



# ALUM ROCK SCHOOL DISTRICT REOPENING PLAN

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2020 - 2021



# MESSAGE FROM THE SUPERINTENDENT

Welcome to ARUSD 2020-2021 School Year!

Our lives have changed drastically since March 13, 2020, but not our commitment to bring the best possible education to all students. The Alum Rock School District has been a leader in virtual education in our county. We are prepared to issue every Alum Rock student an electronic device and the needed connectivity to continue their learning. Our goal is to provide a comprehensive educational experience for all students, including rigorous academic instruction and appropriate socio-emotional support.

We have prepared a robust professional development curriculum to equip everyone with the needed tools to engage in this new way of teaching and learning. We will offer Professional Development opportunities for staff at all levels to support their work.

In addition, we are preparing parent-focused training to equip families to set up appropriate learning environments during virtual learning. Every school in our district will provide both virtual and face to face (following social-distancing norms) parent training opportunities in English, Spanish, and Vietnamese during the first two weeks of school.

Let's have a great school year.

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**01**

**Reopening  
Plan At a  
Glance**

# Driving Principles for our plan

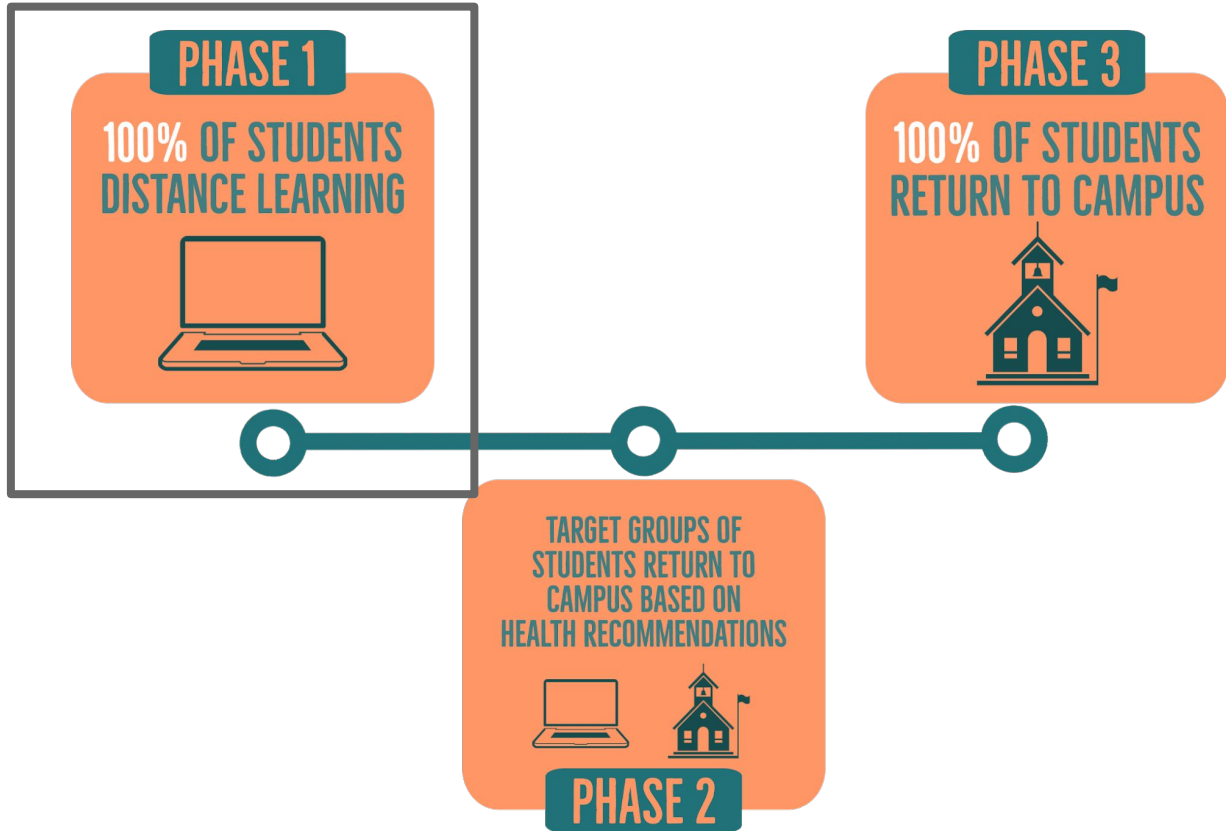
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- Ensuring the safety of our students and staff
- Maintaining high quality teaching and learning
- Being responsive to the needs of our Alum Rock Community
- Supporting staff in being proficient in Distance Learning to ensure student success
- Providing necessary interventions to address learning loss
- Supporting students' Social and Emotional needs



# ALUM ROCK REOPENING MODEL 2020

We will be starting the school year in Phase 1



# Overview of Planning Process

Stage 1: A stakeholder group consisting of teachers, administrators, and parents came together to develop potential return to school scenarios for elementary and middle schools in accordance with local and state recommendations.

Stage 2: Return to school scenarios were handed off to a logistics team to review/revise based on the latest Santa Clara County recommendations, and CDC guidelines.

Stage 3: Adhering to the most recent health and safety guidelines, a plan emerged that would include 90% distance learning and 10% in person instruction for select student populations such as special education students and new TK and kindergartners.

Stage 4: **Following approval of the plan, we pivoted to a 100% distance learning plan for all students, based on the most current health and safety recommendations.**

02

**Distance  
Learning  
Program**



# Overview

Distance Learning in 2020-2021 will look different from the Spring: more engaging, academically rigorous, and in line with new legislative requirements.

- Instructional minutes can include both **synchronous** and **asynchronous** learning.
- Asynchronous minutes can include students working on individual projects or assignments offline.
- Synchronous learning is live instruction that can include SEL (Social Emotional Learning) activities that will be essential during this time

# Distance Learning Information

The improvements include daily live instruction with teachers and peers for instruction, and content that aligns with standards and of similar quality as what students receive from in-person instruction.

