



Benjamin Luis, Principal
Liberty Middle School
1000 Liberty Drive
Lemoore, CA 93245
bluis@myluesd.net

Sent via electronic correspondence

May 27, 2020

Dear Mr. Luis:

As this semester comes to an end during the COVID-19 outbreak and graduation season begins, we urge you to minimize the impact on students who likely are facing a myriad of issues and proactively support your most vulnerable and under resourced students. It has come to our attention that the Lemoore Elementary Union School District (“District”) has unfair practices and requirements for its Liberty Middle School (“Liberty”) eighth grade graduation. Specifically, students were informed close to two weeks before graduation that they could not participate in an important life moment-their graduation- if they either did not meet strict remote-learning attendance requirements or did not meet vague requirements that they could not have had any “major discipline incidents.”¹ Indeed, the students were recently informed of these requirements as the school has changed its position several times during the remote-learning time, and there are no exceptions based on hardship. It is also unclear why the school is taking this unreasonable position for a virtual graduation. Graduation is one of the pivotal moments for students. And for many students, participating in graduation is a rite of passage. Liberty’s graduation policy perpetuates systemic racism and disparities based on economic inequalities. The District and Liberty must immediately reverse this hasty and problematic decision to impose these graduation requirements.

Background

Based on Liberty Middle’s website, the school will hold its virtual graduation ceremony on June 3, 2020. As it stands, the school informed students on May 18, 2020 that they needed the following requirements to participate:²

- A 2 in every class
- 95% or better attendance pre building closure

¹ Exhibit A. also available at <https://www.luesd.k12.ca.us/article/249005?org=lms>.

² *Id.*



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- 70% or better attending since distance learning
- No major discipline incidents

Notably, on April 14, 2020, students were told that attendance was optional. Then on April 22, 2020, the school changed its policies and made attendance mandatory. More importantly, the April 22, 2020 requirements for virtual graduation did not include a remote attendance requirement to participate in the virtual graduation.³ This was literally sprung on students on May 18, 2020, two weeks prior to the upcoming June 3, 2020 virtual graduation. Based on our calculations, it would be nearly impossible to meet these requirements if students believed the previous statements that Liberty and the District gave to its students.

Moreover, some students likely did not receive a chromebook until weeks after they started distance learning and the parents had a very short window when they had to show up to their school *with* their students to pick up a chromebook.⁴ Based on the publicly available information, the school did not discuss any type of additional resources like hotspots for WiFi to distribute to students. Based on your student demographics, this clearly had a disparate impact on vulnerable student populations.

For example, Liberty Middle is majority Latinx, 68.4% of students are considered socioeconomically disadvantaged and 1.6% of your student population is unhoused.⁵ Additionally, Native American and Asian student are almost three times more likely to be chronically absent than white students at the school.⁶

Liberty Middle has not created an inclusive environment to allow for equal access to remote learning

Under the California Education Code, schools are required to create a safe and inclusive environment for its students.⁷ Before even considering strict requirements for students to participate in a virtual graduation, the school must provide inclusive access to remote instruction, create a plan to help students recover lost learning time, provide remote health and mental health

³ Exhibit B.

⁴ Exhibit C.

⁵ 2019-20 Enrollment by Ethnicity and Grade, DataQuest by California Department of Education, *available at* <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=16639746111934&aggllevel=school&year=2019-20>; 2019-20 Enrollment by Subgroup – Liberty Middle Report, DataQuest by California Department of Education, *available at* <https://dq.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=16639746111934&aggllevel=school&year=2019-20&ro=y>.

⁶ 2019-20 Enrollment by Ethnicity and Grade, DataQuest by California Department of Education, *available at* <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=16639746111934&aggllevel=school&year=2019-20>; 2018-19 Chronic Absenteeism Rate, DataQuest by California Department of Education, <https://dq.cde.ca.gov/dataquest/DQCensus/AttChrAbsRate.aspx?aggllevel=School&cds=16639746111934&year=2018-19>.

⁷ See Cal. Ed. Code §§ 201, 220, 32261(a).



