WE BELIEVE
MADERAUNIFIED

INSTRUCTIONAL CONTINUITY PLAN FOR CONTINUOUS LEARNING

MADERA UNIFIED SCHOOL DISTRICT

Content

INSTRUCTIONAL CONTINUITY PLAN FOR CONTINUOUS LEARNING

EXECUTIVE SUMMARY

The Instructional Continuity Plan for Continuous Learning Task Force's primary goal was to develop guidance for Madera Unified School District (MUSD) educators to meet the immediate need of supporting learning outside of our normal practices. The team intentionally adopted the word "Continuous" as a means to bring clarity and focus to the experience of our teachers, students and families as we finish the 2019-2020 school year. Avoiding terms like "distance learning" or "virtual learning" helps our school leaders to think progressively about how to best meet the learning needs of all learners. One common refrain throughout this team's short time working together has been a message of inclusiveness and equity. The guidance and resource documents from the team will reflect these priorities.

The Instructional Continuity Plan for Continuous Learning Task Force has provided a framework with guidance and support materials. We recognize that each school site will have to make many decisions that are unique to their student population, staff, and resources. The Instructional Continuity Plan for Continuous Learning Task Force encourages schools to implement Continuous Learning plans that are flexible to meet the needs of teachers, students, and parents. It is important to understand that taking teaching and learning online involves more than just uploading files and video links to an online platform. Teaching remotely requires a different approach and below are some key considerations as we begin this new chapter in MUSD:

1. Focus on essential learning for students that is grounded in "spiral review".
2. Be flexible and ready to adapt when needs arise.
3. Emphasize relationships in this new learning environment.
4. Decisions must support all populations of students
5. Encourage use of materials, resources and platforms that are already in use
6. Instructional models may be a blending of non-technology, face-to-face and virtual platforms
7. Establish a consistent and agreed upon framework of expectations, communication models and practices that all stakeholders share
8. Support and training for all staff will occur prior to implementation of the school's program and throughout the duration of the remaining school year
9. Extend grace to all in these unique and trying times

The Instructional Continuity Plan for Continuous Learning Task Force's guidance includes the following components that can guide district and school site leaders as they meet the needs of our students.

1. Student and Family Support
2. Essential Questions for Administration
3. Essential Questions for Teachers
4. Guidelines to Prepare for Continuous Learning
5. Continuous Learning FrameworkRecommended Instructional Time Guidelines for Students Across Grade Bands
    a. Recommended Instructional Time Guidelines for Students Across Grade Bands

EXECUTIVE SUMMARY

6. Content and Grade Level Guidelines for the following areas:
   a. Early Childhood Education
   b. ElementarySecondary ELA
   c. Secondary Math and Science
   d. Special Education
   e. Student Support Services
   f. Social Emotional Learning
   g. English Language LearnersTechnology
   h. Parent Resources
7. Technology Support and Resources
8. District Communication

The Task Force recognizes the priority of involving key stakeholders through the process of implementing a successful continuous learning plan. Teacher leaders and the technology department will be valuable voices to involve throughout the process. Significant time and resources have been included to help develop a technology support framework. These include, but not limited to, the following areas:

- Use of School Devices at Home
- Student Safety
- Educator Safety
- IT Support
- Digital Tools and Resources
- Learning Platforms
- Internet Provider Partnerships

Finally, Albert Einstein is credited with saying, "in the midst of every crisis, lies great opportunity." So we should not forget the opportunity in front of us. As we explore options for teaching and learning online, we are also providing opportunities for our students to learn vital skills such as self-regulation, time management, and organization. For many of our students, this will be their first experience having to manage their own learning in such a way. Part of a quality online program during this time is supporting students in developing the skills and habits necessary in order to be successful in the global digital society they will enter as adults.

Dedicated MUSD staff has worked and shared their expertise and insight to help create this document for all MUSD staff, students, families, and stakeholders. It is with sincere appreciation that we thank the following team members for their commitment to collaboratively completing this guidance document.

Chairs

Todd Lile
Superintendent
Madera Unified School District

Sheryl Sisil
Assistant Superintendent
Education Services
Madera Unified School District

Janet Grossnicklaus
Director of Elementary Curriculum, Instruction, & Assessment
Educational Services
Madera Unified School District

Selma Gonzalez
Director of Secondary Curriculum, Instruction, & Assessment
Educational Services
Madera Unified School District

