



**Evergreen**  
School District

# Distance Learning

Student Handbook  
2020-2021

*From Strong Roots Grow Bright Futures*

August 2020

Dear Parents/Guardians:

Welcome to the 2020-21 school year! It is with great pleasure to welcome both our returning families and those who are new to our schools.

We know that teaching and learning will look different this year, and I want to reassure you that our Evergreen family is dedicated to providing our students a world class education given these dynamic circumstances. Our staff has been working all summer to prepare for this new learning experience. As an Evergreen family, we will work together with you, your student, and with each other to engage students whether through distance learning or a hybrid format, when we are able to safely return to school sites.

The education of your children is our highest priority, whether they are learning from home or in our classrooms. We want to assure you that we will have support and resources in place to help your child if they are struggling, need homework help, or support with technology. We will also look out for your child's mental health, and will provide assistance if your child needs assistance.

We also realize that this is a stressful and challenging time for families. Whether you are balancing working from home or outside of the home with supporting your child with distance learning, or have suddenly found yourself without a job, please know that our Evergreen staff at our schools and the district office are here to support you. Whether you need assistance finding childcare, completing the Free and Reduced Lunch Application, or need to find community support for your family, we will come alongside you in partnership and support.

The Evergreen community is a special place where families, staff, and community partners deeply care about each other and the overall well-being of children; I am certain that together, we will do great things for our students.

I wish everyone the greatest success as we welcome our students to their 2020-2021 educational journey. I am convinced that despite the challenges that we will face this year, we will come out of this stronger together. We are in this together as an Evergreen family.

With Warm Regards,

Dr. Emy Flores

Superintendent



### Cadwallader Elementary

3799 Cadwallader Ave. | San Jose, CA 95121  
 Phone: 408-270-4950  
 Fax: 408-223-4839  
 Report Absences: 408-270-4951  
 Principal: [Maureen McClintock](#)



### Cedar Grove Elementary

2702 Sugar Plum Dr. | San Jose, CA 95148  
 Phone: 408-270-4958  
 Fax: 408-223-4852  
 Report Absences: 408-270-4958  
 Principal: [Lea Peery](#)



### Chaboya Middle School

3276 Cortona Dr. | San Jose, CA 95135  
 Phone: 408-270-6900  
 Fax: 408-270-6916  
 Report Absences: 408-270-6900  
 Principal: [Marena Doxie](#)



### Carolyn Clark Elementary

3701 Rue Mirassou | San Jose, CA 95148  
 Phone: 408-223-4560  
 Fax: 408-223-4567  
 Report Absences: 408-223-4590  
 Principal: [Gina Fierro](#)



### Evergreen Elementary

3010 Fowler Road | San Jose, CA 95135  
 Phone: 408-270-4966  
 Fax: 408-270-4968  
 Report Absences: 408-270-4966  
 Principal: [Steve Sweeney](#)



### Holly Oak Elementary

2995 Rossmore Way | San Jose, CA 95148  
 Phone: 408-270-4976  
 Fax: 408-223-4513  
 Report Absences: 408-270-4975  
 Principal: [Kyle Sanchez](#)



### James F. Smith Elementary

2200 Woodbury Lane | San Jose, CA 95121  
 Phone: 408-532-2150  
 Fax: 408-532-2165  
 Report Absences: 408-532-2150  
 Principal: [Roberta Ortega](#)



### Katherine R. Smith Elementary

2025 Clarice Dr. | San Jose, CA 95122  
 Phone: 408-270-6751  
 Fax: 408-270-6877  
 Report Absences: 408-270-6751  
 Principal: [Kevin Armstrong](#)



### Leyva Middle School

1865 Monrovia Drive | San Jose, CA 95122  
 Phone: 408-270-4992  
 Fax: 408-532-7214  
 Report Absences: 408-270-6710  
 Principal: [Aaron Brengard](#)



### Tom Matsumoto Elementary

4121 Mackin Woods Ln. | San Jose, CA 95135  
 Phone: 408-223-4873  
 Fax: 408-223-4883  
 Report Absences: [tmabsence@eesd.org](mailto:tmabsence@eesd.org)  
 Principal: [Kristi Frankina](#)



### Millbrook Elementary

3200 Millbrook Dr. | San Jose, CA 95148  
 Phone: 408-270-6767  
 Fax: 408-270-4887  
 Report Absences: 408-270-6767  
 Principal: [Sheila Walters](#)



### John J. Montgomery Elementary

2010 Daniel Maloney Dr. | San Jose, CA 95121  
 Phone: 408-270-6718  
 Fax: 408-223-4848  
 Report Absences: 408-270-6718  
 Principal: [Jahsve Worthy](#)



### Norwood Creek Elementary

3241 Remington Way | San Jose, CA 95148  
 Phone: 408-270-6727  
 Fax: 408-223-9266  
 Report Absences: 408-270-6727  
 Principal: [Tonya Bailey](#)



### Quimby Oak Middle School

3190 Quimby Road | San Jose, CA 95148  
 Phone: 408-270-6735  
 Fax: 408-223-4523  
 Report Absences: 408-270-6735  
 Principal: [Ginger George](#)



### Silver Oak Elementary

5000 Farnsworth Dr. | San Jose, CA 95138  
 Phone: 408-223-4515  
 Fax: 408-23-4540  
 Report Absences: 408-223-4515  
 Principal: [Howard Greenfield](#)



### O. B. Whaley Elementary

2655 Alvin Ave. | San Jose, CA 95121  
 Phone: 408-270-6759  
 Fax: 408-223-4537  
 Report Absences: 408-270-6759  
 Principal: [Linda Mora](#)

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**Evergreen**  
School District



# Our Commitment

## MISSION STATEMENT

Evergreen Elementary School District provides all students a high quality education in a safe and nurturing environment where each student demonstrates a spirit of respect, responsibility, global-mindedness and a commitment to academic and civic excellence.

## VISION STATEMENT

Evergreen Elementary School District, in partnership with the community, will be a place where teachers, staff and students are partners in developing each student's unique potential.

## OUR BRAND PROMISE

We are responsive, future thinking, and reflective of the innovative community in which we live. We aspire to provide an unparalleled education for our students, one that will prepare them for the world that awaits them. We embody the warmth of a family, one that looks out for one another at all times.

We are a community of education professionals that respects the talents, skills and imagination of our teachers, staff and administrators. Our people are our greatest resource and the relationships with and among that resource must be nourished in every interaction, every communication.

We are part of a thriving, vibrant community. That community gives life to the school district. We are only as strong as the families, neighbors and partners that make up the Evergreen community and we work to strengthen those community bonds in everything we do.

We have a rich, proud history. One we strive to build on every day and one we honor as we embrace the future.

## EVERGREEN SCHOOL DISTRICT Profile Of A Learner



We engage our students in authentic learning that prepares them with the skills to be global minded citizens.

Parents want to know that their child is on the right path for success in life. Educators want to ensure that our students learn the skills today needed to open doors to the future. Together we recognize that we have an important role in establishing the foundation for our children to grow.

In their elementary years, children must develop basic academic literacy. A strong academic core in reading, writing, science and math enables students with the basic tools for success. While these basic tools are critical, we also know that college, career and the ever-changing work force demand much more than simply

foundational skills. When our children demonstrate open-ended innovative thought, respect divergent thinking, engage others in thoughtful discussion, actively and creatively solve problems, develop a personal voice and have a strong academic core, our children will be prepared for their life's journey.

In service of these hopes and desires, our teacher leaders, school site leadership, and Instruction Department have been engaging in intentional work to draft and develop our profile of a learner. This work has resulted in the creating of six outcomes we want for all students: Learner, Advocate, Collaborator, Communicator, Critical Thinker, and Innovator.



Learner	Communicator	Collaborator	Critical Thinker	Innovator	Advocate
<ul style="list-style-type: none"> <li>Be academically literate. (Reading, Writing, Math, Science and Social Studies)</li> <li>Be self-directed.</li> <li>Persuades in difficult tasks and to overcome academic and personal barriers to meet goals.</li> <li>Uses time and resources wisely to set goals, complete tasks, and manage projects.</li> <li>Communicates effectively to make meaningful connections.</li> <li>Demonstrates empathy, compassion, and respect for others.</li> <li>Acts responsibly and ethically to build trust and lead.</li> </ul>	<ul style="list-style-type: none"> <li>Respectfully relates to others on an emotional level in order to integrate multiple perspectives.</li> <li>Employs active listening strategies to advance understanding.</li> <li>Speaks in a purposeful manner to inform, influence, motivate, or entertain listeners.</li> <li>Incorporates effective writing skills for various purposes and audiences to convey understanding and concepts.</li> <li>Uses technological skills and contemporary digital tools to explore and exchange ideas.</li> <li>Expresses thought, ideas, and emotions meaningfully and creatively.</li> </ul>	<ul style="list-style-type: none"> <li>Works interdependently and inclusively to promote learning, increase productivity, and achieve shared goals.</li> <li>Expresses and recognizes multiple viewpoints in order to engage with others in thoughtful discussion.</li> <li>Is receptive to feedback to improve ideas and implement decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates open-ended thought to enhance the design/build process.</li> <li>Evaluates ideas and information sources for validity, relevance, and impact.</li> <li>Reasons through and weighs evidence to reach conclusions.</li> <li>Challenges assumptions.</li> <li>Has the ability to suspend judgements.</li> <li>Applies skills to acquire knowledge and broaden perspectives.</li> <li>Constructs arguments.</li> </ul>	<ul style="list-style-type: none"> <li>Engages in problem solving, inquiry, and design of innovative solutions to overcome obstacles to improve outcomes.</li> <li>Builds resilience through risk-taking and setbacks.</li> <li>Creates new ideas/products with value and meaning.</li> <li>Demonstrates open-ended and innovative thought to enhance the design/build process.</li> <li>Uses information in novel and creative ways to strengthen comprehension and deepen awareness.</li> </ul>	<ul style="list-style-type: none"> <li>Creates inclusive conditions for all.</li> <li>Engages in healthy and positive practices to promote physical and mental well-being.</li> <li>Voices the value of diversity and the interdependence of all people.</li> <li>Engages in reflection for self-improvement and advocacy.</li> <li>Acknowledges, understands, and takes action when considering local, national, and world issues.</li> <li>Contributes to solutions that benefit the community.</li> <li>Promotes environmental stewardship.</li> </ul>

# Distance Learning

**Distance Learning means that students attend class online, complete and submit assignments, and interact with their teachers and classmates using the online tools designated by teachers and supported by the District.**

## GUIDING PRINCIPLES



### **Health and Safety**

Evergreen SD is dedicated to providing a safe and healthy learning environment virtually as well as in-person, adhering to public health orders and relying on guidance and recommendations from public health officials when considering the re-opening of schools.



### **Learning**

Evergreen SD is resolute in its commitment to providing high-quality instruction for all students that is aligned with California State and Common Core Standards.



### **Students' Social Emotional Well-Being**

Evergreen SD supports the social and emotional well-being of our students, staff, and community. We believe that strong relationships and emotional safety are the foundation for all learning and success.



### **Flexibility**

Evergreen SD considers it essential to provide reasonable accommodations to individual students, families, and employees in response to their unique situations.



# Elementary Schedules

## GENERAL DISTANCE LEARNING SCHEDULE: Primary\*

EESD DL Grades TK-K					180 Instructional Minutes
Schedule:	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:00 (30 Minutes)	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:00 AM-9:30 AM (30 Minutes)	Language Arts	Language Arts	Language Arts: Small Group Instruction & Independent Work	Language Arts	Language Arts
9:30 AM-10:00 AM	Break	Break	Break	Break	Break
10:00 AM - 10:30 AM (30 Minutes)	Math	Math	Math: Independent Work	Math	Math
10:30 AM - 11:00 AM (30 Minutes)	Science/Social Studies	Science/Social Studies	Science/Social Studies: Independent Work	Science/Social Studies	Science/Social Studies
11:00 AM - 12:30 PM	Lunch and Exercise Break	Lunch and Exercise Break	Lunch and Exercise Break	Lunch and Exercise Break	Lunch and Exercise Break
12:30 PM - 1:30 PM (60 Minutes)	Asynchronous Learning & Small Groups	Asynchronous Learning & Small Groups	Assigned Independent Work	Asynchronous Learning & Small Groups	Asynchronous Learning & Small Groups

Elementary school students will be logging in from 8:30-9:30 a.m. on Wednesdays to meet with their teachers. After 9:30 a.m., students are expected to do independent work assigned by their teacher for the remainder of the day. Teachers will be in professional development meetings every Wednesday after 9:30 a.m. so that they can continue to provide excellent Distance Learning instruction.

\*TK-K classes are arranged in 30 minute content blocks.

Please Note: The order of content blocks may vary. Each teacher will communicate the order of content for their classroom.



# Elementary Schedules

## GENERAL DISTANCE LEARNING SCHEDULE: Primary\*

EESD DL Grades 1-3			The order of content blocks may vary.		230 Instructional Minutes
Schedule:	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:45 (15 Minutes)	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:45 AM-9:30 AM (45 Minutes)	Reading	Reading	Reading: Small Group Instruction & Independent Work	Reading	Reading
9:30 AM-9:40 AM	Break	Break	Break	Break	Break
9:40 AM - 10:20 AM (40 Minutes)	Writing	Writing	Writing: Independent Work	Writing	Writing
10:20 AM - 10:30 AM	Break	Break	Break	Break	Break
10:30 AM - 11:15 AM (45 Minutes)	Math	Math	Math: Independent Work	Math	Math
11:15 AM - 12:45 PM	Lunch and Exercise Break	Lunch and Exercise Break	Lunch and Exercise Break	Lunch and Exercise Break	Lunch and Exercise Break
12:45 PM - 1:25 PM (40 Minutes)	Science/Social Studies	Science/Social Studies	Science/Social Studies: Independent Work	Science/Social Studies	Science/Social Studies
1:25 PM - 2:10 PM (45 Minutes)	Asynchronous Learning & Small Groups	Asynchronous Learning & Small Groups	Assigned Independent Work	Asynchronous Learning & Small Groups	Asynchronous Learning & Small Groups

Elementary school students will be logging in from 8:30-9:30 a.m. on Wednesdays to meet with their teachers. After 9:30 a.m., students are expected to do independent work assigned by their teacher for the remainder of the day. Teachers will be in professional development meetings every Wednesday after 9:30 a.m. so that they can continue to provide excellent Distance Learning instruction.

\*Primary grade classes are arranged in 40 and 45 minute content blocks.

Please Note: The order of content blocks may vary. Each teacher will communicate the order of content for their classroom.



# Elementary Schedules

## GENERAL DISTANCE LEARNING SCHEDULE: Upper Grades\*\*

EESD DL Grades 4-6					240 Instructional Minutes
Schedule:	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:45 (15 Minutes)	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:45 AM-9:30 AM (45 Minutes)	Reading	Reading	Reading: Small Group Instruction & Independent Work	Reading	Reading
9:30 AM-9:40 AM	Break	Break	Break	Break	Break
9:40 AM - 10:25 AM (45 Minutes)	Writing	Writing	Writing: Independent Work	Writing	Writing
10:25 AM - 10:35 AM	Break	Break	Break	Break	Break
10:35 AM - 11:20 AM (45 Minutes)	Math	Math	Math: Independent Work	Math	Math
11:20 AM - 12:50 PM	Lunch and Exercise Break	Lunch and Exercise Break	Lunch and Exercise Break	Lunch and Exercise Break	Lunch and Exercise Break
12:50 PM - 1:35 PM (45 Minutes)	Science/Social Studies	Science/Social Studies	Science/Social Studies: Independent Work	Science/Social Studies	Science/Social Studies
1:35 PM - 2:20 PM (45 Minutes)	Asynchronous Learning & Small Groups	Asynchronous Learning & Small Groups	Assigned Independent Work	Asynchronous Learning & Small Groups	Asynchronous Learning & Small Groups

Elementary school students will be logging in from 8:30-9:30 a.m. on Wednesdays to meet with their teachers. After 9:30 a.m., students are expected to do independent work assigned by their teacher for the remainder of the day. Teachers will be in professional development meetings every Wednesday after 9:30 a.m. so that they can continue to provide excellent Distance Learning instruction.

\*\*Upper grade classes are arranged in 45 minute content blocks.

Please Note: The order of content blocks may vary. Each teacher will communicate the order of content for their classroom.

# Elementary Schedules

## GENERAL DISTANCE LEARNING SCHEDULE: SDC Preschool\*

EESD DL Special Day Class (SDC) Preschool					
<b>Schedule:</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:30 - 8:45	Parent Correspondence	Parent Correspondence	No School for Students	Parent Correspondence	Parent Correspondence
9:00 - 9:15	Small Group (A) Fine Motor, Social Skills, Art	Small Group (A) Fine Motor, Social Skills, Art		Small Group (A) Fine Motor, Social Skills, Art	Small Group (A) Fine Motor, Social Skills, Art
9:20 - 9:35	Small Group (B) Fine Motor, Social Skills, Art	Small Group (B) Fine Motor, Social Skills, Art		Small Group (B) Fine Motor, Social Skills, Art	Small Group (B) Fine Motor, Social Skills, Art
9:40 - 9:55	Small Group (C) Fine Motor, Social Skills, Art	Small Group (C) Fine Motor, Social Skills, Art		Small Group (C) Fine Motor, Social Skills, Art	Small Group (C) Fine Motor, Social Skills, Art
10:00 - 10:30	Break/Prep	Break/Prep		Break/Prep	Break/Prep
10:30 - 10:50	Large Group #1 Circle (half student group combined) & Language Arts	Large Group #1 Circle (half student group combined) & Language Arts		Large Group #1 Circle (half student group combined) & Language Arts	Large Group #1 Circle (half student group combined) & Language Arts
11:00 - 11:20	Large Group #2 Circle (half student group combined) & Language Arts	Large Group #2 Circle (half student group combined) & Language Arts		Large Group #2 Circle (half student group combined) & Language Arts	Large Group #2 Circle (half student group combined) & Language Arts
12:00 - 1:30	Parent Individual Meetings, Plan and review SeeSaw activities	Parent Individual Meetings, Plan and review SeeSaw activities		Parent Individual Meetings, Plan and review SeeSaw activities	Parent Individual Meetings, Plan and review SeeSaw activities
12:00 - 1:30	Assessment and IEPs	Assessment and IEPs		Assessment and IEPs	Assessment and IEPs

Elementary school students will be logging in from 8:30-9:30 a.m. on Wednesdays to meet with their teachers. After 9:30 a.m., students are expected to do independent work assigned by their teacher for the remainder of the day. Teachers will be in professional development meetings every Wednesday after 9:30 a.m. so that they can continue to provide excellent Distance Learning instruction.

\*TK-K classes are arranged in 30 minute content blocks.

Please Note: The order of content blocks may vary. Each teacher will communicate the order of content for their classroom.



# Elementary Schedules

## GENERAL DISTANCE LEARNING SCHEDULE: SDC/ISP Primary\*

EESD DL Intensive Support Program Preschool & SDC Kindergarten					180 Instructional Minutes
Schedule:	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:00 (30 Minutes)	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:00 AM-9:30 AM (30 Minutes)	Language Arts	Language Arts	Language Arts: Small Group Instruction & Independent Work	Language Arts	Language Arts
9:30 AM-10:00 AM	Break	Break	Break	Break	Break
10:00 AM - 10:30 AM (30 Minutes)	Math	Math	Math: Independent Work	Math	Math
10:30 AM - 11:00 AM (30 Minutes)	Science/Social Studies	Science/Social Studies	Science/Social Studies: Independent Work	Science/Social Studies	Science/Social Studies
11:00 AM - 12:30 PM	Lunch and Exercise Break	Lunch and Exercise Break	Lunch and Exercise Break	Lunch and Exercise Break	Lunch and Exercise Break
12:30 PM - 1:30 PM (60 Minutes)	Asynchronous Learning & Small Groups	Asynchronous Learning & Small Groups	Assigned Independent Work	Asynchronous Learning & Small Groups	Asynchronous Learning & Small Groups

EESD DL SDC Grades K/1, 2/3 & Intensive Support Program K-2					230 Instructional Minutes
Schedule:	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:45 (15 Minutes)	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:45 AM-9:30 AM (45 Minutes)	Reading	Reading	Reading: Small Group Instruction & Independent Work	Reading	Reading
9:30 AM-9:40 AM	Break	Break	Break	Break	Break
9:40 AM - 10:20 AM (40 Minutes)	Writing	Writing	Writing: Independent Work	Writing	Writing
10:20 AM - 10:30 AM	Break	Break	Break	Break	Break
10:30 AM - 11:15 AM (45 Minutes)	Math	Math	Math: Independent Work	Math	Math
11:15 AM - 12:45 PM	Lunch and Exercise Break	Lunch and Exercise Break	Lunch and Exercise Break	Lunch and Exercise Break	Lunch and Exercise Break
12:45 PM - 1:25 PM (40 Minutes)	Science/Social Studies	Science/Social Studies	Science/Social Studies: Independent Work	Science/Social Studies	Science/Social Studies
1:45 PM - 2:10 PM (45 Minutes)	Asynchronous Learning & Small Groups	Asynchronous Learning & Small Groups	Assigned Independent Work	Asynchronous Learning & Small Groups	Asynchronous Learning & Small Groups

Please Note: The order of content blocks may vary. Each teacher will communicate the order of content for their classroom.





# Elementary Schedules

## GENERAL DISTANCE LEARNING SCHEDULE: SDC/ISP Upper\*

EESD DL SDC Grades 3-4, 4-6 & Intensive Support Program 3-5					240 Instructional Minutes
<u>Schedule:</u>	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 8:45 (15 Minutes)	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:45 AM-9:30 AM (45 Minutes)	Reading	Reading	Reading: Small Group Instruction & Independent Work	Reading	Reading
9:30 AM-9:40 AM	Break	Break	Break	Break	Break
9:40 AM - 10:25 AM (45 Minutes)	Writing	Writing	Writing: Independent Work	Writing	Writing
10:25 AM - 10:35 AM	Break	Break	Break	Break	Break
10:35 AM - 11:20 AM (45 Minutes)	Math	Math	Math: Independent Work	Math	Math
11:20 AM - 12:50 PM	Lunch and Exercise Break	Lunch and Exercise Break	Lunch and Exercise Break	Lunch and Exercise Break	Lunch and Exercise Break
12:50 PM - 1:35 PM (45 Minutes)	Science/Social Studies	Science/Social Studies	Science/Social Studies: Independent Work	Science/Social Studies	Science/Social Studies
1:35 PM - 2:20 PM (45 Minutes)	Asynchronous Learning & Small Groups	Asynchronous Learning & Small Groups	Assigned Independent Work	Asynchronous Learning & Small Groups	Asynchronous Learning & Small Groups

\*Upper grade classes are arranged in 45 minute content blocks.

Please Note: The order of content blocks may vary. Each teacher will communicate the order of content for their classroom.





# Middle School Schedule

## GENERAL DISTANCE LEARNING SCHEDULE: Middle School

### Evergreen SD Middle School DL Plan (Student)

<b>Student Schedule:</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00-9:00	Set Up / Review / Prepare	Set Up / Review / Prepare	Set Up / Review / Prepare	Set Up / Review / Prepare	Set Up / Review / Prepare
9:00 AM-9:20 AM (20 Minutes)	Advisory	Advisory	Advisory 9-9:45 (45 minutes)	Advisory	Advisory
9:20 AM-9:30 AM	Break			Break	
9:30 AM - 10:50 AM (80 Minutes)	Period 1	Period 4	Break 9:45-9:55 Period 1 Independent Work 9:55-10:30 (35 Minutes) Period 2 Independent Work 10:30 - 11:05 (35 Minutes)	Period 1	Period 4
10:50 AM - 11:05 AM	Break		Break: 11:05-11:15	Break	
11:05 AM - 12:25 PM (80 Minute)	Period 2	Period 5	Period 3 Independent Work 11:15-11:50 (35 Minutes) Period 4 Independent Work 11:50-12:25 (35 Minutes)	Period 2	Period 5
12:25 PM - 1:25 PM	LUNCH BREAK				
1:25 PM - 2:45 PM (80 Minutes)	Period 3	Period 6	Period 5 Independent Work 1:25-2:00 (35 Minutes) Period 6 Independent Work 2:00-2:35 (35 Minutes)	Period 3	Period 6

Classes are arranged in 80 minute blocks with live interaction with students (Monday, Tuesday, Thursday, Friday). Teachers will arrange online instruction virtually with a variety of whole group, small group, and independent work. Every teacher will have his or her own style (just like in regular school), and will communicate exact formats. Independent work time (Wednesday) is asynchronous; students will not have live video conferencing with teachers during that time. Students should use this time to complete assigned work.

Example class structure will include a variety of strategies, such as:

- Live whole group interaction with students.
- Break out rooms for collaboration and small group instruction, question and answer sessions.
- Virtual field trips and guest speakers.
- Alternate learning platforms.
- Assessment.



# Middle School Schedule

GENERAL DISTANCE LEARNING SCHEDULE: SDC Middle School\*

## Evergreen SD Middle School DL SDC 7-8

<u>Student Schedule:</u>	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	Set Up / Review / Prepare	Set Up / Review / Prepare	Set Up / Review / Prepare	Set Up / Review / Prepare	Set Up / Review / Prepare
9:00 AM-9:20 AM (20 Minutes)	Advisory	Advisory	Advisory 9-9:45 (45 minutes)	Advisory	Advisory
9:20 AM-9:30 AM	Break			Break	
9:30 AM - 10:50 AM (80 Minutes)	Period 1	Period 4		Break 9:45-9:55	Period 1
			Period 1 Independent Work 9:55-10:30 (35 Minutes)		
			Period 2 Independent Work 10:30 - 11:05 (35 Minutes)		
10:50 AM - 11:05 AM	Break		Break: 11:05-11:15	Break	
11:05 AM - 12:25 PM (80 Minute)	Period 2	Period 5	Period 3 Independent Work 11:15-11:50 (35 Minutes)	Period 2	Period 5
			Period 4 Independent Work 11:50-12:25 (35 Minutes)		
12:25 PM - 1:25 PM	LUNCH BREAK				
1:25 PM - 2:45 PM (80 Minutes)	Period 3	Period 6	Period 5 Independent Work 1:25-2:00 (35 Minutes)	Period 3	Period 6
			Period 6 Independent Work 2:00-2:35 (35 Minutes)		





# New Tech Schedules

## BULLDOG TECH DISTANCE LEARNING SCHEDULE

Evergreen SD Middle School DL Plan- Bulldog Tech					
Schedule:	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	Set Up / Review / Prepare	Set Up / Review / Prepare	Set Up / Review / Prepare	Set Up / Review / Prepare	Set Up / Review / Prepare
9:00 AM-9:20 AM (20 Minutes)	Advisory	Advisory	Advisory 9-9:45 (45 minutes)	Advisory	Advisory
	Break			Break	
9:30 AM - 10:50 AM (80 Minutes)	Block 1	Block 3	Block 1 Independent Work 9:55-10:30 (35 Minutes) Block 2 Independent Work 10:30 - 11:05 (35 Minutes)	Block 1	Block 3
10:50 AM - 11:05 AM	Break		Break: 11:05-11:15	Break	
11:05 AM - 12:25 PM (80 Minutes)	Block 2	Period 5 PE/ Connections	Block 3 Independent Work 11:15-11:50 (35 Minutes) Connections Independent Work 11:50-12:25 (35 Minutes)	Block 2	Period 5 PE/ Connections
12:25 PM - 1:25 PM	LUNCH BREAK				
1:25 PM - 2:45 PM (80 Minutes)	PBL Workshops (differentiated project support)	Period 6 PE/ Connections	PE/Connections Independent Work 1:25-2:00 (35 Minutes) PE/Connections Independent Work 2:00-2:35 (35 Minutes)	PBL Workshops (differentiated project support)	Period 6 PE/ Connections

## LOBO SCHOOL OF INNOVATION DISTANCE LEARNING SCHEDULE

Evergreen SD Middle School DL Plan- LSI					
Schedule:	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	Set Up / Review / Prepare	Set Up / Review / Prepare	Set Up / Review / Prepare	Set Up / Review / Prepare	Set Up / Review / Prepare
9:00 AM-9:20 AM (20 Minutes)	Advisory	Advisory	Advisory 9-9:45 (45 minutes)	Advisory	Advisory
9:20 AM-9:30 AM	Break			Break	
9:30 AM - 10:50 AM (80 Minutes)	Period 1	Block 2	Block 1 Independent Work 9:55-10:30 (35 Minutes) Period 2 Independent Work 10:30 - 11:05 (35 Minutes)	Period 1	Block 2
10:50 AM - 11:05 AM	Break		Break: 11:05-11:15	Break	
11:05 AM - 12:25 PM (80 Minutes)	Period 2	Block 3	Block 1 Independent Work 11:15-11:50 (35 Minutes) Block 2 Independent Work 11:50-12:25 (35 Minutes)	Period 2	Block 3
12:25 PM - 1:25 PM	LUNCH BREAK				
1:25 PM - 2:45 PM (80 Minutes)	Block 1	PBL Workshop (differentiated project support)	Block 3 Independent Work 1:25-2:00 (35 Minutes) PBL Workshop Independent Work 2:00-2:35 (35 Minutes)	Block 1	PBL Workshop (differentiated project support)

# Distance Learning Expectations

DISTANCE LEARNING EXPECTATIONS FOR STUDENTS	<ul style="list-style-type: none"> <li><input type="checkbox"/> Know and follow your daily class schedule.</li> <li><input type="checkbox"/> Be on time for class.</li> <li><input type="checkbox"/> Students should inform their parents when they are entering a video conference with their teacher or class.</li> <li><input type="checkbox"/> Please find a quiet place where you can hear your teacher and background noise will not interfere with your learning.</li> <li><input type="checkbox"/> Be seated so that the teacher can see you on camera, unless other arrangements are made with the teacher.</li> <li><input type="checkbox"/> Please dress appropriately for a typical school environment.</li> <li><input type="checkbox"/> Do not leave class until dismissed.</li> <li><input type="checkbox"/> Understand that attendance is required..               <ul style="list-style-type: none"> <li>❖ If for any reason you miss class, it is the student's responsibility to reach out to the teacher to determine what is missed. Elementary parents should assist with this communication.</li> </ul> </li> <li><input type="checkbox"/> Notify school personnel and teachers of any technical issues immediately.</li> <li><input type="checkbox"/> Use the online course learning management system specified by your teacher.</li> <li><input type="checkbox"/> Engage in class by following the instructions given by the teacher. This includes sharing and discussing work and ideas.</li> <li><input type="checkbox"/> Classes may be recorded by the teacher only.</li> <li><input type="checkbox"/> Respond to postings and/or emails for each class/period.</li> <li><input type="checkbox"/> Know when your teacher and class will be online and ask for help and explanations if needed.</li> <li><input type="checkbox"/> Submit completed assignments by the established deadline. If you are having difficulty submitting, let your teacher know.</li> <li><input type="checkbox"/> Look for assignments that your teacher has reviewed, and/or commented on.</li> </ul>
RESPONSIBILITY FOR PARENTS	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize that students are not used to learning in a completely online environment.</li> <li><input type="checkbox"/> Check in with your child(ren) about what they are finding challenging or confusing about their online work.               <ul style="list-style-type: none"> <li>❖ Middle school students should be encouraged to reach out to teachers and counselors if they are struggling.</li> <li>❖ Elementary parents are encouraged to reach out to their child's teacher if their student is struggling.</li> </ul> </li> <li><input type="checkbox"/> The experience of distance learning is different from in-person learning in a physical classroom. Support your student by setting up a routine together and allowing for variation on how and when your student works. Monitor their stress level, participation in class check-ins, and ability to complete assignments. This is not the time to add supplemental learning opportunities.</li> <li><input type="checkbox"/> Sign up for the various learning management and communication platforms used by your student (Powerschool, Google Classroom, Seesaw, Echo...etc) to review grades and receive correspondence.</li> </ul>





# Attendance Requirements

It is the responsibility of the parents/guardians to make sure students participate in school daily ([Ed. Code 48200](#)). Students who miss more than the allotted absences or tardies from school will receive official notices of truancy ([Ed. Code 48260](#)). This process can lead to our district's Student Attendance Review Board (SARB) ([Ed. Code 48263](#)) and ultimately, the Santa Clara County District Attorney's Office for review and prosecution ([Ed. Code 48264](#) and [48293](#) and [Penal Code 270.1](#)).

[CA Senate Bill 98](#) published 06/30/2020 places a strong emphasis on teacher-student engagement in distance learning that must include the following components:

- Students participate in daily live online interactions with school staff and peers through their own or district provided device for purposes of instruction, progress monitoring, and maintaining school connectedness. (Ed. Code 43503(b).)
- Students engage in content aligned to grade level standards that is provided.
- Students participate in academic and other supports, as needed.
- Students receive special education, related services, and any other services as required by a pupil's individualized education program (IEP).
- Students requiring designated and integrated instruction in English language development attend as needed.

[CA Senate Bill 98](#) also adopts Ed. Code 43504, which imposes the following requirements aimed at ensuring that schools maintain regular contact with students participating in distance learning. In particular:

- Attendance will be recorded for daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided. Daily participation is defined to include: (1) evidence of participation in online activities (including being on time as well as completing assignments and assessments) or (2) contact between the school and the pupil or parent/guardian. **Students not engaged in daily participation must be marked absent.** All absences and tardies must be reported by parent/guardian to the site attendance clerk and teacher(s).
- For all pupils who are absent from distance learning for more than three consecutive school days or 60 percent of the instructional days in a school week a process will be implemented that includes, but are not limited to, verification of current contact information, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary, and, when feasible, transitioning the pupil to full-time in-person instruction.



# Grading Process

## **DISTANCE LEARNING GRADING PROCESS**

Students will be graded according to their school's grading scale and individual teacher policies. However, the following will be true across classes and sites:

- Citizenship will be assessed based on academic and behavioral policies set by the school. The students will receive a mark of O,S,N,U from their teachers.
- For a student in special education, any changes in assessment practices should be done in conjunction with a student's individualized Education Program (IEP) to ensure the changes respond to his or her learning needs.

### **Elementary School:**

- Google Classroom / Seesaw will be the primary platforms for student assignments and work.
- Assignments will have set due dates and there may be penalties for late work
- Students will receive progress reports (halfway through the reporting period) and report cards at the end of each trimester.
- Progress will be reported based on grade levels
  - TK and K classes will be assessed on progress to date.
  - 1st-3rd classes will be assessed for progress based on the standards, denoted by Outstanding, Satisfactory, or Needs Improvement.
  - 4th-6th grade classes will be graded on an A-F scale.

### **Middle School:**

- PowerSchool will be used for tracking progress & quarter grades.
- Google Classroom / ECHO will be the primary platforms for your assignments and work.
- Assignments will have set due dates and there may be penalties for late work.
- Your classes will be graded on the A-F scale (percentages are set by the school site). Advisory classes will be graded on a Pass - No Pass basis.
- The grade will serve as a baseline for whatever the final assessment a student is awarded on his or her report card, whether it is pass/no pass, credit/no credit, or a letter grade.

## **PROMOTION / ACCELERATION / RETENTION**

To promote beyond 7th & 8th grade requires an overall G.P.A. of 1.5 or higher and a grade of D or higher in both English and Math, or an alternative measure of progress in reading or math for the non proficient area.

Please find the full board policy on promotion at this link: [Board Policies - 5000](#)

- BP 5123(a), pages 59-60, are elementary school specific.
- BP 5123(c), page 61, is middle school specific.



# Grading Process

## WHAT DO I DO IF I NEED HELP IN SUPPORTING MY STUDENT?

- **Accessing your online accounts:** If you do not have a parent user account for Parent Portal, visit your school site's website for instructions on setting up your account in the system.
  - **Elementary School:** For the Google Classroom or Seesaw platforms, parents will receive an email from their child's teacher with instructions to set up for a parent/family account.
- **Student illness/absence:** Please inform the site attendance clerk/office and your student's teachers if they are ill and are unable to engage for any given class.
- **Monitoring your student's progress:** Teachers will post assignments and grades in their designated system. You can log in to view these or you can talk with your student and view their classes and assignments together through their account(s).
  - **PowerSchool:** Parents may log in to see assignments & scores.
  - **ECHO:** Parents can login with a parent account to review student assignments and scores.
  - **Google Classroom:** Parents can sign-up for a daily or weekly email summary of assignments and announcements. Students should login daily and share assignments and scores with parents.
  - **Seesaw:** Parents can sign up for the family app so they can be notified when students have completed assignments/activities and view teacher feedback.
- **Reach out to your teacher:** All teachers will be available so you can ask questions and get help quickly through Google Classroom, Seesaw, email, or another digital platform.
- **Student wellness/mental health support:** Contact your child's teacher, site Counselor (middle school only), or Administrator to share your concerns. They will work with you to determine next steps for supporting your student.
- **School Site Contacts:** If you need assistance, visit the school website for all teacher and staff email addresses.
- **(Middle School Only)** At the end of each quarter, parents will receive an official copy of quarter final grades. Student progress reports are generated four weeks into each quarter to inform parents of any difficulties a student may be experiencing so improvements can be made before the official quarter report card is issued. In addition, the assistant principals may set up academic counseling programs after a parent conference has taken place to help support students. The exact dates that progress reports and report cards will be sent or mailed home will be published on the school's website.



# Grading Process

## ACADEMIC INTEGRITY

Evergreen School District middle schools are set on improving the intellectual excellence of all students, and maintaining the highest standards and expectations for academic integrity among all students.

### Examples of academic dishonesty:

- Sharing/viewing other students' documents/work without teacher authorization.
- Using other tabs, notes or materials during an exam, test, quiz, or assignment.
- Copying someone else's work or letting others copy one's work.
- Having unauthorized access to exams, tests, quizzes, or assignments.
- Providing exam, test, quiz, or assignment information to others.
- Using electronic devices, including smart watches to give, receive, or copy information before, during, or after an exam, test, quiz, or assignment.
- Collaborating on an exam, test, quiz, or assignment with another person without approval from the teacher.
- Impersonating another person or using a false identity for completing assignments or communicating with teachers/administrators/parents.
- Claiming credit for work on a group project when others completed the work.
- Completing an assignment for another person.
- Submitting work completed by someone else.
- Copying or closely paraphrasing sentences, phrases, or passages from an uncited source while completing a paper, project, assignment, or research (plagiarism).
- Using the views, opinions, or insights of others without giving proper credit.

### Consequences For Violations: Examples

Academic consequences are dependent upon individual school & classroom policies. The list below includes some common examples:

- The teacher may meet with the student and contact the parent or guardian by videoconference, phone or e-mail to review the academic dishonesty incident.
- In middle school, the teacher will submit a digital referral for documentation and will administer the appropriate consequence.
- Disciplinary actions may include, but are not limited to, a warning and a signed student and parental statement that acknowledges the violation and penalty, and indicates an understanding of consequences for any subsequent offenses.
- The student may receive a reduction in grade or credit (up to, and including, an F grade or 0 credit) on the assignment, exam, test, or quiz based upon the teacher's grading system.
- The student may be given an F and a U for the grading period in which the incident occurred.
- The student may be disqualified from joining or having a leadership role in a club, student government, athletic team, or other extracurricular activity.





# Student Behavior Expectations

## ELEMENTARY SCHOOL

LEARNING COMMUNITY	READY TO LEARN	RESPECTFUL	RESPONSIBLE	SAFE
LOGGING IN	<ul style="list-style-type: none"> <li>My device is fully charged.</li> <li>I will find a place to work at home.</li> </ul>	<ul style="list-style-type: none"> <li><b>I will log in every morning, ready to participate with my class.</b></li> </ul>	<ul style="list-style-type: none"> <li>I will log in every day <b>on time.</b></li> </ul>	<ul style="list-style-type: none"> <li>I know my username and password.</li> </ul>
MORNING CHECK-IN	<ul style="list-style-type: none"> <li>I will log into my class meeting. I had a full night's rest, ate breakfast and am ready to participate.</li> </ul>	<ul style="list-style-type: none"> <li>I will greet everyone appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>I will pay attention and participate in the meeting.</li> </ul>	<ul style="list-style-type: none"> <li>I will use appropriate language and content.</li> </ul>
LEARNING EXPERIENCES	<ul style="list-style-type: none"> <li>I will follow the daily schedule for my work time.</li> <li>I will make time for breaks and movement.</li> </ul>	<ul style="list-style-type: none"> <li>I will complete assignments using my own original work and citing others when needed.</li> <li>I will follow all classroom and school rules. If needed, I will work with my teacher/principal to fully understand what is expected of me.</li> </ul>	<ul style="list-style-type: none"> <li>I will complete assignments to the best of my ability.</li> <li>I will ask my teacher for help when needed.</li> <li>I will turn all assignments in on time.</li> <li>I will read teacher feedback, and improve my work when needed.</li> </ul>	<ul style="list-style-type: none"> <li>I will not share any of my personal information in my assignments or posts.</li> </ul>
SUBMITTING (WORK/COMMENTS)	<ul style="list-style-type: none"> <li>I will read the announcements and requirements for each assignment.</li> </ul>	<ul style="list-style-type: none"> <li>I will post appropriate comments/work. Always THINK before posting a comment. (Is it <u>T</u>True, is it <u>H</u>Helpful, is it <u>I</u>Inspiring, is it <u>N</u>Necessary, is it <u>K</u>Kind?)</li> </ul>	<ul style="list-style-type: none"> <li>I will ask my teacher or another staff person for help.</li> <li>I will post discussions/videos/etc. on time.</li> <li>I will post my original work.</li> </ul>	<ul style="list-style-type: none"> <li>I will post only what is assigned to the teacher.</li> </ul>
VIDEO CONFERENCING	<ul style="list-style-type: none"> <li>My device is connected to the internet.</li> <li>My device is fully charged.</li> <li>My camera is on and I am muted until asked, or am sharing my thoughts</li> </ul>	<ul style="list-style-type: none"> <li>I am dressed appropriately for learning.</li> <li>I use school appropriate language.</li> <li>I listen when others are speaking and wait my turn.</li> </ul>	<ul style="list-style-type: none"> <li>I will ask my teacher or another staff person if I need help with technology.</li> </ul>	<ul style="list-style-type: none"> <li><b>I will adhere to the district Appropriate Use of Technology Guidelines.</b></li> </ul>



# Student Behavior Expectations

## MIDDLE SCHOOL

ASYNCHRONOUS (INDEPENDENT)	<ul style="list-style-type: none"> <li>• Make a schedule so that you can organize your day, and complete all of your independent assignments.</li> <li>• Check email and Google Classroom/Echo daily for assignments, announcements, and daily agenda.</li> <li>• Read teacher feedback, and improve your work when needed.</li> <li>• Email, send a comment in Google Classroom, or attend office hours when you need help.</li> <li>• Choose a study partner so you can help each other stay focused on distance learning.</li> <li>• Make time for breaks and movement.</li> </ul>
SYNCHRONOUS (IN-CLASS)	<ul style="list-style-type: none"> <li>• Make a schedule so you can keep track of when you need to be online and what assignments you have to complete.</li> <li>• Follow all regular classroom rules in breakout rooms, chats, and live interactions.</li> <li>• Keep your camera on when entering a meeting, unless other arrangements are made with the teacher.</li> <li>• Find a quiet place where you can hear your teacher and background noise will not interfere with your learning.</li> <li>• Dress appropriately for a typical school environment.</li> <li>• Press the mute button on your video platform. Only unmute when sharing your thoughts.</li> <li>• While in Breakout Rooms:               <ul style="list-style-type: none"> <li>◦ Remain on task</li> <li>◦ Follow instructions given by your teacher</li> <li>◦ Follow behavior and language expectations, remember your teacher may join you at any time.</li> </ul> </li> <li>• Be sure to get enough sleep, so that you are ready to learn in class.</li> <li>• Be prepared when coming to class by completing any introductory assignments posted by the teacher.               <ul style="list-style-type: none"> <li>◦ i.e., Read an article or watch a video, so you are prepared for the synchronous discussion.</li> </ul> </li> <li>• Be fully engaged, and participate in class discussions and activities.</li> </ul>
TECHNOLOGY USE	<ul style="list-style-type: none"> <li>• Use technology appropriately, follow the Technology Use Agreement.</li> <li>• Keep login, passwords, and private information private.</li> <li>• Always THINK before posting a comment. (Is it <u>T</u>True, is it <u>H</u>elpful, is it <u>I</u>nspiring, is it <u>N</u>ecessary, is it <u>K</u>ind?)</li> <li>• Take care of your device, especially around food and beverages.</li> <li>• Follow the terms of your Technology Loan Agreement, if you are using a district device.</li> <li>• Notify school personnel of any technical issues immediately.</li> <li>• Put away and charge devices at night so you can get enough sleep.</li> </ul>
CONSEQUENCES	<p>Like the physical classrooms, each teacher is allowed to set guidelines and policies for his or her individual classroom, even virtually. Violations of these policies may result in assigned consequences.</p> <ul style="list-style-type: none"> <li>• Teacher contact parent/guardian</li> <li>• Loss of activity</li> <li>• Restorative assignments</li> <li>• Conference with assistant principal or other staff</li> <li>• Partial or full restriction or suspension from online classroom/virtual meetings</li> <li>• Community service</li> <li>• Exclusion from school and/or Evergreen School District activity or celebration</li> <li>• Expulsion from school and/or the Evergreen School District</li> </ul>



# Academic and Intervention Support

## ACADEMIC SUPPORT

*Academic supports are built into the school day through teachers' classrooms, academic counseling, and Student Study Team (SST) meetings.*

### **Students and/or parents may:**

- ☐ Review daily virtual classroom platforms (ie Google Classroom/Seesaw/PowerSchool/ECHO) and communicate with teacher(s) via email for academic support, questions or clarifications.
- ☐ Arrange a meeting with a teacher for extra help after class or at a mutually agreeable time with the teacher to get support needed.
- ☐ Attend a support virtual meeting, small group, workshop, webinar, or pre recorded video to review class content or skills.
- ☐ Communicate with teacher(s) and/or school administration regarding academic struggles and support needs.
- ☐ *(Middle School Only)* Self refer to the academic counselor for help on studying, time management, organization, GPA, etc.

## INTERVENTION SUPPORT

*Intervention programs and supports are accessible to students and teachers throughout the day. These structures are available during the school day through a referral process. Such referrals include multiple layers of support.*

### **Elementary School:**

- ☐ Parents/Teacher/Administrator conference to discuss further academic intervention.
- ☐ Staff referral to the school's academic supports once classroom interventions have been implemented.
- ☐ Student Student Team (SST) meeting scheduled with parent, teacher and team members.

### **Middle School:**

- ☐ Staff referral to school's academic supports such as *Intervention elective (during the school day/Admin referral needed) or afterschool intervention class (homework club, intervention support)*.
- ☐ Staff or student referral to the site's academic counselor.
- ☐ Staff and student referral to the school site's assistant principal.
- ☐ Staff referral for a student-teacher-parent-site administrator conference.
- ☐ Staff or parent referral for a Student Study Team (SST) meeting.



# Academic and Intervention Support

## SOCIAL AND EMOTIONAL SUPPORT

*Social and emotional support is available to students in order to provide a space for them to be able to learn and thrive in a challenging learning environment. Schools strive to provide all students with the means to be successful at school through the following ways:*

- ❑ Students will attend daily *Morning Meetings / Advisory Class* for development of social and emotional supports, strategies, and resources.
- ❑ Student Council / Leadership class will create virtual events designed to support students' social and emotional needs through virtual platforms for *student activities, student to student connections, and school spirit events*.
- ❑ Students may participate in virtual extracurricular activities designed to support the social and emotional needs of students (i.e., clubs).
- ❑ Students may self-refer to the teacher, counselor, or site administrator for support with social and emotional needs.
- ❑ Students will participate in the referral process to access available additional support.

## MIDDLE SCHOOL COUNSELORS

*Chaboya MS*

BEATRIZ FERNANDEZ



Digital Office  
Student Self-Referral

*LeyVa MS*

JENNIFER WALCZAK



Digital Office  
Student Self-Referral

*Quimby Oak MS*

JENNA BRAGA



Digital Office  
Student Self-Referral

*Intertwining social and emotional learning and academics advances the ability of our students to adapt to change with the essential skills to effectively manage new challenges.*

*- Dr. Karen Burke*





# Special Education

This document will provide families with general understanding of the variety of services the Special Education Department will be offering during this period. Our special education staff (which includes special education teachers, speech and language pathologists, school psychologists, occupational therapists, adaptive physical education teachers, Individualized Education Program (IEP) counselor, school nurse and applied behavior analysis therapists) will provide special education services using a variety of different strategies and online platforms based on individual student's needs.

Distance Learning may include tools such as instructional videos, online access to educational programs, virtual live sessions, parent consultation, and additional resources which will be on Google Classroom or other learning platforms for student centers. This may mean some adjustments to the current (IEP), to ensure students continue to receive services during COVID-19 changes in general education programs. Students who receive their educational services in a mainstream environment may receive their services in a schedule similar to other students in the grade span model and will receive notification of the student's schedule from the school. Below are expectations for Distance Learning.

## **Parent / Guardian(s) will:**

- Have their child attend daily classes/sessions as well as their assigned sessions with Specialists (if applicable).
- Collaborate with the Special Education Teacher or Provider.
- Attend scheduled IEP meetings.
- Communicate with Special Education staff as needed.

## **Special Education Staff will:**

- Provide special education and related services in the IEP through synchronous/asynchronous learning which may include (online learning websites, online instructional materials, paper packets, instructional videos, etc).
- Individualize materials to meet the needs of each student based on their Individualized Education Program.
- Individualize access to online learning programs and tools.
- Collaborate with general education teachers, related service providers and administrators, as needed.
- Collaborate with families which may include phone conferences, texting, online meetings and emails.
- Continually monitor student progress and communicate to parents and IEP team if adjustments need to be made.
- Follow national and state guidance on the procedures and delivery of services for students with IEPs.



# Special Education

GRADE LEVEL	CLASS EXPECTATION
<b>K-8</b>	Special education staff will use Google Classroom or other learning platforms to deliver their online instructional tools. Special education staff will continue to reach out to families and students with individual activities based on their IEP. Materials will be distributed as necessary to support student learning. Follow the required guidelines for instructional minutes. Below is a list of general services which will be provided.

PROVIDER	IMPLEMENTATION OF SERVICES
<b>Special Education Teacher / Resource Specialist</b>	<ul style="list-style-type: none"> <li>• Students will have access to online learning programs.</li> <li>• Teachers will review student progress of online learning and provide additional materials as needed.</li> <li>• Teachers may work with students in small groups as needed.</li> <li>• Teachers will provide weekly activities.</li> <li>• Special education teachers will provide a suggested skill and instructional level (and individualized as necessary) schedule of learning activities.</li> <li>• Special education teachers will review and provide feedback on student work that is emailed to them or completed using an online platform.</li> <li>• Resource teachers will collaborate with general education classroom teachers about student's progress.</li> <li>• If appropriate, special education teachers will collaborate with related service providers about each student's individual progress.</li> <li>• Teachers will review student progress and provide additional materials as needed.</li> <li>• Support teachers in selecting most salient content for distance learning and homework expectations.</li> <li>• Support teachers in designing learning activities that meet the needs of special education learners in a distance learning environment.</li> <li>• Communicate with Specialists and Aides to provide support in scaffolding lessons.</li> <li>• Support development and delivery of formative assessments that target IEP goals.</li> <li>• Inform general education teachers of each student's modifications, accommodations and supplemental services and include the implementation procedures.</li> </ul>



# Special Education

PROVIDER	IMPLEMENTATION OF SERVICES
<b>Speech and Language</b>	<ul style="list-style-type: none"> <li>• Speech and language pathologists will provide individualized instruction aligned with students' IEP's who receive speech and language services.</li> <li>• Speech and language pathologists will consult with families to provide coaching to implement speech strategies.</li> <li>• Speech and language pathologists will collaborate with classroom teachers.</li> <li>• Speech and language pathologists will use online platforms to provide activities to all students.</li> </ul>
<b>School Psychologist</b>	<ul style="list-style-type: none"> <li>• School psychologists will develop materials which will be provided for families to implement at home. The materials can include social stories, strategy reminder posters, activities, and videos.</li> <li>• School psychologists will contact students who receive counseling services for permission to have live individual sessions.</li> <li>• School psychologists will consult with families via phone conferencing and emails.</li> <li>• School psychologists will collaborate with families to provide coaching for implementing strategies.</li> <li>• School psychologists will contact students who receive counseling services for individual live sessions, with parental permission.</li> <li>• School psychologists will collaborate with general education staff and related services as needed.</li> <li>• School psychologists will complete assessments as needed.</li> </ul>
<b>Occupational Therapist</b>	<ul style="list-style-type: none"> <li>• Occupational therapists may develop materials which can be followed at home.</li> <li>• Occupational therapists will contact families to provide families coaching for implementing the strategies.</li> <li>• Occupational therapists will collaborate with the general education teacher and other special education staff.</li> <li>• Occupational therapists will share strategies for students with IEP team.</li> <li>• Occupational therapists will conduct live lessons with students per their IEP.</li> </ul>



# Special Education

PROVIDER	IMPLEMENTATION OF SERVICES
<b>IEP Counselor</b>	<ul style="list-style-type: none"> <li>• IEP Counselor will develop materials which will be provided for families to implement at home. The materials may include social stories, strategy reminder posters, activities, and calming strategies.</li> <li>• IEP Counselor will contact students who receive counseling services for individual live sessions, with parental permission.</li> <li>• IEP Counselor will collaborate with families to provide coaching for implementing strategies.</li> </ul>
<b>Applied Behavior Analysis Therapist</b>	<ul style="list-style-type: none"> <li>• The Applied Behavior Analysis Therapist will develop materials which will be provided for families to implement at home. The materials may include social stories, online videos and activities.</li> <li>• The Applied Behavior Analysis Therapist will collaborate with the general/special education teacher.</li> <li>• The Applied Behavior Analysis Therapist will collaborate with families on a weekly basis to provide coaching for implementing strategies.</li> <li>• The Applied Behavior Analysis Therapist will conduct live sessions.</li> </ul>
<b>Instructional Aides</b>	<ul style="list-style-type: none"> <li>• Instructional Aides will collaborate with teachers on a daily basis to provide support to students in such areas as creating materials, videos, breakout sessions and assist with reviewing work in small groups.</li> </ul>
<b>Adaptive Physical Education</b>	<ul style="list-style-type: none"> <li>• Adaptive Physical Education Teachers will develop materials which can be followed at home.</li> <li>• Adaptive Physical Education Teachers will contact families to provide families coaching for implementing the strategies.</li> <li>• Adaptive Physical Education Teachers will collaborate with the general education teacher and other special education staff.</li> <li>• Adaptive Physical Education Teachers will share strategies for students.</li> <li>• Adaptive Physical Education Teachers will conduct live sessions.</li> </ul>
<b>School Nurse</b>	School Nurses will provide medical services and support as dictated by a student's IEP/504 and medical needs.

**PLEASE NOTE:** As we continue this journey in Distance Learning, the district plan will adjust as needed in order to make the best effort to deliver the highest quality of services in light of the circumstances.





# English Language Learners

Evergreen School District is responsive to the strengths, needs, and the socio-emotional health and development of English learners. Instructional programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

## GUIDING PRINCIPLES FOR ENGLISH LEARNERS

- English learners fully and meaningfully access and participate in the learning environment to attain high levels of English proficiency and mastery of grade level standards.
- English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.
- English learners receive tiered support through Integrated and Designated English Language Development (ELD) instruction to meet their needs.
  - During ***Integrated ELD***, teachers and support staff focus on developing academic language/support in all subject areas in order to provide students access to the core academic program.
  - During ***Designated ELD***, teachers and support staff meet with EL Level 1 and 2 students during a protected time daily. The focus is on how English works at each student's language proficiency level.

## Student Roles and Responsibilities:

- Commit to doing your best everyday.
- Ask for help when you need clarification.

## Parents and Guardians' Roles:

- Continue using your home language to talk, read, discuss texts, and help their children with schoolwork.
- Connect with your child's teacher regularly to monitor your child's progress. EL Assistants can assist parents and teachers with communication.

## Resource for Parents and Guardians:

A bilingual site for educators and families of English learners [¡Colorín colorado!](#)



# Social Emotional Learning

## EXPECTATIONS FOR SOCIAL EMOTIONAL LEARNING

Emotional safety is the foundation for all learning and success. The pandemic has caused widespread trauma heightening the need for trauma-informed Social Emotional Learning (SEL) to care for ourselves, our students, and their families. Students need to feel connected to school and caring adults—especially when they are remote. In order to provide stability and predictability so students feel comfortable and safe during online classes, our staff will create predictable routines during class time. Routines might consist of a welcoming activity or routine at the start of each class, to build the sense of community and help to connect students to each other and their work. Teachers may close each video session in a special way that leaves students feeling positive, utilizing strategies such as one-minute celebrations and reflections on learnings. Students will be given opportunities to listen to and learn about each other in a variety of ways throughout their online class sessions. During their classes students may be offered opportunities to share experiences by activities such as reading and discussing current events (medical developments, social responses to the virus, etc.) as a way for them to receive factual information as well as to talk and process emotions. At the beginning of the year, students may be offered the opportunity to reconnect and create a sense of closure regarding the previous school year through journaling or writing letters to their former classmates or teachers.

- **Making Connections:** School spirit days, clubs, games, competitions and lunchtime activities will be planned in order to offer multiple opportunities for students to connect with peers in order to encourage social interactions and social emotional well being.
- **Referrals:** Families will be provided with information on services available at school such as school psychologist support, Marriage and Family Therapist (MFT) interns and social workers, along with referrals to outside agencies such as Starlight and Care Solace when necessary or needed.
- **Every child, every day:** Students will participate in a Morning Meeting (*Elementary*) or an Advisory class (*Middle School*) every morning that will allow them the opportunity to process the world events, make connections, and build relationships with peers and school staff. Middle School teachers will utilize the Second Step curriculum during Advisory classes to discuss topics such as responsible social media usage, cyberbullying, online privacy, allyship and standing up against bullies, digital footprints, relationships, identity, multiculturalism and responding to online hate speech.
- **Middle School Counselors** will be available during the school day at all three middle schools and will offer a variety of ways for students to seek help such as drop in hours, personal appointments, lunchtime groups, before and after school check ins, video conference groups and counseling groups.