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services, provide alternative childcare, and maintain services for students with disabilities and students experiencing homelessness, English learners, amongst others. And in providing these services, the school must focus on holistically supporting its most vulnerable students, creating long-term planning goals for students of color, students with disabilities, foster youth, unhoused youth, LGBTQIA students, and other vulnerable student groups. Creating restrictive graduation ceremony requirements without recognizing how a lack of those resources will impact vulnerable student populations will surely lead to disparities in who is eligible for graduation on June 3.

It is important to note that “Graduation is a time for family and those closest to the student to celebrate success and express mutual wishes of gratitude and respect, all to the end of impressing upon the young person that role that it is his or her right and duty to assume in the community and all of its diverse parts.” *Lee v. Weisman*, 505 U.S. 577, 595 (1992). Additionally, the United States Supreme Court wrote in *Brown v. Board of Education*, “[I]t is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all *on equal terms*.”⁸ Liberty unfairly denying students’ the opportunity to participate in graduation clearly demonstrates it has not reckoned with what equality actually means regarding remote-learning during these times.

Liberty Middle failed to provide adequate notice of graduation requirements

School regulations must provide sufficiently clear guidance to ensure students can comply with the rules and prevent arbitrary enforcement. *Abella v. Riverside Unified Sch. Dist.*, 65 Cal.App.3d 153, 170 (1976). Liberty Middle has given mixed messages to students and now expects for them to understand which requirements were expected of them during the pandemic. In Liberty Middle’s April 22, 2020 letter, it admits that it told students that attendance was optional up until then. Additionally, that letter outlines that “students are to be held harmless” regarding their grades. Indeed, all students are still under quarantine and the parent-student handbook outlines this as a rationale for an excused student absence while citing Education Code 48205. Liberty Middle has never addressed this exception in its handbook but imposes new rules on students on a whim. Nevertheless, the school abruptly released new rules for graduation on May 18, 2020, specifically making a requirement for remote-learning attendance.

Additionally, it is unclear what a major discipline incident means or how it impacts a virtual graduation ceremony where students will be social distancing for the program. Indeed, what is considered a major discipline incident will depend entirely on the subjective viewpoint of the reader. For argument sake, even if the school is considering its 2019-2020 Liberty Middle School Parent/Guardian & Student Handbook requirements for major referrals as a “major discipline incident,” the school considers arbitrary citations such as “willful defiance” as a major referral.

⁸ *Brown v. Board of Education of Topeka*, 347 U.S. 483, 493 (1954) (emphasis added).



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Willful defiance is non-violent behavior that is discriminatory in practice.⁹ Indeed, incidents like a student speaking “out of turn” in class could be considered willful defiance and these minor infractions have disproportionately harmed students of color and students with disabilities.¹⁰ And even more troublesome, the school has not offered any rationale for this discipline requirement. But what is known is that arbitrary discipline decisions across the country and state typically impact Black and Brown students at the highest rates.¹¹ Indeed, this requirement seems “arbitrary and capricious.” *Zuehlsdorf v. Simi Valley Unified School Dist*, 148 Cal.App.4th 249, 256 (2007). The May 18, 2020 requirements lack fair notice and are offensive because it “may trap the innocent by not providing fair warning,” and create “a danger of arbitrary and discriminatory application ... [and] have a chilling effect, causing people to steer a wider course than necessary in order to avoid the strictures of the law.” *Snatchko v. Westfield LLC*, 187 Cal.App.4th 469, 495 (2010)

Liberty Middle’s graduation requirements create a disparate impact for vulnerable student populations

The 2019-2020, Lemoore Elementary Union School District Parent/Guardian & Student Elementary handbook states that “The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities.” Additionally, the McKinney-Vento Act and guidance from the Department of Education require that homeless¹² children and youth have access to the same public education as other children and

⁹ Losen, D.J., Keith, M.A., Hodson, C.L., Martinez, T.E., & Belway, S. “Closing the School Discipline Gap in California: Signs of Progress.” The Civil Rights Project/Proyecto Derechos Civiles. (2015). https://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/summary-reports/ccrr-school-to-prison-pipeline-2015/UCLA15_Report_9.pdf

¹⁰ Losen, D. J., & Whitaker, A. “Lost Instruction: The Disparate Impact of the School Discipline Gap in California.” The Civil Rights Project/Proyecto Derechos Civiles. (2017). https://www.civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/summary-reports/lost-instruction-the-disparate-impact-of-the-school-discipline-gap-in-california/UCLA_Lost-Instruction_R7-102317.pdf.