Task Force Members

MADERA UNIFIED TEACHERS ASSOCIATION

David Holder
MUTA President

Amanda Wade
MUTA Vice-President

ACCOUNTABILITY AND COMMUNICATIONS

Babatunde Ilori
Executive Director Accountability and Communications
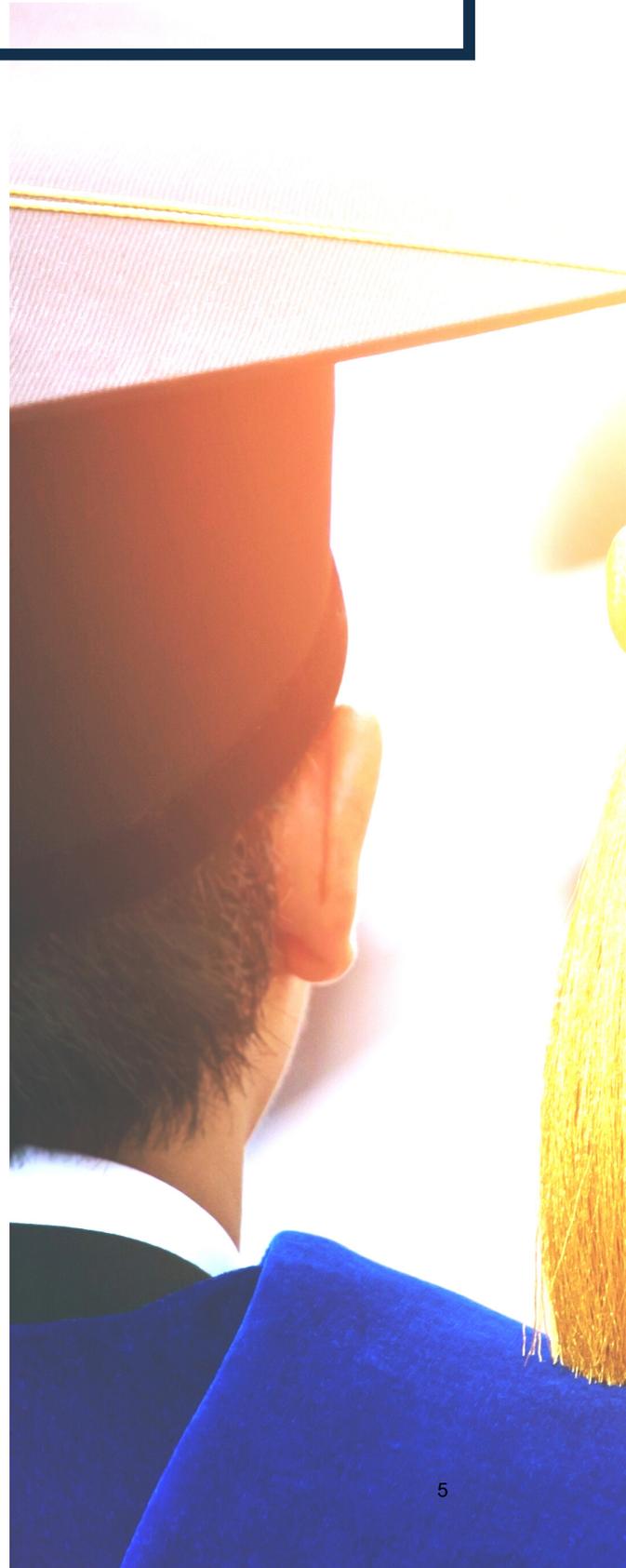
ADMINISTRATIVE AND SUPPORT SERVICES

Sandon Schwartz
Deputy Superintendent
Administrative and Support Services

Joseph Halford
Director of Information & Technology Support
Administrative and Support Services

Brian Chiarito
Director of Child Nutrition
Administrative and Support Services

Susan Harautuneian
Director of Purchasing

ADMINISTRATIVE AND SUPPORT SERVICES

AREA ASSISTANT SUPERINTENDENTS
Jesse Carrasco
Area Assistant Superintendent, MSHS Pyramid

