

Response to COVID-19 Pandemic and Related Distance Learning Planning in the Alameda Unified School District

April 14, 2020

Pasquale Scuderi, Superintendent
w/ AUSD Executive Leadership Team

AUSD Response to COVID-19 Pandemic

Presentation Goals:

- Review Current Challenge and AUSD Response
- Current Focus Areas and Priorities by Division
- Board Questions

AUSD Response to COVID-19 Pandemic

The Challenge Before Us:

Implement a strategy of supports and learning opportunities amidst the most major disruption to public education in modern history.

AUSD Response to COVID-19 Pandemic

School closures linked to COVID-19 have disrupted the education of a record 290 million students globally.

“The global scale and speed of the current educational disruption is unparalleled.”

- Audrey Azoulay, UNESCO* Director General

* United Nations Educational, Scientific, and Cultural Organization

AUSD Response to COVID-19 Pandemic

Deepest Appreciations and Acknowledgements:

- Students and Families
- Staff
- Board of Education

AUSD Response to COVID-19 Pandemic - Timeline

MARCH 13

- Initial Suspension of In-Class Instruction through April 3
- Collection and curation of online resources begins
- Deeper Development of Distance Learning Opportunities

MARCH 16 - APRIL 3

- 3/16: Initial Shelter in Place Order
- 3/23-3/27: Initial distribution of hardware to students with need
- Ongoing staff development for Distance Learning tools and platforms
- 3/30-4/3 SPRING BREAK and ANNOUNCEMENTS

APRIL 6 - APRIL 14

- Distance learning begins (DAY 7)
- Surveys out or pending for teachers, students, and families

AUSD Response to COVID-19 Pandemic

Complex and Unpredictable Environment in Which We are Developing Supports and Strategies:

- Routines disrupted
- Family life, school life, work life now integrated and often intensified
- Mental health, wellness, and economic uncertainty for many
- Families and staff and even students assuming dramatic increases in their caregiver roles
- Students isolated from peers, teachers, and classrooms, and shifting to other modes of learning on extremely short notice
- Online teaching has unique challenges and mastery takes some time

