May 14.

In regards to education, the subcommittee asked the DOF to opine about how much the current funding in the Public School System Stabilization Account (PSSSA) will assist K-14 education in preserving its funding levels. Conceding that the current funding in the PSSSA (less than \$400 million) is merely a drop in the bucket for the more than \$80 billion that makes up Proposition 98, the DOF highlighted that the one-time \$3.15 billion (non-Proposition 98) investment made on behalf of the employers' contribution for CalSTRS and CalPERS and the billions that California is expected to receive from the federal stimulus package that was recently signed into law should provide some relief for schools. However, even with this relief the DOF acknowledged that it does negate the painful choices that the state will have to make in upcoming budget deliberations in regards to education and other areas.

The Assembly Budget Subcommittee on Budget Process Oversight and Program Evaluation is scheduled to conduct a similar overview hearing on the state's COVID-19 response this Monday, April 20 at 10 a.m.

Leilani Aguinaldo

Note: While it will take several months to get a clearer picture of the budget situation, the DOF and Legislature are preparing for the 2020–21 State Budget to be a “workload” budget that reflects current year (2019–20) spending and service levels.

California is Now in a Recession That Could Last Years, State Fiscal Experts Say

By Hannah Wiley
The Sacramento Bee
April 16, 2020

The coronavirus has officially launched California into a recession, and a potentially severe one that could last for several budget cycles, state lawmakers and financial experts say.

“We are embarking on difficult fiscal times,” said Sen. Holly Mitchell, an L.A. Democrat and chair of the Senate Special Budget Subcommittee on COVID-19 Response.

Mitchell said California enters the economic downturn in a better position than during the Great Recession, which left the state with a \$60 billion deficit and a slashed budget.

“If we had experienced this abrupt economic downturn a decade ago,” Mitchell said, “we would already be out of cash and forced into expensive external borrowing, immediate budget cuts and perhaps been issuing warrants instead of paychecks.”

But, she added, that preparation “will most likely not insulate us from economic harm coming our way.”

Legislative Analyst Gabe Petek said it’s unclear how long the economic devastation will last, but proposed three scenarios for how California could emerge from the recession.

The first offers an “optimistic” view that economic activity will remain “depressed” until the threat of the coronavirus subsides, and stay-at-home orders are lifted. This best-case scenario would likely happen later this year or early next.

The second scenario presents a more “sluggish” reversal of economic inactivity, Petek said. That’s when restrictions remain in place longer due to prolonged worry over the coronavirus and businesses have to stay shuttered through this prolonged period.

The third more dire, worst-case model suggests the virus dissipates this summer, restrictions lift, the virus returns later this year and stay-at-home orders resume through another cycle of the pandemic.

“We don’t know how deep the downturn will be, how long it will last or the shape of the recovery will look like,” Petek said. “The economic outcome depends on evolution of virus itself.”

Brick-and-mortar businesses, restaurants and bars, retail and travel industries are among those heavily hit by this pandemic and will experience more long-lasting economic devastation, he said.

Both Mitchell and Petek said the federal government will play an integral role in assisting California and other states in economic recovery.

During the Great Recession, unemployment peaked at a little more than 12 percent, said Vivek Viswanathan with the state Department of Finance.

“The unemployment rate in this crisis could go higher than even that,” Viswanathan said. Even with a “budgetary cushion” of more than \$17 billion in reserves earlier this year, “difficult decisions lie ahead.”

It will take several months to get a clear picture of the budget situation. The Legislature is therefore considering what’s called a baseline budget, or a continuation of last year’s spending, until there’s more understanding of California’s fiscal standing.

The Legislature voted to recess on March 16 to honor stay-at-home orders, and authorized with their decision the chance to work remotely. Before they adjourned, both houses unanimously approved “broad authority” for Gov. Gavin Newsom to use \$1.1 billion in emergency funds to finance executive orders during the coronavirus.

Since then, Newsom has signed a slew of orders that authorize millions each to help, among others, businesses, undocumented immigrants, foster youth and grocery workers.

But the Legislature, a co-equal branch of government in theory, has had little to no say in how that money is spent or with what companies the state is contracting to produce protective personal equipment and other resources.

“Large contracts are being lent. We don’t know what they’re all about,” said Sen. Jim Nielsen, R-Tehama. “Monies are being obligated and our budget is also being affected and obligated. That’s why this oversight is even more important.”

Thursday’s hearing was the first live-streamed legislative hearing in a month, and there were plenty of bumps. Members of the public and media were asked to watch the meeting on the Senate’s website. Before the hearing could begin, the site crashed.

Mitchell said at the start of the hearing that 10,000 people tried to live-stream the hearing, which overwhelmed the site.

Mitchell and Nielsen were the only two senators who physically attended the meeting. Senators Anna Caballero, Brian Dahle, John Moorlach, Richard Pan, Richard Roth and Nancy Skinner participated via Zoom, along with representatives from the Legislative Analyst’s Office, the Department of Finance and the California Budget and Policy Center.

Note: U.S. Education Secretary Betsy DeVos has until the end of the month to let Congress know of any waivers her office sees as necessary under the Individuals with Disabilities and Education Act to provide local educational agencies flexibility during this unprecedented time.

California Should Push Harder for Special Education During School Closures, Disability Rights Groups Say

By Carolyn Jones
EdSource
April 17, 2020

The tips, resources and encouragement state education officials are offering schools as they provide special education during the school closures is not enough, according to some disability rights organizations.

What is needed are executive orders and legislation to push schools and districts to help special education students get the support they need during the coronavirus pandemic, according to a list of recommendations from 15 disability rights groups sent last week to Gov. Gavin Newsom and Superintendent of Public Instruction Tony Thurmond.

“It’s an emergency situation. We understand that, but we really need districts to step up and help the students who are most vulnerable,” said Malhar Shah, a staff attorney at the Disability Rights Education and Defense Fund, a Berkeley-based nonprofit that advocates for people with disabilities and one of the groups that signed the letter. “The state needs to do more than just offer guidance. It needs to provide oversight.”

The letter was submitted by the ACLU of California, Children’s Defense Fund of California, National Center for Youth Law and other organizations.

About 795,000 students with autism, learning disabilities, cerebral palsy and other conditions are enrolled in special education in California.

Since schools closed in mid-March, special education has been inconsistent across the state. Some districts began offering online instruction, therapy and parent meetings immediately, while others have yet to launch any services while they deliver tablets, arrange internet service for students and teach staff how to deliver online instruction.

The California Department of Education has provided [guidance](#) and a [webinar](#) for districts, schools, teachers and parents of students in special education to help them navigate online learning. The U.S. Department of Education has also issued [guidelines](#). But state and federal authority to enforce these guidelines is somewhat limited, so far, because online learning is not mandatory and many decisions about education are made at the local level.

Still, state officials should push districts harder, the groups said.

“We understand there’s a balance between the state’s authority and local control. That said, these are federal civil rights we’re talking about,” said Jill Rowland, education program director for the Alliance for Children’s Rights, an advocacy group based in Sacramento and Los Angeles. “When something like this happens, we have to take care of our entire community, including the needs of our most vulnerable kids.”

The California Department of Education did not respond to requests seeking comment.

