Board Study Session: Working Groups and Reopening Status Report

Pasquale Scuderi, Superintendent
w/AUSD's Executive Cabinet Team

Goals for the Morning

- Discuss current context for fall reopening

- Review current guidance and public health context and possible adjustments to fall opening

- Update from working groups: components of online/remote learning option for SY 20-21 and flexible learning for the 20-21SY

- Engage with the Board on current challenges and development of contingency options

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Organization of the Discussion

Introduction: Current Context and Considerations (Scuderi)

Section 1: Alameda County-Specific Guidance - Key Areas (Scuderi)

Section 2: Concepts for Alternatives and Adjustments to Fall Opening (Scuderi)

Section 3: Flexible Schedules (Zazo)

Section 4: Remote Schedules (Stone)

Section 5: Compilation of Registration Data for Flexible and Remote Models (Zazo)

Section 6: Enrollment and Staffing (Zazo & Erwin)

Section 7: Working groups Flexible and Remote Models (Zazo)

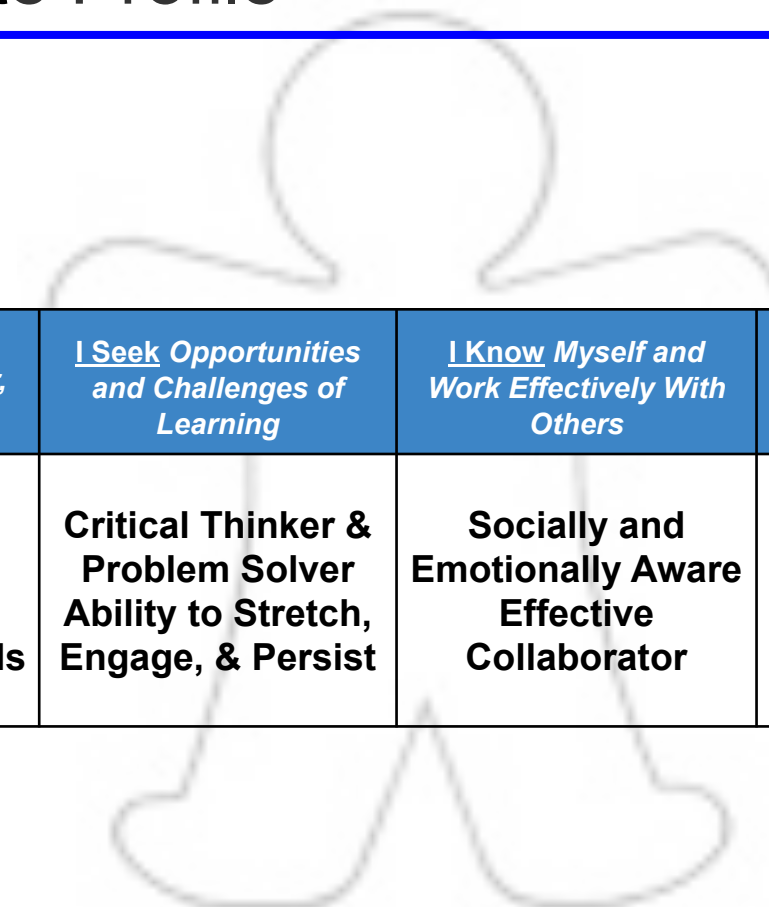Section 8: Report Out From Working Group leads (Team)

Section 9: Athletics Phase-in Plan (Team)

Section 10: Flexible Model (Stone/Zazo)

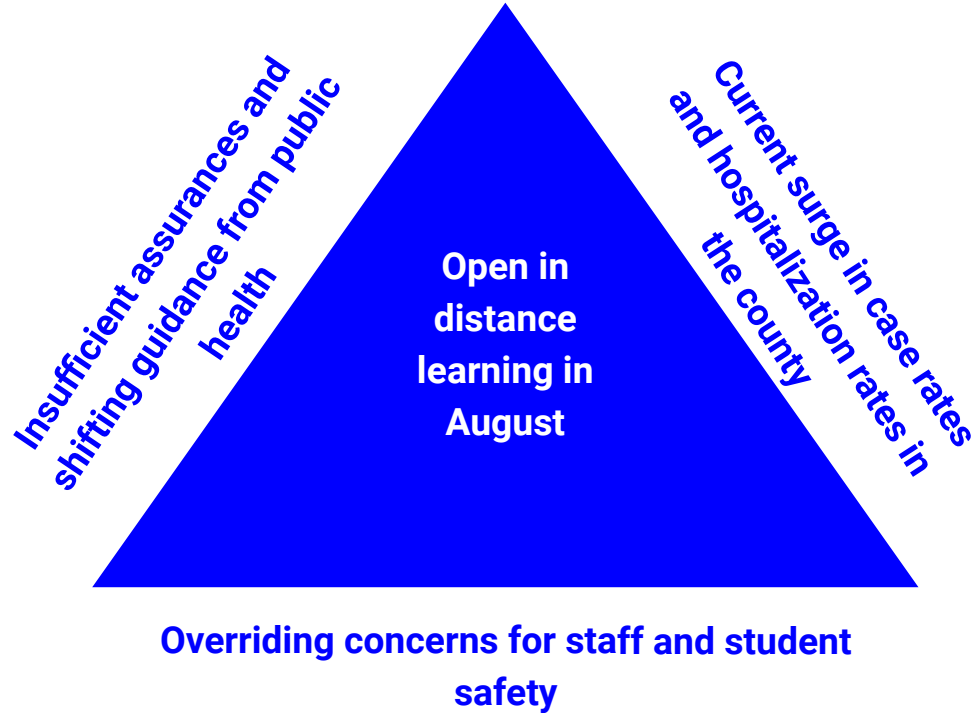Section 11: Additional Considerations (Scuderi)

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AUSD Graduate Profile

I Am *College, Career, and LIfe Ready*	I Seek *Opportunities and Challenges of Learning*	I Know *Myself and Work Effectively With Others*	I Build *Community Through Understanding and Service*
Core Academic Knowledge Life and Professional Skills	**Critical Thinker & Problem Solver Ability to Stretch, Engage, & Persist**	**Socially and Emotionally Aware Effective Collaborator**	**Cultural Intelligence Civic Responsibility**

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Reconsidering In-Person Instruction for August

Insufficient assurances and shifting guidance from public health

Current surge in case rates and hospitalization rates in the county

Open in distance learning in August

Overriding concerns for staff and student safety

Open flex model in distance learning and open remote school.

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Equity and Community-Based Decision Making

The decisions we make as a community about fall schooling will impact families in profoundly varying ways, and in some cases socioeconomic status, race, and gender inequities may be amplified by these decisions.

Risks of opening in person

Risks and impact of not opening

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Current Public Health Conditions Require Rethinking

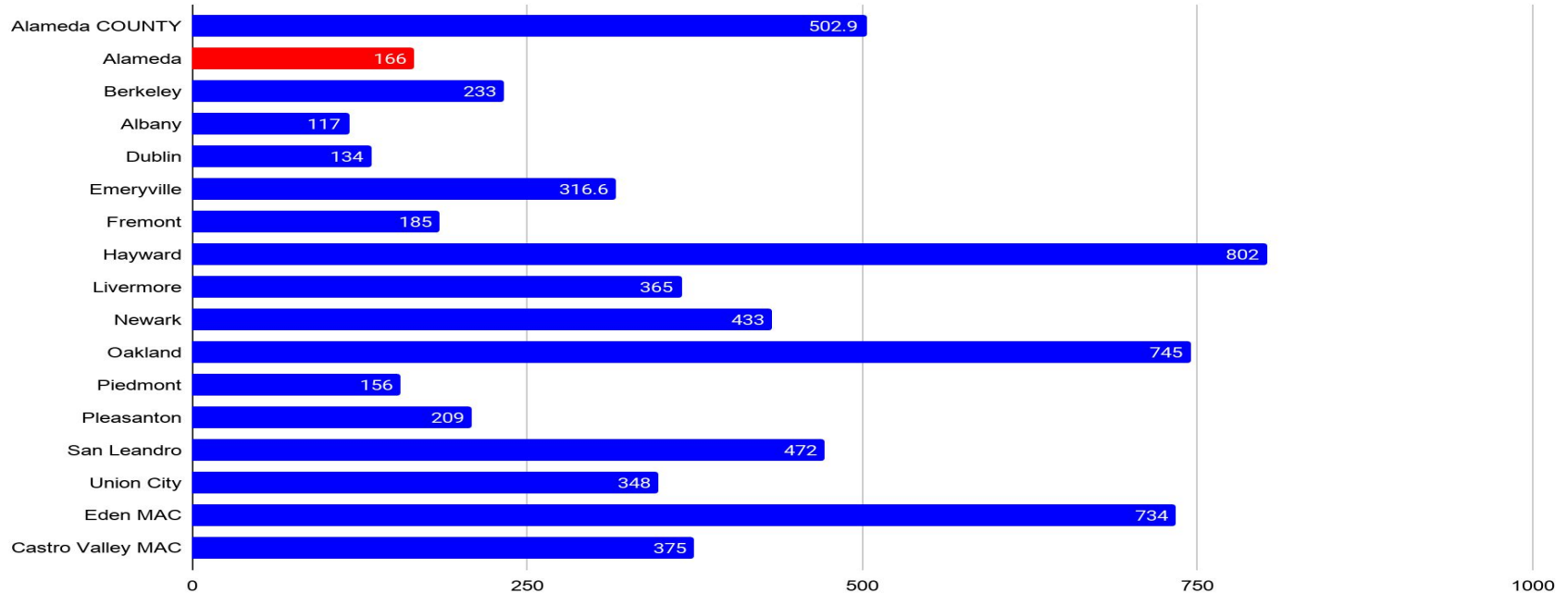## Alameda County Public Health COVID-19 Indicators (7/6/20)

Cases and Hospitalizations Flat or Decreasing	Sufficient Hospital and Surge Capacity	Sufficient Testing Capacity	Sufficient Disease Containment	*Sufficient PPE
✗	✓	✓	✗	✓

**Alameda County Health Care Services Agency July 12, 2020
*AUSD PPE inventory not county requests

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Alameda County Public Health: Case Rates per 100,000

COVID-19: ALAMEDA COUNTY TOTAL CASE RATES PER 100,000 POPULATION

Location	Rate
Alameda COUNTY	502.9
Alameda	166
Berkeley	233
Albany	117
Dublin	134
Emeryville	316.6
Fremont	185
Hayward	802
Livermore	365
Newark	433
Oakland	745
Piedmont	156
Pleasanton	209
San Leandro	472
Union City	348
Eden MAC	734
Castro Valley MAC	375

