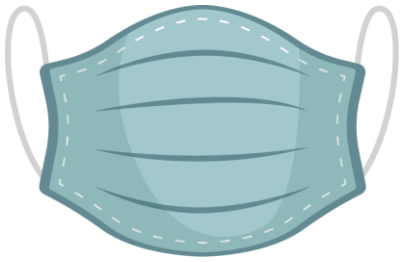




Antioch Unified School District Reopening 2020-2021



Guiding Principles



Compliance with all
County/State
Health Orders



Safe and
Supportive
Environment for
Staff and Students



Systems/Protocols
for Operating
Under COVID-19



Clear, Timely,
Transparent
Communication

Pathway and Timeline for Reopening

June

Development of plans based upon Board feedback, Design Team input, and community response via surveys. Begin the process of negotiating MOU with bargaining units related to areas of negotiable impact.

July

Seek parental and community input on drafts and update plans. Finalize MOUs. Ensure clear and concise messaging to all staff, parents and families of AUSD to support staff and families' abilities to plan and prepare.

August

Make any revisions or changes on Distance Learning and Hybrid Models based on most current County/State health orders and school-based restrictions.

Possible Reopening Plans

Hybrid



If AUSD is able to reopen with social distancing requirements restricting the number of students that can be on campus at any given time, AUSD is prepared to start the year with a model for face to face instruction and distance learning with students on modified schedules.

If, due to state or county restrictions, or a collective decision is made not to reopen our schools for modified in person instruction, AUSD is prepared to open with a revised and fully developed model for distance learning. This option will also be available for parent choice if we open with a hybrid model.



Full Distance

Full Return: If Contra Costa County Department of Public Health provides guidelines to allow schools to fully reopen safely, AUSD is poised to adjust accordingly. Likewise, if the need for school closure arises, we will be prepared for distance learning.

2020 - 2021

HYBRID Model

Face to Face Instruction with groups of students rotating days for in person and online instruction.

Areas of Focus for Hybrid Model

Safe Schools

- Clear protocols for staying home when sick
- Disinfecting routines on campus
- Student protocols for washing hands, etc.
- PPE as required under health orders, sanitizers, etc.
- Health screening and masks if required by state/county
- Protocols for students/staff who may feel ill or show symptoms of COVID-19
- Clear response protocols for any cases of COVID-19 in schools

Social Emotional Learning

- Focus on social-emotional needs and trauma of students related to COVID-19 and recent civil unrest
- Trauma Informed Practices
- Experiences for students on campus to socialize in modified conditions
- Restorative Practices

Teaching And Learning

- Supporting high-quality instruction of priority standards
- Support teacher workload related to managing in-person and distance learning
- Support grading and assessment of content and return to traditional grading
- Consider best model for English Learners, Special Education students and Homeless and Foster Youth

Student and Family Needs

- Align schedules for families/students to the extent feasible
- Design Distance Learning for medically fragile students, immunocompromised students, or for families who request distance learning

SAMPLE HYBRID RETURN Elementary

	Monday	Tuesday	Wednesday	Thursday	Friday	NOTES
8:00 am- 3 rd -6 th 8:15 am- 1 st -2 nd 8:30 am- TK - K	Distance Learning	Arrival	Arrival	Arrival	Arrival	<ul style="list-style-type: none"> Staggered arrival and dismissal times is under consideration Stable Cohorts grouped by last name with blended families in mind to allow for alignment of student/household schedules K-12 if possible Distance learning day for all is being considered for either Monday or Wednesday and a final determination has not been made
		Breakfast	Breakfast	Breakfast	Breakfast	
Block 1		ELA/Math	ELA/Math	ELA/Math	ELA/Math	
		Recess	Recess	Recess	Recess	
Block 2		ELA/Math	ELA/Math	ELA/Math	ELA/Math	
		Lunch	Lunch	Lunch	Lunch	
Block 3		Science History	Science History	Science History	Science History	
Block 4		ELD/ELA/ Math Support	ELD/ELA/ Math Support	ELD/ELA/ Math Support	ELD/ELA/ Math Support	
12:00 pm TK 1:30 pm Kinder 2:30 pm 3 rd -6 th 2:45 pm 1 st - 2 nd		Dismissal	Dismissal	Dismissal	Dismissal	

