



Board of Education
Keshia Thomas, President
Valerie F. Davis, Clerk
Claudia Cazares
Genoveva Islas
Elizabeth Jonasson Rosas
Carol Mills, J.D.
Major Terry Slatc USMC (Retired)

Superintendent
Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – NOVEMBER 06, 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 Superintendent Calendar Highlights

ADMINISTRATIVE SERVICES – Santino Danisi, Interim Chief Financial Officer

AS-1 Kim Kelstrom School Services Weekly Update Report for
October 30, 2020

OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer

OS-1 Amanda Harvey Food Services Department Update – Weekend and
Holiday Meals

OS-2 Alex Belanger Upcoming Facility Improvement Projects

OS-3 Karin Temple Stakeholder Input on Campus Policing

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

SL-1 Debra Odom Receipt of the Carter G. Woodson Public Schools
Renewal Petition

SL-2 Carlos Castillo Comprehensive Sexual Health Education Information
Request

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: November 06, 2020

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Site visits to Adult Transition Program, Birney, Centennial, Thomas, and Tioga
- Met with district staff and Dr. Tameka McGlawn regarding African American Academic Acceleration Task Force
- Participated in weekly call with Fresno County Superintendents
- Met with Executive Cabinet
- Participated in event for the naming of Tim Liles Way
- Attended the Californians for Civic Learning Meeting

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 11/06/2020

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: November 06, 2020

Phone Number: 457-3907



Regarding: School Services Weekly Update Report for October 30, 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 October 30, 2020 is attached and includes the following articles:

- Voters to Decide on Local Measures Next Tuesday – October 29, 2020
- Academic Testing Looks Very Different in California During Distance Learning – October 27, 2020
- Lawmakers Push Plan to Protect School Jobs From Pandemic Cuts – October 28, 2020

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: 11/06/2020



1121 L Street

Suite 1060

Sacramento

California 95814

TEL: 916 . 446 . 7517

FAX: 916 . 446 . 2011

www.sscal.com

DATE: October 30, 2020

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

General Motors Donates Half a Million Masks for School Reopening

At a press conference last Thursday, October 22, 2020, State Superintendent of Public Instruction Tony Thurmond announced General Motors' (GM) donation of 500,000 masks for schools throughout the state as local educational agencies (LEAs) begin to implement their reopening plans in the wake of the COVID-19 pandemic.

In a [press release](#), the California Department of Education said that they are working with county offices of education to distribute the masks and prioritize communities experiencing disproportionate COVID-19 health risks. These would include communities such as the families of farmworkers, African American and Latino students, students of essential workers, and California tribal communities.

With 48 out of the state's 58 counties now allowed to physically reopen their schools, pursuant to the state's "Blueprint for a Safer Economy" colored tier system, the distribution of personal protective equipment to students and staff is critical in order to adhere to the state's public health guidance, which requires the use of face coverings for all staff and most students on campuses.

It's important to note that even if LEAs are allowed to physically reopen their classrooms based on the state's monitoring system, they can still choose to continue full-time distance learning or implement a hybrid model (combination of distance learning and in-person instruction) in lieu of going back to in-person instruction full time.

Two New Polls Show Proposition 15 Is Slightly Under the Majority Needed to Pass

Data released from two new polls this past week show that Proposition 15—the split roll initiative that would increase property taxes on commercial and industrial properties and raise between \$6.5 and \$11 billion annually for K–14 schools (who would 40% of the revenues) and local governments (60% of the revenues)—is below the majority needed to pass.

The Public Policy Institute of California's (PPIC) October survey (conducted October 9–18, 2020) found that 49% of likely voters support the initiative, 45% oppose and 6% are undecided. This is two percentage points lower than the PPIC's September survey which found that a slim majority (51%) of likely voters supported the measure.

The Berkeley Institute of Governmental Studies (IGS) poll (conducted October 16–21, 2020) also found that 49% of likely voters support Proposition 15, but their sample found 42% oppose, and 9% are undecided.

