

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

General Information: See Attachment #1

The impact of the COVID 19 along with the economic recession and social instability has created a very challenging environment for our students and community in Hayward Unified School District (HUSD). In March of 2020, like all districts, HUSD was reacting to the implications of the Shelter In Place. We followed guidelines and put systems in place to ensure that our students were able to continue receiving instruction at home virtually. The closure of our schools has impacted our students, staff, families and communities. In addition, high unemployment has also created a situation where many of our students and families are facing challenges with providing and accessing basic services. As people are losing their jobs, it has become increasingly necessary for our district to continue providing school meals and to ensure that our students have access to technology so that they can continue to attend school virtually or in person, when feasible. In addition, many targeted services which were typically done in person such as counseling and services for English Learners, Homeless Youth, and Students with Disabilities have been impacted by the inability to receive these services in person.

COVID 19 has created an environment where people are feeling the impacts of trauma from the rising death rates of COVID 19 and the shelter in place. Trauma has also increased as a result of the high unemployment rate and the social protests which have arisen as a result of the senseless killing of black and brown people. HUSD has been working towards planning for reopening since beginning our Distance Learning Plan process in the spring, in response to the Shelter in Place order. Part of the planning process has been to receive input from the District Advisory Committee (DAC) as the DAC reviewed feedback from multiple stakeholders. As we progressed through the development of our reopening plan, we shifted to the development of the Learning Continuity and Attendance Plan.

At the core of our Learning Continuity and Attendance Plan (LCP) is Equity, Access to Accelerated Instruction and support for our students, staff and families' Social and Emotional well-being, and response to trauma.

In terms of Equity, our district is committed to implementing personal growth for students, staff and community by implementing Anti-Bias/Anti-Racism training. HUSD is challenging students, staff, and the community to promote social justice and implement Anti-Bias/Anti-Racism policies to ensure that we address and examine our implicit biases and how they negatively impact our students and families. As HUSD continues to seek out and abolish institutional racism, we are also challenging ourselves to provide accelerated instruction for our students. This is particularly important for the two-thirds of our students who prior to the pandemic, were not meeting standards for English Language Arts, and the three quarters of our students who were not meeting Math Standards on the CAASPP. Lastly, our plan will also focus on the well being of our students by ensuring that their social and emotional needs are addressed as high levels of trauma acts as a stressor which prevents students from accessing learning and feeling successful.

HUSD has thirty schools: twenty-one elementary schools, five middle schools, three comprehensive high schools, and one continuation school. We have an estimated 19,000 students of which thirty percent are English learners, sixty-four percent are Latino, nine percent are African American and about four percent are white students.

Over the last three years, HUSD has been identified for Differentiated Assistance based on the specific groups of students' performance on the California School Dashboard. For 19-20, HUSD is in Differentiated Assistance for Homeless students (School Climate and Pupil Engagement), Students with Disabilities (Pupil Achievement and Pupil Engagement), and African American students (Pupil Achievement and Pupil Engagement). Homeless students are struggling with a high suspension rate (8.5%) and high chronic absenteeism (29.5%). Students with Disabilities are struggling with performance on the CAASPP in ELA (-112.3 from Level 3) and Mathematics (-145.8 from Level 3), and with a low graduation rate (61.9%). African American students are struggling with a high rate of Chronic Absenteeism (20.9%) and low performance on the CAASPP in ELA (-54.6 from Level 3) and Mathematics (-95.5 from Level 3). In addition to these groups, our English Learners also have a graduation rate of 61.9%, while the overall population has a graduation rate of 82.1%.

Remaining committed to our overall priorities:

Our district goal is for students to graduate ready for college, a career, and most importantly, life. While we are in Phase 1 of reopening (Distance Learning), we will follow our core values that we are included in our district Strategic Plan, the four key areas we believe are important for us to address in order to be a successful district: Deeper Learning, Relationship-Centered Schools, Service Excellence, and Operational Sustainability. As we move through the phases of reopening we will stay committed to ensuring equitable learning opportunities and access to acceleration and intervention for all students. We will also continue to follow our board policies for our work of equity by ensuring all staff complete our anti racism, implicit bias training and as district employees recognize and adopt anti-racist policies, practices and actions.

The district reopening plan includes following:

Phase I: Distance Learning

Phase II: Hybrid

HUSD began the 2020-21 school year in Phase I with a distance learning model based on local health conditions, state guidance for reopening, and allowing additional time to prepare sites and staff for the return of students to campuses.

HUSD developed a strategic plan in 2018/2019 which focuses on four key areas: Deeper Learning, Relationship Centered Schools, Service Excellence and Operational Sustainability.

- Deeper Learning for every child, we must:
- Build the capacity of educators to strengthen classroom practices such as student discussion, debate, or projects
- Train all staff in implicit bias and culturally responsive pedagogy
- Expand course offerings focused on African American and other ethnic groups' culture/history
- Build early interventions and academic supports for underserved student groups
- Develop academic enrichment summer programs, not just credit recovery

To build Relationship-Centered Schools, we must:

- Build early interventions and social-emotional supports for underserved students
- Help parents learn to navigate the educational system (report cards, A-G, IEP's, etc.)
- Value parent and student voice as key data for decision-making
- Invest in community engagement processes to deeply understand parent perspectives
- Reduce suspensions among disproportionately affected groups.

To foster Service Excellence, we must:

- Create a thriving environment for all stakeholders via a welcoming and supportive culture and reliable facilities and practices
- Recruit and retain high-quality, ethnically and linguistically diverse staff reflective of our student population
- Attract and support motivational teachers and staff who want to build relationships with students and promote student engagement

To promote Operational Sustainability, we must:

- Fund and improve facilities equitably so that resources are allocated according to need
- Allocate supplies and programs equitably across schools
- Update technology at sites and renovate facilities with specific and accurate timelines
- Ensure our limited resources help address the needs of our students today and tomorrow

Many of the actions and focuses of The Learning Continuity and Attendance Plan fall under these four key areas. As a part of our ongoing effort to implement the four components of our Strategic Plan, HUSD will continue to offer a comprehensive educational program whether through distance learning, or the in person offerings (hybrid) model. HUSD is committed to offering our students equitable access and opportunity to achieve academic success, including supporting language development, social emotional support for our diverse student populations. HUSD is focused on ensuring students have access to engaging, culturally responsive instruction and to accelerating learning to mitigate the learning loss that students may have experienced during the Shelter In Place in which started in March, 2020. HUSD is also focused on ensuring our students are able to build positive connections with their teachers and staff and students are able to build a safe classroom environment. HUSD is committed to the social-emotional needs of our students, families and staff. The Coordination of Services Team has been expanded to support students as they are identified by teachers, families and staff. To the greatest extent possible, HUSD

will maintain elective courses, extracurricular programs, clubs, and athletics that are so important to the physical, mental, and social well-being of our students.

HUSD will continue to reflect on the instructional program, and innovations, including technology and programs, using adopted continuous improvement practices to guide data driven decision making. HUSD will continue to build relationships with students, families, labor partners and community partners, to build collective impact in supporting social emotional wellness and learning outcomes for all of our students.

HUSD has opened the school year through Distance Learning and currently is in the process of developing the Hybrid Model. The district will continue to monitor information from the Alameda County Public Health Department and use the guidelines of the Stronger Together, Early Learning & Care Playbook, and all other California Department of Education guidelines to decide when it will return in person under the Hybrid model. Decisions to transition from a distance learning model to a hybrid model that includes some in-person instruction will be phased in and may fluctuate throughout the school year due to changing COVID-19 safety conditions. HUSD will follow the most recent Education Code language and State and Federal guidelines to offer our students in-person instruction to the greatest extent possible.

## Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

We reached out to our stakeholders through multiple groups and channels. We presented our Learning Continuity Plan at the following venues: District English Learners Advisory Committee (DELAC), African American Student Achievement Initiative (AASAI), Parent Ambassadors, District Advisory Committee, AEOTE, HEA, SEIU and through our Reopening Town Hall. These groups include parents, students, labor partners and community members, in addition to teachers, administrators, and other district staff. All meetings and materials were translated into Spanish. Stakeholders' input and feedback were recorded via Zoom and through surveys that were conducted. Student surveys were also conducted. Survey materials were made available through Google Forms, and were accessible through both phones and computers/laptops. Findings were presented to our Board throughout the process, and were combined with the efforts of our Reopening Committee in order to draft this Plan.

We began the process of seeking stakeholder input in April 2020 to ensure that we were meeting the needs of our students and families throughout the shelter in place order. This included outreach to families to see what technology support they needed (Chromebooks for students, WiFi hot spots for families) and to see what students' nutritional needs were.

[A description of the options provided for remote participation in public meetings and public hearings.]

All stakeholder meetings were held via Zoom. Separate channels were in place for families that preferred to attend meetings that were held in Spanish. In addition, all meetings were streamed live on YouTube for families that wanted to watch that way. Participants were able to call

in to Zoom meetings from their phones as needed/appropriate. Additional time to respond was given for participants who experienced delays from the YouTube stream. All meetings were held in compliance with Executive Order N-29-20. Meeting information and materials were pushed out to stakeholders via email

[A summary of the feedback provided by specific stakeholder groups.]

HUSD also reached out to students specifically to determine their needs for distance learning in Spring 2020. Students were asked about the following:

1. How often are you able to access your schoolwork online?
2. How often are you able to finish your schoolwork by the end of the week?
3. How much time are you spending on your schoolwork during distance learning?
4. [Do you] have a space to complete [your] schoolwork?
5. How often do you have an adult at home to help you complete assignments?
6. How easy is it for you to use the distance learning tools your school provided?
7. During the past week, how often did you feel: excited; happy; loved; safe; calm; helpful; kind; hopeful?
8. During the past week, how often did you feel: mad; bored; lonely; sad; stressed out; worried; frustrated; afraid?
9. Do you have an adult from school whom you can count on to help you?
10. How worried are you about the health of your family?
11. How worried are you about the return to school buildings in the fall?
12. How worried are you about having enough food to eat?
13. During the day, are you taking care of anyone at home such as siblings, parents, or grandparents?

In the spring of 2020 (prior to the passage of SB 98), HUSD engaged in multiple stakeholder surveys to assess the needs of distance learning. These surveys were conducted with students, community members, and staff members. These surveys were designed to assess how best to meet the needs of both teachers and parents to ensure that students were still receiving rigorous instruction. Please see links for actual feedback survey.

We received over 2600 responses to our student survey, which asked about access to technology, access to a work space at home, the emotional impact of the Shelter in Place order, and asked for suggestions regarding how schools and teachers could better support them through distance learning. A majority of students (70% or more) responded that they were able to access the distance learning lessons via either school or home technology, were able to finish assigned work, had a place to work at home, felt positively a majority of the time, and rarely felt negatively. Students also suggested that schools improve or increase communication between school and home, increase mental and emotional support, increase flexibility with completing and submitting work, and increase synchronous learning time. Students also suggested that teachers assign less homework.

We received over 3000 responses to our community members survey, which asked about suggestions or concerns around planning for reopening, cleaning procedures, distance learning options, additional academic supports for students, how to create a positive climate upon return to in-person instruction, and considerations for supporting the social-emotional needs of students. Community members suggested that we ensure that students engage in social distancing and handwashing, and that the number of students in classrooms should be

drastically reduced, should we return to in-person instruction. In addition, 20% of respondents shared that they would want to continue distance learning, even if it were deemed safe to reopen schools. Community members wanted to see robust cleaning and disinfecting, and adequate personal protective equipment (PPE), at sites once it is deemed safe to reopen, while also expressing concerns about enforcement of safety protocols -- particularly with younger children.

Community members suggested that we increase online interactions between students and peers, and allow for peer socializing, and expressed concern that students may lose academic progress during distance learning. Respondents suggested increased communication between schools and families, including an increase in synchronous learning time. They also wanted to see additional support for families to get access to Chromebooks and internet access. Respondents wanted to see additional individualized support for students who might be falling behind academically, as well as some way to make up for missed or lost class time during the shelter in place.

Once we do return to in-person instruction, community members felt that it would be most important to follow any CDC guidelines for reopening, and to make students mental health a priority.

We also received multiple responses to our staff survey (please note that our staff survey results are qualitative rather than quantitative). Staff members were asked about suggestions for social distancing, cleaning procedures and educating students on healthy habits, distance learning, additional academic supports, social and emotional supports, and ways to create a positive climate once we are able to return to school. Staff members agreed with community members that physical safety is a top priority for returning to in-person instruction, and added the suggestion of having plexiglass or other barriers between staff desks and students. They also expressed concerns about how students would be able to safely eat lunch on campus. Staff members also stressed the need for disinfecting and cleaning both hands and classroom surfaces, and suggested clear and uniform communication and expectations for keeping clean.

Should HUSD continue distance learning, staff members stressed the need for families to have access to Chromebooks and Hotspots. They also suggested additional synchronous instruction time, and requested increased training for teachers and families to be able to access the necessary technology. They also wanted to see increased communication with families.

Staff members emphasized the need for students to receive virtual individualized support for students who need additional academic support or to make up credits. They also agreed that mental health must be prioritized, and that there would be a need for additional staff, training, and SEL curriculum in order to meet the needs of students. For a positive climate at school, staff members suggested clear guidelines and communication, with a fun environment and a positive attitude. They also noted that there would be a need for mental health support, and time to re-orient parents and students at the beginning of the coming school year.

Once the new requirements from Senate Bill 98 were put in place, we sought stakeholder input across the following five key areas: In-person Instructional Offerings (Hybrid Model), Distance Learning Plans, Mental Health and Social and Emotional Well-Being, Engagement and Outreach Plans for Students, and School Nutrition. Our stakeholder groups were our labor partners (HEA, AEOTE, SEIU), DELAC, Parent Ambassadors, and AASAI, as well as the community at large through our Town Halls. The overall feedback is summarized below:

#### Families and Community Members



Parents and community members expressed concerns about student safety once we return to school. Many parents stated that they would not feel comfortable with students returning, even once the county or district deem that it is safe to do so.

Families want robust and rigorous distance learning, with constant communication from the teacher and/or school site, and plenty of support with using the technology. Families also requested that students be given opportunities to work together and socialize, either remotely or through small pods of students that stay together.

Families with students in bilingual or dual language programs expressed concern about students receiving adequate synchronous instruction in the target language.

The community at large deems nutrition to be a need. Families expressed a desire for more variety in healthy meals, and more flexibility in lunch pick-up times.

Overall, our community wants to feel that they are still connected to our schools, through events, communication (in multiple languages), and outreach.

1. In-person instructional offerings (Hybrid Model) -- Most stakeholders felt that a physical return to school is not safe at this time or in the foreseeable future. Some of the responses expressed concern about whether other students' families were being safe and limiting exposure. There were also multiple respondents who noted that their child or a family member suffers from asthma, and were concerned about their heightened risk. However, a common thread throughout this feedback was that students learn best in a classroom with a teacher, and many respondents expressed a desire to return to school once things are deemed safe.

2. Distance learning plans -- Stakeholders were unanimous in their assertion that distance learning must be rigorous. Many respondents requested a live component to distance learning, and that there be ample communication from the teacher and the school. Some stakeholders also expressed concern that students in dual language programs (i.e. Bilingual or Dual Language Immersion) might be missing out on instruction in the students' target language. There were also some concerns about students with IEPs receiving adequate support and services. There were many respondents who expressed concerns about students staying engaged in distance learning, and the degree of supervision that students might need, as well as a handful of respondents who did not want to do any distance learning.

3. Mental health and social and emotional well-being -- Nearly all respondents expressed concern about the mental and emotional well-being of students. Some stakeholders suggested partnerships with city or community entities, such as the local parks department, to provide enrichment activities. Some respondents shared that their children were crying at home, missing their teachers and classmates, and frustrated with the limitations of the technology.

4. Engagement and outreach plans for students -- Stakeholders were in agreement that students will need additional support with staying engaged in school, especially from home. There were multiple suggestions that the schools provide certain drive-through days or services so that the families could maintain their connection to the school. There were also requests for regular parent contact from the Superintendent, site principals, and teachers, as well as requests for parent training on how to use the technology, e.g. Zoom.

5. School nutrition -- While this question was not answered as often as the others, those who did answer requested a greater variety of fruits and vegetables be included in school lunches, as well as more nutritious offerings in general.

#### Classified and Certificated Labor Partners

Our staff members also prioritized physical safety. They also advocated for additional materials (technology, phones, ancillaries) to be able to complete their work remotely, and additional hours or staff to ensure that all students' needs are being met.

Staff members want to ensure that students and families receive regular communication, and translation when necessary. They are also strong advocates for balancing student screen time, in order to avoid burnout or demotivation.

Our staff is committed to providing top quality services for our students and families, and desire sufficient training to be able to meet students' instructional and social-emotional needs. There is particular emphasis on wanting to provide support for English Learners and students with disabilities.

1. In-person instructional offerings (Hybrid Model) -- Staff members are committed to ensuring that students, families, and staff are safe when returning to campus. Classified staff advocated for additional hours to work and training to ensure cleanliness of school facilities, and protocols for students and staff to have and wear Personal Protective Equipment (PPE), e.g. masks and face shields, readily available. Our certificated staff also requested PPE, and training on how to deal with any student behavior that puts safety at risk.

2. Distance learning plans -- Our staff members want to provide our students with the best education possible under distance learning. This includes adequate technology and ancillaries for teachers to use (laptops have been purchased, and distribution is in process for teachers and other staff) when teaching remotely, and for our classified office staff to use so they can complete their work. Certificated staff also requested additional training in remote teaching pedagogy and strategies -- particularly regarding students with disabilities and English learners. Above all, certificated staff requested that the district do everything possible to mitigate student learning loss. Classified staff have requested additional technology positions be funded, in order to provide timely responses and service to school sites, along with additional Credential Technicians to support in HR while there is a teacher shortage. Our paraeducators requested training and support for working with our severely handicapped students, who often need one-on-one care, during distance learning.

3. Mental health and social and emotional well-being -- Staff members are unanimous in wanting to provide mental health and social-emotional well-being services and support for students, families, and fellow staff members. They cite the uniqueness of the COVID shelter-in-place, as well as ongoing political and social turmoil as reasons for needing additional professional development and services in these areas. Classified staff have requested additional COST specialists to support our students and staff.

4. Engagement and outreach plans for students -- Staff members across the board acknowledge a need for additional parent outreach in multiple language. They requested additional translators and hours for our Family Engagement Specialists to do outreach to our families. Certificated staff requested additional professional development in building community in an online environment.

5. School nutrition -- All staff acknowledge that we must continue to provide nutritious meals to our families, with as few barriers as possible.



[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The following have been influenced stakeholder input as well as the needs of Distant Learning: Technology, software, online textbooks, Personal Protective Equipment. This is not an exhausted list and we are still in the process of reviewing and prioritizing items that our students, staff and families to ensure that we support the learning needs of our students in this distance learning and the In Person offerings.

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

#### Continuity of Learning

HUSD will continue to offer a comprehensive educational program whether we are continuing distance learning, or beginning our In Person Instructional Offerings. We are committed to offering our students equitable access and opportunity to achieve academic success during this transitional time, including supporting language development and social emotional support for our diverse student populations. We are focused on ensuring students have access to engaging, culturally responsive instruction and mitigating any learning loss. We are also focused on ensuring our students are able to build positive connections with their teachers, and staff and students are able to build a safe classroom environment. Our district believes that the social-emotional needs of our students is a priority and to the greatest extent possible we will maintain our elective courses, extracurricular programs, clubs, and athletics that are so important to the physical, mental, and social well-being of our students.

As a district we will continue to reflect on the instructional program, and innovations, including technology and programs, using our adopted continuous improvement practices to guide our data-driven decision making. Within our reopening plans we will continue to build relationships with our families, community partners, and our labor partners to build a collective impact in supporting social emotional wellness and learning outcomes for all of our students.

We are faced with rapidly changing dynamics with our HUSD reopening plan. We continue to monitor information and guidelines from the Alameda County Public Health Department, and use the recommendations of the Stronger Together, Early Learning & Care Playbook, and all California Department of Education requirements for reopening. Our decision to transition from a distance learning model to an In Person Instructional Offering model that includes some in-person instruction will be phased in and may fluctuate throughout the school year due to

changing COVID-19 safety conditions. We will follow the newest Education Code language and state and federal guidelines to offer our students in-person instruction to the greatest extent possible.

### In-Person Instructional Offerings

As we wait for the overall health conditions to improve, HUSD has begun conversations with the District Advisory Committee around how the In-Person Instructional Offerings will be implemented. As a district, we will need to look at creating two cohorts of students so that we can reduce the number of students coming to the school site, to ensure they are able to practice social distancing in the classroom. If this is the case, if Cohort A is learning at the school site, then Cohort B will need to stay home. The questions that we need to answer for the implementation of an In-Person Instructional offering, is what will the cohort who is staying home do -- for example, will they learn asynchronous minutes while the cohort at the school site is learning synchronously? In addition, stakeholders asked questions on how to have students maintain social distancing and ensuring that they wear their mask. Will there be protocols established as to what to do when students are not practicing these safety guidelines? The maintenance and cleanliness of the site, including bathrooms: how can we be assured that the site is kept sanitized when there are students and staff on site using the facilities constantly? Parent stakeholders stated in their input that if and when the In Person offerings open, they would like to be able to have the option of having their kids continue to learn virtually. Stakeholders also requested that there be additional in-person tutoring to mitigate learning loss, once schools can safely reopen.

With the feedback from the Public Hearing, HUSD is focused on launching small cohort pilot programs to provide necessary supplemental in-person limited instruction, targeted academic support, and social emotional enrichment in small group environments serving a specified subset of students and youths. This is an option for the specified subset of students and youths. In addition, HUSD submitted to the Alameda County Public Health Department the in-person learning readiness questionnaire, but has not submitted a waiver application due to student and staff safety and school readiness concerns.

Ensuring the safety of our students, staff, families, and community are a priority, and HUSD is preparing our school sites and district facilities to be fully compliant with (but not limited to) physical distancing, sanitization procedures and facility related actions to ensure that we are mitigating the risk of transmission between students, teachers, staff and community members while they are on campus. As we come back to In-Person Instructional Offerings, we will adhere to the safety guidelines as follows:

#### Physical Distancing:

When our staff, teachers, families and students are on campus, they will physically social distance at a minimum six feet away from other people at all times.

#### Face Coverings:

All students, staff, teachers, families and community members will be required to wear a mask at all times. There may be exceptions that will need to be made if it is not developmentally appropriate for a student, or if it is not recommended to do so by a physician. Face shields may be worn by teachers during instructional time to ensure that younger students are able to see their faces as the students are learning to decode and read.

#### Ventilation and Air Flow:

Appropriate ventilation and air flow will be implemented to ensure increased ventilation and air flow. Windows and doors should be kept opened to ensure that the ventilation and air flow is increased.

#### One way Entrances and Exits:

Schools will be organized with one way entrances and exits to ensure that people are not facing each other. Also, parents will be encouraged to stay in the car as they drop off their students. Signage will be provided and staff, teachers and students will follow the visual cues, barriers and signage to direct foot traffic. When waiting in lines, all will follow the social distancing requirement.

#### Designated 'Care Room':

A designated room will be designated for any student, staff, teachers who start feeling sick to ensure that they don't have any contact with other students, staff and teachers until they are picked up from school.

#### Classrooms:

Smaller cohorts of students will be in the classrooms to ensure that students are able to practice social distancing in the classroom.

#### Appropriate distancing in common areas:

Common areas will have signage, cones and any visual cues to direct traffic flow, help maintain cohorts of students and staff as well as to encourage social distancing

#### Health Screenings:

Students and staff will be screened with a questionnaire and temperature checks.

While we haven't finalized In-person instructional offerings, HUSD will hold another District Advisory Committee to ensure that we receive additional input on best practices around the implementation of In Person Instructional offerings.

### **Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Robust cleaning and disinfecting protocols, supplies and equipment being implemented. Plus the purchase of Personal Protective Equipment planned for in-person learning.	2,000,000	Yes

# Distance Learning Program

## Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Distance Learning Program: See attachments #2 and #3

### Phase One

HUSD opened both its year round and traditional schools with a Distance Learning program for the 2020-2021 school year. The Distance Learning Program includes the following components:

- Jumpstart to Success
- School schedule and educational programming
- Social-emotional support
- Technology
- Professional development
- Family engagement and support
- Facilities
- Additional considerations

Distance Learning is where the student and instructor are in different locations and students are under the general supervision of a district certificated employee. HUSD will include the following for distance learning:

- Offer an instructional program where content is aligned to grade level standards and be as rigorous as in-person instruction
- Ensure students have connectivity and devices necessary to participate
- Provide daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness
- Offer targeted academic support for students who are not performing at grade level, or need support in other areas (ELs, SwD, Foster, Homeless, and students requiring mental health supports)
- Provide Special Education services and ensure that IEPs are able to be carried out through the distance learning program
- Designated and integrated instruction in English Language Development must be included

### Jumpstart to Success- Elementary Schools- PreK-6:

The first 10 day of the new school year will bring an opportunity for students and their parents/guardians to have an individual meeting with their new teacher, a class meeting to engage with their new teacher and classmates and to pick up books, materials and a device if needed. During the jumpstart period teachers will offer students daily synchronous “live” instruction and asynchronous lessons and activities to complete.

The Jumpstart to Success includes:

A “one on one” student//parent/guardian meeting (15 minutes)

Teachers will meet the student and parent/guardian to learn about all things awesome and unique about the student.

Share information about their Google Classroom, student email and log-ins for class adopted software, Chromebook hardware and textbook distribution.

Support with portal access for “contact free” registration forms

A virtual class meeting (30 minutes)

This meeting may share the essential grade level standards students will be learning during the year, and the mastery of standards grading for the year.

Technology software overview, logins and materials.

The daily schedule, including synchronous and asynchronous times, ELD and intervention block, office hours, and their school to home communication plan will be shared.

A drive thru school event (45 minutes)

- Each school will host a beginning of the school year “Welcome Back” drive through event to meet their new teacher and distribute appropriate materials and supplies as needed.
- Teachers will share their welcome letter including the daily schedule, office hours, and their school to home communication plan.
- The event will follow a staggered schedule to maintain social distancing.
- Additional scheduled time may be offered by schools to support families with online forms and portal access.

Secondary Schools- 7-12

The first 10 day of the new school year will bring an opportunity for students and their parents/guardians to meet and engage with their new teacher and classmates and to pick up books, materials and a device if needed and for new students to be welcomed to their new school. During the jumpstart period teachers will offer students daily synchronous “live” instruction and asynchronous lessons and activities to complete.

The Jumpstart to Success includes:

- A virtual class meeting (30 minutes)

- This meeting may share the content standards students will be learning during the year, and the mastery of standards grading for the year, technology acceptable use and applications and expectations.
- The daily schedule including specific times for synchronous and asynchronous instruction, office hours, and their school to home communication plan will be shared.
- A drive thru school event (45 minutes)
- Each school will host a drive through event to meet their new teachers and distribute appropriate materials and supplies ( including school supplies, elective supplies/music instruments) as needed.
- Teachers will share their welcome letter including the daily schedule, including specific synchronous and asynchronous time, office hours, and their school to home communication plan.
- The event will follow a staggered schedule to maintain social distancing.
- Additional scheduled time may be offered by schools to support families with online forms and portal access
- Welcome Event- 7th graders and 9th graders and new students
- Welcome students to their new school
- Virtual tour, video welcomes by staff and students
- Share specific information about the school, academic program, grading, events, activities, etc.