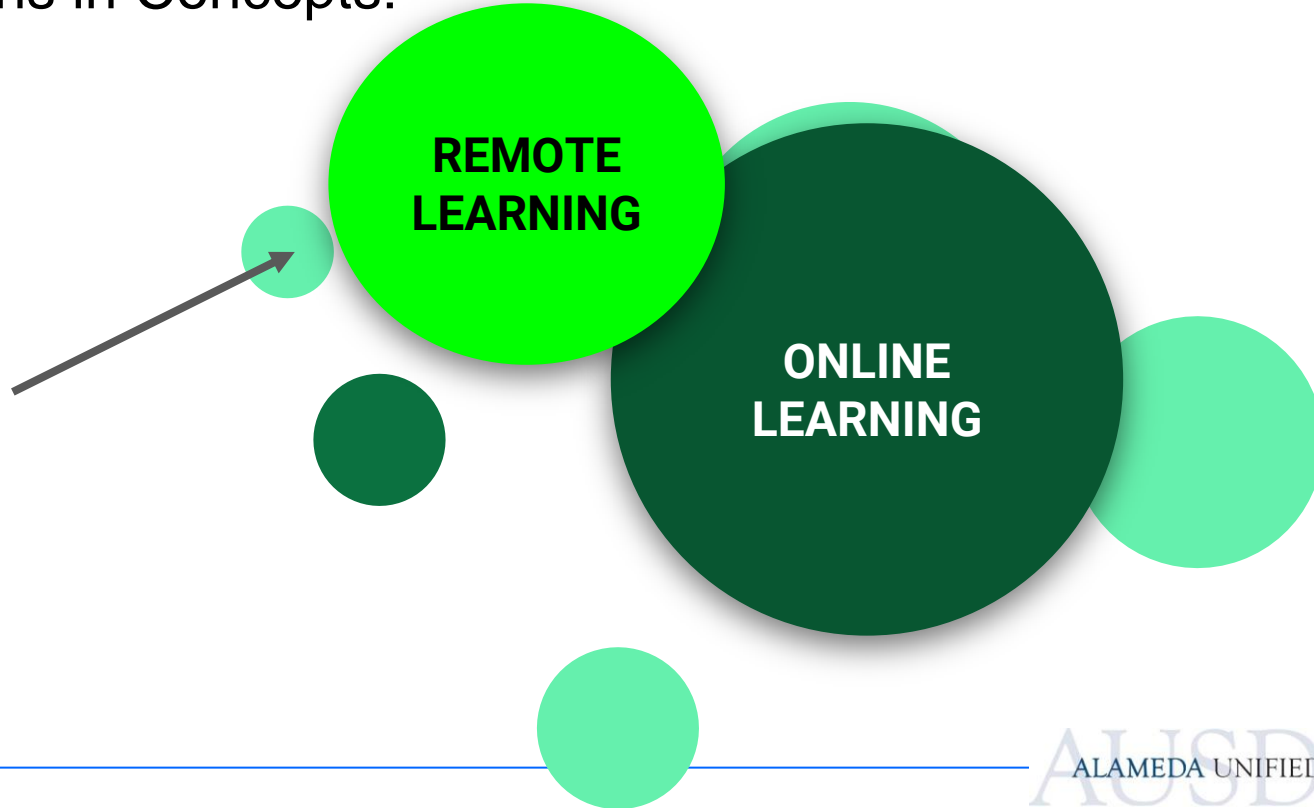
AUSD Response to COVID-19 Pandemic

Trauma-Informed Priorities:

- Vital continuity of relationships
- Some semblance of routine
- Sense of Connectedness and Safety
- Checking in with our employees and students; prioritizing mental and physical wellness

AUSD Response to COVID-19 Pandemic

Distinctions in Concepts:



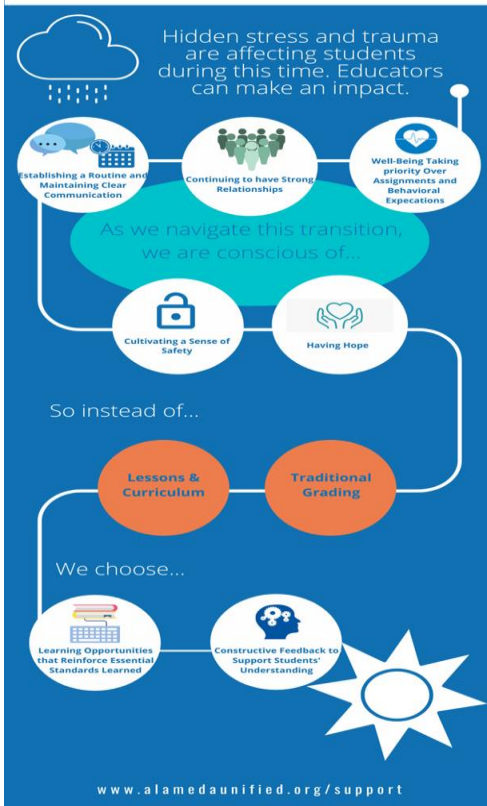
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Divisional Updates

AUSD Distance Learning Opportunities

More...	Instead of...
Providing Distance Learning Opportunities	Direct Instruction and "Assignments"
Provide feedback	Grading and giving point values
Posted/Review and feedback dates	Due dates
Exposure to "new understanding"	Mastery of new learning
Celebrations of completed work	Consequences for not completing work
Work that students can complete independently	Work that requires teacher support and classroom discussions to complete
A few hours of learning opportunities based on development level	Full school schedule
Review of standards taught prior to in-class instruction suspension and exposure to other standards	Sticking to the pacing guide and expecting mastery of all standards
- Distance Learning is an opportunity	- Referring to work as required or optional

AUSD Distance Learning A Trauma-Informed Approach



AUSD Distance Learning Opportunities

Distance Learning Opportunities Equity: If Distance Learning Opportunities are not equitable,, we cannot hold students accountable.

- **Technology Equity:** Students have the technology, including a working device and internet they need.
- **Access Equity:** Support from a trusted adult, a physically and psychologically safe environment and minimal other family responsibilities (ie. child care for a sibling or family member).

Schedule for Synchronous Learning via Zoom: Please note: The amount of time for Zoom meetings might shift as we progress our Distance Learning Opportunities based upon development levels of students...

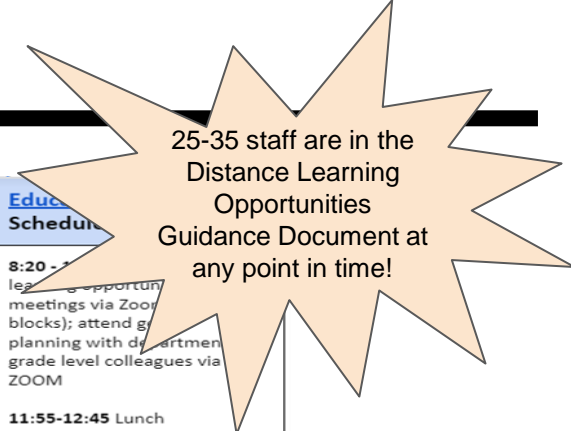
Grade Level	Time for ZOOM Check-Ins	Length of Check-In
Elementary Schools	8:20 am – 10:20 am	20 minutes
Middle Schools	10:30 am – 12:35 pm	35 minutes
High Schools	12:35 pm – 3:00 pm	35 minutes

SDC classes will follow the same ZOOM check-in schedule assigned to each grade span.