Linda Monreal
Area Assistant Superintendent, MHS Pyramid

Oracio Rodriguez
Area Assistant Superintendent, MTHS Pyramid

COLLEGE AND CAREER READINESS

Kristin McKenna
Director of College and Career Readiness Educational
Services

Laura Toney
Coordinator of College and Career Readiness
Educational Services

ELEMENTARY CURRICULUM, INSTRUCTION, & ASSESSMENT

Kathy Niino
Coordinator, Elementary CIA
Educational Services

Greg Johnson
Elementary District Academic Coach
Educational Services

Sam Mendez
Elementary District Academic Coach
Educational Services

Elizabeth Saldivar
Elementary District Academic Coach
Educational Services

Heather Unger
Elementary District Academic Coach
Educational Services

Meagan Kitt
Elementary District Academic Coach
Educational Services

Stephanie Martin Elementary
District Academic Coach
Educational Services

Rachel Lopez
Elementary District Academic Coach
Educational Services

Elizabeth Alexander
Elementary District Academic Coach
Educational Services

Kimberly Calderon
Elementary District Academic Coach
Educational Services

HUMAN RESOURCES

Kent Albertson
Chief Human Resource Officer

SECONDARY CURRICULUM, INSTRUCTION, & ASSESSMENT

Linda Igoe
Coordinator, Secondary CIA Educational Services

Laura Quiroz
Secondary District Academic Coach Educational Services
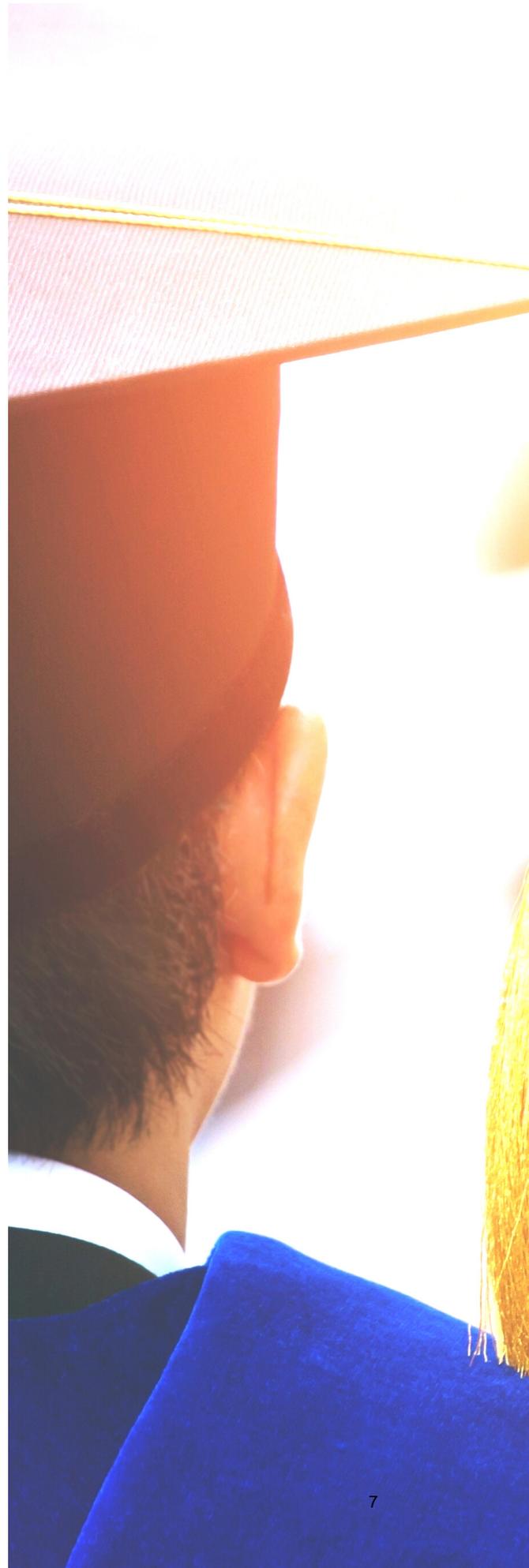
Amanda Bertram
Secondary District Academic Coach
Educational Services

Maria Lorenzo
Secondary District Academic Coach
Educational Services

Matt Boger
Secondary District Academic Coach
Educational Services

Sheryl Xavier
Secondary District Academic Coach
Educational Services

David Pearce
Secondary District Academic Coach
Educational Services

STUDENT AND FAMILY SUPPORT SERVICES

Dr. Rebecca Malmo
Executive Director Student and Family Support Services

Becky McHaney
Director of Special Services Student and Family Support
Services

David Hernandez
Director of Community Services and Parent Resource Centers
Student and Family Support Services

Karen Deorian
Director of School Culture and Climate
Student and Family Support Services
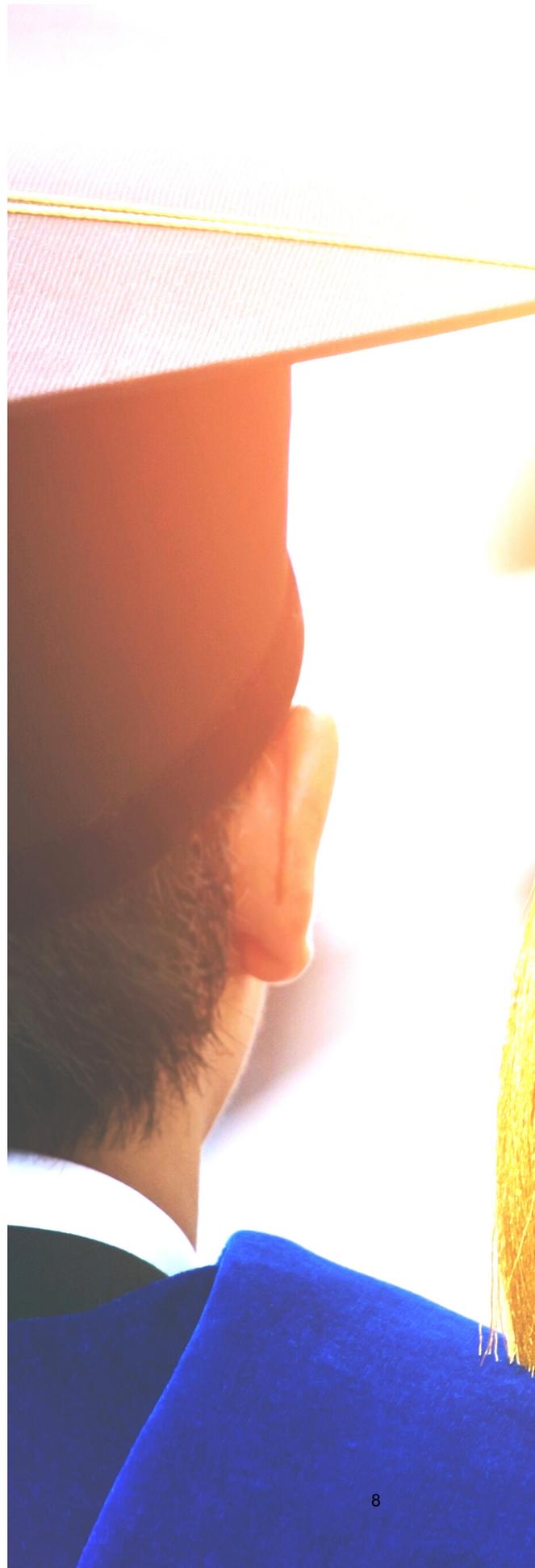
STUDENT AND FAMILY SUPPORT SERVICES