The groups' recommendations are:

1. Require districts to create temporary individualized education programs for students during the school closures, with input from parents and adjustments for online instruction. For example, if a student ordinarily receives one-on-one behavioral therapy an hour per week, but that's not possible during the school closure, a temporary plan could require 30 minutes instead. When schools re-open, students should return to their original plan.
2. Ensure students in special education receive tablets, internet access, software and other technology needed for them to participate in online instruction. For example, if a student with cerebral palsy uses a specialized keyboard and mouse at school, they should have those devices at home, too.
3. Shorten the timelines for obtaining technological devices, such as special keyboards, from 60 days to 30 days.
4. Provide tutoring, after-school programs and other help for students when school re-opens to help them catch up academically. Special education students are more likely to fall behind during the school closures, according to the groups' letter, and will need extra help to make up for time lost in the classroom.
5. Extend deadlines for parents to file complaints about their child's education services until after schools re-open. Otherwise, parents have limited access to documents and other materials to back up their claims.
6. Allow students to stay enrolled in school, even if they've aged out of the system. Ordinarily, special education students can stay in school until they're 22. If they turn 22 when their school is closed, they should be able to stay enrolled for however long their school was closed after their birthday.

Kristen Power, government relations director for the Alliance for Children's Rights and the primary signatory on the letter, said her group has not yet received a response from the state. But she's hopeful that at least some of the recommendations will be implemented as legislative and budget meetings continue over the next few weeks.

"Things are moving so quickly, and right now there's a lot of uncertainty," she said. "We have to be very nimble and responsive. But so far the conversations have all been positive and we think there's some momentum toward the next steps."

Governor Newsom Offers Vision of How Schools Could Physically Reopen in 2020

By Kyle Hyland
School Services of California Inc.'s *Fiscal Report*
April 16, 2020

For the past several weeks Governor Gavin Newsom has been conducting daily press briefings to provide updates on the state's coronavirus response as well as unveil initiatives and executive orders designed to flatten the COVID-19 curve.

An issue that is regularly discussed at these briefings is when schools will be able to safely reopen their doors to students and teachers. It was only weeks ago that Governor Newsom affirmed that keeping schools closed for the rest of the academic year was the prudent thing to do and even discussed the possibility of maintaining distance learning programs for the remainder of the calendar year, meaning schools would not physically reopen their doors again until 2021.

However, a lot has changed since those briefings a few weeks ago as the state is becoming increasingly confident that the stay-at-home order and social distancing directives have been effective in controlling the spread of the virus, which has led to recent discussions about how schools could reopen their doors in a "physically restrained" way before the end of the calendar year.

At his press briefing on Tuesday, April 14, 2020, Governor Newsom detailed [six key indicators](#) that will guide his Administration's thinking for when and how to modify the statewide stay-at-home order and social distancing directives. One of those six indicators is "the ability for businesses, schools, and child care facilities to support physical distancing."

When discussing this specific indicator, Governor Newsom offered his vision of what schools could look like if they were to reopen this fall. He explained that schools would need to reopen in a way that could support physical distancing such as implementing staggered bell schedules so students could begin and end their school day at various times, perhaps in different cohorts. He also imagines that schools would need to implement different lunch and recess schedules to limit the number of students gathering in one place and he would expect that the way schools conduct physical education courses and schoolwide assemblies would need to be reformed. He also emphasized the need for "deep sanitation" and "massive deep cleaning" as a necessary precaution in order for schools to reopen their doors next schoolyear.

While it is encouraging that the Governor is becoming more optimistic about schools reopening their doors before the end of the calendar year, there are a number of implications that the state would need to consider if schools were to reopen under the vision offered by Governor Newsom.

Having to come up with a plan to reopen schools in a physically restrained manner would add to an already long list of unprecedented, and in many cases unfunded, initiatives that local educational agencies (LEAs) are currently grappling with during this pandemic. This includes providing meals to students in a safe environment, delivering high-quality educational opportunities to students via distance learning, and finding ways to deliver the services detailed in students with disabilities' Individualized Education Programs.


Offering staggered bell schedules will also be difficult for LEAs as they prepare to implement the provisions of the late school start time bill (Senate Bill [SB] 328) signed into law by Governor Newsom last year (see

“[Late School Start Time Bill \(SB 328\) FAQs](#)” in the November 2019 Fiscal Report). While the law doesn’t officially take effect until July 1, 2022, (or the date in which an LEA’s collective bargaining agreement that is operative on January 1 of this year expires, whichever is later), there is a scenario in which LEAs may have to drastically alter their bell schedules for three consecutive schoolyears in order to guarantee effective physical distancing and then turn around and comply with the start-time mandates stipulated in SB 328.

The discussions about when and how schools will physically reopen their doors is likely to heat up when the Legislature returns from recess in May. Lawmakers will have to consider a number of implications of physically reopening schools and the additional resources that LEAs would need in order to reopen schools in a manner consistent with social distancing. We will keep you apprised of these conversations as they unfold over the next few months.

Fresno Unified School District
Board Communication

BC Number AS-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Santino Danisi, Executive Officer
Cabinet Approval: 

Date: April 24, 2020

Phone Number: 457-3661

Regarding: Federal Program Monitoring Review

The purpose of this communication is to update the Board on the Federal Program Monitoring (FPM) review.

As previously communicated to the Board on February 07, 2020, the review concluded on February 7th resulting in zero school site findings and only nine program area findings. Despite school closure and shelter-in-place orders, district staff has continued to work virtually with the California Department of Education (CDE) to either provide resolution or an agreement for resolving findings in the future. Staff is pleased to update that eight of the nine findings have been resolved. The remaining finding in the area of Career and Technical Education has a resolution agreement and will be completed before the agreed upon deadline.

If you have any questions or require additional information, please call Santino Danisi at 457-3661.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 04/24/2020

Fresno Unified School District
Board Communication

BC Number AS-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kim Kelstrom, Executive Officer
Cabinet Approval:



Date: April 24, 2020

Phone Number: 457-3907



Regarding: Medi-Cal Administrative Activity Program

The purpose of this communication is to provide the Board information regarding the reimbursements from the Medi-Cal Administrative Activity Program (MAA).

The district recently received \$810,000 in MAA reimbursements from 2017/18 third quarter claims. As mentioned in previous board communications and budget revision, the California Department of Health Care Services (DHCS) held back reimbursement funds. After several years of uncertainty, invoices are now being processed.

In December 2016, the State released a new claims method for submission of reimbursements beginning with January 2015. The district is working with the Madera County Superintendent of Schools (MCSOS) to submit claims. Through April 16, 2020, the district has received \$3.8 million in reimbursements in 2019/20. The claim listed below are still pending approval for reimbursement:

Claim Period

Claim

April 1, 2018 – June 30, 2018

\$ 706,000

The MCSOS continues to recommend that districts recognize MAA revenues only after they are received since future funding adjustments may occur. Therefore, additional funds will be recognized once received.

If you have any questions or require further information, please contact Kim Kelstrom at 457-3907.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 04/24/2020

Fresno Unified School District
Board Communication

BC Number SL-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by Misty Her, Instructional Superintendent
Cabinet Approval: 

Date: April 24, 2020

Phone Number: 457-3754

Regarding: School Site Office Hours/Communication to Parents

The purpose of this communication is to provide the Board an update regarding school office hours and how sites are communicating with parents and the community.

All schools have a rotation schedule with their office staff so that there is someone present in the office from the hours of 9:00 a.m. - 12:00 p.m. to answer, return phone calls, and address any questions and/or concerns from parents and community members. Office hours have been communicated to parents. Administrators are also on campus to assist office staff and to supervise the device distribution process. This is a temporary solution until we find a more permanent solution that will allow office staff to work remotely from home.

We currently have five schools (three elementary, one middle school, and one high school) that are piloting the Skype phone system. The Skype phone system will allow office staff and administrators to make and receive calls away from the office without using their personal phones. The system also allows for parents to see the school phone number when calls are being made. These pilot schools are testing the system to troubleshoot any issues that may arise. They have been piloting the phone system since April 15 and as soon as we work out the concerns, the plan is to roll it out districtwide. The target date is April 24, 2020.