## **Key features of Distance Learning in 2020-2021:**

- Use of Zoom, Seesaw, and Google Classroom as our main Instructional delivery methods
- Parent training will be provided to provide learning support at home [More information](#)
- Student work will be assessed and feedback will be provided
- Students will be required to attend both large and small group virtual instruction
- Students who require more support will be provided with intervention supports. [More information](#)
- Staff will be available during office hours for questions/concerns
- Devices will be provided (chromebooks, ipads, & hot spots) More details to come

# Distance learning standards for schools

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Following a spring of uneven distance learning expectations for schools across California, the new state budget sets standards for fall instruction.



## 'Daily live interaction' required

Teachers will have to connect with their students each school day through online instruction and/or phone check-ups.



## Taking student attendance

Schools must take students' attendance and participation under distance learning, or risk losing state funding. Students who don't participate will factor into schools' chronic absenteeism figures.



## Minimum instruction

Students must receive a minimum amount of daily instruction that can be met by a combination of teacher instruction and "time value" of work assigned.

- **3 hours per day** for kindergartners.
- **3 hours, 50 minutes** for grades 1-3.
- **4 hours** for grades 4-12.



## Serving students in need

Schools have to provide the "accommodations necessary" to serve students with special needs.



## No set requirements for live instruction

The state does not mandate a minimum daily amount of synchronous, or live, instruction, though experts strongly suggest it be a part of students' distance learning.



## Preventing disengagement

Schools must form a plan for re-engaging students who are absent from distance learning for more than three schooldays a week.



## Checking families' connectivity

Schools will have to ensure that students and families have the devices and connectivity necessary to participate in distance learning, or make accommodations if they do not.



## Weekly engagement records

An additional data requirement, schools must keep "weekly engagement records" noting how much synchronous or asynchronous instruction a student has received.

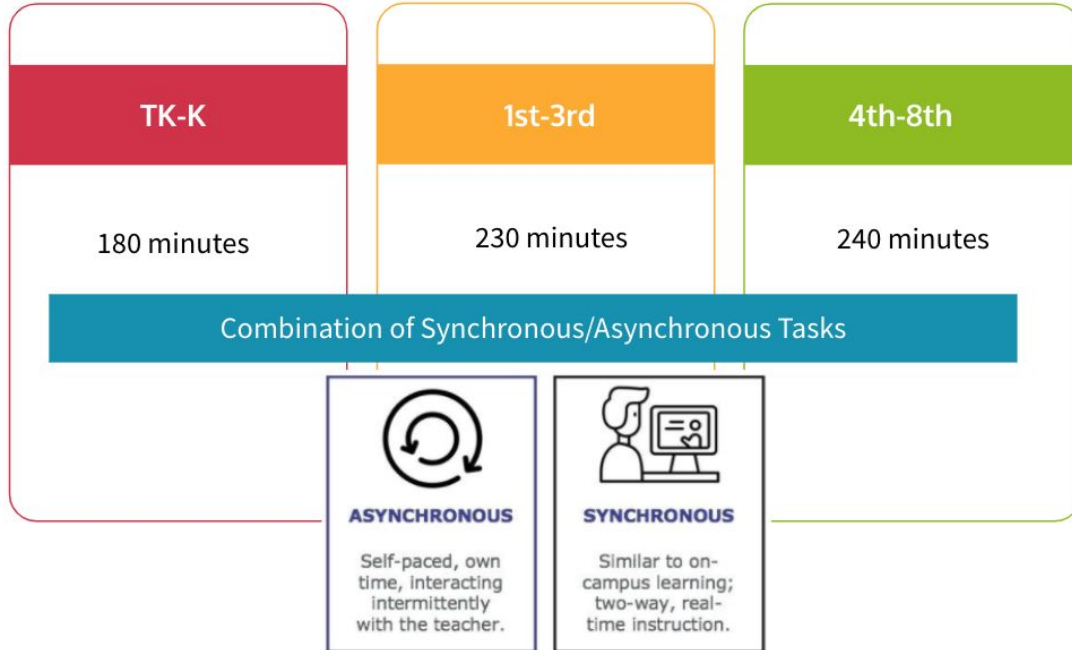


## Replacing accountability plans

Schools will team up with parents and teachers to create a "learning continuity and attendance plan" by Sept. 30, replacing schools' usual annual planning documents.

# Distance Learning Requirements

## Instructional Minutes Expectations



# How to Support Your Students with Distance Learning

- **Make a space**
  - Create a special, personalized corner of a room dedicated to learning, creating, and reading. Use a movable box or crate if space is precious. Let your kid help prepare the space for school, even if that just means putting a decorated pencil box next to the device they'll be using. Getting the space ready will help them get ready to learn.
- **Set a routine**
  - Little kids need more structure, so make sure to let them know what to expect. You can create a visual schedule they can follow. Older kids can use a calendar, planner, chalkboard, or digital organizer to keep track of what's happening each day.
  - Have them follow a routine as if they're going to school (getting dressed, brushing teeth, etc.) instead of lying in bed in their pajamas, which could lead to less learning.
  - Breaks are really important, especially for kids with learning and attention issues, so make sure to build those in and break assignments into smaller pieces.
- **Review expectations**
  - Go over what the school and teachers expect around online learning.
  - Set some expectations of your own as well. When can your kid expect to spend time with you? When should they avoid interrupting you? What can they do in their downtime? Come up with a list of "must dos" and "may dos" together to cover the essentials and activities of choice.
  - If kids are sharing devices with siblings, make sure they understand how the devices are to be shared, including who gets to do what on the device and when.