1. Provide families with resources they need to meet basic needs so that they can support their student(s).
   A. Referrals for resources such as food distribution and emergency resource services are available through the MUSD Centralized Call Center, operating during the school closure from 10:00-2:00, Monday through Friday, 559-416-5858.
   B. Establish free or low-cost Internet access
      1. Parent Resource Center staff have been making phone calls to our families to determine if they have Internet Services in their home. If they do not, we are able to determine if their home is capable of receiving high-speed internet through Xfinity & then referring them to [Fresno State](#) to apply for low-cost internet services, also offering 60 days free of charge. If their home is not compatible with Xfinity Internet services, the families are placed on a list in which they will be receiving an internet hotspot through MUSD.
   C. Social emotional materials for parents and teachers are available on the MUSD website at https://www.madera.k12.ca.us.
   D. Call one of the following numbers in the event of a Mental Health Emergency:
      1. Central Valley Suicide Prevention Hotline 1-888-506-5991
      2. National Suicide Prevention Lifeline 1-800-273-8255
      3. National Suicide LifeLine Chat www.suicidepreventionlifeline.org/chat
      4. Crisis Text Line- text HOME to 741741
      5. Trevor Lifeline LGBTQ 1-866-488-7386
      6. Madera Police Non-Emergency Line 559-675-4200
2. Provide families with the resources they need to meet their students' academic needs so that they can support their student(s).
3. Provide options and variety so that families can participate at a level in which they are capable.

Essential Tasks

1. Follow up with FIT/Foster families who have not responded to the technology survey or picked up technology once distributed, to make sure all students are able to access the curriculum through technology and packets for those K-2 students. Help bridge the obstacles preventing them from picking up the technology.
2. Follow up with migrant families who have not responded to the technology survey or picked up technology once distributed, to make sure all students are able to access the curriculum through technology and packets for those K-2 students. Help bridge the obstacles preventing them from picking up the technology.
3. Maintenance of contact with the students currently on Health and Wellness staff caseloads to provide continuity of support during the school closure.
4. Provide access to prescription medications held by school site health staff. Contact the Centralized Call Center to arrange for pick-up during the school closure.

Administrative

What information must be gathered?

1. The technology available to students; internet/data and devices
2. Student/family needs and preferences
3. Opportunities for family suggestions/feedback
4. Staff Needs Assessment

After you gather the information, please examine it with stakeholders and respond as needed to the needs shared. This is to get to know more about the students and families you are serving.

Can we bring students or staff into the building to work in small groups?

- First and foremost, follow the guidance, policies, and procedures of your local county health department/local health officer. The most current information always resides at the community level.
- Stay informed and know where to go for the most current information. Sources of accurate information include the CDC, MUSD and your local county health department/local health officer.
- Develop or update emergency preparedness and continuity of operations plans to address possible disruptions in program operations that include the following:
  - Critical functions and positions and plan for alternative coverage in the event of staff absences or closure;
  - Methods to communicate with staff and parents in the event of closure; and
  - Flexible sick leave policies that encourage staff to stay home when sick or when caring for sick family members.

Staff members who will be meeting should practice self-care, personal hygiene, and social distancing. They should follow all workplace policies and general guidance that includes staying home if sick, washing hands regularly and for at least 20 seconds with soap and water, and covering coughs and sneezes (in the arm/elbow).

We recommend requiring district administrative approval from the Area Assistant Superintendent's office for any in-person meetings and developing guidelines for how to interact during meetings that ensure social distancing.

At the time of scheduling a meeting, assess the situation by asking the following questions.

- Has there been travel within the last 14 days in a state or country identified as a hotspot?
- Has there been any exposure to an individual diagnosed with COVID-19?
- Is anyone in the home/family showing signs of illness including:
  - a fever greater than 100 degrees;
  - cough; and/or
  - shortness of breath.

If the answer to any of these questions is yes OR the family prefers not to have an in-person meeting, the meeting should be rescheduled for a later date or conducted virtually.

- As a general rule, reschedule the visit no earlier than at least 14 days. The 14-day recommendation is based on current guidance for self-quarantine related to COVID-19. Please refer to the Madera County Public Health Department COVID-19 Resource Center or the California Department of Education for the most current recommendations for quarantine and isolation and how to prevent spread.

While conducting the meeting

- Reassess risk by asking the same questions at the time of arrival and before entering the location of the meeting. If the answer to any question is yes, act as directed above.
- Don't shake hands or touch others when greeting or interacting.
- Wash your hands frequently and use hand sanitizer when soap and water aren't available.
- Limit unnecessary contact with surfaces/items and avoid shared use of tablets, laptops, writing utensils, and cell phones. Regularly wipe-down all items.
- Follow the current COVID-19 guidance to protect yourself and those you come in contact with.

How do we get technology and personal materials to the students? How do we collect them at the end of the year?

MUSD IT Department will work collaboratively with district leadership and school site leadership to implement policies and procedures for distribution and collection of devices, including practices for cleaning and sanitizing technology items prior to distribution and pick up.

School site leaders will need to consult with district leadership to develop a safe and secure plan (any plan will include close consultation with the local county public health department/local health officer) there is a desire to allow students to collect personal materials from classrooms and/or locker rooms. This may include designating times for students to pick items up either by driving through or set times for small groups to come to the school to pick items up.

11

What professional learning will staff need?

Educational Services in collaboration with other MUSD departments will collaborate on preparing a professional learning plan that is a general framework. It is our recommendation that whenever possible we are giving staff ample time to prepare, learn technology if needed, and ask questions. Much time and communication need to be spent locally determining the critical outcomes that are needed to be met before the end of the school year. "Less is more" and focus on what is critical for advancement to the next grade level or graduation. We have also included a sample plan for you to consider as a jumping off point.

How will we meet the SPED requirements?

The district's special education director and the CDE guidance should be consulted when making decisions regarding students with IEPs.

