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California Institute for School Improvement: partnering with California school districts since 1984.

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CCSSO Releases Framework to Assist State Education Leaders in Planning for Restart of Schools

(CCSSO)

On April 30, 2020, the Council of Chief State School Officers released the “Restart and Recovery Framework” that outlined their second phase of support to the states as the planning of re-opening schools and recovering learning loss begins. The first phase, which is still taking place, is providing assistance to states while they begin to launch the second phase which will create a guide as well as a

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Melinda Gates Foundation, the Chan Zuckerberg Initiative DAF, the Walton Family Foundation, and many others. Their framework has not only the support and funds, but the type of preparation needed to combat the harm this pandemic has caused our education system.

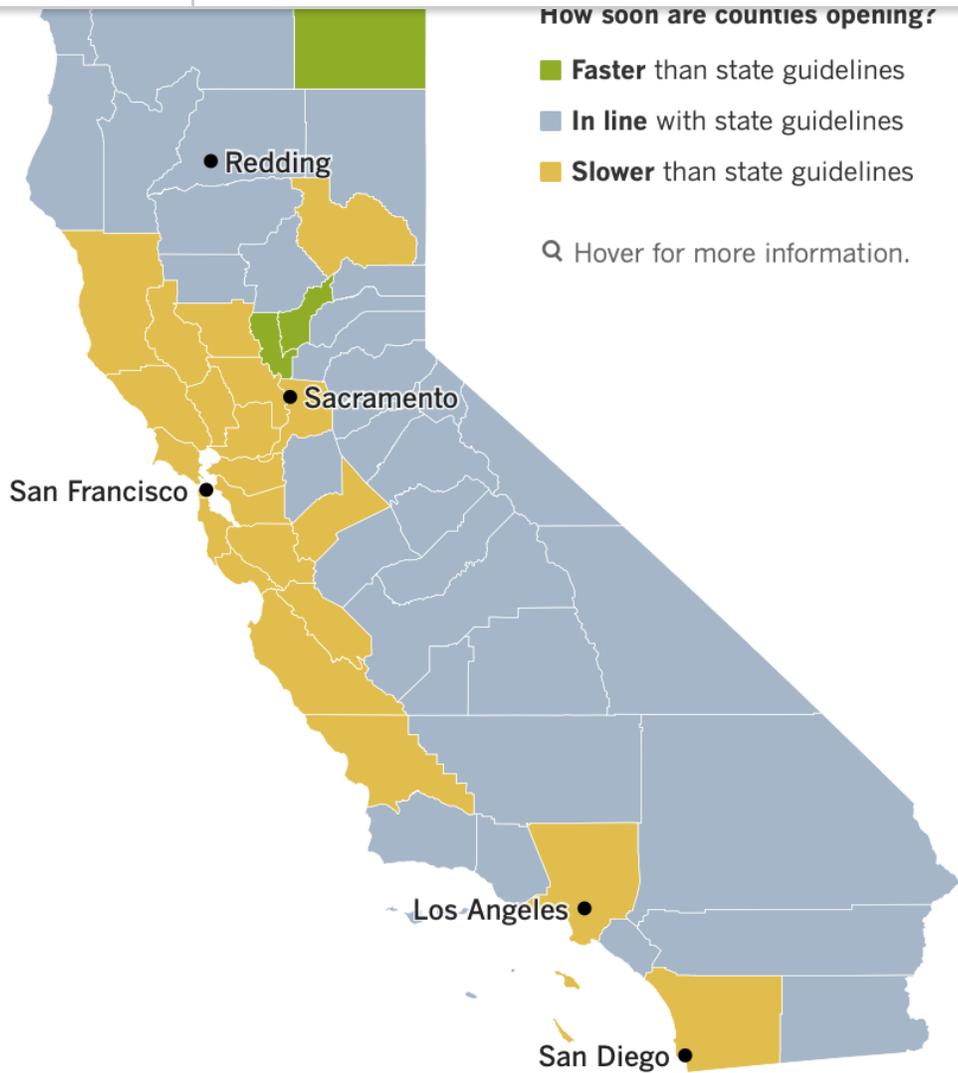
To read the entire article, click [here](#).

Which California Counties are Reopening?