Schools sites will resume normal virtual office hours once the Skype phone system goes live districtwide.

If you have any questions or require additional information, please contact Misty Her at 457-3754.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 04/24/2020

Fresno Unified School District
Board Communication

BC Number SL-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Ambra O'Connor, Executive Director
and Brian Beck, Assistant Superintendent
Cabinet Approval: 

Date: April 24, 2020

Phone Number: 457-3341

Regarding: Social Emotional Support to Students and Families

The purpose of this communication is to provide the Board an update regarding social emotional supports provided to students and families during school closure. The Department of Prevention and Intervention and the Special Education Department have been partnering in recent weeks to ensure that coordinated social emotional services are provided to those in need.

Clinical School Social Workers, Psychologists, Intervention Specialists and other social emotional support staff are convening weekly in regional Targeted Support Team (TST) meetings. Utilizing this structure, the team is able to review student needs and coordinate supports while maximizing the number of students served.

A cross-departmental protocol has been developed to quickly respond to parent calls to the district COVID hotline, requesting mental health or social emotional support. Additionally, district staff requesting social emotional/mental health support for a student may direct requests to socialemotionalsupport@fresnounified.org. An online referral form is in the final stages of development and is expected to be operational by end of month.

Please see the attached summary for additional information regarding staffing and types of supportive services currently provided.

If you have any questions or require additional information, please contact Ambra O'Connor, 457-3341 or Brian Beck 457-3225.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 04/24/2020


Fresno Unified School District
Menu of Social Emotional Support During COVID-19 Closure
 Intended for Students/Parents/Caregivers

Prevention and Intervention Support

Project ACCESS - services to foster and homeless students	Clinical School Social Worker		Community Liaison	DPI based Child Welfare & Attendance Specialist		
	<ul style="list-style-type: none"> Mental Health assessment, support and referrals Case management Individual/group counseling Supportive counseling Suicide risk assessment Referrals to community resources Child Protection Services Liaison 		<ul style="list-style-type: none"> Emotional Wellness contacts 	<ul style="list-style-type: none"> Emotional wellness contact 		
Social Emotional Supports	Clinical School Social Worker		Resource Counseling Assistant	Site Based Child Welfare & Attendance Specialist	RLE Counselor (South East Asian Services)	
	<ul style="list-style-type: none"> Mental health assessment, support and referrals Case management Individual/group counseling Supportive counseling Suicide risk assessment Referrals to community resources Child Protection Services Liaison 		<ul style="list-style-type: none"> Emotional wellness contacts Check in/check out Supportive counseling 	<ul style="list-style-type: none"> Emotional wellness contact 	<ul style="list-style-type: none"> Case management Provide support for Southeast Asian students in academic, career, personal, and social development 	
	Tier II Intervention Specialist		Restorative Practices Counselor		Tier III Behavior Intervention Specialist (student TK to 6th grade)	
	<ul style="list-style-type: none"> Emotional wellness contacts for current caseload and new students Small Skill Group Check-in Check-out 		<ul style="list-style-type: none"> Supportive counseling check-ins- (informal targeted counseling for students/families unable to participate in groups) Connection circle counseling group Mindfulness skills group Parent learning collaboratives – (positive Discipline curriculum activities for parents/guardians) 		<ul style="list-style-type: none"> Strategies for the parent/guardian to use at home Assistance in developing routines and structures Video Chat to coach & model interventions & strategies with parent/guardian 1:1 skill building with the student Emotional wellness check-ins for current and new students with intensive social emotional needs Link families to community resources 	
	Mentoring (services for current caseload prior to closure)					
	<ul style="list-style-type: none"> Peer mentoring (High school student to Middle school student) Group Mentoring Girl Power & YMOC 			<ul style="list-style-type: none"> One-on-one mentoring Men's & Women's Alliance (for enrolled students) 		
Special Education Support						
School Psychologist	<ul style="list-style-type: none"> Emotional Wellness contacts Supportive counseling/ERMHS check-ins Strategies for parents/guardians to use at home 			<ul style="list-style-type: none"> Suicide risk assessment IEP support (for teachers) Referrals to community resources 		

Fresno Unified School District
Board Communication

BC Number SL-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Brian Beck, Assistant Superintendent
Cabinet Approval: 

Date: April 24, 2020

Phone Number: 972-8441

Regarding: Special Education Services during COVID-19 School Closure

The purpose of this communication is to provide the Board information regarding the district efforts to provide Special Education (SPED) services to students with Individualized Education Programs (IEPs) during school closures due to the spread of COVID-19.

On April 9, 2020, a Board Communication was provided to inform the Board of actions taken in the context of overall district efforts. The actions were outlined in a week-to-week format to show the progression beginning with basic family supports to informing parents of IEP services being provided via distance learning model. In recent weeks, the following actions have been taken:

- The Special Education Department and FTA co-authored a document (attached) providing further guidance for SPED staff which was communicated to site leaders and staff including:
 - IEPs must be implemented to the extent feasible
 - Case Managers contact parents to discuss distance learning model for each child
 - Offer IEP meetings utilizing video conference, phone calls, etc.
 - Connect with students, provide learning opportunities, and follow up on student learning on a weekly basis at minimum
- Regional Instructional Managers (RIMs) established office hours for 4 hours per week to be available to support case managers, teachers, staff, and site leaders in implementing IEPs which included guidance on providing Specialized Academic Instruction remotely, conducting special education assessments, working with families and students who do not respond well to remote learning, and conducting IEP meetings (documents attached)
- Each case manager is collecting data regarding student and family contacts in order to identify challenges that will require intensive efforts to reach.
- Special Education website updated to provide additional information and resources for parents and staff.

The SPED department will continue to closely monitor federal, state, and local agency guidance during the crisis as well as maintain close collaboration with Special Education leaders in large urban districts, California districts, and Fresno County districts.

If you have any questions or require additional information, please contact Brian Beck at 972-8441.

Approved by Superintendent
Robert G. Nelson Ed.D. _____



Date: 04/24/2020



Dear Special Education Staff,

This document is intended to provide clarity for special education staff regarding IEP implementation during the extended period of school closures. This document is also intended to be utilized alongside recent guidance for all educators from the FUSD Team and FTA Leadership which outlined the District Plan on How to Accomplish Distance Learning Priorities.

Federal and State Guidance During School Closure

- Student IEPs, including special education and related services, must be implemented to the extent feasible
- IEP services should be delivered through a distance learning model
- IEP meetings should be held if feasible through video conference, phone calls, etc
- While assessment and IEP timelines (initials, annuals, and triennials) have not been waived or extended, the USDOE and CDE will "provide flexibility where possible" and take a "reasonable approach to compliance."

In the above context, guidance is being provided to assist leaders and staff with support from the special education department staff.

Educator Guidance During School Closure

- Case Managers reach out to parent/guardian of each student on their caseload to discuss the distance learning model for their child during school closure
- In alignment with the latest FTA/FUSD Distance Learning Communication, SPED educators should:
 - Continue to Teach, Learn, and Connect
 - Provide each student learning opportunities at least once a week
 - Follow up on each student's learning at least once a week
 - Connect with each student at least once a week
 - Engage in educator learning on ways to support distant learning
- Offer IEP meetings if necessary and feasible utilizing video conference, phone calls, etc (It is in everyone's best interest to hold as many meetings as possible during the closure period to minimize the number of IEP meetings when school resumes)
- Case Managers reach out to paraprofessionals regarding their role in supporting students such as joining virtual class instruction, contacting parents, etc

As always, the special education department staff will be available to answer any questions and provide support for all staff. Regional Instructional Managers (RIMs) will communicate with special education staff at their assigned sites frequently to assist in any way.