- In general, for purposes of determining LEA compliance with special education timelines, the CDE will consider the days of school site closure as days between the pupil's regular school session, similar to school breaks in excess of five days planned in the instructional calendar (e.g. Thanksgiving break). For annual or triennial IEP reviews that fall on a day when the LEA is closed due to COVID-19, the CDE will take the exceptional circumstances causing the delay into consideration for purposes of LEA compliance monitoring.
- May an IEP Team consider a distance learning plan in a child's IEP as a contingency plan in the event of a COVID-19 outbreak that requires the school's closure?
    - Yes. IEP teams may, but are not required to, include distance learning plans in a child's IEP that could be triggered and implemented during a selective closure due to a COVID-19 outbreak. Such contingent provisions may include the provision of special education and related services at an alternate location or the provision of online or virtual instruction, instructional telephone calls, and other curriculum-based instructional activities, and may identify which special education and related services, if any, could be provided at the child's home.
- Initial IEP's will stop due to students not being available for assessment unless assessment has been completed.
- Case Carrier's will attempt to hold Annual IEP's.
- Case Carrier's will attempt to conduct triennial IEP's with school psychologists through the continued eligibility process.
- SpEd teachers will need to complete an amendment for sped services through school closure and will need to document how they are providing services.
- SpEd admin will be sending a Prior Written Notice to all parents that have a SWD along with an amendment proposing services through school closure.
- SpEd teachers will follow the same instructional guidelines set forth by Educational Services.
- SpEd teachers will also need to provide at least 30 minutes weekly of direct instructional support and case management for the students on their caseloads.

How do we deliver food and materials to students?If you determine that your current plan for serving meals is not meeting the needs of the community, please contact Director of Child Nutrition, Brian Chiarito, 559-675-4546.

All MUSD Elementary and Country schools are providing free meals through the USDA Seamless Summer Feeding Service Program due to Unanticipated School Closure for COVID-19. Meals are available to kids and teens ages 1-18 who come to a meal site. Free meals will help families save money and stretch their already tight food budgets. Food served is healthy and follows the required USDA nutrition guidelines.

Schools participating in School Nutrition Programs and institutions participating in the Child and Adult Care Food Program may be dismissed or closed due to Federal, state, or local public health requirements for social distancing due to COVID-19. Under these circumstances, Sponsors of Child Nutrition Programs may continue to serve meals to children affected by school or child care closures through the Summer Food Service Program (SFSP) or the Seamless Summer Option (SSO).

The California Department of Education has received the approval of two waivers from the USDA Food and Nutrition Services (FNS). Specifically, they have waived the requirements to serve meals in a congregate setting and to serve meals at a non-school site for COVID-19 related SFSP or SSO meal service operations.

The waiver of the congregate feeding requirement for approved SSO and SFSP sponsors in good standing was approved through June 30, 2020, or upon expiration of the federally declared public health emergency, whichever is earlier. This flexibility allows for approved Sponsors to provide meals to be taken and consumed offsite, to allow for social distancing during the novel coronavirus.

Sponsors are not required to provide meal service during school closures. However, USDA FNS appreciates the willingness of California Sponsors to consider continuing their meal service operations to ensure children receive meals they need during COVID-19 conditions. If you have questions or would like to serve meals during a school closure contact Brian Chiarito, Director of Child Nutrition at 559-675-4546 for more information.

How do we communicate with the community? What are effective ways to ensure transparency?

Communication tools are important in this arena! MUSD will publish a daily staff communication to share pertinent information district-wide. For school site leadership teams we suggest emails, social media, websites and apps you currently use to communicate; keep the communication clear, consistent, and constant. Provide critical communication in languages representative of student and family/caregiver populations. We recommend that administrative/leadership teams confer frequently at times when important information needs to be shared with the public and to school staff. Having consistent messaging and clarity of the school's plan is critical. ***It is HIGHLY recommended site administrators do a weekly group check-in with all staff.***

How important will it be for each teacher to have "office hours?"

Having designated hours each teacher will be accessible online is recommended. This provides consistency and structure. However, be aware that some households will be sharing a device, so it is important that teacher availability is spaced out over the day so all students can have an opportunity to contact their teacher.

Be sure to communicate what platform teachers will be using for communication.

Recommended platforms are, but not limited to:

- K - 6 - SeeSaw, Google Classroom, Zoom, and Google Meet.
- Grades 6-12: Google Classroom, Zoom, and Google Meet.

Will students be required to complete state assessments?

California Governor Gavin Newsom signed an executive order that would suspend this year's statewide testing for California's K-12 students due to the coronavirus outbreak. The order needs federal approval to take effect.

"This time is stressful enough for students, families, and educators without the additional burden of annual testing," Newsom said in a statement. "This is an unprecedented time, and our main focus is on supporting the mental and socioemotional health of students."

On Tuesday, after announcing that public schools may remain closed for the rest of the school year, Newsom said that he had requested a waiver from the U.S. Department of Education to suspend tests.

The Education Department will waive federal requirements for state testing for K-12 students, due to unprecedented school shutdowns to contain the spread of the novel coronavirus, President Donald Trump and Education Secretary Betsy DeVos announced.

Q & A on Grades and Graduation Requirements during a school closure (provided by California Department of Education on April 1st, 2020)

Over the course of the last several weeks, schools have begun to develop and implement distance learning plans for students. While physical schools are closed, learning is continuing through these alternative platforms. Many parents, students, teachers, administrators, etc. have all had questions about how students will be graded for interrupted courses being completed through distance learning, whether courses can be graded as pass/fail or credit/no credit instead of letter grades, and the impact of those decisions on college admissions and high school graduation requirements.

