



2020-2021 Elementary Stakeholders Committee for Reopening Schools

The Goal of the Elementary Stakeholder Committee:

The ultimate goal of the stakeholders is to go back to school with 100% of students and 100% of staff 5 full days per week when it is reasonably safe (as per Amador County Health Department) to do so. That being said, the stakeholder committee has reviewed resources including, but not limited to, the California Department of Education Guidebook and AB77. We gathered information from community members including staff and family surveys. We faced this work with the underlining consideration of how we can provide the best educational opportunities for ALL students, create options that meet the guidelines and requirements, and support both parents and teachers.

This committee also recognizes the importance of re-evaluating the distance learning model with the understanding that as the world moves forward during COVID-19 pandemic, there is the chance that the Amador County Health Department or the State Health Department could close schools and leave us with distance learning for periods of time. There is also the chance that the Amador County Health Department or the State Health Department could approve opening schools for more hours and/or more days a week. If/when this happens, students that have been Distance Learning and Homeschooling can return to the brick and mortar classroom, if space is available.

Elementary Stakeholder Committee Members:

- Patti Fisher-Misuraca (parent/teacher)
- Michaela Rider (parent)
- Abigail Hakala (parent)
- Lisa Varwig (parent/teacher)
- Grace Sparks (parent)
- Jennifer Pritchard (parent)
- Andrea Troublefield (parent)
- Dana Leusch (parent)
- Linda Daly (teacher)
- Tracy Morlan (speech/language pathologist)
- Rachael Shaw-Escalona (sped teacher/SEAC/parent)
- Lisa Neville (teacher/ACTA)
- Megan Mathison (paraprofessional/CSEA/parent)
- Jeni DeWalt (principal/parent)

* Some minor modifications to the original document were made. Additions are indicated by red text and deletions by strikethrough font (~~strikethrough font~~).



Elementary Stakeholder Committee Meetings:

The Elementary Stakeholders Committee met on the following dates for a total of 12 hours. The committee members spent many more hours researching options for returning to school as well as CDC guidelines, CDE Guidebook, AB77 and other requirements and guidelines that needed to be taken into consideration.

June 30, 2020

July 2, 2020

July 7, 2020

July 9, 2020

July 10, 2020

Options for Families:

The Elementary Stakeholder Committee feels very strongly that we need to offer families options and give them choices. This committee recommends that we offer the following three options to families to choose from. These options would all function as a school within a school approach. The goal would be to utilize our current teaching staff. Parents will commit to an option with a contract including parent responsibilities and school district responsibilities. (Attendance, accountability, technology, materials, masks.....) If parents need to change their option during the school year, they will work with their student's school. Changes will be made based on available space.

The enrollment paperwork will include a section for parents to request students being placed together for childcare purposes within the school and across the district.

Ensure that options and descriptions are provided in Spanish for our EL (Spanish) families.

Options for Teachers, Support Staff, and Administrators

- We recommend that staff be provided with the opportunity to rank their preferences for the options through a survey sent to all staff through their bargaining unit. The survey will include a clear description of each option. This is meant to ensure that each member has a voice as we plan for moving forward.
- We recommend that staff will be informed that the goal for ELP will be to provide ELP services for their school-age children because this could affect their decision making process.
- We recommend that a MOU includes language which protects site seniority (go back to their 2019-2020 site/assignment).
- We recommend that a MOU includes protections for staff that contract COVID-19 protecting their sick days.



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- We recommend that we survey substitute teachers so that we know how many would be willing to come back.
- We recommend that staff be notified with the survey that the District is working on a Health and Safety Plan.

Fall 2020-2021 ACUSD Instructional Learning Options:

- Hybrid Model
- Distance Learning
- Homeschool Model

Hybrid Model Options:

- All students participating in the hybrid model would come to school in either group A (Monday/Tuesday) or group B (Thursday/Friday). Students would come to school for 4 hours on in-person days, and be given a combination of packets and online learning to complete the other 3 days for at-home.
- The size of the cohorts will be the number of students that will fit in the classroom in order to maintain social distancing.
- Staggered start and dismissal times will be arranged.
- Attendance will be taken daily in person and/or virtually to the cohort not in person.
- Students will be assessed in person.
- Ensuring a minimum of 1 recess per in-person instructional day is given to students.
- Grab and go meals will be provided.
- Grades will be reported each trimester on the ACUSD report card.
- An additional goal for this model would be to look for opportunities to add more in-person time based on what we can offer given health and safety requirements and current community spread.



