

Written Questions Submitted by LCAP Parent Advisory Committee and English Learner Parent Advisory Committee and the Superintendent Responses

The California Department of Education required that the Learning Continuity Plan be presented to the LCAP Parent Advisory Committee and the English Learner Parent Advisory Committee for review and comment. Both committees had the opportunity to submit written comments and questions to the superintendent who then responded in writing to the comments received from these committees. Noted below are the questions received from these committees along with the superintendent responses.

Question	Response
<p>Parents need more help learning how to support their kids. You need to help parents to understand the different apps that are being utilized.</p> <p>Is there a way for parents to have more training to help their students at home?</p>	<p>The PSUSD Family Center is offering courses and workshops to help families support their children with distance learning. These workshops cover topics related to distance learning, social emotional support for children and parents, tips for working parents, PSUSD department services, Zoom tips, ParentVue tutorials, Google &amp; Gmail Tutorials, and a 4 week Internet Safety Course. If parents are unable to attend a live workshop or course, there are many resources available online at the following website: <a href="http://bit.ly/PSUSD2020">bit.ly/PSUSD2020</a>. Resources included on this webpage come in the form of written guides and video resources that are provided in both English and Spanish. To register for upcoming workshops or courses, families can call the PSUSD Family Center at (760)416-1374 or by email at <a href="mailto:familycenter@psusd.us">familycenter@psusd.us</a>.</p>
<p>How are small groups going to work, and what will be the dynamics to grade or evaluate the students in this pandemic?</p>	<p>Each grade span has dedicated blocks of time built into the schedules to provide intervention and small group instruction</p> <p><b>ES</b> - Dedicated block of time for small group instruction focused on academic needs. This occurs M, T, TH, F</p> <p><b>MS</b> - Dedicated time (7:40-8:35) M, T, TH, F mornings for targeted student support, specific to a subject/course. Additionally, there is small group classroom support each</p>

	<p>afternoon (M,T, TH, F) 12:35-2:30, to help students. The afternoon supports are designated by periods, offering 2 each day. These are intended to support understanding of the prior day's lessons.</p> <p><b>HS</b> - There are two, one-hour sessions after lunch, facilitated by the teacher, for small group, targeted intervention. Teachers can invite students to this group, or students can self select to attend - M, T, TH, F.</p> <p>Unlike Spring 2020, grading and evaluating students' learning is a requirement. Additionally, attendance is being taken.</p> <p>Like in a traditional setting, teachers are expected to consistently evaluate student learning, work production, student engagement, and provide grades. In an effort to determine learning loss, PSUSD is currently assessing students in math and English. The data provided will inform instruction and assist teachers in planning. Additionally, teachers use formative assessments during synchronous learning, and other types of quick assessments during asynchronous time to address concerns in a timely manner.</p>
<p>Since many parents are working and not able to help their students during synchronous times, can teachers record the class so that parents can review it later with their kids?</p>	<p>Teachers do have the option to record themselves providing the lessons and/or record the Zoom session to be viewed at a later time.</p> <p>For additional information or questions, parents/families can reach out to their child's teacher or visit the school website for specific teacher contact information.</p>
<p>Can teachers set up a way to message parents directly like on whatsapp?</p>	<p>There are a variety of apps teachers use to communicate with families. Examples include, Class Dojo, RemindApp, etc.</p> <p>Please contact your student's school and/or teacher for additional information on which apps are being used and how to sign up</p>