SAMPLE HYBRID RETURN Secondary

	Monday	Tuesday A	Wednesday A	Thursday B	Friday B	NOTES
Stu & Teachers -No Period 1 8:30am-10:00 am	Distance Learning	Advisory	Advisory	Advisory	Advisory	<ul style="list-style-type: none"> Stable Cohorts grouped by last name with blended families in mind to allow for alignment of student/household schedules K-12 if possible Advisory is being designed to offer in person support to students in need during their on- campus days. Advisory has been recommended to move to the end of the day and that schedule is under development.
Stu & Teachers- with Period 1 8:30am-8:40am		Advisory	Advisory	Advisory	Advisory	
8:40am-9:55am		Period 1	Cohort B Office Hours	Period 1	Cohort A Office Hours	
9:55am-10:00am		Passing	Passing	Passing	Passing	
10:00am-11:15am		Period 2	Period 5	Period 2	Period 5	
11:15am-11:20am		Passing	Passing	Passing	Passing	
11:20am-12:35pm		Period 3	Period 6	Period 3	Period 6	
12:35pm-1:15pm		Lunch	Lunch	Lunch	Lunch	
1:15pm-1:20pm		Passing	Passing	Passing	Passing	
1:20pm-2:35pm		Period 4	Period 7	Period 4	Period 7	

2020 -2021

Distance Learning 2.0

Enhanced and Improved Distance
Learning until face to face instruction
can resume.

Full Distance Learning

In the event we are unable to open with a hybrid model, we have prepared a sample secondary full distance learning schedule and are in the process of developing a full distance elementary schedule.



We also recognize some of our families may request a full distance learning model and therefore these preliminary plans will be fully developed.

These plans will also support the transition that may need to occur if a full closure is determined necessary as we move through the school year.



Areas of Focus for Distance Learning

Social Emotional Learning

- Distance Learning significantly impacts the social-emotional development of our students
- Increase actions and engagement for students with specific activities focused on the social-emotional wellbeing of students
- Utilize support of school psychologists, school counselors, and grant funded clinicians to support staff and students in this work

Teaching And Learning

- Universal platforms use for students, staff, and families
- Increased PD for staff for online lesson development and video-based instruction
- Schedule that provides increased time for educators to create digital content
- Further enhance delivery of Special Education services
- Return to letter grades for secondary and standards-based grading for elementary
- Assessment of work with response and feedback provided related to progress
- Provide access to instructional materials and technology for staff to assist in delivery of content
- Additional resources to bridge digital access inequities

Student, and Family Needs

- Connecting students & families to support services during distance learning (nutrition services, social-emotional support, county services, and access to technology)
- Options for families that include full distance learning, home-school, and/or independent study program

SAMPLE Full Distance Return Universal Secondary

	Monday	Tuesday	Wednesday	Thursday	Friday	NOTES
Block 1 8:30-9:30am	<p>Student: Independent Learning</p> <p>Staff: Meetings/PD /Conference/ Prep</p>	1 st Period	4 th Period	1 st Period	4 th Period	<ul style="list-style-type: none"> • Students receive 2 hours of direct instruction/week/per class virtually • Students have all day Monday to complete assignments that are designed for independent practice • Students have 30 minutes of office hour access immediately following each class period • Advisory has been built into the schedule daily • Two 10-minute breaks built in for transition time for teachers and students piggy backed on virtual office hour times
Virtual Office Hour		Virtual Office Hour Block 1 9:30am-10:00am				
Break		Break 10:00am-10:10am				
Block 2 10:10am-11:10am		2 nd Period	5 th Period	2 nd Period	5 th Period	
Virtual Office Hour		Virtual Office Hour Block 2 11:10am-11:40am				
Lunch		Lunch 11:40am-12:20pm				
Block 3 12:20pm-1:20pm		3 rd Period	6 th Period	3 rd Period	6 th Period	
Virtual Office Hour		Virtual Office Hour Block 3 1:20pm-1:50pm				
Break		Break 1:50pm-2:00pm				
Advisory		Advisory Block 4 2:00pm-2:30pm				

A silhouette of a person's head and hand in a thinking pose, set against a bright, hazy background. The person's hand is resting on their chin. Overlaid on the silhouette are various digital and educational icons, including a globe, a brain, a magnifying glass, a target, and a lightbulb, suggesting themes of technology, learning, and problem-solving.