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DRAFT

**ACUSD Elementary
M/T Th/F Hybrid Option**

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Monday	Tuesday	Wednesday	Thursday	Friday
<p>A COHORT</p> <p>4 hours of in person instruction</p>	<p>A COHORT</p> <p>4 hours of in person instruction</p>	<p>DEEP CLEANING OF CLASSROOMS Students and teachers at home due to deep cleaning</p> <p>ALL STUDENTS Complete required virtual assignments and packets</p> <p>TEACHER</p> <ul style="list-style-type: none"> • Office hours • Weekly packet prep • Weekly virtual assignments prep • Grading of assignments • District collaboration, grade level planning/calibration and PD 	<p>B COHORT</p> <p>4 hours of in person instruction</p>	<p>B COHORT</p> <p>4 hours of in person instruction</p>
<p>Staff lunch</p>	<p>Staff lunch</p>		<p>Staff lunch</p>	<p>Staff lunch</p>
<p>B COHORT STUDENT Complete virtual assignments and packet work throughout the day</p> <p>TEACHER</p> <ul style="list-style-type: none"> • Attendance check • Distance teaching and monitoring of student progress • Office hours • Prep for the next day 	<p>B COHORT STUDENT Complete virtual assignments and packet work throughout the day</p> <p>TEACHER</p> <ul style="list-style-type: none"> • Attendance check • Distance teaching and monitoring of student progress • Office hours • Prep for the next day 		<p>A COHORT STUDENT Complete virtual assignments and packet work throughout the day</p> <p>TEACHER</p> <ul style="list-style-type: none"> • Attendance check • Distance teaching and monitoring of student progress • Office hours • Prep for the next day 	<p>A COHORT STUDENT Complete virtual assignments and packet work throughout the day</p> <p>TEACHER</p> <ul style="list-style-type: none"> • Attendance check • Distance teaching and monitoring of student progress • Office hours • Prep for the next day

*A minimum of 1 recess per in-person instructional day will be given to students.

DRAFT	<p>Elementary Distance Learning as part of a Hybrid Model</p> <ul style="list-style-type: none"> • Please note this is different than the Distance Learning Only Model
Daily Connection	<p>For Hybrid students on the days they are not on campus:</p> <ul style="list-style-type: none"> • Document daily student participation in a weekly log and create a system to track non-participating students • Interact live on days when cohort is not on campus to instruct, monitor progress, and maintain connections. (This will be in the afternoon on the days that teachers are meeting with the other cohort in the morning.)
Teacher Availability/ Office Hours	<ul style="list-style-type: none"> • Teachers are available to meet with students or answer questions in the afternoon after in class instruction and during set times on Wednesdays via Zoom/Google Meet/phone/email. • New content taught and all live class meetings will be recorded and available for students.



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<p>Communication</p>	<ul style="list-style-type: none"> • Teachers will communicate with parents about learning progress and participation/attendance through email, phone, Google Meet and/or Zoom. • Teachers will ensure collaboration with the District EL department to ensure communication with families. • Spanish speaking staff are needed to translate documents and provide support as needed.
<p>Weekly Lesson Plan (Shared via Google Classroom)</p>	<ul style="list-style-type: none"> • Daily/weekly lesson plans must include expected due dates for any assignments. • Lesson plans should be shared with or available for viewing by the RSP/SDC teacher for consultation on accommodations/modifications. • Lesson plans will include hyperlinks to facilitate student log-ins. <i>*Teacher training will be provided to support this component.</i>
<p>Instructional Expectations per AB77</p>	<ul style="list-style-type: none"> • Teachers will engage in purposeful, standards-aligned instruction. • Students will be learning new content/skills with the same rigor and expectations of their Distance Learning and homeschool model peers. • Teachers will provide both live and recorded lessons/instruction on days when the cohort is not at school. (This will be in the afternoon on the days that teachers are meeting with the other cohort in the morning.) • Pre-recorded and/or live instruction in compliance with AB77 and other lessons which are presented to the cohort not on campus in the afternoons and on Wednesdays will be recorded and available for viewing through Google Meet or Zoom. <i>*Teacher training will be required to support teachers with this component.</i> • Teachers will meet virtually in a variety of settings with students to provide both whole group and small group instruction.
<p>Expected Daily Student Work Time</p> <p><i>Students will not participate in Distance Learning on the days they are on campus.</i></p>	<p>180 days of instruction are required</p> <p style="text-align: center;">Instructional Minutes AB 77. Section 43501</p> <ul style="list-style-type: none"> • K, 180 instructional minutes (3 hours) • Grades 1-3, 230 instructional minutes (3 hours 50 minutes) • Grades 4-12, 240 instructional minutes (4 hours)