More information on this can be found on Common Sense Media:

<https://www.commonsense.org/education/articles/parent-tips-and-tricks-for-distance-learning>

# Learning Continuity

In accordance with California's accountability requirements, we must submit a Learning Continuity and Attendance Plan addressing how we will provide the following:

- Rigorous instructional program through Distance Learning
- Devices & connectivity to all students
- Live instruction and active participation
- Designated and Integrated ELD
- Social-Emotional well being support for students and staff.
- Re-engagement strategies for those who are not participating in DL.
- Meals for students who receive free/reduced.
- Support services for Foster Youth, English Learners & Low SES.

# Assessments

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Students will take local assessments throughout the year to monitor learning progress. These will be assigned by their teacher(s) and taken in a virtual setting. Please make sure your students take these exams seriously and independently as they will help us provide academic support.

# Assessment of English Language Proficiency

The English Language Proficiency Assessments for California (ELPAC) is California's assessment system that is used to determine the English language proficiency of students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: Listening, Speaking, Reading, and Writing.

The Initial ELPAC is used to identify students as being either an English learner or fluent in English. It is administered only once during a student's time in the California public school system, based on the results of the home language survey.

The Initial ELPAC was not suspended this year. If your student qualifies to take the Initial ELPAC, we will be contacting you to set up a time for testing.

More information can be found on our website:

<https://www.arusd.org/distance-learning-resources/initial-elpac-testing>



# English Learner Supports

During Distance Learning, ARUSD teachers:

- Will provide Designated and Integrated ELD
  - **Designated ELD** is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English.
  - **Integrated ELD** is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English.
- Will integrate EL support strategies that scaffold learning during core instruction
- Will focus on speaking and listening during synchronous instruction.
- Will incorporate the designated support programs to scaffold learning
  - Listenwise with a focus on speaking and listening
  - Brainpop ELL
  - Imagine Learning
- Will provide small group instruction at students' English proficiency level

# Special Education

During Distance Learning, our special education staff:

- Will provide special education services using a variety of different strategies and online platforms based on an individual student's needs.
- A student's unique distance learning plan will be designed to ensure the student continues to make progress on their IEP goals.
- Distance Learning will include tools such as instructional videos, online access to educational programs, virtual live sessions, and parent consultation.
- Special education staff will collaborate with families to support the student's educational progress during Distance Learning.
- In addition, special education staff will collaborate regularly with general education teachers in order for students to access the general education curriculum with the modifications and accommodations in their Individual Education Program (IEP).

# Interventions

**Our District provides the following support to our displaced families and Foster youth.**

- Prioritized enrollment for After School Activities
- School Supplies
- Clothing and Shoes
- School Uniforms
- Tutoring and Mentoring
- Transportation aid for Students and Parents
- Eyeglasses
- Dental Care
- Counseling Assistance

If your family is displaced from your home, your child may qualify for support. Contact student services at **(408) 928-6945** for more information.

If you have a foster youth under your care, we are here to support. Contact State and Federal Programs at **(408) 928-6555** for more information.

# After School Programs

We will use a **virtual** model with **limited on-site** services (if allowed per County Health Department)  
Support services will be provided a minimum of three (3) hours during the instructional day

## **Prioritized services for:**

- Foster Youth, Homeless Youth, Migrant, ELs, TK/K students and other students identified as needing the extra support

## **Support areas:**

- Support small breakout groups
- Support large group in-class activities with teachers
- Integrate enrichment activities (virtual field trips, non-content area work)
- Lead brain breaks, mindfulness activities, and other SEL activities during class time
- Lead virtual team building activities
- Participate in morning meeting activities facilitated by teachers
- Contact students/parents as needed
- Provide on-site support for small groups of “targeted” students (10 students/per group)
  - TK/K, Foster, Homeless, Migrant, EL students, other students identified as needing the extra support
- As we return to school, ASES staff will transition to on-site services continuing to serve students they were serving in the virtual model

03

# Schedules

# Instructional Components

## SEL/Morning Meeting

Teacher meets synchronously with all students via video conferencing to kickstart day, allow for a sense of connectedness, and address SEL needs.



## Large Group Instruction

Direct live instruction to whole class via video conferencing



## Small Group Instruction

Each day teacher provides scheduled small group instruction to each students via video conferencing



## Asynchronous Learning

Teachers create assignments (with proper scaffolds - ie tutorial videos, etc.) to allow for student practice, check for student understanding and provide feedback