**ACPHD DASHBOARD 7/15/20

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Alameda County Public Health: Total Cases July 1 Through July 14
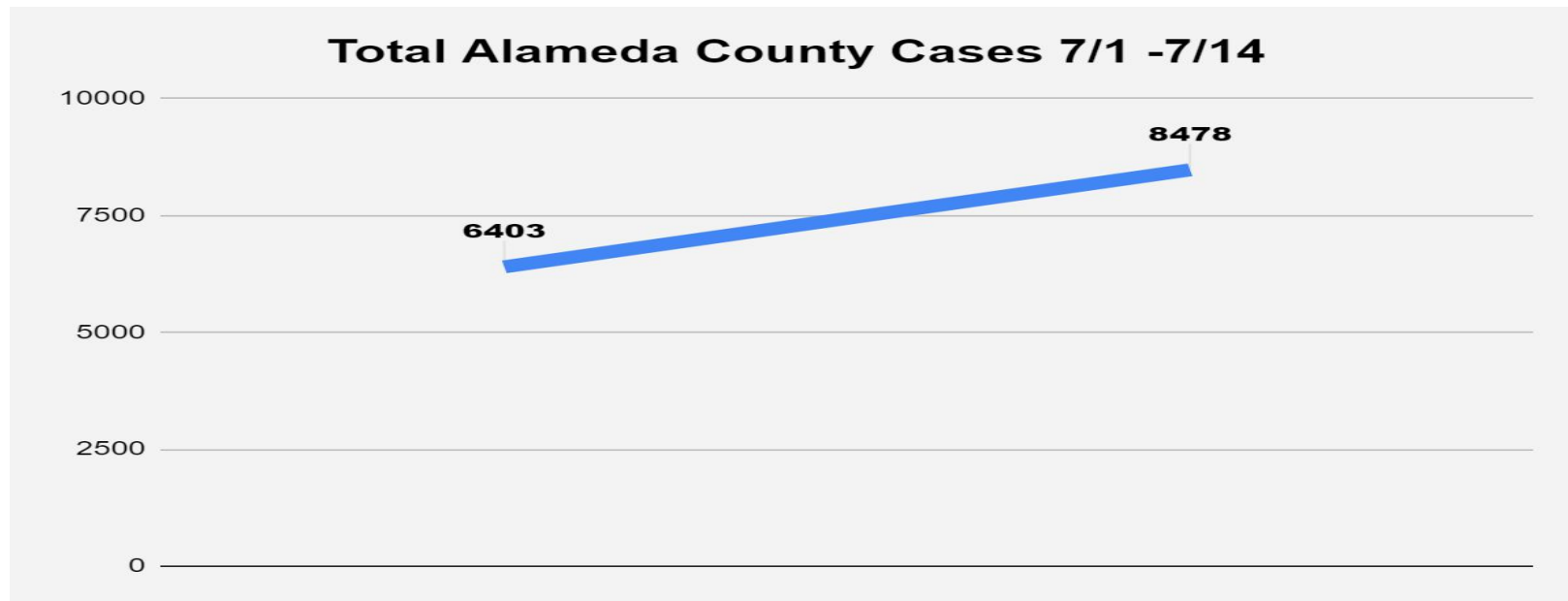
Total Alameda County Cases 7/1 -7/14

6403

8478

"The magnitude of the change is above what would be expected as a result of the county's substantial expansion of testing."
July 12, 2020

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Acknowledging the Moment

- Alameda County is experiencing a continued increase in reported COVID-19 cases in recent weeks

- The magnitude of the change is above what would be expected as a result of the County's substantial expansion of testing, and our county has been placed on the State's County Monitoring List.

- Factors driving increased case rates include **increased interpersonal interactions without face coverings and physical distancing**, and ongoing transmission among health care workers, within households, in frontline workplace settings, and in skilled nursing and other congregate living facilities.

**Alameda County Health Care Services Agency July 12, 2020

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Recent and Upcoming Discussions and News

- County Superintendents and Public Health Officer Meeting (7/15)

- County Public Health Briefing for Educators (7/16)

- Governor Newsom press conference today at 12:00 p.m. pst on updated state guidance for reopening of schools

- State indicates thresholds and rubrics are in development

**Alameda County Health Care Services Agency July 12, 2020

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July 2 Reopening Guidance

"Based on the current critical indicators the Alameda County Public Health Department (ACPHD) is monitoring, Alameda County schools can and should plan for in-person instruction moving into the regular school year this fall."

COVID-19 School Guidance
July 2, 2020
Alameda County Health Department
Alameda County Office of Education

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Developing Criteria for In-Person Return

01	**Case rates and hospitalization rates down**	● Public Health Indicator
02	**Clearer State/County Metrics**	● See NY state metrics presented by Governor Cuomo
03	**Changes in State and County Orders**	● Stronger official assurances
04	**More actionable consensus on research on younger kids**	● Emerging research on low illness burden in kids ● Emerging research suggesting younger kids do not often transmit to adults

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Sample Timeline

Reconsider and possibly confirm beginning school year in distance learning.

July 17-22

July 31

Assess latest 14-day case rate and new case trends with ACPHD

Planning continues.

Make determinations based on current conditions.

Aug 1

Aug 3

Professional learning and preparation days.

FIRST DAY: All Distance learning + small orientation groups.

Aug 27

Sept 14

HYPOTHETICAL: First day in-person with modifications

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SB 98 and Education Code

SB 98 (Education Code § 43504) contains a statement that LEAs "shall offer in-person instruction to the greatest extent possible."

Determining "the greatest extent" of that possibility is entrusted to each LEA, in light of their individual circumstances. This is an incredibly complex decision, which requires balancing of educational needs against health and safety concerns, all within the context of an ongoing public health and economic calamity.

Distance learning permitted:

- "On a local educational agency or school wide level as a result of an order or guidance from a state public health officer or a local public health officer."

- For students who are: (1) "medically fragile"; or (2) "would be put at risk"; or (3) self-quarantining.

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Teachers, Educators, and Community are Critical Partners

Outreach, exchanges, and dialogue get problems and challenges in the open where they can be solved

Where no immediate solutions are available clarity and transparency are even more critical

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Negotiations

We are working with our labor partners to negotiate the impacts of our student instructional decisions. Such areas include:

- Teaching Hours
- Leaves
- Transfer
- Evaluations
- Safety

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Threats to Withhold Federal Funds: AUSD Impact

$4.3 million ongoing

- $2.2 million to support low income students, English learners, educator effectiveness
- $2.1 million to special education

$5.8 million in one-time funding via the CARES act

- Cleaning and sanitization
- PPE
- Helps major shortfalls in state funding as a result of Covid-19

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Review of Currently Approved Schedule Models

- Flex Elementary: 50% Split cohort classes, 4-days per week A/B (a.m./p.m. schedule)

- Flex Secondary: 3x3 Semester 50% split cohort schedule A/B (a.m./p.m. schedule)

- Remote Learning Option: AUSD Remote Learning Program students will learn "asynchronously" (meaning outside of the traditional classroom) by using online courses offered by Acellus.

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Questions/Discussion

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Section 1: Summary of Current County Reopening Guidance, and Additional Research-Based Perspectives

Pasquale Scuderi, Superintendent

As of July 2, 2020

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State and County Guidance

Guidance from State Public Health and State Education Departments refer a number of decisions to local public health officer.

- Cloth face coverings and face shields
- Screening and Distancing
- Cohorts

AUSD is incorporating that guidance in our planning.

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Cloth Face Coverings and Face Shields

Cloth Face Coverings:

- Required for TK and up

- Required for all school staff

- Exceptions: unable to wear them due to special circumstances, such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.

Use qualquer coisa que cubra sua boca e nariz,

Face Shields:

- Permissible as a substitute for teachers and students unable to wear a face covering for reasons of age and special need
- Should be worn with cloth drape across the bottom tucked into shirt
- Can be worn to compliment a cloth face covering
- Will be available for staff

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Temperature Screening

- Students and families are required to self-screen at home or before entering the building.

- If self-screening is not completed at home, school staff may conduct on-site visual screenings (coughing and runny nose) and temperature screenings.

- No-contact thermometers have been purchased for all health clerks and all administrators in AUSD.

- Asymptomatic individuals or individuals with mild non-specific symptoms may not realize they are infected and may pass through screening.

- Self-screening is a must and may consider using a lower threshold temperature

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Physical Distancing

- Where practical, desks will be placed six feet apart and arranged to minimize face-to-face contact

- Permissible to relax 6-feet recommendation if it ensures all/more students receive in-class instruction

- **Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.**
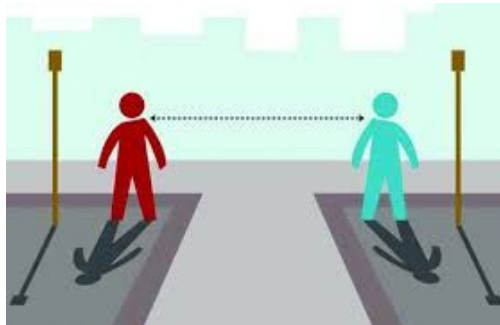
Cohorts: Size

- As practicable, students should remain in the same space and in groups as small and as consistent as possible.

- **When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.**

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UCSF Medical School Grand Rounds: State of the Pandemic

- Limited illness burden in children, but families with children bear the brunt of economic devastation mediated through school closures

- Deepening disparities for low SES students

- Unemployment and job loss

- Entrenching gender inequities and pay gap- women shoulder majority of homeschooling and child care burden

Dr. Naomi Bardach 7/9/20

UCSF
University of California
San Francisco

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UCSF Medical School Grand Rounds: Summary of Findings

- Children get Covid-19 less often and are generally less ill

- Children most often get the disease from an adult, most often from household contact

- Children do not seem to be major sources of transmission to each other or to adults

- Transmission in elementary schools likely differs from high schools

- Staff and teachers, as adults, are more likely to transmit to each other

- Limited data on middle school and pre school

Dr. Naomi Bardach 7/9/20

Questions/Discussion

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Section 2: Concepts for Alternatives and Adjustments to Fall Opening

Pasquale Scuderi, Superintendent

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Considerations for Two Models

Start the **Flexible Learning Program** in distance, -be clear that we will return to partial in-person instruction as soon as conditions and public health directives permit.

Remote Learning Program is a stand-alone option that will provide a stable virtual option all year long.
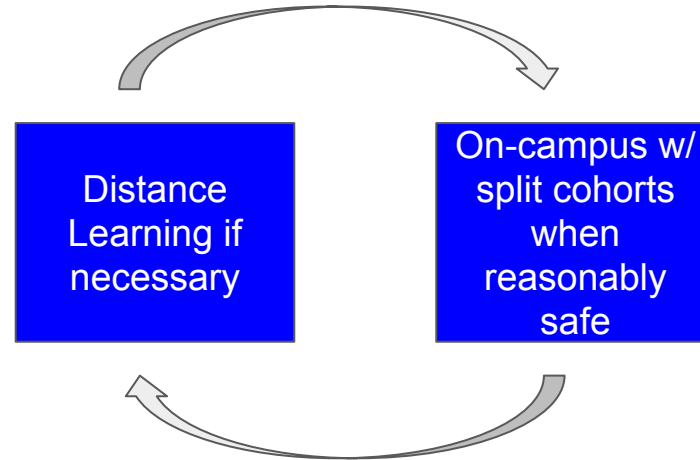
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Distinguishing Between Remote and Flexible Models

Remote Learning Program

Virtual Learning All Year

Flexible Program Model

Distance Learning if necessary

On-campus w/ split cohorts when reasonably safe

Flexible Distance Learning Schedule: Elementary (SIP)

SIP Distance Learning: A/B cohort schedule (all synchronous instruction over zoom) Asynchronous activities built out to support time when students are not face to face with their teacher

This is the schedule we will follow if public health orders require us to open in a full distance learning model or convert to a full distance learning model at some point in the school year.