¹¹ Skiba, R. J., Horner, R. H., Chung, C.-G., Rausch, M. K., May, S. L., & Tobin, T. (2011). Race is not neutral: A national investigation of African American and Latino disproportionality in school discipline. *School Psychology Review*, 40(1): 85–107; Barrett, Nathan, Andrew McEachin, Jonathan N. Mills, and Jon Valant “Disparities in Student Discipline by Race and Family Income.” (2017) <https://educationresearchalliancenola.org/files/publications/010418-Barrett-McEachin-Mills-Valant-Disparities-in-Student-Discipline-by-Race-and-Family-Income.pdf>.

¹²The McKinney-Vento Act defines homeless at 42 USC § 11434a(2). The term "homeless children and youths"—
(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 11302(a)(1) of this title); and
(B) includes—

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;



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youth, including the necessary educational and related services. The McKinney-Vento Act remains in full force and effect, even when schools are closed.¹³ Lastly, while it is unclear what the school means by a major discipline incident, as stated above, arbitrary discipline decisions typically harm students of color at high rates.

Yet, Liberty created requirements that clearly benefit students who likely already had access to a computer, internet, and an environment likely more flexible for remote learning. Liberty has not once addressed its extremely high socioeconomically disadvantaged student population. Over half of your students qualify for this program. None of your COVID-19 documents even seem to address the McKinney-Vento Act or other ways to ensure that this student population has access to the same public education. In addition, your highest chronically absent student populations are Asian and Native American students. Has the school done any research into why this is the case? And if there have not been any measures put in place to fix this, your graduation requirements will perpetuate racism.

Again, computers and technology offer an opportunity to overcome the closure of our schools by using remote learning, but not all students have access to the tools they need to participate; namely,

- Computers/tablets, with built in or external webcams and microphones;
- Internet access that is fast enough for learning via remote video meetings;
- Hardware and related capabilities that are needed for high-speed internet access;
- Printers, including ink;
- Remote learning and communications platforms/applications, that comply with WCAG 2.0 AA accessibility standards, to enable students with disabilities to fully participate in remote learning.; and
- Technology adds-on (software and hardware) that enable students with disabilities to fully participate in remote learning.

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- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 11302(a)(2)(C) ¹ of this title);
 - (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - (iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

¹³See for example the United States Interagency Council on Homelessness, Supporting Children and Youth Experiencing Homelessness during the Covid-19 Outbreak: Questions to Consider, March 16, 2020, <https://www.usich.gov/tools-for-action/supporting-children-and-youth-experiencing-homelessness-during-the-covid-19-outbreak-questions-to-consider/>; SchoolHouse Connection, Q&A and Discussion Covid-19 and Homeless Students, March 19, 2020, <https://docs.google.com/document/d/1TlteU6XatUxuX-kUlhk2BLDystQ3IlwrvBrj-qkgmS0/edit>.



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Stories regarding students' lack of access to the tools needed for remote learning are many, but each is uniquely heartbreaking. For example, the *New York Times* reported that on a cold and rainy day in Phoenix, a high school principal found three students huddled under a blanket outside the school building. They were there trying to complete their remote learning assignments using the school's WiFi network, because they lacked internet access at home.¹⁴ This is unacceptable. These are also the students who may be getting letters that they do not meet your strict graduation requirements.

How Privacy impedes in remote learning environments¹⁵

Liberty has imposed strict requirements without ever addressing that privacy issues cause real concerns in how students can or feel comfortable accessing their lesson plans. Many of the technologies needed for remote learning, including hardware, software, internet services, and educational learning platforms, can collect massive amounts of private, personal information on students and/or to spy on students using surveillance tools. Students should not be required to surrender their privacy or consent to being spied upon as a condition of receiving a remote education during the COVID-19 crisis; whether that condition exists, as a practical matter, will largely be up to the companies who respond to your call for assistance.