### Instructional Days and Minutes

The Distance Learning Instructional minutes includes, daily synchronous instruction, asynchronous assignments, activities and projects. Daily synchronous interaction must occur with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. New Education Code, 43500-43504 include, schools will have a minimum of 180 days of instruction following the adopted district calendars and per the state there are no minimum physical education minutes.

### Teaching Schedules

Each teacher will develop and provide students/families a teaching schedule for each class. The schedule will include the following:

- Daily synchronous and asynchronous teaching schedule, (preps included for elementary schools)
- Bilingual/DLI schedules will include instruction in the targeted language
- Intervention/Acceleration for learning loss and small group instructional time
- “Office hours” for students and families to access appropriate support, to ask questions and get extra help when needed
- The schedule will be posted in Google Classroom and teacher/school website

### English Learner Support

Elementary students will be supported with daily ELD instruction. The EL specialist will work in collaboration with the classroom teacher to support developing their lesson plans including scaffolding language activities, online resources and activities for small group instruction for english language learners. Secondary students will be supported with appropriate leveled ELD instruction and curriculum. HUSD has just adopted INSIDE as its secondary ELD program for designated ELD. Secondary students who are enrolled in an ELD class (e.g. ELD 1) will meet with their ELD teacher for synchronous instruction daily. All other secondary ELs will receive intervention services provided by site



English Learner (EL) Specialists. Students and families will be supported with a monthly site ELAC meeting, led by the site's EL Specialist, to share school information and news, and learning opportunities.

### Student Attendance

Daily attendance will be taken and students must be monitored for regular daily attendance and will follow the district adopted excessive/chronic absence guidelines when students have a trend of non participation. Teachers of record will document daily attendance/participation for each student, including verifying a student is currently enrolled and if a student does not participate, they must be documented as "absent". Participation may include:

- Evidence of participation through synchronous instruction
- Completion of regular activities, assignments, projects and assessments
- Teacher contacts with students or parents that confirm or facilitate the types of participation listed above
- Teachers will keep a weekly engagement record for each student, indicating the type of engagement: synchronous or asynchronous instruction for each whole or partial day of distance learning.
- Tracking student daily participation, assignments, and assessments in the distance learning and hybrid instruction will be done through their adopted grade book or portal.
- School attendance records must be maintained and include 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. -Tracking daily attendance is a requirement for funding per Ed. Code, 43504

### Grading and Progress Reporting

Teachers will provide regular feedback and grading on assignments, activities and projects. Clear communication will be shared with students and families about grading for each level/program of education prior to the end of the first grading period. Teachers will work with students during these pandemic circumstances and may offer opportunities for students to have flexible due times, and or additional time for assignments, to be able to redo assignments or provide alternative assignments to show concept mastery.

Grades TK-6: Elementary schools will use standards-based grading on a trimester schedule. PreK students will be assessed using the Desired Results Developmental Profile (DRDP) in the Fall & Spring.

Grades 7-12: Middle School and High School students will follow traditional grades for courses, using the grading scale A-F on the quarter schedule.

### Graduation Requirements

High School students will follow the board adopted graduation requirements. Our high school counselors will continue to have regular check-ins with students to review their progress towards graduation, including credit recovery options through Cyber High online program.

## Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

### Access to Devices and Connectivity

HUSD adopted technology and software for Distance Learning:

- Learning Management System: Google Classroom
- Zoom and Google Hangouts
- CLEVER-Single sign in
- Elementary Razkids, IXL, Mystery Science, Benchmark Digital Resources
- Secondary IXL, NoRedink, Stemscores, Britannica resources

Additional technology:

- Staff will formally check in with students/families to ensure they have a working device and internet connections in order to engage in distance and hybrid learning.
- As needed students will be issued a device and hot spot from their school site
- Weekly technical support will be offered to each school site, to support software, and technology needs
- All students (K-12) will be given an enabled Google email, (K-6) families may opt out of the enabled email through Infinite Campus. PreK electronic communication will be done via Parent/Guardian registered email.
- Students may be required to create and upload videos as assignments and to take online assessments.
- All students must complete the Acceptable Use (ENG)/Acceptable Use (SPAN) form through Infinite Campus, in order to use a district device, internet and adopted software.
- Professional development sessions will be offered following survey results on staff needs and requests, the sessions may be live or pre-recorded and offered during regular contractual working hours.
- Staff members may volunteer and apply to provide additional content specific learning sessions to support teachers during the Distance and Hybrid sessions following an application process.

### Technology Equipment

Teachers may choose to teach from their classroom space during distance learning. Staff must follow health orders, maintain social distancing and wear a mask when on site. Teachers may check out equipment, (i.e. chair, document camera, monitors) from their classroom/office deemed necessary for use while off site providing distance learning.

Hotspots - 3,200

Staff computers 1,900

Student Chromebooks 10,600

## Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

See Attachments #4 and #5

HUSD has set forth attendance guidelines to ensure that students are receiving live contacts and synchronous instructional minutes daily. Attendance is recorded by the teacher of record (classroom teacher) in Infinite Campus (our Student Information System) each day for elementary students, and each scheduled period for secondary students. When students are in Distance Learning, there are two ways that a student can be considered present for the day or the period as verified by Synchronous Distance Learning and/or Asynchronous Distance Learning. All attendance must be updated in Infinite Campus (IC) daily.

Teachers will mark students present if they have verified that that the student has participated in the lesson as follows:

### Synchronous Distance Learning --

The student attends the mandatory live session (i.e. zoom, google meets, etc.) that has been scheduled for the day or period. Students are expected to participate with a visual attendance check in. If there is a barrier to a visual check-in, participation with auditory or chat features can suffice for documenting synchronous attendance. For the purpose of taking attendance, any participation in the scheduled session counts as attending synchronously.

### Asynchronous Distance Learning --

If the student does not or cannot attend a scheduled live session for the day or period but the student attempts or completes independent activities on that attendance day through an alternative method, then the student may be considered present at the teacher's discretion.

If the teacher needs to adjust the attendance for any student after they have submitted attendance, or the following day, the teacher can inform the School Attendance Clerk to update the IC student attendance record.

### Attendance Clerks

Our Attendance Clerks will be instrumental in tracking students' attendance. Their responsibilities will continue to be:

Monitor that attendance is taken daily; verify attendance is taken by teachers through IC classroom monitor and review with teachers and administrators as needed. At the secondary level, adjust the attendance record for classes that do not meet on that instructional day using the No Class (NC) code. They will also monitor automated absence notifications to parents/guardians via phone call, text message, or email (Note: automated absence calls via Blackboard Connect will be suspended for the first 2 weeks until attendance and engagement stabilizes). Verify and document absences daily with parents/guardians. Update students' attendance records in IC based on information received from parent/guardian, teacher, and/or appropriate school/district personnel or administration. Parents/guardians will still need to excuse absences daily, and must do so by contacting the school's attendance office within 72 hours of the day of absence or the absence will be considered unexcused.

Absences: The Attendance Clerk will enter into IC the appropriate absence code, determined after 72 hour clearance time period. For absences due to lack of technology, initial absences can be excused. There are unique attendance codes for distance learning; “TEC” is used when a student needs technology, such as a Chromebook or hotspot (wifi), “AX” is used when a student is not able to connect to Distance Learning, due to login problems, etc. Technology issues should be addressed as soon as possible; students can receive up to three days of excused absences for lack of technology unless further authorized by Administration.

In addition to the daily work of monitoring student attendance, our Attendance Clerks will also continue to run weekly excessive absence reports for site administration & staff. Identify students who miss 3+ “days of attendance” or 60% of weekly instructional time. HUSD also contracts with School Innovation & Achievement for schools to use a web-based absence notification and tracking system called Attention 2 Attendance (A2A). This system sends notifications to families of students who are excessively absent. Through letter, email and text, parent/guardians are informed of their student's absences and depending on the number, requested to engage with appropriate school staff to resolve the issues causing excessive absences. During distance learning, the focus of A2A communications reinforces that students, families, and school staff work together to address the challenges of distance learning and the importance of student engagement.

### Grading and Progress Reporting

Teachers will provide regular feedback and grading on assignments, activities, and projects. Clear communication will be shared with students and families about grading for each level/program of education prior to the end of the first grading period. Teachers will work with students throughout the pandemic and may offer opportunities for students to have flexible due times and/or additional time for assignments. Students may also have the opportunity to redo assignments or provide alternative assignments to show concept mastery.

Grades TK-6: Elementary schools will use standards-based grading on a trimester schedule. PreK students will be assessed using the Desired Results Developmental Profile (DRDP) in the fall & spring.

Grades 7-12: Middle school and high school students will follow traditional grades for courses, using the grading scale A-F on the quarter schedule.

### Graduation Requirements

High school students will follow the board-adopted graduation requirements. Our high school counselors will continue to have regular check-ins with students to review their progress toward graduation, including credit recovery options through the Cyber High online program. Even throughout the pandemic and all of its challenges, HUSD remains committed to providing our students with a well-rounded, world-class educational program that will give our graduates access to university programs, trade programs, or a fulfilling career.

## Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Hayward USD Distance Learning Professional Development Highlights: See Attachments #6 - #11

## Summer/Fall 2020-21

A variety of Hayward USD Distance Learning Professional Development opportunities have been scheduled and delivered to HUSD PreK-12 staff since several weeks after the initial shelter in place order began. Specifically, during the spring, 2020 shelter in place time frame, weekly sessions were offered through both a district-centralized calendar as well as site-based efforts based on specific site-based needs. Staff on year round schedules participated in 2 pre-service distance learning preparation days on July 13-14, 2020. Traditional school year schedule staff participated in similar preparation and professional development sessions on August 17-18, 2020. Below you'll find several links to access and review schedules and topics that teachers accessed during these multiple distance learning opportunities.

Here are several highlights of professional development since spring closure, 2020 and current school year offerings:

Weekly synchronous and asynchronous staff development opportunities available for voluntary staff participation

Sessions focused on best practices in virtual learning, student engagement, online learning platforms, meeting the needs of specific student groups (i.e.: English Learners, Special Education students, etc.)

Sessions are presented by current teacher practitioners to teachers

Sessions have been differentiated for beginning to more advanced teacher practitioners.

Sessions are focused on learning and engaging with online learning platforms, software and curriculum that support lesson development and student engagement (i.e.: RazKids, IXL, NoRedInk, Zoom, Google Classroom/Suite, Clever, etc).

Fall 2020 weekly professional development offerings have begun and include topics such as: Benchmark Advance/Adelante (ELA adoption) sessions differentiated by specific language support (ELD, Dual Language Immersion, Bilingual).

Teacher interest survey has been developed and will be used to determine upcoming professional development topics based on timely need by teaching staff

Professional Development was offered on multiple areas of Special Ed:

Two day Learning Academy to kick off the year August 17-18

Two times a week virtual Professional Development and Learning Opportunities. One focused on new teachers, the second open to all Special Education staff.

Power Sessions focused on best practice in virtual learning presented by teachers to teachers

Quarterly Job-Alike meeting- teachers/providers from each discipline (SDC, RSP, speech, etc) will meet virtually to discuss latest development in education as it relates to school closure, problems and creative solutions staff are facing and other topics.

Access to online software and curriculum that support lesson development and student success (Boom Cards, IXL, Presence Learning speech platform & activities, Unique Learning, etc).

## Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The roles and responsibilities of our teachers evolved during this Pandemic. The teachers through a Memorandum of Understanding, shifted from teaching in person and in the classroom to a instruction through Distance Learning. In the MOU, specific safety guidelines are

specified so if teachers choose to teach from their classrooms, they are able to do it. They also have the option of working remotely. In addition as they have a new mode of teaching, they were provided with a menu selection of an array of professional development opportunities which included training on modes of telecommunication (i.e. ZOOM/Breakout Rooms, CLEVER, etc.) and other modes of online teaching. The changes in their roles and responsibilities included contactless participation in the distribution of supplies and textbooks. In addition, elementary teachers were to schedule a one on one virtual appointments with their students to ensure a sense of community is developed with students and families. At the secondary level teachers had similar contactless roles and responsibilities. In addition to changing roles and responsibilities, the district provided equipment, training and technical support to ensure that teachers were able to implement their new roles and responsibilities effectively through virtual distance learning. While it is not an expectation, teachers may collaborate virtually as needed with their colleagues. However, there was a delineation in the MOU that teachers would check their emails daily during the regular work week and that they would inform parents and students of virtual "office hours" (not to be less than 2 hours) to provide support and clarification, this may also be done through email. Weekly mandatory virtual check in session with administration is part of their new responsibilities, as well as optional participation in weekly on-going professional development in distance learning. There was an establishment of synchronous and asynchronous instructional minutes as well as establishing a baseline for curriculum resources or lessons provided by the district, however, teachers would be able to customize the content of their curriculum to meet the educational needs of their students.

For Special Education- All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context.

Modifications include:

#### Program Specialists

- support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the 'paper requirements' of conducting an IEP in a virtual or telephonic setting
- Weekly site based departmental meetings to target support to staff and address student needs
- Monthly professional development opportunities for teachers in IEP regulations
- Curriculum supports for distance learning software, apps, and programs and best practices

Behavior Intervention Specialists will be available to sites for consultation on behavioral strategies that can be implemented in a virtual learning model. In anticipation of a higher need for consultation for sites and families during COVID, the distribution of staff efforts across sites may be flexed to target support to the identified challenges that are identified. This is different from the previous model of assigning a set of schools to each Behavior Intervention Specialist.

Resource Specialists and Special Day Classroom Teachers will support a range of distance learning-related actions. New responsibilities for teachers in the virtual classroom environment include:

- using online platforms and programs not previously used.
- ensuring instructional plans are appropriate for a virtual environment.
- communicating daily schedules to families in specific detail while limiting changes that could cause confusion.
- communicating access procedures for instruction and resources to parents and students.



- engaging and motivating students in a virtual environment.
- advance planning with support personnel given that synchronous planning and communication is difficult during remote learning
- conducting meetings with colleagues and families through video conferencing platforms

Our classified staff were also impacted by the pandemic. MOUs were established with our labor partners representing our classified units primarily to ensure the health and safety of staff in this COVID-19 environment. In addition to requiring COVID-19 safety training, ensuring PPE equipment availability for staff, developing procedures for the gradual return to worksites necessary for the public to engage with the District for school related functions, language was inserted to address the potential shift in duties for those classifications that would be impacted by either not being able to work remotely, or for whom there would be a lack of work for. We are in the continuous process of engaging with our labor partners to determine and identify alternative duties that are needed to further support the academic and socio-emotional needs of our students and families.

## Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

English Learners will receive both Designated and Integrated ELD throughout the school day. Designated ELD will support students at the Emerging, Expanding and Bridging proficiency levels. Integrated ELD will provide support during all instructional time in all content areas. Appropriate language supports will be provided and allow for the state content standards to work in tandem with the ELD Standards, providing our English Learners access to grade level curriculum.

English Learners (ELs) may fall into any of the other categories (students with IEPs or 504 plans, homeless youth, foster youth), and also have their own set of unique linguistic needs. ELs need specific, explicit linguistic support in order to learn both the English language and the core content of their respective grade level or course. As stated elsewhere in this Plan, ELs will receive the following enhanced supports:

- Additional linguistic scaffolds provided within a lesson (e.g. visuals, language frames)
- Small group intervention based on student needs (e.g. Leveled Literacy Intervention or other small groups)
- Materials provided in primary language as available/appropriate
- Translation of content lessons through Bilingual Instructional Assistants (BIAs)
- Site EL specialists to meet with students on an individual or small group basis

In addition to directly supporting students, HUSD has also dedicated a web page to teachers of ELs, which contains additional resources that teachers can choose to use in their distance learning instruction.

### 504 Plans

Students with disabilities who have an active 504 Plan from the prior year will continue to have these supports and accommodations in place. For some students, the supports or accommodations needed to ensure educational access that were explicitly written into their 504 Plan

when the student was participating in the full day school program will be inherent in the distance learning model (frequent breaks, time to take care of medical needs, extended time, etc.), whereas for others, new supports or accommodations may need to be added to ensure the student is able to fully access and benefit from the program being provided through Distance Learning. Our nursing staff work closely with site 504 coordinators, families and their health care providers to ensure that students have their medical needs met and are able to participate in and benefit from the Distance Learning program being offered. Parents of students with disabilities who did not have an active 504 Plan or IEP in the prior year, but who need supports or accommodations to effectively participate in the Distance Learning program, should reach out to their student's school site 504 Coordinator to convene a team to determine eligibility and develop a plan if appropriate. Teachers and staff continue to be responsible for being aware of a student's 504 Plan and for implementing supports and accommodations. Site 504 Coordinators will be reviewing site 504 Plans to ensure that teachers and staff have a copy of the 504 Plan and are able to support students. Annual 504 Plan review/updates will continue using Google conferencing, Zoom, or teleconferencing. Copies of 504 Plans will be emailed to staff and mailed to families using email and/or USPS.

### Expelled Students

Students with an open expulsion order who have been placed outside of the District with our local County Office of Education and students with a suspended enforcement of their expulsion order (being served within an HUSD school) are case managed by District Intervention Counselors in addition to the regular complement of site administrators, classroom teachers, counselors, and other staff. These counselors reach out to families and students directly to ensure that students are actively enrolled in their school program and have the tools necessary to engage and be successful with Distance Learning, including Chromebooks and/or wifi hotspots as necessary. Student attendance is monitored and students and families receive regular outreach via text/call/email/Zoom and home-visit when appropriate to ensure that students are able to be part of a learning community and successfully complete their expulsion rehabilitation plan.

### Homeless & Foster Students

Facilitate enrollment of new McKinney Vento, & Foster youth into school & communicate with principals, office staff for a warm hand off so students start positively. Collaborate with Alameda and other county social services departments to help students and families get needed background documents for school registration and placement (transcripts, immunizations etc). Documents don't hold up registration but are required especially to help place students in secondary classes. The CWA office shares lists of currently enrolled M.V. & Foster youth with school staff with the ask that they make effort to connect with these families during the school reopening (jumpstart to success). When distance learning began in spring 2020, CWA outreach workers reached out via phone and email to foster and homeless families to support student access to technology and connection so students were able to participate in distance learning. For the start of school 2020, CWA Outreach Workers again supported individual students and their schools to again get needed chrome books etc. and worked with school staff to assist with access issues. Outreach workers supported homeless and foster parents to create parent portal accounts so they could enter HUSD's student information system, Infinite Campus, to complete virtually the annual update of their student(s) information. CWA trained office staff, family engagement specialists, COST specialists on the educational responsibilities to support homeless & foster youth and local resources available in the community. Supported foster families to access local community resources including library tutors, school before & after school programs (YEP), and school based counseling support. Collaborated with ACOE Foster liaisons so students get school services through COST and county services

#### Students with exceptional needs

- Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and supports when necessary. Services to address the needs of students with disabilities are driven by goals and objectives that are developed by the IEP team.
- Modification of IEP Goals: Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team.

Goals and objectives in a student's IEP are based on the individual needs of the student, not the model of the instruction to be provided.

- RSP & related services will be delivered as stated on each student's IEP to the greatest extent possible. These services include Speech and Language, Occupational Therapy, Adaptive Physical Education, and Counseling and Physical Therapy.
- Special Day Class teachers will be providing (at least) the minimum instructional minutes required for each grade level according to HUSD Distance Learning Plan
- IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. Adjustments are made based on the student's individual needs. When determining the services and service levels to be provided, careful attention will be paid to disability discrimination issues, students' goals, and any concerns surrounding Free Appropriate Public Education (FAPE)
- Increase the systematic utilization of paraprofessionals to assist students in distance learning and helping the teacher manage instruction and procedures. Paraprofessionals will provide support in breakout rooms, during target synchronous instruction, direct support to students during asynchronous learning activities and supports for small groups of students who need additional support for re-teach and/or social-emotional support. This includes contracted paraprofessionals and instructional aides.
- Providers will document student engagement, IEP progress, parent communication, and mode of instruction.
- Providers will communicate weekly schedules to families in specific detail while limiting changes that could cause confusion.

#### **Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Distribution of laptops for all staff, chromebooks for students, and hotspots to increase access during the Distance Learning Phase. In addition to this, the access to online platforms, textbook and online curriculum, and offerings of professional development.	10,000,000	Yes

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

### Online Teaching and Learning

While in this distance learning model we will continue to follow our Instructional Approach for teaching new content and grade level essential standards by first engaging our students in building a culturally responsive virtual classroom that includes high expectations, diverse learning materials and the opportunity for students to engage in learning activities with their peers. Focused will be used to establish and maintain personal relationships with students and families in a virtual environment.

Engagement strategies will be used to connect students to the content, surveys, writing prompts, and family/home related activities. Students will receive live direct instruction daily synchronous learning sessions. Integrated ELD will be provided during synchronous and asynchronous sessions. Teachers will use scaffolds to support English Learners as needed to access standards and core curriculum. The following document was created and distributed to teachers to provide guidance for how to support English Learners during Distance Learning. EL Specialists may push in to the sessions or pull out students for virtual intervention in a breakout room. Designated ELD will be provided for ELs daily during synchronous and asynchronous sessions. TK-6 teachers will use digital ELD materials from Benchmark Universe and/or Systematic ELD to support Designated ELD instruction. Seventh-twelfth grade teachers will use INSIDE materials to support Designated ELD instruction. EL Specialists may also support by pushing into the sessions or pull out students for virtual intervention in a breakout room or separate virtual teaching session. Some students will attend additional hours to support intervention, in math, reading and/or SEL as needed.

Students may be assigned technology based assignments/lessons to complete to build their skills and practice new learning, i.e. through IXL software.

Secondary students will continue to engage in VAPA, Career Pathway and Electives, the direct instruction will be during their regular class period and may require students to complete projects, to upload video based assignments, and to participate in internships as public health recommendations allow.

### Effectiveness of Implemented Pupil Learning Loss Strategies

We started the administration of the Initial ELPAC following county health guidelines for our English Learners. We are working with CDE and ETS, awaiting for remote testing guidelines so that we may be able to administer the summative ELPAC by October 30th. We will prioritize the administration for this assessment, allowing students that may meet the RFEP criteria to complete the assessment if they did not start or finish due to the COVID-19 school closure.

### Scope and Sequence

Students will be taught essential grade level or content standards through distance learning. The scope and sequence may be adjusted to ensure the ability to spiral previous trimester/4th quarter missed standards to bridge to the new learning. Staff may use the recommended scope and sequence guides that have been developed or work with their peers to adjust their scope and sequence accordingly.

In addition to the above, HUSD is focused on the development of launching a small cohort pilot programs to provide necessary supplemental in-person limited instruction, targeted academic support, and social emotional enrichment. We are also looking at expanding the Leveled Literacy Intervention to ensure that we mitigate learning loss for in Reading, in particular at grades Kinder -second grade. Depending on the availability of staff personnel to implement these interventions, we may expand the work to third through eight grade.

## **Pupil Learning Loss Strategies**

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

HUSD will address learning loss by ensuring that teachers have the diagnostic assessments to gauge the level of the student upon his/her return to school, virtually or in person.

### **Diagnostics and Assessments**

Teachers may use diagnostics to assess learning loss and to properly place students to language learning levels, reading levels and to specific secondary courses. The diagnostics may vary by school and grade level and may include textbook, software and teacher created diagnostics. The diagnostics may be assigned online or through individual/small groups testing or in breakout groups online, and may include informal observations during synchronous instruction. Staff may also use the diagnostic and assessments reference listing of district adopted diagnostics that are connected to the scope and sequence, math adoptions and the Illuminate system. Teachers will administer all federal and state mandated assessments, including CAASPP, and CAST.

The diagnostic assessments will give the teacher an understanding of the standards that the student was not taught in the Spring, when we sheltered in place. Using the Scope and Sequence, the results of assessments will guide instruction.

### **English Learners**

English Learners will receive both Designated and Integrated ELD throughout the school day. Designated ELD will support students at the Emerging, Expanding and Bridging proficiency levels. Integrated ELD will provide support during all instructional time in all content areas. Appropriate language supports will be provided and allow for the State content standards to work in tandem with the ELD Standards, providing our English Learners access to grade level curriculum.

English Learners (ELs) may fall into any of the other categories (students with IEPs or 504 plans, homeless youth, foster youth), and also have their own set of specific linguistic needs. ELs need specific, explicit linguistic support in order to learn both the English language and the core content of their respective grade level or course. As stated elsewhere in this Plan, ELs will receive the following enhanced supports: Additional linguistic scaffolds provided within a lesson (e.g. visuals, language frames). Small group interventions based on student needs (e.g. Leveled Literacy Intervention or other small groups).

Materials provided in primary language as available/appropriate.

Translation of content lessons through Bilingual Instructional Assistants (BIAs).

Site EL specialists to meet with students on an individual or small group basis.

In addition to directly supporting students, HUSD has also dedicated a web page to teachers of ELs, which contains additional resources that teachers can choose to use in their distance learning instruction.

**Special Education:** HUSD recognizes that students with disabilities are at a greater risk of experiencing learning loss due to school closures and the implementation of distance learning. In an effort to provide support to address this loss, educational team members will review data, progress, goals/objectives, and services on a regular basis. IEP team meetings will be held to discuss any identified learning loss and determine needed accommodations, supports, and services needed to address the student's needs.

Students who are not attending, not participating, or exhibiting atypical behaviors receive more frequent communication via phone, text, or e-mail. Teams may also initiate an IEP team meeting to discuss the need for additional goals and/or services.

**School Psychologists-** District will fund 1.4 FTE school psychologists above the amount specified for special education. Psychologists play a critical role in the early identification of learning needs and referral to appropriate supports. During school closures and distance learning, the role of psychologists remains critical as many students will have, layered upon their existing learning gaps, additional learning loss. Being able to appropriately assess individual student needs and connect them to appropriate supports is crucial to support addressing learning loss.

**Leveled Literacy Intervention:**

HUSD will be using Leveled Literacy Intervention (LLI) is a K-12 program designed to accelerate students' reading fluency and comprehension. We will set up LLI in small-group instruction based on students' reading levels. These small groups can meet remotely, or in-person once it is deemed safe to do so. The program includes assessments -- diagnostic, formative, and summative -- so that the LLI provider can determine students' needs and growth at every step of the program. We will have training established to ensure that staff is appropriately trained as well as buy necessary materials needed.

HUSD will hire, as needed, additional staff and provide them with the training and materials necessary to provide LLI as an intervention for students. LLI will be used with both English learners and English-Only students whose learning needs are acute.

HUSD will partner with supplemental providers to offer tutoring and small group intervention, both remotely and in-person, once it is deemed safe to do so. We are in the process of identifying multiple providers who will provide acceleration to our students in the areas of math and Language Arts

## **Effectiveness of Implemented Pupil Learning Loss Strategies**

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Students with disabilities are consistently assessed for learning loss using a variety of standardized, formative, and informal assessments as part of their IEP process and progress reporting. The IEP reviews progress on goals and objectives based on specific reporting periods outlined in the student's IEP. Progress is also reviewed following extended school breaks. These practices will continue to be implemented to determine the type of learning loss, strategies needed to address the learning loss, and the effectiveness of the intervention on the learning loss. Adjustments and modifications will be made based on the individual needs of the student and documented in the student's IEP.