*Pending negotiations

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:50	A Group (Zoom) Check in		Preparation day	A Group (Zoom) Check in	
9:00 - 9:30	A Group 1 Zoom small group	A Group 1 Zoom small group		A Group 1 Zoom small group	A Group 1 Zoom small group
9:35 - 10:05	A Group 2 Zoom small group	A Group 2 Zoom small group		A Group 2 Zoom small group	A Group 2 Zoom small group
10:05 - 10:15	Prep for next lesson/ break			Prep for next lesson/ break	
10:15 - 10:45	A Group 1 Zoom small group	A Group 1 Zoom small group		A Group 1 Zoom small group	A Group 1 Zoom small group
10:50 - 11:20	A Group 2 Zoom small group	A Group 2 Zoom small group		A Group 2 Zoom small group	A Group 2 Zoom small group
11:20 - 12:00	Lunch	Lunch		Lunch	Lunch
12:05 - 12:25	B Group (Zoom) Check in			B Group (Zoom) Check in	
12:35: 1:05	B Group 1 Zoom small group	B Group 1 Zoom small group		B Group 1 Zoom small group	B Group 1 Zoom small group
1:10 - 1:40	B Group 1 Zoom small group	B Group 1 Zoom small group		B Group 1 Zoom small group	B Group 1 Zoom small group
1:40 - 1:50	Prep for next lesson/break			Prep for next lesson/break	
1:50 - 2:20	B Group 1 Zoom small group	B Group 1 Zoom small group		B Group 1 Zoom small group	B Group 1 Zoom small group
2:25 - 2:55	B Group 1 Zoom small group	B Group 1 Zoom small group		B Group 1 Zoom small group	B Group 1 Zoom small group

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Working Within the Schedules Toward a Measured Return to In-Person Classes

As conditions improve:

- Prioritize return of students with special needs or circumstances

- Bring younger students back in more stabilized cohorts (research dependent)

- Possible phased return by grade levels, K-1, 2-3, etc. (potentially expanding ratio of outdoor space to students and staff)

- Distinguish between Elementary and Secondary return plans if distinguishing research solidifies into clear recommendations or guidance

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Starting Current Flex Model in Distance Only

- Is responsive to the current public health conditions

- Will require highly concentrated supports for younger grades

- Must not gloss over challenges this creates for many working families

- Approaches to the challenge of reading instruction in younger grades need creative solutions

- Requires commitment and creativity to meet needs of students with IEPs

- Access for younger kids: log-in, follow-up, asynchronous time. etc.

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What Will Be Different

- 6-day learning conference in June built capacity in teachers in virtual space

- Cluster of PD days now added to the front of the school year

- More specific supports for our staff

- Device and accessibility check-in can happen before school

- PD for families on priority platforms multiple languages

- Middle and High School families will only have to focus on/track 3 classes

Questions/Discussion

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Section 3: Flexible Schedules

Schedules for K-12

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Flexible Model Schedules

Flexible Distance Learning Schedule 1	Distance Learning: A/B cohort schedule (all synchronous instruction over zoom) Asynchronous activities built out to support time when students are not face to face with their teacher *This is a sample schedule we will follow if public health orders require us to open in a full distance learning model or convert to a full distance learning model at some point in the school year.*
Flexible Learning On Campus Schedule 2: A/B Cohorts	Morning's on campus with group A and afternoons on campus with group B, Time built in between student groups for sanitation.
Flexible Learning On Campus Schedule 3: Full Class Cohort	individual cohort recess schedule, reduced day schedule to honor contractual lunch and prep, minimum number of passing periods in secondary
Flexible Learning On Campus Schedule 1: Moderate to Severe Special Day Class K-Adult	Morning's on campus with group A and afternoons on campus with group B, no lunch on campus, individual cohort recess schedule Student Cohorts:
Flexible Learning On Campus Schedule 2: Moderate to Severe Special Day Class K-Adult	100% student cohort, lunch in classroom, individual cohort recess schedule, reduced day and week schedule to honor contractual lunch and prep

*All Schedules are Sample and Pending negotiations

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Guiding Principles for Flexible Schedules

Guiding Principles - From the American Academy of Pediatrics

1. School policies must be flexible and nimble in responding to new information, and administrators must be willing to refine approaches when specific policies are not working.

2. It is critically important to develop strategies that can be revised and adapted depending on the level of viral transmission in the school and throughout the community and done with close communication with state and/or local public health authorities and recognizing the differences between school districts, including urban, suburban, and rural districts.

3. Policies should be practical, feasible, and appropriate for the child or adolescent's developmental stage.

4. Special considerations and accommodations to account for the diversity of youth should be made, especially for our vulnerable populations, including those who are medically fragile, live in poverty, have developmental challenges, or have special health care needs or disabilities, with the goal of safe return to school.

5. No child or adolescent should be excluded from school unless required in order to adhere to local public health mandates or because of unique medical needs. Pediatricians, families, and schools should partner together to collaboratively identify and develop accommodations, when needed.

6. School policies should be guided by supporting the overall health and well-being of all children, adolescents, their families, and their communities. These policies should be consistently communicated in languages other than English, if needed, based on the languages spoken in the community, to avoid marginalization of parents/guardians who are of limited English proficiency or do not speak English at all.

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Guiding Principles for Flexible Schedule Planning

Pre - K

Higher-priority strategies:
- Cohort classes to minimize crossover among children and adults within the school; the exact size of the cohort may vary, often dependent on local or state health department guidance.
- Utilize outdoor spaces when possible.
- Limit unnecessary visitors into the building.

Lower-priority strategies:
- Face coverings(cloth) for children in the Pre-K setting may be difficult to implement.
- Reducing classmate interactions/play in Pre-K aged children may not provide substantial COVID-19 risk reduction.

From the American Academy of Pediatrics

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Guiding Principles for Flexible Schedule Planning

Elementary

Higher-priority strategies:

- Children should wear face coverings when harms (eg, increasing hand-mouth/nose contact) do not outweigh benefits (potential COVID-19 risk reduction).
- Desks should be physically distanced when feasible (if this reduces the amount of time children are present in school, harm may outweigh potential benefits).
- Cohort classes to minimize crossover among children and adults within the school.
- Utilize outdoor spaces when possible.

Lower-priority strategies:

- The risk reduction of reducing class sizes in elementary school-aged children may be outweighed by the challenge of doing so.
- Similarly, reducing classmate interactions/play in elementary school-aged children may not provide enough COVID-19 risk reduction to justify potential harms.

From the American Academy of Pediatrics

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Guiding Principles for Flexible Schedule Planning

Secondary: There is likely a greater impact of physical distancing on risk reduction of COVID in secondary schools than early childhood or elementary education. There are also different barriers to successful implementation of many of these measures in older age groups, as the structure of school is usually based on students changing classrooms. Suggestions for physical distancing risk mitigation strategies when feasible:

- Universal face coverings in middle and high schools when not able to maintain a 6-foot distance (students and adults).
- Particular avoidance of close physical proximity in cases of increased exhalation (singing, exercise); these activities are likely safest outdoors and spread out.
- Desks should be physically distanced when feasible.
- Cohort classes if possible, limit cross-over of students and teachers to the extent possible.
  - Ideas that may assist with cohorting:
    - Block schedule (much like colleges, intensive 1-month blocks).
    - Eliminate use of lockers or assign them by cohort to reduce need for hallway use across multiple areas of the building. (This strategy would need to be done in conjunction with planning to ensure students are not carrying home an unreasonable number of books on a daily basis and may vary depending on other cohorting and instructional decisions schools are making.)
    - Have teachers rotate instead of students when feasible.
    - Utilize outdoor spaces when possible.
    - Teachers should maintain 6 feet from students when possible and if not disruptive to the educational process.
    - Restructure elective offerings to allow small groups within one classroom. This may not be possible in a small classroom.

From the American Academy of Pediatrics

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Guiding Principles for Flexible Schedule Planning

Special Education: Every child and adolescent with a disability is entitled to a free and appropriate education and is entitled to special education services based on their individualized education program (IEP). Students receiving special education services may be more negatively affected by distance-learning and may be disproportionately impacted by interruptions in regular education. It may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions.

From the American Academy of Pediatrics

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Teaching and Learning in the Flexible versus the Remote Model

Flexible Program

Flexible between on-campus to fully Distance based on SIP

- **Combination of teacher directed instruction and online learning**
- **Teacher is planning and delivering content and instruction**
- **Class time used for discussion and projects that synthesize information**
- **Lessons/lectures through online videos students can access at their own time and pace**
- **Choice in ways to practice and demonstrate understanding of skill/standard**
- **Students pacing depends on mastery of skills/standards**
- **Balance of Synchronous and Asynchronous Time**

Fully Distance Learning

Remote Program

- **Acellus online curriculum program is used to provide instruction to the student.**
- **Teachers work as "Learning Coordinators" who meet with students as needed to support learning both one to one and in small groups.**
- **Parent (or other responsible adult in the home) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed.**
- **Students work in a self-paced, asynchronous environment for most of the day.**
- **Synchronous time with the teacher is used to support student's specific needs**
- **More Asynchronous than Synchronous Time**

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Flexible Distance Learning Schedule 1: Elementary (A/B Group)

SIP Distance Learning: A/B cohort schedule (all synchronous instruction over zoom) Asynchronous activities built out to support time when students are not face to face with their teacher

This is the schedule we will follow if public health orders require us to open in a full distance learning model or convert to a full distance learning model at some point in the school year.

*Pending negotiations

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:50	A Group (Zoom) Check in		Preparation day	A Group (Zoom) Check in	
9:00 - 9:30	A Group 1 Zoom small group	A Group 1 Zoom small group		A Group 1 Zoom small group	A Group 1 Zoom small group
9:35 - 10:05	A Group 2 Zoom small group	A Group 2 Zoom small group		A Group 2 Zoom small group	A Group 2 Zoom small group
10:05 - 10:15	Prep for next lesson/ break			Prep for next lesson/ break	
10:15 - 10:45	A Group 1 Zoom small group	A Group 1 Zoom small group		A Group 1 Zoom small group	A Group 1 Zoom small group
10:50 - 11:20	A Group 2 Zoom small group	A Group 2 Zoom small group		A Group 2 Zoom small group	A Group 2 Zoom small group
11:20 - 12:00	Lunch	Lunch		Lunch	Lunch
12:05 - 12:25	B Group (Zoom) Check in			B Group (Zoom) Check in	
12:35: 1:05	B Group 1 Zoom small group	B Group 1 Zoom small group		B Group 1 Zoom small group (reading)	B Group 1 Zoom small group
1:10 - 1:40	B Group 1 Zoom small group	B Group 1 Zoom small group		B Group 1 Zoom small group (reading)	B Group 1 Zoom small group
1:40 - 1:50	Prep for next lesson/break			Prep for next lesson/break	
1:50 - 2:20	B Group 1 Zoom small group	B Group 1 Zoom small group		B Group 1 Zoom small group	B Group 1 Zoom small group
2:25 - 2:55	B Group 1 Zoom small group	B Group 1 Zoom small group		B Group 1 Zoom small group	B Group 1 Zoom small group

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Flexible Learning On Campus Schedule 2: Elementary A/B Group Cohorts

