



Secondary Subcommittee Proposal for the Reopening of Schools

Background:

This subcommittee convened to meet for three sessions with the purpose of developing a recommendation for the reopening of school that addresses the specific needs of secondary students and their families. The committee was co-facilitated by principals Jessica Dorris (Amador High) and Rich Modesti (Ione Junior High). Committee members included Sinead Klement (TOSA/secondary parent), Natalie Knittel (teacher/secondary parent), Scott Hunkins (teacher/ACTA), Michaelynn Angie (teacher/SEAC), Theresa Cramer (classified employee/CSEA/grandparent), Betina Whitehead (secondary parent), Brooke Wunschel (secondary parent), Cyndi Bonini (secondary parent) and Regine Miller (secondary parent). The subcommittee voiced various priorities to guide the work, which included the following:

- Considering the needs of students, families, and staff
- Supporting teachers
- Providing as much in-person instructional time for students as possible
- Thinking creatively to find solutions
- Addressing the social-emotional needs of students
- Finding a way to return all students to school full-time

During the first meeting that was held on June 29th, the committee shared priorities and reviewed the health and safety guidelines that must be followed. The scope of the subcommittee was established as serving two primary roles: to develop recommendations for viable secondary hybrid models and to represent the needs of our stakeholders by gathering feedback and questions that require clarification/investigation. The second meeting on July 6th was an opportunity to share potential models developed by the committee and to discuss the benefits and drawbacks of each model. On July 6th, the committee elected to recommend two hybrid models, which are each detailed in this proposal. On July 10th, the committee met for the final time to review the hybrid models and to ensure this proposal included all aspects for consideration that addressed our stated priorities and purpose.

It is important to note that the strong will of our caring committee members is to *safely* return all students to school full-time. If conditions improve to make this possible, the committee was reassured that school staff is well-equipped to respond accordingly. Therefore, the subcommittee collaborated around the complex work of planning for a less than ideal situation that would require hybrid and/or distance learning only. The absence of a model for full-time in-person school merely represents the focus of this committee's work to find solutions within the parameters of our current health guidelines.

* Clarifying language has been added in red font to the original document submitted by the stakeholder committee.



AMADOR COUNTY UNIFIED SCHOOL DISTRICT

Prepare, Support, Inspire!

217 Rex Avenue, Jackson, CA 95642 | www.amadorcoe.org

Hybrid Learning:

The preferred choice by all committee members is a hybrid model in which students attend school for a full day rather than a half day. The committee recognizes that this will require significant organization for managing unstructured times like lunch and passing periods. Below is a model full-day bell schedule that was developed and reviewed by the committee. This schedule addresses concerns related to ensuring social distancing and providing both student supervision and a duty-free lunch for teachers. The sample schedule is color-coded in the tutorial/lunch period block to demonstrate the activity of each group of students. Yellow represents one group and blue represents the other.

Draft Full Day Bell Schedule		
Time	Event	Notes
8:30 – 8:45	Screening/temp checks	Multiple designated locations with space for students to wait socially distanced (probably not office)
8:45 – 9:58	Period 1 or 2	73 minutes long
9:58 – 10:06	Passing Period	2 cycles, 4 min each Idea: Odd numbered classrooms go first, followed by even numbered classrooms
10:06 – 11:19	Period 3 or 4	73 minutes long
11:19 – 11:23	Passing Period	4 minutes for selected half of students to move to tutorial classroom (such as all students in odd classrooms)
11:23 – 11:57	1 st Tutorial/Study Hall	34 minutes for students to work independently on classwork
11:23 – 11:53	1 st Lunch	Remaining students (students in even classrooms) go to lunch. Teachers from those rooms will have duty free lunch at this time.
11:53 – 11:57	Passing Period	4 minutes for students on first lunch to report to tutorial classroom. Teachers on first lunch will return to their room to receive students for tutorial.
11:57 – 12:31	2 nd Tutorial/Study Hall	34 minutes for students to work independently on classwork
11:57 – 12:27	2 nd Lunch	Students who had First Tutorial go to lunch. Teachers who supervised First Tutorial will have duty free lunch.
12:27 – 12:31	Passing Period	4 minutes for students and teachers on second lunch to report to Learning Block 3 classroom.
12:31 – 12:35	Passing Period	4 minutes for students who had second tutorial to report to Period 5/6 classroom.
12:35 – 1:48	Period 5 or 6	73 minutes long
1:48 – 1:56	Passing Period	2 cycles, 4 min each
1:56 – 3:08	Period 7 or 8	72 minutes long
3:08 – 3:12	Dismissal	2 cycles, 2 minutes apart