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<p>Instructional Materials</p>	<ul style="list-style-type: none"> • Board adopted material are to be used such as Benchmark, My Math, Mystery Science, FOSS, and Studies Weekly • Weekly packets, textbooks and materials will be distributed in class. • Teachers should refer to the Elementary Hybrid/Distance Learning Resources for additional instructional recommendations
<p>Feedback</p>	<ul style="list-style-type: none"> • Teachers must provide feedback to students. Feedback can take the form of a grade, an evaluative or descriptive note, a question for clarification, etc.
<p>Attendance</p>	<ul style="list-style-type: none"> • Daily attendance will be taken in class on days where the student is on campus and through live instruction or Google Classroom (ex. Google Forms, Question of the Day) on Distance Learning Days and input into Aeries by Friday afternoon. <i>* Teacher training is needed to ensure that we are all recording the same way.</i> • Students are expected to participate in Distance Learning on the days they are not on campus. • Students not participating will be marked as absent. • District attendance and SARB policies will be enforced.
<p>Grading</p>	<ul style="list-style-type: none"> • Teachers will provide weekly feedback to individual students on their work submitted online. • Teachers will complete all standards based assessments from the district 2020-2021 Assessment Plan. • Assessments will be given in person. • Progress reports and Report cards will be given to parents.
<p>Technology Services</p>	<p>If you have a technology-related need, please complete a Distance Learning Tech Request form. This will help our team to efficiently handle all support requests.</p>
<p>Counseling Services</p>	<p>All counselors must have a weekly schedule to check in with students. Along with this, there should be a way for students to request counseling through email, the school website, a Google Form or other means. Teachers may refer students to counselors via email if they perceive a need.</p> <p>The counselors for each school are as follows: <i>Please note: Personnel may have changed and this information will be updated soon</i></p> <ul style="list-style-type: none"> • Plymouth Elementary, Sutter Creek Elementary: Yvette Valle • Pioneer Elementary, Pine Grove Elementary: Sarah Yonan



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	<ul style="list-style-type: none"> ● Jackson Elementary, Jackson Junior High School: <u>Joselyne Gonzales</u> ● Ione Elementary: <u>Lisa Valdez-Shaw</u> ● Ione Junior High: <u>Christina Bianchi</u> ● Foster Youth: <u>Regina Helmer</u> ● Amador High School: <ul style="list-style-type: none"> ○ <u>Lara Eichman</u> (A-K for grades 9-10 and A-L for grades 11-12) ○ <u>Kelli Thompson</u> (L-Z for grades 9-10 and M-Z for grades 11-12) ● Argonaut High School: <ul style="list-style-type: none"> ○ <u>Tiffany Di Girolamo</u> (A-K) ○ <u>Clarissa Belotti</u> (L-Z) ● Independence, North Star, or Community School: <u>Lori Martinez</u>
Special Education	<ul style="list-style-type: none"> ● Amendments will need to be held for each individual student to determine needs and supports and services during COVID-19. Determination for how to place students with case managers based on parent choice of the three options.
Social Emotional Learning Supports	<ul style="list-style-type: none"> ● Art: Recommendation that each class do art a minimum of 2X monthly. ● Classroom music/band: Potential for students interested in band (grades 4th-6th), would be able to be grouped in small groups and scheduled throughout Monday, Tuesday, Thursday or Friday (potentially outside of their scheduled academic time). Music with the district music teacher could be Zoom scheduled TK-6, 1 time per month on the A/B morning schedule. ● Utilize site SE curriculum to support students, both during in-person and virtual instruction. ● Site based SEL which includes the site counselor. The counselor to teach virtual lessons. ● Provide updated websites and curriculum suggestions for parents on the district website.
Intervention Supports	<ul style="list-style-type: none"> ● Schools will continue data cycles and evaluation of individual students' academic needs using, but not limited to, district assessments. ● Based on those needs, provide intervention through the intervention teacher on an individual or small group setting; in-person and/or virtually. ● Keep students with their classroom/cohort peers.



	<ul style="list-style-type: none"> ● Prioritize in-person opportunities for primary students. Schedule virtual lessons for secondary students as appropriate.
Supports for English Learners	<ul style="list-style-type: none"> ● Reminder that we need to provide integrated instruction and designated ELD support. This will need to be part of overall lesson planning. This will be within the student’s mandated instruction minutes.

Distance Learning Model:

The Distance Learning Model has been updated to include all requirements from **AB77**. Families that choose this model are agreeing that their students will participate and interact with their teacher and peers daily. Assessments and grades will be given. Daily attendance is required and will be taken. Hot Spots and Chromebooks will be provided to families upon request. Additionally, books, materials, and packets will be available on a regular schedule for pick up at the student’s school office. Teachers will collaborate with their site and grade level peers to ensure consistency in instruction, rigor, and workload. Teachers will be given the option of providing distance learning from their classroom or home depending on health risks and guidance from the Amador County Health Department.

