San Leandro Unified School District Minutes

Regular (Virtual) Board Meeting
July 14, 2020 6:30 PM
ONLINE ONLY DUE TO COVID-19 SHELTER IN PLACE ORDER VIA ZOOM (INSTRUCTIONS AVAILABLE AT slusd.us)

Closed Session - 6:00 pm

Open Session - 6:30 pm

Attendance Taken at 6:30 PM:

Present:
James Aguilar
Dr. Kevin Collins
Evelyn Gonzalez
Dr. Mike McLaughlin
Peter Oshinski
Sonal Patel
Diana Prola
Christian Rodriguez
Leo Sheridan
Monique Tate
Zarina Zanipatin

Absent:
Student Board Member

A. CALL TO ORDER - 6:00 P.M.

Minutes:
The meeting was called to order at 6:00pm.

B. PUBLIC TESTIMONY - CLOSED SESSION ITEMS

Minutes:
There was no public testimony on closed session items.

C. RECESS INTO CLOSED SESSION - 6:00 P.M.

Minutes:
The Board recessed into closed session at 6:00pm.

C.1. Student Expulsions; EC 35146 and 48918(c) - None

C.2. Public Employee Performance Evaluation, Title: xxxx; GC 54957 - None

C.3. Public Employee Discipline / Dismissal / Release / Hiring; GC 54957 - None

C.4. Conference with Labor Negotiator (Government Code Section 54957.6) Employee organizations: SLTA, CSEA, T/T, Unrepresented Groups, Designated Representative: Zarina Zanipatin

C.5. Conference with Legal Counsel Anticipated Litigation - Significant exposure to litigation pursuant to Government Code section 54956.9: (specify number of potential cases) - None

C.6. Public Employee Appointment - Title: xxx; Government Code 54957 - None

C.7. Conference with Real Property Negotiator - Property(ies); xxx; Government Code 54956.8 - None

C.8. Conference with Legal Counsel - Existing Litigation - (Specify number of potential cases); Government Code 54956.9 - None

C.9. Liability Claims; Government Code 54956 - None

C.10. Matters Related to Students EC 35146 and 48912 - None

D. RECONVENE TO OPEN SESSION - 6:30 P.M.

Minutes:
The Board reconvened to Open Session at 6:30pm.

D.1. Roll Call

Minutes:
Roll call was taken and all board members were present.

D.2. Report on Closed Session Action

Minutes:
There were no items to report on closed session action.

D.3. Pledge of Allegiance

Minutes:
President Oshinski recited the pledge of allegiance.

D.4. Approval of Agenda

Motion Passed: This motion was amended to move Action Item N.4.a., San Leandro Unified School District Reopening Plan for 2020-2021, beneath agenda item K.1, Correspondence. Passed with a motion by Evelyn Gonzalez and a second by Leo Sheridan.
Yes James Aguilar
Absent Student Board Member
Yes Evelyn Gonzalez
Yes Peter Oshinski
Yes Diana Prola
Yes Christian Rodriguez

Yes Leo Sheridan
Yes Monique Tate

E. LEGAL STATEMENT

F. PUBLIC TESTIMONY ON NON-AGENDA ITEMS

G. RECREATION & PARKS COMMISSION REPORT - None

H. BOND REPORT

Minutes:
The bond report will resume at our next board meeting.

I. PRESENTATIONS - None

J. PUBLIC HEARING - None

K. REPORTS

K.1. Correspondence

Minutes:
Trustee Rodriguez read all correspondence received since the last board meeting.

K.2. Union Representative Reports

Minutes:
Thomas Morse, President of San Leandro Teachers Association (SLTA), acknowledged the hard work and partnership they've had with district Leadership, all bargaining units, and the members of SLTA. He commented on the results of a survey completed by teachers, and the reaction to the survey was extraordinary. SLTA passionate about wanting to teach our kids. We cannot open schools in person because it is not safe to do so.

Goals:

- Health and safety for teachers, students and community
- Ensure reasonable expectations
- Pay attention to crisis causing unique challenges to families.

We cannot go back to in person instruction until we have safety figured out. Our kids deserve that.

L. BOARD COMMITTEE REPORTS

Minutes:
The Board of Trustees summarized various events taking place on their respective committees.