Distance Learning Opportunities should:

- *Establish a simple routine*
- *Maintain clear communication with students and families*
- *Provide opportunities for students to continue to have strong relationships with other students and have the opportunity to talk to others who care about them*
- *Have everyone's well-being take priority over assignments and behavioral compliance*
- *Give students a sense of safety and hope*

AUSD Sample Teacher Schedule



Consistent Time of Day Across AUSD and Platform	Student Schedule	Teacher Schedule	Education Schedule																							
<p>Teacher Work Day 8:20-3:00</p> <p>High School Online Learning Time 12:45-2:50 Use student daily schedule for this time (up to a 35 minute class check-in; you do not need to use the whole 35 min)</p> <p>All assignments will be called Distance Learning Opportunities</p> <p>Grades will be Pass/No Pass in Secondary</p> <p>No Individualization or Referrals/Interventions/IEPs/504s at this time- this may change as we receive more guidance from the CDE</p> <p>Use the first week after Spring Break to teach new Distance Learning routines and check in on students socio-emotional status</p>	<p>8:20-12:45 Work time, physical activity, art, free time, and non-device essential learning opportunities</p> <p>12:45-3:00 35 minute check-in with teacher on Monday, Tuesday and Thursday. Complete Student Survey in advisory period on Wednesdays</p> <p>student daily schedule</p> <table><tr><th>Time</th><th>Mon</th><th>Tues</th><th>Wed</th><th>Thurs</th><th>Fri</th></tr><tr><td>12:45 - 1:20</td><td>Per. 1</td><td>Per. 3</td><td rowspan="2">Advisory (SMART/1st Period JETS)</td><td>Per. 5</td><td>Per. 0</td></tr><tr><td>1:20-2:25</td><td>Work time/ Transition</td><td>Work time/ Transition</td><td>Work time/ Transition</td><td>Independent Work Time</td></tr><tr><td>2:25-3:00</td><td>Per. 2</td><td>Per. 4</td><td>Office hours</td><td>Per. 6</td><td></td></tr></table>	Time	Mon	Tues	Wed	Thurs	Fri	12:45 - 1:20	Per. 1	Per. 3	Advisory (SMART/1st Period JETS)	Per. 5	Per. 0	1:20-2:25	Work time/ Transition	Work time/ Transition	Work time/ Transition	Independent Work Time	2:25-3:00	Per. 2	Per. 4	Office hours	Per. 6		<p>Monday, Tuesday, Thursday, (Friday if you teach 0 Period)</p> <p>8:20-12:30 prep/planning with department and grade level colleagues via ZOOM; available to students for Office Hours via phone, email, Zoom etc.</p> <p>11:55-12:45 Lunch</p> <p>12:45-3:00 Hold up to 35 minute Class Check-ins, using the student daily schedule and provide Distance Learning Opportunities no more than 100 minutes per week per class. Resources: Secondary Teacher Resources, existing resources and Google Classroom</p> <p>Wednesday Ensure students complete the weekly Student Engagement Survey in advisory/SMART/1st period/JETS during a 35 minute check-in (this can happen at anytime on Wednesday; coordinate with your site leader)</p> <p>Friday Be available to students for Office Hours via phone, email, Zoom etc.; meetings with staff/principal via ZOOM</p>	<p>8:20 - 2:50 Learning opportunities (planning with department and grade level colleagues via ZOOM)</p> <p>11:55-12:45 Lunch</p> <p>12:45 - 2:50: Attend 35 minute check-ins with gen ed as appropriate</p> <p>2:50 -3:00: Check parent and student email; planning time (modifying and accommodating distance learning opportunities for the next days work, creating graphic organizers, etc.) and IEP planning (calendar upcoming pending meetings, gathering data for students, reach out to students who are not attending; affirm and clean up/update SEIS)</p> <p>Friday Check parent and student email; planning time (modifying and accommodating distance learning opportunities for the next days work, creating graphic organizers, etc.) and</p>
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AUSD Sample Elementary Schedule