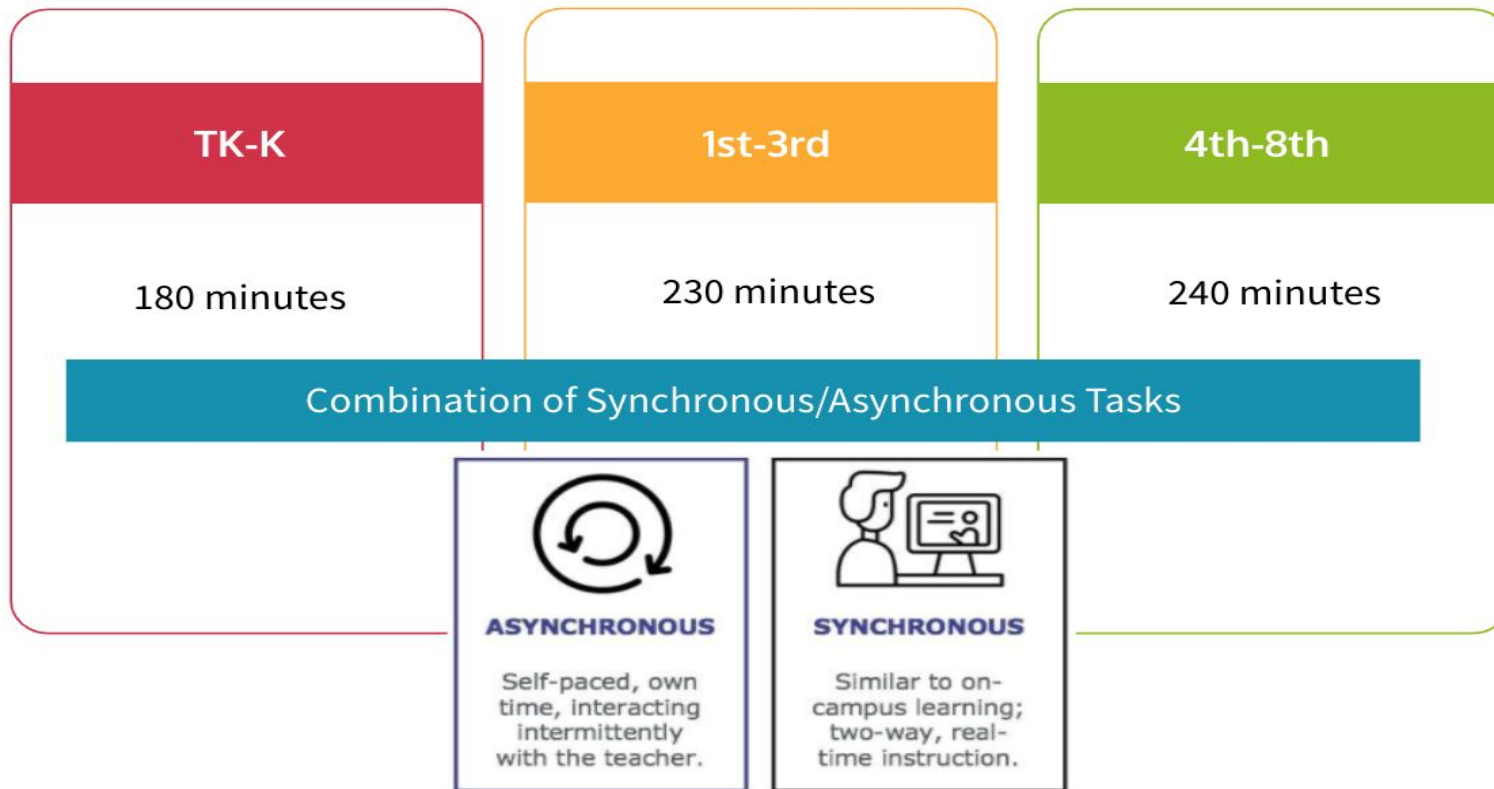


## Attendance/Parent Communication

Teachers should maintain contact with parents and respond to questions/concerns and be proactive about providing support to students/families who are not completing assignments/attending class\*



# Instructional Minutes by Grade Level



# Sample TK-K Schedule

## Monday

9:00 - 9:18

Morning Meeting

9:18 - 10:15

Reading & Writing

10:15 - 11:00

Math

11:00 - 12:00

Small  
Group/English  
Language  
Development/Social  
Studies/Science

## Tuesday

9:00 - 9:18

Morning Meeting

9:18 - 10:15

Reading & Writing

10:15 - 11:00

Math

11:00 - 12:00

Small  
Group/English  
Language  
Development/Social  
Studies/Science

## Wednesday

9:00 - 9:18

Morning Meeting

9:18 - 10:15

Reading & Writing

10:15 - 11:00

Math

11:00 - 12:00

Small  
Group/English  
Language  
Development/Social  
Studies/Science

## Thursday

9:00 - 9:18

Morning Meeting

9:18 - 10:15

Reading & Writing

10:15 - 11:00

Math

11:00 - 12:00

Small  
Group/English  
Language  
Development/Social  
Studies/Science

## Friday

9:00 - 9:18

Morning Meeting (on Fridays,  
this time will be the only  
synchronous portion of the day  
for students)

9:18 - 10:15

Reading & Writing

10:15 - 11:00

Math

11:00 - 12:00

English  
Language  
Development/Social  
Studies/Science

This is a sample schedule and shows a possible day with a combination of synchronous and asynchronous learning time. All times are approximate and based on 180 total instructional minutes of daily instruction.



# Sample 1st-3rd Schedule

## Monday

9:00 - 9:18

Morning Meeting

9:18 - 10:15

Reading & Writing

10:15 - 11:00

Math

11:00 - 12:00

Social  
Studies/Science

12:00 - 12:40

Lunch Break

12:40 - 1:30

Small Group/ELD

## Tuesday

9:00 - 9:18

Morning Meeting

9:18 - 10:15

Reading & Writing

10:15 - 11:00

Math

11:00 - 12:00

Social  
Studies/Science

12:00 - 12:40

Lunch Break

12:40 - 1:30

Small Group/ELD

## Wednesday

9:00 - 9:18

Morning Meeting

9:18 - 10:15

Reading & Writing

10:15 - 11:00

Math

11:00 - 12:00

Social  
Studies/Science

12:00 - 12:40

Lunch Break

12:40 - 1:30

Small Group/ELD

## Thursday

9:00 - 9:18

Morning Meeting

9:18 - 10:15

Reading & Writing

10:15 - 11:00

Math

11:00 - 12:00

Social  
Studies/Science

12:00 - 12:40

Lunch Break

12:40 - 1:30

Small Group/ELD

## Friday

9:00 - 9:18

Morning Meeting (on Fridays  
this time will be the only  
synchronous portion of the  
day for students)

9:18 - 10:15

Reading & Writing

10:15 - 11:00

Math

11:00 - 12:00

Social  
Studies/Science

12:00 - 12:40

Lunch Break

12:40 - 1:30

ELD/Science/Social  
Studies/PE

This is a sample schedule and shows a possible day with a combination of synchronous and asynchronous learning time. All times are approximate and based on 230 total instructional minutes of daily instruction.