Morning's on campus with group A and afternoons on campus with group B, no lunch on campus, individual cohort recess schedule
Student Cohorts:
2 hours and 40 minutes

*Pending negotiations

Early staggered schedule	*Mid staggered schedule*	*Late staggered schedule*	Monday	Tuesday	Wed.	Thursday	Friday
8:10 - 10:50	8:30 - 11:00	8:50 - 11:20	Small group time built into cohort time A Group (on campus)		*Students off campus.*	Small group time built into cohort time A Group (on campus)	
10:50 - 11:30	11:10 - 11:50	11:30 - 12:10	Teacher Lunch *Students may pick up lunch*	Teacher Lunch *Students may pick up lunch*		Teacher Lunch *Students may pick up lunch*	Teacher Lunch *Students may pick up lunch*
11:30 - 12:10	11:50 - 12:30	12:10 - 12:50	Cleaning time/asynchronous planning time	Cleaning time/asynchronous planning time		Cleaning time/asynchronous planning time	Cleaning time/asynchronous planning time
12:10 - 2:50	12:30 - 3:10	12:50 - 3:30	Small group time built into cohort time B Group (on campus)			B Group (on campus)	

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Flexible Learning On Campus Schedule 3: Elementary Full Class Cohort

100% student cohort, lunch in classroom, individual cohort recess schedule, reduced day schedule to honor contractual lunch and prep
*Pending negotiations

Early staggered schedule	Mid staggered schedule	Late staggered schedule	Monday	Tuesday	Wed.	Thursday	Friday
8:10 - 8:50	8:30 - 9:10	8:50 - 9:30	Small Group (on campus)	Small Group (on campus)	*Students off campus*	Small Group (on campus)	Small Group (on campus)
8:50 - 9:00	9:10 - 9:20	9:30 - 9:40	Break/recess			Break/recess	
9:00 - 11:10	9:20 - 11:30	9:40 - 11:50	All Group Instruction (on campus)			All Group Instruction (on campus)	
11:10 - 11:55	11:30 - 12:15	11:50 - 12:35	Student lunch in classroom and rotating recess	Student lunch in classroom and rotating recess		Student lunch in classroom and rotating recess	Student lunch in classroom and rotating recess
11:55 - 2:05	12:15 - 2:25	12:35 - 2:45	All Group Instruction (on campus)			All Group Instruction (on campus)	
2:05 - 2:50	2:25 - 3:10	2:45 - 3:30	45 minute teacher lunch			45 minute teacher lunch	

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Flexible Distance Learning Schedule 1: Secondary (A/B Group)

Similar to a semester system in college, students would take six classes over the course of the year, three classes per semester; (a "3 by 3" schedule). Classroom teachers will teach five classes over the course of the year; three in one semester and two in the other. Semesters would be roughly 18 weeks in length.

*Pending negotiations

Start time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:50	Period 1 A Group (Zoom) Check in	Period 2 A Group (Zoom) Check in		Period 3 A Group (Zoom) Check in	Period 1 A Group (Zoom) Check in
9:00 - 10:00	A Group 1 Zoom small group	A Group 1 Zoom small group		A Group 1 Zoom small group (reading)	A Group 1 Zoom small group (reading)
10:10 - 11:10	A Group 2 Zoom small group	A Group 2 Zoom small group		A Group 2 Zoom small group (reading)	A Group 2 Zoom small group (reading)
11:10 - 11:50	Lunch	Lunch		Lunch	Lunch
11:55 - 12:15	Period 1 B Group (Zoom) Check in	Period 2 B Group (Zoom) Check in		Period 3 B Group (Zoom) Check in	Period 1 B Group (Zoom) Check in
12:25- 1:25	B Group 1 Zoom small group	B Group 1 Zoom small group		B Group 1 Zoom small group	B Group 1 Zoom small group
1:35 - 2:35	B Group 1 Zoom small group	B Group 1 Zoom small group		B Group 1 Zoom small group	B Group 1 Zoom small group
2:35 - 3:15	Prep			Prep	

Class is 4 days per week. As there are only three classes, this would be on a rotation:
Week 1: Monday Period 1, Tuesday Period 2, Thursday Period 3, Friday Period 1
QWeek 2: Monday Period 2, Tuesday Period 3, Thursday Period 1, Friday Period 2
Week 3: Monday Period 3, Tuesday Period 1, Thursday Period 2, Friday Period 3
Week 4: Monday Holiday, Tuesday Period 1, Thursday Period 2, Friday Period 3
Week 5: Monday Period 1, Tuesday Period 2, Thursday Period 3, Friday Period 1

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Flexible Learning On Campus Schedule 2: Secondary A/B Group Cohorts

Similar to a semester system in college, students would take six classes over the course of the year, three classes per semester; (a "3 by 3" schedule). Classroom teachers will teach five classes over the course of the year; three in one semester and two in the other. Semesters would be roughly 18 weeks in length.

Morning's on campus with group A and afternoons on campus with group B, no lunch on campus

*Pending negotiations

Staggered Start A	Staggered Start B	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 10:15	8:45 - 10:30	Period 1 Class (AM section)	Period 2 Class (AM section)	*Students off campus.* 8:30 - 9:30 "Homeroom" check in	Period 3 Class (AM section)	Period 1 Class (AM section)
10:15 - 11:00	10:30 - 11:15	Small Group	Small Group		Small Group	Small Group
11:00 - 12:00	11:15 - 12:15	Cleaning time/asynchronous planning time	Cleaning time/asynchronous planning time		Cleaning time/asynchronous planning time	Cleaning time/asynchronous planning time
12:00 -12:45	12:15 - 1:00	Teacher Lunch Students may pick up lunch	Teacher Lunch Students may pick up lunch		Teacher Lunch Students may pick up lunch	Teacher Lunch Students may pick up lunch
12:45 - 2:30	1:00 - 2:45	Class (PM section)	Class (PM section)		Class (PM section)	Class (PM section)
2:30 - 3:15	2:45 - 3:30	Small Group	Small Group		Small Group	Small Group

Class is 4 days per week. As there are only three classes, this would be on a rotation:
Week 1: Monday Period 1, Tuesday Period 2, Thursday Period 3, Friday Period 1
Week 2: Monday Period 2, Tuesday Period 3, Thursday Period 1, Friday Period 2
Week 3: Monday Period 3, Tuesday Period 1, Thursday Period 2, Friday Period 3
Week 4: Monday Holiday, Tuesday Period 1, Thursday Period 2, Friday Period 3
Week 5: Monday Period 1, Tuesday Period 2, Thursday Period 3, Friday Period 1

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Flexible Learning On Campus Schedule 3: Secondary Full Class Cohort

Similar to a semester system in college, students would take six classes over the course of the year, three classes per semester; (a "3 by 3" schedule). Classroom teachers will teach five classes over the course of the year; three in one semester and two in the other. Semesters would be roughly 18 weeks in length.

Students at100% cohorts, limits to 2 passing periods a day with lunch inside the classroom, staggered start and stop times.

*Pending negotiations

Staggered Start A	Staggered Start B	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 10:15	8:45 - 10:30	Period 1	Period 1	*Students off campus.*	Period 1	Period 1
10:15 - 10:20	10:30 - 10:35	Passing Period	Passing Period		Passing Period	Passing Period
10:20 - 12:05	10:35 - 12:20	Period 2	Period 2		Period 2	Period 2
12:05 - 12:35	12:20 - 12:50	*In class lunch*	*In class lunch*		*In class lunch*	*In class lunch*
12:35 -12:40	12:50 - 12:55	Passing Period			Passing Period	
12:40 - 2:25	12:55 - 2:40	Period 3	Period 3		Period 3	Period 3
2:30 - 3:15	2:45 - 3:30	Teacher lunch 45 min			Teacher lunch 45 min	

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Flexible Learning On Campus Schedule 1: Moderate to Severe Special Day Class K-Adult

Morning's on campus with group A and afternoons on campus with group B, no lunch on campus, individual cohort recess schedule
Student Cohorts:
2 hours and 40 minutes
Positive: Allows for better physical distaning due to less students and adults in the room at the same time
Negative: Our moderate to severe population have a very difficult time accessing their education with asynchronously or in a distance model
*Pending negotiations

Early staggered schedule	Mid staggered schedule	Late staggered schedule	Monday	Tuesday	Wed.	Thursday	Friday
8:10 - 10:50	8:30 - 11:00	8:50 - 11:20	A Group (on campus)		*Students off campus.*	A Group (on campus)	
10:50 - 11:30	11:10 - 11:50	11:30 - 12:10	Teacher Lunch *Students may pick up lunch*	Teacher Lunch *Students may pick up lunch*		Teacher Lunch *Students may pick up lunch*	Teacher Lunch *Students may pick up lunch*
11:30 - 12:10	11:50 - 12:30	12:10 - 12:50	Cleaning time/asynchronous planning time	Cleaning time/asynchronous planning time		Cleaning time/asynchronous planning time	Cleaning time/asynchronous planning time
12:10 - 2:50	12:30 - 3:10	12:50 - 3:30	B Group (on campus)			B Group (on campus)	

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Flexible Learning On Campus Schedule 2: Moderate to Severe Special Day Class K-Adult

100% student cohort, lunch in classroom, individual cohort recess schedule, reduced day and week schedule to honor contractual lunch and prep
Positive: Allows for more on campus time and resembles more of a traditional model
Negative: Less ability to Physical Distance since all staff and students together
*Pending negotiations

Start/Time	Monday	Tuesday	Wed.	Thursday	Friday
8:40 - 11:30	All Group Instruction (on campus)		*Students off campus.*	All Group Instruction (on campus)	
11:30 - 12:15	Student lunch in classroom and rotating recess	Student lunch in classroom and rotating recess		Student lunch in classroom and rotating recess	Student lunch in classroom and rotating recess
12:15 - 2:30	All Group Instruction (on campus)			All Group Instruction (on campus)	
2:30 - 3:20	45 minute teacher lunch			45 minute teacher lunch	

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Summary Flexible Schedule Planning

- The whole district does not need to be in the same schedule at the same time
- Decisions can be made for different groups of students based on principles of research, health guidance, and needs
- These schedules are designed to ease the transition from one schedule to the other with ease

Questions/Discussion

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Section 4: Remote Schedules

Sara Stone, Chief academic officer

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Teaching and Learning in the Flexible versus the Remote Model

Flexible Program

Flexible between on-campus to fully Distance based on SIP

- **Combination of teacher directed instruction and online learning**
- **Teacher is planning and delivering content and instruction**
- **Class time used for discussion and projects that synthesize information**
- **Lessons/lectures through online videos students can access at their own time and pace**
- **Choice in ways to practice and demonstrate understanding of skill/standard**
- **Students pacing depends on mastery of skills/standards**
- **Balance of Synchronous and Asynchronous Time**

Fully Distance Learning

Remote Program

- **Acellus online curriculum program is used to provide instruction to the student.**
- **Teachers work as "Learning Coordinators" who meet with students as needed to support learning both one to one and in small groups.**
- **Parent (or other responsible adult in the home) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed.**
- **Students work in a self-paced, asynchronous environment for most of the day.**
- **Synchronous time with the teacher is used to support student's specific needs**
- **More Asynchronous than Synchronous Time**

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Distinguishing Between Remote and Flexible Models

Remote Learning Program

Virtual Learning All Year

Flexible Program Model

Distance Learning if necessary

On-campus w/ split cohorts when reasonably safe

Remote

- Will follow the Elementary and Secondary Flexible Schedules

- All Secondary students will take 3 courses per semester

- Secondary students can take more than 3 courses per semester based on their own Personal Learning Plan

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TK-12 **_Sample_** Daily Schedule *

Acellus Learning and Small Group or One to One Support (This includes Social and Emotional learning time and academic support time)	**8:00-3:00 (**see breaks below)** **Support Time with Learning Coordinator** **(Small Group/ 1:1 time with Learning Coordinator)** **8:00-11:45 Group A Remote-- to be scheduled by the Learning Coordinator based on students' needs** **Group B- Acellus Learning** **12:00-12:45 Lunch** **12:45-3:00 Group B Remote-- to be scheduled by the Learning Coordinator based on students' needs** **Group A- Acellus Learning**

**Students will be encouraged to take breaks throughout the day to: Play, move, read for pleasure, draw, write, explore, rest, socialize, and go outside.