DRAFT	Elementary Distance Learning Model
Class Composition	<ul style="list-style-type: none"> ● Classes will consist of a single grade level or a two grade level combo. ● The goal is to keep our school site communities intact.
Daily Connection	<ul style="list-style-type: none"> ● Document daily student participation in a weekly log and creating a system to track non-participating students. ● Interact live daily to instruct, monitor progress, and maintain connections.
Weekly Connection Options may include but are not limited to: phone, Meet, Zoom, email	<p>Weekly personal connection with all students in your class for the purposes of:</p> <ul style="list-style-type: none"> ● Checking in on students’ well-being. ● Communicating about learning progress. ● Providing academic support for English learners and students behind academically.
Teacher Availability/ Office Hours/ Communication	<p>Families, please remember that although many teachers are working hard to meet the needs of their students during these challenging times, they are still only contractually obligated to work a seven- hour workday. When this seven hours occurs depends on the class/ grade level. Families</p>



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	<p>can expect to receive responses to email or phone messages within one to two school days.</p> <ul style="list-style-type: none"> ● Teachers are available to meet with students or answer questions daily via Zoom/Google Meet/phone/email. ● New content taught and all live class meetings will be recorded via Google meet or zoom and available for students. ● Teachers will communicate with parents about learning progress and participation/attendance. ● Teachers will ensure collaboration with the District EL department to ensure communication with families. ● Spanish speaking staff are needed to translate documents and provide support as needed.
<p>Weekly Lesson Plan (Shared via Google Classroom)</p>	<ul style="list-style-type: none"> ● Daily/weekly lesson plans must include expected due dates for any assignments. ● Lesson plans should be shared with or available for viewing by the RSP/SDC teacher for consultation on accommodations/modifications. ● Lesson plans will include hyperlinks to facilitate student log-ins. <i>*Teacher training will be provided to support this component.</i>
<p>Instructional Expectations</p>	<ul style="list-style-type: none"> ● Teachers will engage in purposeful, standards-aligned instruction. ● Students will be learning new content/skills with the same rigor and expectations of their hybrid and homeschool model peers. ● Teachers will provide both live and recorded lessons/instruction daily. Live instruction and other lessons will be recorded and available for viewing. ● Teachers will meet virtually in a variety of settings with students to provide both whole group and small group instruction as well as Designated ELD, and Intervention. ● Grades will be reported each trimester on the ACUSD report card.
<p>Attendance</p>	<ul style="list-style-type: none"> ● Daily attendance will be taken through live instruction or Google Classroom (ex. Google Forms, Question of the Day) on Distance Learning Days and input into Aeries by Friday afternoon. <i>* Teacher training is needed to ensure that we are all recording the same way.</i> ● Students are expected to participate in Distance Learning. ● Students not participating will be marked as absent.



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	<ul style="list-style-type: none"> ● District attendance and SARB policies will be enforced. ● If a student is not participating (attendance and work completion for two consecutive weeks) a meeting will be held between the teacher, student, and parent/guardian, and principal to discuss concerns and supports. If attendance and work completion do not improve the student will be exited from the Distance Learning program and placed in the Hybrid program.
<p>Expected Daily Student Work Time</p>	<p>180 days of instruction are required</p> <p style="text-align: center;">Instructional Minutes AB 77. Section 43501</p> <ul style="list-style-type: none"> ● K, 180 instructional minutes (3 hours) ● Grades 1-3, 230 instructional minutes (3 hours 50 minutes) ● Grades 4-12, 240 instructional minutes (4 hours)
<p>Instructional Materials</p>	<ul style="list-style-type: none"> ● Board adopted material are to be used such as Benchmark, My Math, Mystery Science, FOSS, and Studies Weekly. ● Weekly packets, textbooks, and materials will be distributed by site. ● Weekly packets at each site will be the same per grade level. ● Teachers should refer to the Elementary Hybrid/Distance Learning Resources for additional instructional recommendations.
<p>Feedback</p>	<ul style="list-style-type: none"> ● Teachers must provide feedback to students. Feedback can take the form of a grade, an evaluative or descriptive note, a question for clarification, etc. ● Students who are not responding to assignments must be contacted by the teacher and/or school staff. Teachers should notify school staff if they have not received work from or communicated with a student after a full week. ● Communication with families should be documented on the site agreed upon documentation form. ● Report cards will be given each trimester with grades and attendance.
<p>Grading</p>	<p>Virtual learning should be fair, balanced, and reasonable. It is important to adhere to this when it comes to accountability for completion of student work and assessment of learning.</p> <ul style="list-style-type: none"> ● Teachers will provide weekly feedback to individual students on their work submitted online. ● Assessment will be given through Google Meet, Zoom, Illuminate, or other approved learning platforms. ● Teachers will complete all standards based assessments from the