Meeting the Needs of our Most Vulnerable Population

- We recognize that specific and intentional planning must be layered into both our hybrid and full distance learning plans for the following populations:
 - High Risk/ High Need students
 - Homeless and Foster Youth
 - Special Education students
 - English Language Learners

2020 - 2021

GRADING POLICY

GRADING

Attendance and participation in both in-class instruction and distance learning assignments will be required.

Priority standards will be utilized in ELA, mathematics, science and social science to assist teachers with building lesson and content delivery that is manageable and focused.

Assessments will be utilized to determine student progress and factored into grading.

Secondary :

All students will continue to receive grades A-F based on established grading criteria.

Elementary :

All students will continue to receive grades on a 1-4 scale in kindergarten and 1-5 in 1st-5th grade based on established grading criteria.

2020 -2021

COUNSELING

Hybrid/Blended Model

Counselors



GUIDELINES

Utilize universal platform

Document contact with students/guardians into Aeries

Post content online (webinars/streaming) for important student information

Become knowledgeable about FERPA and HIPPA regulations for virtual meetings

Respond to students and guardians during planning period

Engage in virtual professional development to support counseling roles in a virtual environment

All counselors will continue to provide:

DIRECT SERVICES:

- SCHOOL COUNSELING
- INDIVIDUAL STUDENT
- PLANNING/CHECK-IN
- SMALL GROUP COUNSELING
- WORKSHOPS AND MINI COURSES

INDIRECT SERVICES

- REFERRALS
- CONSULTATION
- COLLABORATION



The Counselor's Role in a Virtual Setting



01

In a virtual setting provide a school counseling program using technology and distance counseling with the same standards and adherence to ethics as working in the hybrid model at the school site.

02

Provide programming to encourage engagement in the virtual school counseling platform and ensure students can gain access to the tools required to reach their potential.

03

Recognize and acknowledge the challenges and limitation of virtual school counseling.

2020 -2021

C u r r i c u l u m
I n s t r u c t i o n
&
A s s e s s m e n t

DISTANCE LEARNING PLATFORMS

TEACHER DELIVERY PLATFORMS

TK-3rd Grade:
SeeSaw

4th-12th Grade:
Microsoft Teams

COMMUNICATION PLATFORMS

Remind

Aeries

Teacher School and District
Web Pages

ONLINE INSTRUCTIONAL TOOLS

iReady K-8

Adopted Curriculum Digital
Access K-12

My Locker Single Sign On



1st-8th Grade ELA/Math

- iReady Diagnostic within the first 3 weeks of school

9th-12th Grade ELA/Math

- Interim Assessment Blocks (IAB) within the first 3 weeks of school
- Universal Writing Assessment

Universal Screeners for Learning Loss Considerations

At This Very Moment...

After receiving input from an Antioch Education Association appointed committee, we recognize we need to spend additional time collaborating on these key points of feedback:

- The use of Google Classroom vs. Microsoft Teams 4th-12th grade
- The emphasis and planning on the use of teacher-led, site-based technology training
- The use of priority standards to support and inform planning but consideration to the concerns around adjusting grading practices/systems
- The need for access to both physical and digital textbooks
- Providing further details and clarity on systems for capturing attendance, participation, and having a grading scale that permits 50% as the cut point for an F vs. 0% when effort is applied





NEXT STEPS

Focus and Planning

- Parent and Community Feedback
- Specific Content Area Delivery
 - Elementary Prep Teachers
 - Music Program K-12
 - ELD
 - CTE
 - Elective Programs
- MTSS Programming
- Learning Loss Programming
- Professional Development for Teachers
- Parent Training and Messaging