MUSD will be providing guidance for grades, grading, and graduation requirements. The following will be addressed:

- Can work be graded during school closures?
- Can LEA's implement alternative grading systems, including a credit/no credit option or an A-C or A-D scale? What considerations should an LEA weigh in when determining grading policies for distance learning during this school closure?
- How will alternative grading systems impact a students admission to a UC or CSU?
- How is dual enrollment impacted by credit/no credit grading?
- As we transition for the remainder of the year to distance learning, when should grades start being assigned?

- How should LEA's assign grades/credits for the spring 2020 semester?
- What if a student gets sick and misses assignments?
- May students utilize an existing virtual school program to complete courses?

LEA's have the authority to determine how final grades will be assigned and teachers have final discretion when assigning grades. There are several options for LEA's and teachers to consider and several factors that should be weighed before making a decision.

Grades, Grading Guidelines, and Graduation Requirements during a school closure

On April 7th, the MUSD school board passed a resolution to close schools through the end of the school year.   As MUSD transitions to distance learning the following are guidelines for grading for the 4th quarter/Semester 2 of the 2020-21 school year and Summer 2020 session.

CDE Grading Guidelines

- Ensuring all students have access to distance learning through multiple means
  ◦ Paper packets
  ◦ Online learning
  ◦ Hybrid of both
- Hold students harmless as a primary goal; grading assignments should not be punitive to students during this time.
- Clearly communicate changes in coursework or grading policies to students and parents/guardians.
  ◦ Including new grading and how changes will impact grading/GPA calculations.
- Grading policy changes must take into consideration needs of all students into account, including those of English Learners, homeless and foster youth, and those with differing access to digital learning and other tools or materials.

<u>Elementary School Grading Guidance</u>

Per the CDEs guidance that LEAS should weigh their policies with the lens of equity with a primary goal of doing "no harm" to students, the recommendation for elementary grading is the following:

- Students with disabilities will be graded in accordance with their individualized education programs (IEPs).

- It is important to consider the unique learning needs and supports of English Learners in developing learning tasks/activities.

- Continue to provide students with learning activities/tasks that reinforce and/or maintain key concepts, knowledge, and critical skills, they will need in preparation for the next school year that <u>will be ungraded.</u>

Teachers for Grades K-1 will finalize Quarter 4 grades for all students using O, S, N, & U. <u>No student grade will drop below the grade that was issued at Quarter 3</u>:

- Use 3rd quarter grades as the final quarter 4 grade for Spring 2020.
  - Kindergarten - Grade 1 Levels will receive O, S, N, U

Teachers in Grades 2-6 will finalize Quarter 4 grades for all students, based on the modified grade selection options of A, B, C, Pass, and No Mark. <u>No student grade will drop below the grade that was issued at Quarter 3</u>.

- Use 3rd quarter grades as the final quarter 4 grade for Spring 2020.
  - 2nd - 6th Grade Levels will receive letter grades of A, B, C, Pass, and No Mark
  - Grades of **A, B** and **C** indicate that the student has fulfilled the grade level requirements, based on the grading scale determined by the teacher.
  - A grade of **'P'** (**Pass**) indicates the student received a D in Q3.
  - A grade of **'NM' (No Mark)** indicates that a student failed to meet minimum grade level expectations before the Q3 marker, received an F. Students shall be held harmless during this time if they were unable to complete work required to improve their grade.

The recommendation is a recognition that as a result of the COVID-19 health crisis:

- At the elementary level, learning is focused on foundational skills that require students & teachers engaged in direct instructional lessons. Students can not learn/teach themselves on their own.
- Many of our students and their families are facing increased hardships and challenges.
- Many of our students will not have caregivers that can and/or will be able to assist them with the learning activities/tasks.

## <u>Middle School Grading Guidance (Grades 7-8)</u>

Per the CDEs guidance that LEAS should weigh their policies with the lens of equity with a primary goal of doing "no harm" to students, the recommendation for elementary grading is the following:

- Students with disabilities will be graded in accordance with their individualized education programs (IEPs).
- It is important to consider the unique learning needs and supports of English Learners in developing learning tasks/activities and grading these learning task activities.
- Continue to provide students with learning activities/tasks that reinforce and/or maintain key concepts, knowledge, and critical skills, they will need in preparation for the next school year that <u>will be ungraded.</u>

Teachers will finalize Quarter 4 grades for all students, based on the modified grade selection options of A, B, C, Pass, and No Mark. <u>No student grade will drop below the grade that was issued at Quarter 3</u>.

- Use 3rd quarter grades as the final quarter 4 grade for Spring 2020.