# Sample 4th-8th Schedule

## Monday

9:00 - 9:18

Morning Meeting

9:18 - 10:15

Reading & Writing

10:15 - 11:00

Math

11:00 - 12:00

Social  
Studies/Science

12:00 - 12:40

Lunch Break

12:40 - 1:40

Small

Group/ELD/PE/Music

## Tuesday

9:00 - 9:18

Morning Meeting

9:18 - 10:15

Reading & Writing

10:15 - 11:00

Math

11:00 - 12:00

Social  
Studies/Science

12:00 - 12:40

Lunch Break

12:40 - 1:40

Small

Group/ELD/PE/Music

## Wednesday

9:00 - 9:18

Morning Meeting

9:18 - 10:15

Reading & Writing

10:15 - 11:00

Math

11:00 - 12:00

Social  
Studies/Science

12:00 - 12:40

Lunch Break

12:40 - 1:40

Small

Group/ELD/PE/Music

## Thursday

9:00 - 9:18

Morning Meeting

9:18 - 10:15

Reading & Writing

10:15 - 11:00

Math

11:00 - 12:00

Social  
Studies/Science

12:00 - 12:40

Lunch Break

12:40 - 1:40

Small

Group/ELD/PE/Music

## Friday

9:00 - 9:18

Morning Meeting (on Fridays  
this time will be the only  
synchronous portion of the  
day for students)

9:18 - 10:15

Reading & Writing

10:15 - 11:00

Math

11:00 - 12:00

Social  
Studies/Science

12:00 - 12:40

Lunch Break

12:40 - 1:40

ELD/Science/Social  
Studies/Music/PE

This is a sample schedule and shows a possible day with a combination of synchronous and asynchronous learning time. All times are approximate and based on 240 total instructional minutes of daily instruction.

04

# Attendance

## Senate Bill (SB) 98 – Distance Learning

- Each LEA shall document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided.
  - A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day.



## Instructional Minutes

- Instructional minutes can include both **Synchronous** and **Asynchronous** learning.
- **Asynchronous** minutes can include students working on individual projects or assignments offline.
- **Synchronous** learning can include Social and Emotional Learning (SEL) activities that will be essential during this time.

## Definitions (informal). See Livebinder for excerpts from SB 98

**Attendance** – The act of recording and reporting pupils who are present in class (online or in person or combination of the two).

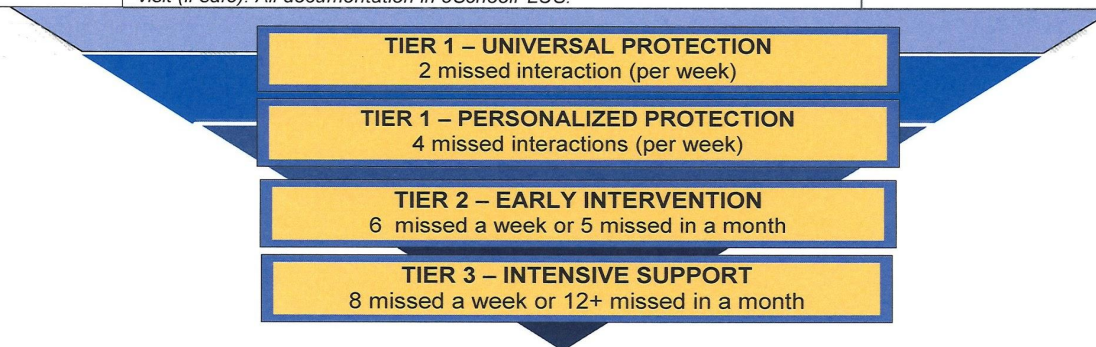
**Participation** – The level of active engagement students demonstrate in class as measured by discussions, assignment completion, and assessments. Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians

**Engagement** – The actions taken by the LEA, site, or teachers to ensure that all students and their families are a part of the educational community. In a classroom this would be the actions/strategies a teacher would use to foster student participation. For an LEA, this may mean the strategies used to ensure families are active in the educational community and brought into the conversation about their needs.

# Attendance Interventions

## TIERED LEVELS OF SUPPORTS FOR STUDENT PARTICIPATION

TIER	TRIGGERS	STAFF RESPONSIBLE
<b>Tier 1 - Universal</b>	<b>What triggers a universal check in?</b> (ARUSD: 2 missed interaction per week) <i>Must include multiple phone calls, texts, and emails. All documentation in eSchoolPLUS.</i>	Teacher
<b>Tier 1 - Personalized</b>	<b>What triggers a more preventative check in?</b> (ARUSD: 4 missed interactions per week) <i>Must include multiple phone calls, texts, and emails. Should also include a call to those listed on the emergency card. All documentation in eSchoolPLUS.</i>	1. School Office Assistant 2. School Administrative Assistant
<b>Tier 2 – Early Intervention</b>	<b>What triggers more on-going, personalized support or outreach?</b> (ARUSD: 6 + missed a week or 5 missed in a month) <i>Must include multiple phone calls, texts, virtual check in, and emails. Should also include a call to those listed on the emergency card. Should include a socially distanced home visit (if safe). All documentation in eSchoolPLUS.</i>	School Principal & Community Liaison
<b>Tier 3 - Intensive Support</b>	<b>What triggers intensive support?</b> (ARUSD: 8 missed in a week or 12+ in a month) <i>Must include multiple phone calls, texts, virtual check in, and emails. Also call those listed on the emergency card. Should include a socially distanced home visit (if safe). All documentation in eSchoolPLUS.</i>	Student Services Department