<p>If a parent is not connected to Class Dojo how will the parents get the notes from the teacher?</p>	<p>Parents can connect with their child’s teacher through email or via office hours. They can also access the Google Classroom or teacher website.</p> <p>ParentVue is an additional resource for obtaining information regarding their students</p>
<p>Will there be another way to get materials other than Zoom?</p>	<p>Zoom is the primary platform to deliver instruction. Occasionally, use of GoogleMeet is also used when Zoom is unavailable.</p> <p>Students can access assignments by emailing their teacher, or visiting the Google classroom.</p>
<p>Is it possible for teachers to provide a weekly list of assignments that need to be completed so that we can make sure they are getting the work done (check-off list)?</p>	<p>Families can access information via the teacher’s Google classroom or teacher website. Other opportunities for TK-3 include the SeeSaw platform.</p> <p>Secondary students can access information through StudentVue. Parents can access information via ParentVue.</p>
<p>When we switch to hybrid schedule, how will transitioning from recess and lunch work?</p>	<p>We are currently developing the plan for our transition to a hybrid schedule. Stakeholder input will be considered when developing the plan. Once the plan is discussed with the Board of Education, information on arrivals and departures, recess, lunch and overall routines to promote health and safety will be communicated to all. This will be in the form of written information as well as instructional videos in order to ensure that students and families understand the new routines that will be in place.</p>
<p>Have you looked at what other countries are doing to bring students back to school? Have they had success?</p>	<p>A plethora of resources including looking at other districts, counties, and countries were taken into consideration.</p> <p>We adhere to local state and county health guidance - they are our primary resource.</p>
<p>Who do we contact with completing student applications (FAFSA, scholarships, applying</p>	<p>Families should contact their students’ counselor for more information and</p>

<p>to college)?</p>	<p>assistance with filling out FAFSA. Likewise students should work with their counselors and/or the College &amp; Career specialist at their school when researching and preparing for scholarships. Working with the school counselor is the best bet for filling out college applications.</p>
<p>Special Ed needs are not being met. Teachers reach out with information and plans but parents don't have the same training as the professionals. When should parents start training their SPED kids to use masks (when will the district start in person classes)?</p>	<p>The Special Education Department will publicize information for parents to use to help their child(ren) access his/her learning. A link will be posted for parents and once a parent enters the parent page, resources will be available. Parents should email Mr. Rob Nichols at <a href="mailto:rnichols@psuusd.us">rnichols@psuusd.us</a> to request resources that might not be posted.</p>
<p>You have to do a lot of 1 on 1 with parents. Idea of creating a English Learners/Special Education group amongst our EL community to better aid our Sped/EL parents because there is no support there from Special Education and the language barrier on top of the Sped challenges can be overwhelming.</p>	<p>The EL/Special Education parent group will start back up in October. This is a parent group that meets monthly with the Coordinator of English Learners and the Director of Special Education. Meeting dates will be posted on the Special Education and EL webpages.</p>
<p>What plan does the school have in place for SPED and EL students? Not getting the support for SPED students.</p>	<p>English learner students are provided with Designated ELD support each day. TK-5 grade students receive Designated ELD each day from 11:00-11:30am. Middle and high school students receive Designated ELD during small group times. Newcomer students in middle school are receiving additional intervention each week on Wednesdays for two hours. Special Education teachers and related service providers are available to work collaboratively with each other and general education teachers to meet the needs of EL students. A child who is an English learner will have specific information documented on his/her IEP to address language acquisition/proficiency needs.</p>
<p>How are After School Programs going to work during distance learning and afterwards?</p>	<p>Expanded Learning is operating during distance learning. The online program is available for students in grades 1st through 8th (Monday through Friday). During distance learning, students will receive support with</p>

	<p>their independent homework assignments in ELA / Math. When the District moves to Hybrid Learning, Think Together will adjust accordingly and hold some in person classes while phasing out the online portion. In the area of Supplemental Interventions, we are getting ready to launch learning supports for students who have academic gaps in Math and ELA.</p>
<p>More support at home, headphones for families with multiple students, support with internet. Is the district still working on getting a tower in the areas that don't have internet?</p>	<p>Additional technology supports are still being considered. The district technology department is currently developing plans and additional services for those families who have been struggling with consistent internet service.</p>
<p>Can tech depots be open late afternoons or evenings to accommodate work schedules?</p>	<p>Due to staffing issues it is a challenge for the Tech Depots to extend their current hours. If a parent cannot go to the Tech Depot they should go to the school site for assistance.</p>