7:30/8:00 AM: Good Morning! Mindfulness	Get ready for an awesome day! Breathe, stretch, and do a Mindful Activity
8:20-10:20: Distance Learning Time Meet with your teacher! (20 min. within this time)	With Teacher: ZOOM Class Check-in & Google Classroom Time/ Before/After Online Check-in: Begin Distance Learning Opportunity that your teacher has shared.
10:20-10:40: Let's Move	Play outside or Go Noodle . Have a snack. Chores - help your family!
10:40-11:00: Read	Read and talk about your reading with someone. Raz-Kids (students have a school login) myOn (username: <i>myON</i> password: <i>read</i> , or access personal accounts in Star login)
11:00-11:20: Writing/Reflection Time	Draw or write about your reading, feelings, or a topic of your choice... Creative Writing Prompts
11:20-12:00: Break Time	Listen to music, dance, or go for a walk with someone in your house
12:00 PM: Lunch	AUSD School Meal Schedule Check-in with household members, and talk about any help you might need.
1:00-1:30: Extend your Experiences	Work on Distance Learning Opportunities from Google Classroom, do art, or explore a museum or national park Art for Kids , Art Activities , Museum Virtual Tours , CA State Parks Virtual Field Trips
1:30-2:00: Unplug	Relax, family time, play a game, do something you love! Offline Activities
2:00-3:00 : Physical/Mental Wellbeing Or Creative Time	Walk, run, play outside, get the heart pumping, or try something new! 30-Minute Hip-Hop Fit Workout , Social Emotional Learning , STEAM Ideas , Hour of Code
3:00+ You Time	Relax, play, work on passions, time with family, help cook, dinner, take care of your needs!
8:00 PM Bedtime	Good night! Get a good night's sleep.

Synchronous & Asynchronous Classes

1 What is Asynchronous Learning?

Asynchronous learning allows you to take online courses on your own schedule.

Instructors provide materials, lectures, tests, and assignments that can be accessed at any time.

Students may be given a time frame – usually a one week window – during which they need to connect at least once or twice.

Overall, students are free to contribute whenever they choose.



E-mail

Virtual Libraries



Discussion Boards

Social Networking



Chat



Telephone

Podcasts



Video Conferencing

2 What is Synchronous Learning?

Synchronous online classes are those that require students and instructors to be online at the same time.

Lectures, discussions, and presentations occur at a specific hour.

All students must be online at that specific hour in order to participate.

Screen Time Guidelines by Age

As recommended by the American Academy of Pediatrics (AAP) and World Health Organisation (WHO)

Under 18 months old

No screen time outside of video chatting with Grandma, etc.

Toddlers (18 months-24 months)

Little to no screen time recommended

- This is a critical developmental period for them, so encourage as much physical and creative interaction with people as possible.
- If they do get screen time, co-watch high-quality educational content with them to help them understand what they are seeing, and limit total exposure to < 1 hour. (Content offered by Sesame Workshop and PBS Kids is great)

Preschoolers (3-5)

Up to 1 hour per day is fine

- Try to plan TV-time in advance - resist the temptation to use them as a calming or distracting device.
- Children at this age can have mindful interaction with characters, so help them understand what they are seeing and apply it to the world around them!
- Many types of screen media content have print or other versions - try finding books or toys that can enable your child to interact with favorite characters off-screen. It makes for another way to engage your kids in creative play!

Elementary School Aged (6-10)

Up to 1 to 1.5 hours per day

- Place consistent limits on time spent using media, and the types of media being consumed.
- Since they are now entering school, make sure screens don't become a habit before homework gets completed.
- While developing tech skills is important, try to aim for a balance of creative and laid-back time.
- As they grow, parents can gradually give kids more control and choice in how they manage their time.
- Make sure media does not take the place of adequate sleep, physical activity and other behaviors essential to health.

Middle School Aged (11-13)

Up to 2 hours per day

- At this age, children can understand the concept of balance. It is up to parents to help them see how screen time fits into their schedule.
- If you find your child getting really into a certain video game for a week or two, gently try to help them understand the benefits of moderation.
- Help your children understand that recognizing when we are spending too much time doing any one thing is a valuable life skill.

Attention Span by Age



AGE

ATTENTION SPAN

AGE	ATTENTION SPAN
2	4 - 10 min
3	6 - 15 min
4	8 - 20 min
5	10 - 25 min
6	12 - 30 min
7	14 - 35 min
8	16 - 40 min
9	18 - 45 min
10	20 - 50 min

www.redcrayonimagination.com

AUSD Distance Learning Opportunities

How will Students be Graded:

Elementary School:

Elementary students will not receive third trimester report card marks. They will receive written comments related to the third quarter distance learning opportunities on their third trimester report card.