Sincerely,
Fresno Unified Special Education Department
Fresno Teachers Association



Preparing Career Ready Graduates

Department of Special Education
COVID-19 Continuation of Services

Guidance for Specialized Academic Instruction (SAI) for Mild/Moderate Programs during COVID-19 School Closure

The following guidance, by program, is provided as a support in implementing SAI to the extent feasible during this closure period. Below are methods of comprehensively providing SAI through various efforts that can be considered in your planning. The District’s learning guides by grade level include special education options that you may utilize, if you choose, in addition to the numerous online learning resources, which are all available at www.fresnounified.org/learningguides. As outlined in the District’s and FTA’s communication to all educators, you are also welcome to use other resources, including iReady.

Direct services provided should be documented. It is recommended that SEIS’s Service Tracker is used for this purpose. Please also review the COVID-19 IEP Guidance for information related to goal implementation and progress monitoring.

We appreciate your efforts to meet the unique needs of students with disabilities during the school closure period, and we are available to support you. Please reach out to your RIM if you have any questions or need support.

Elementary RSP

- (1) Instruct student/parent to follow District’s Daily Schedules for SPED Options for student’s grade level.
- (2) Pre-record two or more 5-10 minute daily mini-lessons related to ELA and Math aligned to IEP goals and/or daily schedule.
- (3) Pre-record a social/emotional lesson, brain break, challenge, or other lesson related to one aspect of the daily schedule – this could be led by a paraeducator.
- (4) Weekly, individual, direct instruction by teacher for 20% of IEP minutes via virtual platform or phone.
- (5) Weekly, group or individual, direct instruction of 20 minutes per week by a paraeducator related to one of the weekly lessons.
- (6) Consultation/check-in with parent one time weekly via email, video, or phone.
- (7) Teacher and paraeducator available, as needed, or schedule open “office hour(s).”

Elementary SDC-M/M

- (1) Instruct student/parent to follow District's Daily Schedules for SPED Options for student's grade level.
- (2) Pre-record four 5-10 minute daily mini-lessons for ELA, Math, Science, and Social Studies aligned to IEP goals and/or daily schedule
- (3) Pre-recorded social/emotional lesson, brain break, challenge, or other lesson related to one aspect of the daily schedule – this could be led by a paraeducator.
- (4) Direct Instruction of two times per week for 45 minutes by teacher via virtual platform or phone
 - a. One session could be done in small group of 2-4 students based on grade level and/or aligned to IEP goals and objectives.
- (5) Direct Instruction of two 30 minute sessions per week by paraeducator, via group (e.g. 2-4 students) or individual, related to IEP goals and/or weekly lessons.
- (6) Consultation/check-in with parent one time weekly via email, video, or phone.
- (7) Teacher and paraeducator available, as needed, or schedule open "office hour(s)."

Elementary SDC-ED

- (1) Instruct student/parent to follow District's Daily Schedules for SPED Options for student's grade level.
- (2) Pre-record five 5-10 minute daily mini-lessons for ELA, Math, Science, Social Studies, and Social/Emotional aligned to IEP goals and/or daily schedule – a paraeducator could lead the social/emotional mini-lesson (e.g. Why Try?).
- (3) Pre-recorded social/emotional lesson, brain break, challenge, or other lesson related to one aspect of the daily schedule – this could be led by a paraeducator.
- (4) Direct Instruction of two times per week for 45 minutes by teacher via virtual platform or phone
 - a. One session could be done in small group of 2-4 students based on grade level and/or aligned to IEP goals and objectives.
- (5) Direct Instruction of three, 30 minute sessions per week by paraeducator, via group (e.g. 2-4 students) or individual, related to IEP goals and/or weekly lessons. One of these sessions could focus on social/emotional instruction.
- (6) Consultation/check-in with parent one time weekly via email, video, or phone.
- (7) Teacher and paraeducator available, as needed, or schedule open "office hour(s)."

Secondary M/M

- (1) Instruct student/parent to follow District's Daily Schedules for SPED Options for student's grade level.
- (2) Pre-record two or more 5-10 minute daily mini-lessons related to ELA and Math aligned to IEP goals and/or daily schedule.
- (3) Pre-recorded social/emotional lesson, brain break, challenge, or other lesson related to one aspect of the daily schedule – this could be led by a paraeducator.
- (4) Weekly, individual direct Instruction by teacher per week via virtual platform or phone.

- a. Consider:
 - i. 20 minutes weekly for GE with support
 - ii. 20 minutes weekly for each co-teaching class
 - iii. 45 minutes weekly for each of SDC ELA and SDC Math
 - If Student would have 90 minutes weekly, consider delivering two, 30 minute sessions by teacher and one, 30 minute session by para.
- (5) Direct Instruction by paraeducator considering minutes recommended above.
- (6) Consultation/check-in with parent one time weekly via email, video, or phone.
- (7) Teacher and paraeducator available, as needed, or schedule open “office hour(s).”

ED Inclusion

- (1) Instruct student/parent to follow District’s Daily Schedules for GE or SPED Options for student’s grade level.
- (2) Pre-record three 5-10 minute daily mini-lessons related to S/E, ELA ,and Math aligned to IEP goals and/or daily schedule
- (3) Pre-recorded social/emotional lesson, brain break, challenge, or other lesson related to one aspect of the daily schedule – this could be led by a paraeducator.
- (4) Weekly, individual direct Instruction by teacher via virtual platform or phone.
 - a. Consider:
 - i. 20 minutes weekly for all ED students
 - ii. Additional 20 minutes weekly for each co-teaching class
 - iii. Additional 45 minutes weekly for each of SDC ELA and SDC Math
 - 1. If Student would have 90 minutes weekly, consider delivering two, 30 minute sessions by teacher and one, 30 minute session by para.
- (5) Direct Instruction by paraeducator considering minutes recommended above.
- (6) Consultation/check-in with parent one time weekly via email, video, or phone.
- (7) Teacher and paraeducator available, as needed, or schedule open “office hour(s).”

Autism Inclusion

- (1) Instruct student/parent to follow District’s Daily Schedules for both GE or SPED options for student’s grade level.
- (2) Pre-record three 5-10 minute daily mini-lessons related to social skills and/or self-regulation.
- (3) Pre-recorded social/emotional lesson, brain break, challenge, or other lesson related to one aspect of the daily schedule – this could be led by a paraeducator.
- (4) Direct Instruction two times per week for 30 minutes by teacher via virtual platform or phone to groups of students with similar areas of need (can be the same groupings prior to school closure).
- (5) Direct Instruction one time per week for 30 minutes by paraeducator leading a lesson from the pre-recorded mini-lessons or a TeachTown activity.
- (6) Consultation/check-in with parent one time weekly via email, virtual, or phone.
- (7) Teacher and paraeducator available, as needed, or schedule open “office hour(s).”

Guidance for Specialized Academic Instruction (SAI) for Moderate/Severe Programs during COVID-19 School Closure

The following guidance, by program, is provided as a support in implementing SAI to the extent feasible during this closure period. Below are methods of comprehensively providing SAI through various efforts that can be considered in your planning. The District's learning guides by grade level include special education options that you may utilize, if you choose, in addition to the numerous online learning resources, which are all available at www.fresnounified.org/learningguides. As outlined in the District's and FTA's communication to all educators, you are also welcome to use other resources. For moderate/severe programs, it is expected that an important aspect of instruction will consist of caregiver/parent coaching and consultation.