L.1. Communication / Advocacy

L.2. Curriculum / Policy

L.3. Facilities & Technology

L.4. Finance

L.5. Drug, Alcohol, Tobacco Education (DATE)

M. CONSENT AGENDA

Motion Passed: Passed with a motion by James Aguilar and a second by Evelyn Gonzalez.
Yes James Aguilar
Absent Student Board Member
Yes Evelyn Gonzalez
Yes Peter Oshinski
Yes Diana Prola
Yes Christian Rodriguez
Yes Leo Sheridan
Yes Monique Tate

M.1. General Services

M.1.a. Previously Approved Contracts for Amounts $10,000 or Less for Fiscal Year 2020-2021

M.1.b. Board Meeting Minutes

M.2. Business & Operations

M.2.a. Renewal: Agreement for All City Management Services (Crossing Guards) for 2020-21

M.3. Administrative Services

M.3.a. Personnel Report

M.3.b. Renewal: Student Teaching Agreement between San Francisco State University and San Leandro Unified School District

M.3.c. Renewal: Student Teaching Agreement with Saint Mary's College of California

M.4. Educational Services

M.4.a. Amended Contracts for Blended Learning Platforms

M.4.b. Dell-VMWare Renewal

M.4.c. Renewal Contract between the San Leandro Unified School District and Alameda County of Education for Offsite Backup and Disaster Recovery Services for 2020-2021 School Year

M.4.d. 2020-2021 Non-Public Schools & Agencies and Contracted Services Agreement

M.4.e. 2020-2021 Non-Public Schools

M.4.f. Approval of License Renewal Fee for Pepper Districtwide Professional Development Platform

M.4.g. Renewal Agreements for Common Core State Standards Blended Learning Aligned Supplemental Materials for 2020-2021, 2021-2022, 2022-2023

M.5. Facilities & Construction

M.5.a. Knorr Systems Inc. quotation for SLHS Pool Covers and Reel Retrofit

M.5.b. JLC Change Order #2 on Jefferson ES Modulars Project

M.5.c. JLC Change Order #3 for McKinley ES Modulars Project

M.5.d. Suarez & Munoz Change Order #2 - Muir Landscaping Project

M.5.e. Leisure Craft Quotation for purchase of Furniture for Muir Landscaping

M.5.f. Fixall Co. PO Contract - McKinley Low Voltage Disconnect

M.5.g. Geo-Engineering Invoices for Modular and Landscaping Projects

M.5.h. Continuing Agreement with Williams & Associates

M.5.i. LCC Consulting Agreement Proposal - Roosevelt ES Drop Off

M.5.j. Blanket Purchase Orders for Maintenance and Operations Services (Renewal)

N. ACTION/DISCUSSION ITEMS

N.1. General Services - None

N.2. Business & Operations - None

N.3. Administrative Services - None

N.4. Educational Services

N.4.a. San Leandro Unified School District Reopening Plan for 2020-2021

Minutes:
Public comments from emails as well as comments from audience members was moved up on the agenda after item K.1, Correspondence. President Oshinski read a statement as follows:

Before we move into our agenda, I would like to take a moment to share a statement about the SLUSD Reopening Schools Plan that you will hear more about tonight.

The Board of Education has heard from many families and staff members regarding their preferences for returning to school in the fall. On behalf of my fellow trustees, we are deeply grateful to have this heartfelt, thoughtful feedback. The passion and care shown by this community is why we have chosen to represent you, as we advocate for the best interests of the students of San Leandro.

The district has also recently surveyed staff and families to gather even more up-to-date community voice. Thank you to the 2,500 families and 350 staff members who have taken the time to share their best thinking and extremely valid concerns.

Since our school closure in March, district leaders have been monitoring and updating us with local public health conditions and their reopening planning process. As a group, given all of the information we have received, we have been constantly considering SLUSD's capacity to ensure safety for all students and staff, given the increase in COVID-19 infection rates.

Knowing this, the school board has previewed the staff presentation for tonight, which is advocating for a phased plan to reopening schools with a distance learning model to start the 2020-2021 school year.

With a clear priority for the health and safety of our community, the board of education will be making the difficult decision to support this staff recommendation, and move forward with an online start to the school year.

This announcement will be significantly disappointing to members of the community who were preparing to welcome back students, even in smaller numbers. Since the initial closure on March 13, the district has been clear that schools would not reopen to in-person instruction until it was safe to do so. Given the current local conditions, it does not appear that point has been reached.

Opening schools in a distance model will not slow the work of SLUSD staff to prepare for in-person instruction, which is what we all know is our ultimate goal. You will continue to hear about our planning process at future board meetings, and we will continue to encourage your voice. It will only be through your collaboration, that we can provide the safest and most effective educational experience that our students deserve.

Sincerely,
Peter Oshinksi, SLUSD Board President and the SLUSD Board of Education

President Oshinski read the names of emails received from the public comments email. Emails from families that are for distance learning:

Virginia Tsubamoto
Carol Love
Alicia Au
Sam Ladner
Jessica Dorin
Yvonne Islas
Heather Green
Andrew Fisher
Yee Leung
James Riddle
Def Malapote
Kathryn Felsinger
Sarah Bollinger
Katie Woodruff
Sasha Miyamoto
Jonathan Small
Jaime Love
Joyce Wagner

Emails received in favor of reopening schools, or a hybrid model:

Jaime (Anthony) Barbieri
Carmen Orozco
Hannah Westmoreland
Angela Tsang

Email received in favor of going either way was from Anthony Farley.