Middle School Grades:

- 2nd trimester grades will be posted into the 3rd trimester grades. (*currently discussing Pass/NM as trimester grade*)
- Students' work during Distance Learning Opportunities will be Pass/Fail.
- Students can improve their 3rd trimester grade by completing makeup work or distance learning opportunities, but there will be no grade decreases during this period.
- We will be following our current practice of using Aeries to allow families to monitor student progress and engagement as well as to facilitate communication. Teachers are asked to update their Aeries Gradebook regularly.

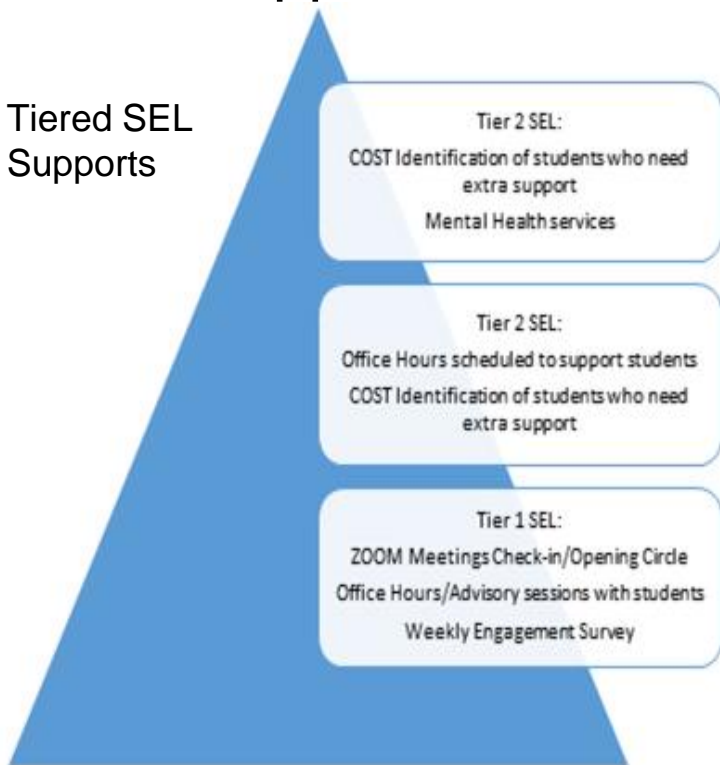
High School Grades:

- Students' 3rd Quarter grades will become their 2nd semester grade.
- Students' work during Distance Learning will be Pass/No Pass.
- Students can improve their 3rd Quarter grade by completing makeup work or distance learning, but there will be no grade decreases during this period.
- We will be following our current practice of using Aeries to allow families to monitor student progress, engagement, and to facilitate communication. Teachers are asked to update their Aeries Gradebook regularly.
- Students with D's and F's have been identified and have specific case management during this period.

AUSD Distance Learning Opportunities

Student Supports:

Tiered SEL Supports



Coordination of Services Teams:

- Meet weekly
- Review weekly survey data from students to address patterns of concerns or individual student concerns
- Provide case management for students who they have identified needing specific support
- Refer students to outside support providers
- Refer students to student services for wellness checks if needed
- Refer students to student services who need devices or are not able to access learning opportunities because of lack of technology

Response to COVID-19 Pandemic – Mental Health

AUSD school counselors and school psychologists are connecting with at-risk students and students who have regular standing appointments with them.

Community Based Organizations (CBOs) are continuing to provide services to existing students/families via telehealth during school site closure.

Two main resources we are referring families to are Alameda Family Services and Care Solace

Alameda Family Services (AFS) has two additional supports available:

- **Behavioral Health Clinic Warm line:** Calls are answered within 24 hours by a clinician to assist community in accessing mental health services. That number is 510-629-6210
- **Family Support Service Center:** Community resources are shared with families, adults, and senior citizens. That number is 510-459-6134

Care Solace is a new service offered free of charge to AUSD through June 30th. Parents can make a phone call or an online request and get linked with an appointment within an hour to a clinician that is matched to their insurance type and area of need (mental health or substance abuse).

Response to COVID-19 Pandemic – Special Ed.