*All Schedules are Sample and Pending negotiations

Note:
All Acellus Learning is self-paced and can be done at times throughout the day that work best for the student and family.

Students' recommended time on screens will be determined by development needs and World Health Organization Guidelines.

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Sample Course Load

Elementary	8th Grade (3x3 per semester schedule- 6 courses for the entire year)	11th Grade (3x3 per semester schedule- 6 courses for the entire year)
Grade 1 Language Arts/Reading	**Semester 1** Grade 8 Language Arts/Reading/ Grade 8 Math-Pre-Algebra PE - Intro to Social Emotional Learning - Middle School	**Semester 1** AP English Language and Composition** Integrated Mathematics III Honors Physics
Grade 1 Math		
Grade 1 Science		
Grade 1 Social Studies	**Semester 2** Grade 8 Social Studies Science Middle School Health	**Semester 2** AP United States History Spanish III CTE Course
PE - Intro to Social Emotional Learning - Elementary School		
Optional Enrichments: Foundations of Music STEM 1 Discover Spanish - Part 1	Elective Examples: Middle School Spanish I	Elective Example: AP Studio Art

A list of all virtual courses can be found at https://www.acellus.com/for-your-school/#acellus-courses

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Questions/Discussion

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Section 5: Compilation of Registration Data for Flexible and Remote Models

Kirsten Zazo

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Instructional Choice 20/21 (Request for Flexible or Remote)

- The Instructional Choice form was sent out to all families via Aeries on June 26th.
- The forms were due on July 5th by 12 pm.
- All students who requested remote were sent acceptance emails July 9th and 10th.
- If you did not receive an acceptance and filled out a request for the Remote Program prior to July 5th, please email **student.services@alamedaunified.org**
- If your family has changed their mind or missed the deadline for submission please submit your request on the link **here** and or email **student.services@alamedaunified.org** and we will send you the link.
- Our goal is to accommodate as many families as we can into the Remote Program.
- Families have to accept their spot in the remote program by **July 19th**. We know that many things are changing in these current conditions and will allow families to change their minds and withdraw from the remote program up until **July 26th**.
- Once families accept a spot we will begin to balance staffing across the district.
- We will then look at accepting additional students who requested the Remote Program after the July 5th deadline after balancing staffing at all school sites.

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Assessing Community Needs and Preferences for the Remote Program

Total responses to Flexible/Remote Program Choice form: 9,019

Language	Responses
Arabic	0
Chinese	294
English	7786
English captured by our parent liaisons	866
Spanish	59
Vietnamese	14
Tagalog	0
Mongolian	0
Total	**9,019**

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Number of Students Choosing the Remote Program by Grade Level Bands TK -12

Grade Levels	Totals
TK-1	240
2-3	261
4-5	239
6-8	284
9-12	297
Total	1,321

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Number of Students Choosing the Remote Program by Site and Grade Level

Schools	TK	K	1st	2nd	3rd	4th	5th	Total
BF		7	13	19	18	16	15	88
Earhart	4	16	16	22	21	16	18	113
Edison		8	15	6	12	21	7	69
Franklin		6	0	6	5	3	7	27
Love	1	14	25	13	25	20	13	111
Maya Lin		13	15	8	21	10	12	79
Otis		13	17	13	18	23	14	98
Paden		13	14	15	12	7	14	75
RB	4	9	17	10	17	7	16	80
Totals	9	99	132	112	149	123	116	740

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Number of Students Choosing the Remote Program by Site and Grade Level

Schools	6th	7th	8th	9th	10th	11th	12th	Totals
BF	7	13	10					30
JJ's	9	8	12					29
LMS	37	45	43					125
WMS	30	38	32					100
AHS				44	42	47	34	167
ASTI				1	11	9	8	29
Encinal				22	27	25	25	99
Island						2		2
Total	83	104	97	67	80	83	67	581

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Discussion/Questions

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Section 6: Enrollment and Staffing

Kirsten Zazo Chief
Student Support Officer
And
Tim Erwin
Chief Human Resources Officer

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FTE Allocation for Remote School and Current Budgeted FTE

Grade Span	Number	FTE TK-3 (25:1) 4-5 (32:1) 6-8 (33:1) 9-12 (35:1)	Rounded
TK - 1	240	9.64 FTE	10
2-3	261	10.48 FTE	10.5
4-5	239	7.43 FTE	7.5
6-8	284	8.66 FTE	8.8
9-12	297	8.4 FTE	8.4
Total	**1,321**	**44.61**	**45.2**

Grade Span	Number	Base FTE	Additional FTE/Prep/EL/Secondary specials	With EL and additional general FTE
TK - 5	4435	168	24.4	192.4
6-8	1820	66.8	2.6	70.2
9-12	2908	100.6	9.9	110.5
Total	**9,163**	**335.4**	**36.9**	**373.1**

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Elementary Enrollment Projections Example (Remote/Flexible)

Schools	K	1st	2nd	3rd	4th	5th	Totals
BF current enrollment	63 of 75	78 of 75	71 of 75	75 of 75	77 of 77	81 of 81	445 students
BF FTE allocation	3	3	3	3	2.5	2.5	17 FTE
BF remote	7	13	19	18	16	15	88 students
BF remote FTE needed	.5	.5	.75	.75	.5	.5	3.5 FTE
BF adjusted enrollment	56 of 50	65 of 75	52 of 50	57 of 75	61 of 64	66 of 64	357 students
BF adjusted FTE	2	3	2	3	2	2	14 FTE
BF projected diversions	6		2			2	10 students
FTE that can be pulled from flexible schedule into remote	**Need 3.5 FTE for the Remote Program and can pull out 3 FTE from the Flexible Program**						

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Elementary Enrollment Projections Example (Remote/Flexible)

Schools	K	1st	2nd	3rd	4th	5th	Totals
Paden current enrollment	71 of 75	76 of 75	72 of 75	73 of 75	47 of 50	69 of 64	408 students
Paden FTE allocation	3	3	3	3	2	2	16 FTE
Paden remote	13	14	15	12	7	14	75 students
Paden Remote FTE needed	.5	.5	.75	.5	.25	.5	3 FTE
Paden adjusted enrollment	58 of 62	62 of 62	57 of 62	61 of 62	40 of 64	55 of 64	333 students
Paden adjusted FTE	2.5 8 and 12	2.5 50	2.5 50 7 and 11	2.5 50	2	2	14 FTE
Paden projected diversions							0 students
FTE that can be pulled from flexible schedule into remote	**Need 3 FTE for the Remote Program and can pull out 2 FTE from the Flexible Program**						

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Secondary Enrollment Projections Example (Remote/Flexible)

Schools	9th	10th	11th	12th	Totals
AHS current enrollment	450 of 413	423 of 415	473 of 460	419 of 400	1,765
AHS FTE allocation	14.2	14.2	15.8	13.8	58.8
AHS remote enrollment	44	42	47	34	167
AHS Remote FTE	1.5	1.4	1.6	1	5.5
AHS adjusted enrollment	406	409	426	385	1,626
AHS adjusted FTE	13.8	14	14.6	13.2	55.6
FTE that can be pulled from flexible schedule into remote	**Need 5.5 FTE for the Remote Program and can pull out 3.2 FTE from the Flexible Program**				

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Secondary Enrollment Projections Example (Remote/Flexible)

Schools	6th	7th	8th	Totals
LMS current enrollment	301 of 271	273 of 275	302 of 295	876 students
LMS FTE allocation	9.8	10	10.8	30.6
LMS remote	37	45	43	125 students
LMS remote FTE	1.4	1.6	1.6	3.6 FTE
LMS adjusted enrollment	264	228	259	751 students
LMS adjusted FTE	9.6	8.2	9.4	27.2
FTE that can be pulled from flexible schedule into remote	**Need 3.6 FTE for the Remote Program and can pull out 3.4 FTE From the Flexible Program**			

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Negotiations

We are working with our labor partners to negotiate the impacts of our student instructional decisions. Such areas include:

- Teaching Hours
- Leaves
- Transfer
- Evaluations
- Safety

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Discussion/Questions

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Section 7: Working Groups- Flexible and Remote Learning Models

Kirsten Zazo

Chief Student Support Officer

AUSD Redesign Task Force Lead

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Design Planning for Flexible and Remote Models

Flexible Model
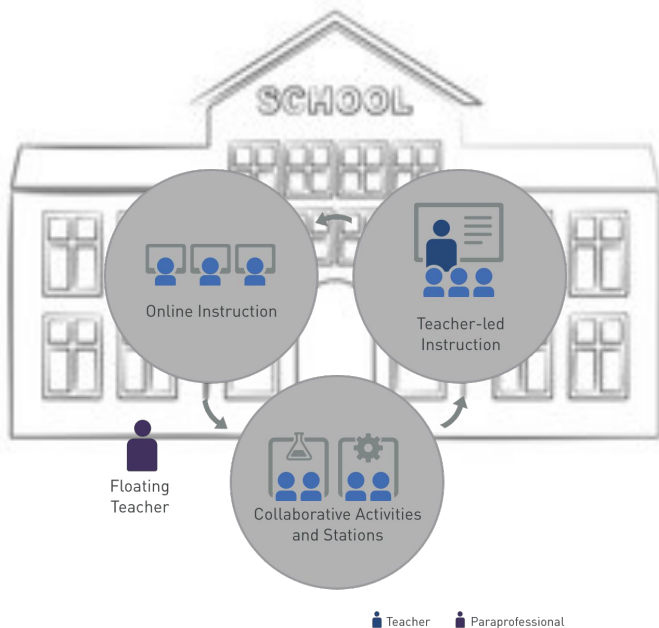
Virtual Enriched Remote Model

Online Instruction

Teacher-led Instruction

Floating Teacher

Collaborative Activities and Stations

Teacher   Paraprofessional

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Distinguishing Between Remote and Flexible Models