The PPIC poll has a +/-3.5% margin of error, while the Berkeley IGS poll has a +/-2.0%, which is a significant swing when the polling percentages are this close to the necessary 50% plus 1 needed for voter approval.

Proponents are hoping that the record number of nearly 22 million registered voters results in an historical Democratic turnout as over 70% of Democrats (according to both the PPIC and Berkeley IGS polls) support Proposition 15. However, if Republicans and independent voters also turn out in record numbers, it could push the measure toward defeat as over three-fourths of likely Republican voters disapprove of the split roll in both polls and a majority of independent voters said that they plan to vote no on Proposition 15.

While the election is this upcoming Tuesday, November 3, 2020, we may not likely know the result of Proposition 15 or other close ballot initiatives for days or even weeks after Election Day due to the vast majority vote-by-mail ballots, which take longer to process.

Leilani Aguinaldo

Voters to Decide on Local Measures Next Tuesday

By Patti F. Herrera, EdD
School Services of California Inc.'s *Fiscal Report*
October 29, 2020

As residents across the state prepare to vote on November 3, 2020, on many important state and national issues, including the next President of the United States, voters in some communities will be voting on bond and parcel tax measures to support the priorities of their local school districts.

Specifically, next week's election results will decide 61 local bond measures requiring a 55% voter approval rating and 13 parcel tax measures that must garner the support of at least 66.6% of voters. Presidential elections tend to draw larger swaths of voters that usually portend success for local measures; however, several election dynamics make this year a little different. First, while large voter turnout tends to favor the proponents of local bond and tax measures, the tension around this presidential election is sure to increase voter participation among Democrats and Republicans alike. Additionally, several controversial statewide propositions will likely impact the number and types of voters who show up at polling stations this year—namely, Proposition 15 on commercial property taxes and Proposition 22 on the independence of Uber and Lyft drivers. The former is sure to draw anti-tax groups to the polls while the latter will draw union members and other worker-protection activists who view the gig economy as a threat to worker rights.

Add to these dynamics the most recent performance of local bonds earlier this spring when only an anomalous and abysmal 36% of local measures passed. Many of us believe that the stark departure from historical trends of an 85% passage rate of local Proposition 39 bonds was due largely to voter confusion around the unfortunate numbering of the statewide school facilities bond that would have provided \$15 billion to fund construction projects ranging from preschool to university facilities—Proposition 13. Voters mistakenly believed that Proposition 13 (2020) proposed to lift the 1% property tax rate cap that has been in place for over 40 years on both residential and commercial real estate. This confusion and the defeat of the statewide bond, along with the significant failure rate of accompanying local bond measures, caused some lawmakers to introduce legislation barring the use of “13” on any future statewide initiative.

It is not clear when the state may pursue another statewide bond measure to refill the coffers of the State School Facility Program or to allow the Community College Chancellor to fund additional projects, though some surmise that 2022 may be the next viable opportunity. In the absence of state funding, local bond measures become an important lifeline to continue to meet the housing needs of the state's students.

We will report the preliminary election results of the measures within a few days of next week's election.

Note: When schools closed their doors last spring most school districts waived grading requirements for the remainder of the term, but this fall nearly all schools have reinstated their grading systems despite the majority of learning taking place virtually.

Academic Testing Looks Very Different in California During Distance Learning

By Sydney Johnson
EdSource
October 27, 2020

Even simple quizzes aren't immune to the challenges brought on by the pandemic.

Some teachers are finding it difficult to replicate in-person assessments in an online classroom during distance learning.

Now, many California teachers are putting more focus on a range of different techniques for both routine and standardized tests, from more frequent check-ins and break-out groups to gauge understanding, to open-note tests, and even using webcams and software to prevent cheating.

When California schools shut their buildings in March to prevent further spread of the coronavirus, most school districts waived grading requirements for the remainder of the term. But this fall, nearly all schools have reinstated their grading systems, renewing the need for assessments that can measure learning losses or gains during the pandemic.

For Brian Shay, a high school math teacher at Canyon Crest Academy in San Dieguito Union High School District, it has been much more difficult to know what students are retaining in an online setting compared with his in-person classes.