(LA Times)

While in the second phase of the 4-phase plan, and no date in sight for when we'll reach the third or fourth phase, certain California counties are taking it upon themselves to reopen. To see what each county is doing, see the map below or visit the website [here](#) for an interactive map to find out what guidelines your county is following.



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We Need State Leadership to Re-start K-12 Education

(EdSource)

Schools have been closed for approximately 2 months in some parts of California and although teachers everywhere rushed to implement distance learning, students are still losing these critical months of learning. Unfortunately, the students who needed these last 2 months the most, are the ones taking the biggest hit- English learners, foster youth, and students with disabilities. To address this issue, EdSource writer Arun Ramanathan says that to address this issue, we need state leadership.

While the state has worked to provide students with internet access and devices, it's important to realize that there are still limitations of virtual learning. It's hard enough for middle-class parents, but what about low-income families? What about students with disabilities? What about students whose parents are non-English speaking? The longer we

The suggestion from EdSource is this: school districts should focus their (limited) financial resources on making up for the loss of learning by assessing what student needs are. Teachers, counselors, and psychologists should be classified as essential workers so they can get back to working with students with disabilities as soon as they can. Since schools and teachers will undoubtedly be asked to do even more than they have in the past, it's safe to say they will need help by way of their budgets and that is where the state leaders come in.

The 6 million students in California need more than just local leaders; they need state leaders to aid in the planning of reopening schools and making California's most vulnerable students' learning the priority it deserves to be.

To read the entire article, click [here](#).

Guidance for Teachers and Counselors during COVID-19 and other Crises

Resource prepared by Sarah Rock, JD, Child Abuse Prevention Specialist and Rachel Gilgoff, MD, CCTP, Board Certified Child Abuse Pediatrician

Everyone, undoubtedly, is feeling some amount of stress during this pandemic. While stress can sometimes be a good thing, it can also overwhelm us in more ways than most people think. With an excess of stress our nervous systems get overwhelmed and our immune systems are weakened resulting in an increased risk of anxiety, decreased cognitive performance, depression, and infections. When caregivers experience an increased amount of stress, child abuse and neglect both increase. So, what can we do?

- **CREATE SAFETY:** Be there when others need you whether it be visual or auditorily.
- **PROVIDE SOCIAL AND EMOTIONAL SUPPORT:** Help kids stay connected with you, their friends, their classmates, and their families. Engage directly with the parents as well if needed.
- **PRIORITIZE HEALTH AND WELL-BEING:** encourage students to focus on sleeping, eating, and exercise habits in addition to their schoolwork. Don't overload them with assignments to the point where they are stressed. Consider checking in with other teachers about the amount of schoolwork that is being assigned.
- **IDENTIFY CHILDREN AND FAMILIES WHO NEED ADDITIONAL SUPPORT:** Continue offering resources to children and families even though you're not physically in the classroom- it could make all the difference.

To read the full checklist and read FAQs, click [here](#).

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In order for parents and guardians to return to work, they will need childcare options available. This fact makes it crucial for the CDC to put a plan into place. Currently, the CDC is providing the Interim Guidance for Administrators of US K-12 Schools and Child Care Programs as well as supplemental Guidance for Child Care Programs that Remain Open, both of which recommend that child care programs operate in “low, moderate, and significant mitigation communities”.

Communities deemed as significant mitigation areas by either State or local authorities should close all child care programs, however those child care programs may remain open if they are serving children of workers deemed as essential.

Phases for Child Care Facilities to Follow:

- Phase 1: Restrict to children of essential workers.
- Phase 2: Expand to all children with enhanced social distancing measures.
- Phase 3: Remain open for all children with social distancing measures.

To read the rest of the article, including important safety measures for childcare facilities to practice, click [here](#).

