

Madera Unified School District

Reopening School Plan

2020-2021



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PREFACE

On July 17th, California Governor Gavin Newsom announced his plan for learning and safe schools ahead of the 2020–2021 school year.

“Learning is non-negotiable,” said Governor Newsom. “The virus will be with us for a year or more, and school districts must provide meaningful instruction in the midst of this pandemic. In California, health data will determine when a school can be physically open – and when it must close – but learning should never stop.”

And with Governor Newsome’s announcement came the inspiration for the MUSD Reopening School Plan.

INTRODUCTION

The MUSD Reopening School Plan is to outline Madera Unified School District’s commitment to uphold Governor Newsome’s directive that learning must never stop. Regardless of the content delivery model, high-quality teaching and learning must occur on a daily basis.

Embedded within the MUSD Reopening School Plan are required expectations for all stakeholders. In addition, each content delivery model is clearly addressed with specific guidelines and requirements to ensure high-levels of teaching and learning occur across all content delivery models.

Last, essential educational programs and services are outlined, along with specific accountability tools, to guarantee Madera Unified School District continues to be a place where students are challenged to broaden their vision, inspired by meaningful opportunities and strive for authentic achievements.

TERMS & PLEDGE

Terms

Distance Learning

Instruction in which the pupil and instructor are in different locations and pupils are under the general supervision of a certificated employee of the local educational agency. Distance learning may include, but is not limited to, all of the following:

- Interactions, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology.

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- Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
- The use of print materials incorporating assignments that are the subject of written or oral feedback.

In-person Instruction

Instruction under the immediate physical supervision and control of a certificated employee of the local educational agency while engaged in educational activities required of the pupil.

Minimum School Day

- 180 instructional minutes in kindergarten
- 230 instructional minutes in grades 1-3
- 240 instructional minutes in grades 4 to 12

Instructional Delivery

- MUSD will offer in-person instruction or distance learning.
- MUSD will meet the annual instructional day requirements through in-person instruction or a combination of in-person instruction and distance learning.
- MUSD will not be required to offer the minimum instructional minutes in physical education.

Instructional Minutes

- For *in-person instruction*, instructional minutes shall be based on time scheduled under the immediate supervision of a certificated teacher.
- For *distance learning*, instructional time shall be based on the time value of the learning tasks and assignments delegated by the teacher.
- For a combined day of instruction delivered through both in-person instruction and distance learning, time scheduled under the supervision of a certificated teacher can be combined with assignments made through distance learning to meet the equivalent minimum day of instruction.

Synchronous Learning

Distance learning that happens in real-time

Asynchronous Learning

Distance learning without real-time interaction.

Distance Learning Requirements

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Distance learning may be offered at the district level or school level under one of the following circumstances:

- As a result of an order and/or guidance from a state or local public health officer.
- For students who are medically fragile or put at risk by in-person instruction, or who are self-quarantined due to COVID-19 exposure.

Pledge

Madera Unified will:

- Offer in-person instruction to the greatest extent possible.
- Provide 180 instructional days per school year.
 - ❖ An instructional day consists of the time that students attend in a classroom or in distance learning that meets the minimum requirements and is approved by the Board.
- Document daily participation by each student on each school day (whole or part) for which distance learning is provided. A student who does not participate in distance learning on a school day will be documented as absent for the school day.
 - ❖ Daily participation may include evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between school staff and the students and/or their parents/guardians.
- Communicate on a regular basis with parents/guardians regarding a student's academic progress.
- Complete a weekly engagement record for each student documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.
- Ensure a student who does not participate daily in either in-person instruction or distance learning shall be documented as absent. Documented absences are to be maintained for the purpose of reporting chronic absenteeism rates.
 - ❖ Each school district is required to develop written procedures for tiered re-engagement strategies for all students who are absent from distance learning for more than three (3) school days or 60% of the instructional days in a week.
 - ❖ Verification of current contact information of the student
 - ❖ Daily notification to parents of absences
 - ❖ A plan for outreach from the school to determine the student needs including connection with support services and as feasible transition to full time instruction.

In Madera Unified distance learning shall include all of the following:

- An ability to confirm access to devices and connectivity for all students that is adequate to participate in the educational program and complete assigned work.
- Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
- Academic and other supports designed to address the needs of students who are not performing at grade level, or need support in other areas such as English learners,

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students with exceptional needs, in foster care or experiencing homelessness, and/or students requiring mental health support.

- Special Education and related services required by a student's individualized education program (IEP) including requirements to address accommodations necessary to ensure the IEP can be executed in a distance learning environment.
- Designated and integrated English language development for English learners including the assessment of English language proficiency, support to access core curriculum and the reclassification to full English proficient.
- Daily live interaction with teachers and classmates for the purposes of instruction, progress monitoring, and maintaining school connectedness via internet or telephonic communication. If daily interaction is not feasible, the district is required to develop an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.

EXPECTATIONS FOR ALL

Students, Teachers, Administrators & Families

Expectations for Students:

- Dedicate appropriate time to learning using the time on task recommendations or as directed by your teacher(s).
- Check the online platforms for information on classes, assignments, and resources daily.
- Ensure that you know your usernames and passwords for instructional resources that are accessible via the district portal and/or website.
- Ensure you have access to wifi and a device to complete work. Devices and hotspots are available for students who need them.
- Identify a comfortable and quiet space to learn and study.
- Engage in digital learning activities being offered by teachers and/or provided through online resources.
- Make sure you understand your assignments and know who and when to ask for help if you need it.
- Submit all assignments by due dates established by teacher(s), they will count as your grade and your attendance.

Expectations for Teachers:

- Develop high quality digital learning lessons/assignments for students that address grade-level standards while balancing online learning, volume of work assigned and student/teacher interaction.
- Ensure that students, including students with disabilities, have access to instruction when out of class (as required federal and state law).
- Clearly communicate student expectations (i.e. around completed assignments,

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submission of work, etc) in each of the models. At minimum, this information should be communicated at the beginning of the year, and as we transition from one model to model another.

- Differentiate instruction and assign learning tasks based on language proficiency to support English Language Learners (ELLs) and provide appropriate accommodations for Students with Disabilities (SWD) and students with Section 504 plans as indicated in CDE guidelines.
- Provide daily live interaction with students for the purposes of instruction, progress monitoring, and maintaining school connectedness.
- Communicate class time and office hours available during the regularly scheduled work day for each of the models. It should include, but are not limited to, how you will be communicating with and providing feedback to students, facilitating synchronous and asynchronous lessons, providing small group or individual student support or answering student questions.
- Provide instructional resources and materials through the district required digital teaching/learning tools and platforms. Google Classroom, Google Meet, Zoom, Seesaw (K-1).
- Communicate regularly with parents and families regarding expectations and student progress. If students are not engaged in the lessons and assignments, teachers should contact parents and/or the school counselor.
- Participate in professional development and virtual learning sessions intended to support distance learning, as applicable.
- Teachers will utilize the Madera Unified School District adopted core curriculum first and utilize supplemental materials as needed there after.
- Ensure that you are monitoring district and school communications for up-to-date information regarding school closures, instructional continuation plans, and distance learning resources.
- Follow Instructional Continuity Plan guidelines when developing and implementing instructional lessons.
- Adhere to a synchronous instructional schedule as communicated to students and parents (Zoom or Google Meet).
- Document daily attendance through lesson participation (synchronous) and completion of assignments (asynchronous).

Expectations for Administrators:

- Communicate regularly with parents, students, and staff up-to-date information regarding school closures, instructional continuity plans and distance learning resources.
- Continue to use Weekly Staff Updates and Monthly Newsletters
- Designate roles and responsibilities for administrative school staff with respect to learning in a modified setting, so that the following decisions and tasks are implemented

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effectively.

- This includes designating an administrator or teacher to be the lead or primary point person for the implementation of the school's remote learning plans.
- Implement MUSD structures and protocols for checking in with the teachers and staff responsible for executing virtual learning.
- Monitor daily in-person instructional lessons/learning activities with students.
- Monitor teacher instruction and student participation daily through Google Classroom.
- Ensure the proper use of the MUSD mechanism for tracking student engagement and interaction, which also accounts for student attendance.
- Ensure that updates and expectations about the school's modified reopening and learning program are communicated to students and families.
 - This includes tips for student success, directions for accessing any online platforms, providing pathways for administrative support and assurances about student privacy.
- Using Preparing to Educate and Instructional Continuity Plan 2.0 guidance, develop expertise and answer questions related to the impact of COVID-19 on key academic policy areas such (such as attendance and grading).
- Ensure that a Special Education modified reopening learning plan is developed for all students with IEPs in the school by their special education teacher or other school-based staff with knowledge of the student and that each child's plan is shared and discussed with their family.
- Ensure that lesson plans reflect the delivery of services to ELLs through remote and schoolhouse learning.
- Set expectations for teacher grade-keeping, data entry, and tracking student participation.
- Ensure that the school's modified reopening plan and learning program prioritizes mastery of priority standards.
- Ensure teachers are attending professional development to help them transition from teaching in a traditional classroom to teaching in a virtual and or hybrid classroom.

Expectations for Families

- Assure that a mobile device and internet access are available at home. Contact School Site or Help Desk Phone Line if there is a need for a mobile device and/or internet access for at-home use.
- Immediately notify school staff if you no longer have access to a device or internet to complete work.
- Monitor district and school site communications for up-to-date information regarding school closures, instructional continuation plans, and digital learning resources. Visit the Digital Library of resources for webinars, resources and up-to-date information on digital learning.
- Ensure that children know their usernames and passwords for instructional resources and encourage their participation in digital learning offerings.

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- Maintain communication with children's teachers, school counselor(s), and school staff as needed.
- Engage children in conversations regarding assignments.
- Monitor time spent engaging in online and offline learning.
- Support children's emotional balance by providing time for physical activity, social interaction, and play.

EDUCATIONAL PROGRAMS & SERVICES

Communication

In an effort to provide consistency for parents and students, district, school, and teacher communication will occur through the use of ParentSquare. As a partner with Aeries, the platform provides a secure environment to communicate with parents and students through email, text, & app in the appropriate language.

In addition to Parent Square, teachers will communicate with parents on a regular basis through traditional communication channels (ie. phone calls, written notes, etc.) regarding student academic progress, attendance/participation, behavior, and social emotional well being.

Learning Platforms & Digital Tools

Beginning in the 2020-2021 school year, the district is standardizing the digital tools and learning platforms that teachers will use for instruction. Teachers in grades TK-1 will utilize Seesaw for Schools as the platform to post assignments and learning tasks. In grades 2-6, teachers will utilize Google Classroom for posting assignments and learning tasks. Seesaw for Schools and Google Classroom are accessible via links in Clever.

In the event a Distance Learning Model is initiated, teachers will be expected to provide daily direct instruction in a synchronous teaching/learning environment utilizing Zoom Video Conferencing or Google Meet. As appropriate for the subject and learning objective to be taught, the delivery of synchronous instruction may include whole class, small group and/or one-to-one sessions with the teacher. Teachers will record their live synchronous instruction lessons using Zoom or Google Meet for posting on Seesaw or Google classroom as a resource for students to access during asynchronous time.

In addition, teachers are to use Zoom, Google Meet, or Screencastify to record lessons and/or directions for learning tasks for instructional use by students during assigned asynchronous learning time. The recording and posting of lessons and/or directions will be especially important for students who may be unable to attend live synchronous instruction as well as students who may need to review the lessons again to gain a full understanding of the content, information or skill to be mastered.

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Please note: In addition to the utilization of technology as an instructional delivery model, teachers may provide hard copy printed learning activity/task packets for independent practice as appropriate.

Instructional Program Guidance

Regardless of the content delivery model, instruction will focus on grade level standards utilizing MUSD adopted core curriculum, and then utilize secondary resources as needed. Teachers are expected to prepare rigorous and relevant lessons and learning tasks that focus on the key concepts, knowledge, and skills at grade level while addressing the prerequisite skills that students may lack due to learning loss as a result of the school closure last spring.

Lessons and learning tasks assigned to students with disabilities are required to reflect their IEP goals and accommodations. In addition, lessons and learning tasks assigned to English learners should reflect the appropriate differentiation and scaffolding based upon their level of language proficiency.

The Elementary Curriculum, Instruction, & Assessment team has developed resources to help teachers plan lessons, assignments, and learning tasks for students across all grade levels. In addition, these resources will assist teachers as they plan to accelerate student learning and address the standards, concepts, and skills that were not taught or mastered by students due to the school closure in the spring within the context of teaching the grade level standards.

The resources include MUSD Priority Standards for English Language Arts and Mathematics, Essential Program Components and Pacing Guides for the core subject areas. These resources are available at the following:

- [MUSD Priority Standards for English Language Arts](#)
- [MUSD Priority Standards for Mathematics](#)
- [Essential Program Components - Schoolhouse Model](#)
- [Essential Program Components - Hybrid Learning Model K-6](#)
- [Essential Program Components - Distance Learning Model TK](#)
- [Essential Program Components - Distance Learning Model K-6](#)
- Pacing Guides:
 - [Transitional Kindergarten](#), [Kindergarten](#), [1st Grade](#), [2nd Grade](#), [3rd Grade](#), [4th Grade](#), [5th Grade](#), [6th Grade](#).

Students in grades TK-6 will be given access to district core adopted materials in print and/or digitally through Clever for use at home as appropriate based on the instructional lessons and learning tasks designed by the teacher.

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Core program materials include hardbound textbooks, consumable textbooks, and supplemental workbooks that support the core program. The list of materials can be found at the [Instructional Materials link](#).

Minimum Instructional Minutes

- 180 instructional minutes in Transitional Kindergarten/Kindergarten
- 230 instructional minutes in Grades 1-3
- 240 instructional minutes in Grades 4-6

CONTENT DELIVERY MODELS

Schoolhouse Model

Program Description/Services- Schoolhouse Model

As feasible, students attend school daily for in-person instruction with teachers. Instruction will be five days a week with enhanced health and safety protocols in place. Instruction will focus on grade level standards or “first instruction of new learning” utilizing Madera Unified School District adopted core curriculum. Teachers will plan instruction to accelerate learning and prepare rigorous and relevant lessons/learning tasks that focus on the key concepts, knowledge, and skills at grade level and while addressing the prerequisite skills that students may lack due to learning loss as a result of the school closure last spring.

Instructional Expectations- Schoolhouse Model

Lessons and learning tasks assigned to students with disabilities are required to reflect the IEP goals and accommodations. In addition, lessons and learning tasks assigned to English learners should reflect the appropriate differentiation and scaffolding based upon their level of language proficiency.

In order to prepare for a potential building closure, classroom instruction will reflect a blended learning approach where teachers will integrate the use of technology in lesson delivery and the assignment of learning tasks that provide students the opportunity to practice, apply, and demonstrate mastery of their learning in a digital environment.

Hybrid Learning Model

Program Description/Services- Hybrid Model

In a hybrid learning model, students will receive on campus in-person instruction 2 days per week, asynchronous distance learning instruction 2 days per week, and asynchronous/synchronous distance learning on Wednesdays. Half the students will attend with Cohort A and half the students will attend with Cohort B. Cohort A will attend on campus

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in-person instruction every Monday and Thursday. Cohort B will attend on campus in-person instruction every Tuesday and Friday. The on-campus instructional day for students will be 8:00AM - 2:00PM.

As in the schoolhouse model, the appropriate health and safety protocols will be implemented. On Wednesdays, students will participate in asynchronous and/or synchronous distance learning instruction depending on the learning needs of individual students. Time on Wednesdays will be dedicated to intervention support for struggling students through pop-in “office hours” and/or scheduled targeted zoom meetings, teacher collaboration & planning time, PLC, and/or professional learning sessions .

Daily Instructional Minutes- Hybrid Model

In this model, students will meet their required instructional minutes during in-person instruction while on campus 2 days each week. During the remaining 3 distance learning days each week, students will engage with assignments/learning tasks that equate to the mandatory minimum instructional minutes required for their grade level to meet AB 77 requirements.

Daily Instructional Schedule- Hybrid Model

Monday	Tuesday	Wednesday	Thursday	Friday
<u>Cohort A</u> On Campus in-person instruction	<u>Cohort A</u> Asynchronous distance learning	<u>Cohort A & B</u> Asynchronous distance learning	<u>Cohort A</u> On Campus in-person instruction	<u>Cohort A</u> Asynchronous distance learning
<u>Cohort B</u> Asynchronous distance learning	<u>Cohort B</u> On Campus in-person instruction	Synchronous distance learning- Teacher may provide intervention Time for teacher collaboration, planning, PLC and/or professional learning	<u>Cohort B</u> Asynchronous distance learning	<u>Cohort B</u> On Campus in-person instruction

Instructional Expectations- Hybrid Model

Instruction will focus on grade-level standards, utilizing Madera Unified School District adopted core curriculum. Teachers are expected to prepare rigorous and relevant lessons and learning tasks that focus on the key concepts, knowledge, and skills at grade level while addressing the prerequisite skills that students may lack due to learning loss as a result of the school closure last spring. The level of quality and intellectual challenge of the lessons and learning tasks should be substantially equivalent to in-person instruction.

Lessons and learning tasks assigned to students with disabilities are required to reflect the IEP

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goals and accommodations. In addition, lessons and learning tasks assigned to English learners should reflect the appropriate differentiation and scaffolding based upon their level of language proficiency.

Due to the time constraints of a 2-day/week on campus in-person instructional model, teachers will need to develop instructional plans that prioritize direct instruction lessons/learning tasks. In addition, thoughtful consideration and planning will be necessary in determining the asynchronous learning tasks that students are assigned to reinforce the instruction the teacher provided in person.

When developing learning activities please consider the following:

- Do students have the tools, information, resources and ability to successfully complete the learning activities assigned to them?

Teacher Expectations- Hybrid Model

- Teachers report to school daily
 - Each cohort of students will receive on campus in-person instruction 2 days per week, asynchronous distance learning instruction 2 days per week, and asynchronous/synchronous distance learning on Wednesdays.
- Classroom instruction will reflect a blended learning approach where teachers will integrate the use of technology in lesson delivery and the assignment of learning tasks.
- Teachers will use district required digital teaching/learning tools & platforms: Seesaw (TK-1), Google Classroom (2-6), Zoom, Google Meet, Screencastify.
- Teachers will use Zoom, Google Meet or Screencastify to record lessons and/or directions for learning tasks for instructional use by students during assigned asynchronous learning sessions.
- On asynchronous distance learning days, teachers will create and communicate a daily schedule to students and parents that meets the time expectations as outlined for each grade level in the Distance Learning - Content Delivery: Instructional Minutes/Time on Task section of this document.
- Assigned lesson/learning tasks to be completed during asynchronous learning time.
- Establish a minimum 60-minute "Office Hour" schedule on Wednesdays and communicate the format to families so students and/or parents can make appointments to ask questions and/or request help.
- Post assignments on the digital learning platform (Seesaw or Google Classroom) no later than 8:00 AM on distance learning days.
- Clearly communicate completion/due dates and grading measures for all assignments/learning tasks.
- Document daily attendance through lesson participation and completion of assignments.
- Provide formative and summative assessments with consistent feedback to students in

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- both in-person class time & asynchronous learning (Illuminate, etc.).
- Traditional district grading policies are to be followed as outlined in BP/AR 5121
 - Communicate grading policy to students & parents.
 - Update gradebooks on a weekly basis.
 - Provide progress reports/report cards as scheduled to parents as outlined by board policy.
 - Utilizing ParentSquare, maintain regular communication with parents regarding student academic progress, attendance/participation, behavior, and social emotional well being .
 - All professional responsibilities as educators continue (i.e. Lesson planning, lesson delivery, attendance, grading, grade level collaboration and/or PLC work, etc.)

Distance Learning Model

Program Description/Services- Distance Learning Model

In the event of any unforeseen circumstance that may require the closure of one or more classrooms and/or schools of the district, Madera Unified School District will make every effort to ensure that the education of students continues uninterrupted through a distance learning model. "Distance learning" means instruction in which the student and teacher are in different locations. Distance learning includes audio and/or video instruction and interaction through a digital device. In addition, it may include the use of textbooks and/or print materials as appropriate to support student learning.

Daily Instructional Minutes- Distance Learning Model

As mentioned in an earlier section, instruction will focus on grade level standards or "first instruction of new learning" utilizing Madera Unified School District adopted core curriculum. Teachers are expected to prepare rigorous and relevant lessons and learning tasks that focus on the key concepts, knowledge, and skills at grade level and while addressing the prerequisite skills that students may lack due to learning loss as a result of the school closure last spring. The level of quality and intellectual challenge of the lessons and learning tasks should be substantially equivalent to in-person instruction. Lessons and learning tasks assigned to students with disabilities are required to reflect the IEP goals and accommodations. In addition, **lessons and learning tasks assigned to English learners should reflect the appropriate differentiation and scaffolding based upon their level of language proficiency.**

In order to meet the minimum number of instructional minutes that students are expected to engage in academic lessons and learning tasks/activities on a daily basis, the district has developed **"The Distance Learning - Content Delivery: Instructional Minutes/Time on Task"** charts as guidance for each grade level. The instructional minutes outlined by each subject area reflect daily "live" direct instruction lessons/learning experiences (synchronous time) that teachers will be expected to provide as well assigned learning tasks that students will be expected to complete independently (asynchronous time). Student participation in synchronous

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learning time and the completion of assigned independent learning tasks will account for attendance daily.

Instructional Minutes/Time on Task Charts:

- [Transitional Kindergarten](#)
- [Kindergarten](#)
- [Grade 1](#)
- [Grade 2](#)
- [Grade 3](#)
- [Grades 4-6](#)

Daily Instructional Schedule- Distance Learning Model

The following charts outline the daily instructional schedule. Teachers are expected to begin each instructional block with a “live” instructional lesson, activity or experience. Each instructional block may include both synchronous learning lessons and assigned asynchronous learning tasks.

Transitional Kindergarten/Kindergarten: Total Instructional Minutes= 180

Monday/Tuesday/Thursday/Friday	Time	Minutes
SST/504/Intervention/Prep	8am-9:30am	90
Instructional Block #1	9:30am-11am	90
Lunch	11am-12pm	60
Instructional Block #2	12pm-1:30pm	90
Planning/Prep	1:30pm-3:15pm	105

Grades 1-3: Total Instructional Minutes= 230

Monday/Tuesday/Thursday/Friday	Time	Minutes
SST/504/Intervention/Prep	8am-9:30am	90
Instructional Block #1	9:30am-10:30am	60
Break	10:30am-10:45am	15
Instructional Block #2	10:45am-12:15pm	90
Lunch	12:15pm-1pm	45
Instructional Block #3	1pm-2:20pm	80
Planning/Prep	2:20pm-3:15pm	55

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Grades 4-6: Total Instructional Minutes= 240

Monday/Tuesday/Thursday/Friday	Time	Minutes
SST/504/Intervention/Prep	8am-9:30am	90
Instructional Block #1	9:30am-10:30am	60
Break	10:30am-10:45am	15
Instructional Block #2	10:45am-12:15pm	90
Lunch	12:15pm-1pm	45
Instructional Block #3	1pm-2:30pm	90
Planning/Prep	2:30pm-3:15pm	45

Instructional Expectations- Distance Learning Model

Instruction will focus on grade level standards, utilizing Madera Unified School District adopted core curriculum. Teachers are expected to prepare rigorous and relevant lessons and learning tasks that focus on the key concepts, knowledge, and skills at grade level and while addressing the prerequisite skills that students may lack due to learning loss as a result of the school closure last spring. The level of quality and intellectual challenge of the lessons and learning tasks should be substantially equivalent to in-person instruction.

Utilizing district adopted core & supplemental digital program resources, teachers will plan and deliver synchronous and asynchronous learning lessons and tasks on a daily basis. As appropriate for the subject and learning objective to be taught, the delivery of synchronous instruction may include whole class, small group and/or one-to-one sessions with the teacher.

Lessons and learning tasks assigned to students with disabilities are required to reflect the IEP goals and accommodations. In addition, lessons and learning tasks assigned to English learners should reflect the appropriate differentiation and scaffolding based upon their level of language proficiency.

When developing learning activities please consider the following:

- Do students have the tools, information, resources and ability to successfully complete the learning activities assigned to them?

For direct instruction in a synchronous teaching/learning environment, teachers will utilize Zoom Video Conferencing or Google Meet. Teachers will post assignments and learning tasks

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utilizing Seesaw (TK-Grade 1) and Google Classroom (Grades 2-6) for synchronous and asynchronous learning sessions.

Teachers will record their live synchronous instruction lessons using Zoom or Google Meet for posting on Seesaw or Google classroom as a resource for students to access during asynchronous time. In addition, teachers are to use Zoom, Google Meet or Screencastify to record lessons and/or directions for learning tasks for instructional use by students during assigned asynchronous learning time. The recording and posting of lessons and/or directions will be especially important for students who may be unable to attend live synchronous instruction as well as students who may need to review the lessons again to gain a full understanding of the content, information or skill to be mastered.

While distance learning poses several challenges to both teachers and students, the Instructional Continuity Plan outlines expectations for teachers in the instructional delivery of the state's rigorous content standards.

Teacher Expectations- Distance Learning Model

- Teachers will report to school daily and students will learn from home.
 - Individual or small groups of students may be called in for support and/or assessment as needed and if health and safety protocols and policies can be followed.
- Utilize district required digital teaching/learning tools & platforms: Seesaw (TK-1), Google Classroom (2-6), Zoom, Google Meet, Screencastify.
- Teachers will record their live synchronous instruction lessons using Zoom or Google Meet for posting on Seesaw or Google classroom as a resource for students.
- Teachers will use Zoom, Google Meet, or Screencastify to record lessons and/or directions for learning tasks for instructional use by students during assigned asynchronous learning sessions.
- Create and communicate a daily schedule to students and parents that meets the time expectations as outlined for this content delivery model.
 - Clearly define:
 - Time for synchronous instruction when the teacher & students will engage in live interaction.
 - Assigned lesson/learning tasks to be completed during asynchronous learning time.
 - Establish a minimum 60-minute "Office Hour" schedule on Wednesdays and communicate the format to families so students and/or parents can make appointments to ask questions and/or request help.
 - Post assignments on the digital learning platform (Seesaw or Google Classroom) no later than 8:00 AM each day.
- Provide daily live interaction with students for the purposes of instruction, progress

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monitoring, and maintaining school connectedness.

- Clearly communicate completion/due dates and grading measures for all assignments/learning tasks.
- Document daily attendance through lesson participation and completion of assignments.
- Provide formative and summative assessments with consistent feedback to students in both synchronous (Zoom/Google Meet) & asynchronous modes (Illuminate, etc.).
- Traditional district grading policies are to be followed as outlined in BP/AR 5121
 - Communicate grading policy to students & parents.
 - Update gradebooks on a weekly basis.
 - Provide progress reports/report cards as scheduled to parents as outlined by board policy.
- Utilizing ParentSquare, maintain regular communication with parents regarding student academic progress, attendance/participation, behavior, and social emotional well being.
- All professional responsibilities as educators continue (i.e. Lesson planning, lesson delivery, attendance, grading, grade level collaboration and/or PLC work, etc.)

Independent Study Program Model (ISP)

Program Overview/Services- ISP Model

An Independent Study option for students' education will be available to MUSD students K-12 at their home school sites for the 2020-2021 school year when on-campus in-person instruction commences. Current site staffing will be allocated to support students in this option.

Instructional Expectations- ISP Model

Because students in Independent Study work closely with their teachers, in one-on-one meetings or small group instruction, Independent Study can be a highly personalized form of instruction. It offers a high degree of flexibility and individualization. Independent Study is an optional, educational program in which no pupil may be required to participate.

Instructional minutes, as determined by time spent with teachers and work assigned and completed, are consistent with the instructional minutes received by students in a traditional school program. Learning objectives are consistent with and evaluated in the same manner that they would be if the student were enrolled in a traditional school program.

If the school admits a student who is not working at grade level to Independent Study to the Independent Study option, support will be provided based on individual student needs. If students receive special education, related services, and any other services required by their individualized education program pursuant to Section 56341, admittance into Independent Study and terms for providing Independent Study and continuing services must be determined by the IEP team.

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The instructional minutes are structured to meet the minimum instructional requirements of AB77 and outlined by subject area. During the weekly meetings, teachers will review previous assignments, answer questions, and preview the assignments for the following week. Student participation in learning time and the completion of assigned independent learning tasks will account for attendance daily. Please note: As the instructional minutes in the District's Schoolhouse Model increase, so will the instructional minutes required for the Independent Study Program.

Teacher Expectations- ISP Model

- Teachers report to school daily and students learn from home, except for scheduled weekly meetings and other in-person learning meetings that are arranged in advance between the teacher and his/her families.
- Conduct and/or participate in Independent Study Team meetings, including the Initial Independent Study meeting, evaluation meetings, Student Success Teams, and the End of Semester Independent Study meeting.
- Administer any local or state assessments for students on their caseload.
- Work with grade level/subject level teachers to align instruction and pacing of learning plans.
- Assign and grade completed work on a weekly basis, verifying attendance based on completed work.

Physical Education

Elementary Physical Education Specialists will move units that are better facilitated online to the front of the semester. Dairy Council of California curriculum combined with Google Classroom will be utilized to support nutrition education. SPARK PE Curriculum combined with Google Classroom will be utilized to support the learning and practice of skills and fitness performance concepts at home. All skills and fitness based units will include pre-assessments, video guides, assignments, and informal assessments in Google Classroom, supported by synchronous and asynchronous learning formats. Other Physical Education resources can be found at the Physical Education and Activity Resources to use at Home Website and the Physical Education Resources Website.

Visual & Performing Arts

The following document provides practical guidance for MUSD K-12 schools during the COVID-19 pandemic. In this unique time, arts educators are modifying their practices not only in teaching, but in classroom orientation, cleaning, spacing, and management. Arts educators, as trained professionals, are committed to offering the very best instruction so all students can learn and grow in their knowledge, understanding, and love of the arts.

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By maintaining access to safe and meaningful arts learning, arts educators will continue to support the artistic, academic, social and emotional development of students, schools, and communities in Madera.

- The guide does not purport to replace or contradict the guidelines issued by the Centers for Disease Control (CDC), or local public health departments regarding the timing or protocols for how schools should operate.
- Sequential Arts Education must continue for all students in all Instructional Models, as defined by the California Framework for Arts Education. Sequential arts learning aligned to standards must be maintained regardless of the instructional delivery models (in-person with restrictions, hybrid, or in the event health consideration required, remote).
- Arts Education programs require the proper staffing and support to ensure continuity of instruction. This includes maintaining certified arts educators to provide sequential instruction, materials and supplies to allow for the instruction based on health and safety requirements, recommendations, and best practices.

Elementary Music Instruction

Elementary music options have been developed for music instruction. Music Teachers will receive training through the standards based, online music program, Quaver. The program will be utilized for general music instruction. Music teachers will also offer virtual instrumental and choral music classes. All music instruction will be aligned with the California Arts Framework for Music Education. Schedules for music instruction will be developed in conjunction with site administration and the music instructor.

After School Program

Expanded Learning programs should provide support to students, families, and communities during the COVID-19 crisis. In providing this vital support, the utmost attention should be given to the health and safety of staff and those individuals served.

STUDENTS WITH DISABILITIES

As MUSD prepares to reopen schools, we need to ensure that students with disabilities are fully integrated into every aspect of preparations and that the unique needs of students with disabilities are addressed.

Resource Specialist Program

The Resource Specialist Program (RSP) is a program to help students who qualify for special

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education services. The program is designed to give support to students with disabilities (SWD's) and give them strategies to help them be successful in their education. The RSP program offers support in the general education classroom as well as small group instruction to meet the needs of each student's Individualized Education Plan (IEP). Students are given instruction in the least restrictive environment (LRE).

Paraprofessionals:

Special education paraprofessionals possess a commitment to the betterment of education and a desire to work with and understand students with disabilities. Special Education Paraprofessionals are assigned to assist and support a teacher but who does not assume the primary responsibility for the classroom. They also provide services to students with disabilities under the direction of certificated staff including the general education teacher, the special education teacher, the speech and language pathologist, and the school psychologists. Special Education Paraprofessionals support students with disabilities in a variety of settings including the general education classroom, the special education classroom, the resource specialist classroom, during speech and language therapy as well as the playground and the cafeteria. If a student's disability requires physical or health support such as mobility, assistance with toileting, catheterization, etc. specified paraprofessionals receive training to be able to provide such assistance.

School Psychologists

School psychology is a field that applies principles of educational psychology, developmental psychology, clinical psychology, community psychology, and applied behavior analysis to meet children's and adolescents' behavioral health and learning needs in a collaborative manner with educators and parents. School psychologists are educated in psychology, child and adolescent development, child and adolescent psychopathology, education, family and parenting practices, learning theories, and personality theories. They are knowledgeable about effective instruction and effective schools. They are trained to carry out psychological testing and psychoeducational assessment, counseling, and consultation, and in the ethical, legal and administrative codes of their profession.

Speech Language Pathologists (SLPs)

Speech-language pathologists work to prevent, assess, diagnose, and treat speech, language, social communication, cognitive-communication, and swallowing disorders in children and adults.

ASSESSMENT: PURPOSE & SCHEDULE

Local Assessments

Fall Diagnostic Assessments

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The NWEA Measures of Academic Progress (MAP) Assessment will be administered to students in grades 1-8 in English language arts/literacy and mathematics at the beginning of the 2020-2021 school year. The information from assessments will support teachers in their work to prepare rigorous and relevant lessons and learning tasks that focus on the key concepts, knowledge, and skills at grade level and while addressing the prerequisite skills that students lack due to learning loss as a result of the school closure last spring.

NWEA Measures of Academic Progress Assessment (MAP)

NWEA MAP testing is scheduled to occur during three testing windows (Fall, Winter, Spring) throughout the school year. Students in grades 2-6 will participate in all three testing windows in the subject areas of Math, Reading, and Language. New for the 2020-2021 school year, students in grade 1 will take the MAP Reading Fluency Assessment during all three testing windows and the NWEA MAP for mathematics in Winter and Spring. These assessments are intended to be administered in class by the classroom teacher, however, NWEA MAP assessments may be administered remotely if the need arises.

Next Step Guided Reading (NSGR)

The NSGR assesses a student's word knowledge, phonics skills, fluency, and comprehension skills. In the 2020-2021 school year, the NSGR is scheduled to be administered to students in grades K & 2. The NSGR testing windows are as follows: Kindergarten - Winter/Spring; and Grade 2 - Fall/Winter/Spring. The NSGR is intended to be administered in class with the classroom teacher. Due to the nature of its administration, there may be NSGR subtests that may not be adaptable to a distance learning model.

Please Note: The NWEA MAP Reading Fluency Assessment for Grade 1 replaces the NSGR Assessment. Grade 1 teachers may continue to use the NSGR as a formative assessment measure in the classroom.

Reading Inventory (RI)

The Reading Inventory is a short online assessment that measures reading comprehension. The RI is administered to English language learners in grades 3-6 to monitor each student's progress in the acquisition of literacy specific to reading comprehension, and serves as a local criteria for reclassification. The RI is administered in class during four separate assessment windows through the school year.

ESGI - Kindergarten Only

The ESGI assessments measure student progress to mastery of the foundational Kindergarten skills and knowledge in English Language Arts and mathematics. The assessments are administered to students by teachers quarterly. The ESGI assessments are intended to be administered in class with the classroom teacher. The ESGI can be adapted to be administered

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remotely.

State Assessments

ELPAC (Initial)

All newly enrolled students requiring initial ELPAC must be tested within 30 days of enrollment. The District ELPAC testing team will administer the Initial test in one-on-one format as required. In the event schools are in a distance learning model, a plan will be devised to meet the state requirement for testing while taking the appropriate health and safety measures necessary for students and staff.

ELPAC (Summative)

Traditionally, the Summative ELPAC takes place from February 1 through May 31. The test administration format varies by grade level. Students in grades K-2 will be administered the test in its entirety in a one-on-one format by the district ELPAC testing team. Students in grades 3-6 will be administered the Speaking domain of the test in a one-on-one format by the district ELPAC testing team. The remaining 3 domains will be administered by teachers/site staff. In fall 2020, the district will have the option to administer the Summative ELPAC to any English language learner eligible for reclassification (students who have met all other criteria) who was not able to complete the test during the Spring administration window due to school closures. This testing window will be open from August 20 to October 30.

CAASPP

The CAASPP system includes the Smarter Balanced (SBAC), California Alternative Assessment (CAA), and the California Science Test (CAST). All CAASPP assessments were suspended for the 2019-2020 school year. Currently these assessments will be operational for the 2020-2021 school year. Each of these assessments will be administered in the Spring semester (usually in April and May). All CAASPP assessments are administered in class by classroom teachers. The California Department of Education will provide administration guidance in the event, students are not attending school in a Schoolhouse model.

[2020-2021 Elementary Assessment Schedule](#) (link pending)

ATTENDANCE PROCEDURE

Student Absences & Excusals

- The Parent is responsible for initial communication to the school site
 - Isolation: confirmed contagious illness from identified agency/physician for student to stay home. Students who are infected with COVID-19 shall be excluded from on-campus instruction until a medical provider states in writing that the student is no longer

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contagious. (Education Code 49451; Health and Safety Code 120230; 5 CCR 202)

Attendance Code 9 (needs to be set up)

- Quarantine refers to the practice of confining individuals who have had close contact with a COVID-19 case to determine whether they develop symptoms of the disease. Quarantine for COVID-19 should last for a period of 14 calendar days. Attendance Code Q (needs to be set up differently only if we want to track)
- Attendance secretaries will follow up with parents/guardian
- School nurse or designee sends student home
- Public Health notifies the school staff of student illness

In-person attendance

- School will continue to take attendance in the traditional format

Attendance outside of the school setting

- Independent study
 - Students will be coded daily when they complete their work with a V or when they fail to complete their work with a W. After 3 missed assignments, a meeting to reevaluate if this setting is the correct learning environment for the students occurs between the student, parent and the teacher. (Need to reference ISP compliance laws)
- Distance Learning
 - MUSD will document daily participation of each student on each school day, in whole or in part, for which distance learning is provided. If the student does not participate in distance learning, then they must be marked absent.
 - Participation includes, but is not limited to "evidence of participation in online activities, completion of regular assignments, completion of assessments" and contact with an employee of the LEA and the student or the parent/guardian of the student.
 - MUSD will ensure that a "weekly engagement record" is completed for each student participating in distance learning. P = Present and participated; PDP= Present but did not participate (coded as absent on the back end); A = absent.

GRADING PROCEDURES

Regardless of the content delivery model, as school reopens for the 2020-2021 school year instruction will focus on grade-level standards or "first instruction of new learning" utilizing Madera Unified School District adopted core curriculum.

Teachers are expected to prepare rigorous and relevant lessons and learning tasks that focus on the key concepts, knowledge, and skills at grade level and while addressing the prerequisite skills that students may lack due to learning loss as a result of the school closure last spring. The level of quality and intellectual challenge of the lessons and learning tasks should be

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substantially equivalent to in-person instruction.

Lessons and learning tasks assigned to students with disabilities are required to reflect the IEP goals and accommodations. In addition, lessons and learning tasks assigned to English learners should reflect the appropriate differentiation and scaffolding based upon their level of language proficiency.

Traditional district grading policies are to be followed:

- Communicate grading policy to students & parents
- Update gradebooks on a weekly basis
- Provide progress reports/report cards as scheduled to parents as outlined by board policy.

DIGITAL RESOURCES

The Elementary Curriculum, Instruction, & Assessment team has developed a set of professional development resources for teachers to deepen their awareness and understanding of both the digital and print versions of the adopted core curriculum and digital tools for communication and instruction.

The Curriculum Professional Development link provides access to recorded training sessions on assessment, communication tools and the digital components of the adopted core curricula for Science, Math, and ELD.