Remote Learning Program

Virtual Learning All Year

Flexible Program Model

Distance Learning if necessary

On-campus w/ split cohorts when reasonably safe

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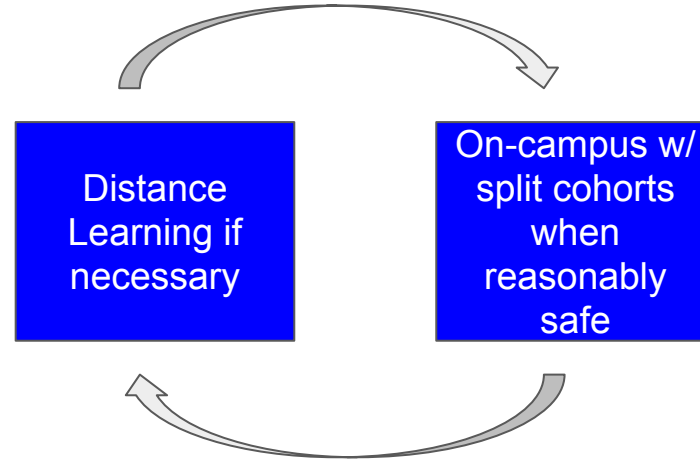
Traditional Model Structures & Policies

- Delivery model
- Grading policy
- SEL and Behavior supports
- Health and Safety
- Metal health support
- Special Education services
- EL services
- School culture
- Attendance
- Enrollment
- Curriculum

Remote and Flexible Model Structures & Policies

- Delivery model
- Curriculum
- Grading policy
- SEL and Behavior supports
- Health and Safety
- Metal health support
- Special Education services
- EL services
- School culture
- Attendance
- Enrollment

Remote Model

Flexible Model

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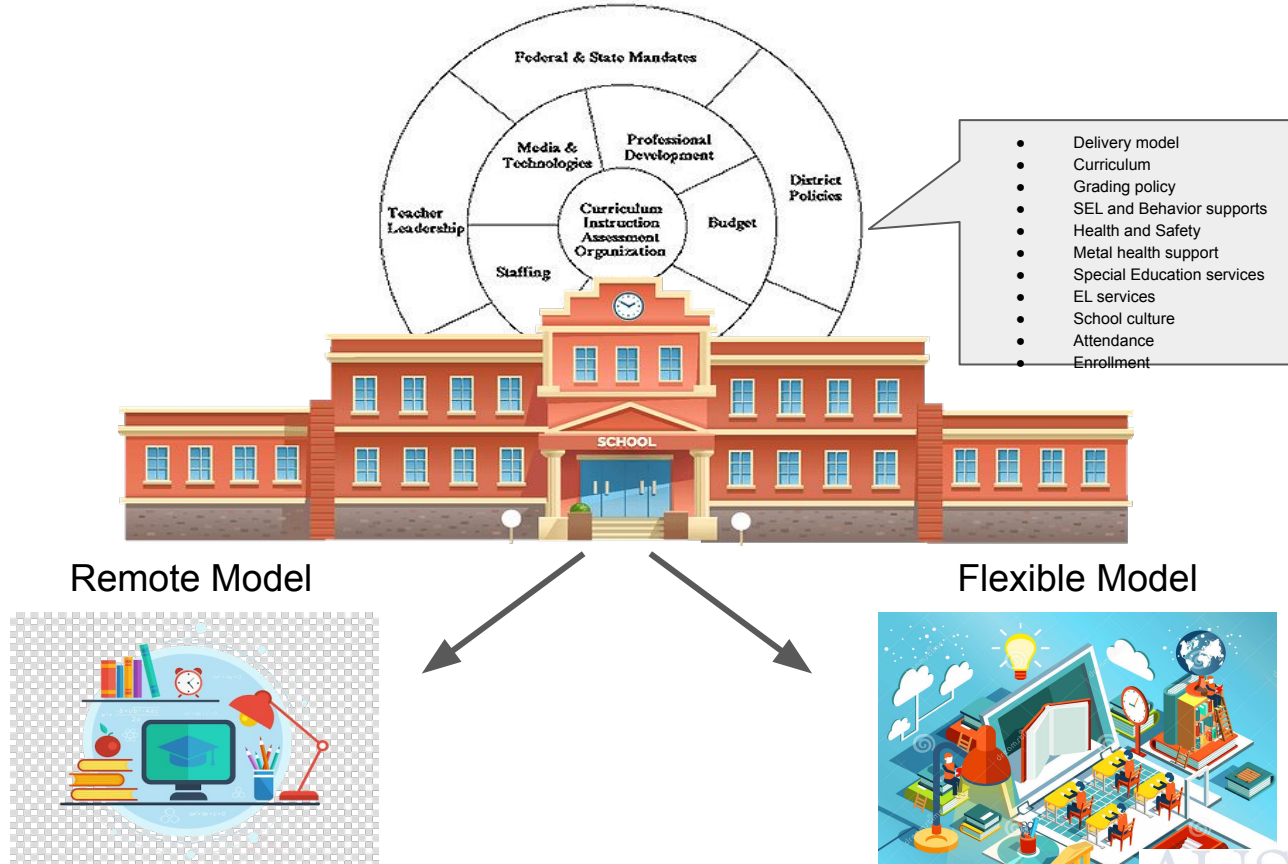
Timeline and Working Group Focal Areas

July 6th		July 11th			July 17th	July 19th		July 26th						August 6th		August 12th			August 19th			August 27th
Enrollment Closes, Acceptance Open					Send A/B preference to Elementary families	Remote acceptance closes	Balance staffing	Families can change their minds of the remote program						Site Leaders return		Teachers Return						Students begin school

NOT Schedule Dependent	High Level Schedule Dependent	Negotiations Dependent (date TBD)
Enrollment	Food Services	Instruction Guidance
Athletics & Events	Enrollment Processes	Site Operations - Includes enter/exiting, recess, orientation, schedule and textbooks pickups, supplies, etc.
Grading (guidance and systems NOT policy)	After School Care	Grading Policy (as it pertains to workload)
Attendance Policy & System	District Operations, Facilities, & Cleaning	Student and Staff Assignments
Graduation Requirements	Student & Staff Safety	Technology Policy
Curriculum & Assessment (Gen and SPED)	Remote School Design	SPED Policy
Technology guidance and systems		Staff working conditions
SEL/COST Policy & Guidance		Secondary Music & PE
SPED Elementary Guidance & Systems (NOT Policy)		Math & World Language (Secondary only)
SPED Secondary Guidance & Systems (NOT Policy)		Elementary Prep Teachers
Discipline Guidance, Policy & Systems		ELD
AP Policy		

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Section 8: Report out From Working Group Leads

Kirsten Zazo

Chief Student Support Officer

and Working Group Leads

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Curriculum, Instruction & Assessment Summary

Students will...

Read and engage with complex text

Engage in Mathematical thinking and practices

Think like a culturally responsive historian

Think like a scientist and engage in investigations

Engage in creativity and healthy experiences

AUSD Curriculum, Instruction, & Assessment will...

- Use blended learning to maximize interaction, agency and independence in student learning experiences.
- Prioritize the most critical prerequisite skills and knowledge for each subject area and grade level using grade level focus standards to concentrate on depth over breadth and ensure equitable outcomes.
- Use the three tenants of trauma-informed care: safety, connection, and emotional regulation as the foundation for all learning experiences for our students.

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Curriculum, Instruction, and Assessment Summary

Remote	**Flexible**
• Remote School will use Acellus as the primary source of Instruction and curriculum. • Courses are based on Common Core standards at all grade levels. • All high school course requirements are offered with an A-G option. • Additional student support based on focus standards	• With limited time, will use focus standards for deeper, more targeted learning • Math and ELA are priority • District adopted curriculum and newly identified online support platforms used by teacher to design synchronous and asynchronous learning.

- Identified and clarified focus standards for 2020-21 school year for all ELA and Math grade levels and subject areas
- Adjusting known assessments for 2020-21 school year to allow remote and flexible testing including: Literacy Assessments (TK, K), Star (Gr 1-5, potentially secondary as well), Fountas & Pinnell Reading Record (K-2)

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Curriculum, Instruction, and Assessment Still to Consider

Remote	Flexible
● How to maximize use of Acellus in conjunction with small group/ 1 on 1 time ● Connection between remote school and home school (IEPs, COST, PTA, events etc.)	Now that focus standards have been identified, what supports can we provide in either models and which grade levels and subject areas should we prioritize given the time and resources we have? ● High level pacing and curriculum guides ○ Sample units ○ Recommended resources ○ Formative/Interim assessments tailored to the focus standards for each grade level/subject area

Assessments to consider next: Math, Writing

Grading

Remote
- Student work is graded automatically and tabulated in the Acellus Gradebook.   - Actual time worked is logged and calculated by the system in a report that can be easily generated when needed.   - Student report cards and transcripts of completed courses are accessible at any time by teachers and administrators at the local school.   - Learning Coordination Teachers will review these grades and cross reference with their own knowledge of student work in small groups and in one to one setting and determine final grades.

Flexible
- Grading should be based on a student's progress towards mastery of standards.   - Grading for English Learners should also take into account their progress towards the ELD standards. If a student is not yet meeting a content standard but making progress to the next level of ELD proficiency they may still receive a passing grade.   - Assessment for students with an IEP must be appropriately modified and accommodated.   - Narrative grading in Aeries should be used when possible.   - All students will have the opportunity to revise and resubmit work.

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Graduation Requirements

Remote	Flexible
● All promotion and graduation requirements will match that of the home school. Students in the Remote program must still follow all guidelines set by their school.	**These Recommendations are Only Currently for the Class of 2021:** ● Reduction in PE Requirement from 2 years to 1 year OR ● Reduction in graduation elective requirements by 10 Credits ● Reinstatement of work experience as an elective credit earning option. ● Waiving of community service requirement

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Questions/Discussion

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Technology and Systems

Remote	Flexible
- Provide Chromebooks to all students. 1:1 for all grade levels (K-12) - Provide remote access to labs or provide laptops for CTE/digital course students (Adobe). - Explore internet access for students lacking fast internet. Coordinating with AEF and internet providers - Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests - Purchase Zoom or Google Meet licenses - Alternative technology available if needed	- Provide Chromebooks to all students. 1:1 for all grade levels (K-12) - Provide remote access to labs or provide laptops for CTE/digital course students (Adobe). - Explore internet access for students lacking fast internet. Coordinating with AEF and internet providers - Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests - Purchase Zoom or Google Meet licenses - Alternative technology available if needed

Mental Health

Remote	**Flexible**
- Continue to utilize Care Solace for mental health and substance use referrals (train parents and staff) - AFS Tele-Health services will continue - The School Based Health centers will continue to provide in-person services to ALL high school students (regardless of program) via appointment - Middle and High school counselors will continue to check in and meet with students with appointments - Tier 2 and Tier 3 services at the elementary sites will continue remotely	- Continue to utilize Care Solace for mental health and substance use referrals (train parents and key staff) - AFS Tele-Health services will continue - The School Based Health centers will continue to provide in-person services to ALL high school students (regardless of program) via appointment - Middle and High school counselors will continue to check in and meet with students with appointments - Tier 2 and Tier 3 services at the elementary sites will continue remotely and in person (with physical distancing)

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SEL and Coordination of Services Teams

Remote	Flexible
Coordination of Services Team (COST) meets weekly to monitor and assess student attendance data, basic student needs, student well-being and welfare data, academic needs and all other school-wide site data. ● **COST** members are often an additional point of contact. ● **Remote COST** will connect with Home School COST team to ensure all students' needs are being addressed. **Learning Coordinator's office hours** will focus on the whole child. **SEL screeners** in place to identify needs for COST	Small group instruction for both academics and SEL will continue Definition of the role of IL in both models is being written Digital Citizenship for flex and remote students will be reviewed Recommended PD for new modality of service delivery and refreshers for other content. **SEL screeners** in place to identify needs for COST COST protocols still in place at home school

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Elementary Enrichment/Prep

Remote	**Flexible**
While Acellus does include a music component, the developmental appropriateness is questionable for elementary students, especially our youngest learners. Acellus does not have an elementary PE component. It is the recommendation of this work-group that elementary students have access to their home school's music, PE, and media/library programs via synchronous and asynchronous learning. Not only will students have access to quality enrichment, they will maintain a connection to familiar and nurturing adults.	Due to issues of health and safety, as well as the need to prioritize instructional time with a teacher, enrichment programs (music, PE, and media/library) should be delivered via Zoom/video, and during times when students are not with their classroom teacher. Wednesdays will be used to provide enrichment as well. ● Enrichment will be delivered synchronously and asynchronously. ● Students who are in the A group will have access to enrichment in the afternoons. ● Students who are in the B group will have access to enrichment in the mornings. ● Moving to and from distance learning will not disrupt access to enrichment.