It is important to note that for some students and their families, privacy is not a preference, but a necessity. For example, undocumented and immigrant students may feel the need to forego offers of free educational technology and services if they believe the technology's information gathering or surveillance capabilities will place them and their families at risk. All students should feel safe to learn remotely, and that simply cannot happen if companies leave the door open to collecting information that can later be used to generate income and business opportunities for non-instructional purposes. Only a firm, public commitment to privacy by these companies will ensure a safe remote learning environment for all students.

One remedy that we have not seen outlined in your COVID-19 letters is to call on companies that offer to provide free tech products and services without adding or activating any non-essential functions that compromise student privacy or make certain students feel at risk. Specifically, this means:

- *One*: Calling on the computer hardware/software/ISP/EdTech companies who provide free technology to not collect and retain students' private, personal information. Specifically, you should call on the companies to limit their collection of personal student information to only what is directly necessary for their platforms' remote learning functionality. Moreover, these companies should agree to expunge all the personal information they gather during this crisis

¹⁴ "The America We Need," *New York Times*, April 10, 2020, <https://nyti.ms/3aV0qBb> (referencing <https://twitter.com/StephParra08/status/1240644206512594949>).

¹⁵ To learn more, visit www.aclu.org/news/privacy-technology/those-free-remote-learning-apps-have-a-high-cost-your-students-privacy/.



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when it resolves, unless a student specifically opts-in to it being retained (via a clear, post-crisis request, and not as part of a broad user agreement they sign now under pressure).

- *Two:* Calling on the computer hardware/software/ISP/EdTech companies to remove or permanently disable any surveillance functions that accompany the free tech products/services they provide, including communications and social media monitoring, search term and browsing history monitoring, keyword alerts, surreptitious access capabilities, video and audio surveillance, and web filtering functions. Students and their families need these platforms to learn at home, not to allow companies and school districts to spy on them.
- *Three:* To ensure the computer hardware/software/ISP/EdTech companies keep their promises, calling on them to consent to government auditing of their compliance with the above privacy conditions once the pandemic subsides.

To be clear, calling on America's technology and communications companies to help make remote learning more equitable and safe for all of our students, while an important and positive step, will not address the larger inequities and inadequate privacy safeguards that plague our educational system and are being exacerbated by the COVID-19 crisis. Without all steps considered, how can Liberty impose such strict graduation ceremony requirements on its students? Now is the time for schools to have grace with its students. Students and parents are working to figure this out similarly to schools and districts across the country.

While we have no doubt we will emerge from this public health crisis. To do so, we will need a lot of ordinary actors to have grace. The students at Liberty Middle's, their families, and community are depending on District and Liberty Middle school staff to uphold the principles that are outlined in your policies that govern how to treat students.

Given the urgency of this request, we are hoping that this can be cleared up swiftly and request a response regarding whether the school will remove its remote attendance graduation policy as well as its "major discipline" requirement so that students can participate in the virtual graduation. Please respond by Friday, May 29, 2020 at noon.

Sincerely,

A handwritten signature in black ink, appearing to read "Abre' Conner".

Abre' Conner

ACLU Foundation of Northern California



Northern
California

CC:

Cheryl Hunt, Superintendent
Lemoore Elementary Union School District
cherylhunt@myluesd.net

Enclosure(s)

Exhibit A



Liberty Middle School Graduation FAQs

Is Liberty going to have a graduation?

Yes, Liberty will be having a virtual graduation on June 3rd at 6:30 p.m.

How are we going to be able to watch the graduation?

The graduation will be shared using Facebook Live or Facebook Watch Party.

Will students be getting gowns?

No, due to the unexpected closure of Josten's Visalia plant they are behind in their production. However, students will be wearing the Model PLC School shirts.

How will students get their shirts?

8th grade students will be able to pick up their shirts in the dropoff lane at Liberty this Tuesday, Wednesday, and Thursday from 10:30 a.m. to 12:00 p.m. Additionally, we will also be handing them out Tuesday and Thursday afternoon from 4:30 p.m. to 6:00 p.m.

Will all 8th graders be able to participate in the virtual graduation?