Direct services provided should be documented. It is recommended that SEIS's Service Tracker is used for this purpose. Please also review the COVID-19 IEP Guidance for information related to goal implementation and progress monitoring.

We appreciate your efforts to meet the unique needs of students with disabilities during the school closure period, and we are available to support you. Please reach out to your RIM if you have any questions or need support.

Alternative Learning Pathway Classrooms 1st through Adult

1. Instruct student/parent to follow District's Daily Schedules for ALPS in alignment to the student's grade level band.
2. Determine the Strand Session for each of your students (Strand A, Strand B, and Strand C)
 - a. Strand A sessions are for students who may have difficulty attending to the instructor during an online session. The focus of these sessions will be guiding caregivers to teach students new skills both during the online sessions and throughout the day.
 - b. Strand B sessions are for students who are able to attend for short periods of time and will be a combination of direct teaching and caregiver coaching.
 - c. Strand C sessions are for students who are able to attend to the entire session and will be direct teaching between student and teacher.
3. Set up each student in Unique Learning System (ULS) Student View and individualize weekly lessons for students to access at home for independent learning time.
4. Pre-record four 5-10-minute daily mini lessons for ELA and Math aligned to IEP goals and/or monthly grade level band lessons and/or daily learning option schedule (History and Science themes are embedded in the ELA Unique Learning Systems Monthly Theme lessons).
5. Pre-record a social/emotional lesson, brain break, challenge, or other lesson related to one aspect of the daily schedule – this could be led by a paraeducator.

6. For student who are identified in ULS as Level 2 and Level supports, direct instruction of two times per week for 45 minutes by teacher via virtual platform or phone. These can be group sessions by level.
7. For students who are identified in ULS as Level 1 supports, direct individual instruction of one 45-minute session by teacher via virtual platform or phone. These sessions recommended as one-to-one due the focus of the session being guiding the caregiver to teach the student.
8. Direct instruction of two 30-minute sessions per week by paraeducator, via group (e.g. 2-4 students for Level 2 and then a group for Level 3) or individual sessions (students identified as Level 1), related to IEP goals, Student View in ULS, and/or weekly lessons.
9. Consultation/check-in with parent one time weekly via email, virtual, or phone.
10. Participate in the weekly Grade Level ALPS PLC to collaborate, develop, and share lessons.

Autism Early Intervention and TK/K ALPS

1. Instruct student/parent to follow District's Daily Schedules for Autism Early Intervention.
2. Determine the Strand Session for each of your students (Strand A, Strand B, and Strand C)
 - a) Strand A sessions are for students who may have difficulty attending to the instructor during an online session. The focus of these sessions will be guiding caregivers to teach students new skills both during the online sessions and throughout the day.
 - b) Strand B sessions are for students who are able to attend for short periods of time and will be a combination of direct teaching and caregiver coaching.
 - c) Strand C sessions are for students who are able to attend to the entire session and will be direct teaching between student and teacher.
3. Connect with caregivers to discuss online learning using the STAR Online Learning Systems (use Caregiver Information: Online Learning Session document in SOLS to support you in this conversation. This is not to be handed to the caregiver, it is to guide your conversation).
4. Provide the caregiver the Pre-Session Checklist as a guide for preparing for online learning sessions.
5. Connect with caregivers to discuss the Caregiver Guide.
 - a) The guide provides:
 - i. The objective for each blocks of learning
 - Circle Time
 - Teaching Time
 - Play Time
 - Functional Routines
 - Independent Work
 - ii. Suggestions for what the caregiver can do before and during the different blocks of learning
 - iii. Tips for the caregiver
6. Direct, individual, instruction two times per week for 55 minutes by teacher via virtual platform or phone.
7. Direct, individual, instruction two times per week for 30 minutes by a paraprofessional via virtual platform or phone.

8. Consultation/check-in with parent one time weekly via email, virtual or phone.
9. Participate in the weekly Autism Early Intervention PLC and weekly live Webinar with SOLS support staff.

Intensive Behavior Programs

1. Instruct student/parent to follow District's Daily Schedules for ALPS in alignment to the student's grade level band.
2. Determine the Strand Session for each of your students (Strand A, Strand B, and Strand C)
 - a. Strand A sessions are for students who may have difficulty attending to the instructor during an online session. The focus of these sessions will be guiding caregivers to teach students new skills both during the online sessions and throughout the day.
 - b. Strand B sessions are for students who are able to attend for short periods of time and will be a combination of direct teaching and caregiver coaching.
 - c. Strand C sessions are for students who are able to attend to the entire session and will be direct teaching between student and teacher.
3. Set up each student in Unique Learning System (ULS) Student View and individualize weekly lessons for students to access at home for independent learning time.
4. Pre-record four 5-10-minute daily mini lessons for ELA and Math aligned to IEP goals and/or monthly grade level band lessons and/or daily learning option schedule (History and Science themes are embedded in the ELA Unique Learning Systems Monthly Theme lessons).
5. Pre-record a social/emotional lesson, brain break, challenge, or other lesson related to one aspect of the daily schedule – this could be led by a paraeducator.
6. *For student who are identified in ULS as Level 2 and Level supports*, direct instruction of two times per week for 45 minutes by teacher via virtual platform or phone. These can be group sessions by level.
7. *For students who are identified in ULS as Level 1 supports*, direct individual instruction of one 45-minute session by teacher via virtual platform or phone. These sessions recommended as one-to-one due the focus of the session being guiding the caregiver to teach the student.
8. Direct Instruction of two 30-minute sessions per week by paraeducator, via group (e.g. 2-4 students for Level 2 and then a group for Level 3) or individual sessions (students identified as Level 1) related to IEP goals, Student View in ULS, and/or weekly lessons.
9. Consultation/check-in with parent one time weekly via email, virtual, or phone.
10. Consult and collaborate with BCBA/RBT assigned to student to support caregivers in the development of a behavioral home program.
11. Participate in one 30-minute session weekly with RBT and caregivers in the implementation of a home program plan and the monitoring of identified interfering behaviors and routines.
12. Participate in the weekly Grade Level ALPS PLC to collaborate, develop, and share lessons.



Preparing Career Ready Graduates

Department of Special Education
COVID-19 Continuation of Services

Guidance for Related Services during COVID-19 School Closure

The following guidance, by service, is provided as a support in implementing related services during this school closure. Related services should be provided to students based on their IEPs to the extent feasible. Services will be delivered via alternative delivery methods through a distance learning model, and the delivery of online learning should be leveled to meet the continuum of needs of all students and include content that can be individualized to meet each student's IEP goals. As outlined in the District's and FTA's communication to all educators, you are welcome to use any resources.

All services or service attempts should be tracked using Service Tracker or Compuclaim. To the extent feasible, services should be delivered minute-to-minute based on the student's IEP, including consultation with parent/caregiver. If a student's IEP outlines group services and a service provider would like to deliver the services individually instead, the RIM and Program Manager, Kate Alvarado, should be contacted to discuss whether a change in the number of minutes would be appropriate based on the delivery being individual rather than group. Please also review the COVID-19 IEP Guidance for more information related to goal implementation and progress monitoring.

We appreciate your efforts to meet the unique needs of students with disabilities during the school closure period, and we are available to support you. Please reach out to your RIM if you have any questions or need support.