  - 7th and 8th Grade Levels will receive letter grades of A, B, C, Pass, and No Mark
  - Grades of **A, B** and **C** indicate that the student has fulfilled the grade level requirements, based on the grading scale determined by the teacher.A grade of **'P'** (**Pass**) indicates the student received a D in Q3.
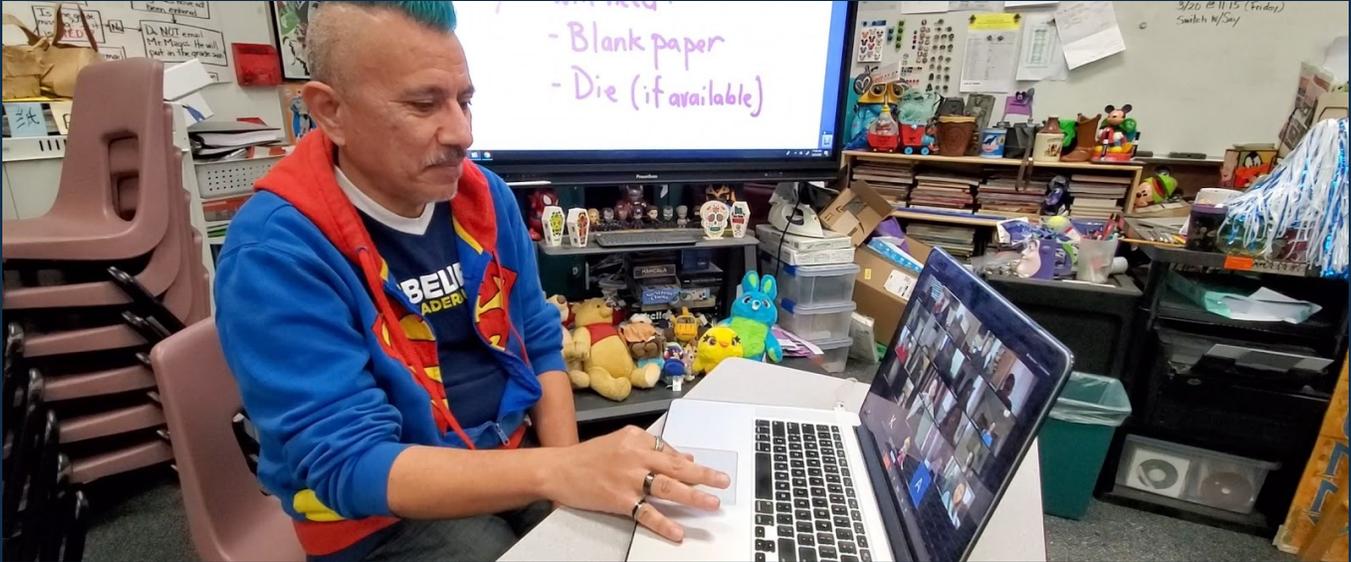
- ◦ A grade of **'NM' (No Mark)** or No Credit indicates that a student failed to meet minimum grade level expectations before the Q3 marker, received an F. Students shall be held harmless during this time if they were unable to complete work required to improve their grade.

- ◦ The 2.0 GPA requirement for promotion may be waived for students who may be negatively impacted by the Q4 grading during the school closure. 8th grade: students who needed a grade improvement in Q4 to meet 2.0 GPA requirement. 7th grade: Only courses with A, B, C grade will be calculated into the GPA. Grades and courses with P and NM will not be included in the GPA.

MUSD Secondary Guidelines (Grades 9-12) on Grading for Spring 2020 Semester and Summer Session 2020

Based on the guidelines outlined by the CDE, we propose the following:

- • Students with disabilities will be graded in accordance with their individualized education programs (IEPs).
- • It is important to consider the unique learning needs and supports of English Learners in developing learning tasks/activities and grading these learning task activities.

Final grades will be assigned based on those issued at Quarter 3, with opportunities for students to improve. No student grade will drop below that issued at Quarter 3. Students will be given the opportunity to improve their grades over those earned at Quarter 3

- • Students who wish to improve their grade over those issued at Quarter 3 will be provided underline multiple opportunities and delivery models to demonstrate their progress toward mastery of grade level and/or content area standards that were taught through Quarter 3.
  - ◦ As was the case prior to school closure, the lessons that teachers select to guide student learning and the classroom assignments/assessments used to determine student grades will be at the discretion of the teacher.

Teachers will finalize Semester 2 grades for all students enrolled in their classes, based on the modified grade selection options of A, B, C, Pass, and No Mark. <u>No student grade will drop below that issued at Quarter 3</u>.

- Grades of **A, B** and **C** indicate that the student has fulfilled the requirements of the course, based on the grading scale determined by the teacher.
- A grade of **'P'** (**Pass**) indicates the student received a D in Q3 and did not improve to an A, B or C via improvement options available in Q4.
- A grade of **'NM' (No Mark)** or No Credit indicates that a student failed to meet minimum course expectations before the Q3 marker, received an F in Q3, and did not improve their grade via improvement options available in Q4. Students shall be held harmless during this time if they were unable to complete work required to improve their grade.
- Teachers will be responsible for making personal contact to all students who received a D or F in their course at Q3 to discuss grades and provide options for improving grades. Site administrators will need to ensure teachers are documenting this communication and that they are monitoring the teachers progress on this expectation. This aligns to AR 5121; which states, *"Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report. If the parent/guardian is not notified, a teacher may not give a failing grade for a course. (Education Code 49067) Additionally from AR 5121, "To provide parents an opportunity to be involved in the educational process, student progress and achievement will be communicated through the quarterly distribution of report cards. In addition, student progress reports shall be distributed at the conclusion of the 4th and 13th week of each semester according to the District calendar. Parents/guardians shall be offered an opportunity to meet with their child's teacher(s) to discuss the grades and strategies to improve their child's performance.*

18

- Counselors will be responsible for making personal contact to all students who received a D/F at Q3 in order of priority below:

Edgenuity:

All students enrolled in Edgenuity courses may continue work to receive additional credits and a grade by the end of the semester. Students who do not have access to the internet or a device and cannot complete Edgenuity work during this time shall not be penalized for not completing the course. Any credits already completed shall be posted on their transcript.

- ◦ Seniors requiring additional credits towards graduation, who did not have the opportunity to enroll in Edgenuity may add a course at this time.

