

Vacaville Unified School District

Distance Learning Plan - Elementary



Purpose

Vacaville Unified School District is committed to helping our students make educational progress while school is closed. This plan is intended to ensure our students are gaining the essential knowledge and skills necessary to be prepared for their next grade and/or level. ***Returning from Spring Break on April 20, 2020, students are expected to continue completing distance learning assignments through the end of the school year.***

Daily Schedule

It is suggested that elementary aged students spend time each day working on distance learning activities that are developmentally appropriate and also incorporate time for family responsibilities and time to exercise, be creative, and play. The majority of a child's day should not be spent completing school assignments. Daily learning times may look something like this:

Subject	Grade Level Suggested Minutes Per Day		
	TK-K	1-2	3-6
Reading / Writing	20	30	30
Math	20	30	30
Science	15	20	30
Social Science	15	20	30

[Sample Daily Schedule Template - Elementary](#)
[VUSD Distance Learning Resources - Elementary](#)

Grading

Teachers will monitor student progress during distance learning and provide comments on the third trimester report card for students. Students will receive a mark of credit or no credit based on participation in distance learning activities, such as making contact via email, participating in teacher office hours or class Zoom sessions, completing work packets or completing other teacher suggested learning activities.

Distance Learning Platforms

The following Distance Learning Platforms support both Distance Learning and staff/student/family collaboration, to ensure a quality student learning experience when planning and delivering instruction remotely:

1. Text messages, phone calls, and emails will be sent to families from VUSD using **Blackboard**.

2. **Google Hangouts, Google Meet** and **Zoom** are some of the online Distance Learning platforms used for interactive support. All teachers will be available via email during the regular school hours.

3. **Google Classroom** and the **Clever Portal** are the District’s main online Distance Learning platforms used to share weekly assignments. In addition, there are classrooms that use other communication applications such as Remind, Class Dojo and/or Seesaw. It is through these platforms that students can access Distance Learning opportunities.

4. **What if we don’t have a computer/laptop/Chromebook for our student to use?**

- If you would like to request a Chromebook for home use, please complete the [Chromebook Request Form](#).
- If you would like to request alternative physical work packets, please complete the [Work Packet Request Form](#).

What do we expect of students?	Other Recommendations
<ul style="list-style-type: none"> - Stay safe and take care of family responsibilities. - Work on learning activities daily. - Stay in contact with teachers and ask for help when needed. Try to make contact at least once each week to inform the teacher of your progress. - Participate in online learning activities, if you have access. - Do your best to complete assignments. <p><u>For students completing work using an online platform:</u> Submit assigned work when it is completed so that your teacher can provide feedback.</p> <p><u>For students completing work using paper packets:</u> Pick up work from your school during posted hours and communicate with your teacher about questions you have. Return the work when completed and pick up a packet each week.</p> <p><i>We understand that school closure poses significant challenges to learning. Therefore, if for some reason a student is struggling to meet the above expectations, or is having difficulty accessing materials, please contact your teacher(s) so that we may collaborate to find additional ways to support you.</i></p>	<ul style="list-style-type: none"> - Try to maintain a routine: <ul style="list-style-type: none"> - Wake up at a consistent time each day and eat a healthy breakfast. - Go to bed at a consistent time every night to ensure you are getting enough sleep. - Spend time each day engaging in activities that promote positive physical and mental wellbeing (exercise, meditate, stretch, go for a walk, play with your pets, play outside, yoga, etc.) - Spend time each day engaging in activities that explore your creative side (draw, sing, dance, read for fun, etc.)

FAQs

1. **What about student work, projects, or Independent Study assigned prior to school closure?**

Students may submit any work completed prior to school being closed. This work may be turned in at the site during designated hours or turned in electronically if possible. You can contact your teacher to arrange for electronic submission.

2. My child’s teacher is posting assignments on Google Classroom. What is that?

“Google Classroom” is our universal online platform for teachers/students to utilize for managing assignments. [Distance Learning Resources](#)

3. What if we don’t have a computer/laptop/Chromebook or printer for our child to use?

- If you would like to request a Chromebook for home use, please complete the [Chromebook Request Form](#).
- If you would like to request physical work packets, please complete the [Work Packet Request Form](#).

4. My child is still learning how to read, so how do I support them? Provide opportunities for your child to read daily or listen to books read to them. Families can access work packets provided by their teachers and utilize online programs to help support their literacy development. If a student participated in our Response to Intervention (RTI) program, they will also be supported remotely by our reading intervention team.