Speech/Language Therapy

All services will be provided virtually. Presence Learning, a District vendor contracted to provide speech services, utilizes a virtual model and has agreed to allow District SLPs to utilize its telehealth platform, which includes embedded resources. Presence Learning will also be providing PL related to the platform. However, all providers may choose which virtual platform to utilize (e.g. Presence Learning, Microsoft Teams, Zoom, or phone). SLPAs will also be providing direct services, under the supervision of his/her assigned SLP, via a telehealth platform.

Occupational Therapy (OT) and Physical Therapy (PT)

All services will be provided virtually. Presence Learning will be allowing District OTs to utilize their OT telehealth platform, which includes embedded resources. Presence Learning will also be providing PL related to the platform. Providers may choose which virtual platform to utilize (e.g. Presence Learning, Microsoft Teams, Zoom, or phone). Depending on the learner, services may consist primarily of parent/caregiver coaching and consultation.

Educationally-Related Mental Health Services (ERMHS)

All services will be provided through a web/video platform or telephonically. School Psychologists and ERMHS counselors will provide counseling minutes on a student's IEP to the extent feasible through via their chosen virtual platform.

Orthopedic Impairment

All services will be provided virtually. Providers may choose which virtual platform to utilize (e.g. Microsoft Teams, Zoom, or phone). Depending on the learner, services may consist primarily of parent/caregiver coaching and consulting. OT and PT will also collaborate with OI provider to address motor needs, and the OI provider will consult on adapting the curriculum to allow for access.

Deaf or Hard-of-Hearing

All services will be provided virtually. Providers may choose which virtual platform to utilize (e.g. Microsoft Teams, Zoom, or phone). Providers should also ensure DHH students have access to ASL or captioning for resources/instruction with audio.

Visual Impairment/Orientation and Mobility

All services will be provided virtually. Providers may choose which virtual platform to utilize (e.g. Microsoft Teams, Zoom, or phone). Providers should also provide accommodation tools for students who are VI (e.g. Sterling Adaptives). Providers should ensure access to all materials, including facilitating enlarging materials consistent with a student's IEP and ensuring all students have access to their assistive technology.

Adaptive Physical Education

All services will be provided virtually. Providers may choose which virtual platform to utilize (e.g. Microsoft Teams, Zoom, or phone). Services minutes should be provided to the extent feasible and may also include providing resources, such as online videos or activities to work on skills independently or with their parent/caregiver consistent with a student's IEP goals.

Assistive Technology

All services will be provided virtually. Providers may choose which virtual platform to utilize (e.g. Microsoft Teams, Zoom, or phone). Providers will also ensure that all assistive technology needs are met and will provide consultation, resources, and/or tutorials/trainings for parents/caregivers on the use of assistive technology.

COVID-19 Assessment Guidance

While schools may be closed through the end of the school year, it remains critical to continue with assessments, to the extent possible, and plan for the increased workload that will occur when school resumes. The 60-day assessment timeline is part of the IDEA, which can only be waived by legislation. The COVID-19 stimulus legislation provides the Secretary of Education until April 27th to provide information to Congress if she requires additional authority to waive parts of the IDEA. We have been working with other urban districts through the Council of Great City Schools to identify potential waiver areas – assessment timelines have been prioritized. CDE and the USDOE have stated that they will take a “reasonable approach to compliance” and “provide flexibility where possible.” While it is expected that there may be some sort of waiver, efforts should be made to complete as much related to current and upcoming assessments as possible. A waiver may only provide for the “tolling” of the timeline, which will still require that outstanding assessments and the IEP team meetings to review them be completed quickly upon school resuming. *This guidance applies to all school psychologists, DIS providers, and school nurses.*

Outstanding Initial and Triennial Assessments

For any assessment for which there is a signed AP:

- Complete all aspects that do not require direct testing or school observations, including, but not limited to:¹
 - Records review;
 - Student interviews;
 - Parent interviews;
 - Parent and teacher questionnaires;
 - Scoring/analysis of any completed direct testing; and,
 - Report writing for all areas above.
- If all direct testing and observations were completed before schools closed, complete the remaining parts of the assessment and report.
- IEP team meetings should be held during the closure period for any initial or triennial assessments that are completed. Guidance on these meetings will be provided through an IEP checklist.
- *The assessor responsible for the assessment at the time of school closure will be required to complete it even if the student moves schools via promotion or intradistrict transfer.*

¹ If parents are not responding or refusing any efforts to gather information, please document contact attempts and outcomes.

Upcoming Triennial Assessments

- Triennial assessments due *prior to* end of the school year:
 - Propose the AP to parents. In comments section of the AP write “Due to COVID-19 school closure and “shelter-in-place” orders, Parent/Guardian understands that the direct testing and school observation aspects of the assessment cannot be completed. Accordingly, Parent/Guardian agrees in writing, through consent to this AP, to extend the triennial assessment and IEP timeline for 60 days after school resumes.”
 - Complete all aspects of the assessment listed above.
 - *The assessor responsible for the assessment prior to the end of the school year will be required to complete it even if the student moves schools via promotion or intradistrict transfer.*

- Triennial assessments due during the Fall 2020 semester:
 - In order to ensure a more manageable caseload, determine all triennials that will be due during the Fall 2020 semester.
 - For those students, you can take the following actions:
 - Prepare proposed APs (use date that you will be sending home the AP)
 - Begin record review of accessible records
 - Begin preparing draft report in the areas of – Reason for Referral; Background Information; and outline potential eligibilities for Eligibility Criteria.

Outstanding Assessment Requests

The requirement to present an AP within 15 days of a referral or request for assessment is a state requirement. Accordingly, California legislation has waived the 15-day timeline and deemed COVID-19 closure days as days in between regular school session, like winter break, spring break, and summer (breaks more than 5 school days).

For any assessment request made on or prior to March 13th:

- An AP must be presented to the parent/guardian within the number of days remaining when the timeline was tolled on March 13th.
 - For example: If a request was received on March 10th, the AP must be presented to Parent by August 28th.
- Prepare the draft AP using the date you plan to send it home.
- If the student will be promoting, please provide the student information and timeline to your colleague at the middle or high school the student is expected to attend.
 - The assessor who received the request prior to schools closing will be responsible for checking that the student did enroll at the expected school. If the student is attending another school, the assessor is responsible for providing the student’s information and timeline to that school’s staff.

Individualized Delivery Support for Students with Disabilities

Accessing Remote Learning Opportunities

This document is to support teachers and service providers identify the type of virtual session that is best to meet the continuum of needs students have in order to access remote learning opportunities.

FUSD Special Education Department recommends staff and caregivers collaborate to identify the best remote learning delivery style for each individual student.

Below are three remote learning delivery styles for staff and caregivers to consider:

Full Support (Strand A): These remote sessions are for students who may have difficulty attending to the instructor during an online session. The focus of these sessions will be guiding caregivers to teach students new skills both during the online sessions and throughout the day.

Partial Support (Strand B): These remote sessions are for students who are able to attend for short periods of time and will be a combination of direct teaching and caregiver coaching.

Independent (Strand C): These remote sessions are for students who are able to attend for the entire session and will be direct teaching between student and teacher in either individual and/or group sessions.

Session Skill Profile

Staff and caregivers can utilize the Session Skill Profile to identify the remote learning session best suited to the student's current ability to attend to online instruction.

A student's online learning remote session style is determined through observation and/or conversation with caregivers of the student's level of independence during online learning.

Find the right remote session type by considering the following:

Full Support (Strand A): The caregiver is guided by the online teacher and/or service provider.

Partial Support (Strand B): Combination: The caregiver is guided by the online teacher and/or service provider, along with direct instruction from staff.

Independent (Strand C): Direct instruction from teacher and/or service provider.