Questions and considerations: Can extended care programs provide time, space, and support for students to log onto their enrichment class? Will students have access to a device that can be transferred to and from school?

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Questions/Discussion

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Special Education Mild to Moderate Elementary

Remote	**Flexible**
Case manager will be assigned to monitor student progress and work with remote school learning coordinators to align support to the IEPs to reflect the different circumstances for the year: ● Will monitor progress made by the learner. ● Will arrange, host and facilitate all necessary IEP meetings remotely. ● Building robust IEP aligned learning plan to ensure services are delivered to the greatest extent possible.	The group is working on: ● How to provide equitable SAI within the flexible schedule. ● How IEP team members will deliver their services. ● How to set up intervention environment. ● How to move from blended learning to virtual learning during SIP.

We have identified the following major topics across both Remote & Flexible learning: Instruction/Scheduling, Environmental setup, Curriculum, IEP, IEP team roles, Paraprofessionals, Staff collaboration, Communication, Resources, and Planning for SIP.

Group members include teacher, BCBA, parents, gen ed admin, and special ed admin.

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Special Education Mild to Moderate Secondary

Remote	**Flexible**
The group is: ● Creating teaching structure (clear expectations) for day in remote setting ● Outline the role of para's ● Building robust IEP aligned learning plan to ensure services are delivered to the greatest extent possible	The group is: ● Creating teaching structure for day and support structures ● Building robust IEP aligned learning plans to ensure services are delivered to the greatest extent possible around area of student needs ● Structure and plan for how SAI is develieverd during small group time ● Structure co-teaching and delivery of support

We have identified key high leverage topics across both remote & flexible learning- Instruction delivery, support structure of paraprofessionals, IEP alignment to support individual student areas of needs,

Group members: Site Admin, TSA's, AEA members, Parents invited

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Special Education Moderate to Severe

Remote	Flexible
We are considering the combination of virtual synchronous and asynchronous learnings opportunities that can be engaging and fun for the students. We are thinking about how teachers can be supported to utilize online learning applications to support teaching and learning. We are working on how to support teachers to teach students and families on how to learn using online material.	We are identifying ways that we can utilize our collective resources and teaching staff to create a safe learning environment. We are looking at ways to instruct, support, and monitor progress that keep the safety of students, families and staff in the forefront of policy consideration. We are looking at the PD training needs of staff and families to best support instruction in all learning models.

We want to highlight the importance of relationships in this learning process for our students and families. Group members include teachers, AEA rep, parents, and special ed admin.

Questions/Discussion

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Secondary Music

Remote
1) Focusing on playing but with filling longer class sessions with music history, theory, ear-training, rhythm etc. to supplement.
2) Asynchronous model with video instruction.
3) Revised Approach to Remote Teaching with students working on individual musicianship and development, working toward group projects.
4) Subscription services for music instruction can offer a great benefit.
a) Smart Music is a subscription based platform that would be very useful for helping students have access to music at home.
b) BandLab is an online recording and digital music-making platform that could help us bridge technical gaps for students learning remotely.
5) While distance-learning through music does offer challenges, it does allow us to offer classes like band which utilize wind instruments, A revised approach to our distance learning from last school year would be a safe approach.
6) Students can submit recordings of themselves playing showing that they have understood the material.

Flexible
● While wind instruments are not recommended for in-person instruction, string orchestra, percussion, and general music classes should provide good options for social distancing and less worry of contamination.
● Use class-time to present new information related to music theory, music history, and recording technique and technologies.
● Use this time to give students clear instructions and help toward projects that can be completed at home remotely.
● Students can submit recordings of themselves playing showing that they have understood the material.

Secondary Physical Education (PE)

Remote
● Use of google classroom.
● Activity logs (weekly) with guidelines.
● Food dietary logs.
● Zoom Workouts.
● Health Journal for workouts as mental and emotional health.

Flexible
● Use football field, gym, and other large open areas using markers as guidelines on how to social distance.
● Orientation around protocols for social distancing and sanitization.
● Break students up into pods, 5 Pods of 5 students (=25) socially distancing and monitored.
● Activity logs (weekly) with guidelines.
● Food dietary logs.
● Walking breaks .
● Health Journal for workouts as mental and emotional health.
● Students arrive dressed and with their own personal water.

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Advanced Placement Programs

- There is concern over the stress created from AP courses.

- Recommended that students take a maximum of 1-2 AP course per semester.

- AP testing and how it is offered will be determined by College Board.

  - There is also concern over the stress created from the AP Exam.

- In regards to how teachers will deliver a year's worth of curriculum in a semester:

  - A lot more will be done at home.

  - We need to know from the College Board if they will have a semester/trimester exam (currently scheduled once in May) and if they will revise the old curriculum to fit in the new schedules - this will determine the Pacing Guide of the course.

- In regards to Equity within AP courses:

  - Give kids the option of taking the AP test with additional support during JETS or SMART periods (or remote equivalent)

  - Increase collaboration between teachers to make sure that all students are getting rigorous instruction that would allow them to succeed on an AP test.

  - Reevaluate grading.

  - Considering stop offering AP classes.

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Secondary Math and World Language

- **Focus on minimizing the impact of shortened course time frame and long periods between learning in courses that rely so heavily on prior learning for new content.**
  - Teachers will organize courses based on about 75% of the course standards.
  - We are looking at resources that can be equitably accessed and give students enrichment to maintain learning if they are continuing on to the next level of the subject and will give recommendations or programs and minimal time.

- **Use instruction time to maximize student talk and student to student feedback.**
  - We are putting together a Best Practices Guidance document specific to Math and World Language courses for using synchronous and asynchronous time to support social emotional needs and student to student interactions.

- **Assess student learning at the beginning of the year**
  - Use MDTP for math diagnostic to provide teachers with data for learning targets
  - Use World Language Online diagnostic to determine learning targets

- **Other considerations**
  - High engagement projects that incorporate focus standards
  - Progress monitoring of learning through the semester
  - Possibility of incorporating some kind of station rotation at the secondary during synchronous learning time

Questions/Discussion

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English Language Development

Remote	**Flexible**
● Students will receive small group support from their Learning Coordination Teacher--this will need clear guidance & practices ● Reviewing online Curriculum to support Designated ELD and supplement the Acellus courses	● Prioritizing essential components of our current Designated ELD curriculum ● Sample schedule to guide K-5 teachers in how to prioritize time for Designated ELD, ELA, math, SS, Science, and community-building ● Reviewing supplemental tech-enabled programs for Language supports

- Prioritizing proficiency-alike grouping whenever possible
- Identifying alternative language proficiency assessment data given gap in ELPAC data
- Prioritizing best practices to amplify and ensure equitable student talk in the context of Zoom.

Attendance

Remote and Flexible

- Technology and Student Services are working together to create protocols for attendance with consultation from Alameda County Office of Education

- SB 98 outlines attendance expectations

- SB 98 states "daily live interaction must occur with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness". The elementary Wednesday non-student in class day will need 'live' teacher contact. How this will happen is still a work in progress.

- Written procedures for tiered re-engagement strategies for all students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week is being developed

Student & Parent Expectations

Remote	**Flexible**
In order to demonstrate mastery of concepts, learning, the student is expected to: - Maintain regular contact via ParentSquare, phone, text, AUSD Gmail messages, or meetings with Learning Coordinator.. - Complete the daily and weekly required progress in acellus in each class. - Attend daily zoom check ins and other small group activities as assigned. - Adhere to all AUSD policies around acceptable use of technology, student behavior and academic honesty. - Learning Coach (parent) is expected to support the student with the above	- Adhere to the AUSD class schedule and engage in the small group support instruction as guided by your teacher - Attend all Zoom class sessions and engage in the lesson (as determined by your teachers). - Submit all assignments by due dates established by your teachers. - Adhere to all AUSD policies for student expectations and Acceptable Use Policy for computer, network and internet usage. - Adhere to all AUSD guidance signs for COVID-19 and wear mask at all times - Parent is expected to support student with all of the above

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Section 9: Athletics Phase-In Plan

Draft Proposal
7/9/2020

Working Group Members: Kevin Gorham, Lani Molina, Michael Lee, Vicki Sedlack, & Sandy Wong

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Athletics - Lani Molina & Kevin Gorham

Remote	**Flexible**
Same as Flexible, unless we are 100% remote. All Athletes MUST be approved through our online registration process prior to being allowed to participate in virtual or in-person workouts. If we are 100% Remote, then... ● We will reconsider Open Date for Registration ● Teams may have the option to conduct virtual/zoom workouts. ● Remote workouts are voluntary for coaches and athletes.	Phase-In Plan that works in conjunction with AUSD Policies and State/Local Health Guidelines. All Athletes MUST be approved through our online registration process prior to being allowed to participate in virtual or in-person workouts. Coaches/Teams will implement AUSD policies and the NFHS Guidelines for safe Return-To-Play Protocols.

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Key Points

- Plan works in conjunction with AUSD Policies and State/Local health guidelines.

- Allowed activities build on the previous phase.

- Teams may be in different phases, each team will need to work their way through the phases.

- In Phases 5-7, Var/JV/Frosh Levels will engage in as much social distancing as possible.

- Timelines will be influenced by NCS/CIF/WACC/AUSD calendars.

  - CIF has set July 20th as deadline to determine when Fall Sports will begin.

- Students will only be allowed on 1 team / level / pod at a time.

- No fans at competitions until health guidelines allow.