The following audience members spoke via Zoom during the meeting regarding this agenda item:

James Riddle: Currently an SLTA site leader rep and special education teacher at the high school; read the results of a SLUSD teacher created re-opening survey;

On July 9th a teacher-created survey was sent out to all SLTA members regarding their preference for how the re-opening should occur. 323 SLUSD teachers responded to the survey. The survey posed two questions:

- "Considering the August 10th start date, do you feel safe returning to a partial onsite instructional model, suggested by the district?"
    - 320 responses to this question were returned
    - "Yes, I do feel safe" -35 teachers (10.9%)
    - "No, I don't feel safe"- 287 teachers (89.7%)

- "I support full distance learning for our SLUSD community with available in-person check-ins for students that need it."
    - 325 teacher responses to this question were returned
    - Yes-289 teachers (89.5%)
    - No- 36 teachers (11.1%)

Katy Felsinger: She thanked the district and board for choosing to take the safest course of action for our students, families and staff by beginning the year with distance learning. She read the email that she sent via the public comments website because it has a different concern. The email stated the following: as a TK teacher in the district, I'd like to advocate for our youngest learners when plans are being made for distance learning. TK students are four years old when they begin the school year in August. Many of them have never attended school prior to TK. While their access to technology and blended learning platforms is important, I would argue that it is more important that these young learners have access to hands on materials. This includes, but is not limited to, paper, pencils, glue, scissors, crayons, paint, play-doh, math manipulatives, supplies for science experiments, books, and journals. In order to develop fine motor skills, students must physically write with pencils and crayons; they must cut with scissors, and they must play with playdough. In order to understand math concepts, they must physically hold math manipulatives. In order to learn how to read, they must hold a book in their hands and turn the pages. Access to these supplies should not be a matter of individual households, schools, or teachers; in order to achieve equity, the district must provide these supplies to our youngest learners. Will there be a budget for funding these supplies? Will there be a plan to safely distribute these supplies at the start of the school year and throughout the year? After teaching emergency distance learning and summer school to TK and Kindergarten students, this is one of my greatest concerns as we begin the school year with distance learning.

Brian Stewart: TK parent shared his perspective: He volunteered last school year in the classroom. His wife is a stay-at-home mom and their family will be fine during distance learning. He expressed concerns for kids who will not be able to fully utilize distance learning since their parents have to go to work and families who don't have the resources needed; those students need direct access to teachers. He also stated we need a check-in system to ensure teachers are reaching all students to help them learn and those that can't access online teachers need to reach out them directly. Some students will not succeed in this platform; and we need to determine a way to reach out to those students directly. He stated that he did really well in a 3 period program while in high school. It was a successful process.

Amy Haghighi: she is a kindergarten teacher at Wilson and was also speaking on behalf of another teacher, Amy Tieshman, also a kindergartner teacher. She thanked the board for their decision which was read earlier in the meeting. It's

been a huge concern and fear for teachers being put on the front line. Also an equity issue since students of color who we know are more susceptible to COVID-19. She referenced the letter sent from Toby Boyd and CTA to Governor Newsom which states that California should not reopen schools until they are safe. She also echoed what the other callers said concerning resources and ensuring students connect with teachers.

Alexia: a high school senior,. She stated it was difficult for the high school students to do their classwork via Zoom. There were not that many attendees in class. Initially during the emergency distance learning there were around 20 students participating. Towards the end of the school year there were about 4-5 students participating in virtual learning. When students participated in virtual learning you could tell the students were not engaged (their cameras were off). She stated that she felt like it was very difficult for the high school students to engage with each other through Zoom classes. She has seen the 3 period draft schedule. A lot of the students agree with implementing this schedule. While concerned about the safety of the students, she said that staff should consider moving this plan forward for the high school students since it's a better way for students to have direct learning. She suggested it take place during second semester since we're beginning the year with distance learning. Some families do not have someone present at home during distance learning to ensure the students are completing their work. Students want to stay on track for graduation.

Eduardo Munoz-Munoz: Current president of the DELAC (District English Learner Advisory Committee). He appreciated the decision the board made which was stated in the letter; it is not appropriate for the students to return to school in the current condition. However, one thing he wanted to emphasize is that not all students are being impacted the same way in the current learning conditions, specifically the English learners. He is looking forward to seeing how the quality of rigor and instruction is and decisions that have students at the core and center will be implemented. He is hoping for better decision making as we move forward. He also is looking forward to seeing how the budget will play out.

Galen Guilbert: He agrees with the district's decision to keep distance learning in place for the time being. It feels like things are trending in an unsafe way. He also wanted to emphasize Alexia's point of virtual learning not having a lot of structure during the spring semester and just not having the opportunity to engage with classmates. He would like information on a more robust program in the fall and wants to know when will we be revisiting the opportunity to have in-person learning again.