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	<p>district 2020-2021 Assessment Plan. All Assessments can be given through Benchmark, Illuminate, Google Classroom or one-on-one on Google Meet.</p> <ul style="list-style-type: none"> ● Progress reports and Report cards will be emailed to parents. Progress reports are given at October conferences and in grades 4-6 each trimester.
<p>Technology Services</p>	<ul style="list-style-type: none"> ● If you have a technology-related need, please complete a Distance Learning Tech Request form. This will help our team to efficiently handle all support requests. ● Site based or video Parent workshops (multiple times & in Spanish) ● Teacher platform and enhanced curriculum workshops (Could be site based w/collaboration time & staff honing best practices and improving skills acquired during Spring distance learning)
<p>Counseling Services</p>	<ul style="list-style-type: none"> ● All counselors must have a weekly schedule to check in with students. Along with this, there should be a way for students to request counseling through email, the school website, a Google Form or other means. Teachers may refer students to counselors via counseling referral if they perceive a need. ● Possible SEL lessons taught virtually by counselors. Scheduled for each class grouping bi-weekly or monthly. <p>The counselors for each school are as follows: <i>Please note: Personnel may have changed and this information will be updated soon</i></p> <ul style="list-style-type: none"> ● Plymouth Elementary, Sutter Creek Elementary: Yvette Valle ● Pioneer Elementary, Pine Grove Elementary: Sarah Yonan ● Jackson Elementary, Jackson Junior High School: Joselyne Gonzales ● Ione Elementary: New Hire ● Ione Junior High: New Hire ● Foster Youth: Regina Helmer ● Amador High School: <ul style="list-style-type: none"> ○ Lara Eichman (A-K for grades 9-10 and A-L for grades 11-12) ○ Kelli Thompson (L-Z for grades 9-10 and M-Z for grades 11-12) ● Argonaut High School: <ul style="list-style-type: none"> ○ Tiffany Di Girolamo (A-K) ○ Clarissa Belotti (L-Z) ● Independence, North Star, or Community School: Lori Martinez



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<p>Special Education</p>	<p>All Mild/Moderate and Designated Instructional Services (DIS) special education teachers should either have their own Google Classroom set up for all students on their caseload, or be part of a general education teacher's Google Classroom.</p> <p>Document all communication with families and students and maintain service logs for each student on your caseload. (Use SPED Service Logs shared with SPED/DIS staff.)</p> <p>We are required to hold IEP meetings. These meetings may occur in a virtual meeting format. Paperwork will still be shared with all team members. Virtual signatures will be attained after the meeting.</p> <p>Amendments will need to be held for each individual student to determine needs and supports and services during COVID-19. Determination for how to place students with case managers based on parent choice of the three options.</p>
<p>Universal Accommodations</p>	<p>With the overload of visual information that is being provided to our students, some accommodations that would help all students are:</p> <ol style="list-style-type: none"> 1. Use Comic Sans script 2. Bullet or number your directions 3. Bold, highlight, and/or color code new sections of information 4. Limit the number of words on a page 5. Enlarge your font to at least 12 if not 14pt. 6. Create a column or chart for your students to respond. For example, if I want a vocabulary word, part of speech, and definition. Create a 3 column chart with those headings and the number of rows for the amount of words.
<p>Social Emotional Learning Supports</p>	<ul style="list-style-type: none"> ● Art: Recommendation that each class do art a minimum of 2X monthly. ● Classroom music/band: Potential for students interested in band (grades 4th-6th), would be able to be grouped in small groups and scheduled throughout Monday, Tuesday, Thursday or Friday (potentially outside of their scheduled academic time). Music with the district music teacher could be Zoom scheduled TK-6, 1 time per month on the A/B morning schedule. ● Utilize site SE curriculum to support students, both during in-person and virtual instruction. ● Site based SEL which includes the site counselor. The counselor to teach virtual lessons.



	<ul style="list-style-type: none"> ● Provide updated websites and curriculum suggestions for parents on the district website.
Intervention Supports	<ul style="list-style-type: none"> ● Schools will continue data cycles and evaluation of individual students' academic needs using, but not limited to, district assessments. ● Based on those needs, provide intervention through the intervention teacher on an individual or small group setting; in-person and/or virtually. ● Keep students with their classroom/cohort peers. ● Prioritize in-person opportunities for primary students. Schedule virtual lessons for secondary students as appropriate.
Supports for English Learners	<ul style="list-style-type: none"> ● Reminder that we need to provide integrated instruction and designated ELD support. This will need to be part of overall lesson planning. This will be within the student's mandated instruction minutes. ● Depending on the number of students preferring each option, it is possible that a Spanish speaking cohort may be provided.

Homeschool Model:

The homeschool model would focus on teachers supporting parents and parents providing instruction at home for students. Interactions between teachers and students/parents/families would be either virtual or in person on a scheduled basis. Teachers would provide work packets as well as grade level pacing and support. Work packets could include paper/pencil work, workbooks, online assignments, and/or other materials. These packets would be returned on a scheduled basis and attendance would be based on work completion. These teachers would participate in district wide grade level calibration/collaboration meetings or opportunities. These teachers would work on our current elementary school campuses. The curriculum will be the same as the rest of the students to ensure an easy transition back to regular school. District assessments would be administered by the homeschool teacher and trimester report cards provided. ACUSD curriculum has already been purchased. It will provide more time flexibility for families.