For our English Learners, we will assess their language skills using the ELPAC and other diagnostic assessments to gauge their language proficiency levels. For all our students, we will ensure that diagnostics for grade level content standards are used to ensure that we are gauging their progress. Depending on the needs of the students, we may need to spiral back if the students are not making significant progress.

### **Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Additional staffing, increased hours, and contracts to increase access to intervention programs and social-emotional and mental health supports.	4,850,000	Yes
Maintain Child Nutrition staffing to provide access to meals for students. This allocation reflects the difference between the cost of staffing, less expected revenues and reserves.	2,498,905	Yes
Maintain staffing, increase support, and reallocate staffing to focus on pupil support and family engagement. This will help identify and address barriers to learning.	5,000,000	Yes

## **Mental Health and Social and Emotional Well-Being**

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

HUSD recognizes the essential nature of positive, supportive relationships in the learning process and the value of strong relationships in personal, community and institutional resilience. HUSD is prioritizing relationship-building and creating an engaging virtual classroom environment while being physically apart.

Social-Emotional Support focuses on supporting both students and staff:

Students:

**Welcome and Building Positive Connection:** Schools offered drive-thru welcome events to pick up materials and technology. Teachers will host virtual class orientation meetings with students and families and one-on-one check-ins with students and families to get to know individual needs. Individual school sites are hosting virtual help sessions for students and parents to ensure that students are connected and have what they need to succeed in this new learning environment.

Ongoing Student support includes provision of mental health supports for students through Distance Learning, from resiliency based skills development for groups of students to connection to services for acute need. There has been an expansion of Coordination of Services Team (COST) support and resources, to increase schools infrastructure and capacity to respond to student needs as identified by teachers, families, staff and the students themselves. HUSD has strong collaborative partnerships with Alameda County Health Care Services Agency and their Center for Healthy Schools & Communities, The City of Hayward's Youth & Family Services Bureau (YFSB), the Alameda County Office of Education and several other community based organizations who provide direct mental health services support to students, allowing for service to students with different insurance carriers (including MediCal) and also services for those without medical insurance. These agencies, along with HUSD staff, provide school based social, emotional and mental health services at every school site through the COST process. These services are organized through school based Coordination of Services Teams (COST). COST Specialists at each school work with teachers, administrators and other staff to assess student need and make referrals and appropriate linkages to onsite and community based services (eg: OurKids OurFamilies clinical case managers, Fred Finch clinicians, Project Eden drug and alcohol education and substance use counseling, etc.). All clinicians and partner agencies are primarily providing service through telehealth during Distance Learning and some agencies (like YFSB or Kaiser) are also able to see students and their families in person when needed. Lack of engagement with Distance Learning, including excessive absence, can be one indicator, and when paired with staff outreach efforts, can reveal social and emotional needs of students, triggering a COST referral and the connection of students to services.

Currently existing structures of support and response to acute mental health need and/or crisis have been adapted in collaboration with our mental health partners and partnering first responders to include communication and response protocols for the Distance Learning/Remote working format. (eg: 5150 evaluation, mandated reporting protocol now includes a local email address to file reports promptly with law enforcement) These adapted protocols have been shared with staff in the Spring during Distance Learning and again through the beginning of the year professional developments. These protocols and resources are also shared on the District's website along with information on other community resources and hotlines.

#### **Staff:**

District staff along with county, city and community counseling partners, developed strategies and tools for teachers and school staff to use to support the social emotional well being of the entire school community. HUSD offered 2 days of professional development prior to the start of school (those on the year-round schedule beginning in July and those on the traditional calendar beginning in August), specifically focusing on tools for developing online classroom community, recognizing student crisis indicators and accessing supports, staff wellness, and development of resources for teachers to use in classrooms. Specific workshop topics included: trauma aware practices, community circles, mental health first aid, relationship building & engagement strategies, and staff self care. Many workshops were recorded as webinars and are now available in a staff resource library accessed through the main District website.

In addition to prioritizing community & relationship building and trauma informed/resiliency strengthening practices for the opening of school, HUSD convened two multi-discipline working groups over the summer to further develop strategies and resources to support social emotional

learning and resiliency building throughout the school year. Regular (monthly) offerings and identified professional development days will be used to continue building on these themes and provide differentiated professional development workshops, including staff who are beginning in their understanding about social emotional wellness, intentional relationship building and building resilience, as well as workshops for those who are more practiced in these important domains.

Several of our mental health partners who are part of our COST process are also available to provide consultation to staff as they provide supports to students and families who have significant needs and are struggling with engagement with school.

There is further recognition in site and District meetings and communications that these are stressful times for most, and in particular adults who work in schools. Self Care resources and information about accessing the Employee Assistance Program (EAP) are being regularly shared across all staff groups.

## **Pupil and Family Engagement and Outreach**

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

HUSD prioritizes engagement and relationship building between teachers and pupils for the start of the school year as one of our 5 urgency opening strategies. Teachers and staff had 2 days of professional development training and a series of engagement tools to welcome and connect with students and families at the start of school.

Even though HUSD began the school year with distance learning, schools provided a jumpstart drive through event to welcome students and families in person (at a distance) and provide them with learning materials including technology when needed.

HUSD staff are supporting parent/guardians to update online their student and family information and annual permissions (including remote learning dynamics) through a parent portal into our student information system. This will allow families to have better access to district information and enhanced communication between school and families during distance learning.

Teachers hold the primary relationship with students and their families and teachers, counselors, other certified and classified staff worked over the summer to develop engagement strategies in five urgency areas including Establishing Relationships with students & families, Technology Competency, Effective Online Teaching & Learning

School attendance clerks and administrators monitor attendance through Infinite Campus (HUSD's student information system) and review summary reports weekly to identify students who are not participating in distance learning.

HUSD uses Attention2Attendance, a web based absence tracking and notification system. This system is modified for 2020-2021 to focus on promoting engagement by tracking absences, excused and unexcused and notifying families via mail, text, and email. The system allows schools to track attendance and set up reminders and remote meeting between parent/guardians and staff to resolve issues behind absences. Communications focus the importance of participation in distance learning and encourage families to connect with school to access needed resources. Attendance clerks and school administrators collaborate with 4 district CWA Outreach workers to reconnect disengaged students and parent/guardians. Depending on the reasons behind the absences, students are supported with technology or referred to the school Coordination of Services Team to access further services and support (social, emotional, behavioral, health, academic) available at the school or in the community

Schools have classified staff including Family Engagement Outreach & Equity Specialists, (FEOES), Coordination of Services Team (COST) Specialists, and before & afterschool Youth Enrichment Program (YEP) and all school levels and Campus Safety Officers at secondary schools. This staff support school engagement efforts by reaching out to students and families and connecting them with school and community resources to help students stay engaged.

Schools COST organize and facilitate school and community resources and connect students to social, emotional, health, academic and related resources. COST is the main process for students to receive MTSS resources. Schools partner with a variety of community based organizations and city and county agencies providing counseling, tutoring and other related resources.

HUSD's Newcomer Support Program offers outreach and support services to new immigrant students and their families including students without resident status. Academic support is provided in a range of languages through the district's World House Program, Language Assessment Center and contracted for indigenous languages. Other newcomer services include health and mental health services, access to legal consultation, and social emotional, and physical health services.

The District Child Welfare & Attendance office has four (4) outreach workers who support school based efforts when students reach higher levels of absenteeism and disengagement. CWA Outreach Workers have links to community resources and serve as the district liaisons for homeless, foster, and newcomer students and families. The CWA team collaborates with other departments and school COSTs and review homeless and foster students attending each school along with over all attendance and absence rates for each. Lists of special these populations are shared regularly CWA Outreach workers participate in COST and reach out to the families of Foster and homeless students and offer supports so students can participate in Distance Learning. HUSD provided chromebooks and wifi hotspots to families with needs focusing on Foster and homeless students.

The Family Engagement Outreach and Equity Specialist in partnership with teachers will host a series of Parent Power Session workshops weekly to engage families in understanding how to navigate academic platforms (i.e. Google Classroom, Class Dojo, Clever) and and health related services. Families will also be engaged on Friday evening through a series of virtual 2Gen approach family nights in the fall and the spring to continue engagement through social distancing.

The Parent Ambassadors program has adjusted it's services to maintain safety. Monthly meetings will be held on a virtual platform and parent volunteers will continue to help school sites with materials distribution, parent to parent support, and breakout rooms during instructional time when needed.

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The Child Nutrition Department has developed a touch-less drive-through protocol for families to access breakfast and lunch daily.

Previously, we served meals at 10 school sites. Now, we are serving breakfast, lunch, and weekend meals at all of our school sites. We also submitted a waiver to serve dinner and looking to pilot, refine, then expand this offering. We are utilizing all of our school sites and set the hours to be from 11am to 1:30pm Monday through Friday for our students to access their meals. This level of access is further increased by allowing families to go to their nearest school site to pick up meals for all of their students, even if their sibling attends a different HUSD school. A similar touch-less drive-through protocol is being discussed for hybrid in-person instruction. This is to maintain consistency for families and increase participation.

Staff are also contacting with families to understand other barriers to access and coordinating strategies to serve meals periodically with other services (i.e. during food bank distributions).

- Currently serving breakfast, lunch, and weekend meals at all of our school sites
- Submitted a waiver to serve dinner at our school sites
- Planning a pilot program for dinner based on new regulations
- Contacting with families to understand other barriers to access
- Coordinating strategies to serve meals periodically with other services (i.e. during food bank distributions)

## Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
12.15%	24,348,905

### Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

All schools in HUSD have Coordination of Services Teams (COST) which meet regularly (weekly or bi weekly). These teams review students with needs and refer to appropriate school and community based services. HUSD's CWA office and other departments work with school COSTs and review homeless and foster students attending each school along with over all attendance and absence rates for each. Lists of special these populations were updated weekly CWA Outreach workers participate in COST and reach out to the families of Foster and homeless students and offer supports so students can participate in Distance Learning. HUSD provided Chromebooks and wifi hotspots to families with needs focusing on Foster and homeless students. In addition to COST coordinators, schools also have classified staff Family Engagement Opportunity and Equity Specialists who focus on family support. They work with parent/guardians and reach out specifically to homeless and foster parents. The FEOES also offered regular parent "power sessions" virtual training sessions on important topics such as on line class access and community resources during shelter in place. The FEOES, COST leads and CWA outreach staff collaborated with city and community resources and helped families access them.



[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Three-quarters of our students are either Foster Youth, English Learners, and/or Low-Income and based on the impacts of COVID, this percentage may increase. We are implementing supplemental supports to all students during this time.



## Web Pages and Resource Links COVID-19

[City of Hayward Webpage COVID-19](#)

[City of Hayward Housing Resources](#)

[Hayward Public Library](#)

[Youth & Family Services- Hayward Police Dept](#)

[Alameda County Sheriff- Youth & Family Services](#)

[Alameda County Food Bank](#)

[Tiburcio Vasquez Health Center](#)

[Kaiser Permanente \(K.P.\) Northern California](#)

[K.P. Medical Centers Southern Alameda County](#)

[K.P. Psychiatry Department Southern Alameda County](#)

[St. Rose Hospital](#)

[La Familia Counseling Services](#)

[Crisis Support Services Alameda County](#)

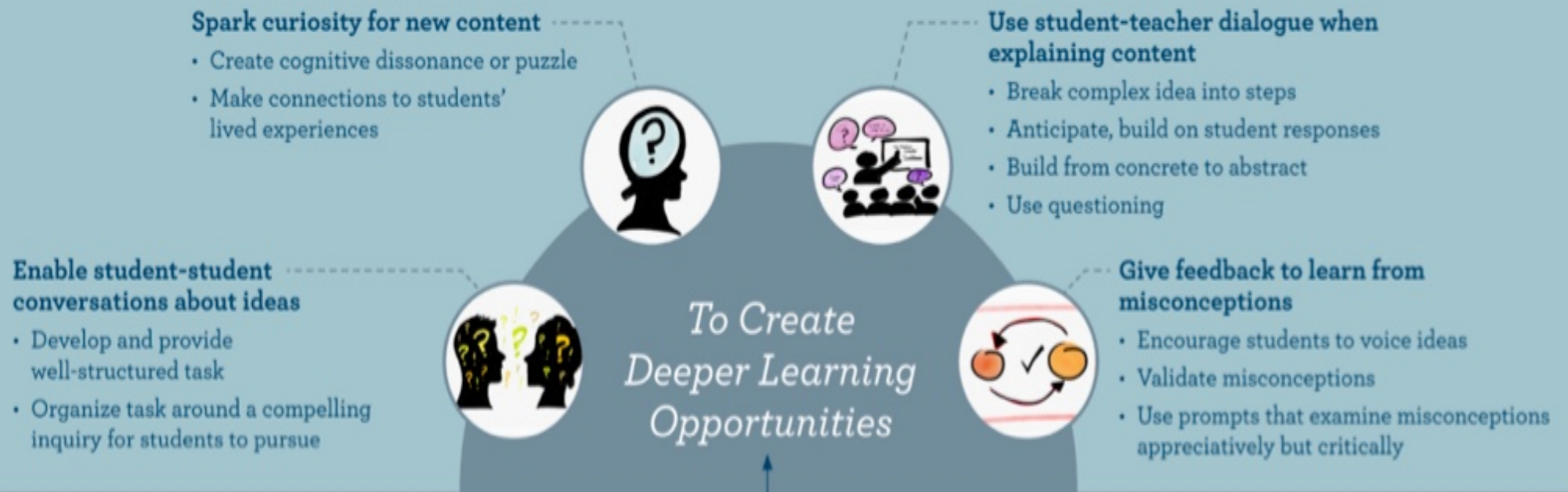
[211 Alameda County Resource Hotline](#)

[211 Alameda County COVID-19](#)

[Alameda County Office of Education- Open Education Resources](#)



# HUSD's Instructional Approach: What Teachers Can Do



## *To Create a Culturally and Linguistically Responsive Learning Environment*

### Establish positive, authentic connections with students

- Build rapport and show personal regard
- Seek knowledge of students' strengths and challenges

### Incorporate routines that build an academic identity

- Help students forge positive self-stories
- Help students recognize own assets and growth

### Engage in structured self-reflection to check for bias

- Collect data to examine relationships
- Recognize, manage own triggers
- Check for alternate explanations

### Create a socially and intellectually safe space

- Learn and practice "wise" feedback
- Frame mistakes as expected, useful

<b>Grade Level</b>	<b>New Distance Learning Minimum # of minutes per day</b>	<b>HUSD daily synchronous Instructional minutes</b>
PK		30
TK-Kindergarten	180	30
Grades 1-3	230	110-130
Grades 4-6	240	120-140
Grades 9-12	240	30-50 (M-T-TH-F), 15-25 (W)
Alternative Ed. High School	180	30-50 (M-T-TH-F), 15-25 (W)



# HAYWARD UNIFIED SCHOOL DISTRICT

## SCHOOL ATTENDANCE & ENGAGEMENT OUTREACH ROLES & STRATEGIES

### Teacher

- Takes attendance daily, monitors student participation of students in virtual classrooms, video conferencing, and progress in assigned learning tasks.
  - Students are encouraged to participate daily in synchronous class meetings so teachers may record their attendance then however, attendance may be recorded later to reflect participation outside synchronous session.
- Promotes student engagement through regular communication with students and parent/guardians as needed and appropriate.
- Helps Identify students who need technology access, use and other supports.

### Attendance Clerk

- Monitors attendance daily; validates attendance with teachers & administrators.
- Verifies absences daily with parents/guardians/caregivers [via phone, email, text].
  - Absence notifications to parent/guardians (call, text, email) should be generated regularly, ideally at the end of the instructional day.
  - Parent Guardian should excuse absences daily and is expected within 72 hours from the day of absence to contact the attendance office to report or the absence will be considered unexcused.
- Documents results of phone contacts in contact log within Infinite Campus, A2A etc.
- Updates and reconciles student attendance records in Infinite Campus based on information from the teacher, and or parent/guardian
- Runs weekly excessive absence and truancy reports for site administration
- Helps Identify students who need technology access and support.
- Refers appropriate cases to school support staff including COST Specialist, Family Engagement Outreach & Equity Specialist (FEOES), School Administrator and or CWA Outreach Worker
- Monitors attendance progress of disengaged students
- Schedules excessive absence meetings (virtual and in person when appropriate) for parent/guardians with site administration.
- Participates on C.O.S.T.



### **Principal / Assistant Principal**

- Schedules time for Attendance Clerk to call all guardians who have not cleared child's absences
- Meets with Attendance Clerk bi weekly and CWA Outreach Worker monthly to review attendance reports [screening absence cases & patterns]
- Conducts meeting with parent/guardian/caregiver to resolve issues of non participation
- Document attendance contacts with parents in Infinite Campus contact log, A2A etc. - brief details on reasons for student's truancy/absences and intervention requested
- Make appropriate intervention plans with Attendance Clerk and appropriate school staff including COST Lead & members, FEOES, school Nurse, Campus Safety Officer, identified student allies, and CWA Outreach worker
- Coordinates the distribution and tracking of technology to students & training support for students & P/G
- Refer unresolved attendance issues to CWA Outreach Worker

●

### **Child Welfare & Attendance Outreach Worker**

- Meet with Attendance Clerk minimally every two weeks to discuss outreach for absentee/truant students
- Outreach to chronic absentee/truant families to offer support for improved attendance [Home visits, community outreach etc.]
- Document contacts & interventions with students, parent/guardians, CWA Referral forms, in CAMPUS Contact log, A2A, as appropriate
- Meet with Principal and Attendance Clerk monthly to review school attendance data; discuss appropriate interventions for identified students & families
- Run absentee/truant reports bi-weekly; Review with CWA Admin
- Support School Administration with truancy/absence meetings; Consult and support meeting process when needed
- Participate in C.O.S.T. and make appropriate referrals to members & other resources



# MTSS Re-Engagement Pyramid- Excessive Absence



## TIER 3 ATTENDANCE: RE-ENGAGEMENT

(9 ABSENCES)

**TIER 3**  
9 Absences:  
3rd Absence  
Letter

### Tier 3 Attendance Intervention examples:

- 3rd Absence Letter generated
- Intensive Case Management support
- Possible Welfare Check
- Possible SARB referral
- Additional referral for individualized support needs

## TIER 2 ATTENDANCE: RE-ENGAGEMENT

(6 ABSENCES)

**TIER 2**  
6 Absences: 2nd Absence  
Letter

### Tier 2 Attendance Intervention examples:

- 2nd absence Letter generated
- Personalized early outreach to eliminate barriers
- Referral to YEP-engagement support
- SST meeting
- Tier 2 Behavior Interventions
- School Absence meeting
- Child Welfare and Attendance supports
- COST referral if appropriate

## TIER 1: ENGAGEMENT/EARLY RE-ENGAGEMENT FOR ALL

- RELATIONSHIP BUILDING
- SEL
- FAMILY ENGAGEMENT

**ATTENDANCE** →

**TIER 1**  
3 Absences: 1st Absence Letter

### Tier 1 Attendance Interventions

- 1st absence Letter generated
- Clear attendance expectations communicated to families
- Confirmation of correct parent contact information
- Autodialer to family for excessive absence
- Teacher conversation with student and family regarding attendance by school staff
- Positive attendance/engagement acknowledged
- Accurate attendance data in SIS (I. Campus)
- Attendance DATA reviewed by site team weekly

# HUSD SEL Staff Professional Development

2020-2021



**Student Mental Health, Wellness and Safety ~ Guidance for responding to the behavioral health needs of students during distance learning**

**Audience:** School site staff

**Level:** PreK-12

**Distance Teaching Competency:** Social Emotional Support

**Student Mental Health, Wellness and Safety ~ Guidance for responding to the behavioral health needs of students during distance learning**

**Audience:** School site staff

**Level:** PreK-12

**Distance Teaching Competency:** Social Emotional Support

**Description:** This workshop will provide guidance on how to recognize and manage mental health issues and crisis in times of limited contact due to Covid- 19 restrictions and distance learning. Tools and resources will be provided.

**Facilitators:** Frances Onia, Hayward YFSB & Miriam Hernandez, HUSD Counselor

**Time:** 10-11 am

**Description:** This workshop will provide guidance on how to recognize and manage mental health issues and crisis in times of limited contact due to Covid- 19 restrictions and distance learning. Tools and resources will be provided.

**Facilitators:** Frances Onia, Hayward YFSB & Miriam Hernandez, HUSD Counselor

**Time:** 10-11 am

**Building Community and Connection in the Classroom while Teaching & Learning Remotely**

**Audience:** School staff

**Level:** PreK-12

**Distance Teaching Competency:** Social Emotional Supports

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**Audience:** School staff

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**Description:** We all know that we are living in unprecedented times. With remote learning in the foreseeable future and so many unknowns regarding education, we will provide educators with skills and tools to build community “in the classroom” while teaching remotely. Utilizing a

**Description:** We all know that we are living in unprecedented times. With remote learning in the foreseeable future and so many unknowns regarding education, we will provide educators with skills and tools to build community “in the classroom” while teaching remotely. Utilizing a trauma informed lens,

<p>trauma informed lens, this one-and-a-half-hour workshop will focus on building community and connection in the classroom, grounded in restorative justice practices and using CASEL's (Collaborative for Academic Social and Emotional Learning) social emotional learning competencies. Participants will engage in an experiential process while learning how to build community with your students.</p> <p><b>How to Prepare:</b></p> <ol style="list-style-type: none"> <li>1) Please come prepared with an item that was meaningful to you last year (e.g. a pen/pencil, an art project you completed, book you read, etc.). If you do not have access to that item, please be prepared to describe it to the group.</li> <li>2) Being that this is an experiential process, we respectfully ask, that all participants keep their cameras on while participating in our group.</li> </ol> <p><b>Facilitated by:</b> Jennifer Chavez and Sabrina Berger, Alameda County HCSA, Center for Healthy Schools and Communities</p> <p><b>Time:</b> 9-10:30 am</p>	<p>this one-and-a-half-hour workshop will focus on building community and connection in the classroom, grounded in restorative justice practices and using CASEL's (Collaborative for Academic Social and Emotional Learning) social emotional learning competencies. Participants will engage in an experiential process while learning how to build community with your students.</p> <p><b>How to Prepare:</b></p> <ol style="list-style-type: none"> <li>1) Please come prepared with an item that was meaningful to you last year (e.g. a pen/pencil, an art project you completed, book you read, etc.). If you do not have access to that item, please be prepared to describe it to the group.</li> <li>2) Being that this is an experiential process, we respectfully ask, that all participants keep their cameras on while participating in our group.</li> </ol> <p><b>Facilitated by:</b> Jennifer Chavez and Sabrina Berger, Alameda County HCSA, Center for Healthy Schools and Communities</p> <p><b>Time:</b> 9-10:30 am</p>
<p><b>Staff Wellness / Self-Care Strategies</b></p> <p><b>Audience:</b> School Staff  <b>Level:</b> PreK-12  <b>Distance Teaching Competency:</b> Social Emotional Supports</p>	<p><b>Staff Wellness / Self-Care Strategies</b></p> <p><b>Audience:</b> School Staff  <b>Level:</b> PreK-12  <b>Distance Teaching Competency:</b> Social Emotional Supports</p>
<p><b>Description:</b> This is a one-hour workshop on taking care of ourselves as educators and caregivers. Participants will learn about the common impacts of trauma and stress on adults, and explore and share strategies for self-care. This is an interactive session that we hope will not add to your lists of things to do, but rather help you get grounded and take time out to care for yourself, as we navigate our responsibilities as a teacher, administrator, counselor, parent, spouse, caregiver, etc</p>	<p><b>Description:</b> This is a one-hour workshop on taking care of ourselves as educators and caregivers. Participants will learn about the common impacts of trauma and stress on adults, and explore and share strategies for self-care. This is an interactive session that we hope will not add to your lists of things to do, but rather help you get grounded and take time out to care for yourself, as we navigate our responsibilities as a teacher, administrator, counselor, parent, spouse, caregiver, etc</p> <p><b>Facilitated by:</b> Rebecca Prager and Valda</p>

<b>Facilitated by:</b> Rebecca Prager and Valda Dounveor, Alameda County HCSA, Center for Healthy Schools and Communities  <b>Time:</b> 11-12 pm	Dounveor, Alameda County HCSA, Center for Healthy Schools and Communities  <b>Time:</b> 11-12 pm
<b>Beyond Assignments: Relationships Matter</b>  <b>Audience:</b> School Staff <b>Level:</b> K-6 <b>Distance Learning Competency:</b> Establishing Relationships with Students and Families	<b>Beyond Assignments: Relationships Matter</b>  <b>Audience:</b> School Staff <b>Level:</b> K-6 <b>Distance Learning Competency:</b> Establishing Relationships with Students and Families
<b>Description:</b> Children want to know: Do you see me? Do you know me? Do I matter to you? Families wonder: Does this teacher care about my child? As teachers, we understand how important it is for children to feel valued and for families to know we care. Initial steps to establish relationships and plans for regular follow-up can make a big impact. But how do we establish relationships with our students and their families in a virtual school environment? Join us for a 75(ish) minute conversation on initiating, building, and strengthening relationships with your 2020-21 class community. We'll provide you with ideas and templates for you to make your own; offer creative, arts-integrated getting-to-know-you activities that spark students' imagination; and hold a space for you to share your expertise and awesome ideas.  <b>Facilitators:</b> Shea Gregory - HUSD AP, Mina Mangewala - HUSD VAPA TOSA, and Jagdeep Nesbit - HUSD Behaviorist  <b>Time:</b> 10-11:15 am	<b>Description:</b> Children want to know: Do you see me? Do you know me? Do I matter to you? Families wonder: Does this teacher care about my child? As teachers, we understand how important it is for children to feel valued and for families to know we care. Initial steps to establish relationships and plans for regular follow-up can make a big impact. But how do we establish relationships with our students and their families in a virtual school environment? Join us for a 75(ish) minute conversation on initiating, building, and strengthening relationships with your 2020-21 class community. We'll provide you with ideas and templates for you to make your own; offer creative, arts-integrated getting-to-know-you activities that spark students' imagination; and hold a space for you to share your expertise and awesome ideas.  <b>Facilitators:</b> Shea Gregory - HUSD AP, Mina Mangewala - HUSD VAPA TOSA, and Jagdeep Nesbit - HUSD Behaviorist  <b>Time:</b> 10-11:15 am

## Mental Health Crisis/Youth Suicide Assessment for Educators (non-clinical staff)

Course Module	Time	Format	When and How
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Join Alameda Crisis Support Services to gain more understanding and review of tools available to support students in crisis and assess during this time of school facility closure. Here is link to [HUSD Mental Health Crisis Guidelines during School Facilities Closure](#)

## Mental Health Crisis/Youth Suicide Assessment for Educators (non-clinical staff)

**Week 5 (May 4 - May 8, 2020)**

Course Module	Time	Format	When and How
Join Alameda Crisis Support Services to gain more understanding and review of tools available to support students in crisis and assess during this time of school facility closure. Here is link to <a href="#">HUSD Mental Health Crisis Guidelines during School Facilities Closure</a>	60 minutes	In-person (Virtually)	<p><b>May 7th (1:00-2:00 p.m.)</b>  <a href="https://attendee.gotowebinar.com/register/7129096362234417424">https://attendee.gotowebinar.com/register/7129096362234417424</a></p> <p><b>May 8th (2:00-3:00 p.m.)</b>  <a href="https://attendee.gotowebinar.com/register/455967878730647309">https://attendee.gotowebinar.com/register/455967878730647309</a></p>
End of module survey	10 min.	Online	Post-module <a href="#">survey</a> after completion

**Self Care in the Time of COVID: Memes, Panda Cams and Zoom Chats!**

<i>Course Module</i>	<i>Time</i>	<i>Format</i>	<i>When and How</i>
<i>Self-care in the time of COVID: Memes, Panda Cams, and Zoom Chats!</i>	<i>60 minutes</i>	<i>In-person (Virtually)</i>	<b>Thursday April 30, (2-3 p.m.)</b> <a href="#">Self-Care Zoom Link</a> Meeting ID: 203 533 0603 Password: 508720 <i>This is a one-hour workshop on taking care of ourselves as educators and caregivers. Participants will learn about the common impacts of trauma and stress on adults, and explore and share strategies for self-care. This is an interactive session that we hope will not add to your lists of things to do, but rather help you get grounded and take time out to care for yourself, as we navigate our responsibilities as a teacher, administrator, counselor, parent, spouse, caregiver, etc. <b>Participation will be limited to first 30 attendees and entrance into session will be locked by 2:15 p.m.</b></i>
<i>End of module survey</i>	<i>10 min.</i>	<i>Online</i>	Post-module <a href="#">survey</a> after completion

## Additional Optional Professional Development Modules & Resources

Moving Beyond the Packet: Creating More Culturally Responsive Distance Learning <a href="#">Experiences</a>	Remind App <a href="#">tutorial</a>
<a href="#">A Trauma-Informed Approach to Teaching Through Coronavirus</a>	<a href="#">2020 Parents' Guide to Google Classroom</a> <a href="#">Guia para padres de Google Classroom 2020</a> <a href="#">Google Login Steps 2020 Video</a> (text in English and Spanish) <a href="#">Google Login Steps in Farsi</a> (text in English and Farsi)
<a href="#">Google COVID-19 Distance Learning Resources</a>	Equity Virtual Summit: <a href="https://shanesafir.com/virtual-summit/">https://shanesafir.com/virtual-summit/</a>
Supporting You, Supporting Students Wellness Webinar: <a href="https://www.wellnesstogether.org/events">https://www.wellnesstogether.org/events</a>	







# HUSD Social Emotional Learning & Support Focus Areas

## Social Emotional Support Workgroup Focus Areas

### I. SCHOOLWIDE PRACTICES AND POLICIES

#### A. Establish School Wide Practices

1. PBIS
2. Restorative Practices

### II. PRIORITIZING SAFE, SUPPORTIVE, AND ENGAGING ENVIRONMENTS

#### A. Supportive Environments

1. Reflect on Student Experiences
2. Safe Space for Students to Express Ideas and Concerns
3. Opportunities for Social Supports, Engagement and Fun
  - Develop and compile a menu of positive classroom management and engagement strategies for distance learning platforms and hybrid models. Including strategies for students to express their experiences
  - Develop methods and protocols for implementation to establish ongoing methods of gathering student voice and experiences.