5. Will my child have to repeat a grade because of the school closure?

We recognize that the move to online and home learning may affect student progress toward grade level standards. No student will be held back due to the closure of schools. Teachers will track and document student progress on the third trimester report card. Instruction and/or interventions will be adjusted to support student learning next school year.

STAFF EXPECTATIONS (to begin April 20)

STAFF EXPECTATIONS	ADVICE FOR ONLINE TEACHING
<p>COURSE CONTENT:</p> <ul style="list-style-type: none"> - Teachers will post all assignments for the week by 9:00 am on Monday via classroom learning management platforms, like Google Classroom - and have packet materials available for pick-up during designated site office hours. - It is recommended that teachers follow the suggested minutes for their grade level, which includes time for distance learning activities, such as reading, watching, listening, engaging with peers via discussion boards and/or Docs, attending class virtually via Meet or Zoom, individual assignments/tasks, as developmentally appropriate - It is also recommended that assignments be completed over time instead of daily. - VUSD Distance Learning Resources - Elementary <p>COMMUNICATION/FEEDBACK:</p>	<p>Adapted from We Are Teachers: https://www.weareteachers.com/teaching-online-dos-donts/</p> <p>DO: Be prepared. “I always send my students some activities to print in advance so they’re not looking at the screen for the whole lesson.” - Marla</p> <p>“Start your meeting with everyone muted and ask them to sign into the chat box by answering an opening question (like a drill and you can take attendance this way also).” -Christina</p> <p>DON’T: Overwhelm students. “Assign way less work than you think you should. Students are going to take much longer to complete it due to tech issues, stress, and the challenge of having to learn mostly on their own.” -Greta</p>

<ul style="list-style-type: none"> - Teachers will be available for office hours via email. They may also utilize other online platforms, such as Google Chat, Google Meet, Zoom, or some alternative online forum - Communicate with and provide timely feedback to students on submitted work. <p>STUDENT ATTENDANCE/ ENGAGEMENT: In the spirit of distance learning, we will not be formally taking attendance. Teachers will monitor student participation, utilizing assignment completion, participation in online activities, and communication through email, both to ensure equity and student engagement. Teachers should contact students/families directly when they have concerns regarding student participation.</p> <p>LEAVE REPORTING: If you are sick or caring for a sick member of your family and cannot do any of the work listed above please enter your absence in Frontline as you would any other sick leave.</p>	<p>“Give them less than a normal in-class day. They’re going to be relearning how to schedule and manage their time so they’ll be overwhelmed.” -Skye</p> <p>“Our students are under a lot of stress just like we are. Just like this isn’t a vacation for us, it’s not a vacation for them. They are scared.” -Emily</p> <p>DO: Collaborate.</p> <p>“We’re lucky that our department has five teachers, so we each take a designated day and write up lessons for that (week/unit) and share with the rest. That way we have a full week, and since we worked together, we know it will flow with what the last person did.” -Kyoko</p> <p>DO: Build Community and Social-Emotional Connections</p> <p>“I’m giving my students social time before class starts so that they can catch up with friends, show them their cool stuff, and be silly.” -Angelica</p> <p>“I do a daily question that is more meaningful to my students so we can start conversations. Discussions and building relationships were a big thing in the classroom.” -Emily S.</p>
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OVERVIEW OF ROLES AND RESPONSIBILITIES (SCHOOL LEVEL)

<p>Admin Team</p>	<ul style="list-style-type: none"> • Develop and maintain plans for distance learning. • Create a process for staff to refer students to counselors and administration for support. • Communicate with staff, students, and parents. • Support staff, students, and parents during Distance Learning. • Ensure effective implementation of Distance Learning plan and accountability to student learning.
<p>Teachers</p>	<ul style="list-style-type: none"> • Collaborate with colleagues to determine supports and scaffolds for students in specialized programs (ELD/RtI/RSP/Speech) • Teach essential learning material provided by IMAP teams. • Monitor student progress and participation during distance learning. • Provide comments on Trimester 3 report cards for all students.

