

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
Buena Vista Elementary School District	Carole Mederos Superintendent/Principal	cmederos@buenavistaeagles.org (559) 686-2015

General Information

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

Buena Vista School District is a single-school school district in rural Tulare County. Buena Vista is a K-I school with an enrollment of approximately 203 students in grades TK - 8. More than half of our students travel to Buena Vista from outside our district. The ethnic make up of our school is 70% Hispanic, 27% White, 3% Black. The concentration Subgroup populations are English Learner 15% and Socio-economically disadvantaged are 71%. With our diverse population and because the students come from many areas, not just our physical district, the impact of the COVID-19 pandemic has had broad implications. The majority of our families are essential workers in one industry or another. We have many families that are involved in agriculture, education, the medical field, law enforcement or fire protection. With the closure of school, child care has become an issue for many families. Some parents have had to take off work to provide care for their children that would normally be in school.

The closure of school has had a major impact on our students. While we did provide work packets for students in the Spring. Many students struggle with the lack of social interaction. Many students had their extracurricular activities cancelled. The normal routine of families was disrupted and there was the overriding fear of contracting COVID-19.

Our staff has also been affected. At first, there was all the same fears and disruption of our BV families. As time has progressed our staff has had to come to terms of being back on campus (2 decided that they would not return) and they have had to learn a whole new way of providing instruction.

Through written and phone surveys with parents, we learned that we have families without internet. We have contracted with AT&T for hotspots. It has taken a while, but we are finally able to provide families without any access internet. We will continue to assess the access capabilities of our families. Many that have internet have found it to be inadequate for multiple children to be on Zoom at the same time. We, as a district, are working to support our families by providing hotspots for access to the internet and also access to our social worker and family service worker for emotional and physical needs.

Stakeholder Engagement

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

Prior to the Safer at Home order, Buena Vista engaged stakeholders in the traditional ways (in-person meetings and surveys) to begin the development of our 20-21 LCAP. Since the COVID-19 school closure and the postponement and cancellation of the LCAP, stakeholder feedback was still necessary but new methods of communication were necessary and for a whole new purpose. Since the school closure we have used paper and online surveys to solicit feelings regarding instruction. We also called every parent to gain parent thoughts and to field questions regarding reopening procedures and the instructional process. Parent groups met by Zoom . Information has been posted to the website and social media. An all-call system has been used to notify parents of resources available on the website and social media. When gathering information from staff, emails, online surveys, Zoom meetings and in-person meetings have been used. The school board has continued to meet in person and has been able to use the data from staff and parents to guide school-wide decisions.

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

Stakeholders are and have been encouraged to call or email questions or comments. We have used Zoom for parent meetings, although attendance was sparse. We have had great response from the phone calls and surveys. We have used mailings, an all-call system, our website and social media to get information to the parents and other stakeholders regarding meetings, surveys and other pertinent information.

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

With regard to distance learning, we initially we asked stakeholders for feedback on their preferences of how they would like to see school reopening. However, since the official closure, we have been looking for input on their ability to access instruction is going and how it is working for their family. The most common feedback is that parents would like a shorter instructional day. They would like to have instruction done by noon with the option to come back for help in the afternoon. Another aspect of distance learning that was shared by parents and teachers is the desire to have work packets available to the students. This enables the students to have work in hand and the teachers to have reference materials when teaching through Zoom.

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

We have shortened the instructional time in most classes. Sixth through eighth grades has all of their instruction in the morning with "office hours" in the afternoon that students can access their teachers for questions and/or assistance. First through fifth grades have shortened their days, however still offer instruction in the afternoon. We are still working to refine our schedule and possibly shorten this time with

"office hours" and voluntary time in the afternoon. We just completed a survey of parents as to the length of Zoom time and the time for independent work. There results are included in Attachment : Parent Survey Results -- Distance Learning -- How is it going

Looking at this data confirmed that we were serving the best interest of most BV families. But we also were able to make some adjustments to our schedules to allow for some flexibility. In the majority of classes teachers provide the bulk of core instruction in the morning, before lunch and then resume with individual or small group instruction. They are also available for office hours daily until three o'clock. Most are available later, if necessary or if arrangements have been made with the parents.

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.]

Buena Vista does not currently offer in-person instruction. We will offer in-person instruction when the Health Department and the Governor deem it safe to return to campus instruction and the Board has determined that it is safe for our community. We will follow all safety precautions with disinfecting all common surface areas frequently, we will require and provide for social distancing and masks will be required for all staff and students in grades 3-8 and encourage them for grades K-2. We have protocols set for the full day of school in our reopening guidelines.