No, only students that meet the graduation requirements will be able to participate:

- Students must have at least a 2 in every class
- Have 95% or better attendance before building closure
- Have 70% or better attendance during distance learning
- Not have any major discipline incidents.

How will students know if they have met these requirements?

You should have received a letter last week if your student is in danger of not participating. However, students must continue to participate in the mandatory live Zoom sessions for ELA and Math to ensure they meet the Distance Learning attendance requirement. If you are concerned that your child may not have met the requirements you may email lmsinfo@myluesd, or call 805-9651.

What can we expect during the virtual graduation?

It will be similar to a regular graduation except that instead of graduates walking across the stage we will be showing a short video of each graduate.

How will the videos be collected for graduations?

When students pick up their shirts they will receive a time and date during the week of May 25th to return to campus in order to be recorded.

For additional information please email lmsinfo@myluesd, or call 805-9651.

Exhibit B



Distance Learning Information Liberty Middle School

Hello Liberty Families,

We want you to know that our staff has been working tirelessly in order to make sure that we are providing the best possible education to your children. We understand that we are living in rapidly changing times and that as distance learning has evolved, there are many questions that come to mind in regard to how we are going to continue supporting high levels of learning for our students at Liberty. So, in an effort to clarify questions, we have put together the following information.

Attendance:

At the beginning of the school closure we were unsure when we would or if we would be returning to school. Therefore, at that time we were letting students and families know that school work was highly encouraged, but not mandatory. However, once the Governor and local officials indicated that we would not be physically returning to school this school year, conditions have changed. As per Governor Newsom, although schools may be physically closed, school is still in session. However, we understand that this is a difficult time for students and families and that following a rigid schedule may be difficult for our students. In an effort to support students and their families, live instruction will be taking place in English Language Arts (ELA) and math both in the morning and in the afternoon. The expectation for students is that they attend live instruction in ELA and math each day. Teachers will be available for support throughout the day (See Schedule) in their history, science, and pe classes, but students are not required to sign in to these sessions, at this time.

Grades:

Based on the Governor's order, students are to be held harmless because of the physical school closure. This means that students' grades will not go down from whatever they received on their report card from the 2nd trimester. However, students' grades can go up based on the work that they do through distance learning. For example, if a student currently has a 1 or 2 in any class they have the opportunity to improve that grade to a 2, 3, or 4 through the work that they complete in distance learning.

Parent Support:

You may be wondering what you can do to support your child during this difficult time. The following are some things that are absolutely critical to the success of our students.

- Make sure that your child is logging into their live ELA and math classes everyday
- Check to make sure that your child is completing their work in their class each day
- Provide a specific place for your child to do their work that is quiet and distraction free
- Check through Google Classroom to make sure that they are indeed completing their work

Exhibit C



Lemoore Union Elementary School District

Board Members: Jerry Waymire, Mark Pescatore, Ed Mendes, Myeisha Neal, Stephen Todd

Cheryl Hunt, Superintendent

Ed Ochoa, Assistant Superintendent

Friday, March 27, 2020

Dear Lemoore Union Elementary School District Families,

As we come to the end of our second week of school closure, we continue to think of EACH ONE of our LUESD families during this challenging time. As you can understand the COVID-19 pandemic is dynamic and evolving. As I shared previously, we remain strong and vigilant in providing our students essential services and will provide critical updates. At this time, we are implementing directives from the Kings County Public Health Department and the California Department of Public Health and **will be extending our school closure to May 1**. This is a difficult decision but one that is necessary in order to protect the safety of our students as well as support our nation's goal in reducing the spread of COVID-19. This is a unanimous decision by all Kings County Superintendents.

In preparing for this transition, we will begin our deployment and distribution of technology devices i.e. Chromebooks to students in TK-6th grade next week, March 30-April 3. The Chromebooks will further support students during this period of school closure. These devices can be used immediately to access the **Learn From Home** resources posted on the district's website (<https://www.luesd.k12.ca.us>). These learning resources are suggested and encouraged learning materials but are not required.

On April 14th, the district will begin supporting students using a distance learning model. This instructional approach utilizes technology to facilitate student-teacher and student-student communication when working in the same physical space is not possible. As you are aware, our amazing teachers have been reaching out to our families this week to make connections, gather information about access to wi-fi internet and technology devices in preparation for our distance learning launch.