Ca/OSHA COVID-19 General Checklist for Office Workspaces

(CA Department of Health)

California’s Department of Health has created a checklist, separated into 5 categories, to help employers implement their plans to prevent the spread of COVID-19 as workplaces begin to open back up. See some of the guidelines here:

- Train and communicate with employees on the plan
- Implement a process to investigate any possible COVID-cases, alert the local health department, and identify and isolate any close workspace contacts of the infected employee(s) until they are able to be tested.
- For employee training: provide information on COVID-19, preventing the spread and who is vulnerable
- Inform employees when they should seek medical attention
- Individuals should all be doing symptom screenings and temperature checks
- Frequent handwashing should continue to be encouraged
- Cleaning throughout high traffic areas
- Provide time for employees to implement cleaning practices both before and after their shifts. Employers should also consider hiring a third-party cleaning company.
- Reorganize office spaces to maximize distance between employees
- Limit the number of people that are able to ride in an elevator at once

This list was created on May 7, 2020 and includes many more precautionary measures for employers to implement in their respective work spaces.

To read the entire checklist, please click [here](#).

Student Anxiety, Depression Increasing during School Closures, Survey Finds

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While school closures are helping reduce the spread of the coronavirus, it's unintentionally increasing the need for mental health help. Students are dealing with stress not only from worrying about friends and families, but also many new factors such as an unemployed parent, falling behind on schoolwork for any reason, not being able to see their friends, or being stuck in an abusive home. What students dealing with any of these situations need is in-person support, but unfortunately, they can't receive that.

In an effort to continue helping students, counselors found [this website](#) that includes guidelines for counselors who may be dealing with tough subjects like anxiety, grief, and suicide prevention. Regardless of the efforts that are being made, students in California still need more. Some students who were receiving help before school closures need extra support and there is a large group of new students who now need mental health help.

The small glimmer of hope is in the students willing to reach out for help and the counselors/teachers that are committed to providing that help.

To read the full article, click [here](#).

How COVID-19 is Driving a Long-Overdue Revolution in Education

(World Economic Forum)

As we all know, COVID-19 has forced education to go online worldwide. About 90% of all primary, secondary, and tertiary learners in the world are getting their education online since they are no longer allowed to physically go to school.

While distance learning is not ideal for younger students, COVID-19 may have just given higher education the boost it needed to create a distance learning revolution. College aged students are old enough to be responsible and disciplined to complete rigorous online work, plus they're technologically savvy enough to work different online platforms. While distance learning is still new to all students, the responsibility in making online learning more of a norm belongs directly to the universities. Can they choose the right platforms? Can they keep students engaged? Can they ensure students will still learn as much online as they do in the classroom?

The World Economic Forum thinks that even though the online segment of the global higher education market is less than 2%, the market is ripe for disruption. Before the pandemic, quite a few universities had seen less enrollment for in person classes while seeing an increase in online course enrollments. With partnerships from tech companies, universities could soon be offering more online courses than ever. The First Industrial Revolution formed today's education system, could COVID-19 form help shape the future's education system?

To read the article in its entirety, please click [here](#).

Grading Policy in the Time of COVID-19 Considerations and Implications for Equity

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It comes as no surprise that schools across the country are struggling with shifting to distance learning. One of the biggest, perhaps most important question, is what to do with grades. Grades for students not only help gauge what they have learned, but also play a huge part in admittance to higher education. What is a fair way to grade student work during a pandemic? Researchers have pointed out that an algebra course in spring of 2020 versus an algebra course in the spring of 2019 are probably much different. If those courses are not comparable, then the grades will likely not be comparable either. On top of the incomparable coursework is the inequity in learning opportunities. Some students have access to laptops and Wi-Fi while others don't have either one. Without access to distance learning resources, students are going to fall behind. With all of this in mind, districts are considering "end-of-course" grades to accurately depict what students have learned while they were still on an even playing field. Guidance from the CDE on this topic has resulted in 5 options:

1. Third-quarter grades or the grade the student held when their school shut down could be assigned as the student's final grade.
2. Offer students the option to not complete a course, resulting in an "incomplete" mark until they can properly finish the course.
3. Allow students to choose if they want to accept their current grade as the final grade or continue with independent study.
4. Assign pass/no pass or credit/no credit for students.
5. Gauge students on fundamental standards using a rubric model rather than percentages.

To read more about grades for all levels of education, click [here](#).

The California Institute for School Improvement (**CISI**) provides education leaders at the school and district level with the accurate, unbiased, up-to-date policy and research information. District membership benefits supports superintendents, principals, and curriculum and instructional leaders through **monthly policy and research briefs, annual workshops**, resource guides and **reports**.

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