#### B. Staff Wellness and Social Emotional Professional Learning

4. Opportunities for Adults to Heal and Cultivate SEL Competencies

### III. EARLY AND TARGETED INTERVENTION FOR STAFF

#### A. Staff Community-Building

1. Opportunities for Staff to Reconnect, Share their Experiences, and Reflect and Collaborate on Ways to Support Students' SEL (Social Emotional Learning)

#### B. Staff Professional Development

1. Needs to Promote Students' SEL
2. Strategies to Build Strong Relationships and Supportive Learning Environments
3. Support to Students Grieving or Experiencing Trauma
4. Strategies to Engage Students In Class and Through Distance Learning Tools
  - Compile a menu of resources for SES support for staff and on cultivating their SEL competencies
  - Provide a listing of resources to support staff wellness.

### IV. STUDENT SUPPORT



# HUSD Social Emotional Learning & Support Focus Areas

- A. Early Identification, Provision, and Monitoring of Supports**
  - 1. COST**
- B. Promoting Student Social and Emotional Competencies**
  - 1. Support to Practice SEL Competencies**
  - 2. Instructional Practices that Allow for Reflection, Discussion, and Collaboration**
- C. Individual Student Support**
  - 1. Provision of Services related to Trauma, Grief, and Isolation**
  - 2. Full Service Community Schools Partnerships with Community Based Service Providers for Multi Tiered Intervention and Support**
- V. COMMUNITY AND FAMILY ENGAGEMENT AND SUPPORT**
  - A. Develop Partnerships**
    - 1. Share and Promote Culturally Conscious Social Emotional Learning (SEL) with Families and Community**
    - 2. Support Parents to Support their Students**
  - B. Use data**
    - 1. Deepen Relationships and Drive Continuous Improvement**
  - C. Leverage Resources**
  - D. Two-Way Communication**
    - 1. Protocol to Share Information and Receive Feedback and Concerns from Staff, Students, Families, and Community Partners on Transition Plans that are Accessible to Meets the Needs of our Diverse Community and Through Multiple Outlets**

# HUSD Year Round Staff Professional Development Handbook

July 13-14, 2020



Monday (7/13/20)	Tuesday (7/14/20)
<p><b>Introduction to Google Classroom</b></p> <p><b>Audience:</b> teachers/support staff  <b>Level:</b> Basic/basic to intermediate  <b>Distance Teaching Competency:</b> Learning Management System</p>	<p><b>Introduction to Google Classroom</b></p> <p><b>Audience:</b> teachers/support staff  <b>Level:</b> Basic/basic to intermediate  <b>Distance Teaching Competency:</b> Learning Management System</p>
<p><b>Description:</b> Participants will learn how to set up and manage a Google Classroom as well as review the basic functions of this learning management system.</p> <p><b>Facilitator/school site or organization:</b> Heather Parcher is a Technology Teacher On Special Assignment</p> <p><b>Time:</b> This is a pre-recorded webinar. Staff member can choose when to view it.</p>	<p><b>Description:</b> Participants will learn how to set up and manage a Google Classroom as well as review the basic functions of this learning management system.</p> <p><b>Facilitator/school site or organization:</b> Heather Parcher is a Technology Teacher On Special Assignment</p> <p><b>Time:</b> This is a pre-recorded webinar. Staff member can choose when to view it.</p>
<p><b>Webinar link:</b>  <a href="https://drive.google.com/file/d/1qBxy3c_9bL3bZpaNFxxCLHtquhfJHfhH/view">https://drive.google.com/file/d/1qBxy3c_9bL3bZpaNFxxCLHtquhfJHfhH/view</a></p> <p><b>Attendance and stipend registration link:</b>  <a href="https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link</a></p>	<p><b>Webinar link:</b>  <a href="https://drive.google.com/file/d/1qBxy3c_9bL3bZpaNFXxCLHtquhfJHfhH/view">https://drive.google.com/file/d/1qBxy3c_9bL3bZpaNFXxCLHtquhfJHfhH/view</a></p> <p><b>Attendance and stipend registration link:</b>  <a href="https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link</a></p>
<p><b>Google Classroom 2.0</b>  <b>Audience:</b> Teachers/Support Staff  <b>Level:</b> Intermediate  <b>Distance Teaching Competency:</b> Learning Management System</p>	<p><b>Google Classroom 2.0</b>  <b>Audience:</b> Teachers/Support Staff  <b>Level:</b> Intermediate  <b>Distance Teaching Competency:</b> Learning Management System</p>
<p><b>Description:</b> Participants will learn how to add</p>	<p><b>Description:</b> Participants will learn how to add</p>

<p>assignments and integrate other google apps into the classroom. Also, how to mass communicate to students.</p> <p><b>Facilitator/school site or organization:</b> Vanessa Smith - Bret Harte MS</p> <p><b>Time:</b> 9-10 am (Live with request to record)</p>	<p>assignments and integrate other google apps into the classroom. Also, how to mass communicate to students.</p> <p><b>Facilitator/school site or organization:</b> Vanessa Smith - Bret Harte MS</p> <p><b>Time:</b> 9-10 am (Live with request to record)</p>
<p><b>Zoom link:</b> <a href="https://zoom.us/j/91682870342?pwd=NGRtUkYxSX A2dU5UQ2NBVnM0VHE1dz09">https://zoom.us/j/91682870342?pwd=NGRtUkYxSX A2dU5UQ2NBVnM0VHE1dz09</a> <b>Meeting ID:</b> 916 8287 0342 <b>Password:</b> 6KTxUQ</p> <p><b>Attendance and stipend registration link:</b> <a href="https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link</a>.</p>	<p><b>Zoom link:</b> <a href="https://zoom.us/j/94943148094?pwd=cjFpWEFhMHJ ScUV4M2ImMktqV1JEUT09">https://zoom.us/j/94943148094?pwd=cjFpWEFhMHJ ScUV4M2ImMktqV1JEUT09</a> <b>Meeting ID:</b> 949 4314 8094 <b>Password:</b> 7cPQin</p> <p><b>Attendance and stipend registration link:</b> <a href="https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link</a>.</p>
<p><b>Introduction to Zoom</b> <b>Audience:</b> Teachers/Support Staff <b>Level:</b> Beginner/Beginner-intermediate <b>Distance Teaching Competency:</b> Video Tools</p>	<p><b>Introduction to Zoom</b> <b>Audience:</b> Teachers/Support Staff <b>Level:</b> Beginner/Beginner-intermediate <b>Distance Teaching Competency:</b> Video Tools</p>
<p><b>Description:</b> Participants will learn the basic features and practice use of Zoom. This session is intended for new users or those staff members who need a refresher of various Zoom tools including breakout rooms.</p> <p><b>Facilitator/school site or organization:</b> Jenna Rodrigues, Executive Administrative Assistant <b>Time:</b> 8:30-9:30 am</p>	<p><b>Description:</b> Participants will learn the basic features and practice use of Zoom. This session is intended for new users or those staff members who need a refresher of various Zoom tools including breakout rooms.</p> <p><b>Facilitator/school site or organization:</b> Jenna Rodrigues, Executive Administrative Assistant <b>Time:</b> 8:30 am-9:30 am</p>
<p><b>Zoom link:</b> <a href="https://zoom.us/j/99735043802?pwd=aXpwZ0lzSDF lbDJUc2tRYXhBaXlvZz09">https://zoom.us/j/99735043802?pwd=aXpwZ0lzSDF lbDJUc2tRYXhBaXlvZz09</a> <b>Meeting ID:</b> 997 3504 3802 <b>Password:</b> 320339</p> <p><b>Attendance and stipend registration link:</b> <a href="https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link</a>.</p>	<p><b>Zoom link:</b> <a href="https://zoom.us/j/93166503828?pwd=YTVrVmZyM3Bj RE9DNUg4aHNha2ordz09">https://zoom.us/j/93166503828?pwd=YTVrVmZyM3Bj RE9DNUg4aHNha2ordz09</a> <b>Meeting ID:</b> 931 6650 3828 <b>Password:</b> 059025</p> <p><b>Attendance and stipend registration link:</b> <a href="https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link</a>.</p>

<b>Zoom 2.0: Beyond Basics to Deeper Learning</b> <b>Audience:</b> Teachers/Support Staff <b>Level:</b> Intermediate/Advanced <b>Distance Teaching Competency:</b> Video Tools	<b>Zoom 2.0: Beyond Basics to Deeper Learning</b> <b>Audience:</b> Teachers/Support Staff <b>Level:</b> Intermediate/Advanced <b>Distance Teaching Competency:</b> Video Tools
<b>Description:</b> For participants who already feel comfortable with the basics of Zoom, but want to learn about advanced settings, ask questions from experience, and hear and share innovative ideas about teaching on Zoom.  <b>Facilitator/school site or organization:</b> Jessica McDonald, Bowman TTL, & Paul Lai, Chavez ToSA  <b>Time:</b> 8:30-9:30 am (Live with request to record)	<b>Description:</b> For participants who already feel comfortable with the basics of Zoom, but want to learn about advanced settings, ask questions from experience, and hear and share innovative ideas about teaching on Zoom.  <b>Facilitator/school site or organization:</b> Jessica McDonald, Bowman TTL, & Paul Lai, Chavez ToSA  <b>Time:</b> 8:30-9:30 am (Live with request to record)
<b>Zoom link:</b>  <a href="https://zoom.us/j/93151893289?pwd=L3JDeHBJUVhuN2MyQ3lSY0dkcXJVUT09">https://zoom.us/j/93151893289?pwd=L3JDeHBJUVhuN2MyQ3lSY0dkcXJVUT09</a>  <b>Attendance and stipend registration link:</b> <a href="https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link</a> .	<b>Zoom link:</b>  <a href="https://zoom.us/j/93151893289?pwd=L3JDeHBJUVhuN2MyQ3lSY0dkcXJVUT09">https://zoom.us/j/93151893289?pwd=L3JDeHBJUVhuN2MyQ3lSY0dkcXJVUT09</a>  <b>Attendance and stipend registration link:</b> <a href="https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link</a> .
<b>Student Mental Health, Wellness and Safety ~ Guidance for responding to the behavioral health needs of students during distance learning</b>  <b>Audience:</b> School site staff <b>Level:</b> PreK-12 <b>Distance Teaching Competency:</b> Social Emotional Support	<b>Student Mental Health, Wellness and Safety ~ Guidance for responding to the behavioral health needs of students during distance learning</b>  <b>Audience:</b> School site staff <b>Level:</b> PreK-12 <b>Distance Teaching Competency:</b> Social Emotional Support
<b>Description:</b> This workshop will provide guidance on how to recognize and manage mental health issues and crisis in times of limited contact due to Covid- 19 restrictions and distance learning. Tools and resources will be provided.	<b>Description:</b> This workshop will provide guidance on how to recognize and manage mental health issues and crisis in times of limited contact due to Covid- 19 restrictions and distance learning. Tools and resources will be provided.

<p><b>Facilitators:</b> Frances Onia, Hayward YFSB &amp; Miriam Hernandez, HUSD Counselor</p> <p><b>Time:</b> 10-11 am</p>	<p><b>Facilitators:</b> Frances Onia, Hayward YFSB &amp; Miriam Hernandez, HUSD Counselor</p> <p><b>Time:</b> 10-11 am</p>
<p><b>Register in advance for this meeting:</b>  <a href="#">Monday pre registration: Student Mental Health, Wellness and Safety PD</a></p> <p>Pre-registration (needed before link will work:)</p> <p><b>Attendance and stipend registration link:</b>  <a href="https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link</a>.</p>	<p><b>Registration in advance for this meeting:</b>  <a href="#">Tuesday preregistration: Student Mental Health, Wellness and Safety PD</a></p> <p>Pre-registration (needed before link will work:)</p> <p><b>Attendance and stipend registration link:</b>  <a href="https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link</a>.</p>
<p><b>Building Community and Connection in the Classroom while Teaching &amp; Learning Remotely</b></p> <p><b>Audience:</b> School staff  <b>Level:</b> PreK-12  <b>Distance Teaching Competency:</b> Social Emotional Supports</p>	<p><b>Building Community and Connection in the Classroom while Teaching &amp; Learning Remotely</b></p> <p><b>Audience:</b> School staff  <b>Level:</b> PreK-12  <b>Distance Teaching Competency:</b> Social Emotional Supports</p>
<p><b>Description:</b> We all know that we are living in unprecedented times. With remote learning in the foreseeable future and so many unknowns regarding education, we will provide educators with skills and tools to build community “in the classroom” while teaching remotely. Utilizing a trauma informed lens, this one-and-a-half-hour workshop will focus on building community and connection in the classroom, grounded in restorative justice practices and using CASEL’s (Collaborative for Academic Social and Emotional Learning) social emotional learning competencies. Participants will engage in an experiential process while learning how to build community with your students.</p> <p><b>How to Prepare:</b></p> <p>1) Please come prepared with an item that</p>	<p><b>Description:</b> We all know that we are living in unprecedented times. With remote learning in the foreseeable future and so many unknowns regarding education, we will provide educators with skills and tools to build community “in the classroom” while teaching remotely. Utilizing a trauma informed lens, this one-and-a-half-hour workshop will focus on building community and connection in the classroom, grounded in restorative justice practices and using CASEL’s (Collaborative for Academic Social and Emotional Learning) social emotional learning competencies. Participants will engage in an experiential process while learning how to build community with your students.</p> <p><b>How to Prepare:</b></p> <p>1) Please come prepared with an item that was meaningful to you last year (e.g. a pen/pencil,</p>

<p>was meaningful to you last year (e.g. a pen/pencil, an art project you completed, book you read, etc.). If you do not have access to that item, please be prepared to describe it to the group.</p> <p>2) Being that this is an experiential process, we respectfully ask, that all participants keep their cameras on while participating in our group.</p> <p><b>Facilitated by:</b> Jennifer Chavez and Sabrina Berger, Alameda County HCSA, Center for Healthy Schools and Communities</p> <p><b>Time:</b> 9-10:30 am</p>	<p>an art project you completed, book you read, etc.). If you do not have access to that item, please be prepared to describe it to the group.</p> <p>2) Being that this is an experiential process, we respectfully ask, that all participants keep their cameras on while participating in our group.</p> <p><b>Facilitated by:</b> Jennifer Chavez and Sabrina Berger, Alameda County HCSA, Center for Healthy Schools and Communities</p> <p><b>Time:</b> 9-10:30 am</p>
<p><b>Register in advance for this meeting:</b>  <a href="https://zoom.us/meeting/register/tZwpcOqprDMjHdPcbBhd31Rg6mUaxRbBx8zQ">https://zoom.us/meeting/register/tZwpcOqprDMjHdPcbBhd31Rg6mUaxRbBx8zQ</a></p> <p>After registering, you will receive a confirmation email containing information about joining the meeting.</p> <p><b>Attendance and stipend registration link:</b>  <a href="https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link</a>.</p>	<p><b>Register in advance for this meeting:</b>  <a href="https://zoom.us/meeting/register/tZlqcuGtrjwuE9wH5lLdYVLkSg8qop_xchnk">https://zoom.us/meeting/register/tZlqcuGtrjwuE9wH5lLdYVLkSg8qop_xchnk</a></p> <p>After registering, you will receive a confirmation email containing information about joining the meeting.</p> <p><b>Attendance and stipend registration link:</b>  <a href="https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link</a>.</p>
<p><b>Staff Wellness / Self-Care Strategies</b></p> <p><b>Audience:</b> School Staff  <b>Level:</b> PreK-12  <b>Distance Teaching Competency:</b> Social Emotional Supports</p>	<p><b>Staff Wellness / Self-Care Strategies</b></p> <p><b>Audience:</b> School Staff  <b>Level:</b> PreK-12  <b>Distance Teaching Competency:</b> Social Emotional Supports</p>
<p><b>Description:</b> This is a one-hour workshop on taking care of ourselves as educators and caregivers. Participants will learn about the common impacts of trauma and stress on adults, and explore and share strategies for self-care. This is an interactive session that we hope will not add to your lists of things to do, but rather help you get grounded and take time out to care for yourself, as we navigate our responsibilities as a teacher, administrator, counselor, parent, spouse, caregiver, etc</p> <p><b>Facilitated by:</b> Rebecca Prager and Valda Dounveor, Alameda County HCSA, Center for</p>	<p><b>Description:</b> This is a one-hour workshop on taking care of ourselves as educators and caregivers. Participants will learn about the common impacts of trauma and stress on adults, and explore and share strategies for self-care. This is an interactive session that we hope will not add to your lists of things to do, but rather help you get grounded and take time out to care for yourself, as we navigate our responsibilities as a teacher, administrator, counselor, parent, spouse, caregiver, etc</p> <p><b>Facilitated by:</b> Rebecca Prager and Valda Dounveor, Alameda County HCSA, Center for Healthy Schools and Communities</p>



<p>Healthy Schools and Communities</p> <p><b>Time:</b> 11-12 pm</p>	<p><b>Time:</b> 11-12 pm</p>
<p><b>Register in advance for this meeting:</b>  <a href="https://zoom.us/meeting/register/tZ0scemsrzkpGN_Gh_bOsZhO8pzd6r0-arplX">https://zoom.us/meeting/register/tZ0scemsrzkpGN_Gh_bOsZhO8pzd6r0-arplX</a></p> <p>After registering, you will receive a confirmation email containing information about joining the meeting.</p> <p><b>Attendance and stipend registration link:</b>  <a href="https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link</a>.</p>	<p><b>Register in advance for this meeting:</b>  <a href="https://zoom.us/meeting/register/tZEkcOGgrTwqH9Sa6_d21v1uN0Lv6m2s2rkU">https://zoom.us/meeting/register/tZEkcOGgrTwqH9Sa6_d21v1uN0Lv6m2s2rkU</a></p> <p>After registering, you will receive a confirmation email containing information about joining the meeting.</p> <p><b>Attendance and stipend registration link:</b>  <a href="https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link</a>.</p>
<p><b>Benchmark Advance/Adelante Grades K-1 Initial Implementation Overview for Distance Learning</b></p> <p><b>Audience:</b> K-1 Teachers/Support Staff  <b>Level:</b> K-1  <b>Distance Teaching Competency:</b> Digital ELA Curriculum Resources</p>	<p><b>Benchmark Advance/Adelante Grades K-1 Initial Implementation Overview for Distance Learning</b></p> <p><b>Audience:</b> K-1 Teachers/Support Staff  <b>Level:</b> K-1  <b>Distance Teaching Competency:</b> Digital ELA Curriculum Resources</p>
<p><b>Description:</b> This initial training for <i>Benchmark Advance/Adelante</i> will provide an overview of the digital ELA resources available for Distance Learning on the <i>Benchmark Universe</i> platform. Teachers will learn about the overall program structure and explore digital components with an understanding of how to plan min-lessons for phonics, reading, writing, read-alouds and small group instruction. The overview will include integrated ELD support, independent assignments, and an introduction to assessment resources, including eAssessments. Teachers will have an opportunity to practice navigating the digital components during the training with resources available for review after the session. The training is appropriate for both <i>Advance</i> and <i>Adelante</i> teachers since resources are equitable in both English and Spanish.</p> <p><b>How to Prepare:</b> Explore and find one resource relevant to your district context.</p>	<p><b>Description:</b> This initial training for <i>Benchmark Advance/Adelante</i> will provide an overview of the digital ELA resources available for Distance Learning on the <i>Benchmark Universe</i> platform. Teachers will learn about the overall program structure and explore digital components with an understanding of how to plan min-lessons for phonics, reading, writing, read-alouds and small group instruction. The overview will include integrated ELD support, independent assignments, and an introduction to assessment resources, including eAssessments. Teachers will have an opportunity to practice navigating the digital components during the training with resources available for review after the session. The training is appropriate for both <i>Advance</i> and <i>Adelante</i> teachers since resources are equitable in both English and Spanish.</p> <p><b>How to Prepare:</b> Explore and find one resource relevant to your district context.</p>

<p>What questions do you have regarding <i>Benchmark Advance/Adelante</i>? Please be prepared to share during the webinar.</p> <p><b>Facilitated by</b> Liz Pappas, Benchmark Education</p> <p><b>Time:</b> 9-11 am</p>	<p>What questions do you have regarding <i>Benchmark Advance/Adelante</i>? Please be prepared to share during the webinar.</p> <p><b>Facilitated by</b> Liz Pappas, Benchmark Education</p> <p><b>Time:</b> 9-11 am</p>
<p><b>Register in advance for this meeting:</b></p> <p><a href="https://us02web.zoom.us/meeting/register/tZUufumqqzMoGdOSmf3vDhv67qeiA8HwL1cz">https://us02web.zoom.us/meeting/register/tZUufumqqzMoGdOSmf3vDhv67qeiA8HwL1cz</a> and choose July 13</p> <p>After registering, you will receive a confirmation email containing information about joining the meeting.</p> <p><b>Attendance and stipend registration link:</b> <a href="https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link</a>.</p>	<p><b>Register in advance for this meeting:</b></p> <p><a href="https://us02web.zoom.us/meeting/register/tZUufumqqzMoGdOSmf3vDhv67qeiA8HwL1cz">https://us02web.zoom.us/meeting/register/tZUufumqqzMoGdOSmf3vDhv67qeiA8HwL1cz</a> and choose July 14</p> <p>After registering, you will receive a confirmation email containing information about joining the meeting.</p> <p><b>Attendance and stipend registration link:</b> <a href="https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link</a>.</p>
<p><b>Benchmark Advance/Adelante Grade 2 Initial Implementation Overview for Distance Learning</b></p> <p><b>Audience:</b> Grade 2 Teachers/Support Staff <b>Level:</b> Grade 2 <b>Distance Teaching Competency:</b> Digital ELA Curriculum Resources</p>	<p><b>Benchmark Advance/Adelante Grade 2 Initial Implementation Overview for Distance Learning</b></p> <p><b>Audience:</b> Grade 2 Teachers/Support Staff <b>Level:</b> Grade 2 <b>Distance Teaching Competency:</b> Digital ELA Curriculum Resources</p>
<p><b>Description:</b> This initial training for <i>Benchmark Advance/Adelante</i> will provide an overview of the digital ELA resources available for Distance Learning on the <i>Benchmark Universe</i> platform. Teachers will learn about the overall program structure and explore digital components with an understanding of how to plan min-lessons for phonics, reading, writing, read-alouds and small group instruction. The overview will include integrated ELD support, independent assignments, and an introduction to assessment resources, including eAssessments. Teachers will have an opportunity to practice navigating the digital components during the training with resources available for review after the session. The training</p>	<p><b>Description:</b> This initial training for <i>Benchmark Advance/Adelante</i> will provide an overview of the digital ELA resources available for Distance Learning on the <i>Benchmark Universe</i> platform. Teachers will learn about the overall program structure and explore digital components with an understanding of how to plan min-lessons for phonics, reading, writing, read-alouds and small group instruction. The overview will include integrated ELD support, independent assignments, and an introduction to assessment resources, including eAssessments. Teachers will have an opportunity to practice navigating the digital components during the training with resources available for review after the session. The training is appropriate for both <i>Advance</i> and</p>