The recommended full day rotating block hybrid model is provided on Page 4. Because students would attend school for an entire day, class periods would be longer, allowing for more in-depth instruction. More effective in-person instruction would then enable teachers to have greater flexibility with how to plan independent learning opportunities for the remainder of the week that build on content taught in class. Teachers would not be reliant on hosting virtual sessions to teach important concepts, but could provide all students with related assignments, handouts, and texts for completion at home. Of all considered options, a full-day hybrid would most closely resemble traditional modes of teaching and learning.

The subcommittee did consider and discuss a half-day model, but with increased frequency so that students came more frequently. Such a model would involve teachers instructing in person for a full day, except the morning would be dedicated to one track of students and the afternoon would be for the other track of students. Although periods would be short, the benefit would be that students would receive almost daily in-person instruction. Logistically, however, the subcommittee did not feel that this was a viable option. Half days would be a hardship on families, but it would also be extremely difficult to sanitize well between groups of students. If transportation is to be provided, this model would also not allow for adequate time to return the first track of students home and pick up a different track to come to school. The subcommittee was concerned about the potential cost increase that would be associated with bringing two groups of students to campus on the same day. Also, this model would not support the needs of many types of courses that rely on ample instructional and student work time with tools and materials that can only be accessed at school.

The subcommittee discussed at length including all five days of the week as in-person instructional days versus the four proposed. However, the inconsistency created by students reporting three days one week and two the next could become a hardship for families who are trying to plan effectively. Additionally, there are several weekday holidays in the school calendar. A track of students could potentially miss a significant amount of in-person instructional time without an unscheduled day being available to hold makeup sessions. After careful consideration, the drawbacks were determined to be greater than the benefits, thus four days have been recommended.

The subcommittee also discussed the particular days of the week that should be designated as in-person instructional days for each track. It was acknowledged that the elementary and secondary plans should be closely aligned for the benefit of families. Although the secondary subcommittee prefers the schedule as displayed below, there could also be a benefit to scheduling each track to attend consecutive days. For example, Track 1 could attend Monday/Tuesday and Track 2 could attend Thursday/Friday. The subcommittee feels strongly that consistency and simplicity for all students, staff, and families should be the ultimate deciding factor.

The subcommittee discussed the importance of classified staff returning to campus in order to support student safety and to help manage the logistics of the significant transition that the proposal represents. There was consensus among the committee regarding the need for certificated staff support and the benefit that classified staff, particularly those associated with supervision and specific skill sets (textbook checkout, etc.), would offer to both certificated staff and to students alike. The subcommittee feels



strongly that all classified staff should return to campus in the fall. If that is not an option, the subcommittee discussed prioritizing classified staff by those staff members who have a unique skill set that is not shared by other staff members and those who are directly associated with supervising students and/or supporting student academic, social/emotional, or behavioral needs.

Rotating Block Hybrid Model

(Preferred Choice)

This Model was Adopted by the Board of Trustees on 7/20/2020

- Total student enrollment at each school is separated into two tracks* to allow for fewer students on campus at a time
 - Each track will attend school two full days per week
 - Students will attend four class periods the first day and four different periods the next day
- *This table has been changed to match the days elementary students will attend.**

Track 1: Last Name A – L		Track 2: Last Name M – Z		
Monday	Tuesday	Wednesday	Thursday	Friday
<u>Track 1</u> <ul style="list-style-type: none"> • Full day on-campus instruction • Periods 1, 3, 5, 7 	<u>Track 1</u> <ul style="list-style-type: none"> • Full day on-campus instruction • Periods 2, 4, 6, 8 	<u>All Students</u> <ul style="list-style-type: none"> • Distance learning • Virtual office hours by appointment 	<u>Track 2</u> <ul style="list-style-type: none"> • Full day on-campus instruction • Periods 1, 3, 5, 7 	<u>Track 2</u> <ul style="list-style-type: none"> • Full day on-campus instruction • Periods 2, 4, 6, 8
<u>Track 2</u> <ul style="list-style-type: none"> • Independent distance learning • Virtual and/or hard-copy assignments 	<u>Track 2</u> <ul style="list-style-type: none"> • Independent distance learning • Virtual and/or hard-copy assignments 		<u>Track 1</u> <ul style="list-style-type: none"> • Independent distance learning • Virtual and/or hard-copy assignments 	<u>Track 1</u> <ul style="list-style-type: none"> • Independent distance learning • Virtual and/or hard-copy assignments

* Tracks will be primarily determined by the student’s last name. However, adjustments can be made based on family need.



