

## COVID-19 Status Report - April 7, 2020

This will be a standing report on school board agendas until we get to the other side of this pandemic experience. I will organize the report by domains and if cabinet members have time, they will provide some written narrative as part of this report. In some cases, due to the ever-changing flow of information, staff will deliver a verbal report via Zoom.

1. Elementary Education
2. Secondary Education
3. Special Education
4. Technology
5. Food Service
6. Budget/Finance
7. Human Resources

1. Elementary Education

(a verbal report will be provided)

2. Secondary Education

Remote learning was launched beginning April 1, with support for teachers, students, and families ongoing. A review of this [Secondary Remote Learning Master Schedule and Guidelines](#) document is the best way to orient to the “new way of doing school” in grades 7-12. The dedication and professionalism of SB Unified’s administrative, classroom, and support staff has been exceptional in making this transition. Joint statements issued by a consortium of educational institutions—including the California State Board of Education, the California Department of Education, as well as various post-secondary systems--announced changes to graduation requirements and college admissions this past week. On April 1st, the California Department of Education issued guidance on the important questions associated with assigning grades for student work. We are tracking with the CDE and our next order of business is to develop, seek approval for, and formally communicate local policies that reflect necessary adjustments in the realm of graduation requirements and grading.

3. Special Education

1. **Communication**

- Prior Written Notice

Under the [Individuals with Disabilities Education Act \(IDEA\)](#), parents have legal rights called [procedural safeguards](#). One of these safeguards is called “[prior written notice](#).” This provision says the school must give parents written notice any time it adds, changes or denies

educational services to their child or wants to change the child's placement. A PWN went out to all families of students with IEPs via parent square on March 17th. This message informed families that no instruction is taking place for students and no services would be provided through April 3rd, 2020. When the decision was made last week to extend the closure through the end of the school year, a second PWN was sent to families notifying them that the change in placement would extend through June 3, 2020.

→ Teacher and Service Provider

Special Education teachers, case managers, and service providers (psychologists, speech and language, occupational therapy, nurses, deaf/hard of hearing specialists, visually impaired specialists, behaviorists, and adaptive PE) spent the week of March 30 making initial contact with each family that they work with. During that initial call they set up the student's schedule for sessions and communication.

→ Staff Communication

Last week a voluntary daily 8am Zoom "huddle" was held, with anywhere from 58-100+ special education staff and site administrators gathering to ask questions, offer suggestions, and share victories. This week the "huddle" is being held three times. This meeting will continue for the remainder of the school year or until staff no longer require the support.

Additionally, the work of the special education management team is to support staff through this transition. Communication on a regular basis, sometimes daily, is essential and is conducted through email, phone, and Zoom.

Finally, a Special Education Remote Learning FAQ has been developed and is updated as appropriate.

## **2. Staff Roles and Responsibilities**

Special Education staff were provided with a document-- [Special Education Remote Learning Roles and Responsibilities](#). This document lays out the specific expectations for educators throughout the remainder of the school year.

### **4. Technology**

(verbal report will be provided)

### **5. Food Service**

Las Flores opened on Monday for meal service using our food cart and has served 236 in two days. Our district's two day total for meals is 8,178. As you may imagine this number of meals is

far less than a pre COVID-19 of meal service. This drop in meals will have a significant effect on the food service revenue. There is some help from the state but not enough as of now. We are hoping that the USDA will pitch in and help the food services divisions across the state. Stay tuned.

#### 6. Budget Development, 2020-21 (Cary Matsuoka)

I will begin with the big picture about the national/global economy, our local Santa Barbara economy, and some thoughts about preparing for our financial future. The duration of social isolation and the consequences for the economy are analogous to an induced coma for the sake of long term health. The breadth of impact across all sectors of society will lead to a recession and we need to prepare for some turmoil and uncertainty with our income. On the positive side, there will be one-time funds that will be provided to school districts for CV-19 support and property tax collections through April 2020 should be solid. It is hard to predict what will happen to assessed valuation growth in Santa Barbara, which is our foundation as a basic aid/community funded district.

With the closure of schools as of Monday, March 16, 2020, we will save money on utilities, travel and conferences, and many other planned expenses. We are working on a number by May 1, 2020 that will inform our budget development process for 2020-21. Our goal is to save some of these unspent funds in our strategic reserve (Fund 17) and use the rest to build a balanced budget in 2020-21 with no deficit spending.

#### 7. Human Resources

One of the biggest challenges HR is faced with currently is the teacher and management hiring process. We are currently in the process of reconfiguring our interview protocol to comply with stay at home and social distancing guidelines.