	<ul style="list-style-type: none"> • For more resources available please see this link: VUSD Teacher Resources
Special Ed Teachers/Service Providers	<ul style="list-style-type: none"> • Support teachers, when applicable, in the development of high-quality students learning experiences in accordance with distance learning plans and student needs. • Create and/or develop resources to support SPED students. • Communicate with and provide timely feedback to students. • Communicate with parents, as needed. • See Special Education School Closure Guidance for case manager guidance • See Virtual IEP Meeting Brief for guidance on holding IEPs
RTI/Intervention/ ELD/Learning Support Coordinators	<ul style="list-style-type: none"> • Partner with classroom teachers to provide accommodations and supports for the students on their caseloads. • Communicate with all parents of students on their caseload the first week regarding the online learning plan and how they will co-plan with the teachers for the students to access the content of the distance learning lessons and to provide scaffolding support for parents. • Recommend to parents and teachers other online learning platforms learning support students might be able to access at this time (e.g., Google Classroom, Clever, Zoom, etc.) • Communicate with and provide timely feedback to students.
Counselors / Mental Health Clinicians	<ul style="list-style-type: none"> • Create developmentally appropriate videos regarding self-regulation, anxiety and/or wellness strategies that students can practice during this time of Distance Learning. • Create counseling lessons that students could complete “at home” based on the current curriculum. • Provide developmentally appropriate “blog-type” statement/s that include resources regarding anxiety, isolation, health and wellbeing particular to grade level(s). • Respond to counseling needs of students, as needed.
Para- professionals	<ul style="list-style-type: none"> • Provide support and assistance to school sites based on administrator guidance.
Office Classified Staff	<ul style="list-style-type: none"> • Provide clerical support by answering and returning phone calls/emails and completing the other secretarial duties and functions related to the ongoing functioning of the school.

Emergency Paid Sick Leave (EPSL), under the Emergency Paid Sick Leave Act (EPSLA), provides employees two weeks of paid sick leave for coronavirus-related reasons.

- **Who qualifies?** All contracted employees (not substitutes), regardless of length of employment, that are unable to report to work (or work remotely) due to a coronavirus-related reason. This leave is in addition to all other leaves employees are currently entitled to.
- **What is the leave benefit?** Two weeks (10 days/80 hours) of paid leave, pro-rated for part-time employees (i.e. an employee contracted as a 0.5 FTE is entitled to 10 days, 40 hours, of EPSLA leave (see compensation details below).

- **How is the compensation for this leave calculated?** Emergency Paid Sick Leave (EPSL) is calculated based on an employee's regular rate of pay but is limited to either:
 - 1) \$511 per day or \$5,110 (if employee is using the leave for his or her own use related to the coronavirus)
 - A) Local quarantine or isolation order related to COVID-19
 - B) Employee advised by health care provider to self-quarantine because of COVID-19
 - C) Employee is experiencing symptoms of COVID-19 and seeking a medical diagnosis
 - 2) 2/3 of the regular rate of pay (but no less than minimum wage) and limited to \$200 per day or \$2,000 total, where the employee is using the leave to care for an individual affected by the coronavirus, for child care responsibilities due to closures, or if an employee is experiencing a condition substantially similar to the coronavirus.
 - A) Employee is caring for an individual who is subject to or advised to quarantine or isolate
 - B) Employee is caring for a child whose school or day care is closed or unavailable due to COVID-19 precautions
 - C) Employee is experiencing any other similar condition as defined by the Secretary of Health and Human Services

Paid sick leave under these provisions is to be used prior to any accrued leave the employee has earned, reference leave articles in your Collective Bargaining Agreement (VTA and SEIU Contracts) for more information on earned/acrued leave. At the sunset date of December 31, 2020, this leave, EPSL, will not carryover.

Public Health Emergency Leave (PHEL), under the Emergency Family Medical Leave Act, provides eligible employees 12 workweeks of leave if an employee is unable to work (or work remotely) due to a need to care for a child related to school or child-care closure due to coronavirus emergency as declared by a Federal, State, or local authority.

- **Who qualifies?** Employees are required to have been employed with the District for at least 30 calendar days to qualify and be unable to report to work (or work remotely) due to: 1) a need to care for a child because school or place of care has been closed, or 2) the child-care provider of a son or daughter is unavailable due to a coronavirus emergency as declared by a Federal, State or local authority.
- **What is the leave benefit?** After 10 days*, beginning on day 11, employees receive partial wage compensation for up to 10 workweeks (50 days).
- **How is the compensation for this leave calculated?** After the first ten days of Public Health Emergency Leave, employees must be provided 2/3 of their regular rate of pay (as by the FLSA) for the number of hours the employee would normally be scheduled to work. However, this shall not exceed \$200 per day, not to exceed a total of \$10,000 during the 12 weeks.

** No pay is required during the first ten days of the PHEL but employees may opt to utilize any accrued comp time, vacation time, or sick leave (AKA personal leave) during this initial period (including sick leave under the EPSLA leave).*

Leaves are a complex and often times a confusing topic, as always, the Human Resources staff are available to assist our employees in navigating the use of leaves. Thank you for your attention to this and please remember to take care of yourself first so that you are available to support others.