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

Description	Total Funds	Contributing
School Psychologist (added extra half day) for counseling and support to students and families, especially for students with special educational needs.	22,240	Yes
Family Service Worker -- support for families, especially for our socio-economically disadvantaged and English Learners	6,600	Yes
Teacher on Special Assignment -- to assist teachers with technology and to work with students that have experienced learning loss.	73,495	Yes

Description	Total Funds	Contributing
Instructional Aides that assist the teacher with online learning by helping students with access issues, allowing the teacher to focus on instruction. The instructional aid also works with small groups within the Zoom meeting or work directly with students when they are back on campus.	162,230	Yes
Certificated Teacher	1,039,320	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.]

Buena Vista will continue to use our adopted curriculum as much as possible using their online platforms. We have also added the following resources to supplement and enhance our instructional program.

- Zoom used to deliver daily lessons live to students with their peers as well as to have a social interaction between teaching staff and students and students with their peers.
- Grade Level Standards covered with emphasis on Essential Standards to ensure a deeper level of learning.
- Google Classroom are and See Saw utilized for lesson assignments and student work submission.
- DreamBox Math Program used in grades TK-5th for intervention and acceleration of learning.
- Lexia Core 5 Reading Program used in grades TK-5th for intervention and acceleration of learning.
- PowerUp Reading Program used in grades 6-8th for intervention.
- Moby Max is used for supplemental work and assessments
- Mystery Science and Generation Genius are used as supplements to science instruction
- Goguardian is used to monitor Chromebook usage for appropriateness and participation in instruction
- District Assessments Administered: STAR Reading / Math, ans Math,English Language Arts Unit tests.
- Checking for understanding and progress assessments administered frequently.

- Intervention support for students by staff through Zoom and/or by phone (one on one or small group).
- Flipgrid platform used for student and/or teacher created videos or photos of work submitted.
- Chromebooks, headphones and hot spots will be distributed to students in order to participate in the educational program.
- Integrated and Designated supports for English Learners
- Special Education accommodations and supports for students with IEPs.
- Translation support to families will be provided through our Spanish speaking staff for communication to our parents.
- Clever is used as a single sign-in resource where all other student programs are housed.

New resources will continue to be added as necessary.

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.]

Families were assigned a day and time to come on campus to pick up classroom supplies, a Chromebook, headphones for their student(s). Hotspots have also been delivered to those who need them.

Teaching staff, instructional aides and a TOSA are available daily to troubleshoot and to provide support to families with technology issues during and after the school day. Any issues that cannot be resolved must be directed to the office. The school contract with Valley Expetec for issues that maybe beyond our knowledge. Teaching staff will keep the administration up to date as to family technology needs.

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.]

Students have all been issued Chromebooks and headphones to insure access to our curriculum. Families without internet were also issued hotspots. Programs such as See Saw (Grades K-2) and Google Classroom(Grades 3-8) will be utilized to post assessments for students as well as the online STAR assessment Program utilized by the District. Teachers will have initial assessments given to students to check their academic level at the start of the school year. Student's academic understanding will also be monitored through one-on-one and small group instructions and conversations between student and teacher, progress monitoring, exit tickets, rubric scores, both formative and summative assessments and daily work review. Some assessments may be submitted by the student as well as assessments given live, via the computer with the student. Staff will be given time to collaborate to analyze student results and work together to support the student's needs and intervene with additional intervention supports.

Buena Vista utilizes the quarter system. Students will be issued progress reports at least half way through the quarter or as needed. Grades will be issued at the end of each quarter. Parent-teacher conferences will be held by Zoom or regular phone call. Teachers will take attendance in our student information system that will also document daily participation of each student's live contact times as well as their daily work completion. This will be submitted to the administration on a weekly basis. Both teacher and administration will follow up with students/parents if there is a concern in any of these areas. Teachers will be required to ensure they are meeting the minimum required instructional minutes per week: TK-K 180 minutes; 1st - 3rd 230 minutes;

4th - 8th 240 minutes through lesson plans that document instruction time as well as estimated times needed to complete assignments.

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.]

Staff has been trained in Zoom, Google Classroom and See Saw. As teachers and students settle in, we will add programs that supplement and improve instruction. Training will be provided in programs like Screen Castify, Pear Deck, as well as online platforms of current adoptions. Buena Vista has contracted with TCOE for consultants in the areas of ELA/ELD, Math and Technology. Teachers have access to these consultants through email at any time.

Staff Roles and Responsibilities

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

All Buena Vista staff have taken on different roll as we function with in distance learning and eventually the hybrid model Instructional Aides will be trained in technology tools and platforms that they will be supporting teacher and students. If a Hybrid Model is implemented, Instructional Aides will be assigned to multiple duties due to the additional recess and lunch times being offered to ensure social distancing and student safety. Maintenance staff are dedicating more time to sanitizing equipment and the facilities. Bus drivers will be taking temperatures as well as certificated and classified staff. Office staff have become health screeners for staff, students and visitors. The Superintendent/Principal and the TOSA will be used to teach students if needed to replace the teachers live interaction. Teachers have become tech support for students and parents.

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.]