Jenjii Hysten: She has 3 children, a 5th grader, 6th grader and 10th grader. Their family is impacted at every level. She understands the decision to go virtual but noted her concerns for the mental health and social interaction of young people. If we are going virtual, there are some things to consider:

1) Put a system in place that allows teachers to be accountable to track their participation with their students. We cannot assume every teacher has the best intent or the best skills to track this new way of learning. She noticed during the emergency distance learning since she has students at every level in the school district that there were high inconsistencies that make it hard for families to

support. She would like to see some type of protocol on how the teachers engage their virtual classrooms/students.

2) Invest in the mental health of the young people. We will begin to see fallout for mental health and youth and families. Look into a way to redirect funds to invest in sending out case managers and social workers to check on high needs students or just a mental health check in general. Students do not need to be high need or at-risk to face challenges during this pandemic.

3) Parent training and parent support groups: the only way this will work is if parents understand how it works before their children get into these systems. Is there a way to bring in parent trainers so that they can look at how to support their students? For high school students she suggested not sending everything to the high school students' emails since they don't necessarily report it to their parents.

4) Redirect funding: How do we send supply kits to all students in need so that parents do not have to purchase these items? Is there a way to tap into the teacher supply budget that would normally be used and send kits to families in need?

5) How do we support African American students who are already struggling? Do we create groups/support groups for different sectors of our community in order to help them to still be heard and get the support they need?

She looks forward to the day when our students can be together again.

Derick Lee: Pilot City, a San Leandro resident and high school alumni (2006); His company runs programs with schools and found the platform called Discord.com was quite a hit as opposed to Zoom. It has components that can help build a virtual classroom and suggested that staff look into it as a tool for the classroom. A lot of students are gamers and currently use this platform. He stated you will get high engagement because of the community that uses it now. He also commented on while the district is always thinking big with the programs and modeling, he is encouraging staff to continue to build on that spirit of innovation, thinking big and changing systems in which we need to move towards in education. He feels it is a great opportunity to re-calibrate what the future of education is and how can our school district can lead that effort.

Andrea Sitchon: Wanted to speak regarding the robust distance learning. She has 3 students in the district, a middle schooler and 2 high schoolers.

During the emergency distance learning she noticed that 1 or 2 of their 6 teachers would complete 1-2 Zoom meetings a week. Her students were assigned work via google classroom with little support or teaching to complete said work. She found out 2 of her sons' teachers only used Edgenuity and they were unable to contact those teachers for 2 months. She is very concerned about what learning will look like as we move forward online. She had a few questions:

Will the pass/fail format continue or will students receive grades? If students receive grades, are we going to hold students to the same standards they had in a

physical classroom with a different style of teaching? Will teachers also be required to provide more teaching time than they did in the spring?

Having high school students in concurrent enrollment, is that going to be more of an option for some of our high school students who don't feel comfortable taking an AP course online?

Xouhoa Bowen: Wants to know what distance learning will look like and has several concerns. First concern is what is the plan to decrease inequity that distance learning will expand and the learning gap that will increase. She had a difficult time trying to have her children engage in the ways that they would have wanted to in school during the spring emergency distance learning; this may have been a matter of preparedness for families, teachers and staff in general. Her second concern is how do we prepare the families regarding supplies such as paper, pencils, play-doh, technology and generally the supplies the students would have in the classroom? Another concern is training the families to be able to engage with their students in a way that will help the teachers in the classroom. She stated that at this point it is clear we will have to put in extra work in general and we're willing to do so but guidance across the board would be helpful; also it would be helpful to have more communication about what we plan to do in the Fall. She had questions about attendance and requirements for attending class; with sickness in the household or even the child's social/emotional wellbeing is more difficult than an in-person setting she is concerned about the change around that. She has two students entering the dual immersion program speaking a language that she does not know and wanted to know how this will take place via distance learning. She appreciates all that the district is doing and hopes that the district can get teachers and students in the classroom safely.

Marina Martinez: A teacher at Bancroft MS. She wanted to discuss what she has been doing as an educator, parent, and as a teacher, missing her students. Although she understands the need for the kids to return to school, she wants staff and students to be safe and it feels like we're not there yet. She knows there are plans that need to be made to ensure that we have our PPEs (personal protective equipment) to ensure that our students understand social distancing and safety protocols. For distance learning, accountability is necessary; teachers, parents, students - it is all of us together building this program. We're in a new day and age and she would rather look back and say we did that with all of us together than to say we didn't. We need to work on a more robust distance learning program and accountability on all aspects to help our students. When discussing reopening schools, we need to remember that the safety of our staff and families is what matters most. Let's figure out how to make this happen in the best way. Let's talk about hot spots that aren't available for our students which makes them unable to complete the work. Let's talk about the curriculum and changing it since we're discussing fitting what we completed in a physical classroom into a virtual classroom. Our mindset needs to change to accompany these changes and look at it from a different lens. Accountability for everyone is the biggest piece.