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SAMPLE DRAFT Homeschool Teacher Schedule/Family Check Ins					
	Monday	Tuesday	Wednesday	Thursday	Friday
Prep 7:45-8:15			DEEP CLEANING OF CLASSROOMS Students and teachers at home due to deep cleaning ALL STUDENTS Complete required virtual assignments and packets TEACHER <ul style="list-style-type: none"> ● Office hours ● Weekly packet prep ● Weekly virtual assignments prep ● Grading of assignments ● District collaboration, grade level planning/calibration and PD 		
8:15-10:15	Meet with families	Meet with families		Meet with families	Meet with families
Break 10:15-10:30					
10:30-12:30	Meet with families	Meet with families		Meet with families	Meet with families
Lunch 12:30-1:00					
1:00-2:45	Meet with families	Meet with families		Meet with families	Meet with families
Prep 2:45-3:15					

DRAFT	Elementary Homeschool Model
Class Composition	<ul style="list-style-type: none"> ● These classes will be grouped by families, not single grade levels. ● Teachers will support students from multiple grade levels.
Attendance	<ul style="list-style-type: none"> ● Attendance will be based on how much work has been completed over the course of the week. ● Attendance will need to be documented in AERIES at least once per week by the teacher. (Further discussion needed regarding weekly attendance) ● If a student is not participating (attendance and work completion for two consecutive weeks) a meeting will be held between the teacher, student, parent/guardian, and principal to discuss concerns and supports. If attendance and work completion do not improve the student will be exited from the Homeschool program and placed in the Hybrid program.



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<p>Teacher/Student/Family Connection</p> <p>Options may include virtual or in person meeting</p>	<p>A personal connection with all students/families in your class for the purpose of:</p> <ul style="list-style-type: none"> ● Checking in on students' well being ● Communicating about learning progress ● Providing academic supports for students ● Distributing instructional materials <i>*These can be picked up from the school office</i>
<p>Teacher Availability/ Office Hours/ Communication</p>	<p>Families, please remember that although many teachers are working hard to meet the needs of their students during these challenging times, they are still only contractually obligated to work a seven- hour workday. When this seven hours occurs depends on the class/grade level. Families can expect to receive responses to email or phone messages within one to two school days.</p> <p>Teachers will work with the District EL department to ensure communication between class and EL families.</p>
<p>Instructional Expectations</p>	<ul style="list-style-type: none"> ● Teachers will provide purposeful, standards-aligned instructional materials. <i>*See Instructional Materials</i> ● Students will be learning new content/skills with the same rigor and expectations of their hybrid and Distance Learning model peers. ● Instructional supports and pacing recommendations to be comparable to their peers will be provided to parents. ● Online support will also be provided to families for the purpose.
<p>Expected Daily Student Work Time</p>	<p>180 days of instruction are required</p> <p style="text-align: center;">Instructional Minutes AB 77. Section 43501</p> <ul style="list-style-type: none"> ● K, 180 instructional minutes (3 hours) ● Grades 1-3, 230 instructional minutes (3 hours 50 minutes) ● Grades 4-12, 240 instructional minutes (4 hours)
<p>Instructional Materials</p>	<ul style="list-style-type: none"> ● Board adopted material is to be used such as Benchmark, My Math, Mystery Science, FOSS, and Studies Weekly. ● Regularly scheduled packets, textbooks and materials will be distributed by site. ● Teachers should refer to the Elementary Hybrid/Distance Learning Resources for additional instructional recommendations.



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<p>Feedback</p>	<ul style="list-style-type: none"> • Communication with families should be documented on the site agreed upon documentation form. • Report cards will be given each trimester with grades and attendance. • Teachers will give feedback on the pacing recommendations to align with the other two programs by collecting completed work to review.
<p>Assessments</p>	<ul style="list-style-type: none"> • Assessment will be given through Google Meet, Illuminate, or other approved learning platforms by the teacher.
<p>Grading</p>	<ul style="list-style-type: none"> • Report cards will be completed by the teacher and emailed to parents. • Report cards will be based on district assessments and attendance data.
<p>Technology Services</p>	<p>If you have a technology-related need, please complete a Distance Learning Tech Request form. This will help our team to efficiently handle all support requests.</p>
<p>Counseling Services</p>	<p>All counselors must have a weekly schedule to check in with students. Along with this, there should be a way for students to request counseling through email, the school website, a Google Form or other means. Teachers may refer students to counselors via email if they perceive a need.</p> <p>The counselors for each school are as follows: <i>Please note: Personnel may have changed and this information will be updated soon</i></p> <ul style="list-style-type: none"> • Plymouth Elementary, Sutter Creek Elementary: Yvette Valle • Pioneer Elementary, Pine Grove Elementary: Sarah Yonan • Jackson Elementary, Jackson Junior High School: Joselyne Gonzales • Ione Elementary: Lisa Valdez-Shaw • Ione Junior High: Christina Bianchi • Foster Youth: Regina Helmer • Amador High School: <ul style="list-style-type: none"> ○ Lara Eichman (A-K for grades 9-10 and A-L for grades 11-12) ○ Kelli Thompson (L-Z for grades 9-10 and M-Z for grades 11-12) • Argonaut High School: <ul style="list-style-type: none"> ○ Tiffany Di Girolamo (A-K) ○ Clarissa Belotti (L-Z)