"Normally, in class, I would say show me a thumbs up or down, or other kinds of temperature checks like that, but it's a lot harder to do that in Google Meet when half my class keeps their camera off," Shay said.

This year, he's leaning more on what's known as formative assessments, an ongoing process of gathering evidence of students' learning progress. The information gleaned from the shorter, more frequent checks is used to guide instruction while giving students regular feedback throughout their learning process, rather than a single large test at the end of a teaching unit or a standardized test at the end of the year that compares students across a grade level.

Throughout the week, Shay asks students to complete "exit tickets," meaning a short set of problems to check for understanding. And every Friday, his students take a 50-minute test focused on the content taught that week. After grading the assignments for credit and participation, Shay will then use the results to inform what he focuses on the following week.

"Every day I have some kind of way of seeing what they did that day and need to work on. I like that, just to have a clear idea of what you learned today," Shay said. "I might actually use that when we go back to normal teaching."

Across California, teachers in all grades and subjects are coming up with ways to measure and record student progress. Some will have students show answers to a question on a whiteboard and hold it up on the screen, or relying more on tools like polls and Google forms to replace paper quizzes.

Online, students have access to calculators, Wikipedia and other materials that can be used to quickly look up answers. That has led many teachers to move away from simply asking for the correct answer on a test, and instead assign more value to participation in class discussions, explanation of answers and project-based work.

But many districts are also still requiring benchmarks and other standardized assessments. That's created new challenges for teachers like Thomas Courtney, who teaches fifth grade in San Diego Unified.

"The assessments are not reliable," he said. "I just gave a phonics skills test to a student online, and this is a strong student, but she couldn't hear anything. It makes you think how often does this happen? Are parents helping kids? Is our data skewed?"

Formative and traditional assessments have been used long before distance learning. But as school buildings remain closed during the pandemic, state education leaders have recognized that the online setting will bring new challenges, especially for students still struggling to connect with their teachers online.

"As we approach the testing period soon, there are many questions about how we will do this for students who don't have adequate devices and connectivity," California State Superintendent of Public Instruction Tony Thurmond said during a public briefing on Thursday. He later suggested that teachers should use a "restorative approach, rather than a punishing approach" to testing and grading during the pandemic.

In Fresno Unified, teachers and administrators are rethinking their assessment practices, a process that started before the pandemic. And that became a more immediate focus after schools closed in March and the district began working on a distance learning plan for fall, said Andrew Scherrer, executive director for equity and access at Fresno Unified.

This year, every Fresno Unified school is using the same assessment tool for reading and math, called iReady, which allows teachers to deliver adaptive lessons and tests and includes data on how students are progressing.

"When Covid hit so unexpectedly in March, we were able to pivot quickly to say let's use this system since we already have it and it's online," Scherrer said

Even with the new system, one question that frequently comes up is how to prevent cheating when teachers can't be in the same room as their students?

"A lot of discussions are being had around if you should force a camera on or not, or when you're giving a test does it have to be asynchronous or synchronous?" Scherrer said. "And I'll be honest, I don't think anyone has the answer to that yet."

Shay, the math teacher in San Dieguito, will often post a PDF of a problem set and ask students to keep their cameras on during Friday tests. Students keep the webcams pointed at themselves with the mic on, so he can see if someone is in the background or if they are trying to look up answers online. He also creates new tests rather than recycling old ones that could be posted online.

The process takes work and Shay admits it's not his ideal solution — students could still be working on something else or sneak answers if they really wanted to, he said. But he's let go of those worries to some extent in his new classroom environment and finding other strategies, like asking students to explain their reasoning more often.

“Don't just tell me it's false. Why is it false? That's really just as important to me,” he said.

Some experts say that trying to catch or prevent cheating is the wrong approach. Restructuring assessments themselves can reduce the need for proctoring or other cheating prevention tools, said Barbara Jones, a senior professional learning specialist at WestEd, a nonpartisan research agency focused on equity and learning in schools.