**05**

**Operations,  
Health &  
Safety**



# Current Local Order

DATE OF ORDER: MAY 18, 2020



ORDER OF THE HEALTH OFFICER OF THE COUNTY OF SANTA CLARA DIRECTING ALL INDIVIDUALS IN THE COUNTY TO CONTINUE SHELTERING AT THEIR PLACE OF RESIDENCE EXCEPT FOR IDENTIFIED NEEDS AND ACTIVITIES, IN COMPLIANCE WITH SPECIFIED REQUIREMENTS; CONTINUING TO EXEMPT HOMELESS INDIVIDUALS FROM THE ORDER BUT URGING GOVERNMENT AGENCIES TO PROVIDE THEM SHELTER; REQUIRING ALL BUSINESSES AND RECREATION FACILITIES THAT ARE ALLOWED TO OPERATE TO IMPLEMENT SOCIAL DISTANCING, FACE COVERING, AND CLEANING PROTOCOLS; AND DIRECTING ALL BUSINESSES, FACILITY OPERATORS, AND GOVERNMENTAL AGENCIES TO CONTINUE THE TEMPORARY CLOSURE OF ALL OTHER OPERATIONS NOT ALLOWED UNDER THIS ORDER

# Screening for Symptoms for Phase 2 & 3

- Parents/guardians will be required to conduct a health screening on their child prior to coming to school everyday
- Staff will perform a visual wellness screening of all students as they enter school

**Student and Staff COVID-19 Questionnaire**

Parents/Guardians: complete this questionnaire every morning before bringing your child to school or taking them to the bus. If you answer "YES" to any of the questions, do not bring your child to school and notify your school's front office staff immediately.

1. Within the last 14 days have you been diagnosed with COVID-19 or had a test confirming you have the virus?

Yes-STAY HOME and seek medical care.

2. Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact is less than 6 feet for 15 minutes or more.

Yes-STAY HOME and seek medical care and testing.

3. Have you had any one or more of these symptoms today or within the past 24 hours? Are these symptoms new or not explained by another reason?

<ul style="list-style-type: none"><li>● Fever</li><li>● Cough</li><li>● Shortness of Breath/Trouble breathing</li><li>● Chills</li><li>● Night sweats</li><li>● Sore throat</li><li>● Fatigue (feeling tired)</li></ul>	<ul style="list-style-type: none"><li>● Muscle/body aches</li><li>● New loss of taste or smell</li><li>● Headache</li><li>● Confusion</li><li>● Nausea/Vomiting</li><li>● Diarrhea</li><li>● Congestion or runny nose</li></ul>
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Yes- STAY HOME and seek medical care and testing.

# Face Covering Requirements

**All students regardless of age or grade must wear a face covering during the following:**

- While arriving and departing from the school campus  
In any area outside the classroom (except while eating, drinking, or engaging in Physical Activity)
- Staff are required to wear a face covering at all times
- Students in TK-2nd grade are encouraged to wear a face covering
- Students in 3rd-8th grade must wear a face covering at all times
- All students must wear a face covering going to and from school and while riding the school bus

# Student Hygiene

Students will wash hands for 20 seconds frequently throughout the day, including upon entering the classroom, before/after eating, after coughing/sneezing, before/after using the restroom, and after using shared items (i.e. pens, pencils, computers, phones, etc.).

When hand washing is not practicable, use fragrance-free, 70% alcohol-based, hand sanitizer. Students should rub their hands together until completely dry.

Avoid using shared items as much as possible. Disinfect shared items between each student's use.

**Stop Germs! Wash Your Hands.**

**When?**

- After using the bathroom
- Before, during, and after preparing food
- Before eating food
- Before and after caring for someone at home who is sick with vomiting or diarrhea
- After changing diapers or cleaning up a child who has used the toilet
- After blowing your nose, coughing, or sneezing
- After touching an animal, animal feed, or animal waste
- After handling pet food or pet treats
- After touching garbage

**How?**

1. Wait your hands with clean, running water (warm or cold), turn off the tap, and apply soap.

2. Lather your hands by rubbing them together with the soap. Be sure to lather the backs of your hands, between your fingers, and under your nails.

3. Scrub your hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice.

4. Rinse hands well under clean, running water.

5. Dry hands using a clean towel or air dry them.

Keeping hands clean is one of the most important things we can do to stop the spread of germs and stay healthy.

**LIFE IS BETTER WITH CLEAN HANDS**

[www.cdc.gov/handwashing](http://www.cdc.gov/handwashing)

# When a child is sick

- Notify your child's school immediately if you, your child, or anyone in your household has tested positive for COVID-19.
- Notify your child's school immediately if you, your child, or anyone in your household have come in **close contact** with someone that tested positive with COVID-19.
- **Close contact** means you were within six feet of someone that was currently infected with COVID-19 for more than 15 fifteen minnutes.

# Food Distribution Sites

## Curb Side Grab and Go Meal Distribution

Monday-Thursday  
11:00-1:00 pm

Adelante II, Cassell,  
Fischer, George,  
Hubbard, Linda  
Vista, Ocala,  
Mathson,  
Painter/Sheppard  
and Ryan

## Satellite Curb Side Grab and Go Meal Distribution

Monday-Thursday  
11:00-12:00 pm

San Antonio/LUCHA  
and Lyndale

**Free Monday-Friday Breakfast, Lunch and  
Supper meals for all ARUSD students!**

On Thursday students will receive both  
Thursday and Friday meals.



## ARUSD Mobile Meal Deliveries

Target groups:


- SPED
- Quarantined students
- Referred families of high need student population

# Food Distribution Meal Pick up Sign

- Parent/Guardian or student will be able to pick up meals from any distribution site
- Meals are intended for enrolled ARUSD students
- Signs will be distributed from your school site or when you pick up meals starting Tuesday, August 18th



## Meal Pick Up Sign



Complete this meal pick up sign by indicating the name of the school and number of children attending the school.