Maricela Jimenez: The mother of four students, including a high schooler who has an IEP in special education classes, 3 elementary students and a full time working mother. She understands that distance learning is recommended. For her it is very difficult trying to juggle all of her students to complete the distance learning. She

wondered if there was a way to get extra help for families like hers that have to work full time. She is also concerned about her daughter, currently, a special education student and soon to be a junior at the high school. The student was looking forward to beginning her ROP medical course; what will that look like? Will students still be offered all of those services via distance learning? If there is training for the parents to assist their students in distance learning that would be appreciated.

Elena Munoz: Her biggest concern is special education, She is a health care worker and unable to stay home to monitor and assist her student who also has a special education IEP. For her other student, a first grader, the teacher interacted virtually for 10-15 minutes twice a week in the spring to say hello. When the parent asked the teacher why she was not teaching the students or working on any other goals because he was already behind, the teacher stated that was not going to work for her family. Parent stated the teacher was getting paid for doing her job and she failed to do so. Now the parent is paying for a tutor weekly to aid her student in getting into a better reading level because the teacher literally dropped the ball because it in her words, would not work for her family. As a working parent, it has been impossible to come home from work and get on the computer (for virtual learning). Her high school student with the IEP needs one on one assistance, in addition to two elementary students. Her question: how do I work and provide as a single parent and still be a teacher for all of her students? She understands the fear in returning to school, but people are not fearing to grocery shop, etc. The best thing that the district could do is to make smaller groups of classes, have all families sign a form stating they will not bring their students who are ill to school, promoting social distancing and safety. How are the teachers going to be accountable with distance learning? It is not fair that they are being paid but are not doing their jobs. How will the special education teachers teach students via distance learning? She hopes that the district is able to come up with an agreement for smaller classes, more custodians for cleaning, and taking temperatures; we can make this happen.

Eunice Cervantes: She has three children attending elementary school. She prefers to keep her children at home to complete distance learning. She appreciates all that the district is doing.

Trish Wood: Director of St. James Christian School in San Leandro; The school has a before and after school program, and are currently open with minimum students and utilizing all safety requirements. Although the schools are scheduled to open virtually, what can the after school program do to assist students with virtual learning? What kinds of programs can be made available to after school teachers that will help our students? Her teachers are willing to step in but what can the school district provide to them to aid in continuing their education and how we can work together. Child care is essential. She stated that she thinks the district is doing great but wanted to make that connection to do whatever they can for the students.

Joey Marquez: He is for children returning to school. 3 days a week is feasible. If we can use our masks to complete tasks such as grocery shopping, then he feels it would be good for the mental health of the students to return to school and allow their immune systems to slowly acclimate, building resistances to COVID-19. What

is the infection rate for kids? Are they highly susceptible to the virus? What is the mortality rate? These are all important questions. From a parent's perspective, if it's this easy to place a child in front of a laptop and learn, what is point of having staff and taking a child to a physical school?

Upon hearing all speakers, a presentation based on the district's recommendations for opening schools in the fall was made by Dr. Sonal Patel, Assistant Superintendent of Educational Services, Dr. Kevin Collins, Assistant Superintendent of Business Operations, and Dr. Zarina Zanipatin, Assistant Superintendent of Administrative Services.

The consideration towards reopening the schools has included the district working alongside the community. Since the closure of schools in March, the goal has been to reopen the schools in the Fall safely. Their work has been guided by their values. These values include:

- Responsive and engaging teaching and learning in whichever format we need to conduct this in
- Safe, supportive and inclusive school communities: whether it's in person or online - keeping in mind those students and families most likely to be marginalized in schools
- Timely two-way communication and partnerships: by working with folks along the way and engaging in stakeholder engagement

Considerations for Reopening Schools Safely

A taskforce was created in Spring to obtain feedback as well as data from the state and county

Considerations include:

- Following public health guidelines: namely the ones from Alameda County Public Health and those coming from the greater state
- Establish systematic protocols for safety and support: Ensuring that staff and students follow guidelines while the district sets up the protocols for hygiene and safety that ensure that all staff working in the district will be safe
- Monitor increases in local health conditions: we're continually assessing and reassessing how COVID-19 our community
- Staff and Family Reopening Feedback - July Update

Throughout their planning to date, they have known as the first day of school drew closer, that the most updated feedback about our community's preference for reopening schools would be critical. They always want to know where our staff is and what they are currently thinking so that they know what they need to address and format needed to reopen. A survey was sent on Thursday, July 9, receiving over 2500 family surveys, 350 staff surveys from our bargaining groups including SLTA, CSEA, Teamsters and Trades, and management group.

A graph was displayed reflecting preferences for the blended learning model and distance learning model.

The blended learning means students come to school in smaller, stable cohorts a few times a week.

The display reflected 1,357 families preferred this model and 1223 families did not. 104 staff preferred it and 247 did not.

For the distance learning model 1492 families preferred it; 1047 families did not. 253 staff preferred this model; 97 staff members did not.

The results indicated there is significant hope we can get to a blended learning model with instruction later. It was clear that both stakeholder groups preferred distance learning at the start of the new school year.

