



PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

Public Health Emergency Mitigation Plan: Student Learning

The Board recognizes that the consequences of a public health emergency, including the loss of school-based relationships and disruptions in student learning, impacts all students but may have a disproportionate effect on the youngest students, students with disabilities, and other at-risk students.

(cf. 0415- Equity)

Instruction/Schedules

The District shall offer a combination of on-campus instruction and distance learning to meet the needs of all students.

(cf. 6157 - Distance Learning)

(cf. 6158 - Independent Study)

The Superintendent or designee, as feasible, shall work with school principals, teachers, other staff, and parents/guardians to recommend to the Board a schedule of on-campus instruction at each school. If all students cannot attend on-campus instruction for the entire school day due to space limitations as a result of social distancing requirements, the Superintendent or designee shall consider arrangements for rotating groups of students, such as on a daily or weekly basis, and/or shall provide on-campus instruction to students with the greatest need for in-person supervision.

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

Priority for on-campus instruction shall be given to the lowest performing students, students with disabilities, homeless students, foster youth, and English learners. To the extent practicable, the District shall also consider the needs of essential workers, as designated in the Governor's executive orders, for child care during normal school hours.

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Learners)

For distance learning, lessons shall be delivered through live video sessions, pre-recorded lessons, or other technology-based distance learning platforms and/or the District may supplement on-campus instruction with home assignments. As much as



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possible, distance learning shall be provided through small- group synchronous learning and consistent with federal and state requirements.

The District shall provide appropriate training to teachers and other instructional staff involved in distance learning, including training on how to use any authorized technology or platform for distance learning and opportunities for the sharing of best practices among instructional staff. When necessary, the District also may provide training resources to students and parents/guardians.

Evaluation of Academic Progress Following Campus Closure

Upon return to on-campus instruction following an extended campus closure, the Superintendent or designee shall evaluate the impact of the campus closure on students' academic progress. Such evaluation may:

1. Address student-specific needs arising from the transition back into on-campus instruction;
2. Consider whether or not a student has experienced a regression of skills and/or lack of progress;
3. If regression and/or a lack of progress is present, identify opportunities for recovery, including supplemental educational services and/or new or different support services.

(cf. 6179 - Supplemental Instruction)

For students with disabilities, the evaluation of academic progress shall also be used to determine whether an additional or revised individualized education program (IEP) or Section 504 plan is needed for the student to be academically successful when returning to on-campus instruction. The Superintendent or designee may prioritize urgent student need in scheduling initial and triennial assessments and annual IEP meetings. The

Superintendent or designee shall endeavor to ensure District compliance with all procedural timelines for IEPs and Section 504 plans as required, unless amended by executive order and other



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federal and/or state mandates.

(cf. 6159 - Individualized Education Program)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

Grading

For each grading period, student progress shall be reported in accordance with BP/AR 5121 - Grades/Evaluation of Student Achievement. However, in the event that schools are closed for an extended period of time during any grading period, the Board may, upon recommendation by the Superintendent or designee, adopt one or more alternative grading policies which may vary by grade level. Options for such grading include, but are not limited to:

1. Assignment of final grades based on the student's grades when the school shutdown occurred, with opportunities to increase the final grade based on progress through distance learning or other assignments and assessments;
2. Assignment of pass/no pass grades for all courses;
3. Grading based on students' understanding of grade level standards through assessments, projects, portfolios, or other appropriate means.

(cf. 5121 - Grades/Evaluation of Student Achievement)

Legal Reference:

EDUCATION CODE

44978 Sick leave for certificated employees

45191 Leave of absence for illness and injury, classified employees

48205 Excused absences

48213 Prior parent notification of exclusion; exemption

48240 Supervisors of attendance

49451 Exemption from physical exam; exclusion from attendance

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state



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12945.1-12945.2 California Family Rights Act
HEALTH AND SAFETY CODE
120230 Exclusion from attendance
LABOR CODE
245-249 Healthy Workplaces, Healthy Families Act of 2014
CODE OF REGULATIONS, TITLE 2
11087-11098 California Family Rights Act
CODE OF REGULATIONS, TITLE 5
202 Exclusion from attendance
306 Explanation of absence
420-421 Record of verification of absence due to illness and
other causes

UNITED STATES CODE, TITLE 29
2601-2654 Family and Medical Leave Act of 1993, as amended,
especially:
2601 Paid sick leave
2620 Public health emergency leave
UNITED STATES CODE, TITLE 42
1760 Note National School Lunch program waivers addressing
COVID-19
CODE OF FEDERAL REGULATIONS, TITLE 29
825.100-825.702 Family and Medical Leave Act of 1993
Management Resources:
CSBA PUBLICATIONS
Sample School Board Resolution on Grading During Emergency
School Closures
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
FAQs for 2019 Novel Coronavirus
FAQs on Grading and Graduation Requirements
CALIFORNIA DEPARTMENT OF PUBLIC HEALTH PUBLICATIONS
CDPH Guidance for the Prevention of COVID-19 Transmission for
Gathering, March 16, 2020
School Guidance on Novel Coronavirus or COVID-19, March 7, 2020
CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

Considerations for Schools, rev. May 19, 2020 Interim
Guidance for Schools and Day Camps, May 2020
Interim Guidance for Administrators of U.S. K-12 Schools and Child
Care Programs to Plan, Prepare, and Respond to Coronavirus



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Disease 2019 (COVID-19), March 25, 2020

OFFICE OF THE GOVERNOR PUBLICATIONS

Executive Order N-30-20, March 17, 2020

Executive Order N-26-20, March 13, 2020

OFFICE OF MANAGEMENT AND BUDGET PUBLICATIONS

Administrative Relief for Recipients and Applicants of Federal Financial Assistance Directly Impacted by the Novel Coronavirus (COVID-19) Due to Loss of Operations, Memorandum M-20-17, March 19, 2020

U.S. DEPARTMENT OF LABOR POSTERS

Employee Rights: Paid Sick Leave and Expanded Family and Medical Leave Under the Families First Coronavirus Response Act

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Department of Public Health: <http://www.cdph.ca.gov>

Centers for Disease Control and Prevention:
<http://www.cdc.gov/coronavirus/2019-ncov>

Office of the Governor: <http://www.gov.ca.gov>

Office of Management and Budget: <http://www.whitehouse.gov/omb>

U.S. Department of Labor: <http://www.dol.gov>

World Health Organization: <http://www.who.int>

Adopted by the Board: September 1, 2020