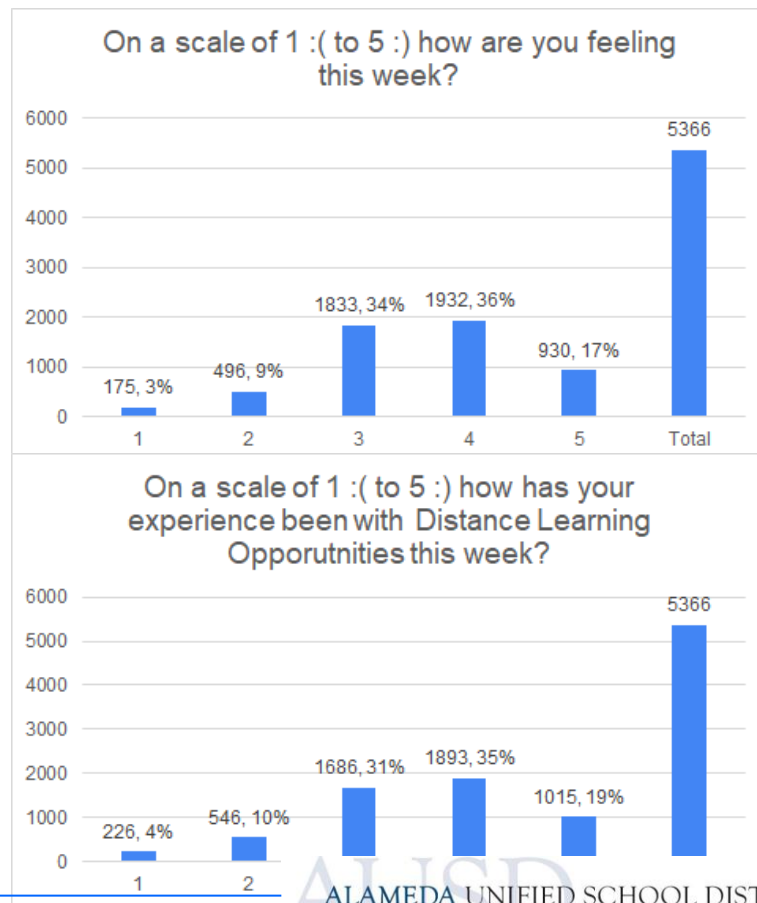
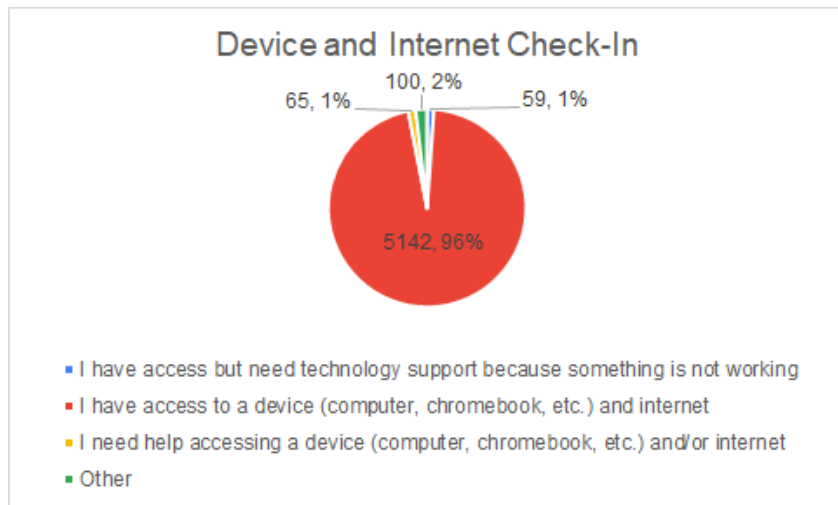
- The Special Education team and Teaching and Learning team have collaborated on Distance Learning guidelines for staff and parents.
- The District will provide various tailored learning opportunities and related support activities to students with disabilities in the following ways:
 - Supports and activities accessed online
 - Telephonic consultation and supports
 - Other learning materials
- Education specialists have begun online learning opportunities for students in collaboration with general education teachers and related support
- Related service and other support staff have been working to reach out to both staff and parents to discuss learning opportunity plans and schedule supports. These related services staff began support with activities that are carefully designed based on students needs and will reflect what we have been working on while in-class instruction was occurring. For students who have related services in their IEPs, service providers will be in communication with teachers and families.
- Next, the Department is reviewing the most effective ways to provide remote IEP meetings with the limitations faced (e.g. formal testing limitations). Plans are now being made on how to guide staff in an IEP meeting process that is confidential while following shelter-in-place guidelines. IEP meetings will only address services and placement for when we resume in class instruction.

Quick info:

- **SPEd personnel are delivering tailored supports for students.**
- **Timelines are suspended for IEP meeting dates and evaluations.**
- **Virtual IEP guidelines for staff are being finalized this week.**
- **Parents will be notified when IEPs can begin with those due earlier scheduled first.**
- **When IEP's are held will address services and placement when in-class instruction resumes.**
- **Family support sessions begin this week.**

Response to Pandemic – Student Engagement Data

Purpose: To determine students' level of access (technology, time and both academic and emotional support) by district, school, and teacher. Overall nearly 60% participation rate (by Friday was 75%).