After much discussion and as President Oshinski indicated with a clear priority for the health and safety of our community, we believe we need to use a distance learning model to begin the 2020-2021 school year. While we realize this is not great news for our students, families and staff, since the initial closure on March 13 the district leadership has been clear that schools would not reopen to in person instruction unless it was safe to do so. Given the current local conditions, it does not appear that we are there yet.

When will SLUSD be able to open for in-person instruction? At least for some students?

Dr. Patel explained some of steps to returning to in person instruction.

- Beginning with a blended model where students attend school a few times a week in small cohorts and perhaps identify the students who are most in need of this instruction
    - Begins with our state and local health orders: this is the first step in order to be able to consider this option. While district leadership is waiting for this indication, they are active by taking several steps to prepare and be ready when local conditions allow for an in person learning format
    - Implement safety and hygiene protocols
    - Negotiation working impacts with Unions

While in distance learning district leadership will monitor student and family needs and progress, how often they show up, tiered intervention to ensure that we're deploying personnel and resources to capture presence and engagement along the way. They will also determine which groups may need to come back first as soon as conditions allow.

Dr. Patel provided an overview of the distance learning model so that the community can distinguish it from the model that was in late March referenced as emergency distance learning. We're using that information and experience to determine how we began distance learning in the fall.

Reopening Schools in a Distance Model

Daily Live instruction

- Attendance required (tracking systems)
- Use of Learning Management System (SeeSaw for grades TK-5, Schoology for grades 6-12) and a log of online time
- Consistent daily schedules
- Daily Socio-emotional learning (SEL) –this term will be referenced throughout the presentation

The state has provided guidelines for minimum instructional time and minimal instructional minutes; the Educational code states that schools should offer the most amount of in person instruction as possible. Knowing that we cannot offer in person instruction due to our local health conditions, we take that to mean we need to provide the most amount of interaction possible. That interaction should value Socioemotional Learning (SEL) and English Language Development (ELD).

We know that our students were adversely affected by the spring emergency distance learning and coupled with the summer slide that occurs despite our summer school attempts, we need to maximize our engagement and face to face interactions this fall. Students and families have repeatedly told them how much face to face time, even in Zoom, is the highlight of the day and keeps them focused. Even though they know too much screen time is not good, students spending time interfacing with their teacher or someone who cares about them and knows their needs must be prioritized. They would rather families limit time on their phones, social media, streaming online content or playing video games instead of limiting their Zoom time with their teacher.

The proposals for reopening schools are all pending negotiations.

Proposal for Grades TK-K

- Morning check in/SEL (15 minutes) - could be a song or something to get them acclimated
- Instruction (30 minutes)
- Live support, read aloud, activity (30 minutes)
- Closing checkout/SEL (15 minutes)
- ELD (30 minutes) students who are English Language Learners need to have quality and consistent access to English development time

Proposal for Grades 1-5

- Morning check in/SEL (20 minutes)
- Instruction Part 1 (30 minutes), Part 2 (30 minutes)
- Read-aloud/Sharing (20 minutes) students benefit from seeing each other or talking peer to peer
- Closing checkout/SEL (20 minutes)
- ELD (30 minutes)
- Art, Music, PE specialist instruction (30 minutes)

Proposal for Grades 6-12

Within each period:

- 1/2 time for live instruction, SEL check ins, and/or student group work in breakouts
- 1/2 time for independent work offline

The proposals reflect that students need structure and several callers indicated the need for more interface from teachers. There is a concern that some students who need more resources will need more support. We are a Title 1 district, therefore, we believe that more resources in a distance learning format in addition to materials being sent home means more contact and more time.

Another proposal (pending negotiations) is we've heard very clearly from the community that they want time to prepare and train properly for distance learning, and to include families in that preparation training. They also want materials to be distributed to students so that they have what they need at home. These supplies could include, scissors, play-doh, wikki stix, or crayons, whatever is needed to be able to engage in the instruction.

With all of this in mind, one of our proposals is to change the school calendar (pending negotiations). We would like to move the student start day from August 12 to August 17. This would provide additional time to prepare staff to allow them to attend trainings that they deem necessary to prepare for distance learning and to collaborate, prepare materials. This would also provide an opportunity to onboard parents; they would come to the schools to pick up the supplies they need in order to do distance learning at home. This also allows time to set up the support groups and training that will be necessary.

August 17 - 19 would be minimum days. This will provide teachers with more preparation time and to participate in trainings needed to prepare materials and perhaps connect with students on their own terms in order to start the year well.

Next steps in district reopening is to finalize distance learning negotiations. This will help us to move forward to train and support staff and parents on the distance learning model.

This includes:
- Distribute technology and curricular materials to students
- Lead training for staff and parents

There is a new state requirement per SB 98. The LCAP plan is no longer. The new requirement is called the Complete Learning Continuity and Attendance plan (referred to as LCP). This includes:
- Share plan with parent groups
- Public hearing in August
- Board approval in September

The district will provide updates about the distribution of materials to start the school year and important topics via our website and Parentsquare after completing this process.