Quick Check to begin Online Instruction for Elementary

Begin with Full Support (STRAND A) for students who:	Begin with Partial Support (STRAND B) for students who:	Begin with Independence (STRAND C) for students who:
<ul style="list-style-type: none"> Sit and attend for less than 5 minutes Need prompting to follow simple instructions (i.e. "Come here," "Sit down," etc.) Use gestures and sounds to communicate needs Are not yet able to identify colors or shapes when shown flashcards Need prompting to complete simple independent work tasks (i.e. puzzles, matching objects, etc.) 	<ul style="list-style-type: none"> Sit and attend for 5+ minutes Request using one or two words (either verbally or with an alternate communication system) Follow simple one-step directions Identify colors and shapes when shown flashcards Complete simple independent work tasks (i.e. Matching, tracing, coloring, etc.) independently 	<ul style="list-style-type: none"> Sit and attend for 15+ minutes Follow complex directions (2-3-step) independently Use a variety of ways to request (either verbally or with an alternate communication system) Recognize letters and numbers 1-10 Trace letters and numbers Complete academic worksheets and art activities independently

Quick Check to begin Online Instruction for Secondary

Begin with Full Support (STRAND A) for students who:	Begin with Partial Support (STRAND B) for students who:	Begin with Independence (STRAND C) for students who:
<ul style="list-style-type: none"> Sit and attend for less than 10 minutes Need prompting to follow simple instructions (i.e. "Get your coat," "Look at the teacher," etc.) Use gestures and sounds to communicate needs Are not yet able to point to the correct survival sign (i.e. "stop," "men or women's restroom") when shown two or more flashcards Needs prompting to complete simple independent work tasks (i.e. "matching objects," etc.) 	<ul style="list-style-type: none"> Sit and attend for 10+ minutes Request using one or two words (either verbally or with an alternate communication system) Follow simple one-step directions Identify survival signs when shown flashcards Can identify some coins/bills Complete simple independent work tasks (i.e. Matching, file folder jobs, etc.) independently 	<ul style="list-style-type: none"> Sit and attend for 15+ minutes Follow complex directions (2-3-step) independently Use a variety of ways to request (either verbally or with an alternate communication system) Can read a simple set of instructions Can complete a simple project Complete academic worksheets and school jobs with some assistance

Tips for Each Remote Delivery Style: Elementary

Elementary

FULL SUPPORT SESSION STRAND A	PARTIAL SUPPORT SESSION STRAND B	INDEPENDENT SESSION STRAND C
<p>It is expected that students in this session will have limited ability to attend to the screen for extended periods of time. If this is a challenge, try one of the following:</p> <ul style="list-style-type: none"> • Use puppets, bubbles, spinners, or light-up toys to get the student to attend to the screen. • Talk to the caregiver and brainstorm books that the student might have at home. Give the caregiver suggestions on how to add animation, encourage the student to turn pages, and point to pictures in the book. Keep book reading to 3-5 minutes. • Direct the caregiver to sit face to-face with the student during songs. Encourage the caregiver to be animated and help the student do the actions. • Direct the caregiver to try activities like tickling or peek-a-boo. 	<p>Some students in this session may still have difficulty attending for long periods of time. If this is a challenge, try some of the ideas included in Full Support Session or try one of the following:</p> <ul style="list-style-type: none"> • Give the student a choice of books or songs. • Sing songs or read books that the student was motivated by at school. If the student is engaged, try to pause the screen and ask the student to: <ul style="list-style-type: none"> • Point to pictures of nouns or actions on the screen. • Answer simple questions like, "What is this?" or "What are they doing?" 	<p>Some students in this Session may still have difficulty attending for long periods of time. If this is a challenge, try one of the following:</p> <ul style="list-style-type: none"> • Take time at the beginning of the Greeting/Circle time to ask the student what they want to work for today. • Remind the student frequently of expected behaviors by referring to the "Rules and Expectations" on the PowerPoint. • Use phrases like, "First you have to sit and work, then (add in a reinforcing activity)." • Ask the student if there are books or songs that he wants to read or sing. • Choose more activities that are motivating for the student.

Tips for Each Remote Delivery Style: Secondary

Secondary

FULL SUPPORT SESSION STRAND A	PARTIAL SUPPORT SESSION STRAND B	INDEPENDENT SESSION STRAND C
<p>It is expected that children in this session will have limited ability to attend to the screen for extended periods of time. If this is a challenge, try one of the following:</p> <ul style="list-style-type: none"> • Use reinforcing items to get the student to attend to the screen. • Use materials that you have at home that are related to the weekly routine. Be animated and excited and use related materials when watching video models. • Sit face-to-face with the student and imitate some of the actions shown in the video model. 	<p>Some students in this session may still have difficulty attending for long periods of time. If this is a challenge, try some of the ideas included in Full Support Session or try one of the following:</p> <ul style="list-style-type: none"> • Give the student a choice of videos or reinforcers. • Use materials that you have at home that are related to the weekly routine. Be animated and excited and use related materials when watching video models. If the student is engaged, try to pause the screen and ask the student to: <ul style="list-style-type: none"> • Point to pictures of nouns or actions on the screen • Answer simple questions like, "What is this?" or "What are they doing?" 	<p>Some students in this session may still have difficulty attending for long periods of time. If this is a challenge, try one of the following:</p> <ul style="list-style-type: none"> • Take time at the beginning of the Greeting time to ask the student what they want to work for today. • Remind the student frequently what the expected behaviors by referring to the "Rules and Expectations" on the PowerPoint. • Use phrases like, "First you have to sit and work, then (add in a reinforcing activity.)" • Choose more activities that are motivating for the student.

IEP Guidance during COVID-19 School Closure

During the school closure period, it is strongly recommended that you hold as many IEPs that are due as possible. The more IEPs held, the more manageable the workload will be when school resumes. Also, when school resumes, all case managers will continue to be responsible for any IEP due during the closure period, even if the student promotes or transfers schools. We understand that it may not be possible for every case manager to hold every IEP or for all families to participate. Please reach out to your RIM for troubleshooting and support related to the questions and potential barriers that may arise as we adapt to new, alternative methods for IEP team meetings.

IEPs meetings should continue to follow all regular procedures and the IEP checklist to the extent possible. Below is an outline, by IEP page, where actions may vary from the existing checklist.

Scheduling and Facilitating Participation

Schedule the IEP team meeting as you typically would, including inviting all required team members and arranging for an interpreter, if needed. IEP team members can participate by phone or a virtual platform, such as Zoom or Teams. Zoom and Teams allows for people to “call in,” so they can be used when some members are able to be together virtually and others via phone.

Excusals

If any excusals are needed, they should be obtained in the same manner they would be for any other meeting. This includes written input for a full excusal. If you are having difficulty with the attendance of providers or receiving written input, please contact your principal and/or RIM.

IEP Pages

- 1. Information/Eligibility**
 - Follow current IEP checklist.

- 2. Individual Transition Planning (ITP)**
 - Obtain student interview for interests and/or career assessments virtually or over the phone.