Ex: Chavez Elementary School                      3  
Name of School                      Number of Students Attending School

_____	_____
Name	Number of Students Attending School
_____	_____
Name	Number of Students Attending School

**Display the sign visibly inside your car on the passenger side dashboard. Meal sign will be used to determine the total number of student meals you will need for the day.**  
**Thank you for your support.**

**When picking up meals please be sure to present and have available this meal pick up sign. The sign is intended to reduce contact between families and staff.**

06

# Communication



# Parent Square

- Receive school-wide alerts via the application, text and email.
- Parents can receive communication in their preferred language with our Neural Machine Translation tool
- Digitally sign permission slips & other forms
- RSVP & receive reminders for upcoming school events
- App available for iOS and Android phones

(click on the link) [Training Videos](#)

- Reciba alertas de su escuela a través de la aplicación, mensajes de texto y correo electrónico.
- Los padres pueden recibir comunicación en su idioma preferido con nuestra herramienta de traducción automática neuronal.
- Firmar digitalmente hojas de permiso y otros formularios
- Confirme su asistencia y reciba recordatorios para los próximos eventos escolares
- Descargue la aplicación hoy para su teléfono Apple o Android

(haga click en el enlace) [Videos de entrenamiento](#)

# Tech Support

The Information Technology (IT) Support Services Department will provide support in the following areas:

- Distribution of devices
- Hotspots
- Returning devices
- Device Care and Usage
- Support with lost / damaged /stolen devices
- Accessing classes online
- Student emails
- Accessing my child's password
- Activating email accounts

In addition, a district helpline has been set at (408)928-6917. This helpline will be available to parents after business hours: weekdays from 4:30pm to 7:00 pm and weekends from 10:00am to 4:00pm.

# Technology Support

*(available in English/ Spanish/ Vietnamese)*

- **Student Devices:**

- Tk/K : ipads
  - 1-8 : Chromebooks
  - Tk-8 : Hotspots (on need basis)

- **Student Accounts:**

- Existing Students: Account and password remains same
  - New Students : Collect account name and password from school administration upon device collection

- **Student Device issues:**

- First Call tech support to resolve issues. If problem not fixable over phone, tech support may ask you to bring the device in-person.

- **Tech Resources:**

- [Distance Learning/ Hotspots](#)
  - [at&t Hotspots](#)
  - [IT-webpage](#)

- **Tech Support:(available in English/ Spanish/ Vietnamese)**

- Call **(408) 928-6917** during the regular business hours.
  - IT Department, ARUSD, 2930 Gay Ave, San Jose, CA 95127

# Parent Training

A parent/family professional development plan has been developed to best support families in assisting their children with distance learning. Through a combination of district office and school site training venues the following areas will be addressed, among others:

- Establishing distance learning routines & schedules
- Understanding edtech programs & platforms
- Supporting student mental health and wellness
- Understanding school schedules, attendance procedures, & grading
- Making sense of video-conferencing
- Digital responsibility & online behavioral expectations

Please look for flyers regarding when these trainings will be offered.

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**Mental Health &  
Social Emotional Learning**

# Mental Health & Social Emotional Learning (SEL) Support

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Our district understands the importance of supporting the mental wellness of students and their families especially during the global pandemic.

In order to address the support needs, the district is launching social emotional learning during the 2020-2021 school year by integrating the CASEL competencies in our instructional day:

- Social Awareness
- Self Awareness
- Self Management
- Relationship Building
- Responsible Decision Making

Furthermore, the following information will also assist parents in navigating and accessing services and resources.

# Mental Health & Social Emotional Learning (SEL) Support

If you or someone you know is in crisis and needs someone to talk to, please reach out to our local mobile crisis agencies:

- Alum Rock Counseling Center: **(408) 294-0579**
- Uplift Family Center: **(408) 379-9085**
- Bill Wilson Center: **(408) 278-2585**
- You can also text "**LISTEN**" to **741741**

**If you or someone you know is having a life threatening emergency, please call 911.**

# Mental Health & Social Emotional Learning (SEL) Support

Parents/guardians can access support for the following by clicking the links:

## ARUSD Wellness & Resource Support Request

Parents/guardians may request support for counseling (for students and parents, resources for school materials, housing information, food, and other basic necessities. Please DO NOT use this form if you or someone you know is having a medical, physical, and/or mental health emergency. Please call 9-1-1 if it is an emergency.

## ARUSD SEL Resource Page

The SEL Resource Page contains various resources for students, parents/guardians and educators. Some of the numerous resources that parents/guardians can access are strategies for grounding, building positive conditions for home in distance learning, practicing mindfulness, and more.



# Mental Health & Social Emotional Learning (SEL) Support

Parents may contact counselors at the appropriate schools for counseling and SEL support for their child.

School	Counselor	Email	Phone number
Adelante 1	Oscar Lamas	oscar.lamas@arUSD.org	408-928-1900
Aptitud	Oscar Lamas	oscar.lamas@arUSD.org	408-928-7650
Fischer	Melanie Ann Abad	melanieann.abad @arUSD.org	408-928-7266
George	Stacey Williams	stacey.williams@arUSD.org	408-928-7600
George	Hassan Vakili (Academic Counselor)	hassan.vakili@arUSD.org	408-928-7600

# Mental Health & Social Emotional Learning (SEL) Support

Parents may contact counselors at the appropriate schools for counseling and SEL support for their child.