<p>is appropriate for both <i>Advance</i> and <i>Adelante</i> teachers since resources are equitable in both English and Spanish.</p> <p><b>How to Prepare:</b> Explore and find one resource relevant to your district context.</p> <p>What questions do you have regarding <i>Benchmark Advance/Adelante</i>? Please be prepared to share during the webinar.</p> <p><b>Facilitated by</b> Katie Dubiel, Benchmark Education</p> <p><b>Time:</b> 9-11 am</p>	<p><i>Adelante</i> teachers since resources are equitable in both English and Spanish.</p> <p><b>How to Prepare:</b> Explore and find one resource relevant to your district context.</p> <p>What questions do you have regarding <i>Benchmark Advance/Adelante</i>? Please be prepared to share during the webinar.</p> <p><b>Facilitated by</b> Katie Dubiel, Benchmark Education</p> <p><b>Time:</b> 9-11 am</p>
<p><b>Register in advance for this meeting:</b></p> <p><a href="https://us02web.zoom.us/meeting/register/tZ0vdOqorj4tGt3tviUt9Pm_owWKS3Cmy82p">https://us02web.zoom.us/meeting/register/tZ0vdOqorj4tGt3tviUt9Pm_owWKS3Cmy82p</a> and choose July 13</p> <p>After registering, you will receive a confirmation email containing information about joining the meeting.</p> <p><b>Attendance and stipend registration link:</b> <a href="https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link</a>.</p>	<p><b>Register in advance for this meeting:</b></p> <p><a href="https://us02web.zoom.us/meeting/register/tZ0vdOqorj4tGt3tviUt9Pm_owWKS3Cmy82p">https://us02web.zoom.us/meeting/register/tZ0vdOqorj4tGt3tviUt9Pm_owWKS3Cmy82p</a> and choose July 13</p> <p>After registering, you will receive a confirmation email containing information about joining the meeting.</p> <p><b>Attendance and stipend registration link:</b> <a href="https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link</a>.</p>
<p><b>Benchmark Advance/Adelante Grades 3-6 Initial Implementation Overview for Distance Learning</b></p> <p><b>Audience:</b> Grades 3-6 Teachers/Support Staff <b>Level:</b> Grades 3-6 <b>Distance Teaching Competency:</b> Digital ELA Curriculum Resources</p>	<p><b>Benchmark Advance/Adelante Grades 3-6 Initial Implementation Overview for Distance Learning</b></p> <p><b>Audience:</b> Grades 3-6 Teachers/Support Staff <b>Level:</b> Grades 3-6 <b>Distance Teaching Competency:</b> Digital ELA Curriculum Resources</p>
<p><b>Description:</b> This initial training for <i>Benchmark Advance/Adelante</i> will provide an overview of the digital ELA resources available for Distance Learning on the <i>Benchmark Universe</i> platform. Teachers will learn about the overall program structure and explore digital components with an understanding of how to plan min-lessons for reading, writing, word study, read-alouds and small group instruction. The overview will include</p>	<p><b>Description:</b> <b>Description:</b> This initial training for <i>Benchmark Advance/Adelante</i> will provide an overview of the digital ELA resources available for Distance Learning on the <i>Benchmark Universe</i> platform. Teachers will learn about the overall program structure and explore digital components with an understanding of how to plan min-lessons for reading, writing, word study, read-alouds and small group instruction. The overview will include</p>

<p>integrated ELD support, independent assignments, and an introduction to assessment resources, including eAssessments. Teachers will have an opportunity to practice navigating the digital components during the training with resources available for review after the session. The training is appropriate for both <i>Advance</i> and <i>Adelante</i> teachers since resources are equitable in both English and Spanish.</p> <p><b>How to Prepare:</b> Explore and find one resource relevant to your district context.</p> <p>What questions do you have regarding <i>Benchmark Advance/Adelante</i>? Please prepared to share during the webinar.</p> <p><b>Facilitated by:</b> John Wolf, Benchmark Education</p> <p><b>Time:</b> 9-11 am</p>	<p>integrated ELD support, independent assignments, and an introduction to assessment resources, including eAssessments. Teachers will have an opportunity to practice navigating the digital components during the training with resources available for review after the session. The training is appropriate for both <i>Advance</i> and <i>Adelante</i> teachers since resources are equitable in both English and Spanish.</p> <p><b>How to Prepare:</b> Explore and find one resource relevant to your district context.</p> <p>What questions do you have regarding <i>Benchmark /Adelante</i>? Please prepared to share during the webinar.</p> <p><b>Facilitated by:</b> John Wolf, Benchmark Education</p> <p><b>Time:</b> 9-11 am</p>
<p><b>Register in advance for this meeting:</b> <a href="https://zoom.us/meeting/register/tJAsdOCgqDwuHNbnIcojia-6QFv6hQ9ZAUs">https://zoom.us/meeting/register/tJAsdOCgqDwuHNbnIcojia-6QFv6hQ9ZAUs</a> and choose July 13</p> <p>After registering, you will receive a confirmation email containing information about joining the meeting.</p> <p><b>Attendance and stipend registration link:</b> <a href="https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link</a>.</p>	<p><b>Register in advance for this meeting:</b> <a href="https://zoom.us/meeting/register/tJAsdOCgqDwuHNbnIcojia-6QFv6hQ9ZAUs">https://zoom.us/meeting/register/tJAsdOCgqDwuHNbnIcojia-6QFv6hQ9ZAUs</a> and choose July 14</p> <p>After registering, you will receive a confirmation email containing information about joining the meeting.</p> <p><b>Attendance and stipend registration link:</b> <a href="https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAiAFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link</a>.</p>
<p><b>Beyond Assignments: Relationships Matter</b></p> <p><b>Audience:</b> School Staff <b>Level:</b> K-6 <b>Distance Learning Competency:</b> Establishing Relationships with Students and Families</p>	<p><b>Beyond Assignments: Relationships Matter</b></p> <p><b>Audience:</b> School Staff <b>Level:</b> K-6 <b>Distance Learning Competency:</b> Establishing Relationships with Students and Families</p>
<p><b>Description:</b> Children want to know: Do you see me? Do you know me? Do I matter to you? Families wonder: Does this teacher care about my child? As teachers, we understand how important it is for children to feel valued and for families to</p>	<p><b>Description:</b> Children want to know: Do you see me? Do you know me? Do I matter to you? Families wonder: Does this teacher care about my child? As teachers, we understand how important it is for children to feel valued and for families to know</p>

<p>know we care. Initial steps to establish relationships and plans for regular follow-up can make a big impact. But how do we establish relationships with our students and their families in a virtual school environment? Join us for a 75(ish) minute conversation on initiating, building, and strengthening relationships with your 2020-21 class community. We'll provide you with ideas and templates for you to make your own; offer creative, arts-integrated getting-to-know-you activities that spark students' imagination; and hold a space for you to share your expertise and awesome ideas.</p> <p><b>Facilitators:</b> Shea Gregory - HUSD AP, Mina Mangewala - HUSD VAPA TOSA, and Jagdeep Nesbit - HUSD Behaviorist</p> <p><b>Time:</b> 10-11:15 am</p>	<p>we care. Initial steps to establish relationships and plans for regular follow-up can make a big impact. But how do we establish relationships with our students and their families in a virtual school environment? Join us for a 75(ish) minute conversation on initiating, building, and strengthening relationships with your 2020-21 class community. We'll provide you with ideas and templates for you to make your own; offer creative, arts-integrated getting-to-know-you activities that spark students' imagination; and hold a space for you to share your expertise and awesome ideas.</p> <p><b>Facilitators:</b> Shea Gregory - HUSD AP, Mina Mangewala - HUSD VAPA TOSA, and Jagdeep Nesbit - HUSD Behaviorist</p> <p><b>Time:</b> 10-11:15 am</p>
<p><b>Monday: Join Zoom Meeting:</b>  <a href="https://us02web.zoom.us/j/88299889246?pwd=YVU0NEsrVExNQI9JVTIIWGFQZGt2UT09">https://us02web.zoom.us/j/88299889246?pwd=YVU0NEsrVExNQI9JVTIIWGFQZGt2UT09</a></p> <p>Meeting ID: 882 9988 9246          Password: 51iXfV</p> <p><b>Attendance and stipend registration link:</b>  <a href="https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAIaFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAIaFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link</a>.</p>	<p><b>Tuesday: Join Zoom Meeting</b>  <a href="https://us02web.zoom.us/j/89424595363?pwd=SCtRRl3am5MY3JWVHFOUDBJTlFgdz09">https://us02web.zoom.us/j/89424595363?pwd=SCtRRl3am5MY3JWVHFOUDBJTlFgdz09</a></p> <p>Meeting ID: 894 2459 5363          Password: z083c6</p> <p><b>Attendance and stipend registration link:</b>  <a href="https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAIaFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLScRH1zrjP54V45HAIaFVs0TXXyy7zRIZZNowQ2-LwCmGL_ktA/viewform?usp=sf_link</a>.</p>

## HUSD STAFF Professional Development: May 26 - May 29, 2020

Staff Technology Webinar			
Week 8: May 26 and May 27			
Course Module	Time	Format	When and How
Technology Webinar	1 hour	In-person (Virtually)	<p><b>Time: May 26, 2020 04:00 PM Pacific Time (US and Canada)</b></p> <p><b>Join Zoom Meeting</b>  <a href="https://us02web.zoom.us/j/83536867994?pwd=VmFuekVKcTVnMDIDbGNOUTlkKzJPZz09">https://us02web.zoom.us/j/83536867994?pwd=VmFuekVKcTVnMDIDbGNOUTlkKzJPZz09</a></p>

			<p><b>Time: May 27, 2020 04:00 PM Pacific Time (US and Canada)</b></p> <p><b>Join Zoom Meeting</b>  <a href="https://us02web.zoom.us/j/81470335350?pwd=T25CbStZanNUYjZ0N3gxcW9CSjFTZz09">https://us02web.zoom.us/j/81470335350?pwd=T25CbStZanNUYjZ0N3gxcW9CSjFTZz09</a></p> <p>This webinar will allow teachers to ask questions to our EIT technicians to address technical issues. Feel free to join at any time throughout the 2 hour period.</p>
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<b>Elementary Report Card</b> <b>Week 8: May 27</b>			
<i>Course Module</i>	<i>Time</i>	<i>Format</i>	<i>When and How</i>
Distance Learning Report Card Module: How to access, enter marks, and complete the Distance Learning report card for trimester 3, SY 2019/20 (For <b>classroom</b> teachers)	<b>45 min</b>	In-person via virtual meeting (To be recorded for future viewing)	<p>May 27 1:00- 1:45 pm  <a href="#">Zoom link</a>            Meeting ID: 922 4261 6510            Password: 4YvQr7</p> <p>Presenter will review the steps for how to access, enter, and complete the modified report card. Brief Q&amp;A period to follow at the end of the presentation.</p>
End of module survey	<b>10 min.</b>	Online	Post-module <a href="#">survey</a> after completion

<b>Engineering and Mystery Science on FlipGrid</b> <b>Week 8: Thurs - May 28</b>			
<i>Course Module</i>	<i>Time</i>	<i>Format</i>	<i>When and How</i>

<i>How to engage students in engineering and Mystery Science mini-lessons at home using FlipGrid.</i>	<i>50 min.</i>	<i>In-person (Virtually)</i>	<b>Thursday, May 28(2pm - 3pm)</b> <a href="#">Join Zoom Meeting</a>  Meeting ID: 726 8467 2088 Password: 2gM0Y5
<i>End of module survey</i>	<i>10 min.</i>	<i>Online</i>	<i>Post-module <a href="#">survey</a> after completion</i>

<b>Math with Nearpod</b>			
<b>Week 8: May 29</b>			
<b>Course Module</b>	<b>Time</b>	<b>Format</b>	<b>When and How</b>
Intro to Nearpod 2 Create your own Nearpod slides	40 min.	In-person (Virtually)	Friday, May 29 (11am -12) <a href="#">Zoom</a> Link  Will be repeated next week
Voluntary "In-Person" Virtual Webinar Session and Q&A -	10 min.	In-person (Virtually)	Facilitator will answer specific questions to help teachers further navigate science teaching through distance learning.
End of module survey	10 min.	Online	Post-module <a href="#">survey</a> after completion

<b>Week 8 (May 29, 2020)</b>	
<b>Friday Morning Meditation</b>	
When	Fri May 29, 2020 9:30am – 10am Pacific Time - Los Angeles
Where	<a href="https://us04web.zoom.us/j/78206200121?pwd=ZVIPOW94TVQ4czlLamJBWGJ1ZlI1Zz09">https://us04web.zoom.us/j/78206200121?pwd=ZVIPOW94TVQ4czlLamJBWGJ1ZlI1Zz09</a> ( <a href="#">map</a> )
Who	<ul style="list-style-type: none"> <li><a href="mailto:hreed@husd.k12.ca.us">hreed@husd.k12.ca.us</a> - organizer</li> </ul>



Hidie Reed is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting

<https://us04web.zoom.us/j/78206200121?pwd=ZVlPOW94TVQ4czlLamJBWGFJZlI1Zz09>

Meeting ID: 782 0620 0121

Password: YLFRND

# Completed

Staff Technology Webinar			
Week 7: May 19 & May 20			
Course Module	Time	Format	When and How
Technology Webinar	1 hour	In-person (Virtually)	<p><b>Tuesday, May 19, 2020 4:00 - 5:00 pm</b></p> <p>Join Zoom Meeting <a href="https://us02web.zoom.us/j/82880317930?pwd=bG52cGRQRDhkYm1haUduREROUVBsUT09">https://us02web.zoom.us/j/82880317930?pwd=bG52cGRQRDhkYm1haUduREROUVBsUT09</a></p> <p><b>Wednesday, May 20, 2020 4:00 - 5:00 pm</b></p> <p>Join Zoom Meeting <a href="https://us02web.zoom.us/j/81138381697?pwd=ejdpQnE2MytkK2c1Tm01WWlxSDItQT09">https://us02web.zoom.us/j/81138381697?pwd=ejdpQnE2MytkK2c1Tm01WWlxSDItQT09</a></p> <p>This webinar will allow teachers to ask questions to our EIT technicians to address technical issues. Feel free to join at anytime throughout the 2 hour period.</p>

Introducing STEAM Showcase 2020			
Week 7: May 19			
Course Module	Time	Format	When and How

<i>How to participate in the 2020 HUSD virtual STEAM Showcase</i>	<i>50 min.</i>	<i>In-person (Virtually)</i>	<b>Tuesday, May 19 (2pm - 3pm)</b> <a href="#">Join Zoom Meeting</a>  Meeting ID: 929 2460 1849 Password: 1LkSyB
<i>End of module survey</i>	<i>10 min.</i>	<i>Online</i>	<i>Post-module <a href="#">survey</a> after completion</i>

### Week 7: May 19

<i>Course Module</i>	<i>Time</i>	<i>Format</i>	<i>When and How</i>
<b>Distance Learning Secondary Grading:</b> <b>How to enter marks in Infinite Campus, and complete the Distance Learning report card for Q4 progress, Q4/S2 report card, SY 2019/20 (For teachers)</b>	<b>30 min</b>	<b>In-person virtually (To be recorded for future viewing)</b>	<b>12:30 pm</b> <a href="#">Zoom Link</a> Meeting ID: 971 9994 8521 Password: Grades  <b>Presenter will review the steps for how to enter and complete the Q4 progress report card. Brief Q&amp;A period to follow at the end of the presentation.</b>
<i>End of module survey</i>	<i>10 min.</i>	<i>Online</i>	<i>Post-module <a href="#">survey</a> after completion</i>

### Elementary Report Card

#### Week 7: May 19 & 20

<i>Course Module</i>	<i>Time</i>	<i>Format</i>	<i>When and How</i>
<b>Distance Learning Report Card Module:</b> <b>How to access, enter marks, and complete</b>	<b>45 min</b>	<b>In-person via virtual meeting</b>	<b>May 19</b> <b>1:00- 1:45 pm</b> <a href="#">Zoom link</a> Meeting ID: 926 7386 8153

the Distance Learning report card for trimester 3, SY 2019/20 (For <b>classroom</b> teachers)		(To be recorded for future viewing)	Password: 0nQQwY Presenter will review the steps for how to access, enter, and complete the modified report card. Brief Q&A period to follow at the end of the presentation.
Distance Learning Report Card Module: How to access, enter marks, and complete the Distance Learning report card for trimester 3, SY 2019/20 (For <b>prep</b> teachers)	<b>30 Min</b>	In-person via virtual meeting (To be recorded for future viewing)	May 20 10:30-11:00 am <a href="#">Zoom link</a> Meeting ID: 967 8765 7274 Password: 9ynsqp Presenter will review the steps for how to access, enter, and complete the modified report card. Brief Q&A period to follow at the end of the presentation.
<b>End of module survey</b>	<b>10 min.</b>	<b>Online</b>	<b>Post-module <a href="#">survey</a> after completion</b>

<b><i>Introduction to FlipGrid</i></b>			
<b>Week 7: May 21</b>			
<i>Course Module</i>	<i>Time</i>	<i>Format</i>	<i>When and How</i>
<i>How to utilize FlipGrid through Distance Learning to engage and empower every voice in your classroom by recording and sharing short videos.</i>	<i>50 min.</i>	<i>In-person (Virtually)</i>	<b><i>Thursday, May 21 (2pm - 3pm)</i></b> <a href="#">Zoom Link</a> Meeting ID: 736 5190 8945 Password: 3fDtsX
<i>End of module survey</i>	<i>10 min.</i>	<i>Online</i>	<i>Post-module <a href="#">survey</a> after completion</i>

## English Learners

**Week 7: May 21**

<b>Course Module</b>	<b>Time</b>	<b>Format</b>	<b>When and How</b>
<i>Distance Learning for English Learners: Using tools in the Google Suite and Beyond</i>	30 minutes	In-person (virtually)	Thursday , May 21 12:30 <a href="#">zoom link</a> Meeting ID: 865 1644 8821 Password: 039158
<i>Distance Learning for English Learners: Q&amp;A</i>	10 minutes	In-person (virtually)	Facilitators will answer questions from the session to help participants further their learning.
<b>End of module survey</b>	<b>10 min.</b>	<b>Online</b>	<b>Post-module <a href="#">survey</a> after completion</b>

## Introducing STEAM Showcase 2020

**Fri. May 22**

<b>Course Module</b>	<b>Time</b>	<b>Format</b>	<b>When and How</b>
<i>How to participate in the 2020 HUSD virtual STEAM Showcase.</i>	50 min.	In-person (Virtually)	<b>Friday, May 22 (1pm - 2pm)</b> <a href="#">Zoom Link</a> Meeting ID: 971 4604 9538 Password: 2C8d85

## Math with Nearpod

**Week 7: May 22**

<b>Course Module</b>	<b>Time</b>	<b>Format</b>	<b>When and How</b>
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Intro to Nearpod Training A virtual platform to engage students with content and assess student thinking.	40 min.	In-person (Virtually)	Friday, May 22 (11am -12) <a href="#">Zoom</a> Link  Will be repeated next week
Voluntary "In-Person" Virtual Webinar Session and Q&A -	10 min.	In-person (Virtually)	Facilitator will answer specific questions to help teachers further navigate science teaching through distance learning.
End of module survey	10 min.	Online	Post-module <a href="#">survey</a> after completion

## Week 7 (May 22, 2020)

### Friday Morning Meditation

**When** Fri May 15, 2020 9:30am – 10am Pacific Time - Los Angeles

**Where** <https://us04web.zoom.us/j/78206200121?pwd=ZVIPOW94TVQ4czlLamJBWVGJ1ZlI1Zz09> ([map](#))

**Who**

- [hreed@husd.k12.ca.us](mailto:hreed@husd.k12.ca.us) - organizer

Hidie Reed is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting

<https://us04web.zoom.us/j/78206200121?pwd=ZVIPOW94TVQ4czlLamJBWVGJ1ZlI1Zz09>

Meeting ID: 782 0620 0121

Password: YLFRND

## Week 6: May 11

<i>Course Module</i>	<i>Time</i>	<i>Format</i>	<i>When and How</i>
<b>Distance Learning Secondary Grading:</b> <b>How to enter marks in Infinite Campus, and complete the Distance Learning report card for Q4 progress, Q4/S2 report card, SY 2019/20 (For teachers)</b>	30 min	In-person virtually (To be recorded for future viewing)	10:30 am <a href="#">Zoom Link</a>  Meeting ID: 972 2685 0529 Password: Grades  <b>Presenter will review the steps for how to enter and complete the Q4 progress report card. Brief Q&amp;A period to follow at the end of the presentation.</b>
<b>End of module survey</b>	10 min.	Online	<b>Post-module <a href="#">survey</a> after completion</b>

Staff Technology Webinar			
Week 6: May 12			
<i>Course Module</i>	<i>Time</i>	<i>Format</i>	<i>When and How</i>
Technology Webinar	1 hour	In-person (Virtually)	<b>Tuesday, May 12, 2020 4:00pm - 5:00pm</b>  <b>Join Zoom Meeting</b> <a href="https://us02web.zoom.us/j/89267291173?pwd=MkpzUVpWamZuNEhRMkoybGhnMGQxQT09">https://us02web.zoom.us/j/89267291173?pwd=MkpzUVpWamZuNEhRMkoybGhnMGQxQT09</a>  <b>Meeting ID: 892 6729 1173</b> <b>Password: 6S0wYG</b> <b>One tap mobile</b> +16699006833,,89267291173#,,1#,424512# US (San Jose) +13462487799,,89267291173#,,1#,424512# US (Houston)  <b>Dial by your location</b> +1 669 900 6833 US (San Jose) +1 346 248 7799 US (Houston) +1 253 215 8782 US (Tacoma) +1 929 205 6099 US (New York) +1 301 715 8592 US (Germantown) +1 312 626 6799 US (Chicago) <b>Meeting ID: 892 6729 1173</b>

			<b>Password: 424512</b> This webinar will allow teachers to ask questions to our EIT technicians to address technical issues. Feel free to join at anytime throughout the 2 hour period.
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<b>Week 6: May 13</b>			
<i>Course Module</i>	<i>Time</i>	<i>Format</i>	<i>When and How</i>
Distance Learning Report Card Module: How to access, enter marks, and complete the Distance Learning report card for trimester 3, SY 2019/20 (For <b>classroom</b> teachers)	<b>45 min</b>	In-person via virtual meeting (To be recorded for future viewing)	1:00-1:45 pm <a href="#">Zoom link</a> Meeting ID: 915 4827 5262 Password: 028014 Presenter will review the steps for how to access, enter, and complete the modified report card. Brief Q&A period to follow at the end of the presentation.
Distance Learning Report Card Module: How to access, enter marks, and complete the Distance Learning report card for trimester 3, SY 2019/20 (For <b>prep</b> teachers)	<b>30 Min</b>	In-person via virtual meeting (To be recorded for future viewing)	2:00-2:30 pm <a href="#">Zoom link</a> Meeting ID: 939 9304 6465 Password: 024886 Presenter will review the steps for how to access, enter, and complete the modified report card. Brief Q&A period to follow at the end of the presentation.
End of module survey	<b>10 min.</b>	Online	Post-module <a href="#">survey</a> after completion

<b>English Learners</b>			
<b>Week 6: May 15</b>			
<i>Course Module</i>	<i>Time</i>	<i>Format</i>	<i>When and How</i>



<i>Distance Learning for English Learners: Using tools in the Google Suite and Beyond</i>	<i>30 minutes</i>	<i>In-person (virtually)</i>	<i>Friday, May 15 12:30-1:15 pm</i> <a href="#">Zoom Link</a>  <i>Meeting ID: 847 0975 1206</i> <i>Password: 052543</i>
<i>Distance Learning for English Learners: Q&amp;A</i>	<i>10 minutes</i>	<i>In-person (virtually)</i>	<i>Facilitators will answer questions from the session to help participants further their learning.</i>
<b><i>End of module survey</i></b>	<b><i>10 min.</i></b>	<b><i>Online</i></b>	<b><i>Post-module <a href="#">survey</a> after completion</i></b>

<b><i>Introduction to FlipGrid</i></b>			
<b>Week 6: May 15</b>			
<i>Course Module</i>	<i>Time</i>	<i>Format</i>	<i>When and How</i>
<i>How to utilize FlipGrid through Distance Learning to engage and empower every voice in your classroom by recording and sharing short videos.</i>	<i>50 min.</i>	<i>In-person (Virtually)</i>	<b><i>Friday, May 15 (10am - 11am)</i></b> <a href="#">Zoom Link</a> <i>Meeting ID: 713 1395 4772</i> <i>Password: 7hd74C</i>
<i>End of module survey</i>	<i>10 min.</i>	<i>Online</i>	<i>Post-module <a href="#">survey</a> after completion</i>

<b><i>Interactive Google Slides</i></b>			
<b>Week 6 May 14-15</b>			
<b><i>Course Module</i></b>	<b><i>Time</i></b>	<b><i>Format</i></b>	<b><i>When and How</i></b>

Interactive Google Slides	40 min.	Virtual	<b>Friday, May 15, 2020 (3:00-4:00)</b> <a href="#">Zoom Link</a>  Meeting ID: 353 313 6291 Password: 1RR94e
Q & A	10 min	Virtual	Question and answer session
<b>End of module survey</b>	<b>10 min.</b>	<b>Online</b>	<b>Post-module <a href="#">survey</a> after completion</b>

## Week 6: May 15

### Friday Morning Meditation

**When** Fri May 15, 2020 9:30am – 10am Pacific Time - Los Angeles

**Where** <https://us04web.zoom.us/j/78206200121?pwd=ZVIPOW94TVQ4czlLamJBWVGJ1ZlI1Zz09> ([map](#))

**Who**

- [hreed@husd.k12.ca.us](mailto:hreed@husd.k12.ca.us) - organizer

Hidie Reed is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting

<https://us04web.zoom.us/j/78206200121?pwd=ZVIPOW94TVQ4czlLamJBWVGJ1ZlI1Zz09>

Meeting ID: 782 0620 0121

Password: YLFRND

## Staff Technology Webinar

### Week 5 (May 4 - May 8, 2020)

Course Module	Time	Format	When and How
Technology Webinar	2 hours	In-person (Virtually)	<b>Tuesday, May 5, 2020 1:00pm - 3:00pm</b>  <b>Join Zoom Meeting</b> <ul style="list-style-type: none"> <li>• <a href="https://us02web.zoom.us/j/89360527838?pwd=NWtJZHISWmNHYmJTU0NuV0VZZEdXQT09">https://us02web.zoom.us/j/89360527838?pwd=NWtJZHISWmNHYmJTU0NuV0VZZEdXQT09</a></li> </ul>

			<ul style="list-style-type: none"> <li>● Meeting ID: 893 6052 7838</li> <li>● Password: 0ZNXHK</li> <li>● One tap mobile</li> <li>● +16699006833,,89360527838#,,1#,760360# US (San Jose)</li> <li>● +12532158782,,89360527838#,,1#,760360# US (Tacoma)</li> </ul> <p>This webinar will allow teachers to ask questions to our EIT technicians to address technical issues. Feel free to join at anytime throughout the 2 hour period.</p>
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<b>Week 5: May 8</b>			
<i>Course Module</i>	<i>Time</i>	<i>Format</i>	<i>When and How</i>
Distance Learning Report Card Module: How to access, enter marks, and complete the Distance Learning report card for trimester 3, SY 2019/20 (For <b>prep</b> teachers)	30 Min	In-person via virtual meeting (To be recorded for future viewing)	12:30-1:00 pm <a href="#">Zoom link</a> Meeting ID: 912 2555 0892 Password: 012994  Presenter will review the steps for how to access, enter, and complete the modified report card. Brief Q&A period to follow at the end of the presentation.
Distance Learning Report Card Module: How to access, enter marks, and complete the Distance Learning report card for trimester 3, SY 2019/20 (For <b>classroom</b> teachers)	45 min	In-person via virtual meeting (To be recorded for future viewing)	1:30-2:15 pm <a href="#">Zoom link</a> Meeting ID: 910 7855 4631 Password: 026118  Presenter will review the steps for how to access, enter, and complete the modified report card. Brief Q&A period to follow at the end of the presentation.
End of module survey	10 min.	Online	Post-module <a href="#">survey</a> after completion