- 3. Present Levels of Academic Achievement and Functional Performance**
 - Use data and information as of March 13th when schools closed.
 - When writing all PLs, start with “Based on Student’s present level as of March 13, 2020 when schools closed due to COVID-19,”

- Identify areas of need based on PLs as of March 13, 2020.
4. **Special Factors & Behavior Intervention Plan**
 - Consider assistive technology based on whether the student requires it for access in a school-based setting, not virtually.
 - Any concerns raised related to technology during school closures (e.g. needing a laptop or internet) should be addressed separately. They can be noted on follow-up on the Structured Meeting Notes (SMN) page.
 - Consider behavior needs and prepare behavior intervention plan, if needed, based on data and information as of March 13, 2020.
 5. **Statewide Assessments**
 - Check statewide assessments based on Student’s grade level for the 2020-2021 school year.
 6. **Final Progress Report**
 - For annual IEPs, write progress report 3, if still needed, and annual review based on data and information as of March 13, 2020. For the annual review you should start the comment with, “Based on data and information available on March 13, 2020 when schools closed,.....” Complete the comment as you would for an annual review.
 - For any other IEP, ensure that all progress reporting periods required through March 2020 are completed.
 - Ensure IEP progress reports are finalized and affirmed.
 7. **Annual Goals and Objectives**
 - Write baselines based off data and information available as of March 13, 2020 or obtain them virtually.
 - No short-term objective should be written to be due in May or June 2020. The first reporting period should be October 2020.
 8. **ESY Eligibility Worksheets**
 - Consider regression and recoupment based on expectations as of March 13, 2020, not during the closure period.
 9. **Offer of FAPE - SERVICE**
 - All services are to be written for seat instruction for the 2020-2021 school year.
 - Considerations should be based on the PLs, areas of needs, and goals related to Student as of March 13, 2020.
 - Any change in SAI service minutes or change of placement should be written as a new service with a start date of August 1, 2020.
 - If the current service is ending prior to the end of the 2019-2020 school year, extend the end date to July 30, 2020. Write in the comment section (at the end of the existing comment): “Service extended through the end

of the 2019-2020 school year due to COVID-19 school closures. New service will start for the 2020-2021 school year.”

- This does not apply to initial IEPs.

10. Offer of FAPE – EDUCATIONAL SETTING

- Program setting percentages (in/out) should be based on the offer of FAPE for services and placement for the 2020-2021 school year, if different than the current offer of FAPE.

11. Structured Meeting Notes

- For Participants by name and title – list the method of participation of each person in parentheses. (E.g. Jane Smith, Special Education Teacher (via Zoom).)
 - Ask if the participants are comfortable with you writing their name and title on the Signature and Parent Consent Page. If they are, note in this section “Participants’ names and titles were printed on the Signature and Parent Consent by the case manager upon the agreement of all participants.”
 - If anyone does not agree with you printing their name, write – “All participants’ names and titles, with the exception of (list the name), were printed.....”
- After listing the Purpose of Meeting write “All aspects of this IEP are based on Student as of March 13, 2020 unless otherwise indicated.”
- If there is any request or discussion related to needs or services due to the COVID-19 school closures, please note them in the follow-up activities section.
- In Follow-up activities – write “A copy of the IEP will be provided to Parent at _____ (obtain email or correct mailing address based on Parent preference).”
- If transportation is required (and noted on the SERVICE page), list the start date as 8/17/2020 and end date as the date of the annual IEP date.

12. Signature and Parent Consent Page

- As indicated above, print the names and titles of the participants who agree for you to do so. *This is for the participation section only – do not complete any aspect of the Parent Consent.*
- Explain to Parent that you will be providing a copy of the IEP, either electronically or by mail, at which time they can review the IEP and complete the Parent Consent section.

Finalizing IEP and Sending to Parent

- Please encourage Parent to provide an email to send the IEP home. Advise that you can provide them with a hardcopy at a later time, if requested.
- If Parent is requesting a hardcopy to be mailed home, please email a full, final draft to your RIM with the mailing address. The Department will ensure that a copy is sent home to Parent.

- If Parent is requesting translation into a native language, please complete the translation request form with Parent (either virtually or on the phone) and submit the request with the final IEP to your RIM.

Signatures

- Speak with Parent after the IEP and ask about their ability to sign the required IEP documents. This includes the IEP Team Meeting Notice, Parent Consent page, and excusal page (if used).
- Options for signatures include:
 - Parent can print and sign the documents and then scan to return them or take photos of the pages and send them to you via email or text.
 - Parent can mail the signature pages to the Department office.
 - Parent can sign via their smart phone, if able, or using a e-sign program (e.g. HelloSign, DocuSign, Adobe Sign).

Follow-Up and Finalization

- Follow-up with Parent regarding signatures as you typically would.
- Once you receive signatures, please enter them into SEIS and affirm and attest the IEP.
- Contact your RIM with any questions or if Parent raised a concern or issue that you need support addressing.


Goal Implementation and Progress Reporting

- All service providers are responsible for implementing goals related to their areas of service. This also includes progress monitoring, and any progress reports due during the closure period need to be completed based on the information and data available through the distance learning model.
 - The progress report may state “Based on services delivered through a distance learning model during the COVID-19 school closure, ...(insert progress information as you typically would).”
- If a service provider is unable to implement a goal as written due to a lack of specialized equipment required for the goal, the service provider should work on skill or aspect of the goal that aligns with the goal and can be worked on while student is in the home.
 - When completing a progress report write, “Due to the COVID-19 school closure, this goal could not be fully implemented as written. As an alternative, services were provided for ...(insert skill/aspect aligned with the goal that was worked on). Student ...(insert progress report related to the skill/aspect that was implemented).”
- It is imperative that all services, including SAI and consultation with parents/student, are documented. The Department recommends utilizing Service Tracker in SEIS for this purpose or Compuclaim, if the service a Medi-Cal billable service.

The Department appreciates your hard work and willingness to adapt during these unprecedented times. Please do not hesitate to reach out to your RIM for support.

Fresno Unified School District
Board Communication

BC Number SL-4

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Sandra Toscano, Assistant Superintendent
Cabinet Approval: 

Date: April 24, 2020

Phone Number 457-3648

Regarding: Communication to English Learner Families

The purpose of this communication is to update the Board regarding recent efforts to improve communication to our English Learner (EL) Families. Through community feedback, we understand that current language supports during school closures, are not effectively meeting the needs of our EL students and families. Therefore, we:

- Beginning week of 4/27/20 school office phones will be forwarded to staff during standard office hours 8:00 a.m. – 4:00 p.m. Monday - Friday through Skype.
- Forwarded all EL Services office phones to staff at home through Skype to respond to parent and community calls beginning the week of April 20, from 8:00 a.m. – 5:00 p.m. Monday through Friday.
- Hold monthly meetings with parent groups to answer questions, respond to concerns, and collect feedback.
- Research effective supports in other districts, programs and educational councils including phone and video interpreting tools that we can include in our communication plan.
- Increase communication regarding criteria for Redesignation; this will be communicated to students and families through email, phone calls, virtual meetings, letters home, and ATLAS Student Portal using EL Site Reps, Site Test Coordinators, Teachers, Administrators, EL Services and Equity & Access
- Provide feedback to principals on Site Plans to include EL Instructional Plan and communication to parents with a focus on language needs.
- Update district Communication Plan to include interpreters list where all languages represented in our district are available; requests for translation will continue to be processed through EL Services Department.
- Exercise your Brain online resources website and all district communication translated to Spanish and Hmong
- Distance Learning Support for English Learners Webpage developed to house all EL Supports in one easy-to-use location launched on 4/20/20. This page can be found in the Exercise your Brain icon. Go to left column where you will see the option: Distance Learning Support for English Learners, <https://www.fresnounified.org/learningguides/Pages/english-learners.aspx> .

In order to meet the needs of our Fresno Unified families, we must continue to strengthen our current district structures, use technology tools to amplify service to parents immediately, and build capacity in our teams to develop effective communication plans at every site using the skills of our bilingual employees. If you have any questions or require additional information, please contact Sandra Toscano at 288-2992.

Approved by Superintendent
Robert G. Nelson Ed.D. _____



Date: 04/24/2020