Students with unique needs will be supported by their teacher as well as through the District's Classified Staff, Resource staff, Intervention teacher, County Social Worker, and Family Service Worker to ensure that they are receiving additional supports in all areas, academically and social/emotionally.. Virtual small group break out sessions and tele-conferences to the home will be made during the teacher's office hours. This time will not only be used for academic check ins but also for personal connections with students and for teachers to be available for parents to call. Teachers will be assessing students and meeting each student's individual needs. Students who are English Learners will be provided the Designated and Integrated lesson supports from their teacher. Students with IEP's will be supported through the certificated and classified staff and goals monitored. Teachers will set academic goals for their student and celebrate accomplishments. Our Social Worker and Family Service Worker will work to provide guidance to families/students of outside resource supports as well as being a resource and support for them. Students who are Foster, Homeless, English Learner or Socio-economically disadvantaged will be contacted by the counselors, liaisons and Social Worker to ensure their

academic and emotional stability. Buena Vista has also partnered with the Tulare County Office of Education on a Triage Grant to provide additional support for Sundale with a Social Worker. Resources will continue to be updated on the School Website's homepage as well as parent training's and question/answer sessions as needed throughout the year.

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

Description	Total Funds	Contributing
Chromebooks -- We need to have replacements for older Chromebooks and backups for those that fail.	18,000	Yes
Hotspots	10,000	Yes
Virtual Platforms-- online programs to supplement and enhance instruction.	25,000	Yes
Staff Training	5,000	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.]

Teachers and administration have collaborated to work towards teaching with greater emphasis of the "essential standards". This will allow for a deeper level of understanding for the student and benefit them as they move onto the next grade level. All students will be assessed with local assessments at the start of the school year to develop a plan to meet the needs of each individual student. Teachers will create learning plans for those students who may need additional accommodations to their instruction. Teachers as well as Instructional aides will work with individual or small groups of students to regain the student's loss of learning and support the English Learners, students with special needs, low-income, foster and homeless students.

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.]

In addition to teacher support, the students will be utilizing software programs (Moby Max, Dreambox, Lexia Core5, Power Up) to accelerate and remediate their learning. Instructional support staff's time will be focused on supporting the students within the learning groups (English Learners, Foster, Homeless, Special Needs students, Socio-Economically Disadvantaged) in both Math and English Language Arts during their dedicated time supporting the classroom teacher. The TOSA will provide support and will monitor student growth regularly.

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 will be assessed on a regular basis as well as daily connections and check-ins on their progress. Resources that the teachers will use are STAR Math and Reading, Moby Max, Dream Box, Lexia, Running Records, Unit and Chapter tests, assignments and consultation with individual students.

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

Description	Total Funds	Contributing
<p>Teacher on Special Assignment to assist with technology issues, collect data from assessment and collaborate with teachers as to the results.</p> <p>We presently do not have any homeless or foster youth, but we are prepared for them if they should arrive. We have a social worker, family service worker and we have contracted for extra psychologist time to provide emotional support and to assist families with access services that may be needed. Our TOSA is also working directly with families to provide tech support during Zoom sessions. Our ELs and low-income students work daily with both teachers and instructional aides. Work and participation is monitored weekly for completion. Intervention is provided to those who need it.</p>	75,000	Yes
<p>Additional technological devices (Chromebooks, headphones and hotspots) have been purchased to accommodate virtual learning and provide all students with equal access to the curriculum</p>	25,000	Yes

Description	Total Funds	Contributing
Instructional aides are assigned to each class and provide students with additional instructional time through small groups or one-to-one instruction.	180,000	Yes
<p>We presently do not have any homeless or foster youth, but we are prepared for them if they should arrive. We have a social worker, family service worker and we have contracted for extra psychologist time to provide emotional support and to assist families with access services that may be needed.</p> <p>Psychologist (1/2 day plus one provided by TCOE) \$28,000 Family Service Worker \$6,000 Social Worker \$23,000</p>	57,000	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.]

Buena Vista has contracted with TCOE for psychologist time, a social worker and a family service worker to help provide extra social-emotional support to our students and their families. Teachers will check in daily with students and regularly with parents. Resources and links are available on the BV website. Teachers have received inservice in Trauma informed practices and these elements will continue to be shared with the staff and procedures to follow for our students and parents. Staff will also be trained on how they can be aware of their own well being and mental stability. Teaching staff members will participate in a Suicide Prevention Training as well as the entire staff will be Mandated Reporter trained (geared towards looking for signs during Distance Learning). Administration will ensure to continue staff relations and supports during this time. The Social Worker will implement Mindful Schools which is a K-12 Curriculum related to Mental Wellness. Buena Vista will continue to celebrate students successes in the area of Character and Academics. There will be opportunities for students to participate in a few virtual group sessions related to a variety of topics (art, support groups, Leadership, Music, Band, Yearbook, etc.). Administrators and Counselors will also be a part of the live interactions with the students, but not to replace the teacher.

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.]