<b>Math Talks in the Age of Zoom</b>
<b>Week 5 (May 4 - May 8, 2020)</b>

<b>Course Module</b>	<b>Time</b>	<b>Format</b>	<b>When and How</b>
Use zoom to present math talks and lessons along with different ways to record and monitor student responses	<b>40 min.</b>	<b>In-person (Virtually)</b>	<b>Friday, May 8 (11am -12pm):</b>  <a href="#">Zoom Link</a>
Voluntary "In-Person" Virtual Webinar Session and Q&A -	<b>10 min.</b>	<b>In-person (Virtually)</b>	Facilitator will answer specific questions to help teachers further navigate science teaching through distance learning.
End of module survey	<b>10 min.</b>	<b>Online</b>	Post-module <a href="#">survey</a> after completion

<b>Tips and Tricks for using Zoom with your online classes.</b>			
<b>Week 5 (May 4 - May 8, 2020)</b>			
<i>Course Module</i>	<i>Time</i>	<i>Format</i>	<i>When and How</i>
<i>Tips and Tricks for using Zoom with your online classes.</i>	<i>10 Min.</i>	<i>In-Person (Virtually)</i>	<i>Thursday and Friday, May 7 and 8. (12pm-1pm)</i> <i>Join Zoom Meeting:</i>  <a href="#">Zoom Link</a>  <i>Meeting ID: 878 7981 8112</i>  <i>Password: 0884</i>  <i>Facilitator will briefly go over norms to set up a Zoom session.</i>
<i>Using Google Forms to create Tests/quizzes. How to minimize academic dishonesty with Forms. Q &amp; A</i>	<i>35 Min.</i>	<i>In-Person (Virtually)</i>	<i>Facilitator will show how to create a google form test/quiz to minimize the amount of academic dishonesty.</i>
<i>End of module survey</i>	<i>10 min.</i>	<i>Online</i>	Post-module <a href="#">survey</a> after completion

## Week 5 (May 4 - May 8, 2020)

### Friday Morning Meditation

**When** Fri May 8, 2020 9:30am – 10am Pacific Time - Los Angeles

**Where** <https://us04web.zoom.us/j/78206200121?pwd=ZVIPOW94TVQ4czlLamJBWVGJ1ZlI1Zz09> (map)

**Who**

- [hreed@husd.k12.ca.us](mailto:hreed@husd.k12.ca.us) - organizer

Hidie Reed is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting

<https://us04web.zoom.us/j/78206200121?pwd=ZVIPOW94TVQ4czlLamJBWVGJ1ZlI1Zz09>

Meeting ID: 782 0620 0121

Password: YLFRND

## Mental Health Crisis/Youth Suicide Assessment for Educators (non-clinical staff)

### Week 5 (May 4 - May 8, 2020)

Course Module	Time	Format	When and How
Join Alameda Crisis Support Services to gain more understanding and review of tools available to support students in crisis and assess during this time of school facility closure. Here is link to <a href="#">HUSD</a>	60 minutes	In-person (Virtually)	<b>May 7th (1:00-2:00 p.m.)</b> <a href="https://attendee.gotowebinar.com/register/7129096362234417424">https://attendee.gotowebinar.com/register/7129096362234417424</a>  <b>May 8th (2:00-3:00 p.m.)</b> <a href="https://attendee.gotowebinar.com/register/455967878730647309">https://attendee.gotowebinar.com/register/455967878730647309</a>

<i>Mental Health Crisis Guidelines during School Facilities Closure</i>			
<i>End of module survey</i>	<i>10 min.</i>	<i>Online</i>	<i>Post-module <a href="#">survey</a> after completion</i>

<p align="center"><b><i>How to set up an Interactive Google Slide Lesson and Editable Worksheets.</i></b></p> <p align="center"><b><i>Week 5 May 7 and 8</i></b></p>			
<b><i>Course Module</i></b>	<b><i>Time</i></b>	<b><i>Format</i></b>	<b><i>When and How</i></b>
<i>How to set up an Interactive Google Slide Lesson and Editable Worksheets.</i>	<i>40 min.</i>	<i>In-person (Virtually)</i>	<i>Friday, May 8 (2:00 PM - 3:00 PM)</i> <i><a href="#">Zoom Link</a></i> <i>Meeting ID: 353 313 6291</i> <i>Password: 1RR94e</i>
<i>Voluntary Q &amp; A</i>	<i>10 min.</i>	<i>In-person (Virtually)</i>	<i>Facilitator will answer teacher questions and share additional resources</i>
<b><i>End of module survey</i></b>	<b><i>10 min.</i></b>	<b><i>Online</i></b>	<b><i>Post-module <a href="#">survey</a> after</i></b>

<b>Mystery Science on Google Classroom</b>			
<b><i>Week 4: April 27 - May 1 (Completed)</i></b>			
<i>Course Module</i>	<i>Time</i>	<i>Format</i>	<i>When and How</i>

<i>How to utilize Mystery Science through Distance Learning, including how to assign lessons and handouts on Google Classroom</i>	<i>40 min.</i>	<i>In-person (Virtually)</i>	<b>Thursday, April 30 (10am - 11am)</b> <a href="#">Zoom Link</a>  Meeting ID: 732 4073 2794 Password: 001454  <b>Friday, May 1 (1-2 PM)</b> Join Zoom Meeting  <a href="#">Zoom Link</a>  Meeting ID: 772 2941 6823 Password: 031879
<i>Voluntary "In-Person" Virtual Webinar Session and Q&amp;A -</i>	<i>10 min.</i>	<i>In-person (Virtually)</i>	<i>Facilitator will answer specific questions to help teachers further navigate science teaching through distance learning.</i>
<i>End of module survey</i>	<i>10 min.</i>	<i>Online</i>	<i>Post-module <a href="#">survey</a> after completion</i>

<b>Self Care in the Time of COVID: Memes, Panda Cams and Zoom Chats!</b>			
<b>Week 4: April 27 - May 1 (completed)</b>			
<i>Course Module</i>	<i>Time</i>	<i>Format</i>	<i>When and How</i>



Self-care in the time of COVID: Memes, Panda Cams, and Zoom Chats!	60 minutes	In-person (Virtually)	<b>Thursday April 30, (2-3 p.m.)</b> <a href="#">Self-Care Zoom Link</a> Meeting ID: 203 533 0603 Password: 508720 This is a one-hour workshop on taking care of ourselves as educators and caregivers. Participants will learn about the common impacts of trauma and stress on adults, and explore and share strategies for self-care. This is an interactive session that we hope will not add to your lists of things to do, but rather help you get grounded and take time out to care for yourself, as we navigate our responsibilities as a teacher, administrator, counselor, parent, spouse, caregiver, etc. <b>Participation will be limited to first 30 attendees and entrance into session will be locked by 2:15 p.m.</b>
End of module survey	10 min.	Online	Post-module <a href="#">survey</a> after completion

Hacking Google Slides for Distance Learning			
Week 4: April 27 - May 1 (Completed)			
Course Module	Time	Format	When and How
How to use Google Slides to create templates for use with Google Classroom. Session will include how to convert PDFs to a workable/fillable document.	45 min.	In-person (Virtually)	Friday May 1 at 10am Password: JoinM3 <a href="#">Hacking Google Slides Webinar Recording</a> <a href="#">Hacking Google Slides Resources</a>
Voluntary "In-Person" Virtual Webinar Session and Q&A	15 min.	In-person (Virtually)	
End of module survey	5 min.	Online	Post-module <a href="#">survey</a> after completion

Zoom to Present Math Talks			
Week 4: April 27- May 1 (completed)			
Course Module	Time	Format	When and How
Use zoom to present math talks and lessons along with different ways to record and monitor student responses	40 min.	In-person (Virtually)	Friday, May 1 (11am -12) <a href="#">Zoom Link</a>  Will be repeated next week
Voluntary "In-Person" Virtual Webinar Session and Q&A -	10 min.	In-person (Virtually)	Facilitator will answer specific questions to help teachers further navigate science teaching through distance learning.
End of module survey	10 min.	Online	Post-module <a href="#">survey</a> after completion

### Friday Morning Meditation

**When** Fri May 1, 2020 9:30am – 10am Pacific Time - Los Angeles

**Where** <https://us04web.zoom.us/j/78206200121?pwd=ZVIPOW94TVQ4czlLamJBWGJ1ZlI1Zz09> ([map](#))

**Who**

- [hreed@husd.k12.ca.us](mailto:hreed@husd.k12.ca.us) - organizer

Hidie Reed is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting

<https://us04web.zoom.us/j/78206200121?pwd=ZVIPOW94TVQ4czlLamJBWGJ1ZlI1Zz09>

Meeting ID: 782 0620 0121

Password: YLFRND

Staff Technology Webinar			
Week 4: April 27- May 1- (Completed)			
Course Module	Time	Format	When and How
Technology Webinar	2 hours	In-person (Virtually)	<ul style="list-style-type: none"> <li>Tuesday, April 28, 2020 1:00pm - 3:00pm</li> <li>Pre-webinar questionnaire: <a href="https://forms.gle/LgRlSYDeMmnxQ9f78">https://forms.gle/LgRlSYDeMmnxQ9f78</a></li> <li>Register in advance for the webinar: <a href="https://zoom.us/webinar/register/WN_48YPhniNSXWtXTnDLx8-xq">https://zoom.us/webinar/register/WN_48YPhniNSXWtXTnDLx8-xq</a></li> </ul> <p>This webinar will allow teachers to ask questions to our EIT technicians to address technical issues. Feel free to join at anytime.</p>

Upcoming:

Week 4: May 7 and 8			
Course Module	Time	Format	When and How
Tips and Tricks for using Zoom with your online classes.	10 Min.	In-Person (Virtually)	<p>Thursday and Friday, May 7 and 8. (12pm-1pm)</p> <p>Join Zoom Meeting</p> <p><a href="#">Zoom Link</a></p> <p>Meeting ID: 878 7981 8112</p> <p>Password: 0884</p> <p>Facilitator will briefly go over norms to set up a Zoom session.</p>
Using Google Forms to create Tests/quizzes. How to minimize academic dishonesty with Forms. Q & A	35 Min.	In-Person (Virtually)	<p>Facilitator will show how to create a google form test/quiz to minimize the amount of academic dishonesty.</p>

<i>End of module survey</i>	<i>10 min.</i>	<i>Online</i>	<i>Post-module survey after completion</i>
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*Attachments area*

*Previous Sessions*

<b>Staff Technology Hotline</b>			
<b>Week 3: April 20-24 (Completed)</b>			
<i>Course Module</i>	<i>Time</i>	<i>Format</i>	<i>When and How</i>
Technology Hotline	2 hours	In-person (Virtually)	<ul style="list-style-type: none"> <li><b>Monday, April 20 (1:00-3:00 pm)</b></li> <li><b>Thursday, April 23 (10-12:00 pm)</b></li> </ul> <p>This webinar will allow teachers to ask questions to our EIT technicians to address technical issues. Feel free to join at anytime.</p>

<b>Google Classroom for Beginning/Intermediate Teacher Users</b>			
<b>Week 3: April 20-24 (completed)</b>			
<i>Course Module</i>	<i>Time</i>	<i>Format</i>	<i>When and How</i>
Google Classroom for Beginning/Intermediate Teacher Users	45 min.	In-person (Virtually)	<b>Thursday, April 23 (9am - 10am)</b> <a href="#">Zoom Link</a> Meeting ID: 983-1346-3075 Password: 8qc9pd
Voluntary "In-Person" Virtual Webinar Session and Q&A -	15 min.	In-person (Virtually)	Module facilitator will differentiate for grading, group emails and adding assignments. Facilitator will answer specific questions to help teachers further navigate the Google Classroom.
End of module survey	10 min.	Online	Post-module survey after completion

IXL Basics			
Week 3: April 20-24 (completed)			
Course Module	Time	Format	When and How
Voluntary “In-Person” Virtual Webinar Session and Q&A -	1 hr.	In-person (Virtually)	<p>Facilitator will share IXL Basics for current teacher users. Specifically, teachers can expect to learn about:</p> <ul style="list-style-type: none"> <li>• Student Usernames and Passwords (where to find, how to edit)</li> <li>• Class Settings (grade level display on/off, extra language supports)</li> <li>• Assigning Skills, Student Recommendations, and Diagnostic</li> <li>• Analyzing Student Data</li> </ul>
			<p><b>1:00pm Thursday</b>  Topic: IXL Basics  Time: Apr 23, 2020 01:00 PM Pacific Time (US and Canada)  Join Zoom Meeting  <a href="https://zoom.us/j/97909022834?pwd=YkpTUEJHWi85M29BZTY0eXRlTkVvUT09">https://zoom.us/j/97909022834?pwd=YkpTUEJHWi85M29BZTY0eXRlTkVvUT09</a>  Meeting ID: 979 0902 2834  Password: 065033</p> <p>And</p> <p><b>9:00am Friday</b>  Topic: IXL Basics  Time: Apr 24, 2020 09:00 AM Pacific Time  Join Zoom Meeting  <a href="https://zoom.us/j/98269593788?pwd=WGFJaDdwSE5pNmwrUnlIZU9TR295Zz09">https://zoom.us/j/98269593788?pwd=WGFJaDdwSE5pNmwrUnlIZU9TR295Zz09</a>  Meeting ID: 982 6959 3788  Password: 056805</p>
End of module survey	10 min.	Online	Post-module survey after completion

***Mystery Science on Google Classroom***

### Week 3: April 20 - 24 (completed)

<i>Course Module</i>	<i>Time</i>	<i>Form at</i>	<i>When and How</i>
<i>How to utilize Mystery Science through Distance Learning, including how to assign lessons and handouts on Google Classroom</i>	<i>40 min.</i>	<i>In-person (Virt ually )</i>	<b>Friday, April 24 (1pm - 2pm)</b> <a href="#">Zoom Link</a> Meeting ID: 746 5887 2277 Password: 013816
<i>Voluntary “In-Person” Virtual Webinar Session and Q&amp;A -</i>	<i>10 min.</i>	<i>In-person (Virt ually )</i>	<i>Facilitator will answer specific questions to help teachers further navigate science teaching through distance learning.</i>
<i>End of module survey</i>	<i>10 min.</i>	<i>Online</i>	<i>Post-module survey after completion</i>

### Additional Optional Professional Development Modules & Resources

Moving Beyond the Packet: Creating More Culturally Responsive Distance Learning <a href="#">Experiences</a>	Remind App- <a href="#">tutorial</a>
<a href="#">A Trauma-Informed Approach to Teaching Through Coronavirus</a>	<a href="#">2020 Parents' Guide to Google Classroom</a> <a href="#">Guia para padres de Google Classroom 2020</a> <a href="#">Google Login Steps 2020 Video</a> (text in English and Spanish) <a href="#">Google Login Steps in Farsi</a> (text in English and Farsi)
<a href="#">Google COVID-19 Distance Learning Resources</a>	Equity Virtual Summit: <a href="https://shanesafir.com/virtual-summit/">https://shanesafir.com/virtual-summit/</a>
Supporting You, Supporting Students Wellness Webinar: <a href="https://www.wellnesstogether.org/events">https://www.wellnesstogether.org/events</a>	

Google Classroom PD Options			
Week 2: April 14-17 (completed)			
<i>Course Module</i>	<i>Time</i>	<i>Format</i>	<i>When and How</i>
Introduction	10 min.	In-person (Virtually)	The introductory module is presented at a mandatory staff training
Foundational <a href="#">Google Classroom</a> Module	1 hr. and 30 min.	Online	Staff engage in the Google Classroom module
Voluntary "In-Person" Virtual Webinar Session and Q&A - Google Classroom	1 hr.	In-person (Virtually)	<p>This session will begin with facilitators providing an overview of how to set up Google Classroom and then time for Q&amp;A. There will be four of the same session. Below are the session dates and time. Click on the date and time to enter the meeting.</p> <ul style="list-style-type: none"> <li>• Thursday, April 16 at 10:00 am</li> <li>• Thursday, April 16 at 2:00 pm</li> <li>• Friday, April 17 at 10:00 am</li> <li>• Friday, April 17 at 2:00 pm</li> </ul> <p><b>Meeting Password: JoinM3</b>  <a href="#">Google Classroom Zoom Recording 4/16</a></p>
End of module survey	10 min.	Online	Post-module <a href="#">survey</a> as completion

Zoom PD Options			
Week 2: April 14-17 (completed)			
<i>Course Module</i>	<i>Time</i>	<i>Format</i>	<i>When and How</i>
Introduction to Zoom	10 min.	In-person	This introductory module is presented at a mandatory staff training
Foundational <a href="#">Zoom</a>	1 hr. and 30 min.	Online	Staff watches the videos and lessons
Voluntary "In-Person" Virtual Session and Q&A - Zoom	1 hr.	In-person (Virtually)	<p>This session will begin with facilitators providing an overview of how to set up a Zoom meeting and then time for Q&amp;A. There will be four of the same session. Below are the session dates and time. Click on the date and time to enter the meeting.</p>



			<ul style="list-style-type: none"> <li>• <a href="#">Thursday, April 16 at 10:00 am</a></li> <li>• <a href="#">Thursday, April 16 at 2:00 pm</a></li> <li>• <a href="#">Friday, April 17 at 9:00 am</a></li> <li>• <a href="#">Friday, April 17 at 1:00 pm</a></li> </ul>
End of module survey	10 min.	Online	Post-module <a href="#">survey</a> as completion

<b>Zoom: How to host a Zoom meeting for office hours?</b>			
<b>Week 2: April 14-17 (completed)</b>			
<i>Course Module</i>	<i>Time</i>	<i>Format</i>	<i>When and How</i>
Introduction	10 min.	In-person (Virtually)	This module provides principles integrated with technical direction on making contact and providing instructional support through Zoom
Voluntary "In-Person" Virtual Webinar Session and Q&A -	1 hr.	In-person (Virtually)	<p><b>The session is tailored to teachers familiar with Zoom's basic functions, but interested in broader principles and deeper facility with Zoom's tools (screen share, breakout rooms, chat and participant options) for holding Office Hours in order to connect with students and offer tutoring, instruction, practice, and feedback.</b></p> <p>Taking place Friday, April 17 at 9am on <a href="#">this Zoom link: https://bit.ly/HUSDZoomOfficeHours</a></p>
End of module survey	10 min.	Online	Post-module survey as completion

<b>Google Classroom PD Options</b>			
<b>Week 1: April 6-10 (completed)</b>			
<i>Course Module</i>	<i>Time</i>	<i>Format</i>	<i>When and How</i>
Introduction	10 min.	In-person (Virtually)	The introductory module is presented at a mandatory staff training
Foundational <a href="#">Google Classroom</a> Module	1 hr. and 30 min.	Online	Staff engage in the Google Classroom module
Voluntary	1 hr.	In-person	This session will begin with facilitators providing an

"In-Person" Virtual Webinar Session and Q&A - Google Classroom		(Virtually)	overview of how to set up Google Classroom and then time for Q&A. There will be four of the same session. Below are the session dates and time. Click on the date and time to enter the meeting. <ul style="list-style-type: none"> <li>• <del>Thursday, April 9 at 10:00 am</del></li> <li>• <del>Thursday, April 9 at 2:00 pm</del></li> <li>• <del>Friday, April 10 at 10:00 am</del></li> <li>• <del>Friday, April 10 at 2:00 pm</del></li> </ul>
End of module survey	10 min.	Online	Post-module <a href="#">survey</a> as completion

Zoom PD Options			
Week 1: April 6-10 (completed)			
Course Module	Time	Format	When and How
Introduction to Zoom	10 min.	In-person	This introductory module is presented at a mandatory staff training
Foundational <a href="#">Zoom</a>	1 hr. and 30 min.	Online	Staff watches the videos and lessons
Voluntary "In-Person" Virtual Session and Q&A - Zoom	1 hr.	In-person (Virtually)	This session will begin with facilitators providing an overview of how to set up a Zoom meeting and then time for Q&A. There will be four of the same session. Below are the session dates and time. Click on the date and time to enter the meeting. <ul style="list-style-type: none"> <li>• <del>Thursday, April 9 at 10:00 am</del></li> <li>• <del>Thursday, April 9 at 2:00 pm</del></li> <li>• <del>Friday, April 10 at 9:00 am</del></li> <li>• <del>Friday, April 10 at 1:00 pm</del></li> </ul>
End of module survey	10 min.	Online	Post-module <a href="#">survey</a> as completion



## HUSD Distance Learning Professional Development Sessions

August 17 & 18, 2020

All sessions are online or pre-recorded Zoom sessions. There are no in-person sessions.

Registration: [Please Click Here!](#)

Quicklinks to:

[HUSD Distance Learning Resources Pre-recorded Sessions](#)

[Pre-recorded Sessions](#)

### Monday, August 17, 2020

Topic	Description	Time	Facilitator	ZOOM Link
In-Depth Guide to Zoom	<i>This session is designed to set up your synchronous virtual classroom. Join us as we explore the Zoom settings, such as chat, annotation, presentation, and breakout rooms. Participants will experience virtual teaching strategies using a variety of Zoom tools.</i>  <i>Audience: teachers/support staff Level: Basic to intermediate Distance Learning Teaching Competence: Synchronous Virtual Classroom</i>	9:00-10:00 am	Felicia Costa, EL Specialist Southgate & Cherryland	<a href="#">ZOOM LINK</a>  <a href="#">Meeting ID: 956 2750 3059</a> <a href="#">Passcode: Zoom101</a>  <a href="#">Session Feedback Survey</a>
Beyond Assignments: Relationships Matter	<i>Initial steps to establish relationships and plans for regular follow-up can make a big impact. How do we establish relationships with our students and their families in a virtual school environment? Join us for a 75(ish) minute conversation on initiating, building, and strengthening relationships with your 2020-21 class community. We'll provide you with ideas and templates for you to make your own; offer creative, arts-integrated getting-to-know-you activities that spark students' imagination; and hold a space for you to share your expertise and awesome ideas.</i>	9:00-10:15 am	Denise Oh (TOSA)  Shea Gregory (Assistant Principal)  Jagdeep Nesbit (Behaviorist)	<a href="#">ZOOM LINK</a> <a href="#">Meeting ID: 997 3616 4355</a> <a href="#">Passcode: youmatter</a>  <a href="#">Session Feedback Survey</a>
Relationships and Responses ~ Guidance for responding to the social/emotional/mental health needs of students during distance learning	<i>This workshop will provide guidance on how to recognize and manage mental health issues and crisis in times of limited contact due to Covid- 19 restrictions and distance learning. Tools and resources will be provided.</i>	9:00-10:00 am	Kate Graves & Rebecca Prager from Alameda County HCSEA's Center for Healthy Schools and Communities	<a href="#">Please register in advance for this meeting:</a> <a href="#">ZOOM LINK</a>  <a href="#">After registering, you will receive a confirmation email containing information about joining the meeting.</a>  <a href="#">Session Feedback Survey</a>
Self Care in Service of School Community Care	<i>This workshop focuses on taking care of ourselves as educators and caregivers. Participants will learn about the common impacts of trauma and stress on adults, and explore and share strategies for self care. This is an interactive session that we hope will not add to your list of things to do, but rather help you get grounded and take time out to care for yourself, as we navigate our responsibilities as a teacher, administrator, counselor, parent, spouse, caregiver, etc.</i>	10:00-11:00 am	Sabrina Berger & LaRaye Lyles from Alameda County HCSEA's Center for Healthy Schools and Communities	<a href="#">Please register in advance for this meeting:</a> <a href="#">ZOOM LINK</a>  <a href="#">After registering, you will receive a confirmation email containing information about joining the meeting.</a>  <a href="#">Session Feedback Survey</a>
Beyond Assignments: Relationships Matter	<i>Initial steps to establish relationships and plans for regular follow-up can make a big impact. How do we establish relationships with our students and their families in a virtual school environment? Join us for a 75(ish) minute conversation on initiating, building, and strengthening relationships with your 2020-21 class community. We'll provide you with ideas and templates for you to make your own; offer creative getting-to-know-you activities that spark students' imagination; and hold a space for you to share your expertise and awesome ideas.</i>	10:45-12:00 pm	Shea Gregory (Assistant Principal)  Jagdeep Nesbit (Behaviorist)  Denise Oh (TOSA)	<a href="#">ZOOM LINK</a> <a href="#">Meeting ID:Join Zoom Meeting https://zoom.us/j/95526965991?pwd=SzJxNkc1SUFLakE3Z0VWZkszMmxPdZ09</a> <a href="#">948 5008 4177</a> <a href="#">Passcode: youmatter</a>  <a href="#">Session Feedback Survey</a>

<b>In-Depth Guide to Zoom</b>	<p><i>This session is designed to set up your synchronous virtual classroom. Join us as we explore the Zoom settings, such as chat, annotation, presentation, and breakout rooms. Participants will experience virtual teaching strategies using a variety of Zoom tools.</i></p> <p><i>Audience: teachers/support staff Level: Basic to intermediate Distance Learning Teaching Competence: Synchronous Virtual Classroom</i></p>	11:00-12:00 pm	Felicia Costa, Southgate Teacher	<p><a href="#">ZOOM LINK</a></p> <p>Meeting ID: 956 2750 3059 Passcode: Zoom101</p> <p><a href="#">Session Feedback Survey</a></p>
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**August 17, 2020: Special Education Sessions**

<b>Special Ed - SB98/Remote IEPs/DL</b>	<i>This session will go over the new SB 98 CA Ed Code. IEP, assessment expectations during COVID-19, and distance learning for students with IEPs.</i>	9:00- 10:00am	<p>Julia Valdez</p> <p>Lorena Maldonado</p>	<p><a href="#">ZOOM LINK</a></p> <p>Meeting ID: 647 640 7241 Passcode: 842687</p> <p><a href="#">Session Feedback Survey</a></p>
<b>Special Ed - Navigating SEIS and Virtual IEPs</b>	<i>This session will cover the basic SEIS functions, tips on holding a virtual IEP, and obtaining written consent; including e-signature.</i>	10:00 - 11:00am	Charlene Sim	<p><a href="#">ZOOM LINK</a></p> <p>Meeting ID: 885 2553 2237 Passcode: MI5be3</p> <p><a href="#">Session Feedback Survey</a></p>
<b>Special Ed - The Very Basics of Unique Learning System (ULS)</b>	<i>We will review logging into ULS as well as basic setup like the overview of ULS and setting up student profiles.</i>	10:00 - 11:00am	Mario Gonzalez	<p><a href="#">ZOOM LINK</a></p> <p>Meeting ID: 582 176 3718 Passcode: 985438</p> <p><a href="#">Session Feedback Survey</a></p>
<b>Special Ed- New Staff Nuts and Bolts</b>	<i>For all staff who are new to HUSD special ed. This will be an overview of some of the important information about Special Ed Services</i>	11:00- 12:00pm	Debra Forrest	<p><a href="#">ZOOM LINK</a></p> <p>Meeting ID: 267 889 0309 Passcode: HUSD@2600</p> <p><a href="#">Session Feedback Survey</a></p>
<b>Special Ed - Service Tracking/Logs</b>	<i>The focus of this presentation will be on how to document the delivery of services using the Service Tracker in SEIS.</i>	11:00 - 12:00pm	Bridget Spencer	<p><a href="#">ZOOM LINK</a></p> <p>Meeting ID: 838 8336 7879 Passcode: 2JKWg2</p> <p><a href="#">Session Feedback Survey</a></p>