Dr. Kevin Collins provided a presentation on how his department (Business and Operations) is preparing for the reopening and distance learning.

Business

- California Office of Emergency Services providing PPE -- hand sanitizer, masks, face shields, thermometers
- ESSER (Emergency and Secondary Emergency Relief Funds) and LLM (Learning Loss Mitigation Fund) funds being budgeted to support additional PPE and distance learning

Dr. Collins also stated the his department is looking at textbooks to support distance learning, and how to provide materials and manipulatives for younger students to have at home; hot spots to support students and families who do not have regular access to the internet.

Food Service

- Current 3x per week meal distribution (7 days of meals) through August 7; there have been approximately 700,000 meals served to San Leandro families
- In distance learning mode, Food Services will distribute breakfast and lunch at multiple sites (potential dinner as well)
- Serve additional meals (pending federal waivers)

After August 7 this department will transition to the regular time as they would a normal school year but in distance mode.

Custodial Services

- Additional training for safety and use of equipment and disinfectants to safely and effectively clean our facilities
- Purchase of ionizer dispensers for disinfectants
- Reviewing schedules and allocations at sites to make sure that we're scheduling to be as efficient as possible

Maintenance Services

- Installing hand sanitizer dispensers in all classrooms and offices
- Checking all HVAC units to ensure proper functioning

Dr. Zarina Zanipatin provided a presentation on how Administrative Services is preparing for the reopening.

Family and Student Support Services

- ASES After School program will be operating virtually during distance learning; in our partnership with the Boys and Girls club and their staff our students will have access to all of the platforms they have access to during the day
- Provide family outreach to most vulnerable populations i.e. McKinney Vento families, immigrant families and Foster Youth; as we continue to identify students and families who may need extra support to engage most effectively during distance learning which may include monitoring these students to ensure they are accessing distance learning and identifying those who are not
- Providing families with one-on-one attention support of McKinney Vento district liaison

- Multilingual hotline to assist with resources; staff will be able to assist families who call in and connect them to learning resources and support with parent education on the learning platforms throughout the duration of distance learning

Personnel Services

- Families First Coronavirus Response Act - ensure employees really understand their rights; if staff needs to take a leave for a COVID-19 related reason this act provides employees with paid sick leave and expanded medical leave for specific reasons
- Ensuring trained substitutes for long term leaves; we want to ensure that any sub in the class for distance learning will be familiar and train with the latest platforms and that the subs are very clear on the platforms we have set in place
- PPE Training and Safety Protocols to prevent COVID-19; once staff returns to in person learning we will ensure staff resumes this training.

Enrollment Services

- Students will be enrolled into their resident school in a class consistent with prior class size limits
- Online and in-person enrollment by appointment will continue for families needing additional assistance

Employee Engagement

- Continue to implement Employee Wellness Policy in collaboration with bargaining units
- Attend to our employees' social and emotional needs and offer participation in our Care Solace online for our concierge service that supports mental health needs
- In addition, we have our employee assistance program (EAP), that can connect employees with counseling service free of charge
- Effective, timely, two-way communication; important to keep family and staff updated with information about current learning models or any other models that we transition to

Dr. Patel provided a presentation on how the Educational Services Division is preparing for the reopening.

Prevention and Intervention

- At-home access to mental health services; even in the distance model
- Socioemotional, trauma-informed practices, and supports in daily teaching and contact time, ACOE has opened a SEL Department; we are working with them to see how we can connect our teachers and staff in order for our teachers to have voice to continue the work

Teaching, Learning and Educational Equity

- Training for staff and parents with attention to impacts of COVID-19 and lens for racial equity; we've launched a book study on "How to be an Antiracist" and this is just the beginning
- Adoptions for Science, History-Social Science, and World Language (coming soon

- Repurpose funds to obtain updated and anti-bias framework into our curriculum; also looking for materials that help to teach online so that students have appropriate materials as needed

Special Education Department

- Support at-home learning through paraeducator support and parent training; what kind of parent training we'll need to provide
- Ensure quality teletherapy services (speech, language, occupational therapy); ensure we have the technology infrastructure and resources in place for this platform
- Learning from ESY (Extended School year) for students with IEPs; learning how to leverage their time with students when supports are needed at home

Technology and Data

- Technology take home program for all students and staff (as needed); need to reassesses all devices that were distributed and ensure students who need them will get them
- HotSpot eligibility and checkout system; will bridge the digital divide that families endured in the spring
- New online platforms launch and support

In conclusion to this presentation, our staff recommendation is to start the 2020-2021 school year in a distance model.

Motion Passed: Trustee Sheridan proposed a substitute motion to begin the 2020-2021 school year with distance learning and adopting the other programs to slowly integrate at a safe time. Passed with a motion by Leo Sheridan and a second by Diana Prola.