LUESD will check out a Chromebook and charging cable to students attending Cinnamon Elementary, Lemoore Elementary, Meadow Lane Elementary and P.W. Engvall Elementary. This device is to be used solely for educational purposes and must be well maintained and cared for while in the student's possession. A copy of the Chromebook Agreement will be available at each school's pick-up location. This Chromebook Agreement will be expected to be signed by the adult accompanying the student picking up their device. **Students must be present to receive their device.**

To help keep your child safe while studying online, we are utilizing online services provided by GoGuardian. These services:

- Help protect students against harmful and inappropriate online material
- Help students stay "scholarly" and more focused when learning online

GoGuardian's web-based services operate on the school's managed Google Suite for Education Chrome accounts (i.e., when a student is logged into Chrome on a Chromebook with his/her school email address).

Chromebooks will be distributed by the student's last name at each elementary school site beginning Monday, March 30th. **A student must pick up their Chromebook from the elementary school they are currently attending according to the schedule below.**

1200 West Cinnamon Drive • (559) 924-6800 • FAX (559) 924-6809

Mailing Address: 100 Vine Street • Lemoore, CA 93245

www.luesd.k12.ca.us

Last Name begins with:	Pick up Day	Pick up Times	Pick up Locations
A - G	Monday, March 30 th	10:30 AM – 12:00 PM, 4:00 PM – 6:00 PM	Student Pick-up/Drop-off locations at: Cinnamon Elementary, Lemoore Elementary, Meadow Lane Elementary, and P.W. Engvall Elementary
H - M	Tuesday, March 31 st	See above	See above
N - S	Wednesday, April 1 st	See above	See above
T - Z	Thursday, April 2 nd	See above	See above
A – Z (if you were unable to make one of the previous days)	Friday, April 3 rd	See above	See above

When picking up Chromebooks, parents will be asked to stay in their cars and pull up in the pick-up area at each school site to avoid congregating and adhere to social distancing guidelines.

We look forward to reconnecting with our students and providing them continuous learning opportunities using this new distance learning format. Our site principals and teachers will be connecting with our students to provide more specifics related to the launch of our distance learning model on April 14th. In addition, our meal service which includes both breakfast and lunch will continue through April 3. We will begin the meal service again following Spring Break on April 14th. The same locations will be utilized for this service. We appreciate EACH ONE of you for your ongoing support and partnership as we navigate the national COVID-19 pandemic. Again, we are committed to ensuring ongoing communication via our School Messenger calls home, our District/Site Facebook pages and our District website at www.luesd.k12.ca.us.

Sincerely,



Cheryl Hunt
Superintendent

Viernes 27 de marzo de 2020

Estimadas familias del Distrito Escolar Primario de Lemoore,

A medida que llegamos al final de nuestra segunda semana de clausura de las escuelas, seguimos pensando en cada una de nuestras familias LUESD durante estos momentos difícil. Como puede comprender, la pandemia de COVID-19 es dinámica y evoluciona. Como compartí anteriormente, nos mantenemos firmes y vigilantes en brindar a nuestros estudiantes servicios esenciales y les daremos nueva información crítica. En este momento, estamos implementando directivas del Departamento de Salud Pública del Condado de Kings y el Departamento de Salud Pública de California y **estaremos extendiendo la clausura de las escuelas hasta el 1 de mayo**. Esta es una decisión difícil pero necesaria para proteger la seguridad de nuestros estudiantes además de apoyar la meta de nuestra nación en reducir el contagio de COVID-19. Esta es una decisión unánime de todos los Superintendentes del Condado de Kings.

Al prepararnos para esta transición, comenzaremos nuestro despliegue y distribución de dispositivos tecnológicos, es decir, Chromebooks a estudiantes de TK-6to grado la próxima semana, del 30 de marzo al 3 de abril. Los Chromebooks brindarán más apoyo a los estudiantes durante este período de la clausura de las escuelas. Estos dispositivos se pueden usar de inmediato para acceder a los recursos de "Aprender de Casa: publicados en el sitio web del distrito (<https://www.luesd.k12.ca.us>). Estos recursos de aprendizaje son materiales de aprendizaje sugeridos y alentados, pero no son obligatorios.