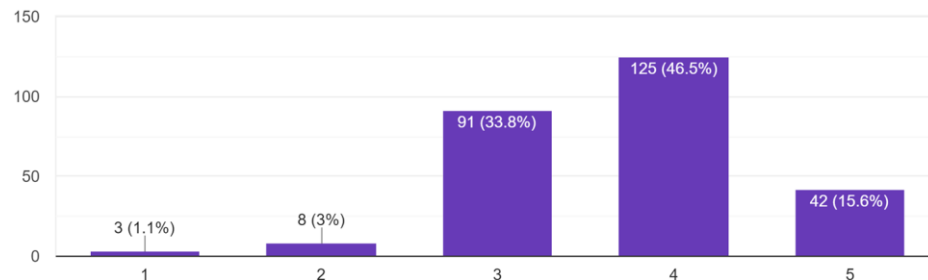


Response to Pandemic – School Site Feedback

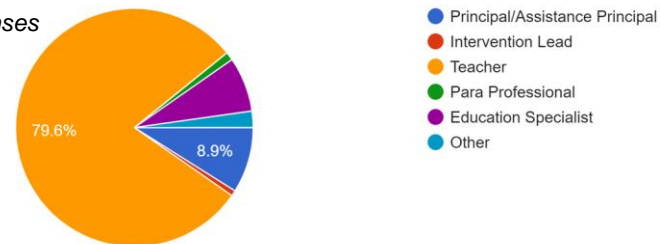
Survey is due EOD Tuesday 4/14, this is a snapshot from 4/14 at 9am

Do you feel you have clarity on your role in Distance Learning and how you should approach this new way of teaching and learning?

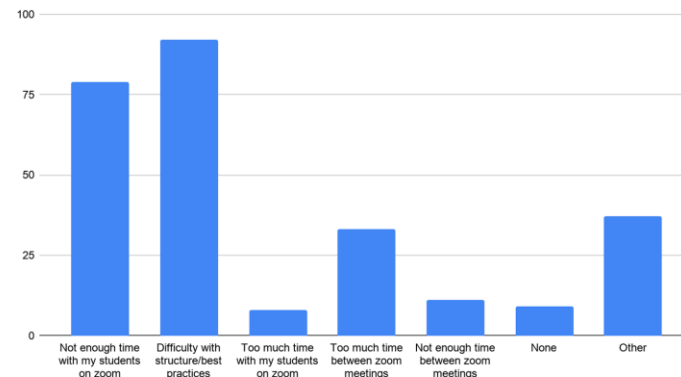
269 responses



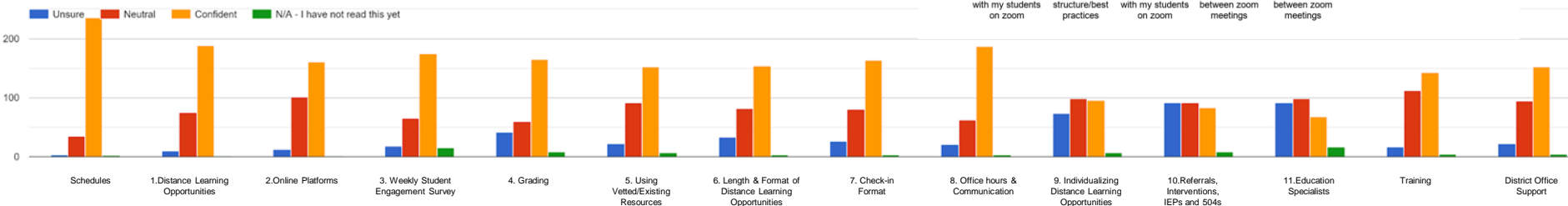
269 responses



What has been challenging about your experience been with the Distance Learning Opportunity schedule?



How confident do you feel in your understanding of each part of the Distance Learning Opportunities Guidance? (to view the guidance, go to www.bit.ly/AU)



Response to COVID-19 Pandemic – Human Resources

- Assisting employees in updating information for access to district communications
- Assisting principals with evaluation questions
- Assisting employees with questions about leave options available
- Access Employee Assistance Programs

Response to COVID-19 Pandemic – Human Resources

- Negotiating MOU's with employee associations
- Negotiating terms of a Settlement Agreement for Certificated Layoff
- Creating Virtual Hiring Process for sites and departments

Response to Pandemic – Business Services/Operations

Information Technology:

- Devices for students
 - Over 1500 ChromeBooks
 - 100 Hot Spots
- Support & Remote Troubleshooting
 - AERIES Support for parents and students
 - Technical support for staff

Child Nutrition:

- 500 to 600 meals a day
- Twice a week pickup
- Locations
 - Wood Middle
 - Earhart Elementary
 - Alameda Point Collaborative
- Revenue decline due to fewer meals
 - \$600K to \$700K

Response to Pandemic – Business Services/Operations

Fiscal Services:

- Check processing is on schedule
 - Employee paychecks
 - Vendor payments
- Updating contracts for revised scope of work
 - Keeping key vendors harmless
- Refunds for donations made for specific programs

Maintenance & Construction:

- Custodial operations have been suspended
 - “as-needed basis”
- Maintenance limited to essential work & daily inspection of sites
 - 3 people/day
- Construction limited to essential projects
 - Some projects will be delayed as contractors follow social distancing guidelines

Response to Pandemic – Potential Fiscal Impacts

- 2019-20:
 - “Hold harmless” announcement by the State
 - One-time COVID-19 relief revenue of \$150K
 - Decline in lottery revenue - approx. loss of \$350K
 - Child nutrition losses - approx. loss of \$600K to \$700K
 - Federal stimulus
- 2020-21:
 - COLA:
 - Zero COLA would cost \$1.9M/year (Approx. \$6M over three years)
 - Workload budget:
 - Special Education revenue proposals
 - Teacher recruitment initiatives
 - Foreign student tuition - approx. loss of \$350K

Response to COVID-19 Pandemic – Communications

- Focus on timely, transparent, and accurate communications to families and employees
- Sharp increase in volume of communications
- Balanced with awareness of needs for:
 - Translation
 - Differentiated content for stakeholder needs
 - Varied format
 - Timing

Response to COVID-19 Pandemic – Communications

Platform	Audience
Outlook	Employees (work email)
Aeries	Families (provides translation capacity) Employee personal contacts
Constant Contact	Employees Families Community
Website	Coronavirus Hub Distance Learning Support for Families COVID-19 Mental Health Resources COVID-19 Information for Employees
Social media	Community at large
Video/audio	Superintendent message Superintendent and staff KJTZ appearances Possible panel-type town hall

How Can Families Support Distance Learning?

How can I support my student's use of Distance Learning Opportunities?

- Help them set up a routine
- Encourage them to take breaks to stretch, eat a healthy snack, or go outside for some fresh air, if possible.
- Check in often to see how they are doing both academically and emotionally.
- Encourage them to reach out to their teachers and/or counselors if they are struggling.
- Remind them to connect with friends and classmates.

Next Steps:

Parent education opportunities tailored towards families with students with IEP's will be held on Zoom.

- 4/16: Tips for Supporting your Child in Distance Learning Opportunities - This session will include tips on structuring a schedule and engaging your student.
- 4/23: This session will focus on the anxieties families are facing during COVID-19.

Parent/Caregiver Survey- Wednesday April 15

Re-assess Elementary Schedule based on developmental needs- present new thinking to teachers April 17

Response to COVID-19 Pandemic – Resources

Sample Schedules for Families:

- [PK-2 Sample Daily Schedule](#)
- [3-5 Sample Daily Schedule](#)
- [6-8 Sample Daily Schedule](#)
- [9-12+ Sample Daily Schedule](#)

Special Education Communications:

- [March 25th letter to families](#)
- [April 9th letter to families](#)
- [April 9th Prior Written Notice](#)

Enrollment Information:

[Enrollment](#)

Family Resources for COVID-19:

[AUSD Coronavirus Hub](#)

Information for Families regarding The AUSD Distance Learning Plan:

[Distance Learning Support for Families](#)
(includes FAQ)

[COVID-19 Information for Employees](#)

Response to COVID-19 Pandemic – Thinking Ahead

1. Consistently connecting with Public Health officials
2. A difficult set of fiscal challenges may well follow
3. Adjustments to remote program if duration of this challenge continues
 - NOTE well-documented challenges with engagement and drops in online classes at college level
 - Accessibility for English learners and learning differences
4. Equitable supports for students whose situations and challenges are quite diverse
5. Need for an ongoing long-term digital strategy or remote “continuity plan” for future challenges

Response to COVID-19 Pandemic – Holding Optimism

“Resilient resists shocks and stays the same, the antifragile gets better.”

There are some things that can thrive and grow when exposed to volatility, randomness, disorder, and uncertainty.”

- Nassim Taleb

- Creativity and new ways of doing things are a must at the moment
- When we return to whatever passes for normal much higher percentage of staff comfortable enhancing their teaching digitally
- Disrupt longstanding classroom and administrative patterns and embrace newer or contemporary methods and concepts

AUSD Response to COVID-19 Pandemic

Questions?