AMADOR COUNTY UNIFIED SCHOOL DISTRICT

Prepare, Support, Inspire!

217 Rex Avenue, Jackson, CA 95642 | www.amadorcoe.org

If a full-day hybrid is not deemed feasible, the subcommittee reviewed a previously discussed half-day model, included on Page 6. This model is far less preferred by the subcommittee and the stakeholders who have provided input to members of the team. A primary concern voiced by the subcommittee is that a half-day schedule creates significant conflicts for working families. Additionally, class periods would only be half as long and would impact the ability of teachers to provide in-depth guided instruction and meaningful activities. This limitation would ultimately require accompanying supported distance learning, such as Zoom/Google Meet sessions and instructional video links to teach important concepts. Students with internet access limitations would be at a disadvantage by not having equal access to important instruction.

Another valid concern with this model is related to teacher workload. Supported distance learning requires a significant amount of time to plan, assess progress, and provide feedback to students, given the number of classes and student contacts at the secondary level. With this model, teachers would be required to continue this full-time work while adding an additional morning of in-person instruction four days a week.

The subcommittee voiced doubts that this model would be sustainable for teachers and worthwhile for students because of the shortened class periods. However, this model is more viable than a half-day with a morning and afternoon session. For that reason alone, it is detailed on the next page.



Rotating Block Hybrid Model

This was not the model chosen by the Board but is here for informational purposes to reflect the work of the stakeholder committee.

- Total student enrollment at each school is separated into two tracks* to allow for fewer students on campus at a time
- Each track will attend school two half-days per week
- Each track will also attend two half-days of supported distance learning per week

Track 1: Last Name A – L		Track 2: Last Name M – Z		
Monday	Tuesday	Wednesday	Thursday	Friday
<u>Track 1</u> <ul style="list-style-type: none"> • Half-day on-campus instruction (Periods 1, 3, 5, 7) • Half-day independent distance learning[^] 	<u>Track 2</u> <ul style="list-style-type: none"> • Half-day on-campus instruction (Periods 1, 3, 5, 7) • Half-day independent distance learning 	<u>All Students</u> <ul style="list-style-type: none"> • Independent distance learning • Virtual office hours by appointment 	<u>Track 1</u> <ul style="list-style-type: none"> • Half-day on-campus instruction (Periods 2, 4, 6, 8) • Half-day independent distance learning 	<u>Track 1</u> <ul style="list-style-type: none"> • Half-day on-campus instruction (Periods 2, 4, 6, 8) • Half-day independent distance learning
<u>Track 2</u> <ul style="list-style-type: none"> • Half-day independent distance learning • Half-day supported distance learning <input type="checkbox"/> (Periods 2, 4, 6, 8) 	<u>Track 1</u> <ul style="list-style-type: none"> • Half-day independent distance learning • Half-day supported distance learning (Periods 2, 4, 6, 8) 		<u>Track 2</u> <ul style="list-style-type: none"> • Half-day independent distance learning • Half-day supported distance learning (Periods 1, 3, 5, 7) 	<u>Track 1</u> <ul style="list-style-type: none"> • Half-day independent distance learning • Half-day supported distance learning (Periods 1, 3, 5, 7)

* Tracks will be primarily determined by the student’s last name. However, adjustments can be made based on family need.

[^] **Independent distance learning** refers to electronic and/or hard-copy assignments that students complete individually.

Supported distance learning refers to planned virtual activities facilitated by the teacher, such as Zoom/Google Meet sessions, Google Classroom discussions, etc.



Distance Learning:

The subcommittee reviewed data from the family survey for all secondary schools. For all schools except North Star, there was vastly more interest in a hybrid learning versus full-time distance learning. However, the data indicates there will certainly be families who will request distance learning. The subcommittee recognizes that a robust distance learning option should be provided for these families. The subcommittee discussed ideas for providing distance learning instruction, included in the table below.