“If it's a high-stakes test where you get rewarded or have serious negative consequences, there is a lot of incentive to cheat,” Jones said. “But if the rewards and consequences are to improve your learning and there is no stigma around not knowing, then it kind of takes away that whole question.”

Courtney's strategy has been to incorporate more emphasis on honesty, digital literacy and what it looks like to have integrity online into his daily lessons. “Most of my students are really internalizing that, and I hope it is a wake-up call for everybody,” Courtney said.

Some schools are going a step further with digital proctoring software that can track a student's behavior online during tests, listen for background noise, or even track eye movements to make sure they are on task. For example, ProctorU, a popular automated proctoring tool for colleges, recommends one of its services for K-12 assessments that monitors exam sessions, uses artificial intelligence to flag suspicious behavior and notifies teachers if cheating is suspected.

But privacy advocates and other practitioners say these kinds of systems can invade student's privacy and that being watched online can have harmful effects on a student's emotional wellness.

“A lot of districts are dealing with this issue of loss of control, so they're doubling down on rules and devising new ways to monitor kids instead of trying to build those trusting relationships and turning it over to students to be responsible for their own assessment,” Jones said. “If the focus is on learning, why is (monitoring) needed?”

During the pandemic, Jones has been helping school districts get familiar with formative assessment strategies. Key to the approach, she said, is students participating in their own assessments and working with a teacher to identify areas they need more practice in.

“The daily practice of students and teachers working together to using evidence that informs the next steps is so important for online learning,” Jones said. “Now more than ever students need to take on that lift. We can't see our students as much, so we will focus on listening to them.”

Note: Congressional Democrats unveiled legislation this week that could safeguard up to 3.9 million education jobs threatened by the pandemic.

Lawmakers Push Plan to Protect School Jobs From Pandemic Cuts

By Andrew Ujifusa
Education Week
October 28, 2020

Amid stalled coronavirus relief negotiations, leading Democrats on a congressional education committee unveiled a proposal this week they say could safeguard up to 3.9 million education jobs threatened by the pandemic and address the effects of interrupted learning.

Alarm bells are ringing in school districts across the country about the state of their budgets in an economy hamstrung by the coronavirus. Some states have already made cuts to K-12 funding, but analysts say many of the worst effects of the pandemics on education funding are still to come. Education groups have been warning Congress about this issue for months.

To address these concerns, the Save Education Jobs Act would provide up to \$261 billion to preserve teaching and other school jobs over a 10-year period. All states could draw on the money for at least six years. The funding would remain available after that six-year period until the national unemployment rate falls to 5.5 percent or below (for perspective, unemployment now stands at 7.9 percent). Individual states with high unemployment rates could receive additional aid after that time frame.

States would have to agree to maintain their own education funding at certain levels in order to tap the relief. And at least 90 percent of the money would have to go to school personnel salaries and benefits.

"It is time we make investments to protect educators from the massive job losses we are almost certain to experience as a result of this crisis," said Rep. Jahana Hayes, D-Conn., the 2016 National Teacher of the Year, who introduced the legislation along with Rep. Bobby Scott, D-Va., the House education committee chairman, and Gregorio Kilili Sablan, Mariana Islands-at Large, the chairman of the House education subcommittee for K-12.

The proposal from Democrats mirrors the Education Jobs Fund from a decade ago. This was a \$10 billion program that President Barack Obama signed into law to help states and districts preserve K-12 teaching and other positions as schools struggled with the financial fallout of the Great Recession. In fact, the lawmakers behind the new proposal pointed to the success of the Education Jobs Fund but faulted lawmakers for cutting it off too soon.

The Save Education Jobs Act dwarfs the Education Jobs Fund in terms of the amount of money it could provide and how long it would be on the books, although the 2010 measure also included \$16 billion in state Medicaid funding that helped shore up state budgets and therefore helped stave off school cuts.

"Economic forecasters believe that damage from this recession will last much longer than the next two years and hurt the most vulnerable students the worst," the lawmakers said to justify the scope and length of the bill.

Competing Priorities

How exactly this sort of plan focused on K-12 jobs would factor into coronavirus relief negotiations depends on which party controls Congress and the White House starting next year, among other things. Keep in mind that based on its maximum price tag, this new proposal from House Democrats would cost more than three times what the U.S. Department of Education gets in current federal funding. So to many people, it might not come across as an especially realistic funding request.

When the Education Jobs Fund was being debated in 2010, former Rep. John Kline, a Minnesota Republican and ranking member of the House education committee at the time, said it amounted to an "across-the board inflation of state spending" rather than being targeted to actual jobs at risk or students' needs. He also questioned why more aid was needed after the 2009 stimulus that provided \$100 billion for education.

Republicans could revive those concerns about the breadth and nature of this latest and other education relief proposals. For example, GOP senators have signaled opposition to relief funding for state and local governments that would directly and indirectly benefit schools, but Democrats have made that relief a top priority.

And it remains to be seen how much relative influence the GOP and Democrats will have on this process after the Nov. 3 election. Democrats controlled the White House—as well as the House and Senate by relatively comfortable margins—when they passed the Education Jobs Fund in 2010.

The Save Education Jobs Act's total maximum price tag is also significantly higher than education aid provided in the latest coronavirus relief package from congressional Democrats, which earmarks more than \$200 billion for K-12 and higher education. That aid prioritizes immediate pandemic-driven health and learning needs and isn't so focused on K-12 positions.

The bill also sends a message to the education sector that Democrats will prioritize K-12 going forward. The American Federation of Teachers and the National Education Association, along with a host of groups focused on education civil rights, the teaching profession, and special education, have backed the proposal.

Fresno Unified School District
Board Communication

BC Number OS-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Amanda Harvey, Food Services Director
Cabinet Approval: *K Temple*

Date: November 06, 2020

Phone Number: 457-3134

Regarding: Food Services Department Update – Weekend and Holiday Meals

The purpose of this communication is to provide the Board information regarding implementation of meal distribution service for weekends and holidays, in accordance with USDA guidance, to augment daily meal service at all district distribution sites. Starting Friday, November 06, and continuing at least through the end of 2020, Food Services will provide breakfasts and lunches for Saturday and Sunday, along with the meal for that day. Weekend meals will also be provided to students participating in the small cohorts on campuses. In addition, Food Services will provide meals to cover the winter break holiday periods, during the time when meal services typically would be curtailed.

Details are summarized below:

- Fridays, Nov. 06, 13, 20 and Dec. 04, 11, 18 – meals for three days (breakfast and lunch) provided
- Monday, Nov. 23 – meals for a week (seven breakfasts and lunches) provided
- Mondays, Dec. 21, 28 – meals for a week (seven breakfasts and lunches) provided
- Monday, Jan. 04 – meals for a week (seven breakfasts and lunches) provided

Daily meal distribution continues at 63 sites across the district for students and adults, 7:00-9:00 a.m. As second semester planning moves forward, updated information about meal distribution services will be provided.

If you have questions or need further information, please contact Amanda Harvey at 457-6278.

Approved by Superintendent
Robert G. Nelson Ed.D.

Robert G. Nelson

Date: 11/06/2020

Fresno Unified School District
Board Communication

BC Number OS-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Alex Belanger, Asst. Supt. Facilities Mgmt. & Planning
Cabinet Approval: 

Date: November 06, 2020

Phone Number: 457-3134

Regarding: Upcoming Facility Improvement Projects

The purpose of this communication is to provide the Board information regarding major facility projects for which construction contracts are targeted to be recommended to the Board in the coming months. An Oct. 30 Board Communication provided information regarding the district's facility investments from 2006/07 through 2019/20. In addition to these previous investments, multiple projects are in the pipeline and planned to be presented to the Board for approval in the next several months, as indicated below:

November 2020

- Edison – Auxiliary gym including new lobby/entry

December 2020

- Bullard – Perimeter fencing/security improvements
- McLane – New stadium scoreboard

January 2021

- Columbia – New classroom building
- Hoover – CTE construction trades classroom remodel

February 2021

- Jackson – New/reconstructed cafeteria with air conditioning
- Ventura & 10th – South campus office buildings interior and site security improvements

March 2021

- Bullard – Softball and baseball bleacher and field upgrades
- Edison – Softball and baseball bleacher and field upgrades
- Hoover – Event Center HVAC
- Sunnyside – Softball and baseball bleacher upgrades
- Cafeteria HVAC – Centennial, Scandinavian and Wishon

April 2021

- Edison – Cafeteria acoustical upgrades

If you have questions or need further information, please contact Alex Belanger at 457-6126.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 11/06/2020

Fresno Unified School District
Board Communication

BC Number OS-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Karin Temple, Chief Operating Officer
Cabinet Approval: 

Date: November 06, 2020

Phone Number: 457-3134

Regarding: Stakeholder Input on Campus Policing

The purpose of this communication is to provide the Board information regarding planning for input opportunities from district stakeholders related to policing on middle and high school campuses. A framework is in development to obtain student voice through focus groups, and from parents and school staff through surveys. Collecting data on stakeholders' perceptions of policing on district campuses and identifying concerns/issues will inform decision-making regarding utilization of police officers at schools.

A team comprised of staff from Equity and Access, Communications, and African American Academic Acceleration is leading the planning for student focus groups to be conducted mid-January through early February 2021. For student focus groups, lead time is needed to develop a process to inform families, connect with school sites and advisors, recruit student participants, and train facilitators. The groups will be facilitated by middle and high school campus advisors and are designed to include students from a wide range of student groups, clubs and classes.

Staff is in discussion with a Fresno State professor/researcher to potentially lead development and administration of surveys to obtain input from parents of students and middle/high school staff regarding policing on campuses. A proposal is targeted to be recommended to the Board in December 2020, with the survey timeline similar to that for focus groups.

More information will be provided as planning continues. For further information at this time, please contact Karin Temple at 457-3134.

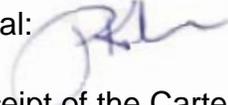
Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 11/06/2020

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: Debra Odom, Manager, Charter Office
Cabinet Approval: 

Date: November 06, 2020

Phone Number: 457-3923

Regarding: Receipt of the Carter G. Woodson Public Schools Renewal Petition

The purpose of this communication is to notify the Board that Agape, Inc. and CEO Dr. Linda Scott, has submitted a petition to the Fresno Unified School District Board of Trustees for the renewal of the Carter G. Woodson Public Schools (Woodson) charter; for a five-year term from July 01, 2021 to June 30, 2026.

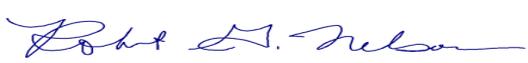
Woodson operates two campuses located at 3333 North Bond Avenue and 4880 North First Street in Fresno. Woodson has been in operation since August 2001 and serves approximately 385 students in grades seven through twelve.

The school's target population includes students who are habitually truant, have dropped out of school, are pregnant or parenting, have been retained in one or more grade levels, or have been suspended or expelled.

Receipt of Woodson Petition and Timeline for Decision

- September 29, 2020: The Woodson renewal Petition was received by the District.
- November 18, 2020: The Public Hearing will be held (within 60 days of receipt).
- November 20, 2020: The Board will receive for review the Charter Review Team's Findings of Fact and Recommendation.
- December 01, 2020: The Charter Review Team's Findings of Fact and Recommendation will be Published (at least 15 days prior to the decision meeting).
- December 16, 2020: The Board will grant or deny the Woodson Renewal Petition (within 90 days of receipt).

If you have any questions or require additional information, please contact Debra Odom at 457-3923.

Approved by Superintendent
Robert G. Nelson Ed.D. 

Date: 11/06/2020

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: Carlos Castillo, Instructional Superintendent
Cabinet Approval: 

Date: November 06, 2020
Phone Number: 457-3554

Regarding: Comprehensive Sexual Health Education Information Request

The purpose of this communication is to provide the Board information regarding comprehensive sexual health education for the 2020/21 school year. In response to COVID-19, and in accordance with state guidelines, all classes are being taught in a distance learning format, which includes the use of the Positive Prevention PLUS curriculum. All students are expected to use headsets during instruction. If students do not have them, the site or district office has provided them. Fresno Unified continues to partner with the community organization, Fresno Barrios Unidos (FBU), to provide students with comprehensive sexual health education using Positive Prevention *PLUS*, which is fully aligned to the California Education Code and the CA Healthy Youth Act. FBU is scheduled to teach five lessons, and Fresno Unified middle and high school teachers will continue to teach nine lessons.

For our Special Education students who are designated Moderate to Severe, Planned Parenthood has been contracted to deliver instruction over a five-day period, utilizing the Positive Prevention Plus curriculum. The topics covered include: Public and Private Behaviors, Understanding Sexual Development, Reproductive Structures, Personal Hygiene, Preventing a Pregnancy, Human Immunodeficiency Virus (HIV) Infection/Sexually Transmitted Infections (STI) Prevention, Sexual Relationships, and Sexual Harassment. Fresno Unified Moderate to Severe Special Education teachers will be responsible for an additional five lessons, which include Friendship, Bullying, Human Trafficking, Being Understanding and Supportive, and Making Healthy Decisions.

As a reminder, schools are provided with a parent letter in English, Spanish, and Hmong with information for parents regarding upcoming comprehensive sexual health education lessons and direction about what to do if they do not wish their child to participate. Michele Pacheco, Comprehensive Sexual Health Education Manager, meets with an administrator from each site annually to share expectations regarding sending the notification letters home to parents a minimum of two-three weeks prior to the start of the lessons. Parents are given the option to view the curriculum prior to instruction by going to <https://www.positivepreventionplus.com/resources/for-parents> or may also request to view the curriculum in person, by contacting an administrator at their school site for an in-person look at the curriculum.

Fresno Unified Middle Schools are being provided the comprehensive sexual health education this fall 2020 and high schools are scheduled for instruction to be delivered in the spring of 2021. For your reference, please see attached fall schedule and a copy of the parent information letter that accompanies this board communication.

If you have any questions or require additional information, please contact Michele Pacheco at 457-3554.

Approved by Superintendent
Robert G. Nelson Ed.D. 

Date: 11/06/2020

**IMPLEMENTATION OF POSITIVE PREVENTION *PLUS* LESSONS
FRESNO BARRIOS UNIDOS (FBU) SCHEDULED VISITS
HIGH SCHOOL 2020-2021**

<u>SCHOOL</u>	<u>FBU WILL TEACH ON THE FOLLOWING DATES:</u>
CAMBRIDGE DUNCAN	1/11/21 – 1/15/21
EDISON	1/25/21 – 1/29/21
MCLANE	2/1/21 – 2/5/21
J.E. YOUNG	2/9/21– 2/12/21 (Lessons 3 & 4) 2/16/21 – 2/19/21 (Lessons 5 & 8) 3/2/21 – 3/5/21 (Lesson 9)
SUNNYSIDE	2/22/21 – 2/26/21
FRESNO	3/8/21 – 3/12/21 & 3/15/19
BULLARD	3/22/21 – 3/26/21
HOOVER	4/19/21 – 4/23/21
ROOSEVELT	4/26/21 – 4/30/21
DESIGN SCIENCE PATINO PHOENIX	5/3/21 – 5/7/21

Teachers Will Be Responsible For Teaching The Following:	FBU Will Be Responsible For Teaching The Following:	
Teachers Do:	FBU Does:	
The following must be taught prior to FBU arrival:	<ul style="list-style-type: none"> ▪ Teachers must be present in rooms ▪ FBU will provide all materials and supplies for these lessons ▪ Have digital resources ready by start of class (Laptop, Projector, Audio) 	
Getting Started		
Lesson 1: Life Planning		
Lesson 2: Healthy Relationships		
Lesson 3: Relationship Abuse		
Lesson 7: Myths and Stereotypes about HIV		
Lesson 8: HIV/AIDS Epidemic		
The following lessons must be taught after Lesson 10:		
Lesson 11: Media/Peer Pressure		
Lesson 12: Accessing Community Resources		
Lesson 13: Steps to Success		
		Lesson 4: Human Trafficking
		Lesson 5: Preventing an Unplanned Pregnancy
	Lesson 6: Teen Pregnancy	
	Lesson 9: Preventing STI	
	Lesson 10: Protection and Communication	

**IMPLEMENTATION OF POSITIVE PREVENTION *PLUS* LESSONS
FRESNO BARRIOS UNIDOS (FBU) SCHEDULED VISITS
MIDDLE SCHOOL 2020-2021**

<u>SCHOOL</u>	<u>FBU WILL TEACH ON THE FOLLOWING DATES:</u>
COOPER	8/31/20 – 9/4/20
AHWAHNEE	9/14/20 – 9/18/20
SCANDINAVIAN WAWONA	9/21/20 – 9/25/20
SEQUOIA	9/28/20 – 10/2/20
GASTON	10/12/20 – 10/16/20
HAMILTON	10/12/20 – 10/16/20
FORT MILLER COMPUTECH	10/19/20 – 10/23/20
KINGS CANYON	11/2/20 – 11/6/20
YOSEMITE BAIRD	11/16/20 – 11/20/20
TIOGA TERRONEZ	11/30/20 – 12/4/20
TEHIPITE BULLARD TALENT	12/7/20– 12/11/20
TENAYA PHOENIX SECONDARY	12/14/20 – 12/18/20

Teachers Will Be Responsible For Teaching The Following:	FBU Will Be Responsible For Teaching The Following:
Teachers Do:	FBU Does:
The following lessons must be taught prior to FBU arrival:	<ul style="list-style-type: none"> ▪ Teachers must be present in rooms ▪ FBU will provide all materials and supplies for these lessons ▪ Have digital resources ready by start of class (Laptop, Projector, Audio)
Getting Started	
Lesson 1: Understanding Change	
Lesson 2: Exploring Friendships	
Lesson 3: Bullying and Abuse	
Lesson 7: Myths and Stereotypes about HIV infection	
Lesson 8: The HIV/AIDS Epidemic	
The following lessons must be taught after lesson 10:	Lesson 4: Human Trafficking
Lesson 11: Media and Peer Pressure	Lesson 5: Preventing an Unplanned Pregnancy
Lesson 12: HIV/STI Testing and Community Resources	Lesson 6: Teen Pregnancy: Choices and Responsibilities
Lesson 13: Goal-Setting	Lesson 9: Preventing Sexually Transmitted Infections
	Lesson 10: Recognizing and Reducing Risks

Parent Notification Letter

Dear Parent or Guardian,

On October 1, 2015, Governor Jerry Brown signed into law the California Healthy Youth Act (Ed. Code 51930-51939). The goals of the law are:

1. To provide pupils with the knowledge and skills necessary to protect their sexual and reproductive productive health from HIV and other sexually transmitted infections and from unintended pregnancy.
2. To provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.
3. To promote understanding of sexuality as a normal part of human development.
4. To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.

Subsequently, on October 14, 2015, Fresno Unified Board of Trustees voted to adopt the education curriculum Positive Prevention PLUS. In accordance with the California Healthy Youth Act (AB 329), students in grades 7 thru 12 must receive comprehensive sexual health education and HIV Prevention education at least once in middle school and once in high school.

In response to COVID 19 in accordance with state guidelines, all classes are being taught virtually this includes Positive Prevention PLUS. Fresno Unified will continue to partner with community organization, Fresno Barrios Unidos to provide students with comprehensive sexual health education using Positive Prevention *PLUS*, which is fully aligned to the California Education Code and the CA Healthy Youth Act.

For parents or guardians who are interested in learning more about the curriculum, the materials will be available for review at <https://www.positivepreventionplus.com/resources/for-parents>. You may also request to view the curriculum in person, by contacting an administrator at your school site. If you wish to excuse your child from part or all of this comprehensive sexual health education, you must provide a request in writing to your student's science teacher.

Sincerely,

Site Principal