El 14 de abril, el distrito comenzará a apoyar a los estudiantes utilizando un modelo de aprendizaje a distancia. Este enfoque de instrucción utiliza tecnología para facilitar la comunicación de estudiante a maestro y estudiante a estudiante cuando no es posible trabajar en el mismo espacio físico. Como saben, nuestros maestros increíbles se han comunicado con nuestras familias esta semana para establecer conexiones, recopilar información sobre el acceso a internet wi-fi y dispositivos tecnológicos en preparación para nuestro lanzamiento a distancia.

LUESD les prestara un Chromebook y un cable de carga para los estudiantes que asisten a Cinnamon Elementary, Lemoore Elementary, Meadow Lane Elementary y P.W. Engvall Elementary. Este dispositivo debe usarse únicamente con fines educativos y debe mantenerse y cuidarse bien mientras esté en posesión del estudiante. Una copia del Acuerdo de Chromebook estará disponible cuando recoja el Chromebook en cada escuela. Se espera que este Acuerdo de Chromebook sea firmado por el adulto que acompaña al estudiante que recoge su dispositivo. **Los estudiantes deben estar presentes para recibir su dispositivo.**

Para ayudar a mantener a su hijo seguro mientras estudia en línea, estamos utilizando servicios en línea proporcionados por GoGuardian. Estos servicios:

- Ayude a proteger a los estudiantes contra material en línea perjudicial e inapropiado.
- Ayudar a los estudiantes a mantenerse "académicos" y más enfocados cuando aprenden en línea.

Los servicios basados en la web de GoGuardian operan en las cuentas de "Google Suite for Education for Education Chrome" (es decir, cuando un estudiante inicia sesión en Chrome en una Chromebook con su dirección de correo electrónico de la escuela).

Los Chromebooks se distribuirán por el apellido del alumno en cada escuela primaria a partir del lunes 30 de marzo. **Un estudiante debe recoger su Chromebook de la escuela primaria a la que asiste actualmente de acuerdo con el siguiente horario.**

Apellido comienza con la letra:	Día de recoger	Horario	Lugar para recoger
A - G	Lunes 30 de marzo	10:30 AM – 12:00 PM, 4:00 PM – 6:00 PM	Lugares para recoger o dejas a los estudiantes en: Cinnamon Elementary, Lemoore Elementary, Meadow Lane Elementary, y P.W. Engvall Elementary
H - M	Martes, 31 de marzo	Igual que anterior	Igual que anterior
N - S	Miércoles 1 de abril	Igual que anterior	Igual que anterior
T - Z	Jueves 2 de abril	Igual que anterior	Igual que anterior
A – Z (si no pudo ir uno de los días anteriores)	Viernes 3 de abril	Igual que anterior	Igual que anterior

Al recoger Chromebooks, se les pedirá a los padres que se queden en sus autos y que se esperen en el área de recoger en cada escuela para evitar congregarse y adherirse a las reglas de distanciamiento social.

Esperamos volver a conectarnos con nuestros estudiantes y brindarles oportunidades de aprendizaje continuo utilizando este nuevo formato de aprendizaje a distancia. Los directores y maestros de nuestro sitio se conectarán con nuestros estudiantes para proporcionar más detalles relacionados con el lanzamiento de nuestro modelo de aprendizaje a distancia el 14 de abril. Además, nuestro servicio de comidas que incluye desayuno y almuerzo continuará hasta el 3 de abril. Comenzaremos el servicio de comidas nuevamente después de las vacaciones de primavera el 14 de abril. Se utilizarán las mismas ubicaciones para este servicio. Agradecemos a CADA UNO de ustedes por su continuo apoyo y asociación mientras navegamos por la pandemia nacional de COVID-19. Una vez más, nos comprometemos a garantizar la comunicación continua a través de nuestras llamadas de School Messenger a casa, nuestras páginas de Facebook del Distrito y nuestro sitio web del Distrito en www.luesd.k12.ca.us.

Sinceramente,



Cheryl Hunt
Superintendente