Yes James Aguilar
Absent Student Board Member
Yes Evelyn Gonzalez
Yes Peter Oshinski
Yes Diana Prola
Yes Christian Rodriguez
Yes Leo Sheridan
Yes Monique Tate

N.4.b. Approve Document Cameras and Accessories for Classrooms

Motion Passed: Approve agreement to purchase document cameras and accessories Passed with a motion by Leo Sheridan and a second by Diana Prola.

Yes James Aguilar
Absent Student Board Member
Yes Evelyn Gonzalez
Yes Peter Oshinski
Yes Diana Prola
Yes Christian Rodriguez
Yes Leo Sheridan
Yes Monique Tate

N.4.c. G Suite Enterprise for Education

Motion Passed: Recommend approval of agreement to purchase G-Suite for Education Passed with a motion by James Aguilar and a second by Leo Sheridan.

Yes James Aguilar
Absent Student Board Member
Yes Evelyn Gonzalez
Yes Peter Oshinski
Yes Diana Prola
Yes Christian Rodriguez
Yes Leo Sheridan
Yes Monique Tate

N.4.d. Hotspots for Distance Learning

Motion Passed: Approve purchase of up to 5,000 Hotspots Passed with a motion by Christian Rodriguez and a second by Evelyn Gonzalez.

Yes James Aguilar
Absent Student Board Member
Yes Evelyn Gonzalez
Yes Peter Oshinski
Yes Diana Prola
Yes Christian Rodriguez
Yes Leo Sheridan
Yes Monique Tate

N.4.e. Microsoft Office for New Staff Laptops

Motion Passed: Approve purchase of Microsoft Office licensing Passed with a motion by Monique Tate and a second by Leo Sheridan.

Yes James Aguilar
Absent Student Board Member
Yes Evelyn Gonzalez
Yes Peter Oshinski
Yes Diana Prola
Yes Christian Rodriguez
Yes Leo Sheridan
Yes Monique Tate

N.4.f. Network hardware for new classrooms

Motion Passed: Approve agreement to purchase network hardware Passed with a motion by Evelyn Gonzalez and a second by Monique Tate.

Yes James Aguilar
Absent Student Board Member
Yes Evelyn Gonzalez
Yes Peter Oshinski
Yes Diana Prola
Yes Christian Rodriguez
Yes Leo Sheridan
Yes Monique Tate

N.4.g. Approval of Contract Subscription Schoology, a Learning Management System, provided by PowerSchool

Motion Passed: Staff recommends approval of Approval of Contract Subscription Schoology, a Learning Management System, provided by PowerSchool. Passed with a motion by Diana Prola and a second by Christian Rodriguez.

Yes James Aguilar
Absent Student Board Member
Yes Evelyn Gonzalez
Yes Peter Oshinski
Yes Diana Prola
Yes Christian Rodriguez
Yes Leo Sheridan
Yes Monique Tate

N.5. Facilities & Construction

N.5.a. RGM Kramer Proposal for Professional Management Services for Measure N

Motion Passed: Recommend approval of RGM Kramer proposal of Professional Management Services on Measure N Passed with a motion by Leo Sheridan and a second by Christian Rodriguez.

Yes James Aguilar
Absent Student Board Member
Yes Evelyn Gonzalez
Yes Peter Oshinski
Yes Diana Prola
Yes Christian Rodriguez
Yes Leo Sheridan
Yes Monique Tate

O. INFORMATION ITEMS - None

P. Cabinet Reports

Minutes:
All Cabinet members provided brief updates of recent events in their respective departments.

P.1. Superintendent

P.2. Assistant Superintendent, Educational Services

P.3. Assistant Superintendent, Administrative Services

P.4. Assistant Superintendent, Business & Operations

Q. BOARD REPRESENTATIVE REPORTS

Minutes:
Board representatives summarized various meetings and events affiliated with their designated associations.

Q.1. Alameda County School Boards Association

Q.2. Eden Area Regional Occupational Program

Q.3. Mid-Alameda County Sp. Ed. Local Plan Area

Q.4. City Disaster Preparedness Council

R. FUTURE BUSINESS

R.1. Consensus Items

Minutes:
There were no consensus items added to this meeting.

S. ADDITIONAL SUGGESTIONS AND COMMENTS FROM BOARD MEMBERS

T. BOARD OF EDUCATION FUTURE MEETINGS

T.1. Regular (Virtual) Board Meeting - August 4, 2020

U. ADJOURNMENT

Minutes:
The board meeting adjourned at 8:56pm.

Motion Passed: Passed with a motion by James Aguilar and a second by Leo Sheridan.
Yes James Aguilar
AbsentStudent Board Member
Yes Evelyn Gonzalez
Yes Peter Oshinski
Yes Diana Prola
Yes Christian Rodriguez
Yes Leo Sheridan
Yes Monique Tate

Respectfully submitted,

_____
Clerk/Secretary of the Board of Education

Board Approved: