

Instructional Continuity Plan 2.0

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INTRODUCTION

As we continue to navigate uncharted waters due to COVID-19, the district is taking additional steps to support our students, teachers, families, schools and community.

The Instructional Continuity Plan (ICP) 2.0 expands upon the previous plan with the objective of providing additional guidance and support for an extended period of closure not fully contemplated in the earlier version. In this update, we attempt to clarify the roles of students, teachers, and families relative to distance learning, as well as the different options teachers have for content delivery. We also attempt to clarify expectations relative to the amount of time students will need to devote to schooling each day and throughout the week. We have also updated information on the resources that are available for students, teachers and families to utilize during this time to support student learning. This updated plan includes high quality, standards-aligned instructional continuity guides that will benefit teachers and administrators in supporting student achievement.

The District continues to offer teachers opportunities for professional development during this time. Included in ICP 2.0 is the Distance Learning Support PD Menu that lists multiple professional development offerings available to teachers and covers topics such as navigating their remote classrooms, exploring best practices for distance learning, and improving communication and collaboration with colleagues and students. The selection of webinars or videos – both district-created or collaboratively produced with our partner content providers – will be available and teachers can participate on the dates and times that work best for them.

Finally, we have included information about daily attendance procedures and grading procedures.

The district website located at www.madera.usd.org has been updated to reflect this new information.

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LEGISLATIVE INFORMATION

With crossed fingers, the Legislature passed and sent a 2020-21 state budget to Gov. Gavin Newsom that will rely on \$14 billion in additional congressional coronavirus relief to avert cuts to early and higher education. State funding for K-12 schools will be the same as last year, although school districts and charter schools will have to wait for a year to be repaid for \$11 billion in funding.

AB 77- Revised Ed Code for 2020-21 school year

Education Code 43500

For the purposes of this part, the following definitions apply:

- (a) “Distance learning” means 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:
- (1) Interactions, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology.
 - (2) 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.
 - (3) The use of print materials incorporating assignments that are the subject of written or oral feedback.
- (b) “In-person instruction” means 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.

Education Code 43501

For the 2020-21 school year, the minimum school day for the following groups are:

- 180 instructional minutes in kindergarten
- 230 instructional minutes in grades 1-3
- 240 instructional minutes in grades 4 to 12
- 180 instructional minutes for any pupil enrolled in dual enrollment courses (this does not include the dual enrollment courses)
- 180 instructional minutes for pupils enrolled in a continuation school

Education Code 43502

For the 2020-21 school year, guidance related to instructional delivery is as follows:

1. A LEA shall offer in-person instruction, and may offer distance learning.
2. A LEA shall satisfy the annual instructional day requirements through in-person instruction or a combination of in-person instruction and may offer distance learning.
3. A LEA shall not be required to offer the minimum instructional minutes in physical education.

For the 2020-21 school year, instructional minutes shall be determined as follows:

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1. For in-person instruction, instructional minutes shall be based on time scheduled under the immediate supervision of a certificated teacher
2. For distance learning, instructional time shall be based on the time value of the learning tasks and assignments delegated by the teacher.
3. 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 will meet the equivalent minimum day of instruction.

Education Code 43503,

For the 2020-21 school year, a district offering “distance learning” must comply with the following requirements:

1. Distance learning may be offered at the district level or school level under one of the following circumstances:
 - a. As a result of an order and/or guidance from a state or local public health officer
 - b. For students who are medically fragile or put at risk by in-person instruction, or who are self-quarantined due to COVID-19 exposure.
2. Distance learning shall include all of the following:
 - a. 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.
 - b. Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
 - c. 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, students with exceptional needs, in foster care or experiencing homelessness, and students requiring mental health support.
 - d. 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.
 - e. 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.
 - f. 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.

Education Code 43505

For the 2020-21 school year, the following compulsory education requirements apply:

1. A school district shall offer in-person instruction to the greatest extent possible.
2. A school district is required to provide 180 instructional days per school year.
 - a. 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.

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3. School staff is required to 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.
 - a. 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.
4. School staff is required to regularly communicate with parents/guardians regarding a student's academic progress.
5. School staff is required to ensure that a weekly engagement record is completed for each student documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.
6. 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.
 - a. 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.
 - b. Verification of current contact information of the student
 - c. Daily notification to parents of absences
 - d. 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.
7. School staff shall regularly communicate with parents regarding a student's academic progress.

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EXPECTATIONS: TEACHERS, STUDENTS, ADMINISTRATORS, & FAMILIES

Students: Distance Learning, Hybrid Learning, Independent Study Program

- Dedicate appropriate time to learning using the time on task recommendations or as guided 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.

Teachers: Distance Learning, Hybrid Learning, Independent Study Program

- Develop high quality digital learning lessons/assignments for students that address course standards/benchmarks while balancing online learning, volume of work assigned, and student/teacher interaction. Ensure these meet AB77 guidelines for attendance.
- 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, 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 model to model.
- Differentiate instruction and assign learning tasks based on language proficiency to support English Language Learners (ELL) 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.

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- Teachers will utilize the Madera Unified School District adopted core curriculum first and utilize supplemental materials as needed thereafter.
- 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 and completion of assignments.

Administrators: Distance Learning, Hybrid Learning, Independent Study Program

- 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 following the templates that were created in the 2019-2020 school year.
- 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 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 as promotion, grading, and graduation.
- 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 blended classroom.

Families: Distance Learning, Hybrid Learning, Independent Study Program

- 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.

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- 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 elearning.
- Ensure that children know their usernames and passwords for instructional resources and encourage their participation in digital learning offerings.
- 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.

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EDUCATIONAL PROGRAMS AND SERVICES

TERMINOLOGY

The following terminology defines synchronous and asynchronous instruction used in the hybrid and distance learning models.

Synchronous Instruction (Real-Time Learning)

Synchronous instruction mirrors the instruction that would occur daily in a traditional brick and mortar setting. In synchronous learning time, teachers engage students in real time interaction through a video conferencing platform (i.e. zoom, google meet). Typical synchronous instruction involves:

- teacher directed whole group lessons
- small group instruction
- 1:1 support
- class discussions
- presentations

This real time interaction provides opportunities for the teacher to check for understanding, provide feedback and answer questions.

Asynchronous Instruction (Independent/Anytime Learning)

In asynchronous learning time, students work on assignments and learning tasks independently utilizing digital and/or print resources (consumables, textbooks). Students are expected to complete assignments and learning tasks within a defined timeframe determined by the teacher. Assignments and/or learning tasks are determined based upon the time value of the minimum instructional minutes required daily and will be graded by the teacher. Assignments and/or learning tasks during asynchronous time may include:

- viewing pre-recorded lessons and answering questions;
- researching assigned topics online or offline;
- completing assignments; and
- reading and preparing for synchronous learning time
- exchanges across discussion boards
- posted lecture notes

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EARLY CHILDHOOD EDUCATION INSTRUCTIONAL CONTINUITY GUIDANCE

School/Home 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.

Teacher Instruction/Student Learning Platform

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 preschool will utilize **Seesaw for Schools** as the platform to post parent/child engagement activities. Seesaw for Schools is 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 as a resource for parents/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 parents/students to support asynchronous learning time. The recording and posting of lessons and/or directions will be especially important for parents/students who may be unable to attend live synchronous instruction as well as parents/students who may need to review the lessons again to gain a full understanding of the content, information or skill to be mastered.

Instructional Program Guidance

Regardless of the content delivery model, instruction will focus on grade level standards utilizing Madera Unified School District 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 preschool level. 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.

Madera Unified State Preschool Program instruction will focus on California Preschool Learning Foundations and Curriculum Framework standards utilizing Madera Unified School District adopted core curriculum, Frog Street, which is a comprehensive, research-based program that integrates instruction across developmental domains

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and early learning disciplines. The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) and Conscious Discipline philosophies are incorporated throughout the curriculum.

Schoolhouse Model

As feasible, students attend preschool 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 preschool 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 preschool level. 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

In a hybrid learning model, the number of preschool students who will receive on campus in-person instruction (synchronous) will be reduced as directed by the district, state or local health officials. A reduced number of preschool students will attend the morning and afternoon sessions. The on-campus instructional day for preschool students will be 8:00 AM - 11:00 AM for the morning session, and 12:00 PM – 3:00 PM for the afternoon session. As in the schoolhouse model, the appropriate health and safety protocols will be implemented. 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.

In this model, students will meet their required instructional minutes during in-person instruction while on campus 5 days each week. The hybrid model will also include the following restrictions:

1. Only 10 children per session (per licensing requirements PIN 20-06-CCP)
2. Parents will maintain 6 feet of separation while waiting to check their child in.
3. Health check includes checking the temperature of each child before they enter the classroom. In this model parents are not allowed into the classroom.

[Preschool Hybrid Schedule](#)

Instruction will focus on California Preschool Learning Foundations and Curriculum Framework standards and/or “first instruction of new learning” utilizing Madera Unified School District adopted core curriculum. Teachers are expected to prepare rigorous, relevant, and developmentally appropriate lessons and learning tasks that focus

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on the key concepts, knowledge, and skills at preschool level. 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.

Hybrid Learning - Teacher Expectations

- Teachers report to school daily
 - Each session of preschool students will receive on campus in-person instruction (synchronous)
- 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.
- Utilize district required digital teaching/learning tools & platforms: Seesaw (Preschool-1), Zoom, Google Meet to communicate with parents.
- Conduct observational assessments (DRDP) and provide feedback to parents during parent-teacher conferences.
- Utilize ParentSquare, to maintain regular communication with parents regarding student progress, attendance/participation, behavior, and social emotional well-being
- All professional responsibilities as educators continue (i.e. Lesson planning, lesson delivery, attendance, PLC work, etc.

Distance Learning

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 writing tools, art materials, manipulatives, books, and print materials as appropriate to support student learning.

Distance Learning, instruction will focus on California Preschool Learning Foundations and Curriculum Framework standards and/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 developing the key concepts, knowledge, and skills at preschool level. 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. 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 teachers will consider the following:

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

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For direct instruction in a synchronous teaching/learning environment, teachers will utilize Zoom Video Conferencing or Google Meet. Teachers will post learning tasks utilizing Seesaw (Preschool-Grade 1) for synchronous and asynchronous learning sessions.

Teachers will record their live synchronous instruction lessons using **Zoom** for posting on Seesaw as a resource for students and parents to access during asynchronous time. In addition, teachers are to use **Zoom** to record directions for learning tasks for parents to use with their preschool student during assigned asynchronous learning time. The recording and posting of lessons and/or directions will be especially important for students and parents who may be unable to attend live synchronous instruction as well as students and parents 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 state's rigorous content standards.

- [Preschool Distance Learning](#)

Distance Learning - Teacher Expectations

- Teachers will report to school daily and students learn from home.
- Individual or small groups of students may be called in for intervention support and/or testing as needed.
- Utilize district required digital teaching/learning tools & platforms: Seesaw (Preschool-1), Zoom, Google Meet.
- Teachers will record their live synchronous instruction lessons using **Zoom** or **Google Meet** for posting on Seesaw as a resource for students and parents.
- Teachers will use **Zoom, Google Meet, or Screencastify** to record lessons and/or directions for learning tasks for instructional use by students and parents during assigned asynchronous learning sessions.

Create and communicate a daily schedule to students and parents that meets the time expectations as outlined below for preschool:

- 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 daily 45-60-minute "Office Hours" schedule and communication format so parents can make appointments to ask questions and/or request help.
- Provide daily live interaction with students for the purposes of instruction, progress monitoring, and maintaining school connectedness.
- Conduct observational assessments (DRDP) and provide feedback to parents during virtual parent-teacher conferences.
- Utilize ParentSquare to maintain regular communication with parents regarding student progress, attendance/participation, behavior, and social emotional well-being.
- All professional responsibilities as educators continue (i.e. Lesson planning, lesson delivery, attendance, grading, PLC work, etc.)

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ELEMENTARY INSTRUCTIONAL CONTINUITY GUIDANCE

School/Home 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.

Teacher Instruction/Student Learning Platform

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 TK-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.

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 Madera Unified School District adopted core curriculum, and the use of 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 support based upon their level of language proficiency.

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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 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 - Hybrid Learning Model DLI](#)
- [Essential Program Components - Distance Learning Model TK](#)
- [Essential Program Components - Distance Learning Model K-6](#)
- [Essential Program Components - Distance Learning Model DLI](#)
- [Pacing Guides](#)

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

For the 2020-21 school year, Education Code 43501 has been amended to reflect the minimum instructional minutes that students are required to engage in academic activities on a daily basis. In the event, the district implements a Hybrid Learning Model and/or a Distance Learning Model, the minimum instructional minutes will serve as the parameters for documenting student attendance daily.

The minutes for TK - Grade 6 are as follows:

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

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. 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 support based upon their level of language proficiency.

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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.

The MUSD Priority Standards, Essential Program Components - Schoolhouse Model, and pacing guides can be used as a resource for planning synchronous and asynchronous time. This model meets the minimum required minutes for AB77. Any work outside the classroom will follow normal homework guidelines.

Hybrid Learning 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 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 .

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.

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A: On Campus In-person instruction	Cohort A: Asynchronous distance learning	Cohort A & B: Asynchronous distance learning	Cohort A: On Campus In-person instruction	Cohort A: Asynchronous distance learning
Cohort B: Asynchronous distance learning	Cohort B: On Campus In-person Instruction	Synchronous distance learning - Teacher may provide intervention support for struggling students as needed Time for teacher collaboration, planning, PLC and/or professional learning	Cohort B: Asynchronous distance learning	Cohort B: On Campus In-person Instruction

Instruction will focus on grade level standards or “first instruction of new learning” utilizing Madera Unified School District adopted core curriculum and the use of 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. 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

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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 support 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?

The MUSD Priority Standards, Essential Program Components - Hybrid Learning Model, and pacing guides can be used as a resource for planning synchronous and asynchronous time. This model meets the minimum required minutes for AB77. Any work outside the classroom will follow normal homework guidelines.

Hybrid Learning - Teacher Expectations

- 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 and post in Seesaw or Google Classroom for instructional use by students during assigned asynchronous learning sessions.
- For 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.
 - Clearly define:
 - 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 synchronous/asynchronous learning days.
- Clearly communicate completion/due dates and grading measures for all assignments/learning tasks.
- Document daily attendance through in-class or online lesson participation and completion of assignments.
- Provide formative and summative assessments with consistent feedback to students in both in-person synchronous class time & asynchronous learning time (Illuminate, etc.).
- Traditional district grading policies are to be followed as outlined in BP/AR 5121

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- 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

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 a synchronous and asynchronous delivery model. In addition, it may include the use of textbooks and/or print materials as appropriate to support student learning.

In Distance Learning, 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.

Utilizing district adopted core curriculum and 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 support 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 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. Recordings and the posting of lessons and/or directions will be especially important for students who may be unable to attend live synchronous

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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.

The MUSD Priority Standards, Essential Program Components - Distance Learning Model, and pacing guides can be used as a resource for planning synchronous and asynchronous time.

Distance Learning - Instructional Day Schedule

In a distance learning model, students will receive synchronous and asynchronous distance learning instruction 4 days each week (Monday, Tuesday, Thursday, Friday). On Wednesday, students will participate in asynchronous distance learning tasks/activities and may receive synchronous instruction depending on the learning needs of individual students as determined by the teacher. Students will engage with assignments and learning tasks that equate to the mandatory minimum instructional minutes required for their grade level to meet AB 77 requirements. Time on Wednesday will also 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 .

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/IEP/Intervention/Prep	8:00-9:30	90
Instructional Block #1	9:30-11:00	90
Lunch	11:00-12:00	60
Instructional Block #2	12:00-1:30	90
Planning/Preparation	1:30-3:15	105

**** Wednesday - Teacher Time: Intervention, Office hours, Collaboration, Planning, PLC, Professional Learning
Student Time: Asynchronous Distance Learning = 180 minutes**

Grades 1-3 - Total Instructional Minutes = 230

Monday/Tuesday/Thursday/Friday**	Time	Minutes
SST/504/IEP/Intervention/Prep	8:00-9:30	90
Instructional Block #1	9:30-10:30	60
Break	10:30-10:45	15
Instructional Block #2	10:45-12:15	90
Lunch	12:15-1:00	45
Instructional Block #3	1:00-2:20	80

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Planning/Preparation	2:20-3:15	55
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**** Wednesday - Teacher Time: Intervention, Office hours, Collaboration, Planning, PLC, Professional Learning
Student Time: Asynchronous Distance Learning = 230 minutes**

Grades 4-6 - Total Instructional Minutes = 240

Monday/Tuesday/Thursday/Friday**	Time	Minutes
SST/504/IEP/Intervention/Prep	8:00-9:30	90
Instructional Block #1	9:30-10:30	60
Break	10:30-10:45	15
Instructional Block #2	10:45-12:15	90
Lunch	12:15-1:00	45
Instructional Block #3	1:00-2:30	90
Planning/Preparation	2:30-3:15	45

**** Wednesday - Teacher Time: Intervention, Office hours, Collaboration, Planning, PLC, Professional Learning
Student Time: Asynchronous Distance Learning = 240 minutes**

Distance Learning - Content Delivery: Instructional Minutes/Time on Task

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 and supplemental digital program resources. 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 support 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 learning time and the completion of assigned independent learning tasks will account for daily attendance. The Content Delivery: Instructional Minutes/Time on Task charts can be found at the following links:

- [Transitional Kindergarten](#)
- [Kindergarten](#)
- [Kindergarten - DLI](#)
- [Grade 1](#)

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

Distance Learning - Teacher Expectations

- 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 if health and safety protocols and policies can be followed.
- Teachers will 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 and post in Seesaw or Google Classroom for instructional use by students during assigned asynchronous learning sessions.
- 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.
 - 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” online interaction (synchronous) with students for the purposes of instruction, progress monitoring, and maintaining school connectedness.
- Clearly communicate completion/due dates and grading measures for all assignments/learning tasks.
- Document daily attendance through online (synchronous) lesson participation and completion of assignments (asynchronous).
- Provide formative and summative assessments with consistent feedback to students in both synchronous (Zoom/Google Meet) & asynchronous (Illuminate, etc.) learning time.
- 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.

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- All professional responsibilities as educators continue (i.e. lesson planning, lesson delivery, attendance, grading, grade level collaboration and/or PLC work, etc.)

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.

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.

1. 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.
2. 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).
3. 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. Teachers will receive training through the standards based, online music program, Quaver. The program will be utilized for general music instruction. 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.

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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. For guidance related to proper social and physical distancing, and healthy practices for programs operating pursuant to this guidance, please refer to the [Department of Social Services Social and Physical Distancing Guidance](#).

Principals in conjunction with the Categorical department must create an ASP enrichment plan that will meet the needs of their sites. Please see below for activities and services that are allowable.

Allowable expanded learning program work may include:

- Services related to providing federally approved afterschool meals or snack programs (Grab and Go food distribution)
- Online programming for youth that is reasonable and necessary
- Online computer science activities, theatre, visual arts, or science to enrich students' learning experiences.
- Student and parent education and social-emotional well-being support
- Gathering virtual offsite student materials and information to support families
- Virtual staff meetings (conference calls, Zoom meetings, Microsoft Skype, etc.)
- Curriculum work
- Lesson plans
- That a program maintains a pupil-to-staff ratio of no more than 20:1 will be waived.
- Program data entry or validation
- Online professional development
- Systems planning work (e.g., summer programs, evaluation, sustainability, safety, budgeting)
- Programs should continue to track employees' time and expenditures in accordance with the California School Accounting Manual Procedure 905.
- Other expectations and associated job tasks listed in job descriptions that are reasonable and necessary during the closure period

Note: Principals, to the extent possible, distance enrichment programming should align with the distance learning plans of the schools your students attend. Collaboration with the local educational agencies' distance learning plan is encouraged. Programs must also comply with the Family Education Rights and Privacy Act when delivering virtual services.

Items to be aware of when implementing any of the above:

- Final approval of work and work protocols and plan are the responsibility of sub-grantee local supervisors (District Office and Categorical Department)
- Hours worked remain subject to supervisor approval and should be commensurate with need

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- Federal Supplement not Supplant provisions remain in force

Note: For After School Education and Safety grantees please also refer to the [Executive Order N-45-20](#) guidance that was sent out and posted on April 10, 2020.

Next steps:

- Meet with your most experienced Principals and extended learning leaders. Invite them to talk about their approach and programs for the upcoming school year.
- Engage them in the planning process as early as possible to align with instructional programs to accelerate learning. They often know much about the local community and its resources and opportunities. When asked, they are good at coming up with innovative solutions and flexible models for supporting the students.
- Be clear about your parameters and expectations, and then continue to engage as equal partners. Like you, expanded learning providers are professionals and experts in their field.
- Do any existing memoranda of understandings (MOUs) require updates on modifications to ensure students and staff are safe?

Restrictions:

The 2020–21 State Budget agreement reached by Governor Gavin Newsom and the Legislature rejects the May Revision proposal to reduce the After School Education and Safety (ASES) program by \$100 million and instead provides the program an additional \$100 million ongoing beginning with the 2020–21 fiscal year.

In addition to this increase in funding, there is language in Senate Bill (SB) 98, the Education Omnibus Budget Trailer Bill, which provides the California Department of Education (CDE) limited waiver authority for ASES program hours, rates, ratios, and days for the 2020–21 school year. SB 98 also allows the CDE to prorate the funding rates of any ASES program that operates for more than three hours per day, up to six hours per day.

ASES grant recipients will likely face a myriad of challenges in operating their programs due to COVID-19, meaning these waivers will help ease some of the statutes that grantees may find difficult to meet during the next school year. Specifically, the bill gives the CDE the authority to waive the following ASES provisions in the state's education code for the 2020–21 school year:

The following restrictions have been suspended during hybrid and distance learning:

- Adjusting grant funding for any school that is under its proposed attendance level by more than 15% in two consecutive years
- Adjusting a program's grant funding if the attendance of a school in that program falls below 75% of the proposed attendance level in any year after the first year of the grant
- That a program must commence immediately upon the conclusion of a school day, operate a minimum of 15 hours per week, and remain open until at least 6:00 p.m.
- That every before school program operates for at least 1.5 hours per school day and a policy regarding late arrival of students in the program be established
- That a program maintains a pupil-to-student ratio of no more than 20:1
- Adjusting the grant level of a school that is under its targeted attendance level by more than 15% in two consecutive years, or 35% for schools located in an area with a population density of less than 11

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persons per square mile.

- Adjusting a program's grant funding if the attendance of a school in that program falls below 75% of the target attendance level in any year after the first year of the grant, or below 55% for schools located in an area with a population density of less than 11 persons per square mile.

SECONDARY INSTRUCTIONAL CONTINUITY GUIDANCE

School/Home 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.

Teacher Instruction/Student Learning Platform

Beginning with the 2020-21 school year, MUSD is standardizing the digital tools and learning platforms that teachers will use for instruction to allow greater feasibility for parents and students. Teachers will utilize **Google Classroom** as the learning management tool to post assignments and learning tasks. This link will be available to students via Clever.

In the event that a Distance Learning Model is initiated, teachers will be expected to provide daily direct instruction in a synchronous teaching/learning environment, teachers will utilize **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 Zoom or Google Meet live synchronous instruction to post on Google classroom to allow students to access during asynchronous time. **Zoom** and **Google Meet** are also available via links through Clever.

Instructional Program Guidance

Regardless of the content delivery model, 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. 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.

Secondary Essential Program Component Guide

The Secondary Curriculum, Instruction & Assessment team has developed an Essential Program Component (EPC) Guide version 1.0 as a resource for secondary core instruction (link [here](#)). The EPC describes the development of a Guaranteed and Viable Curriculum (GVC) through Course Design Teams (CDT) by prioritizing standards that need to be taught in each course considering vertical alignment and standards assessed through state and local assessments. The Secondary EPC also provides course and content specific information as well as research based instructional, differentiation and intervention strategies. While the Secondary EPC was

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originally designed for a traditional instruction model, it now includes Instructional Continuity Guides for each core content to support in each of the proposed models for 2020-21, Schoolhouse, Hybrid, and Distance Learning. It is version 1.0 and will be revised throughout the year through ongoing feedback from sites and continued development of courses through CDT teams.

Link: [NEW Secondary Essential Program Component Guide](#)

Instructional Continuity Guides

To support with creating lesson plans, assignments and learning tasks for students in any of the instructional models proposed for the 2020-21 school year, the Secondary Curriculum, Instruction, & Assessment team has developed the Instructional Continuity Guides. This resource 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.

The Instructional Continuity Guides were developed in preparation for 2020-21 planning should schools start in a hybrid or distance learning model. Each guide has a description of what should typically be happening in a Schoolhouse learning model, Hybrid learning model, and in a full distance learning model. Synchronous and Asynchronous learning is defined with content-specific examples. Other areas covered include differentiation, resources and recommendations, potential professional learning opportunities for teachers, and adjustments considerations for 2020-21 based on the impact of school closures last spring. Content-specific Instructional Continuity Guides will continue to be living documents and can be refined as we develop best practices.

[ELA Instructional Continuity Guide](#)

[ELD Instructional Continuity Guide](#)

[Math Instructional Continuity Guide](#)

[HSS Instructional Continuity Guide](#)

[Science Instructional Continuity Guide](#)

[CTE Instructional Continuity Guide](#)

[VAPA Instructional Continuity Guide](#)

[PE Instructional Continuity Guide](#)

Minimum Instructional Minutes

For the 2020-21 school year, Education Code 43501 has been amended to reflect the minimum instructional minutes that students are required to engage in academic activities on a daily basis. In the event, the district implements a Hybrid Learning Model and/or a Distance Learning Model, the minimum instructional minutes will serve as the parameters for documenting student attendance daily.

The minimum daily minutes for Grades 7-12 are as follows:

- 240 instructional minutes in Grades 7-12
- 180 instructional minutes for any pupil enrolled in dual enrollment courses (this does not include the dual enrollment courses)
- 180 instructional minutes for pupils enrolled in a continuation school

Schoolhouse Model

As feasible, students will attend school daily for in-person instruction with teachers. Instruction will be five days a week with enhanced health and safety protocols in place. To minimize contact, the schedule for secondary will be a modified block schedule with periods 1, 2, 3 offered every Tuesday & Thursday and every other Monday,

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and periods 4, 5, 6 offered every Wednesday & Friday and every other Monday. Instructional activities will need to be revised to reflect extended and less frequent in-person class time. This model meets the minimum required minutes for AB77 through in-person instruction and will not require additional asynchronous distance learning instruction. Any work outside the classroom will follow normal homework guidelines. The core content drives with Guaranteed & Viable Curriculum (GVC) resources, the NEW Secondary Essential Program Components, and the Content-Specific Instructional Continuity Plan are available to provide guidance in developing instructional activities.

Middle School				
Monday	Tuesday	Wednesday	Thursday	Friday
Alternating: In-person Periods 1,2,3 Distance Learning Periods 4, 5, 6 Or In-Person Periods 4,5,6 Distance Learning Periods 1,2,3	All students In-person Periods 1,2,3	All students In-person Periods 4,5,6	All students In-person Periods 1,2,3	All students In-person Periods 4,5,6

High School				
Monday	Tuesday	Wednesday	Thursday	Friday
Alternating: In-person Periods 1,3,5 Distance Learning Periods 2,4,6 Or In-Person Periods 2,4,6 Distance Learning Periods 0,1,3,5	All students In-person Periods 0,1,3,5	All students In-person Periods 2,4,6	All students In-person Periods 0,1,3,5	All students In-person Periods 2,4,6

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. 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.

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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

In a hybrid learning model, students will receive on campus in-person instruction 2 days a week, asynchronous distance learning instruction 2 days a week and independent learning activities through distance learning on Wednesdays. Half the students will attend with Cohort A and half will attend with Cohort B. Cohort A will attend school on Mondays for periods 1, 2, 3 and Thursdays for periods 4, 5, 6. Cohort B will attend on Tuesdays for periods 1, 2, 3 and Fridays 4, 5, 6. For example, period 1 meets in-person twice a week on Monday and Thursday for Cohort A to receive in-person instruction. On Tuesdays and Fridays, students will participate in asynchronous distance learning instruction. All students will complete assigned independent learning activities equating to 40 minutes per period minutes to meet attendance requirements on Wednesday. Sites will determine the time schedule for Wednesday to include a 45-60 minute “office hours” session for teachers to meet with parents/students virtually, intervention/support time for struggling students as needed, and planning or collaboration time for teachers. As in the schoolhouse model, the appropriate health and safety protocols will be implemented during the in-person instruction. In this model, students will meet their required instructional minutes during in-person instruction minutes Monday/Tuesday & Thursday/Friday. The instructional minutes on Wednesdays will need to reflect the mandatory 240 daily instructional minutes to meet the daily minute requirements under AB 77, this is the equivalent of 40 minutes per period.

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A: Asynchronous distance learning	Cohort A: In-person instruction for periods 0,1,2,3	All Students in asynchronous distance learning - 40 minutes per period to meet minimum requirements	Cohort A: In-person instruction for periods 4,5,6	Cohort A: Asynchronous distance learning
Cohort B: In-person instruction for periods 0,1,2,3	Cohort B: Asynchronous distance learning	Site determines schedule to include: *Office hours: 45-60 minutes *Intervention/ support time for struggling students as needed *Teacher planning, PLC and/or professional learning	Cohort B: Asynchronous distance learning	Cohort B: In-person instruction for periods 4,5,6

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

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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 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.

Due to the time constraints of a 2 days/week on campus in-person instructional model (each period only once per week), 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?

Teachers can utilize the content drives which include Guaranteed & Viable Curriculum (GVC) resources, the *NEW* Secondary Essential Program Component, and the Content-Specific Instructional Continuity guides as resources to develop asynchronous and synchronous activities for this model.

Hybrid Learning - Teacher Expectations

- Teachers report to school daily.
 - Each cohort of students will receive on campus in-person instruction 2 days per week (each period only once per week), asynchronous distance learning instruction 2 days per week (each period only once per week), and asynchronous/synchronous distance learning for all periods on Wednesdays.
- Teachers are responsible for:
 - Creating and providing in-person instruction 4 times per week during designated periods.
 - On distance learning days: creating and communicating independent learning activities to students and parents that meet the time value expectations per period for the day.
 - On Wednesdays 40 minutes per period
 - On remaining days not in “in-person” instruction (Cohort A: Tuesday/Friday, Cohort B: Monday/Thursday) 90 minutes per period.
 - Instructions for independent learning activities may be provided during in-person instruction or posted on Google Classroom no later than 8:00 AM on distance learning days.
 - Utilizing district required digital teaching/learning tools & platforms: Google Classroom and Zoom or Google Meet
 - Clearly communicating completion/due dates and grading measures for all assignments/learning tasks.
 - Documenting daily attendance through lesson participation and completion of assignments.
 - Providing formative and summative assessments with consistent feedback to students in both in-person class time & asynchronous learning (Illuminate, etc.).
 - Utilizing ParentSquare to maintain regular communication with parents regarding student academic progress, attendance/participation, behavior, and social emotional well being.

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- Additional Expectations:
 - 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..
 - Sample instructional practices for this model are provided in the content-specific Instructional Continuity Guides.
 - All professional responsibilities as educators continue (i.e. Lesson planning, lesson delivery, attendance, grading, grade level collaboration and/or PLC work, 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.

Distance Learning Model

In the event of an 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 for student learning.

In the Distance Learning model, 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.

Utilizing district-adopted core & supplemental digital program resources, teachers will plan and deliver synchronous and asynchronous learning lessons and tasks. 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 teachers should 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 utilizing Google Classroom for synchronous and asynchronous learning sessions. For recording lessons to post for student access during asynchronous learning sessions, teachers may also use Zoom, Google Meet or Screencastify. Teachers will

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record Zoom or Google Meet live synchronous instruction to post on Google classroom to allow students to access during asynchronous time.

Teachers can utilize the content drives which include Guaranteed & Viable Curriculum (GVC) resources, the *NEW* Secondary Essential Program Component, and the Content-Specific Instructional Continuity guides as resources to develop asynchronous and synchronous activities for this model.

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

Distance Learning - Content Delivery: Instructional Minutes/Time on Task

The following weekly schedule has been designed 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. All students will participate synchronously during the designated time per period on Monday/Tuesday and Thursday/Friday using the bell schedule below. On Wednesdays students will meet the minimum daily instruction minutes required by completing independent learning tasks assigned equivalent to 40 minutes per period. Teachers will establish a 45-60-minute “Office Hours” session on Wednesdays and communication format so parents can make appointments to ask questions and/or request help.

In the Distance Learning model, student participation in synchronous learning time and the completion of assigned independent learning tasks will account for attendance daily. Teachers may provide a combination of asynchronous and synchronous learning activities throughout the week but are required to provide live instruction during designated times on Monday/Tuesday and Thursday/Friday. The weekly schedule below is designed to meet the daily minimum 240 instructional minute requirement for grades 7-12 while allowing additional time for planning as teachers transition into this new mode of instruction.

Monday	Tuesday	Wednesday	Thursday	Friday
All students participate in synchronous learning time during their designated period.	All students participate in synchronous learning time during their designated period.	All Students in asynchronous learning - 40 minutes per period to meet minimum requirements.	All students participate in synchronous learning time during their designated period.	All students participate in synchronous learning time during their designated period.
Middle School Bell Schedule				
8:00-9:15 Intervention, PLC time, SST/504/IEP 7:40-9:10 Per 0 9:15-10:45 Per 1 10:45-10:55 Break 10:55-12:25 Per 2 12:25-1:05 Lunch 1:05-2:35 Per 3 2:35-3:30 PLC/	8:00-9:15 Intervention, PLC time, SST/504/IEP 9:15-10:45 Per 4 10:45-10:55 Break 10:55-12:25 Per 5 12:25-1:05 Lunch 1:05-2:35 Per 6 2:35-3:30 PLC/ Prep	Site determines schedule to include: *Office hours: 45-60 minutes *Intervention/ support time for struggling students as needed *Teacher planning,	8:00-9:15 Intervention, PLC time, SST/504/IEP 7:40-9:10 Per 0 9:15-10:45 Per 1 10:45-10:55 Break 10:55-12:25 Per 2 12:25-1:05 Lunch 1:05-2:35 Per 3 2:35-3:30 PLC/	8:00-9:15 Intervention, PLC time, SST/504/IEP 9:15-10:45 Per 4 10:45-10:55 Break 10:55-12:25 Per 5 12:25-1:05 Lunch 1:05-2:35 Per 6 2:35-3:30 PLC/ Prep

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Prep		PLC and/or professional learning	Prep	
High School Bell Schedule				
8:00-9:15 Intervention, PLC time, SST/504/IEP 7:40-9:10 Per 0 9:15-10:45 Per 1 10:45-10:55 Break 10:55-12:25 Per 3 12:25-1:05 Lunch 1:05-2:35 Per 5 2:35-3:30 PLC/ Prep	8:00-9:15 Intervention, PLC time, SST/504/IEP 9:15-10:45 Per 2 10:45-10:55 Break 10:55-12:25 Per 4 12:25-1:05 Lunch 1:05-2:35 Per 6 2:35-3:30 PLC/ Prep	Site determines schedule to include: *Office hours: 45-60 minutes *Intervention/ support time for struggling students as needed *Teacher planning, PLC and/or professional learning	8:00-9:15 Intervention, PLC time, SST/504/IEP 7:40-9:10 Per 0 9:15-10:45 Per 1 10:45-10:55 Break 10:55-12:25 Per 3 12:25-1:05 Lunch 1:05-2:35 Per 5 2:35-3:30 PLC/ Prep	8:00-9:15 Intervention, PLC time, SST/504/IEP 9:15-10:45 Per 2 10:45-10:55 Break 10:55-12:25 Per 4 12:25-1:05 Lunch 1:05-2:35 Per 6 2:35-3:30 PLC/ Prep

**Duty day for teachers teaching 0 period will be 7:40-3:10 on days when 0 periods and 8:00-3:30 when it does not. They may utilize 6th period time for additional planning.*

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. Teachers can utilize the content drives which include Guaranteed & Viable Curriculum (GVC) resources, the *NEW* Secondary Essential Program Component, and the Content-Specific Instructional Continuity guides as resources to develop asynchronous and synchronous activities for this model.

Distance Learning - Teacher Expectations

Teachers will report to school daily while students learn from home.

Teachers are responsible for:

- Developing and implementing synchronous instruction during scheduled times.
- Provide daily live interaction with students during designated time on the bell schedule for the purposes of instruction, progress monitoring, and maintaining school connectedness.
- On Wednesdays:
 - Developing and communicating expectations on asynchronous learning activities for Wednesdays when students are working independently to meet 40 minute minimum requirements per period.
 - Designating and providing intervention/support time for struggling students as needed.
 - Holding a 45-60 minute “office hours” session and communicating format so parents can make appointments to ask questions and/or request help.
- Utilizing district required digital teaching/learning tools & platforms: Google Classroom and Zoom or Google Meet and Screencastify.

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- Post assignments on Google Classroom no later than 8:00 AM each day.
- 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 models (Illuminate, etc.).
- 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.)
- 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.

Physical Education

For the 2020-21 fiscal year, MUSD shall not be required to offer the minimum instructional minutes in physical education required pursuant to Sections 51220 and 51222 (200 minutes each 10 school days for grades 7-8 and 400 minutes each 10 school days for grades 9-12).

Secondary Physical Education teachers will move units that are better facilitated online to the front of the semester. Edgenuity will be utilized as a high school supplemental resource to support standards based units that require students to participate in analyzation, explanation, examination, development, recognition, and project creation of but not limited to the following topics: fitness concepts, principles of fitness, fitness strategies, scientific factors that affect performance, principles of biomechanics, motor skill competency, movement patterns, and social-emotional concepts specific to physical activity. Dairy Council of California curriculum combined with Google Classroom will be utilized to support all secondary nutrition education. SPARK PE Curriculum combined with Google Classroom will be utilized by all secondary physical educators to support the learning and practice of fitness and skills performance concepts at home. All skills and fitness based secondary 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 and Performing Arts (VAPA)

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.

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.

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1. 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.
2. 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 requires remote).
3. 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.

Visual and Performing Art Instruction

Secondary Arts instruction will be conducted through online instruction. In addition, middle school music teachers will also have the option of using the online standard based curriculum Quaver that is a K-8 online curriculum. Teachers will conduct instruction using Google Classroom, Google Meets, and Zoom, using the core curriculum for their various disciplines that support standards based learning.

Link: [VAPA Instructional Continuity Guide](#)

Dual Enrollment

For the fall semester 2020 Dual Enrollment courses will be online through Canvas as long as MUSD is in Distance Learning. Instructors and students need to start college classes on **August 10th and finals are December 7-11**. For a 3 unit course all students must have 2.5 hours of instruction a week, and it can be a combination of synchronous and asynchronous time.

College teachers and counselors will need to assist new students to dual enrollment on how to log into Canvas and obtain their College ID numbers. Students need to be aware that the college teacher will be posting assignments and communicating with them through Canvas so they need check-in regularly, and attend all synchronous instruction. As college students, it is imperative that they keep up with their studies while we aren't on campus. If students run into any challenges with their Dual Enrollment classes they need to contact the college teacher **AND** high school counselor through email to help them figure out the best path forward. Sites need to be sure students are aware of all drop deadlines for the college in order to not be put on academic probation for a low grade.

- August 28 - Last Day to Drop DE without receiving a Withdrawal (W)
- September 11 - Last Day to change Dual Enrollment class to Pass/No Pass Option
- October 9 - Last Day to drop a DE class-Letter grades assigned after this date

Career Technical Education

Each Career Technical Education pathway comes with its own curriculum and challenges to being taught digitally. This is because each course's main focus is hands-on instruction on industry grade tools and equipment. Each teacher is encouraged to move units that are better facilitated online to the front part of their semester, as well as explore research projects that can be facilitated online. Other best practices would be to administer online certifications that can be done from home earlier in the semester such as OSHA10, and Precision Exams and utilize Illuminate for required safety tests. Another option for many of the lab classes would

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be to create material kits that can go out to students to complete labs with less equipment requirements or tools needed from home. These kits would not be appropriate until the students pass the required safety tests. Examples could be culinary lab kits with needed ingredients and recipes, pre cut woodworking or plumbing projects with needed equipment etc. Teachers should be checking <https://www.cteonline.org/> regularly for new lessons that are being added for the digital classroom. Other CTE resources can be found [here](#).

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. For guidance related to proper social and physical distancing, and healthy practices for programs operating pursuant to this guidance, please refer to the Department of Social Services Social and Physical Distancing Guidance .

Principals in conjunction with the Categorical department must create an ASP enrichment plan that will meet the needs of their sites. Please see below for activities and services that are allowable.

Allowable expanded learning program work may include:

- Services related to providing federally approved afterschool meals or snack programs (Grab and Go food distribution)
- Online programming for youth that is reasonable and necessary
- Online computer science activities, theatre, visual arts, or science to enrich students' learning experiences.
- Student and parent education and social-emotional well-being support
- Gathering virtual offsite student materials and information to support families
- Virtual staff meetings (conference calls, Zoom meetings, Microsoft Skype, etc.)
- Curriculum work
- Lesson plans
- That a program maintains a pupil-to-staff ratio of no more than 20:1 will be waived.
- Program data entry or validation
- Online professional development
- Systems planning work (e.g., summer programs, evaluation, sustainability, safety, budgeting)
- Programs should continue to track employees' time and expenditures in accordance with the California School Accounting Manual Procedure 905.
- Other expectations and associated job tasks listed in job descriptions that are reasonable and necessary during the closure period

Note: Principals, to the extent possible, distance enrichment programming should align with the distance learning plans of the schools your students attend. Collaboration with the local educational agencies' distance learning plan is encouraged. Programs must also comply with the Family Education Rights and Privacy Act when delivering virtual services.

Items to be aware of when implementing any of the above:

- Final approval of work and work protocols and plan are the responsibility of sub-grantee local supervisors (District Office and Categorical Department)
- Hours worked remain subject to supervisor approval and should be commensurate with need
- Federal Supplement not Supplant provisions remain in force

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Note: For After School Education and Safety grantees please also refer to the Executive Order N-45-20 guidance that was sent out and posted on April 10, 2020.

Next steps:

- Meet with your most experienced Principals and extended learning leaders. Invite them to talk about their approach and programs for the upcoming school year.
- Engage them in the planning process as early as possible to align with instructional programs to accelerate learning. They often know much about the local community and its resources and opportunities.
- When asked, they are good at coming up with innovative solutions and flexible models for supporting the students.
- Be clear about your parameters and expectations, and then continue to engage as equal partners. Like you, expanded learning providers are professionals and experts in their field.
- Do any existing memoranda of understandings (MOUs) require updates on modifications to ensure students and staff are safe?

Restrictions:

The 2020–21 State Budget agreement reached by Governor Gavin Newsom and the Legislature rejects the May Revision proposal to reduce the After School Education and Safety (ASES) program by \$100 million and instead provides the program an additional \$100 million ongoing beginning with the 2020–21 fiscal year.

In addition to this increase in funding, there is language in Senate Bill (SB) 98, the Education Omnibus Budget Trailer Bill, which provides the California Department of Education (CDE) limited waiver authority for ASES program hours, rates, ratios, and days for the 2020–21 school year. SB 98 also allows the CDE to prorate the funding rates of any ASES program that operates for more than three hours per day, up to six hours per day.

ASES grant recipients will likely face a myriad of challenges in operating their programs due to COVID-19, meaning these waivers will help ease some of the statutes that grantees may find difficult to meet during the next school year. Specifically, the bill gives the CDE the authority to waive the following ASES provisions in the state's education code for the 2020–21 school year:

The following restrictions have been suspended during hybrid and distance learning:

- Adjusting grant funding for any school that is under its proposed attendance level by more than 15% in two consecutive years
- Adjusting a program's grant funding if the attendance of a school in that program falls below 75% of the proposed attendance level in any year after the first year of the grant
- That a program must commence immediately upon the conclusion of a school day, operate a minimum of 15 hours per week, and remain open until at least 6:00 p.m.
- That every before school program operates for at least 1.5 hours per school day and a policy regarding late arrival of students in the program be established
- That a program maintains a pupil-to-student ratio of no more than 20:1

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- Adjusting the grant level of a school that is under its targeted attendance level by more than 15% in two consecutive years, or 35% for schools located in an area with a population density of less than 11 persons per square mile
- Adjusting a program's grant funding if the attendance of a school in that program falls below 75% of the target attendance level in any year after the first year of the grant, or below 55% for schools located in an area with a population density of less than 11 persons per square mile

Edgenuity-Credit Recovery

Edgenuity credit recovery options will continue to be offered through the After School Program. Students who enroll in Edgenuity courses will need to receive a site provided chromebook to enable the NetOP program. Any new teachers to the Edgenuity Platform will need to be added to the platform by the district administrator, and will need to complete the training for new teachers which includes watching both the Educator and Student Orientation Videos (links below) in addition to downloading and completing the Student Orientation Quiz. Students will need to watch the Student Orientation video, complete the quiz, and as part of the registration process, complete the MUSD Edgenuity Distance Learning Academic Integrity Honor Code Google Form or PDF version. More detailed instructions are included in the Standard Operating Procedures document for Edgenuity ([Edgenuity SOP.](#))

[EDUCATOR ORIENTATION VIDEO](#)

[STUDENT ORIENTATION VIDEOS](#)

[INTERACTIVE STUDENT ORIENTATION VIDEO QUIZ](#)

[Electronic Student Honor Code Contract Google Form pdf](#)

Cal-SAFE

The MUSD Cal-SAFE program is a comprehensive and community-linked program that serves teen parents with intensive academic and personal needs. The program provides transition services that include the development of post-secondary goals including parenting skills, self-sufficiency, and career education. Through distance learning, Cal-SAFE students will continue to be provided targeted support services related to school and life-long success. Those services include connecting students with health screenings and education; building their knowledge in child development; and building parenting skills. The Cal-SAFE staff will be available to "meet" with students between regularly scheduled meetings as-needed to ensure student success, by phone, email, Parent Square, or through Zoom/Google Meet.

Utilizing these resources will allow the Cal-SAFE staff to continue to build strong connections with teen parents which will support the development of self-esteem and confidence while the teen parents work toward securing a high school diploma, or passing the High School Equivalency Test. Staff will continue their efforts to identify students in need of Cal-SAFE services by connecting, via email and phone, with the school nurses, counselors, and Madera County Health Department.

During this period of distance learning, the MUSD Cal-SAFE program will suspend childcare services for the teen parent children. This service will resume when it is deemed safe for students and staff to return to school.

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INDEPENDENT STUDY PROGRAM

Program Description/Services

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.

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.

Daily Instructional Minutes for Independent Study

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.

Independent Study - Teacher Expectations

- 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.

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STUDENTS WITH DISABILITIES

Special Education

As Local Education Agencies (LEAs) prepare to reopen schools, they 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. This will help ensure equitable opportunities are built into the foundation of our new era of education.

IEPs

- How will students with disabilities services be implemented?
- How will accommodations be implemented in the virtual classroom?
- Will an IEP be held to reflect an Emergency Contingency Plan for either a hybrid or distance learning model of instruction?
- How will IEP meetings be held?

Section 504 Plans

- How will accommodations be implemented in the classroom?
- How will Section 504 Plans be reviewed?
- Will a Section 504 Plan be updated to include an emergency contingency plan for either a hybrid or distance model of instruction?

Staff:

- How will general education and special education teachers work together to ensure that a SWD's accommodations and services are being implemented?
- How will paraprofessionals provide support to students with disabilities?
- How will other support providers including School Psychologists and Speech Therapists provide services as applicable?

Instruction:

- How will students with disabilities be mainstreamed into the general education virtual classroom?
- How will a student receive specialized academic instruction while mitigating learning loss from core instruction?

Safety:

- What protocols will be followed for small group instruction?
- What procedures will be in place to ensure that students and staff are utilizing best assessment practices during the pandemic?
- Will a student with a disability be required to wear PPE?
- How will staff members use PPE when providing services in the classroom?
- How will staff members use PPE when assessing students with disabilities?

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Special Education Programs:

Resource Specialists Program

Site Location(s): All school sites

Beginning enrollment: approximately 300 students total

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

RSP	Hybrid Model of Instruction	Distance Model of Instruction
Schedule	<p>Students are clustered into the general education classroom to the maximum extent possible and appropriate.</p> <p>Students will follow the general education student schedule.</p>	<p>Students will participate in the general education teachers virtual classroom.</p> <p>Special Education Case Carriers will check-in with the student on their caseload weekly.</p>
Instruction	<p>Small group instruction will focus on pre-teaching, re-teaching what is being taught in the general education classroom, and will also incorporate instruction on the student's IEP goals.</p>	<p>Students will receive instruction via a virtual platform.</p> <p>RSP Teachers will participate in the general education teacher's virtual classroom, as assigned, and may provide small group instruction in a virtual break-out session.</p> <p>RSP Teachers will meet with the student's on their caseload individually and/or in small groups to provide virtual instruction on their student's goals.</p> <p>Paraprofessionals will participate in the assigned general education teacher's virtual classroom and can provide small group instruction in a virtual break-out session.</p> <p>Paraprofessionals will participate in the RSP teachers virtual classroom and/or meet with a small group of students individually under the direction of the certificated staff member.</p> <p>Paraprofessionals may participate in the Speech and Language Pathologis's virtual speech sessions and/or meet with a small group of students individually under the direction of the certificated staff member</p>
Safety	<p>It is recommended that students are clustered by grade level to minimize contact with other students.</p>	<p>RSP Teachers and Paraprofessionals will practice social distancing when in the same vicinity as other personnel.</p>

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	<p>Students will have their own supplies that will be left in the RSP classroom.</p> <p>Students will wear appropriate PPE per recommended guidelines.</p> <p>RSP teachers will wear appropriate PPE.</p> <p>Paraprofessionals will wear appropriate PPE.</p>	
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Preschool Special Day Class

Site Location(s): Sierra Vista, Alpha, Monroe

Beginning enrollment: 28 Students total

Overview: Preschool Special Education helps children with developmental delays and disabilities achieve the best outcomes later in life. The services are available for children ages three to five that have been identified as having a disability and have an Individualized Education Program (IEP).

<u>SDC Preschool</u>	<u>Hybrid Model of Instruction</u>	<u>Distance Model of Instruction</u>
Schedule	<p>Students will attend four days per week on Monday, Tuesday, Thursday and Friday.</p> <p>Morning Session: 8:00 am - 11:00 am.</p> <p>Afternoon Session: 12:00 pm - 3:00 pm.</p>	<p>Special Education Case Carriers will check-in with the student on their caseload 4 days per week.</p>
Instruction	<p>Instruction aligns with the California Preschool Learning Foundations.</p>	<p>Students will receive instruction via a virtual platform.</p> <p>Instruction aligns with the California Preschool Learning Foundations.</p> <p>Students will receive a printed curriculum packet and a quarterly activity box with appropriate supplies.</p> <p>Paraprofessionals will participate in the SDC virtual classroom and/or meet with a small group of students individually under the direction of the certificated staff member.</p> <p>Paraprofessionals may participate in the Speech and Language virtual speech session and/or meet with a small group of students individually under the direction of a certificated staff member.</p>

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Least Restrictive Environment	Students will mainstream in the general education classroom or environment as specified in their IEP.	N/A
Safety	<p>Students will wash their hands regularly.</p> <p>Students will have their own supplies.</p> <p>Students will be encouraged to wear appropriate PPE if feasible.</p> <p>Play equipment in the classroom will be cleaned in between the AM/PM session.</p> <p>Teachers will wear appropriate PPE.</p> <p>Paraprofessionals will wear appropriate PPE.</p>	SDC Teachers and Paraprofessionals will practice social distancing when in the same vicinity as other personnel.

Tk - 6th grade Special Day Class

Site Location(s): Chavez, Lincoln, Nishimoto, Rose, Sierra Vista, Pershing

Beginning enrollment: 130 Students total

Overview: The Special Day Class (SDC) provides services to students who have more intensive needs than can be met by the general education class with Resource Specialist and Designated Instructional Services (DIS) or supplementary aids and services. Students are served in special education classes for the majority of their school day.

<u>SDC Tk-6th Grade</u>	<u>Hybrid Model of Instruction</u>	<u>Distance Model of Instruction</u>
Schedule	Students will attend Monday, Tuesday, Thursday and Friday, excluding staff inservice days and holidays.	Special Education Case Carriers will check-in with the student on their caseload 4 days per week.
Instruction	<p>Students will receive grade-level core instruction with accommodations.</p> <p>Students will receive instruction based on their individual IEP goals.</p>	<p>Students will receive grade-level core instruction with accommodations via a virtual platform and will receive curriculum packets as appropriate.</p> <p>Students will receive virtual instruction based on their individual IEP goals individually or in small groups.</p>

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<p>Least Restrictive Environment</p>	<p>Students will mainstream in the general education classroom or environment as specified in their IEP.</p> <p>It is recommended that the grade-level classes that the students are scheduled to be mainstreamed in have less general education students so that when students in the SDC class mainstream, there is an appropriate student to teacher ratio.</p> <p>Paraprofessionals will accompany the students when they mainstream into general education classrooms as appropriate.</p> <p>Students will mainstream with their own supplies that will be kept in the general education classroom.</p>	<p>Students will participate in the general education teacher's zoom sessions for mainstreamed subjects as documented in their IEP.</p> <p>SDC Teacher may participate in the general education teacher's virtual platform of instruction and may provide small group instruction in a virtual break-out session.</p> <p>Paraprofessionals will participate in the general education teacher's virtual platform of instruction as assigned, and may provide small group instruction in a virtual break-out session.</p> <p>Paraprofessionals will participate in the SDC teachers virtual instruction and/or meet with a small group of students individually under the direction of a certificated staff member.</p> <p>Paraprofessionals may participate in the Speech and Language Pathologist's virtual instruction and/or meet with a small group of students individually under the direction of a certificated staff member.</p>
<p>Safety</p>	<p>Students will have their own supplies in the special education classroom. Students will be encouraged to wear appropriate PPE as per recommended guidelines.</p> <p>SDC teachers will wear appropriate PPE.</p> <p>Paraprofessionals will wear appropriate PPE.</p>	<p>SDC Teachers and Paraprofessionals will practice social distancing when in the same vicinity as other personnel.</p>

Secondary Special Education - Diploma Track Students

Site Location(s): Thomas Jefferson, Martin Luther King, Desmond, Madera High, Madera South High, Matilda Torres High, Ripperdan Community Day School, Mt. Vista Continuation School

Beginning enrollment: Approximately 800 students

Overview: Students with disabilities receive core academic instruction either in a special education or general education classroom that enables them to meet the regular high school graduation requirements. Students enrolled in 110 classes do not meet A-G requirements nor do they meet CSU or UC enrollment requirements. 110 - SDC Classes: SWD's are instructed by a Special Education Teacher in a special education classroom.

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210 - Collaboration Classes: SWD's are instructed by both a general education and special education personnel in the general education classroom.

<u>Secondary Special Education</u>	<u>Hybrid Model of Instruction</u>	<u>Distance Model of Instruction</u>
Schedule	Students will follow the regular school schedule.	Special Education Case Carriers will check-in with the student on their caseload weekly.
Instruction	<p>110: SWD's receive core instruction on essential standards with accommodations in a special education classroom.</p> <p>210: SWD's receive general education core instruction.</p>	<p>Students will receive core instruction with accommodations via a virtual platform from a special education teacher and will receive curriculum packets as appropriate.</p> <p>Students will receive virtual instruction based on their individual IEP goals individually or in small groups.</p> <p>Paraprofessionals will participate in the special education teachers virtual classroom, as assigned, and can provide small group instruction in a break out room.</p> <p>Students will receive core instruction via a virtual platform.</p> <p>Special Education personnel will participate in the general education teachers virtual classroom, as assigned, and can provide small group instruction in a breakout room.</p> <p>Students will receive virtual instruction based on their individual IEP goals individually or in small groups.</p> <p>Paraprofessionals may participate in the Speech and Language Pathologist's virtual instruction and/or meet with a small group of students individually under the direction of a certificated staff member.</p>
Safety:	<p>Students will have their own supplies in the special education classroom. Students will be encouraged to wear appropriate PPE as per recommended guidelines.</p> <p>SDC teachers will wear appropriate PPE.</p>	Special Education Teachers and Paraprofessionals will practice social distancing when in the same vicinity as other personnel.

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	Paraprofessionals will wear appropriate PPE.	
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Secondary Special Day Class

Site Location(s): Thomas Jefferson, Madera High, Matilda Torres High

Beginning enrollment: 33 Students total

Overview: Secondary SDC programs are for students with severe cognitive disabilities that are not able to earn a regular high school diploma even with accommodations and supplementary aids and services. Students are served in special education classes for the majority of their school day. Students receive academic instruction that aligns with alternate achievement standards—called the Core Content Connectors—and linked to the Common Core State Standards (CCSS) for ELA and mathematics and science. Vocational and social skills instruction is also embedded within the curriculum.

Middle School: Living Independent Vocational Education (LIVE) Program

Location: Thomas Jefferson Middle School

High School: Basic Employment Skills Training (BEST)

Location(s): Madera High School (2 classrooms) and Matilda Torres High School (1 classroom)

<u>7-12th Grade SDC</u>	<u>Hybrid Model of Instruction</u>	<u>Distance Model of Instruction</u>
Schedule	Students will attend Monday, Tuesday, Thursday and Friday Classes will follow the school's bell schedule.	Special Education Case Carriers will check-in with the student on their caseload four days per week.
Instruction	Student's will receive academic instruction based on the Core Content Connectors. Students will receive social skills and vocational skills instruction.	Students will receive virtual academic instruction based on the Core Content Connectors. Students will receive virtual social skills and vocational skills instruction. Students will receive virtual instruction based on their individual IEP goals individually or in small groups.
Least Restrictive Environment	Students will mainstream in the general education classroom for electives and physical education as specified in their IEP. Students will mainstream with their own supplies. Paraprofessionals will accompany the students when they mainstream into general education classrooms as appropriate.	Students will participate in the general education teacher's zoom sessions for mainstreamed subjects as documented in the student's IEP. Paraprofessionals will participate in the s education teacher's virtual platform of instruction, as assigned,\ and may provide small group instruction in a virtual break-out session. Paraprofessionals will participate in the SDC teachers virtual instruction and/or meet with a small group of students

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		<p>individually under the direction of a certificated staff member.</p> <p>Paraprofessionals may participate in the Speech and Language Pathologist's virtual instruction and/or meet with a small group of students individually under the direction of a certificated staff member.</p>
Safety	<p>Students will have their own supplies in the special education classroom.</p> <p>Students will have their own supplies in the general education teachers classroom.</p> <p>Students will be encouraged to wear appropriate PPE.</p>	SDC Teachers and Paraprofessionals will practice social distancing when in the same vicinity as other personnel.

Adult Transition Program

Site Location: Furman

Beginning enrollment: 28 Adult Students total

Overview: The Adult Transition Program serves 18-22-year-old students with developmental disabilities who have received a Certificate of Completion from high school and have significant needs for support as they transition to adulthood.

Adult Transition Program	Hybrid Model of Instruction	Distance Model of Instruction
Schedule	<p>Students will attend two full days per week and will be split into two cohorts</p> <p>Monday and Tuesday: Cohort 1 (14 students)</p> <p>Thursday and Friday: Cohort 2 (14 students)</p>	Special Education Case Carriers will check-in with the student on their caseload 4 days per week.
Instruction	Students will receive life skills instruction that encompasses Adult Transition Domains including independent living, employment skills, community resources and recreation and leisure, transition and post-secondary, and social and interpersonal skills.	<p>Students will receive life skills instruction that encompasses Adult Transition Domains including independent living, employment skills, community resources and recreation and leisure, transition and post-secondary, and social and interpersonal skills, delivered through a virtual platform.</p> <p>Paraprofessionals will participate in the ATP teachers virtual instruction and/or meet with a small group of students individually under the direction of a certificated staff member.</p>

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Community Activities	<p>All in-person community activities will be suspended to ensure safety and mitigate exposure to Covid-19.</p> <p>Presentations from community speakers may be held via a digital platform such as zoom.</p>	Presentations from community speakers may be held via a digital platform such as zoom.
Employment	<p>All in-person work assignments through Workability 1 will be suspended to ensure safety and mitigate exposure to Covid-19.</p> <p>Workability 1 will resume when employment can be attained through compliance with local, state, and federal health official orders.</p>	N/A
Safety	<p>Teachers, students, and paraprofessionals will be expected to wear appropriate PPE; either masks or face shields.</p> <p>Students will use the Chromebook assigned to them.</p> <p>Each student will have a container with their own supplies.</p> <p>Supplies will not be shared and will remain in the classroom.</p>	Teachers and Paraprofessionals will practice social distancing when in the same vicinity as other personnel.

Special Education Staff:

Resource Specialists Program (RSP) Teacher

Site Location(s): All school sites

Total Staff: 76*

(Most secondary special education teachers are both RSP and SDC teachers. Meaning they provide direct instruction in a special education classroom to SWD's and also co-teach in core general education classroom(s) that have SWD enrolled in them. For the purposes of this document, all secondary special education teachers excluding those that instruct in specialized programs are counted as a RSP teacher).

Overview: A RSP teacher provides specialized academic instruction (SAI) and special education supports, educational accommodations and/or behavioral support to SWD's that receive their core instruction in the general education classroom for more than 50% of their day. An RSP teacher provides support to students in the general education classroom and may provide SAI in the RSP classroom. The RSP teacher meets and plans with classroom teachers to ensure that the children in RSP are being taught the skills required at their grade level. There is constant communication between the general education teacher(s), RSP teacher, and the parents to ensure learning.

Attendance:

- RSP Teachers will report to work daily.

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Schedule:

- RSP teachers will follow their assigned site's daily schedule.

Services:

- A Prior Written Notice will be sent to parents of SWD's to include an emergency contingency plan on how services will be implemented through a hybrid model of instruction.
- RSP teachers will provide support in the general education classroom, as assigned, when students are on campus.
- SWD's will not be pulled from the general education classroom to receive SAI services if the student does not attend school 4 times weekly.
 - Students can receive SAI services on days that they are not at school through a virtual platform.
 - SAI services may include pre teaching or reteaching, social skills instruction and or behavioral supports. SAI will include direct instruction that focuses on a student's goals as outlined in their IEP.

Safety:

- RSP teachers will have their own supplies to use in the general education classrooms that they provide support in.
- RSP teachers will wear appropriate PPE.

Special Day Class (SDC) Teacher

Site Location(s): Alpha, Sierra Vista, Monroe, Chavez, Rose, Lincoln, Nishimoto, Pershing, Thomas Jefferson, Madera High, Matilda Torres High, Furman (ATP)

Total Staff: 24

Overview:

An elementary SDC teacher provides grade level, core instruction with accommodations to students with disabilities that receive over 50% of their education in a self-contained classroom. They also provide specialized academic instruction, social skills instruction as well as behavior instruction to SWD's based on the goals and objectives outlined in each student's IEP. Secondary SDC teachers provide functional-skills instruction to students with disabilities that are on a non-diploma track. Functional skills instruction includes, but is not limited to instruction in functional reading, math, science and history, daily living skills, self-care, pre-vocational skills, daily living skills, cooking and laundry skills as well as pre-vocational and work related behaviors.

Attendance:

- SDC Teachers will report to work daily.

Schedule:

- SDC teachers will follow their assigned site's daily schedule.

Services:

- A Prior Written Notice will be sent to parents of SWD's to include an emergency contingency plan on how services will be implemented through a hybrid model of instruction.
- SDC teachers will provide support in the general education classroom when their students are mainstreamed, as appropriate.

Safety:

- SDC teachers will have their own supplies to use in the general education classrooms that they provide support in; as applicable.
- SDC teachers will wear appropriate PPE.

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Paraprofessionals:

Site Location(s): All school sites

Total Staff: 131

Overview: 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.

Attendance:

- Paraprofessionals will report to work daily.

Schedule:

- Paraprofessionals will follow their daily assigned schedule.

Student support:

- Paraprofessionals will provide assistance to students with disabilities in the general education classroom, special education classroom, in the speech and language classroom and/or through virtual means. They may also be assigned to supervise SWD's on the playground, in the cafeteria, in electives or physical education, and/or other school areas based on student needs. All assistance will be under the direction of a certificated staff member.
- Paraprofessionals will be assigned to classrooms based on student needs and to the greatest extent possible, will be assigned to the same classroom.

Safety:

- Paraprofessionals will have their own supplies in each of the classrooms that they are assigned to provide support in. Supplies will be left in the classroom.
- Paraprofessionals will wear appropriate PPE.

School Psychologists

Site Location(s): All school sites

Total Staff: 20

Overview: 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.

Attendance:

- School Psychologists will report to work daily.

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Schedule:

- School Psychologists will follow their daily assigned schedule.

Services:

- SWD's who qualify for psychological services will receive the services as documented in each student's IEP.
- Students that receive instruction in a special day classroom, may be pulled from their classroom to meet individually or in groups with the school psychologist.
- Students that receive instruction in the general education classroom will not be pulled from the general education classroom to receive services from the school psychologist if the student does not attend school daily.
 - Students can receive services on days that they are not at school either through a virtual platform or the parent may elect to bring their child to the school site to receive their psychological services.

Safety:

- School Psychologists will have appropriate PPE when providing services to students individually and/or in groups.
- If a parent elects to bring their child to school on a non-instruction day to receive services, the parent will have their temperature taken and will fill out a paper copy of the Covid-19 screener. The student will also have their temperature taken and their parent will fill out a paper copy of the Covid-19 screener for their child.

Speech Language Pathologists (SLPs):

Site Location(s): All school sites as well as Head-Start Preschool programs located within the city of Madera

Total Staff: 17

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

Attendance:

- Speech and Language Pathologists will report to work daily.

Schedule:

- Speech and Language Pathologists will follow their daily assigned schedule.

Services:

- SWD's who qualify for speech and language services will receive the services as documented in each student's IEP.
- Students that receive instruction in a special day classroom, may receive services in the SDC or may be pulled from their classroom to receive their services in the speech room.
- Students that receive instruction in the general education classroom will not be pulled from the general education classroom to receive their speech and language services if the student does not attend school daily.
 - Students can receive services on days that they are not at school either through a virtual platform or the parent may elect to bring their child to the school site to receive their speech and language services.
- Students that are enrolled in Head-Start programs will receive services at their enrollment location.

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Safety:

- Speech and Language Pathologists will have a protective see-through barrier to separate themselves from the students they see individually or in a small group.
- Speech and Language Pathologists will have separate supplies for each student that they provide services to. If the services are provided in a special day classroom, the supplies will be left in the SDC. If the services are provided in the speech room, the supplies will be left in the speech room.
- If a parent elects to bring their child to school on a non-instruction day to receive services, the parent will have their temperature taken and will fill out a paper copy of the Covid-19 screener. The student will also have their temperature taken and their parent will fill out a paper copy of the Covid-19 screener for their child.
- Speech and Language Pathologists will wear appropriate PPE.
 - Speech and Language Pathologists will wear a face shield when providing services.
 - Students will wear a face shield when receiving services (as appropriate).

Assessment:

- Speech Language Pathologists will make an appointment with the student's parent to bring their child to school to participate in their evaluation.
 - Speech Language Pathologist will meet parent in the front office or designated place.
 - The parent and the student will have their temperature taken and will fill out a paper copy of the Covid-19 screener.
 - Speech Language Pathologist will escort student to the assigned assessment area. Parent will not wait on campus (unless the child is too young) and will return to pick up their child when the assessment is completed.
 - Speech and Language Pathologists conducting evaluations will wear the appropriate PPE.
 - It is recommended that a see through plastic barrier be utilized and place between the evaluator and the student.
 - Students participating in an evaluation will wear appropriate PPE as applicable.

Individualized Education Program (IEP)

Overview: An IEP is a written, legal document that describes the educational plan for a student with a disability. The IEP talks about the student's disability, what skills he/she needs to learn, what the student is doing in school this year, what services the school will provide, goals and objectives and where learning will take place.

Types of IEPs

Annual IEP: An annual review is an IEP meeting required by the Individuals with Disabilities Education Act (IDEA) that must be held at least once a year. The meeting brings the IEP team together to review the student's progress and program, and plan for the following year. Required team members include, but are not limited to, the parent, an administrator, a special education teacher and a general education teacher. IEPs must offer a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) to the maximum extent possible and appropriate.

- All SWD's will have an annual IEP meeting on or before the student's annual due date. Each IEP will be prepared as if the student's were attending school in a brick and mortar environment, daily. Each IEP will include an Emergency Contingency Plan that outlines the services and accommodations the student will receive through a distance model or hybrid learning model of instruction.

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- Annual IEPs will be held via a virtual platform; either Zoom, Google Hangouts or via a teleconference to reduce in-person contact and to mitigate possible exposure to Covid-19.
- Annual IEPs may be held during the school day for SWD's that attend school daily.
 - General Education teachers will not be pulled from core instruction to attend the IEP. Non core teachers may attend the meeting during the school day.
 - For student's that do not attend school daily, IEPs can be held on a non-instruction day, on a teacher planning day, or after school.
 - Case Carrier's will schedule the IEP meeting to ensure participation of each team member and to ensure parent participation.
 - For secondary students, the IEP may be held during a general education teacher's prep period.
 - Team members may sign the IEP with a digital signature.
 - If a parent is not able to sign their student's IEP via a digital signature, the Case Carrier will make an appointment with the parent to obtain a "wet" signature.
 - Upon entrance to school, the parent will have their temperature taken and will fill out a paper copy of the Covid-19 screener.
 - All team members are required to attend a SWD's IEP meeting.

Triennial IEP: The Individuals with Disabilities Education Act (IDEA) requires schools to reevaluate SWD's with IEPs at least once every three years. All service providers must reevaluate the student.

- Any SWD that is due for a triennial evaluation will have an assessment completed by each service provider that is required to do so.
- Assessment procedures will be as follows:
 - Each school site will have a designated room/office for assessment.
 - Each school site will have a designated waiting area for parents if applicable. SWD's that attend school daily may be pulled from the classroom to participate in their reevaluation.
 - SWD's that do not attend school daily, will not be pulled from core instruction to be reevaluated.
 - Service providers may conduct reevaluation assessment on a not instructional school day.
 - Service providers will make an appointment with the student's parent to bring their child to school to participate in their reevaluation.
 - Upon entrance to school, the parent and the student will have their temperature taken and will fill out a paper copy of the Covid-19 screener.
 - If a student is at an appropriate age, parents can drop off and pick up their student after the assessment is completed.
 - If a parent stays on site while their child is being assessed, they must wait wearing appropriate PPE.
 - Service providers conducting reevaluation will pick-up students and drop-off students before and after assessment.
 - Service providers conducting assessment will wear the appropriate PPE.
 - It is recommended that a see through plastic barrier be utilized and placed between the evaluator and the student,
 - Students participating in reevaluation will wear appropriate PPE as applicable.
 - Assessment stimulus books and materials will be sanitized after each use.
 - Students will not reuse writing utensils.

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A triennial IEP will be prepared as if the student's were attending school in a brick and mortar environment, daily. Each IEP will include an Emergency Contingency Plan that outlines the services and accommodations the student will receive through a distance model or hybrid learning model of instruction.

- Triennial IEPs will be held via a virtual platform; either Zoom, Google Hangouts or via a teleconference to reduce in person contact and to mitigate possible exposure to Covid-19.
- Triennial IEPs may be held during the school day for SWD's that attend school daily.
 - General Education teachers will not be pulled from core instruction to attend the IEP. Non core teachers may attend the meeting during the school day.
- For student's that do not attend school four times weekly, IEPs can be held on a non-instruction day, on a teacher planning day, or after school.
 - Case Carriers will schedule the IEP meeting to ensure participation of each team member and to ensure parent participation.
 - For secondary students, the IEP may be held during a general education teacher's prep period.
 - Team members may sign the IEP with a digital signature.
 - If a parent is not able to sign their student's IEP via a digital signature, the Case Carrier will make an appointment with the parent to obtain a "wet" signature.
 - Upon entrance to school, the parent will have their temperature taken and will fill out a paper copy of the Covid-19 screener.
- All team members are required to attend a SWD's IEP meeting.

Initial IEP:

- An Initial IEP is the first IEP that is held when a student is assessed to determine if they qualify for special education and related services under one of the 14 eligible disabilities outlined in the IDEA.
- An initial IEP will be held for any student that was previously assessed prior to school closure in March 2020
- An initial IEP will be prepared as if the student's were attending school in a brick and mortar environment, daily. Each IEP will include an Emergency Contingency Plan that outlines the services and accommodations the student will receive through a distance model or hybrid learning model of instruction.
- Initial IEPs will be held via a virtual platform; either Zoom, Google Hangouts or via a teleconference to reduce in person contact and to mitigate possible exposure to Covid-19.
- Initial IEPs may be held during the school day for SWD's that attend four times weekly.
 - General Education teachers will not be pulled from core instruction to attend the IEP. Non core teachers may attend the meeting during the school day.
 - For student's that do not attend school daily, IEP's can be held on a non-instruction day, on a teacher planning day, or after school.
 - Case Carrier's will schedule the IEP meeting to ensure participation of each team member and to ensure parent participation.
 - For secondary students, the IEP may be held during a general education teacher's prep period.
 - Team members may sign the IEP with a digital signature.
 - If a parent is not able to sign their student's IEP via a digital signature, the Case Carrier will make an appointment with the parent to obtain a "wet" signature.
 - Upon entrance to school, the parent will have their temperature taken and will fill out a paper copy of the Covid-19 screener.
- All team members are required to attend a SWD's IEP meeting.

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- For a student that was not assessed prior to school closure, assessment procedures will be as follows:
 - Students that attend school daily may be pulled from the classroom to participate in their evaluation.
 - Students that do not attend four times weekly, will not be pulled from core instruction to be reevaluated.
 - Service providers may conduct initial evaluation assessment on a non-instructional school day.
 - Service providers will make an appointment with the student's parent to bring their child to school to participate in their initial evaluation.
 - Upon entrance to school, the parent and the student will have their temperature taken and will fill out a paper copy of the Covid-19 screener.
 - Service providers conducting initial evaluations will wear the appropriate PPE.
 - It is recommended that a see through plastic barrier be utilized and place between the evaluator and the student.
 - Students participating in an initial evaluation will wear appropriate PPE as applicable.

Ensuring a Free Appropriate Public Education (FAPE) under Section 504 of the Rehabilitation Act of 1973

Section 504 is a civil rights law that prohibits discrimination against individuals with disabilities. Section 504 ensures that a child with a disability has equal access to education. The child may receive accommodations as listed in their individual Section 504 plan. A Section 504 Plan is a General Education function.

All instructional resources should be accessible to students with disabilities. If parents, students or school staff have concerns that grade level resources or other educational materials are not accessible to a student eligible under Section 504, please contact the classroom teacher.

Types Of Section 504 Plans:

Annual 504: An annual review is a 504 meeting required under Section 504 that must be held at least once a year. The meeting brings the Section 504 team together to review the student's progress and plan for the following year. Required team members include, but are not limited to, the parent, an administrator, a general education teacher or teachers.. A Section 504 Plan must offer a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE).

- All SWD's that qualify under Section 504 will have an annual meeting on or before the student's annual due date. Each 504 Plan will be prepared as if the student's were attending school in a brick and mortar environment, daily. Each 504 Plan will include an Emergency Contingency Plan that outlines the services and accommodations the student will receive through a distance model or hybrid learning model of instruction.
- Annual Section 504's will be held via a virtual platform; either Zoom, Google Hangouts or via a teleconference to reduce in person contact and to mitigate possible exposure to Covid-19.
- Annual 504's may be held during the school day for SWD's that attend school daily.
 - General Education teachers will not be pulled from core instruction to attend the 504 meeting. Non core teachers may attend the meeting during the school day.
 - For student's that do not attend school daily, Section 504 meetings can be held on a non-instruction day, on a teacher planning day, or after school.
 - The Vice Principal or staff member responsible for overseeing a Section 504 Plan will schedule the meeting to ensure participation of each team member and to ensure parent participation.
 - For secondary students, the 504 meeting may be held during a general education teacher's prep period.

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- Team members may sign the Section 504 with a digital signature.
 - If a parent is not able to sign their student's 504 Plan via a digital signature, the Vice Principal or designee will make an appointment with the parent to obtain a "wet" signature.
 - Upon entrance to school, the parent will have their temperature taken and will fill out a paper copy of the Covid-19 screener.
- All team members are required to attend a SWD's Section 504 meeting.

Triennial Section 504 Plan: Section 504 recommends that a student be reevaluated every three years to determine if they continue to qualify as a student with a disability under Section 504 of the Rehabilitation Act.

- All SWD's that qualify under Section 504 will have a triennial 504 Plan meeting on or before the student's triennial due date. Each 504 Plan will be prepared as if the student's were attending school in a brick and mortar environment, daily. Each 504 Plan will include an Emergency Contingency Plan that outlines the services and accommodations the student will receive through a distance model or hybrid learning model of instruction.
- Triennial Section 504's will be held via a virtual platform; either Zoom, Google Hangouts or via a teleconference to reduce in person contact and to mitigate possible exposure to Covid-19.
- Triennial 504's may be held during the school day for SWD's that attend school daily.
 - General Education teachers will not be pulled from core instruction to attend the 504 meeting. Non core teachers may attend the meeting during the school day.
 - For student's that do not attend school daily, Section 504 meetings can be held on a non-instruction day, on a teacher planning day, or after school.
 - The Vice Principal or staff member responsible for overseeing a Section 504 Plan will schedule the meeting to ensure participation of each team member and to ensure parent participation.
 - For secondary students, the 504 meeting may be held during a general education teacher's prep period.
 - Team members may sign the Section 504 with a digital signature.
 - If a parent is not able to sign their student's 504 Plan via a digital signature, the Vice Principal or designee will make an appointment with the parent to obtain a "wet" signature.
 - Upon entrance to school, the parent will have their temperature taken and will fill out a paper copy of the Covid-19 screener.
 - All team members are required to attend a SWD's Section 504 meeting.

Initial Section 504 Plan: An Initial Section 504 Plan is held to when a parent or other staff member suspects that a student has a disability. An initial 504 Plan is held to determine if a student qualifies as having a disability under Section 504 of the Rehabilitation Act.

- Initial 504 Plan meetings will be held and will be prepared as if the student's were attending school in a brick and mortar environment, daily. Each 504 Plan will include an Emergency Contingency Plan that outlines the services and accommodations the student will receive through a distance model or hybrid learning model of instruction.
- Initial Section 504's will be held via a virtual platform; either Zoom, Google Hangouts or via a teleconference to reduce in person contact and to mitigate possible exposure to Covid-19.
- Initial 504's may be held during the school day for SWD's that attend school daily.
 - General Education teachers will not be pulled from core instruction to attend the 504 meeting. Non core teachers may attend the meeting during the school day.

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- For student's that do not attend school daily, Section 504 meetings can be held on a non-instruction day, on a teacher planning day, or after school.
- The Vice Principal or staff member responsible for overseeing a Section 504 Plan will schedule the meeting to ensure participation of each team member and to ensure parent participation.
- For secondary students, the 504 meeting may be held during a general education teacher's prep period.
- Team members may sign the Section 504 with a digital signature.
 - If a parent is not able to sign their student's 504 Plan via a digital signature, the Vice Principal or designee will make an appointment with the parent to obtain a "wet" signature.
 - Upon entrance to school, the parent will have their temperature taken and will fill out a paper copy of the Covid-19 screener.
- All team members are required to attend a SWD's Section 504 meeting.

Communicating with Families

It is important to have on-going communication with families to ensure connectedness and support and to reiterate that students with disability will have equitable access and that we will utilize the IEP process or Section 504 process for ensuring that each student is offered a FAPE.

Resources:

- [Special Education Rights of Parents and Children under the IDEA](#)
- [Derechos a la Educación Especial de Padres e Hijos under the IDEA](#)
- [504 Parent Rights](#)
- [504 Derechos de los padres](#)
- [A Parent's Guide to Virtual Learning](#)
- [Printable Activities for Parents and Teachers](#)
- [At Home With Young Children? Build Preschoolers' Speech and Language Skills With Everyday Interactions and Activities](#)
- [Ten Ways Children With Language Disorders Can Maintain Both Physical Distance and Social Connection During the Coronavirus Pandemic](#)
- [Diez maneras en que los niños con trastornos del lenguaje pueden mantener tanto la distancia física como la conexión soc](#)
- [SB 98](#)

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ENGLISH LEARNERS

It is important for sites to continue to ensure the goal of English learners acquiring English proficiency as rapidly and effectively as possible is attained. Our English learners, like all our students, have had a disruption of their daily lives, have worries about their own families, and have experienced high stress situations. These students will need additional support to rebalance and refocus on the task of learning and being productive in the school community. The goal remains for English learners to achieve the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To accomplish these goals, all English learners must receive a comprehensive program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program (5 CCR Section 11309[c][1]).

The California English Learner Roadmap Policy

The Educational Programs and Services for English Learners (EL Roadmap Policy) sets the direction for educating English learners in California. The EL Roadmap Policy provides districts with four guiding principles to support and embrace the English learners they serve:

- Principle One: Assets-Oriented and Needs-Responsive Schools
- Principle Two: Intellectual Quality of Instruction and Meaningful Access
- Principle Three: System Conditions That Support Effectiveness
- Principle Four: Alignment and Articulation Within and Across Systems

These principles should continue to guide schools in implementing instructional programs for English learners during distance learning and the transition to reopening schools. This includes ensuring that schools support English learners' social-emotional well-being. For students dually identified as English Learner and student with disabilities, both teacher and case carrier should be involved in planning distance learning needs for students with an individualized educational plan (IEP).

Each site must provide language instruction services to English learners. Sites must continue to provide designated and integrated ELD. Schools should closely monitor English learners and students who were reclassified as fluent English proficient to evaluate whether students need additional services. An English learners' English proficiency level may have decreased because the student has experienced limited instruction for an extended time during school closures. Therefore, close monitoring is key to ensure that English learners have the opportunity to recover any academic losses incurred during school closures.

Collaboration is key to supporting English learners during distance learning and throughout the transition to reopening schools. Consider practices such as remote instruction, telephone calls, meetings held on digital platforms, online options for data tracking, and documentation of services, supports, and accommodations provided.

Engaging parents of English learners remains important during distance learning and school reopening. Sites have an obligation to ensure meaningful communication with parents of English learners. Sites should translate all mailings and emails to parents to provide access to the information in a language they understand. For parents who are not literate, sites may use recorded telephone calls that go to families that include the option to

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select a language in which to hear the message. Working with parents and offering them the opportunity to be involved in their children's education at all times is key to the students' success, especially during distance learning and the transition to reopening.

Elementary English Learner Guidelines

The adopted State Standards for ELA, Science and English Language Development place an emphasis on the academic uses of language for English learners. This shift in focus enables the district to move beyond remediating students' English language skills to simultaneously developing language and literacy skills while engaging in the full range of academic content learning. In addition, the district recognizes that both Designated and Integrated English language development (ELD) are an integral part of a comprehensive program for every English learner to meet the linguistic and academic goals at their grade level.

Regardless of the instructional delivery model, elementary teachers will provide every English learner with Designated ELD instruction that meets their respective language needs. In an effort to provide further support to English learners, teachers will also utilize integrated ELD strategies and academic language supports during content area instruction that is balanced with structured explicit opportunities for oral and written language skill development. Instructional Guidance by Delivery Model for Designated ELD and Integrated ELD can be found in the following documents:

- [Essential Program Components - Schoolhouse Model](#)
- [Essential Program Components - Hybrid Learning Model K-6](#)
- [Essential Program Components - Hybrid Learning Model DLI](#)
- [Essential Program Components - Distance Learning Model TK](#)
- [Essential Program Components - Distance Learning Model K-6](#)
- [Essential Program Components - Distance Learning Model DLI](#)

Secondary English Learner Guidelines

English learners will continue to receive designated support through their designated and integrated ELD classes. Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (*California Code of Regulations, Title 5 [5 CCR] Section 11300[a]*). Regardless of the instructional delivery model, students will continue to receive Designated ELD instruction through their ELD class.

Integrated ELD is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English. (*California Code of Regulations, Title 5 [5 CCR] Section 11300[a]*). Regardless of the instructional delivery model, teachers will utilize integrated ELD strategies and academic language supports during content area instruction that is balanced with structured explicit opportunities for oral and written language skill development.

The Secondary Essential Program Component Guide includes an ELD Course of Study and ELD Instructional Continuity Guide that provides resources and strategies for teachers to utilize in developing instructional activities for designated and integrated EL students in each of the models:

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- [ELD Course of Study- EPC](#)
- [ELD Instructional Continuity Guide](#)

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ASSESSMENT EXPECTATIONS & SCHEDULE - Elementary

Local Assessments

Fall Diagnostic Assessments

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 schedule to occur during three testing windows (Fall, Winter, Spring) throughout the school year. Students in grades 3-6 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 Growth for mathematics in Winter and Spring. Grade 2 will take the MAP Reading Fluency Assessment and the NWEA MAP Growth Assessment for language and mathematics during all three testing windows. 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 Kindergarten students only. The NSGR testing windows are as follows: Kindergarten - 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 & Grade 2 replaces the NSGR Assessment. Grade 1 & Grade 2 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 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. The RI can be administered remotely.

ESGI - Kindergarten Only:

The ESGI assessments measure student progress toward 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 remotely.

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State Assessments

English Language Proficiency Assessment of California (ELPAC)

Initial ELPAC:

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.

Summative ELPAC:

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.

California Assessment of Student Performance and Progress (CAASPP)

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.

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ASSESSMENT EXPECTATIONS & SCHEDULE - Secondary

Local Assessments

NWEA Measures of Academic Progress Assessment (MAP):

NWEA MAP testing will take place during three windows throughout the school year. Testing window one will begin approximately 3 weeks into the school year, window two 20 weeks, and window three 32 weeks. Grades 7-11 will participate in all three testing windows in the subject areas of Math and Reading. NWEA MAP assessments may be administered remotely if schools/students are in a distance learning environment.

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 7-12 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.

State Assessments

English Language Proficiency Assessment of California (ELPAC)

Initial ELPAC:

All newly enrolled students requiring initial ELPAC must be tested within 30 days of enrollment. The District ELPAC testing team will continue to conduct Initial test in one-on-one format as required. If schools are in a distance learning environment, a plan will be created to bring in students needing to be tested.

Summative ELPAC:

Traditionally, Summative ELPAC takes place from February 1 through May 31. Students in grades 7-12 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 also 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.

California Assessment of Student Performance and Progress (CAASPP)

CAASPP:

The CAASPP system includes the Smarter Balanced (SBAC), California Alternative Assessment (CAA), and the California Science Test (CAST). All CAASPP related assessments were suspended for the 2019-2020 school year. It is assumed that these assessments will be operational for the 2020-2021 school year. Each of these assessments will be administered during the Spring semester (usually in April and May). All CAASPP assessments are in class by classroom teachers. If schools are in a distance learning environment, guidance will be needed from the state on how to deliver the assessments remotely.

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Other Assessments

SAT/PSAT:

The SAT and PSAT are administered twice yearly (once in fall, once in Spring) through “SAT School Days”. Dates are predetermined by the College Board for SAT school days. Grades 10 and 11 test during the fall, grades 9 and 11 test during the Spring. SAT School day **MUST** be administered on site. If schools are in a distance learning environment, a remote administration of SAT School Day will not be possible.

Advanced Placement (AP):

The Advanced Placement exams will be administered over two weeks in May: May 3 through 7 and May 10 through 14. The AP exams were administered online from home Spring 2020. If schools are in a distance learning environment, a remote administration may be possible pending guidance from the College Board. Coordinators are responsible for notifying students guidance around administration.

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ATTENDANCE PROCEDURES

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 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
- Family Liaisons (@ secondary schools) will follow up with parents and students to help clear unverified absences.
- School nurse or designee sends student home
- Public Health notifies the school staff of student illness

In person attendance

- Continue to take attendance in the traditional format

Learning 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 corset learning environment for the students occurs between the student, parent and the teacher. (Need to reference ISP compliance laws)

Distance Learning

- SB 98 provides that all LEAs must 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. Each LEA is also required to 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

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For purposes of tracking average daily attendance, LEAs must document daily student participation when providing distance learning. LEAs are also required to develop written tiered re-engagement strategies for students who are absent from distance learning for more than three school days or 60% percent of the instructional days in a school week, which may include transitioning the student back to in-person instruction.

(Need to add a link to a log here)

LEAs have until September 1, 2020 to comply with the above. If an LEA fails to complete the daily participation log, weekly engagement letter, or abide by the attendance requirements, then the Superintendent of Public Instruction is required to withhold funds from the LEA's LCFF grant monies as specified under SB 98.

- If a student misses 3 school days or completes less than 60 % of his/her work, an attempt must be made to re engage the student
 - Contact with parents and /or guardians to help facilitate a conversation to try and determine why the child is not engaging in their learning and strategize ways to reengage. (Insert re engagement plan here)
 - (1) For in-person instruction, instructional minutes shall be based on time scheduled under the immediate physical supervision and control of an employee of the local educational agency who possesses a valid certification document, registered as required by law.
 - (2) For distance learning, instructional time shall be based on the time value of assignments as determined, and certified to, by an employee of the local educational agency who possesses a valid certification document, registered as required by law.
 - (3) For a combined day of instruction delivered through both in-person instruction and distance learning, time scheduled under the immediate supervision of an employee of the local educational agency who possesses a valid certification document can be combined with assignments made under the general supervision of an employee of the local educational agency who possesses a valid certification document as registered by law to meet the equivalent of a minimum day of instruction.

Monitoring Patterns of Absenteeism (see attendance SOP)

- Truancy Hunter
- Monitor dashboards created by Case Management System by Sales Force and follow up with identified staff
- Work with Performance Management Group to consider integration of care calls

Medically Related Absences (*COVID-19, influenza, etc.*)

- Excusals with reasonable opportunity to make up assignments.
- Follow up with a statement to parents regarding 72 hour period of medicine/symptom free before returning to school.
- Possible Home and Hospital if student is out longer than 15 days.
 - Physician note needed.

Attendance policies will be made public to staff and parents upon our return to school in whatever format applies at the time.

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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 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 support based upon their level of language proficiency.

As such, district grading policies and practices as outlined in BP/AR 5121 that were suspended in Spring 2020 will now be fully reinstated.

- 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.

- [BP 5121](#)
- [AR 5121](#)

Additionally all MUSD graduation requirements beyond California requirements for graduation are fully reinstated. Institutions of higher education who implemented a “P”, “Pass”, or “Credit” policy for Spring 2020 and Summer 2020 have not indicated any extension of that policy beyond Summer 2020 term. For eligibility purposes UC/CSU will permit a “P”, “Pass” as meeting eligibility if taken in the Spring 2020 or Summer 2020 terms only.

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DIGITAL RESOURCES

Elementary

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.

At the [Teacher-Digital Tools for Learning](#) link, teachers will find training resources on the “basics” of the core adopted ELA, ELD, Math, History-Social Science, and Science curricula step-by-step study guides/tutorials for communication tools, Google tools, and Clever access.

Secondary

The Secondary Curriculum, Instruction, & Assessment team developed a set of professional development resources for teachers to deepen their awareness and understanding of the digital core curriculum adoption resources and communication tools. The Secondary Resources for Distance Learning are linked [here](#) and below. They include printable guides that highlight resources to support distance learning and recorded professional development created in the spring that can now be viewed “on demand”. Additional live professional development will be offered via zoom this fall.

Link: [Secondary Resources for Distance Learning](#)

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Appendices

Appendix A: MUSD Options for Content Delivery

MODEL 1 - SCHOOL HOUSE MODEL DESCRIPTION OF CONTENT DELIVERY MODEL

Five day a week with Safety Protocols in place - All students and staff will attend in-person school.

SECONDARY STUDENTS (GRADES 7-12)

- All students attend school five days a week
- All students attend three 90 minute periods a day
 - High School
 - Per. 0, 1, 3, 5 - Every Tuesday & Thursday and every other Monday
 - Per. 2, 4, 6 - Every Wednesday & Friday and every other Monday
 - Middle School
 - Per. 1, 2, 3 - Every Tuesday & Thursday and every other Monday
 - Per. 4, 5, 6 - Every Wednesday & Friday and every other Monday
- Staggered release times for break, lunch, and end of day release
- Student Instructional Day
 - High School/Middle School
 - 9:15 am - 3:15 pm
 - 90 min periods
 - 10 min break
 - 40 min lunch

SECONDARY TEACHERS

- All teaching staff reports to campus five days a week
- Teachers would have a preparation period (90 minutes) twice weekly and every other week they would have an additional prep period (90 minutes).
- Teachers duty day
 - High School - 8:00 am to 3:30 pm
 - Middle School - 8:00 am to 3:30 pm
 - School will begin at 9:15 am daily. Therefore teachers will have additional minutes prior to the start of the day for planning and preparation.

ELEMENTARY - TK-6 AND TK-8 STUDENTS

- All students attend school five days a week.
- Staggered release times for recess, bathroom, lunch, and end of day
- Student Core Instructional Day
 - 8:00 am - 2:00 pm - Core Instruction - ELA, ELD, Math, Science, Social Science
 - Breakfast in class and a morning recess
 - Staggered Lunch/ Recess (Grade Span Shifts)
 - Itinerant Music & Elementary PE Specialists have planning and preparation in the AM. They could assist with recess activity/lunch activity. Push into classrooms for additional support and instruction.
 - 2:00 pm - Dismissal

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ELEMENTARY TK-6 AND TK-8 TEACHERS

- All teaching staff reports to campus five days a week
- Teachers duty day
 - 7:45 am - 3:15 pm
- Teacher Preparation and Planning
 - Itinerant Music & Elementary PE Specialists have planning and preparation time in the AM. Approx. 90 min. daily.
 - Classroom teachers would have approx. 75 min. daily in the afternoon. 2:00 pm - 3:15 pm.

MODEL 2 - HYBRID LEARNING MODEL DESCRIPTION OF CONTENT DELIVERY MODEL

SECONDARY STUDENTS (GRADES 7-12)

- Secondary Daily Instructional Minute Requirements
 - Grades 7-12 - 240 minutes
 - Dual Enrollment Students - 180 minutes (this does not include the dual enrollment courses)
 - Alternative Ed. - 180 minutes
- Student Instructional Day
 - High School/Middle School
 - 9:15 am - 3:15 pm
 - 90 min periods
 - 10 min break
 - 40 min lunch
- Half of the students attend school on campus two days a week
- All students attend three 90 minute periods a day (minute requirement may be revised)
 - High School
 - Per. 0, 1, 3, 5 - Every Monday(Cohort A) & Tuesday (Cohort B)
 - Per. 2, 4, 6 - Every Thursday (Cohort A) & Friday (Cohort B)
 - Middle School
 - Per. 1, 2, 3 - Every Monday(Cohort A) & Tuesday (Cohort B)
 - Per. 4, 5, 6 - Every Thursday (Cohort A) & Friday (Cohort B)
- Every Wednesday:
 - Intervention support and SEL support provided as needed
 - 45-60 minutes office hours available to parents/students
- All students learning at home remaining three days a week
 - Asynchronous Instruction for all students on Wednesdays to equate 40 minutes per period
 - Asynchronous Instruction the remaining 2 days students are not in in-person instruction to equate 80 minutes total per period.

SECONDARY TEACHERS

- All teaching staff reports to campus five days a week
- Teachers would have a preparation period (90 minutes) twice weekly
- Teachers duty day
 - High School - 8:00 am to 3:30 pm
 - Middle School - 8:00 am to 3:30 pm
 - Since school will start at 9:15 am,teachers will have additional minutes at the beginning of each day (Mon., Tue, TH, F) for planning and preparation.
 - Wednesday would be for intervention, grading, lesson planning/prep, etc.
- Teachers need to provide Asynchronous instruction for students remaining 3 days a week students

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are in distance learning.

- ❑ Asynchronous Instruction for all students on Wednesdays to equate 40 minutes per period
- ❑ Asynchronous Instruction the remaining 2 days students are not in in-person instruction to equate 80 minutes total per period.

ELEMENTARY - TK-6 AND TK-8 STUDENTS

- ❑ Students attend school on campus two days each week for in-person instruction.
 - ❑ Half the students attend with Cohort A and half the students attend with Cohort B.
- ❑ All students engage in distance learning at home three days a week.
 - ❑ Cohort A: On-campus - Monday & Thursday Cohort A: Distance Learning - Tuesday/Wednesday/Friday
 - ❑ Cohort B: On-campus - Tuesday & Friday Cohort B: Distance Learning - Monday/Wednesday/Thursday
 - ❑ Every Wednesday: students receive remotely; intervention support, SEL support, or independent work, etc.
- ❑ On-Campus Instructional Day Schedule (2 days/week)
 - ❑ 8:00 am - 2:00 pm - Core Instruction - Priority Focus: ELA, ELD, Math
Science & Social Science integrated into ELA, ELD, & Math
 - ❑ Breakfast in class and a morning recess
 - ❑ Staggered Lunch & afternoon recess and closure of school days (Grade Span Shifts)
 - ❑ Itinerant Music & Elementary PE Specialists have planning and preparation in the AM. They could assist with recess activity/lunch activity. Push into classrooms for additional support and instruction.
 - ❑ 2:00 pm Dismissal
- ❑ Minimum Daily Instructional Minutes for Students (On Campus Days and/or Distance Learning Days)
 - ❑ Kindergarten - 180 minutes
 - ❑ Grades 1 - 3 - 230 minutes
 - ❑ Grades 4 - 6 - 240 minutes

ELEMENTARY TK-6 AND TK-8 TEACHERS

- ❑ All teaching staff reports to campus five days a week
- ❑ Teachers duty day
 - ❑ 7:45 am - 3:15 pm
- ❑ Monday: Targeted student intervention & support, parent communication, grading, and/or lesson preparation/planning
- ❑ Teacher Preparation and Planning
 - ❑ Itinerant Music and Elementary PE Specialist would have planning and preparation time in the AM. Approx. 75 min. daily.
 - ❑ Classroom teachers would have approx. 75 min. daily in the afternoon. 2:00 pm - 3:15 pm.

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MODEL 3 - DISTANCE LEARNING SCHEDULE DESCRIPTION OF CONTENT DELIVERY MODEL

In the Distance Learning Model students would not report to school and instead be learning utilizing a digital platform. Students would be required to participate in both Synchronous and Asynchronous instruction.

Minimum Daily Instructional Minutes Requirements

- Kindergarten - 180 minutes
- Grades 1 - 3 - 230 minutes
- Grades 4 - 8 - 240 minutes
- Grades 9-12 - 240 minutes
- Dual Enrollment students -180 minutes (this does not include the dual enrollment courses)
- Alternative Ed. - 180 minutes

SECONDARY SCHEDULE

- All students attend class during the designated time on the bell schedule Monday/Tuesday & Thursday/Friday.
 - All students attend three 90 minute periods a day
 - High School
 - Per. 0, 1, 3, 5 - Every Monday & Tuesday
 - Per. 2, 4, 6 - Every Thursday & Friday
 - Middle School
 - Per. 1, 2, 3 - Every Monday & Tuesday
 - Per. 4, 5, 6 - Every Thursday & Friday
- Every Wednesday students would receive intervention support, SEL support, or independent work
- Asynchronous Instruction for all students on Wednesdays to equate 40 minutes per period
 - Student Instructional Day
 - High School/Middle School
 - 9:15 am - 3:15 pm
 - 90 min periods
 - 10 min break
 - 40 min lunch

STUDENTS (K-12)

- Students are required to attend daily scheduled synchronous class sessions using a digital platform.
- Students are required to engage daily in assigned asynchronous lessons & learning tasks which reflect specific time on task expectations by grade level.
- Students will be expected to follow the district adopted curriculum and the education should be of equal quality and quantity offered in the classroom.
- Students w/ Disabilities: Students will participate in synchronous & asynchronous instruction that aligns with goals and services outlined in their respective Individualized Education Program (IEP).

TEACHERS (K-12)

- Teaching staff report to campus five days a week to teach from a classroom. Teachers utilize Zoom and/or Google Meet for synchronous instruction and post videos, assignments, and learning tasks on Seesaw or Google Classroom for asynchronous learning time.
 - In case of guidance from Madera County Health Department of Public Health or the California Department of Public Health

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MODEL 4 - INDEPENDENT STUDY PROGRAM DESCRIPTION OF CONTENT DELIVERY MODEL

Independent Study is an alternative program of choice in response to COVID 19. Independent Study students work independently, according to a written agreement and under the supervision of a credentialed teacher.

SECONDARY STUDENTS (GRADES 7-12)

- Students will be enrolled in the ISP under their home school.
- ISP is voluntary, but students and families will be asked to commit to staying in the program for at least one semester.
- Students must attend a weekly regularly scheduled meeting (in person or using a digital platform) for the duration of at least one hour with their assigned ISP Manager.
- Students will be expected to follow the district adopted curriculum and the education should be of equal quality and quantity offered in the classroom.
- ISP Exceptions: Students enrolled in specific CTE and VAPA courses will be allowed to attend those special classes on the physical school site.
- ISP Exceptions: MTEC
- ISP Exceptions: Dual Enrollment Courses
- Students w/ Disabilities: IEP team will decide on appropriate placement.
- Students may be asked to come on campus for assessments and/or individual intervention support as needed.
- Students must follow the program guidelines as outlined in the ISP written agreement signed by the student, case manager, and parent.

SECONDARY ISP MANAGERS/TEACHERS

- All ISP managers and teaching staff report to campus five days a week to teach from a classroom. Lessons will be delivered via Zoom, Google Meet, and other digital learning platforms.
- ISP Manager - Serves as the management of each students educational plan
- Content Teacher - Assigns and Grades Assignments and Assessments and would provide support weekly at a designated time

ELEMENTARY K-6 AND K-8 STUDENTS

- Students will be enrolled in the ISP under their home school.
- ISP is voluntary, but students and families will be asked to commit to staying in the program for at least one semester.
- Students must attend a weekly regularly scheduled meeting for the duration of at least one hour with their assigned ISP Manager.
- Students will be expected to follow the district adopted curriculum and the education should be of equal quality and quantity offered in the classroom.
- Students may be asked to come on campus for assessments and/or individual intervention support as needed.
- Students must follow the program guidelines as outlined in the ISP written agreement signed by the student, case manager, and parent.
- ISP Exceptions: Dual Language Instruction and any K-8 students enrolled in MTEC
- Students w/ Disabilities - IEP will be held and IEP team will decide on appropriate placement

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ELEMENTARY K-6 AND K-8 ISP MANAGERS AND TEACHERS

- ISP Case Manager - Principal, VP, Elementary Counselor
- All ISP managers and teaching staff report to campus five days a week to teach from a classroom. Lessons will be delivered via Zoom, Google Meet, and other digital learning platforms.
- Primary ISP Teacher
 - Meets with each assigned students weekly
 - Assigns and Grades Assignments
 - Provides weekly student support to any and all students on their caseload.
- Intermediate ISP Teacher
 - Meets with each assigned students weekly
 - Assigns and Grades Assignments
 - Provides weekly student support to any and all students on their caseload.

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Appendix B: California Distance Learning Expectations



California Distance Learning Expectations





Source: California 2020-21 state budget.

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

	<p>'Daily live interaction' required Teachers will have to connect with their students each school day through online instruction and/or phone check-ups</p>
	<p>Taking student attendance Schools must take students' attendance and participation under distance learning, or risk losing state funding. Students who don't participate will factor into schools' chronic absenteeism figures.</p>
	<p>Minimum instruction Students must receive a minimum amount of daily instruction that can be met by a combination of teacher instruction and "time value" of work assigned.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3 hours per day for kindergartners. <input type="checkbox"/> 3 hours, 50 minutes for grades 1-3. <input type="checkbox"/> 4 hours for grades 4-12.
	<p>Serving students in need Schools have to provide the "accommodations necessary" to serve students with special needs which includes English Language Learners.</p>
	<p>No set requirements for live instruction State does not mandate a minimum daily amount of synchronous, or live, instruction, though experts strongly suggest it be a part of students' distance learning.</p>
	<p>Preventing disengagement Schools must form a plan for re-engaging students who are absent from distance learning for more than three school days a week.</p>
	<p>Checking families' connectivity Schools will have to ensure that students and families have devices and connectivity necessary to participate in distance learning, or make accommodations if not.</p>
	<p>Weekly engagement records and grades An additional data requirement, schools must keep "weekly engagement records" noting how much synchronous or asynchronous instruction a student has received.</p>
	<p>Replacing accountability plans Schools will team up with parents and teachers to create a "learning continuity and attendance plan" by Sept. 30, replacing schools' usual annual planning documents.</p>

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Appendix C: Shifting to Distance Learning

<h1>Shifting to Distance Learning</h1>		
 Crisis Response  (March-June 2020)		 Distance Learning  (August 2020 - TBD)
Teacher Check-ins and Review		Teacher-Led Instruction
Reactive		Purposeful
Paper/Pencil tasks and Limited Technology Usage		Technology Integrated
Materials used: worksheets, packets, Google Classroom, Zoom Classroom Meeting	→	Materials used: Chromebooks, Board Adopted Curriculum, Consumable Core Materials/Textbooks, Essential Program Components,
Focused on Review. No New Learning		Focused on Grade Level Standards Utilizing the Guaranteed and Viable Curriculum
Flexible Daily Requirements	Requires a Mindset Shift	Scheduled/Planned School Day
Grades Transferred from Previous Quarter	→	BP/AR 5121 - Traditional district grading policies are to be followed <ul style="list-style-type: none"> ○ 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.
No “Official” Attendance		Attendance Taken Daily & Weekly Engagement Records
No Assessments		Assessments to be Scheduled
Not all students had devices or internet		District has made it the goal to provide devices and support for all students

*GVC= Guaranteed Viable Curriculum