The District shall develop written procedures for tiered re-engagement strategies for all pupils who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week. These procedures shall include, but are not limited to, verification of current contact information for each enrolled pupil, 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. Teachers will track daily connections with students and academic engagement. Teachers will work to communicate through email, Remind, Dojo or by phone to parents whose students are not in attendance on a daily basis. For students who teachers are not able to connect with, those names will be shared with the Principal to follow up with the parents as well after two absences. The County Social Worker, Family Service Worker will also support this by making home visits with the Principal as needed. In District families, may be at risk of being referred to SARB.

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.]

Buena Vista participates in the CEP program which allows all or our students receive breakfast and lunch at no charge. The cafeteria staff will provide meals for the week for all students on the first day of the week. A drive-through pick-up will be used to distribute meals. Approximately 97 percent of students are accessing meals on pick-up days. Once the School moves towards in person learning, the students will be scheduled at various times for their lunch, eating both inside and outside. Students will have designated seating areas. Students will not sit across from each other and will be 6 feet distanced.

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

Section	Description	Total Funds	Contributing
School Nutrition	The Purchase of extra packaging materials in order to provide meals to go.	3,000	Yes

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
21.17%	\$314,372

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.]

The District has hired a TOSA to support student and teacher needs across the School in the area of English Language Arts and Math Intervention and tech support. The TOSA will also monitor the progress of foster youth, English learners and low-income students. Instructional Staff will support these students as a priority during the Response to Intervention (RTI) time with the teachers. Additional days contracted from Tulare County Office of Education for the County Psychologist to be on campus to support students and families. County Social Worker will contact families to address their needs and provide resources as needed to help provide stability for families. Extra Curricular Opportunities such as Music, Band, Sports, Social Groups, Leadership, Yearbook will be offered. Instructional Aides will be utilized to meet with the students who have experienced learning loss in Math and/or English Language Arts.

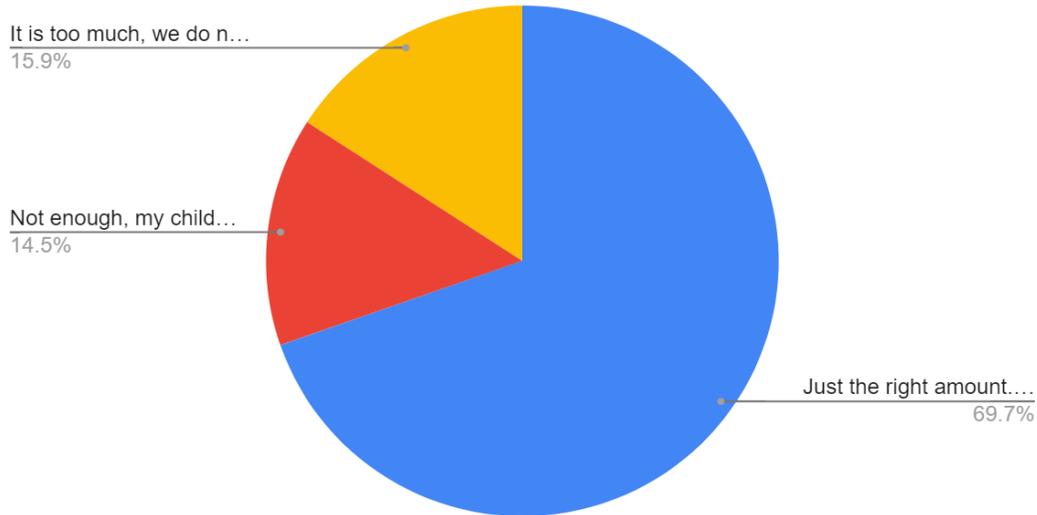
[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Additional technological devices (chromebooks, headphones and hot spots) have been purchased to accommodate virtual learning and provide all students with equal access to the curriculum and lesson delivery. Additional time given to students from the Classified Staff through Response to Intervention Support to focus on the needs of our Foster Youth, Homeless, English Learners and Low-Income students. Increased services in the area of Social Emotional support with a Social Worker and Family Service Worker on campus as well as contracted additional days with the County Psychologist to support students and families who may be experiencing difficulty. The TOSA will assist with monitoring assessments and collecting data on student progress.

Distance Learning -- How is it going? Aprendizaje a distancia - ¿Cómo va?

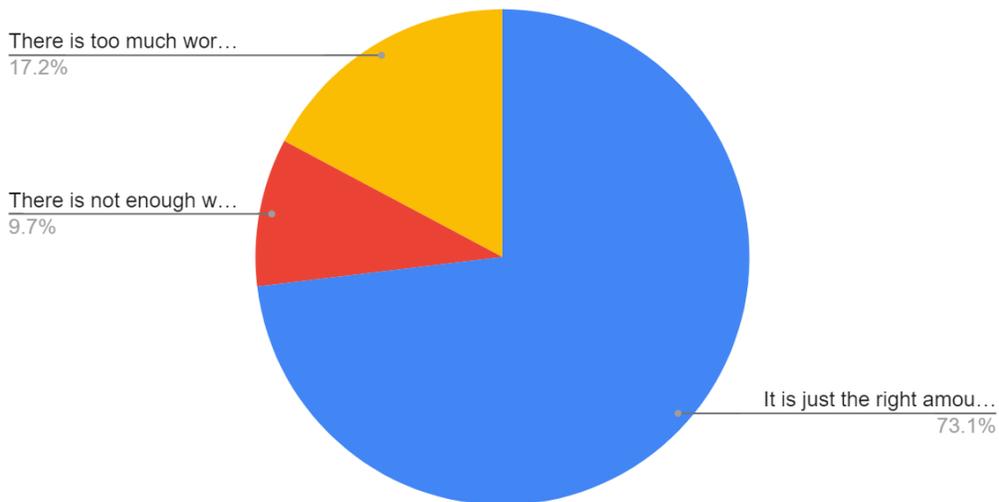
1.

Count of How are you feeling about the live Zoom time? /
¿Cómo te sientes sobre el tiempo de Zoom en vivo?



2.

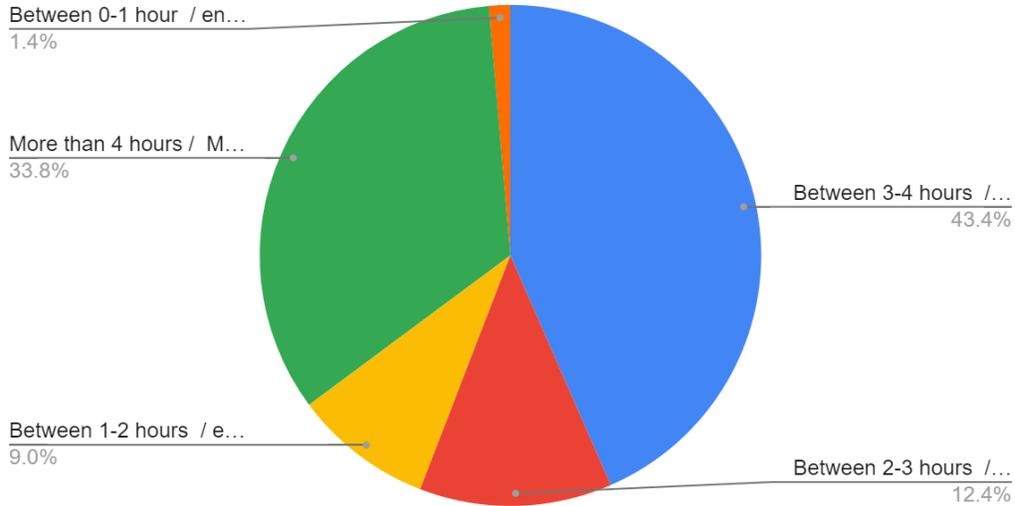
Count of How are you feeling about the independent work?
(This is work that is expected to be completed on their own....)



3.

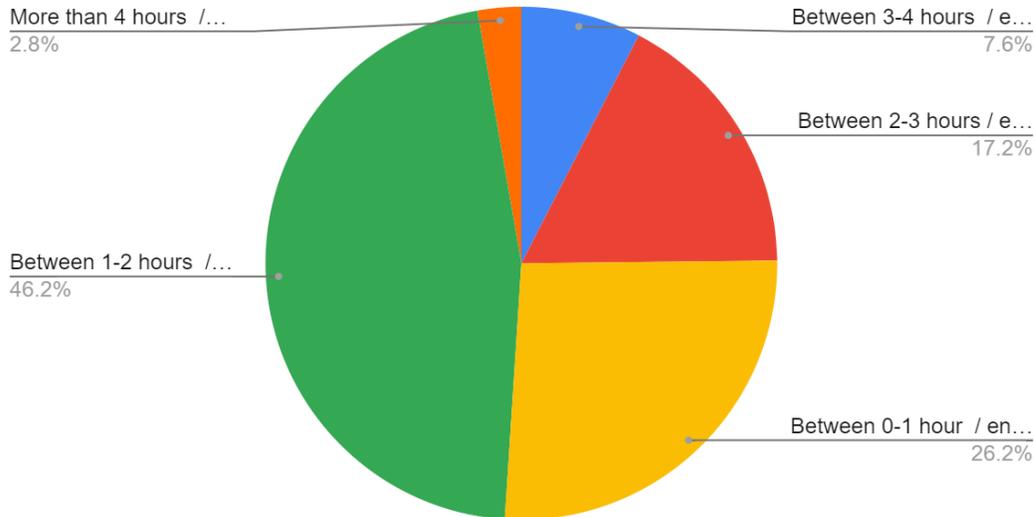
Distance Learning -- How is it going? Aprendizaje a distancia - ¿Cómo va?

Count of How much time does your child spend Zooming with their teacher or instructional aide per day? / ¿Cuánto tiempo...



4.

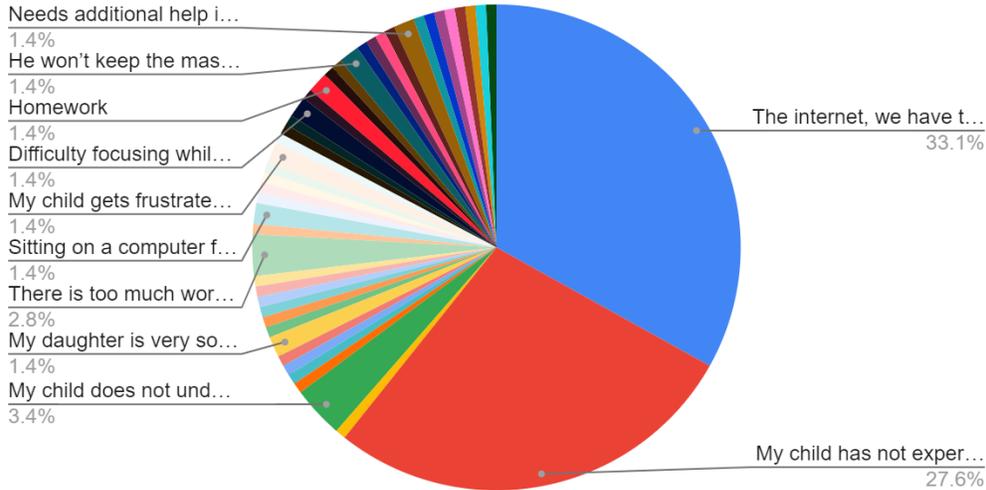
Count of How much time does your child spend completing their independent work? / ¿Cuánto tiempo dedica su hijo a...



Distance Learning -- How is it going? Aprendizaje a distancia - ¿Cómo va?

5. Answers have been edited to remove student names that may have been included.

Count of What is the biggest obstacle for your child during distance learning? / ¿Cuál es el mayor obstáculo para su hijo...



What is the biggest obstacle for your child during distance learning? / ¿Cuál es el mayor obstáculo para su hijo durante el aprendizaje a distancia?

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

Nothing

My child does not understand the work. / Mi hijo no entiende el trabajo.

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

Migraines

Distance Learning -- How is it going?

Aprendizaje a distancia - ¿Cómo va?

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

Being held accountable. feel they need more supervision

It's going pretty good so far

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

Fatigue from being online to long

My daughter is very social. She thrives when she is able to talk things out and interact with others. She has a good attitude and is trying to make the best of the situation, but she cannot wait to be back at school.

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

My child learns better in a classroom environment with a teacher.

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

She needs more time to do her work.

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

Unfortunately I am at work and am not able to be with her while she works. She had a hard time focusing and completing her work on her own. My issue is schools being closed in general because I cannot be home to help her.

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

Math and paying attention

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

She has a difficult time sitting still at home for learning

Doesn't like being at the computer, gets lost in what they are doing then wants to get off. It has been causing too much unnecessary stress.

There is too much work? / ¿Hay demasiado trabajo?

No Lexia available

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

My child does not understand the work. / Mi hijo no entiende el trabajo.

Sitting on a computer for too long. Wanting to move quicker than the class is going.

Sitting on a computer for too long. Wanting to move quicker than the class is going.

Too much work after they get off for day/homework

Distance Learning -- How is it going?

Aprendizaje a distancia - ¿Cómo va?

having to make them get back on again later for homework this is a hard time i need to tend to my family not deal with homework later

There is too much work? / ¿Hay demasiado trabajo?

There is too much work? / ¿Hay demasiado trabajo?

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

my child feels left out,and this discourages her from do the work.

She misses the needed socializing

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

My child gets frustrated being on zoom for so long.

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

He needs one on one instruction in order to understand what he's doing. So it gets a little hard for him sometimes.

My son has always loved school until this year. Some days he does fine and other days he completely shuts down. He gets overwhelmed and no matter the pep talk I give or his teacher he has a melt down. I am seriously considering pulling him and homeschooling until they are able to go back to "normal".

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

Distance Learning -- How is it going?

Aprendizaje a distancia - ¿Cómo va?

Sudden responsibility of his own learning: we are Trying to monitor 2 children in different classes to keep them on task and logged into the right areas at the right times.

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

Difficulty focusing while being in the home environment

Difficulty focusing while being in the home environment

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

Savannah has problems understanding her assignments

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

There is too much work? / ¿Hay demasiado trabajo?

My child does not understand the work. / Mi hijo no entiende el trabajo.

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

Homework

Homework

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

Distance Learning -- How is it going?

Aprendizaje a distancia - ¿Cómo va?

My child does not understand the work. / Mi hijo no entiende el trabajo.

My student is in an IEP and would benefit from in-person instruction.

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

The Children Struggle need in person teaching, The online is too much stress for these kids.

My child does not understand the work. / Mi hijo no entiende el trabajo.

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

He won't keep the mask on for a long time and his up and around he hates being home. He was an A-B grade student and he seems lost with this learning zoom. He likes to learn more in person, more like a visual person. It's not the same by zoom he gets distracted on the computer. He don't feel the same then being learning in class

He won't keep the mask on for a long time and his up and around he hate being home he was an A-B grade student and he seems lost with this learning zoom he likes to learn more in person him more like visual person it's not the same by zoom he gets distracted on the computer. He don't feel the same then being learning in class

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

Keeping her on task

class work is fine. My child has a difficult time with the amount of time on tests. (math fact tests)

test time and gets a bit confused maneuvering on the internet.

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

My daughter has a hard time wanting to go back to the zoom meetings after a break or lunch. Most of the work she can do herself.

My child gets frustrated being on zoom for so long.

Needs additional help in math.

Needs additional help in math.

Having trouble focus on zoom for such a long period and is not doing the work while zooming

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

Distance Learning -- How is it going? Aprendizaje a distancia - ¿Cómo va?

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

not being in a classroom, physically with the teacher. my child is missing that interaction.

not having the physical interaction with the teacher which i think would make them focus more.

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

keeping my child focused during instruction

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

Losing the Aide for math instruction has been challenging. We can work through the packets with him but he engages with the material much more when in small groups. This is also the reason for the earlier answer of too much independent work.

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

The internet, we have trouble connecting / Internet, tenemos problemas para conectar

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

Just needing help to stay on task

My child has not experienced obstacles. / Mi hijo no ha experimentado obstáculos.

My child has a hard time sitting still, not motivated, sometimes stressful on parents cause we have sit there all day with them.

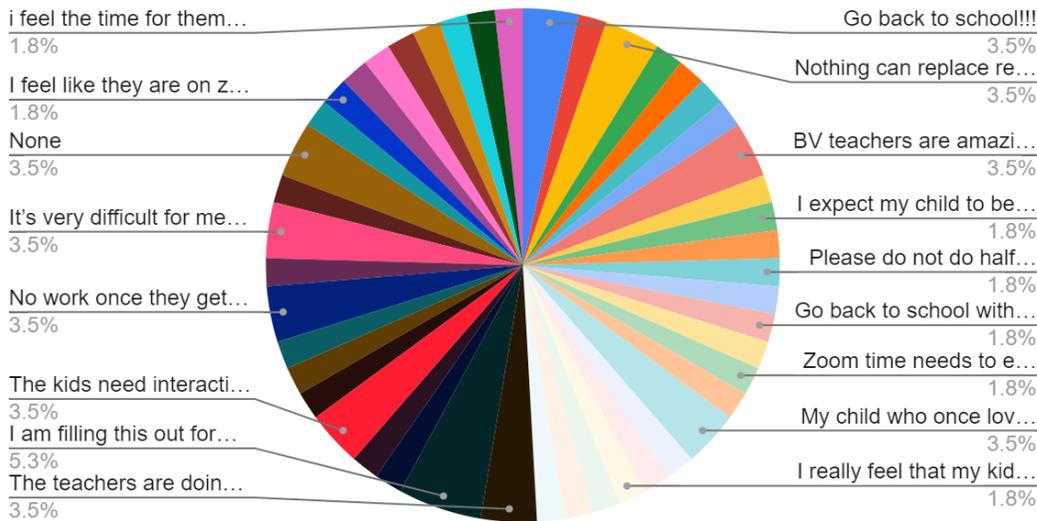
The internet, we have trouble connecting / Internet, tenemos problemas para conectar

my child feels like she doesn't get called often and it makes her feel left out which leads her to not do the work

Distance Learning -- How is it going? Aprendizaje a distancia - ¿Cómo va?

6. Answers have been edited to remove student names that may have been included.

Count of Any other helpful comments that you would like to share: / Cualquier otro comentario útil que le gustaría comp...



Any other helpful comments that you would like to share: / Cualquier otro comentario útil que le gustaría compartir

Go back to school!!!

Canada is working in regular classes

Nothing can replace real live student/teacher/classmate interaction and exchange of ideas.

Mr. Mendes, Mr. Griesbach, and Mr. Perry ROCK!!

I feel there needs to be more communication between the parents and the teachers in regards to the kids' work and what is being covered in zoom meetings and what is the child's independent work needing completed. i think an itinerary would be nice because then the parents would know what was done (or should have been done) as a class and what the student still needs to complete daily. As much as I'd love to trust my child when they tell me "My teacher said we're not doing this part", from past experiences, I can't.

We would love to go back to normal!

Online Zoom instruction should end at noon. With independent and 1:1 help in afternoons.

BV teachers are amazing. They are going out of their way to help my kids in any way they can. I appreciate all they do!

Although my daughter is doing well with distance learning she is missing the school setting/ interaction

Distance Learning -- How is it going?

Aprendizaje a distancia - ¿Cómo va?

I expect my child to be on zoom with his teacher between the hours of 8:30 and two with the exception of lunch and break. I have heard Parents complaining that our kids are on Zoom too long... That's ridiculous. If this was a normal school year we would be in class with the teacher for the most part of the day. It seems to be helpful for my son to be in a zoom meeting while doing his work then if he needs help he can ask his teacher just like he would in a normal year.

My daughter doesn't mind the work, she would just prefer less time online.

Please do not do half days. This will be tough for working parents.

Zoom time answer is incorrect. Just the right amount is our answer. The button to click just enough was not working

Go back to school with half of kids with alternating weeks and zooming each day.

if distance learning is to continue it would be nice for time options for the online class. An am class and a pm class.

Zoom time needs to end at 12 noon with independent work in the afternoon or 1:1 teacher help as needed.

My daughter has no problem completing the work if she's offline. Online is just too hard to keep her interested

My child who once loved school dreads sitting on a computer for this long. She usually complains that things move too slow. Constantly wants me to read instructions so she can move quicker. Seems learning would be best in their small reading groups for a couple of hours a day. If instruction needs to be from 8:30-noon then back off the homework amount.

Being on w teacher is fine but no work after they get off

if teacher would like some extra 1 on 1 with my child after school that would be great just need a scheduled time on when and what days

Go back to school!!!!

I really feel that my kids are safe at home. The teachers are providing quality instruction and support for them to learn from home. I really appreciate everyone's efforts in all they do for students, parents and families.

Distance learning is fine but we are ready to get back to the classroom!

The seesaw program has a lot of glitches, very frustrating.

I understand the teachers have a lot on their plate, but there are kids (my son) who just can't learn this way like there's kids that I'm sure are doing awesome. But not my son so I would take him to School on a daily basis if that's what he needs in order to get the education he needs.

The teachers are doing an amazing job!

I am filling this out for all of my kids. I feel that now that they are going half day I think it's good . I mean don't get me wrong I would love them back at school but sense we can't I know we are doing the best we can. I think the only one of my kids that goes longer is my son, but honestly it's ok I see what he is doing and I can honestly say Mrs Bessinger is doing a really good job all teachers are doing awesome but with my son he is my one that also needs a lot of time to work and mrs Bessinger has a way to explain things to him and he gets it today he had a break down because he didn't understand the math and I texted mrs Bessinger and she faced times him and talked to him it helped a lot he calmed down and she worked a

Distance Learning -- How is it going?

Aprendizaje a distancia - ¿Cómo va?

problem out with him and he started to understand it so thank you Mrs Bessinger for that my other son is doing better honestly now that he is on a shorter time and my daughter's headaches have stopped

We are completely on board with opening school back up.

We have been extremely impressed with Mrs Sanchez and how quickly she has reworked her entire class and way of teaching. We look forward to our son being in person in the classroom with her later this year.

The kids need interaction time with each other. Maybe schedule a half hour to hour social call.

Having the kids come once or twice a week even for an hour would be better that's nothing

Should be done with no extra work after

Maybe a change to time of instruction. Like 10-2 or 9-1

No work once they get off

I am confident in sending my students back to campus and will help in any way possible.

It's very difficult for me personally because I have two smaller kids and have to keep them away so they won't interfere with their learning and I have my baby's appointment so it's very hard and then the Internet is not the best and by kid gets very distracted I have moved them all around my house and since he does not focus in class is hard after class to have him do his work because since he didn't pay attention he seems lost and we'll I don't get it myself. It's very frustrating for me

I think a "recess time" would be great if possible (if an adult could monitor) just so kids could interact, not necessarily curriculum related.

My son spends a lot of time on the computer and then offline I have to help him because it's too difficult to hear or understand online.

I feel like they are on zoom way too long. My child doesn't do the work while they are zooming so after 2:20pm I'm doing an extra 4 hour of work with them a day. I have two other children and I feel like they are in zoom way to long I can't just focus on my one child for that many hours on zoom and then an extra 4 just to do the work he didn't do while zooming

Mrs.Pereira is doing a great job for only being online but we would like to see our two kids being able to go back to school and get the full interaction with their teacher. get

Mrs.Pereira is doing a fantastic job with our kids, but we are ready for them to also have that physical interaction with their teacher

Greatly appreciate the teacher's support.

Can't say enough about how great Mrs Pereira does at bringing the energy and excitement of the kindergarten to zoom. We know this is no small feat!

it is very hard for my children to be focused on zoom because they are home and they get very distracted

Being on line I think it's too distracting for them.

Distance Learning -- How is it going? Aprendizaje a distancia - ¿Cómo va?

I feel the time for them to get on is too early, maybe a little later in the morning would be better. I know that some schools are doing late in the day class time. As a full time working parent I would like to be able to be with my child while she learns from home.