**Tuesday, August 18, 2020**

Topic	Description	Time	Facilitator	ZOOM Link
<p><b>ELA Kindergarten: Introduction to Benchmark Advance/Adelante and Benchmark Universe</b></p> <p><b>*SESSION CLOSED</b> please register for the one below</p>	<i>Participants will learn in this live Zoom session for Kindergarten teachers how to use the Benchmark Advance/Adelante resources for their grade level. This session will support participants in planning for instruction in Distance Learning.</i>	8:30 - 11 am	Virginia Hernandez, Benchmark Consultant	<p>Please register in advance for this meeting: <a href="#">ZOOM LINK</a></p> <p>After registering, you will receive a confirmation email containing information about joining the meeting.</p> <p><a href="#">Session Feedback Survey</a></p>
<p><b>ELA Kindergarten: Introduction to Benchmark Advance/Adelante and Benchmark Universe</b></p>	<i>Participants will learn in this live Zoom session for Kindergarten teachers how to use the Benchmark Advance/Adelante resources for their grade level. This session will support participants in planning for instruction in Distance Learning.</i>	8:30 - 11 am	Katie Dubiel, Benchmark Consultant	<p>Please register in advance for this meeting: <a href="#">ZOOM LINK</a></p> <p>After registering, you will receive a confirmation email containing information about joining the meeting.</p> <p><a href="#">Session Feedback Survey</a></p>

<b>ELA Grade 1: Introduction to Benchmark Advance/Adelante and Benchmark Universe</b>	<i>Participants will learn in this live Zoom session for Grade 1 teachers how to use the Benchmark Advance/Adelante resources for their grade level. This session will support participants in planning for instruction in Distance Learning.</i>	8:30 - 11 am	Debbie Kay & Kim Hertzog, Benchmark Consultants	<p>Please register in advance for this meeting:  <a href="#">ZOOM LINK</a>            After registering, you will receive a confirmation email containing information about joining the meeting.</p> <p><a href="#">Session Feedback Survey</a></p>
<b>ELA Grade 2: Introduction to Benchmark Advance/Adelante and Benchmark Universe</b>	<i>Participants will learn in this live Zoom session for Grade 2 teachers how to use the Benchmark Advance/Adelante resources for their grade level. This session will support participants in planning for instruction in Distance Learning.</i>	8:30 - 11 am	Debbie Kay & Kim Hertzog, Benchmark Consultants	<p>Please register in advance for this meeting:  <a href="#">ZOOM LINK</a>            After registering, you will receive a confirmation email containing information about joining the meeting.</p> <p><a href="#">Session Feedback Survey</a></p>
<b>ELA Grade 3-6: Introduction to Digital Benchmark Advance &amp; Adelante</b>  Three sessions with same content are offered to accommodate large groups	<i>Participants will learn in this live Zoom session for Grades 3-6 teachers how to use the Benchmark Advance/Adelante resources for their grade level. This session will support participants in planning for instruction in Distance Learning.</i>	8:30 - 11 am	<b>Benchmark Consultants</b>  Session A John Wolf  Session B Alison Pickering & Kaylyn Henson  Session C Nicole Young	<p>Session A: John Wolf            Please register in advance for this meeting:  <a href="#">ZOOM LINK</a>            After registering, you will receive a confirmation email containing information about joining the meeting.</p> <p>Session B: Alison Pickering &amp; Kaylyn Henson            Register in advance for this meeting:  <a href="#">ZOOM LINK</a>            After registering, you will receive a confirmation email containing information about joining the meeting.</p> <p>Session C: Nicole Young            Please register in advance for this meeting:  <a href="#">ZOOM LINK</a>            After registering, you will receive a confirmation email containing information about joining the meeting.</p> <p><a href="#">Session Feedback Survey</a></p>
<b>In-Depth Guide to Zoom</b>	<i>This session is designed to set up your synchronous virtual classroom. Join us as we explore the Zoom settings, such as chat, annotation, presentation, and breakout rooms. Participants will experience virtual teaching strategies using a variety of Zoom tools.</i>  <i>Audience: teachers/support staff            Level: Basic to Intermediate            Distance Learning Teaching Competence: Synchronous Virtual Classroom</i>	9:00-10:00 am	Felicia Costa, EL Specialist Southgate & Cherryland	<p>In-Depth Guide to Zoom: <a href="#">ZOOM LINK</a></p> <p>Meeting ID: 978 9571 4612            Passcode: 656850</p> <p><a href="#">Session Feedback Survey</a></p>
<b>Beyond Assignments: Relationships Matter</b>	<i>Initial steps to establish relationships and plans for regular follow-up can make a big impact. How do we establish relationships with our students and their families in a virtual school environment? Join us for a 75(ish) minute conversation on initiating, building, and strengthening relationships with your 2020-21 class community. We'll provide you with ideas and templates for you to make your own; offer creative, arts-integrated getting-to-know-you activities that spark students' imagination; and hold a space for you to share your expertise and awesome ideas.</i>	9:00-10:15 am	Denise Oh (TOSA)  Shea Gregory (Assistant Principal)  Jagdeep Nesbit (Behaviorist)	<p><a href="#">ZOOM LINK</a>            Meeting ID:            983 5121 7617            Passcode: youmatter</p> <p><a href="#">Session Feedback Survey</a></p>
<b>Getting Started with IXL</b>	<i>Learn how to bring learning to life with IXL. In this session, you will learn how to:</i> - Leverage the Real-Time Diagnostic to figure out exactly what your students know. - Unlock the PreK-12 curriculum to support daily lessons and differentiate to meet the learning needs of every student. - Dive into IXL's personalized guidance to build on each student's existing knowledge and fill gaps.	8:30-10:00 am	Sarah Cranford, IXL District Partnership Specialist	<p><a href="#">ZOOM LINK</a></p> <p><a href="#">Session Feedback Survey</a></p>

<b>Relationships and Responses ~ Guidance for responding to the social/emotional/mental health needs of students during distance learning</b>	<i>This workshop will provide guidance on how to recognize and manage mental health issues and crisis in times of limited contact due to Covid- 19 restrictions and distance learning. Tools and resources will be provided.</i>	10:00-11:00 am	Kate Graves & Rebecca Prager from Alameda County HCSA's Center for Healthy Schools and Communities	<b>ZOOM LINK</b>  After registering, you will receive a confirmation email containing information about joining the meeting.  <a href="#">Session Feedback Survey</a>
<b>IXL for Intermediate Users</b>	<i>IXL users with some experience on the platform will attend this session for a faster-paced presentation where you will learn how to:</i> - Evaluate student knowledge with the Real-Time Diagnostic to personalize learning. - Find the perfect skills for your lessons with IXL skill plans that point you to the right skills for each student. - Use IXL Analytics to analyze data and choose the right next steps to support student learning.	10:30-12:00 pm	Sarah Cranford, IXL District Partnership Specialist	<b>ZOOM LINK</b>  <a href="#">Session Feedback Survey</a>
<b>Beyond Assignments: Relationships Matter</b>	<i>Initial steps to establish relationships and plans for regular follow-up can make a big impact. How do we establish relationships with our students and their families in a virtual school environment? Join us for a 75(ish) minute conversation on initiating, building, and strengthening relationships with your 2020-21 class community. We'll provide you with ideas and templates for you to make your own; offer creative getting-to-know-you activities that spark students' imagination; and hold a space for you to share your expertise and awesome ideas.</i>	10:45-12:00pm	Denise Oh (TOSA)  Shea Gregory (Assistant Principal)  Jagdeep Nesbit (Behaviorist)	<b>ZOOM LINK</b> <b>Meeting ID:</b> 955 2696 5991 <b>Passcode:</b> youmatter  <a href="#">Session Feedback Survey</a>
<b>In-Depth Guide to Zoom</b>	<i>This session is designed to set up your synchronous virtual classroom. Join us as we explore the Zoom settings, such as chat, annotation, presentation, and breakout rooms. Participants will experience virtual teaching strategies using a variety of Zoom tools.</i>  <i>Audience: teachers/support staff</i> <i>Level: Basic to intermediate</i> <i>Distance Learning Teaching Competence: Synchronous Virtual Classroom</i>	11:00 am-12:00 pm	Felicia Costa, EL Specialist Southgate & Cherryland	<b>In-Depth Guide to Zoom Link</b>  <b>Meeting ID: 973 0821 7389</b> <b>Passcode: 595390</b>  <a href="#">Session Feedback Survey</a>
<b>Self Care in Service of School Community Care</b>	<i>This workshop focuses on taking care of ourselves as educators and caregivers. Participants will learn about the common impacts of trauma and stress on adults, and explore and share strategies for self care. This is an interactive session that we hope will not add to your list of things to do, but rather help you get grounded and take time out to care for yourself, as we navigate our responsibilities as a teacher, administrator, counselor, parent, spouse, caregiver, etc.</i>	11:30-12:30 pm	Jennifer Chavez & Sabrina Berger from Alameda County HCSA's Center for Healthy Schools and Communities	<b>ZOOM LINK</b>  After registering, you will receive a confirmation email containing information about joining the meeting.  <a href="#">Session Feedback Survey</a>
<b>August 18, 2020: Special Education Sessions</b>				
<b>Special Ed - SB98/Remote IEPs/DL</b>	<i>This session will go over the new SB 98 CA Ed Code. IEP and assessment expectations during COVID-19, and distance learning for IEP students.</i>	9:00 - 10:00am	Lorena Maldonado	<b>ZOOM LINK</b>  Meeting ID: 647 640 7241 Passcode: 842687  <a href="#">Session Feedback Survey</a>
<b>Special Ed - Navigating SEIS and Virtual IEPs</b>	<i>This session will cover the basic SEIS functions, tips on holding a virtual IEP, and obtaining written consent; including e-signature.</i>	10:00 - 11:00am	Charlene Sim	<b>ZOOM LINK</b>  Meeting ID: 876 2807 8802 Passcode: 27jxgD  <a href="#">Session Feedback Survey</a>
<b>Special Ed - Service Tracking/Logs</b>	<i>The focus of this presentation will be on how to document the delivery of services using the Service Tracker in SEIS.</i>	10:00 - 11:00am	Bridget Spencer	<b>ZOOM LINK</b> Meeting ID: 874 8740 5755 Passcode: 210a33  <a href="#">Session Feedback Survey</a>
<b>Special Ed- New Staff Nuts and Bolts</b>	<i>For all staff who are new to HUSD special ed. This will be an overview of some of the important information about Special Ed Services</i>	11:00-12:00pm	Debra Forrest	<b>ZOOM LINK</b>  Meeting ID: 267 889 0309 Passcode: HUSD@2600  <a href="#">Session Feedback Survey</a>

<b>Special Ed - The Very Basics of Unique Learning System (ULS)</b>	<i>We will review logging into ULS as well as basic setup like the overview of ULS and setting up student profiles.</i>	<b>11:00 - 12:00pm</b>	<b>Mario Gonzalez</b>	<b><u>ZOOM LINK</u></b> <b>Meeting ID: 582 176 3718</b> <b>Passcode: 985438</b> <a href="#">Session Feedback Survey</a>
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### Pre-recorded Sessions

<b>Google Classroom 1.0</b>	Participants will learn how to set up and manage a Google Classroom as well as review the basic functions of this learning management system.	<b>Pre-recorded</b>	<b>Heather Parcher, HUSD Tech TOSA</b>	<a href="#">Session Link:</a> <b>Google Classroom Zoom Webinar.mp4</b> <a href="#">Session Feedback Survey</a>
<b>Google Classroom 2.0</b>	Participants will learn the basic features and practice use of Zoom. This session is intended for new users or those staff members who need a refresher of various Zoom tools including breakout rooms.	<b>Pre-recorded</b>	<b>Vanessa Smith, Bret Harte Middle School teacher</b>	<a href="#">Session Link:</a> <b>Google Classroom 2.0</b> <a href="#">Session Feedback Survey</a>
<b>Introduction to Zoom</b>	HUSD Staff Community Building Circle - Connections & Community During Covid-19	<b>Pre-recorded</b>	<b>Jenna Rodrigues, Admin. Assistant to Supt./Board</b>	<a href="#">Session Link:</a> <b>Introduction to Zoom</b> <a href="#">Zoom HUSD Approved Classroom Settings</a> <a href="#">Zoom Settings Cheat Sheet</a> <b>40-minute time limit removal! (use District Info for Step 2)</b> <a href="#">Session Feedback Survey</a>
<b>Zoom 2.0</b>	For participants who already feel comfortable with the basics of Zoom, but want to learn about advanced settings, ask questions from experience, and hear and share innovative ideas about teaching on Zoom.	<b>Pre-recorded</b>	<b>Jessica McDonald (Teacher)</b> <b>Paul Lai, (TOSA)</b>	<a href="#">Session Link:</a> <b>Zoom 2.0: Beyond Basics to Deeper Learning</b> <a href="#">Session Feedback Survey</a>
<b>Clever</b>	Participants in this session will learn about CLEVER, a single sign on tech tool, that HUSD has recently adopted. Teachers will learn how to use this tool to guide their students and parents.	<b>Pre-recorded</b>	<b>Heather Parcher, HUSD Tech TOSA</b>	<a href="#">Session Link:</a> <b>Clever</b> <a href="#">Session Feedback Survey</a>
<b>Special Ed: Utilizing Para-Educators during distance learning</b>	This pre-recorded session provides some creative and useful ways to include paraeducators in supporting students through remote learning.	<b>Pre-recorded</b>	<b>Sarah Reavis</b>	<a href="#">Session Link</a> <a href="#">Session Feedback Survey</a>
<b>Special Ed: Navigating Distance Learning with moderate to severe students</b>	This pre-recorded session provides creative tips and lesson ideas for providing distance learning to moderate to severe students.	<b>Pre-recorded</b>	<b>Loren Spina</b>	<a href="#">Session Link</a> <a href="#">Session Feedback Survey</a>
<b>Special Ed: Distance Learning Resources from a behavior specialist</b>	This pre-recorded session provides tips and strategies from a Behavior Specialist on supporting student behavior during remote learning.	<b>Pre-recorded</b>	<b>Joyce Tan</b>	<a href="#">Session Link</a> <a href="#">Session Feedback Survey</a>



# ⚡ HUSD **Power** Session Schedule ⚡

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Do you want to present a Power Session? [Sign Up Here](#)

Friday 06/05 SPIRIT DAY: WEAR YOUR SCHOOL COLORS					Friday 06/05 SPIRIT DAY: WEAR YOUR SCHOOL COLORS				
Topic	Description	Time	Facilitator	ZOOM/Google Meet Link	Topic	Description	Time	Facilitator	ZOOM/Google Meet Link
Self-Care	Yoga for all levels	9:00 AM	Dr. April Oquenda	<a href="#">ZOOM Link</a> Meeting ID: 894 9134 2571 Password: 945208 <a href="#">Power Session Feedback Survey</a>	<del>"The Big Shift,"</del> Panel Discussion with CSU-East Bay Distance Learning experts	<del>A panel discussion with 3 Distance Learning Experts</del> CSU-East Bay: Dr. Li-ling Chen, Dr. James Mitchell, and Arrash Jaffarzadeh	Friday, May 22, from 12:30-2 PM	Yvonne Valdez, Tennyson HS World House PLC	<a href="#">ZOOM Link</a> Meeting ID: 766 2490 8473 Password: 3bYdLv <a href="#">Power Session Feedback Survey</a>
Self - Care	A morning meditation to ease into your day	9:30 AM	Hidie Reed	<a href="#">ZOOM Link</a> Meeting ID: 782 0620 0121 Password: YLFRND <a href="#">Power Session Feedback Survey</a>	Self-Care	Meditation for Beginners	3:00 PM	Andre Humphrey	<a href="#">ZOOM Link</a> Meeting ID: 854 2874 6959 Password: 601846 <a href="#">Power Session Feedback Survey</a>
Self - Care	HUSD Staff Community Building Circle - Connections & Community During Covid-19	10:00 AM	Tiffany Hoang	<a href="#">ZOOM Link</a> Meeting ID: 968 9297 8230 Password: husd2020 <a href="#">Power Session Feedback Survey</a>	Self-Care	Guided Meditation	Ongoing Wed 7pm Sat Noon	Margaret Lowry	<a href="#">Zoom Link:</a> Meeting ID 145-758-260
Self-Care	It's Zumba Time!	12:00 PM	Carmela Carlos	<a href="#">ZOOM Link</a> Meeting ID: 989 4898 2889 Password: zumbahusd <a href="#">Power Session Feedback Survey</a>	Self-Care	Easy aerobic movement and balance/stretch Yoga and floor work (Every Mon+Fri at 6pm code 558-355-805 or Wed 1pm code 548-854-759 ongoing so keep the code and join when you want.)	Ongoing Mon 6pm Fri 6pm Sat 11am	Margaret Lowry	<a href="#">ZOOM Link</a> Meeting ID: 558-355-805 Password: <a href="#">Power Session Feedback Survey</a>



Friday 5/8 SPIRIT DAY: WEAR YOUR SCHOOL COLORS				
Topic	Description	Time	Facilitator	ZOOM/Google Meet Link
Self - Care	A morning meditation to ease into your day	9:30 AM	Hidie Reed	<a href="#">ZOOM Link</a> Meeting ID: 782 0620 0121 Password: YLFRND <a href="#">Power Session Feedback Survey</a>
Self - Care	HUSD Staff Community Building Circle - <b>Connections &amp; Community During Covid-19</b>	10:00 AM	Tiffany Hoang	<a href="#">ZOOM Link</a> Meeting ID: 968 9297 8230 Password: husd2020 <a href="#">Power Session Feedback Survey</a>
Nearpod	Intro to the Nearpod Platform (with content related to coping in times of stress)	11:00 AM	Michelle Stone	<a href="#">ZOOM Link</a> Meeting ID: 843 8568 5168 Password: 053823 <a href="#">Power Session Feedback Survey</a>
Zoom Q & A Session Zoom Q & A Session	You know how to use Zoom but still have lots of questions. Pop in this session and chat with JJ. Come in ask and leave or stay throughout. Choice is yours. You know how to use Zoom but still have lots of questions. Pop in this session and chat with JJ. Come in ask and leave or stay throughout. Choice is yours.	12:00 PM	Jami Jorgensen	<a href="#">ZOOM Link</a> Meeting ID: Password: <a href="#">Power Session Feedback Survey</a>
Attendance Management (Distance Learning)	<del>How to use google forms to manage student attendance in Google Classroom. Take this session if you're struggling to take attendance and want a way to push out a weekly survey to all of your students that you can use to record their participation.</del>	<del>1:00 PM</del>	Annalisa Chamberlain-Engel  Sorry, folks. I'm having issues with my microphone and will need to postpone this session until next week.	<a href="#">Zoom Meeting Link</a>  <del>Meeting ID: 787 336 7570</del> <del>Password: HUSD2020</del> <a href="#">Power Session Feedback Survey</a>
Math Lesson Planning for Distance Learning	Ideas and discussion for teaching Math using Zoom, Ixl and Illuminate	1:00 PM	Jami Jorgensen	<a href="#">ZOOM Link</a> Meeting ID: 747 3417 5061 Password: 9myAES <a href="#">Power Session Feedback Survey</a>
Zoom Beginner to Intermediate	How to use Breakout Rooms and Polls in Zoom	1:00 PM	Chelle Hartwell	<a href="#">ZOOM Link</a> Meeting ID: 835-1784-5090 Password: CH2020 <a href="#">Power Session Feedback Survey</a>

Friday 5/8 SPIRIT DAY: WEAR YOUR SCHOOL COLORS				
Topic	Description	Time	Facilitator	ZOOM/Google Meet Link
Self-Care	Meditation for Beginners	1:00 PM	Andre Humphrey	<a href="#">ZOOM Link</a> Meeting ID: 854-2874-6959 Password: 601846 <a href="#">Power Session Feedback Survey</a>
Self-Care	Yoga & Guided Meditation	2:00 PM	Dr. April Oquenda	<a href="#">ZOOM Link</a> Meeting ID: 894 9134 2571 Password: 945208 <a href="#">Power Session Feedback Survey</a>
Peer “Observation” and Learning Protocol (ELA/ELD or Reading)	Peer observation, feedback, and learning opportunity, for teachers to collaborate around a sample secondary read-aloud and annotation interactive video using EdPuzzle and Screencast-o-matic. Calibrating our practice with distance learning tools.	2:00 PM	Dr. Paul Lai	<a href="#">ZOOM Link</a> Meeting ID: 963 9724 7675 Password: 7umHNW <a href="#">Power Session Feedback Survey</a>
Google Classroom	Google Classroom Organization and Student Conferences	2:00 PM	Susana Alfaro	<a href="#">ZOOM Link</a> Meeting ID: Password: <a href="#">Power Session Feedback Survey</a>
Self-Care	Understand the basics of essential oils for self-care, blends for specific needs, and their benefits for stress and calming.	3:00 PM	Cynthia Garcia	<a href="#">ZOOM Link</a> Meeting ID: 988 3025 1730 Password: 7Q4RSh <a href="#">Power Session Feedback Survey</a>
Self-Care	Guided Meditation	Ongoing Wed 7pm Sat noon	Margaret Lowry	<a href="#">Zoom Link:</a> Meeting ID 145-758-260
Self-Care	Easy aerobic movement and balance/stretch Yoga and floor work (Every Mon+Fri at 6pm code 558-355-805 or Wed 1pm code	Ongoing Mon 6pm Fri 6pm Sat 11am	Margaret Lowry	<a href="#">ZOOM Link</a> Meeting ID: 558-355-805 Password: <a href="#">Power Session Feedback Survey</a>


	548-854-759 ongoing so keep the code and join when you want.)			
Zoom Sessions OPEN for Observation by other teachers				
Teacher Name & School	Subject/ Grade Level	Date & Time	Platform(s) being used	ZOOM/Google Meet Link
<b>Chelle Hartwell Ochoa MS</b>	History 11 am Math 1 pm  You have to pre-register to attend. Once you do that you will get an email with the link to enter the class.	<b>Monday &amp; Wednesday</b>	Zoom & MobyMax	<u><a href="#">ZOOM Link: History 11 am</a></u>  <u><a href="#">ZOOM Link: Math 1 pm</a></u> <b>Meeting ID:</b> <b>Password:</b> <u><a href="#">Power Session Feedback Survey</a></u>

<div>Friday 5/1</div> <div>SPiRiT DAY: WEAR YOUR SCHOOL COLORS</div>				
Topic	Description	Time	Facilitator	ZOOM/Google Meet Link
Self - Care	A morning meditation to ease into your day	9:30 AM	Hidie Reed	<a href="#">ZOOM Link</a> Meeting ID: 782 0620 0121 Password: YLFRND <a href="#">Power Session Feedback Survey</a>
Curriculum Development	Using Thinking Routines with Distance Learning	10:00 AM	Nancy Ogden	<a href="#">Zoom Link</a> Meeting ID: 964 2296 1067 Password: 971729 <a href="#">Power Session Feedback Survey</a>
Self - Care	HUSD Staff Community Building Circle - Reflecting on the Impact of Stress During Covid-19"	10:00 AM	Tiffany Hoang	Register <a href="#">Here</a> prior to start time. <a href="#">ZOOM Link</a> Meeting ID: 968 9297 8230 Password: husd2020 <a href="#">Power Session Feedback Survey</a>
Google Sites	How to build a website with Google Sites	12:00 PM	Taylor Boyce	<a href="#">ZOOM Link</a> Meeting ID: 735 487 8483 Password: <a href="#">Power Session Feedback Survey</a>
Communicate w/Families	Automated Appointment Scheduling for Families	11:00 AM	Paul Gonsalves	<a href="#">ZOOM Link</a> Meeting ID: 744 3500 2205 Password: 15921E <a href="#">View Google Slides</a> <a href="#">Power Session Feedback Survey</a>
Self-Care	Easy aerobic movement and balance/stretch Yoga and floor work (Every Mon+Fri at 6pm code 558-355-805 or Wed 1pm code 548-854-759 ongoing so keep the code and join when you want.)	Ongoing Mon 6pm Fri 6pm Sat 11am	Margaret Lowry	<a href="#">ZOOM Link</a> Meeting ID: 558-355-805 Password: <a href="#">Power Session Feedback Survey</a>
Creating Video Tutorials	How to use a computer and cell Phone to make tutorial videos for students.	12:00 PM	Leslie Watson	<a href="#">ZOOM Link</a> Meeting ID: Password: <a href="#">Power Session Feedback Survey</a>
Self-Care	Easy beginner Yoga	Ongoing Wed 12 Sat 10	Margaret Lowry	<a href="#">Zoom Link</a> Meeting ID 156-022468

<div>Friday 5/1</div> <div>SPiRiT DAY: WEAR YOUR SCHOOL COLORS</div>				
Topic	Description	Time	Facilitator	ZOOM/Google Meet Link
Self-Care	It's Zumba Time!	12:00 PM	Carmela Carlos	<a href="#">ZOOM Link</a> Meeting ID: 989 4898 2889 Password: zumbahusd <a href="#">Power Session Feedback Survey</a>
IXL Foundations	Keep your students progressing during Distance Learning. This session introduces teachers to all of the features available on IXL, how to find/assign skills, how to get students started on the diagnostic, and an intro to a couple of IXL's analytics reports.	12:30 PM	Karen Quintana (IXL Instructor)	<a href="#">ZOOM Link</a> Meeting ID: 927 2740 3306 Password: no password <a href="#">Power Session Feedback Survey</a> <a href="#">ZOOM RECORDING</a>
Zoom Beginner to Intermediate	How to use Breakout Rooms and Polls in Zoom	1:00 PM	Chelle Hartwell	<a href="#">ZOOM Link</a> Meeting ID: 835-1784-5090 Password: CH2020 <a href="#">Power Session Feedback Survey</a>
Self-Care	Meditation for Beginners	1:00 PM	Andre Humphrey	<a href="#">ZOOM Link</a> Meeting ID: 854-2874-6959 Password: 601846 <a href="#">Power Session Feedback Survey</a>
Nearpod	Introduction to NEARPOD (Weathering Distance Learning – relevant to all content areas)	2:00 PM	Michelle Stone	No Session this Week. Check back next week. Sorry for the confusion.
Self-Care	Yoga & Guided Meditation	2:00 PM	Dr. April Oquenda	<a href="#">ZOOM Link</a> Meeting ID: 894 9134 2571 Password: 945208 <a href="#">Power Session Feedback Survey</a>
Peer “Observation” and Learning Protocol (ELA/ELD or Reading)	Peer observation, feedback, and learning opportunity, for teachers to collaborate around a sample secondary read-aloud and annotation interactive video using EdPuzzle and Screencast-o-matic. Calibrating our practice with distance learning tools.	2:00 PM	Dr. Paul Lai	<a href="#">ZOOM Link</a> Meeting ID: 963 9724 7675 Password: 7umHNW <a href="#">Power Session Feedback Survey</a>

Self-Care	Guided Meditation	Ongoing Wed 7pm Sat noon	Margaret Lowry	Zoom Link: Meeting ID 145-758-260
unMASKing Healthy Relationships	Digital tools for bringing communities together Recognizing how much we have in common	12:00 PM	Ashanti Branch <a href="#">Resources</a>	ZOOM Link Meeting ID: Password: <a href="#">Power Session Feedback Survey</a>