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Phases / Educational Model / County Order (To move to next phase, team must have 14 days with no Covid cases or State/Local Health Guidelines must allow)		Allowed Athletics Activity **With Approved Registration** (each phase builds on the previous phase)
PHASE 1	Shelter-In-Place 100% Remote Learning	Virtual/Zoom Workouts (does not count toward 14 day threshold)
PHASE 2	On-Campus Flexible Model	Virtual/Zoom Workouts (14 day threshold starts when on-campus classes begin)
PHASE 3	On-Campus Flexible Model	12 person pods, socially distanced _outdoor_ workouts
PHASE 4	On-Campus Flexible Model	12 person pods, socially distanced _indoor_ workouts - Dependent on sport
PHASE 5	On-Campus Flexible Model	Full Team Practices - Dependent on sport
PHASE 6	On-Campus Flexible Model	Competitions & Transportation - No Fans
PHASE 7	On-Campus Flexible Model	Competitions & Transportation - With Socially Distanced Fans

Questions/Discussion

Food Services

Remote	**Flexible**
Elementary/Secondary Breakfast and Lunch	**Elementary/Secondary Breakfast and Lunch**
• Grab and Go Lunch curbside pick-up available at designated sites Mon-Fri • Grab and Go Breakfast for following day available during lunch pick up	• **Group A:** Grab and Go Lunch picked up from cafeteria during staggered release times. • **Group B:** Grab and Go Lunch picked up from cafeteria upon arrival. • **Group A/B:** Grab and Go Breakfast for following day available during lunch pick up • **Group A/B Wednesdays:** Grab and Go Lunch curbside pick-up and breakfast for following day available at designated sites.

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Food Services - Safety Precautions

- Contactless meal pick-up. All meals plated or individually bagged for distribution

- No salad bars

- Employees to wear gloves, masks, and disposable aprons at all times

- Sneeze guard or face shields to be utilized during meal distribution

- Disinfect kitchen and cafeteria at the end of each day with electrostatic disinfectant sprayers.

- Hand sanitizer stations available at all cafeterias

- Online payment or check deposit only

- Markers will be placed on the floor in order to maintain social distancing.

- Supervision required during meal distribution at all serving locations to ensure social distancing of students

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Parent Expectations

Remote	Flexible
What is the Role of a Learning Coach (family member)? In order to document online school attendance, Learning Coaches are expected to: ● Maintain regular contact via phone, text, email messages, or meetings with teachers (to be determined by the teacher and family) at least once a week. ● Successfully complete all online and offline assessments within the minimum calendar timeline ● Support students' in attending all online classes and small groups sessions with teacher. ● Coach will regularly log in to acellus and review progress made by learner. ○ Reach out to teacher with concerns.	**Parents are Expected to:** ● Familiarize themselves with Google Classroom and Zoom platforms as teachers will utilize these to deliver instruction ● Monitor Aeries and Parent Square communication on a regular basis and keep contact information up to date and manage your notifications ● Monitor your child's Google Classroom through teacher notifications.and their time spent engaging in online and offline learning on a regular basis. ● Support your children's emotional balance by providing time for physical activity and play.

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Parent Support

Remote
Parent support: ● Visit AUSD Distance Learning Support for Parents and Guardians page for resources and up-to-date information on distance learning.   ○ tps://alamedausd-ca.schoolloop.com/support ● Specific resources are still being developed for parents around using acellus.

Flexible
Parent support: ● Visit AUSD Distance Learning Support for Parents and Guardians page for resources and up-to-date information on distance learning.   ○ tps://alamedausd-ca.schoolloop.com/support ● Parent page includes links to FAQ's and resources for technical training, Multilingual, Special Education and Social-Emotional needs.

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Discussion/Questions

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Section 10: Flexible Model Only

Sara Stone, Chief Academic Officer & Kirsten Zazo, Chief Student Support Officer

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Site Operations: Elementary & Secondary

Objectives: *Provide site guidance for campus access with safety/health precautions and limited person-to-person contact*
            Provide checklist for sites to plan and implement procedures that minimize the # of people on campus
            Provide site guidance for facilities use, classroom organization, material use and distribution

1. **Facilities Use:** Access, Setup, Flow
    - Identify and assign/designate rooms, water stations, restroom, classrooms for use by specific staff and student cohorts
    - Produce and post clear, instructive signage for spaces: lines marked, waiting spaced out, # of people allowed, where to wait, where to walk
    - Produce simple facility maps to show flow of traffic and assigned building use

2. **Classrooms and Materials:**
    - Identify and state what students do and do not bring from home
    - Identify and state what is and is not used in classrooms

3. **Operations Handbook:** Expectations & Procedures for Students and Staff (Electronic)
    - Include various schedules: A/B cohorts, lunch, etc.
    - Include PBIS expectations for room and space use on campus
    - Links to Digital Learning sources
    - Staff contacts/directory for 2020-21
    - Map(s) of campus labeled to indicate usage and flow (entrance/exit, drop-off/pick-up procedures, lunch, bikes, etc.)

Student and Staff Safety

Scope of Work:

- Protocols and guidelines:
  - Social distancing
  - Hand washing
  - Mask wearing
  - Eating at school
  - Transitioning to & from classrooms
- Lessons to teach students regarding protocols and expectations.
- Daily screening of students and staff
  - Self screening at home
  - Screening at school for students/staff for those unable to screen at home.
- School response as students/staff become ill

Next Steps:

- Weekly focus on how safety measures will impact particular programs:
  - Kindergarten, 1st grade
  - High School
  - Music, PE, Library
- Continue refining responses to essential questions related to Student and Staff Safety, based on gathering information from various resources (CDC, CDE/CDPH, ACOE/ACDPH, AAP, other state DPHs)

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Cleaning and Disinfecting

How will we properly clean and disinfect our schools?

- Follow CDC & EPA Guidance for Cleaning & Disinfecting Facilities.

- Disinfect with EPA-registered List N solutions for use against Covid-19.

- Apply disinfectants with electrostatic sprayers as the new standard of infection control.

- Sufficient and capable staffing.

- Develop policies, educate, train staff on worker protection; cleaning and disinfection protocols, proper use of materials and equipment while complying with OSHA's standards.

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Cleaning and Disinfecting - Challenges

- **Staff Training:** Development and implementation of new District programs to properly train custodial staff to utilize supplies and equipment to meet new disinfecting standards.
- **Equipment & Material Constraints:** Timely procurement of electrostatic sprayers, materials and supplies due to vendor backlogs.
- **Human Resource Constraints:** Meeting the critical timelines between A/B break; consider hiring additional custodial staff and increase budget for overtime pay. After school programs and athletics may be impacted.
- **Impact on Custodial Schedules:** All Head, Assistant and Night Custodians may be needed for A/B break to meet strict cleaning and disinfecting timelines. Some staff may not be flexible enough to change their schedules due to second jobs or family commitments. Impact of regular custodial duties to clean and disinfect classrooms.
- **Class Grouping:** Staggered classes in Groups A/B should be grouped together in a block or a defined area to help ensure a more efficient cleaning and disinfecting process.
- **Quantity of Classrooms Disinfected:** Electrostatic sprayers and disinfectant solutions are being tested for application and dry times to best determine how many classrooms may be completed during the Group A/B break/recess.
- **Drying Time of Disinfectant:** Dependent on room temperature and humidity; extra time may be needed.
- **Actual Time to Disinfect:** The period of time for custodial staff to actually clean and disinfect during the break/recess may be reduced by the amount of time students/teachers take to vacate the classrooms.

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Fiscal Services - Personal Protective Equipment

Product	In-Stock	On-Order
Hand Sanitizer	1,970 One gallon bottles	300 One gallon bottles
Disinfectant	2,650 gallons	None
Electrostatic Disinfectant Sprayer	30 sprayers	17 sprayers
Surface Cleaning Wipes	400 Medical Grade Buckets	1,000 Residential Grade
Face Coverings	30,000	24,000
Face Shields	2,400	1,000
Hand Soap	600 Gallons	
Tissue Paper	3000 boxes	None

Fiscal Services - Personal Protective Equipment

Product	In-Stock	On-Order
Gloves	700 boxes	None
Sanitizer Dispenser	200	None
Sanitizer Stands	None	150
Contact-free Thermometer	150	0
A-Frames for Signage	None	100
Signage kits and stencils	None	1 kit per school
Bleach	250 gallon	None

- Approximately $300K worth of supplies & equipment
- More detail about chemicals at: https://alamedausd-ca.schoolloop.com/cvmaterials

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Technology & Construction

Technology

- Chromebooks
  - Enough units to implement 1-to-1 - $250K
  - Working on creating a 10% reserve pool at each site - $250K
  - Protective Casings - $100K
  - Monitoring Software - $65K annually
- Internet access has been upgraded - between the range of 500MB to 2GB

Construction & Maintenance Projects

- On schedule to be completed by August 15
  - Franklin & Encinal (Phase I) modernization
  - Love & Edison HVAC - Phase II
  - Franklin & Edison portable rehab
  - WCDC flooring and abatement
  - Alameda High dance studio and computer lab flooring

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After School Programming

Current challenges

- Identifying facility space that will be available for extended childcare needs with four-day, A/B schedule
- Identifying times that space will be available
- Aligning childcare schedules with AUSD cleaning schedules
- Determining time and space for childcare in time for
  - Childcare providers to set up programs
  - Parents/guardians to arrange working schedules
  - (Principals return on August 6)
- What form will childcare take if AUSD has to suspend in-class instruction?

Current steps

- Working with MOF to determine cleaning schedules
- Collaborating with principals to determine space
- Reaching out to partner organizations (e.g., City of Alameda, Housing Authority) to see if they have space childcare providers can use
- Sharing plans with childcare partners as quickly as we can

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Asynchronous Enrichment (After School Program Providers)

Questions:

Programs want to understand / identify what kinds of supports Principals, teachers and parents want in asynchronous learning.
Academic support?

How much time will students have to work and how much can they use enrichment by grade to plan enrichment activities

Can Enrichment providers have access to school site rooms to lead programs (many of them are college students and don't have a space in their home situation to lead classes). Can they come into campuses on Wednesdays?

Asynchronous Next Steps:

Gain insight from Principals on the ideal supports enrichment programs can offer (academic tutoring) and how much time is for work in asynchronous time and how much is enrichment

Gain insight from PTAs, parents on the ideal programing they want for their children

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Section 11: Additional Considerations and Discussion

Pasquale Scuderi, Superintendent

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Criteria to Resume In-Person Instruction or Local Rubric

- Direction and guidance from State and Alameda County Public Health

- Case rates and hospitalization rates have been flat or declining over X period of time (Please do your part)

- State or county rubric for when districts are safe to return to some in person based on percentages positive in the community rather than a blanket statement for the whole state

- Child impact and transmission data becomes clearer and more directive

Developing Protocols for Subsequent Confirmed Cases in Our Schools

- ACPHD would immediately assume follow-up and tracing

- Communications protocol in development with ACOE

- Possible that a cohort would be shifted to distance learning for 7-14 days

- Expanded testing might expedite return of students and or staff in wake of a positive test

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Community Engagement and Communications

Community Engagement

Planned Upcoming Community Meetings

- **July 23**: Special Education Town Hall (moderate to severe)
- **July 30:** Special Education Town Hall (mild to moderate)
- **August 13:** PTA Council Town Hall
- **August 27**: DELAC Town Hall

Potential Upcoming Community Meetings

- Flexible Learning Program Town Halls
- Distance Learning Program Town Halls

Communications

Planned Upcoming Communications to Families & Staff

- **July 17**: Update from Board Meeting
- **July 23:** Video Message from Superintendent
- **July-August:** FAQ updates as needed
- **Early August:** Guide to AUSD Re-Opening

2020-21 Communications to Families & Staff

- Continued updates to community via website, newsletters, superintendent messages, and social media as needed.
- Continued focus on the good work of employees and students.
- Continued translations of materials for families as needed.

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Questions/Discussion

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