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	<ul style="list-style-type: none">• Independence, North Star, or Community School: Lori Martinez
Special Education	<p>All Mild/Moderate and Designated Instructional Services (DIS) special education teachers should either have their own Google Classroom set up for all students on their caseload, or be part of a general education teacher's Google Classroom.</p> <p>Document all communication with families and students and maintain service logs for each student on your caseload. (Use SPED Service Logs shared with SPED/DIS staff.)</p> <p>If you are able to hold an IEP over the phone with every member of the IEP in attendance, go ahead and hold the meeting. You will need to create a new meeting notice that reflects that the new meeting was held by telephone or teleconference.</p> <p>NOTE: Speak with the family and ask what they prefer. If they prefer to hold a meeting at a later time face to face, then grant that request. Teleconferencing IEP meetings may present logistical challenges.</p>
Universal Accommodations	<p>With the overload of visual information that is being provided to our students, some accommodations that would help all students are:</p> <ol style="list-style-type: none">1. Use Comic Sans script2. Bullet or number your directions3. Bold, highlight, and/or color code new sections of information4. Limit the number of words on a page5. Enlarge your font to at least 12 if not 14pt.6. Create a column or chart for your students to respond. For example, if I want a vocabulary word, part of speech, and definition. Create a 3 column chart with those headings and the number of rows for the amount of words.
Support for English Learners	<ul style="list-style-type: none">• Depending on number of students preferring each option, it is possible that a Spanish speaking cohort may be provided.



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Staggered Start Times/Release Times:

In order to keep with social distancing and do temperature checks, staggering start times would be needed. This would need to be tailored to the specific needs of each site.

Recess:

Site specific for distancing, restrooms, hand washing and supervision. Recesses will need to be staggered to limit the number of students and/or classes at any given time. There will be designated areas and students will be reminded to practice social distancing. Social distancing posters will be displayed on playgrounds.

Breakfast/Lunch:

Grab and go breakfast/snack will be provided to be eaten outside during recess time. Hands will be washed before and after eating. [Would this be a free breakfast for everyone?](#)

Grab and go lunch will be provided to take home.

Child Care / Extended Learning Program (ELP):

- To be offered to students at each school whether on site or off.
- Priority to essential workers (to include teachers' children).
- Offered 5 days/week
- 8:00-6:00 and to include days when students are not participating in in-person class.
- Place students from the same classes in the same ELP group in order to minimize potential virus spread as much as possible.
- Enroll by the level of need (prioritizing students of essential workers), then a lottery if we have a large number needing it.

TRANSPORTATION:

- Place students from the same bus routes in the same grade level classes in order to minimize potential virus spread as much as possible.
- Students sit in order of pick up from rear forward (so they do not pass each other)
- Students line up from last drop off to first in the same seat order for afternoon drop off.
- Clean each bus between pick-ups/drop-offs.
- Every person on the bus will wear a mask per CDC guidelines.
- Refer to the Health and Safety Plan.

BACK TO SCHOOL/MEET and GREET:

Virtual introduction to class and grade level expectations, live or pre-recorded. Ideally this would be available to parents before school starts.



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District-wide parent/student/staff training & guidance in State requirements around social distancing including, but not limited to, masks, physical distancing, how to remove masks & how/when to wash or sanitize hands. Additional training and support around technology, district pre-recorded videos available. Potential of using students to help make some videos to peer teach.

School within a School Approach:

The school within a school approach takes into consideration that circumstances that we are faced with are fluid and can be changed based on Public Health guidance. A school within a school means that all three options for students/parents are housed within our current school facilities, utilizing current staff and facilities. Elementary site administrators would be able to facilitate all three programs within their schools.

We recognize that teachers have many questions about who would teach the different options. If you teach distance learning or the homeschool model, would you be guaranteed to keep your previous school, grade level, teaching assignment once we are able to return to a more traditional model for school? Teachers have an individual contract, assignment and seniority which will not change. Answers to these questions would need to be negotiated with each impacted bargaining unit.