Zoom Sessions OPEN for Observation by other teachers				
Teacher Name & School	Subject/ Grade Level	Date & Time	Platform(s) being used	ZOOM/Google Meet Link
<b>Chelle Hartwell Ochoa MS</b>	History 11 am Math 1 pm  You have to pre-register to attend. Once you do that you will get an email with the link to enter the class.	<b>Monday &amp; Wednesday</b>	Zoom & MobyMax	<a href="#">ZOOM Link: History 11 am</a>  <a href="#">ZOOM Link: Math 1 pm</a> Meeting ID: Password: <a href="#">Power Session Feedback Survey</a>

Friday 4/24				
SPIRIT DAY: WEAR YOUR SCHOOL COLORS				
Topic	Description	Time	Facilitator	ZOOM/Google Meet Link
Intro to Zoom	<del>How to host a Zoom meeting for office hours or class.</del>	9:00 AM	Paul Lai	Cancelled. Sorry! Encourage you to attend great Zoom sessions later today (right column → ). You can also email Paul at <a href="mailto:plai@husd.us">plai@husd.us</a> with questions or to schedule help.
Self - Care	A morning meditation to ease into your day	9:30 AM	Hidie Reed	<a href="#">ZOOM Link</a> Meeting ID: 786 2100 5740 Password: 5Lwzv <a href="#">Power Session Feedback Survey</a>
Self - Care	HUSD Staff Community Building Circle - Reflecting on the Impact of Stress During Covid-19"	10:00 AM	Tiffany Hoang	Register <a href="#">Here</a> prior to start time. <a href="#">ZOOM Link</a> Meeting ID: 968 9297 8230 Password: husd2020 <a href="#">Power Session Feedback Survey</a>
Family Resources	How to provide families access to resources	11:00 AM New Time	Mark Salinas	<a href="#">ZOOM Link</a> Meeting ID: 990 9078 9926 Password: <a href="#">Power Session Feedback Survey</a>
Communicate w/Families	Automated Appointment Scheduling w/ Families	11:00 AM	Paul Gonsalves	<a href="#">ZOOM Link</a> Meeting ID: 744 3500 2205 Password: 15921E <a href="#">View Google Slides</a> <a href="#">Power Session Feedback Survey</a>
Google Sites	How to build a website with Google Sites	11:00 AM	Taylor Boyce	<a href="#">ZOOM Link</a> Meeting ID: 7354878483 Password: <a href="#">Power Session Feedback Survey</a>
NearPod	Social-Emotional Learning: How to Teach Empathy (relevant to all subject areas)	11:00 PM	Michelle Stone	<a href="#">ZOOM Link</a> Meeting ID: 968 2518 2867 Password: 025174 <a href="#">Power Session Feedback Survey</a>
Self-Care	It's Zumba Time!	12:00 PM	Carmela Carlos	<a href="#">ZOOM Link</a> Meeting ID: 989 4898 2889 Password: zumbahusd <a href="#">Power Session Feedback Survey</a>
Creating Video Tutorials	How to use a computer and cell Phone to make tutorial videos for students.	12:00 PM	Leslie Watson	<a href="#">ZOOM Link</a> Meeting ID: 964 8350 3561 Password: 019083 <a href="#">Power Session Feedback Survey</a>

Friday 4/24				
SPIRIT DAY: WEAR YOUR SCHOOL COLORS				
Topic	Description	Time	Facilitator	ZOOM/Google Meet Link
unMASKing Healthy Relationships	Digital tools for bringing communities together Recognizing how much we have in common	12:00 PM	Ashanti Branch <a href="#">Resources</a>	<a href="#">ZOOM Link</a> Meeting ID: 857 1123 6786 Password: 008201 <a href="#">Power Session Feedback Survey</a>
Zoom Beginner to Intermediate	How to use Breakout Rooms and Polls in Zoom	1:00 PM	Chelle Hartwell	<a href="#">ZOOM Link</a> Meeting ID: 512-582-5450 Password: CH2020 <a href="#">Power Session Feedback Survey</a>
Zoom Lesson Ideas	Use of Participation Box, Saving Screenshots + posting	1:00 PM	Jami Jorgensen	<a href="#">ZOOM Link</a> Meeting ID:715 2847 1896 Password: 2Pajm2 <a href="#">Power Session Feedback Survey</a>
Self-Care	Yoga & Guided Meditation	2:00 PM	Dr. April Oquenda	<a href="#">ZOOM Link</a> Meeting ID: 894 9134 2571 Password: 945208 <a href="#">Power Session Feedback Survey</a>
Self-Care	Easy aerobic movement and balance/stretch Yoga and floor work (Every Mon+Fri at 6pm code 558-355-805 or Wed 1pm code 548-854-759 ongoing so keep the code and join when you want.)	6:00 PM	Margaret Lowry	<a href="#">ZOOM Link</a> Meeting ID: 558-355-805 <a href="#">Power Session Feedback Survey</a>
Zoom Sessions OPEN for Observation by other teachers				
Teacher Name & School	Subject/ Grade Level	Date & Time	Platform(s) being used	ZOOM/Google Meet Link
Chelle Hartwell Ochoa MS	History 11 am Math 1 pm	Monday & Wednesday	Zoom & MobyMax	<a href="#">ZOOM Link: History 11 am</a>
	You have to pre-register to attend. Once you do that you will get an email with the link to enter the class.			<a href="#">ZOOM Link: Math 1 pm</a> Meeting ID: Password: <a href="#">Power Session Feedback Survey</a>



## Thursday 4/16

Topic	Description	Time	Facilitator	ZOOM/Google Meet Link
<b>Google Classroom</b>	How to set up and navigate classroom	<b>9:00 AM</b>	Vanessa Smith	<a href="#">Zoom Link</a> Meeting ID: 967-1566-2345 Password: 2vuAdt <a href="#">Power Session Feedback Survey</a>
<b>unMASKing Healthy Relationships Resources</b>	Topic: unMASKing Healthy Relationships tools for bringing communities together  Recognizing how much we have in common	<b>10:00 AM</b>	Ashanti Branch	<a href="#">Zoom Link</a> <a href="#">Power Session Feedback Survey</a>
<b>Connect w/ Families</b>	How to use IC and Remind 101 to connect with families	<b>11:00 AM</b>	Seana Condit-Gordon & Edgar Monroy	<a href="#">Zoom Link</a> Meeting ID: 949 7722 6623 Password: HUSD <a href="#">Power Session Feedback Survey</a>
<b>Edpuzzle Resources</b>	Create interactive video lessons for your students	<b>12:00 PM</b>	Francisco Gallardo	<a href="#">Zoom Link</a> Meeting ID: 860 8350 3430 Password: nu5RQL <a href="#">Power Session Feedback Survey</a>
<b>Quizizz</b>	How to use the Quizizz Program	<b>1:00 PM</b>	Adam Perry	<a href="#">Zoom Link</a> Meeting ID: 710 0685 9230 Password: 6ducWP <a href="#">Power Session Feedback Survey</a>
<b>Moby Max</b>	Online suite designed to provide cover 27 subject areas.	<b>1:00 PM</b>	Chelle Hartwell	<a href="#">Zoom Link</a> Meeting ID: 916 8511 4319 Password: 029903 <a href="#">Power Session Feedback Survey</a>
<b>Get Excited About Student Engagement (VAPA)</b>	Ways to use Instagram, YouTube and Google Classroom to engage students.	<b>2:00 PM</b>	Lorena Gutierrez	<a href="#">Zoom Link</a> Meeting ID: 994-5203-0450 Password: 939440 <a href="#">Power Session Feedback Survey</a>

**All resources presented are FREE to us for the duration of the closure.**  
**Please remember this is learning in a relaxed setting. We all are experiencing this pandemic differently and that is OK. Stay Encouraged!**

## Friday 4/17

### SPIRIT DAY: WEAR YOUR SCHOOL COLORS

Topic	Description	Time	Facilitator	ZOOM/Google Meet Link
<b>Zoom</b>	How to host a Zoom meeting for office hours or class.	<b>9:00 AM</b>	Paul Lai	<a href="#">ZOOM Link agenda</a> <a href="#">Power Session Feedback Survey</a>
<b>Self - Care</b>	A morning meditation to ease into your day	<b>9:30am</b>	Jill Barbosa	<a href="#">Zoom Link</a> Meeting ID: 177 396 204 Password: 4uYDPt <a href="#">Power Session Feedback Survey</a>
<b>Document Camera at Home</b>	How to set up your document camera and create YouTube videos	<b>10:00 AM</b>	Edgar Monroy	<a href="#">Zoom Link</a> Meeting ID: 982 0956 0065 Password: HUSD <a href="#">Power Session Feedback Survey</a>
<b>Nearpod (VAPA Specific)</b>	Create and control the lesson, pushing content as needed to student devices.	<b>10:00 AM</b>	Talia Hoffman	<a href="#">ZOOM Link</a> Meeting ID: 981 9774 4603 Password: 637570
<b>Screen Recording Resources</b>	Use Loom and Google Meet to record video lessons and tutorials	<b>11:00 AM</b>	Francisco Gallardo	<a href="#">Zoom Link</a> Meeting ID: 839 4069 0932 Password: 10VLCU <a href="#">Power Session Feedback Survey</a>
<b>Self-Care ZUMBA</b>	Time to get up and get active. It's ZUMBA time!	<b>12:00 PM</b>	Carmela Carlos	<a href="#">Zoom Link</a> Meeting ID: 946 7413 6462 Password: zumba0417 <a href="#">Power Session Feedback Survey</a>
<b>unMASKing Healthy Relationships Resources</b>	Topic: unMASKing Healthy Relationships tools for bringing communities together  Recognizing how much we have in common	<b>1:00 PM</b>	Ashanti Branch	<a href="#">Zoom Link</a> <a href="#">Power Session Feedback Survey</a>
<b>Google Classroom ELA Specific</b>	How to utilize Google Classroom to maximize your ELA Distance Learning	<b>1:00 PM</b>	Janette Johnson	<a href="#">Zoom Link</a> Meeting ID: 977 2277 8924 Password: 9uwchr <a href="#">Power Session Feedback Survey</a>
<b>HyperDocs and Digital Choice Boards</b>	How to set up a Hyperdoc and editable worksheets with Google Slides and Google Docs	<b>2:00 PM</b>	Judy Okolie	<a href="#">Zoom Link</a> Meeting ID: 914 3332 2785 Password: 3pEbvV <a href="#">Power Session Feedback Survey</a>
<b>Quizizz</b>	How to use the Quizizz Program. <a href="#">Link to the YouTube</a> of the previous Quizizz PD session. (Link not shared publicly)	<b>2:30 PM</b>	Adam Perry	<a href="#">Zoom Link</a> Meeting ID: 770-8389-0188 Password: 0FdhGz <a href="#">Power Session Feedback Survey</a>





## Thursday 4/9

Topic	Description	Time	Facilitator	ZOOM/Google Meet Link
<b>Google Doc Landing Page</b>	Setting up a landing page w/ Docs.	<b>9:00 AM</b>	Paul Lai	<a href="#">ZOOM Link agenda</a> <a href="#">Power Session Feedback Survey</a>
<b>Connect w/Families</b>	Remind 101	<b>10:00 AM</b>	Edgar Monroy	<a href="#">Zoom Link</a> Meeting ID: 589 109 524 Password: 012530 <a href="#">Power Session Feedback Survey</a>
<b>Edpuzzle Resources</b>	Create interactive video lessons for your students	<b>11:00 AM</b>	Francisco Gallardo	<a href="#">Zoom Link</a> Meeting ID: 171 488 446 Password: 614203 <a href="#">Power Session Feedback Survey</a>
<b>Infinite Campus</b>	Using the message center to communicate with students and parents.	<b>1:00 PM</b>	Annalisa Chamberlain Engel	<a href="#">Zoom Link</a> Meeting ID: 787 336 7570 Password: HUSD2020 <a href="#">Sending Class Messages (Video)</a> <a href="#">Sending Missing Assignments Messages (Video)</a> <a href="#">Power Session Feedback Survey</a>
<b>Moby Max</b>	Online suite designed to provide cover 27 subject areas.	<b>1:00 PM</b>	Chelle Hartwell	<a href="#">Zoom Link</a> <a href="#">Power Session Feedback Survey</a>
<b>Google Classroom</b>	How to set up Google Classroom and navigate it.	<b>2:00 PM</b>	Lisette Sandoval	<a href="#">ZOOM Link</a> Meeting ID: 881 627 307 Password: 559105 <a href="#">Power Session Feedback Survey</a>
<b>Nearpod</b>	Create and control the lesson, pushing content as needed to student devices.	<b>2:00 PM</b>	Talia Hoffman	<a href="#">ZOOM Link</a> Meeting ID: 813 262 662 Password: 373736 <a href="#">Power Session Feedback Survey</a>

## Friday 4/10

### SPIRIT DAY: WEAR YOUR SCHOOL COLORS

Topic	Description	Time	Facilitator	ZOOM/Google Meet Link
<b>Zoom</b>	How to host a Zoom meeting for office hours or class.	<b>9:00 AM</b>	Paul Lai	<a href="#">ZOOM Link agenda</a> <a href="#">Power Session Feedback Survey</a>
<b>Google Classroom Agenda</b>	How to set up Google Classroom and navigate it.	<b>10:00 AM</b>	Lisette Sandoval	<a href="#">ZOOM Link</a> Meeting ID: 881 627 307 Password: 559105 <a href="#">Power Session Feedback Survey</a>
<b>Edpuzzle Resources</b>	Create interactive video lessons for your students	<b>11:00 AM</b>	Francisco Gallardo	<a href="#">Zoom Link</a> Meeting ID: 171 488 446 Password: 614203 <a href="#">Power Session Feedback Survey</a>
<b>Circle Up</b>	Self Care Community Circle  Topic: Coping w/ Change	<b>12:00 PM</b>	Tiffany Hoang	<a href="#">Register Here prior to start time.</a> <a href="#">ZOOM Link</a> Meeting ID: 826 402 939 Password: husd2020 <a href="#">Power Session Feedback Survey</a>
<b>Infinite Campus</b>	Using the message center to communicate with students and parents.	<b>1:00 PM</b>	Annalisa Chamberlain Engel	<a href="#">Zoom Link</a> Meeting ID: 787 336 7570 Password: HUSD2020 <a href="#">Sending Class Messages (Video)</a> <a href="#">Sending Missing Assignments Messages (Video)</a> <a href="#">Power Session Feedback Survey</a>
<b>Moby Max</b>	Online suite designed to provide cover 27 subject areas.	<b>1:00 PM</b>	Chelle Hartwell	<a href="#">Zoom Link</a> <a href="#">Power Session Feedback Survey</a>
<b>Google Classroom</b>	How to set up and navigate classroom	<b>1:00 PM</b>	Vanessa Smith	<a href="#">Zoom Link</a> Meeting ID: 318-202-353 Password: 070748 <a href="#">Power Session Feedback Survey</a>
<b>Tinkercad Slide Presentation</b>	Free, online 3D modeling program that runs in a web browser, known for its simplicity and ease of use.	<b>2:00 PM</b>	Edgar Monroy	<a href="#">Zoom Link</a> Meeting ID: 271 461 913 Password: 001267 <a href="#">Power Session Feedback Survey</a>

<b>All resources presented are FREE to us for the duration of the closure.</b> <b>Please remember this is learning in a relaxed setting. We all are experiencing this pandemic differently and that is OK. Stay Encouraged!</b>		<b>Google Classroom</b>	How to set up and navigate classroom	<b>2:00 PM</b>	Vanessa Smith	<a href="#">Zoom Link</a> <b>Class Recording: Go To Mastering Distance Learning Google Classroom</b> Meeting ID: 822-658-211 Password: 8A7Nh5 <a href="#">Power Session Feedback Survey</a>
		<b>Infinite Campus</b>	Using Campus Messenger. This session is specific to the Administrator, Counselor, and office staff interface, but will also address the student and teacher interfaces as needed.	<b>2:00 PM</b>	Seana Condit-Gordon	<a href="#">Zoom Link</a> Meeting ID: 413 925 371 Password: 280704 <a href="#">Power Session Feedback Survey</a>  <a href="#">SESSION RECORDING</a>



HUSD Benchmark Professional Development Sessions  
September 9-24, 2020  
All sessions are online or pre-recorded Zoom sessions. There are no in-person sessions.  
Please register with the ZOOM Links and in this [HUSD Benchmark Registration page](#)

#### Quicklinks to:

#### HUSD Distance Learning Resources Pre-recorded Sessions

#### Pre-recorded Sessions

September 9, 2020				
Topic	Description	Time	Facilitator	ZOOM Link
K-1st Grade Bilingual 80/20	Benchmark Adelante Bilingual 80/20: Resource Allocation K-1st grade Part 1	3:00 pm - 5:30 pm	Silvia Reyes & Maria Alzugaray	Register in advance for this meeting: <b><u>Please register here, ZOOM Link!</u></b> After registering, you will receive a confirmation email containing information about joining the meeting. <b><u>Session Feedback Survey</u></b>
3rd-6th Grade Bilingual 80/20	Benchmark Adelante Bilingual 80/20 Resource Allocation 3rd-6th grade Part 1	3:00 pm - 5:30 pm	Marissa Nava & Maria Alzugaray	Register in advance for this meeting: <b><u>Please register here, ZOOM Link!</u></b> After registering, you will receive a confirmation email containing information about joining the meeting. <b><u>Session Feedback Survey</u></b>
September 10, 2020				
Topic	Description	Time	Facilitator	ZOOM Link
K-2nd Grade Dual 50/50	Resource Allocation K-2nd grade Part 1	3:00 pm - 5:30 pm	Silvia Reyes	Register in advance for this meeting: <b><u>Please register here, ZOOM Link!</u></b> After registering, you will receive a confirmation email containing information about joining the meeting. <b><u>Session Feedback Survey</u></b>
3rd-6th Grade Dual 50/50	Resource Allocation 3rd-6th Grade Part 1	3:00 pm - 5:30 pm	Maria Alzugaray & Marissa Nava	Register in advance for this meeting: <b><u>Please register here, ZOOM Link!</u></b> After registering, you will receive a confirmation email containing information about joining the meeting. <b><u>Session Feedback Survey</u></b>
September 14, 2020				
Topic	Description	Time	Facilitator	ZOOM Link

Benchmark Advance ELD K-1st Grade		3:00 pm - 5:30 pm	Virginia Hernandez & Ashley Zech	Register in advance for this meeting: <a href="#">Please register here, ZOOM Link!</a> After registering, you will receive a confirmation email containing information about joining the meeting. <a href="#">Session Feedback Survey</a>
Benchmark Advance ELD 2nd - 3rd Grade		3:00 pm - 5:30 pm	Katie Dubiel	Register in advance for this meeting: <a href="#">Please register here, ZOOM Link!</a> After registering, you will receive a confirmation email containing information about joining the meeting. <a href="#">Session Feedback Survey</a>
Benchmark Advance ELD 4th - 5th Grade		3:00 pm - 5:30 pm	Nicole Young & Alison Pickering	Register in advance for this meeting: <a href="#">Please register here, ZOOM Link!</a> After registering, you will receive a confirmation email containing information about joining the meeting. <a href="#">Session Feedback Survey</a>
September 15, 2020				
Topic	Description	Time	Facilitator	ZOOM Link
Benchmark Advance ELD K-1st Grade		3:00 pm - 5:30 pm	Ashley Zech & Virginia Hernandez	Register in advance for this meeting: <a href="#">Please register here, ZOOM Link!</a> After registering, you will receive a confirmation email containing information about joining the meeting. <a href="#">Session Feedback Survey</a>
Benchmark Advance ELD 2nd - 3rd Grade		3:00 pm - 5:30 pm	Katie Dubiel	Register in advance for this meeting: <a href="#">Please register here, ZOOM Link!</a> After registering, you will receive a confirmation email containing information about joining the meeting. <a href="#">Session Feedback Survey</a>
Benchmark Advance ELD 4th - 5th Grade		3:00 pm - 5:30 pm	Alison Pickering & Nicole Young	Register in advance for this meeting: <a href="#">Please register here, ZOOM Link!</a> After registering, you will receive a confirmation email containing information about joining the meeting. <a href="#">Session Feedback Survey</a>
September 16, 2020				
Topic	Description	Time	Facilitator	ZOOM Link

Benchmark Advance ELD K-1st Grade		3:00 pm - 5:30 pm	Ashley Zech & Virginia Hernandez	Register in advance for this meeting: <a href="#">Please register here, ZOOM Link!</a> After registering, you will receive a confirmation email containing information about joining the meeting. <a href="#">Session Feedback Survey</a>
Benchmark Advance ELD 2nd - 3rd Grade		3:00 pm - 5:30 pm	Katie Dubiel	Register in advance for this meeting: <a href="#">Please register here, ZOOM Link!</a> After registering, you will receive a confirmation email containing information about joining the meeting. <a href="#">Session Feedback Survey</a>
Benchmark Advance ELD 4th - 5th Grade		3:00 pm - 5:30 pm	Nicole Young & Alison Pickering	Register in advance for this meeting: <a href="#">Please register here, ZOOM Link!</a> After registering, you will receive a confirmation email containing information about joining the meeting. <a href="#">Session Feedback Survey</a>
September 17, 2020				
Topic	Description	Time	Facilitator	ZOOM Link
Benchmark Advance ELD K-1st Grade		3:00 pm - 5:30 pm	Virginia Hernandez & Ashley Zech	Register in advance for this meeting: <a href="#">Please register here, ZOOM Link!</a> After registering, you will receive a confirmation email containing information about joining the meeting. <a href="#">Session Feedback Survey</a>
Benchmark Advance ELD 2nd - 3rd Grade		3:00 pm - 5:30 pm	Katie Dubiel	Register in advance for this meeting: <a href="#">Please register here, ZOOM Link!</a> After registering, you will receive a confirmation email containing information about joining the meeting. <a href="#">Session Feedback Survey</a>
Benchmark Advance ELD 4th - 5th Grade		3:00 pm - 5:30 pm	Alison Pickering & Nicole Young	Register in advance for this meeting: <a href="#">Please register here, ZOOM Link!</a> After registering, you will receive a confirmation email containing information about joining the meeting. <a href="#">Session Feedback Survey</a>
September 18, 2020				
Topic	Description	Time	Facilitator	ZOOM Link

Benchmark Advance ELD K-1st Grade		3:00 pm - 5:30 pm	Ashley Zech & Virginia Hernandez	Register in advance for this meeting: <a href="#">Please register here, ZOOM Link!</a> After registering, you will receive a confirmation email containing information about joining the meeting. <a href="#">Session Feedback Survey</a>
Benchmark Advance ELD 2nd - 3rd Grade		3:00 pm - 5:30 pm	Katie Dubiel	Register in advance for this meeting: <a href="#">Please register here, ZOOM Link!</a> After registering, you will receive a confirmation email containing information about joining the meeting. <a href="#">Session Feedback Survey</a>
Benchmark Advance ELD 4th - 5th Grade		3:00 pm - 5:30 pm	Nicole Young & Alison Pickering	Register in advance for this meeting: <a href="#">Please register here, ZOOM Link!</a> After registering, you will receive a confirmation email containing information about joining the meeting. <a href="#">Session Feedback Survey</a>
September 23, 2020				
Topic	Description	Time	Facilitator	ZOOM Link
K-1st Grade Bilingual 80/20	Benchmark Adelante Bilingual 80/20: Resource Allocation K-1st grade Part 2	3:00 pm - 5:30 pm	Silvia Reyes	Register in advance for this meeting: <a href="#">Please register here, ZOOM Link!</a> After registering, you will receive a confirmation email containing information about joining the meeting. <a href="#">Session Feedback Survey</a>
3rd-6th Grade Bilingual 80/20	Benchmark Adelante Bilingual 80/20 Resource Allocation 3rd-6th grade Part 2	3:00 pm - 5:30 pm	Marissa Nava & Maria Alzugaray	Register in advance for this meeting: <a href="#">Please register here, ZOOM Link!</a> After registering, you will receive a confirmation email containing information about joining the meeting. <a href="#">Session Feedback Survey</a>
September 24, 2020				
Topic	Description	Time	Facilitator	ZOOM Link
K-2nd Grade Dual 50/50	Resource Allocation K-2nd grade Part 2	3:00 pm - 5:30 pm	Silvia Reyes	Register in advance for this meeting: <a href="#">Please register here, ZOOM LINK!</a> After registering, you will receive a confirmation email containing information about joining the meeting. <a href="#">Session Feedback Survey</a>

3rd-6th Grade Dual 50/50	Resource Allocation 3rd-6th Grade Part 2	3:00 pm - 5:30 pm	Maria Alzugaray & Marissa Nava	Register in advance for this meeting:  <a href="#">Please register here, ZOOM Link!</a>  After registering, you will receive a confirmation email containing information about joining the meeting.
				<a href="#">Session Feedback Survey</a>
Pre-recorded Sessions				
Google Classroom 1.0	Participants will learn how to set up and manage a Google Classroom as well as review the basic functions of this learning management system.	Pre-recorded	Heather Parcher, HUSD Tech TOSA	<a href="#">Session Link:</a> Google Classroom Zoom Webinar.mp4  <a href="#">Session Feedback Survey</a>
Google Classroom 2.0	Participants will learn the basic features and practice use of Zoom. This session is intended for new users or those staff members who need a refresher of various Zoom tools including breakout rooms.	Pre-recorded	Vanessa Smith, Bret Harte Middle School teacher	<a href="#">Session Link:</a> Google Classroom 2.0  <a href="#">Session Feedback Survey</a>
Introduction to Zoom	HUSD Staff Community Building Circle - Connections & Community During Covid-19	Pre-recorded	Jenna Rodrigues, Admin. Assistant to Supt./Board	<a href="#">Session Link:</a> Introduction to Zoom <a href="#">Zoom HUSD Approved Classroom Settings</a> <a href="#">Zoom Settings Cheat Sheet</a> <a href="#">40-minute time limit removal</a> (use District Info for Step 2) <a href="#">Session Feedback Survey</a>
Zoom 2.0	For participants who already feel comfortable with the basics of Zoom, but want to learn about advanced settings, ask questions from experience, and hear and share innovative ideas about teaching on Zoom.	Pre-recorded	Jessica McDonald (Teacher)  Paul Lai, (TOSA)	<a href="#">Session Link:</a> <a href="#">Zoom 2.0: Beyond Basics to Deeper Learning</a>  <a href="#">Session Feedback Survey</a>
Clever	Participants in this session will learn about CLEVER, a single sign on tech tool, that HUSD has recently adopted. Teachers will learn how to use this tool to guide their students and parents.	Pre-recorded	Heather Parcher, HUSD Tech TOSA	<a href="#">Session Link:</a> Clever  <a href="#">Session Feedback Survey</a>
Special Ed: Utilizing Para-Educators during distance learning	This pre-recorded session provides some creative and useful ways to include paraeducators in supporting students through remote learning.	Pre-recorded	Sarah Reavis	<a href="#">Session Link</a>  <a href="#">Session Feedback Survey</a>
Special Ed: Navigating Distance Learning with moderate to severe students	This pre-recorded session provides creative tips and lesson ideas for providing distance learning to moderate to severe students.	Pre-recorded	Loren Spina	<a href="#">Session Link</a>  <a href="#">Session Feedback Survey</a>
Special Ed: Distance Learning Resources from a behavior specialist	This pre-recorded session provides tips and strategies from a Behavior Specialist on supporting student behavior during remote learning.	Pre-recorded	Joyce Tan	<a href="#">Session Link</a>  <a href="#">Session Feedback Survey</a>