School	Counselor	Email	Phone number
Hubbard	Lindsey Diaz	<a href="mailto:lindsey.diaz@arUSD.org">lindsey.diaz@arUSD.org</a>	408-928-7700
Mathson	Julieta Flores	<a href="mailto:julieta.flores@arUSD.org">julieta.flores@arUSD.org</a>	408-928-7950
Ocala	Xochilt Garcia	<a href="mailto:xochilt.garcia@arUSD.org">xochilt.garcia@arUSD.org</a>	408-928-8350
Renaissance 1 Renaissance 2	Sarah Kretovics	<a href="mailto:sarah.kretovics@arUSD.org">sarah.kretovics@arUSD.org</a>	408-928-7475
Sheppard	Maria Castaneda	<a href="mailto:maria.castaneda@arUSD.org">maria.castaneda@arUSD.org</a>	408-928-8800
Sheppard	Hassan Vakili (Academic Counselor)	<a href="mailto:hassan.vakili@arUSD.org">hassan.vakili@arUSD.org</a>	408-928-8800

# Mental Health & Social Emotional Learning (SEL) Support

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If a child is in need of counseling support at the **elementary school level**, parents may contact:

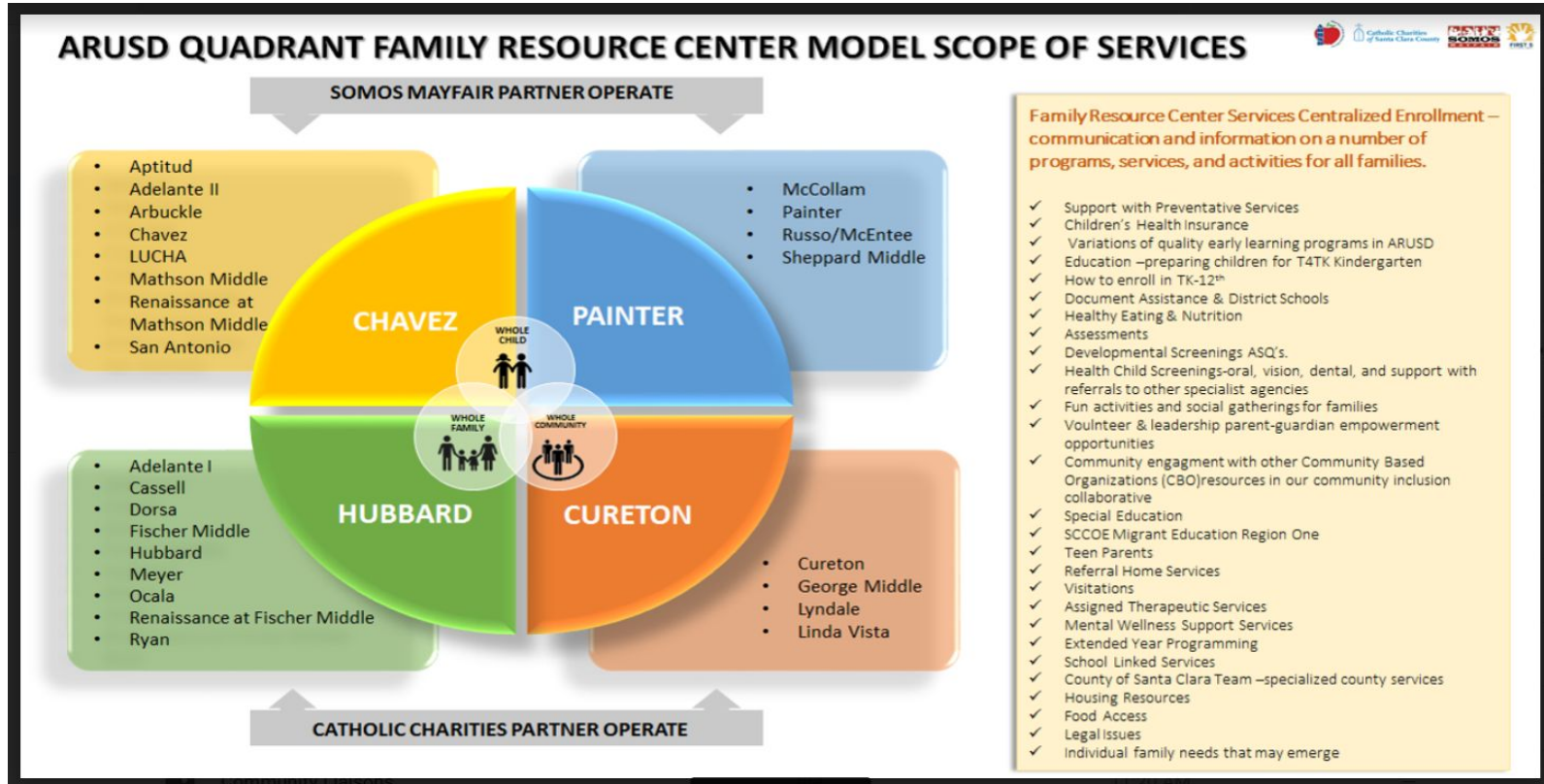
Dr. Annya Artigas  
annya.artigas@arUSD.org  
408-928-6967

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If parents need more information regarding social emotional learning (SEL), they may contact:

Dr. Imee Almazan  
imee.almazan@arUSD.org  
408-928-6591

# Mental Health & Social Emotional Learning (SEL) Support



# Mental Health & Social Emotional Learning (SEL) Support

<b>Quadrant</b>	<b>Schools within the Quadrant</b>	<b>SLS Coordinators</b>
Chavez	Aptitud, Adelante II, Arbuckle, Chavez, LUCHA, Mathson, Renaissance@ Mathson and San Antonio	Lorena Torres lorena.torres@arUSD.org 408-928-6945
Cureton	Cureton, George, Linda Vista and Lyndale	Dana Yamaguchi dana.yamaguchi@arUSD.org 408-928-6945
Hubbard	Adelante I, Cassell, Dorsa, Fischer, Hubbard, Meyer Ocala, Ren@Fischer and Ryan	Ana Gonzalez ana.gonzalez@arUSD.org 408-928-6945
Painter	McCollam, Painter, Russo/McEntee and Sheppard	Yareni Carrasco yareni.carrasco@arUSD.org 408-928-6945

# THANKS!

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Do you have any questions?

[info@arUSD.org](mailto:info@arUSD.org)  
408-928-6800 or email  
[www.arUSD.org](http://www.arUSD.org)