Health and safety Needs: ** Please refer to the DRAFT ACUSD Health and Safety Plan for guidance**

[DRAFT - ACUSD Health and Safety Plan](#)

- Staff and students will wear face coverings per County Public Health Department guidance. Different types of face covering will be provided to staff and students (face shield and drape, cloth mask, mask with see through window).
- Only staff will be allowed on campus before school. Social distancing will be practiced as best as possible by all individuals waiting to enter the campus.
- Staff will self-evaluate every morning for COVID-19 symptoms.
- Staff will receive a temperature check upon arrival.
- Students must be accompanied by an adult **until** they receive their temperature check.
- Temperature checks will be taken ~~at different entry gates (if possible)~~ **before students get out of the vehicle** and students will go directly to class once on campus. ~~Students will be assigned which gate they will enter the campus.~~ If a student is late, a temperature check will be taken in the office upon arrival. Parents and children will social distance in line. Social distancing posters will be posted by entry gates. Each site will determine their entry plan.
- If a student has a fever, they cannot be at school for 24 hours after the fever is gone



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or 14 days if exhibiting COVID-19 symptoms and will be tested.

- If a staff member is exhibiting COVID-19 symptoms, they will self-isolate for 14 days and/or is tested and a substitute teacher will take over until they are able to return.
- *Substitute teacher training needed.*
- If a student has a fever during the school day, the parent will be notified to pick them up. The student will be ~~isolated~~ **separated from the rest of the school population** (e.g. the patio outside the office) and required to wear a mask until picked up. Parents must have at least two people on their emergency card who can/will pick up students **IMMEDIATELY**. ~~If the child is not picked up within an hour, the Sheriff will be called to help contact the parent.~~
- Designated room for quarantine of anyone who is ill (site specific)
- Plastic barriers will be put up in the offices. Plastic barriers will also be considered for other higher traffic areas as identified by individual sites.
- Bathrooms and hallways will be monitored. If possible, hallways will be traveled in one direction. Social distancing posters will be displayed in hallways.
- Students will be dismissed from designated areas, like the arrival procedure. Each site to determine their plan.
- Classrooms will be cleaned at the end of each day by the M1 (Maintenance 1) or Night Custodian and deep cleaned between Cohorts on Wednesdays.
- There will not be parent volunteers **in classrooms**.
- Students will have their own supplies to use. Each site will send out supply lists to families.
- Students may have their own activity bins/containers to use.
- Student belongings will be kept in a closed backpack at their seat or outside.
- Hand washing stations will be positioned near classrooms and restrooms. The number of stations to be determined by school population and custodial supports. Proper handwashing posters will be displayed by the stations.
- Ventilation will be assessed in every room. Systems will be turned off if CDC guidelines are not met and windows and doors utilized.
- Purchase air fogger(s) for each site.
- Sufficient support staff will be available: lunch supervision, hand washing and restroom supervision, drop off and pick up assistance, TK-K aides, custodial/maintenance...
- Drinking fountains will not be used and students will bring a personal water bottle.
- Floors, hallways, eating and line up areas will be marked/taped with 6 feet distances.
- Students will sit 6 feet apart in classrooms. For classrooms with tables instead of desks, utilize partitions.
- For staff who work in smaller spaces/offices, appropriate PPE, barriers, etc. will be required.



Instructional Support Needs:

- TK-K teachers need instructional aides to help with a variety of supports (mask wearing, handwashing, ensuring social distancing, bathroom monitoring, etc.) TK/K are necessary for any in-person instruction.
 - As per the hybrid model options proposed, Wednesdays would not be a day with students on campus. We could utilize these TK-K instructional aides to help make packets for any or all 3 options. This would also limit the number of people needing to use copy areas (which are often tight spaces).
- Technology personnel for ongoing parent and teacher support
- Strong and working Wi-Fi to support distance learning
- Paper protocol for distributing and returning packets and materials.
- Cleaning guidelines and procedures training for ALL staff, including custodial/maintenance & kitchen staff (*see recommended DRAFT ACUSD Health and Safety Plan*)
- Health & safety guidelines and procedures training for entire school staff
- Purchases of chrome books to provide for a one to one with backup and replace damaged tech.
- A clear plan of action if a student does not have their materials/Chromebook/packet/water bottle...at school or home (contract?)
- A clear plan if a student is not attending online class or in person class. Who attempts contact? How many times? Then what? Consequences?
- District purchase of online support platforms
- Parent technology workshops (provided multiple times and in Spanish)
- Teacher technology workshops for approved platforms and curriculum
- Curriculum guides and assessment materials for distance, intervention and home school teachers.
- 2 Passcode books with student and family information, including telephones, parent and student emails, student passwords for past year's platforms. (One would be kept at home.)
- Guides, materials and training for substitute teachers.
- Extra PPE in classrooms