Curriculum	Instruction/Support
<ul style="list-style-type: none">● Edgenuity (for High School)● UC Scout (free if we provide the teacher of record)	<ul style="list-style-type: none">● North Star Independent Study● Teachers who cannot return to a campus* <p>*Can these teachers serve students across the district, utilizing their credential versus traditional job location?</p>

Given the degree of work required to conduct distance learning, the subcommittee does not feel that any teacher providing hybrid instruction should *also* provide instruction to distance learning-only students. Hybrid instruction teachers should only be responsible for in-person instruction and providing independent distance learning assignments for days when hybrid students do not report to school.

It is recommended that an open enrollment period and application process be established for families to elect full-time distance learning. Since nearly 80% of survey respondents prefer a hybrid, this should be the model provided to all students, with the option to enroll in full-time distance learning as an alternative.

Conclusion:

The sub committee's recommendations are as follows:

- Full-day hybrid model
- Opt-in full-time distance learning, staffed with teachers who are not facilitating hybrid learning
- Response to gathered stakeholder questions (organized and included on page 8), to facilitate planning for staff and families and ease frustrations and concerns

The secondary subcommittee would like to acknowledge that we understand the complexities related to reopening schools. It is our sincere hope that our collaboration will help inform a decision that provides students with the best possible response to these challenges.



Questions	
Curriculum/Instruction	<p>Distance Learning-Related Questions:</p> <ol style="list-style-type: none"> 1. Will students have some flexibility in class selection from Edgenuity? <ol style="list-style-type: none"> a. Will all Edgenuity courses be available, including AP classes, foreign language, and CP sciences requiring labs? b. Can languages other than Spanish be taken? When school resumes, would students be able to continue online instruction in the same language for A-G completion? 2. Will programs like UC Scout also be available at no cost? <ol style="list-style-type: none"> a. The program is free only if we can provide a teacher of record. 3. What is the solution for needed classes that are not offered through Edgenuity? (Example: Ag Science for FFA eligibility) 4. Will students be working solely in the Edgenuity curriculum for their learning in both junior high and high school, with subject specific teacher of record available for questions etc., or will they be getting videos/packets/assignments from an ACUSD teacher? 5. Will students on Edgenuity be able to work at their own pace? 6. Will students be able to set their own schedule, or will they be required to work during set times virtually with teachers? 7. How will sensitive content like Health be covered in an online format?
Staffing	<ol style="list-style-type: none"> 1. If 30% of staff does not return to in person instruction, will they be used as distance learning teachers? 2. If we are short on qualified single subject teachers, what are our options? 3. Will long term subs be brought in and expected to navigate hybrid learning and complex subject matter material? 4. What are our options if a teacher cannot attend school? <ol style="list-style-type: none"> a. Example: Could a teacher at Amador teach Argonaut students in a subject if their teacher cannot be at school?



AMADOR COUNTY UNIFIED SCHOOL DISTRICT

Prepare, Support, Inspire!

217 Rex Avenue, Jackson, CA 95642 | www.amadorcoe.org

	<ol style="list-style-type: none"> 5. Do we have adequate staff to properly sanitize throughout a school day? 6. How will sick days be handled? Subs are already limited, so what is the plan if staff is exposed/tests positive for COVID and must quarantine for 2 weeks? 7. Will the state and/or District Office support sick pay, or will it be staff responsibility even if required to return? 8. How will DIS providers be scheduled with so many variations on when students would attend school?
Health/Safety	<ol style="list-style-type: none"> 1. Are students allowed to use wipes like the wipes that are used at Walmart to wipe the carts? (Not meaning the use of janitorial cleaning products)
Equity and Student Support	<ol style="list-style-type: none"> 1. Will students participating in distance learning be able to participate in sports/extracurricular activities as they become available? 2. Will transportation be provided for all families in need? 3. What is the plan for meeting IEP minutes? 4. If a SPED student needs additional support, what can be done?
Timeline	<ol style="list-style-type: none"> 1. Will a decision regarding Hybrid and/or Distance Learning only be for the semester or for the year? 2. If a decision is not for the entire year, when would parents be updated with specific information?
Enrollment	<ol style="list-style-type: none"> 1. What is the flexibility to change an enrollment decision if the one selected is no longer working for a family? 2. Will students in distance learning be enrolled at their school site or North Star?