Dual Enrollment:

Students enrolled in Dual Enrollment courses through Madera Center or Fresno City must continue to do new work online and will be graded per the college policy on the new work. There are 2 options available to students who don't feel like they want to continue with the college coursework. The language straight from State Center Community College is pasted below:

- *Pass/No Pass Deadline Extension:* Before requesting this option, please contact your counselor and/or financial aid to determine impacts to your aid or transfer. The deadline to select the pass/no pass (P/NP) option has been extended to *May 8, 2020.*
- *Withdrawal due to COVID-19:* There are additional allowances for withdrawal due to extenuating circumstances specifically due to COVID-19. Students will have the ability to indicate a drop in *WebAdvisor* for Extenuating Circumstances due to COVID-19. *Deadline to drop: May 15, 2020* All withdrawals requested due to COVID-19 will receive an EW mark. This mark does not impact grade point average, academic probation or dismissal, or the ability to repeat a course.
- *Madera Unified Specific Dual Enrollment Guidance for the Above:* *Students who drop from the DE enrollment course at the college can enroll in the high equivalent high school course. At this point the adjunct instructor will follow MUSD Secondary Guidelines and use Quarter 3 grade as the final with the opportunity to improve in Quarter 4.*

Additional Guidelines For Alternative Education High Schools - Mt. Vista, Ripperdan CDS, Furman High School, and Madera Adult School

In addition to guidelines above, alternative education schools will also have the following guidelines:

- Students shall be allowed the opportunity to enroll in new courses they were scheduled to enroll in 4th quarter before the school closure and given the opportunity to recover credits needed to get back on track for graduation and A-G (if applicable)
- Students may be given the opportunity to enroll in an Edgenuity course, in place of a traditional course, as MUSD transitions to distance learning.
  - ◦ Students must be given guidance and support if taking an online course for the first time.
- Furman High School will continue as an Independent Study program through the Spring 2020 semester.
  - ◦ Students may transition to 100% Edgenuity courses if deemed appropriate.
  - ◦ Students will be held harmless if they are unable to complete necessary work to continue to receive credits this semester.

- Madera Adult School will continue to function under its current Edgenuity program.
  - Students who can complete work from home can continue to do so and receive credits and grades.
  - Students who are not able to complete work at this time will be held harmless for grades during the Spring 2020 semester.
  - **Graduation Waiver Due to Emergency Closure (Seniors, All Schools)**

It is difficult to mitigate the loss of credits through credit recovery programs due to the school closure. Awaiting official grading guidelines from the California Department of Education and as MUSD transitioned from school closure to distance learning, students did not have the opportunity to recover credits the way they normally would during the regular semester. It continues to be a challenge to resume credit recovery programs, such as, Edgenuity and alternative education credit recovery options. Many local governing boards have adopted a policy setting graduation requirements beyond the state's requirements in the Education Code. The local governing board has the authority to revise that policy and modify those additional requirements. Following guidelines from CDE and understanding that students differ in access to digital learning and other tools or materials, it is the recommendation to the board that we waive graduation requirements using the following guidelines.   A Graduation Waiver Due to Emergency School Closure can be submitted for students who are at risk of not meeting graduation requirements due to the following circumstances that may have occurred during the time of the school closure and/or during distance learning:

- Seniors who were unable to complete credit recovery courses during the school closure and therefore were unable to meet graduation requirements prior to the end of the school year when the school closure occurred.
- Seniors who were issued an "NM" during distance learning and were unable to make-up the credits prior to the end of the final semester of their senior year.

An individual student graduation waiver due to emergency school closure allows a student to earn a diploma without being negatively affected by an emergency school closure. Students and parents/guardians must be informed of the option for an "emergency modified diploma" as stated in the *Graduation Waiver Due to Emergency School Closure,* and students must meet all of the requirements below in order to be issued an "emergency modified diploma" due to a school closure:

- Waivers will only be issued for students with incomplete coursework during the semester(s)/quarter(s) when the emergency school closure took place

- A maximum of 30 total credits may be waived for each semester of the school closure.

- **The number of credits waived per subject area cannot be lower than the State requirements. See table below for guidance.**

- I**n addition, a student's 9-12 graduation GPA under 2.0 may be waived.**

High School Subject Area	CA Graduations Requirements	MUSD Graduation Requirements
English	3 years	4 years
Mathematics	2 years, including Algebra I (Math I)	3 years completed in high school- Algebral/ Math I, Geometry/Math II, 3rd year math
Social Science	3 years of history/social studies, including 1 year of U.S. History and geography; 1 year of world history, culture and geography; 1 semester of American government and civics, and 1 semester of economics.	3 years of history/social studies, including 1 year of U.S. History ; 1 year of world history; 1 semester of American government and civics, and 1 semester of economics.
Science	2 years, including biological and physical sciences.	2 years, including biological and physical sciences.
Foreign Language Visual and Performing Arts	1 year of either visual and performing arts, foreign language, or career technical education. May adopt at CTE course	1 year visual or performing arts, foreign language, including American Sign Language, or career technical education (CTE)
Physical Education	2 years	3 years
Electives	N/A	
GPA	N/A	2.0 GPA

All individual student graduation waivers due to emergency school closures must be approved by the parent/guardian, site counselor, and site principal.

Are special events such as prom, choir and band concerts, and graduation canceled?

On March 13, 2020, the Madera County Department of Public Health (MCDPH), the Madera County Superintendent of Schools and the nine district superintendents from Alview Dairyland, Bass Lake, Chawanakee Unified, Chowchilla Elementary, Chowchilla High School, Golden Valley Unified, Madera Unified, Raymond Knowles, and Yosemite Unified agreed:

"As Fresno and Madera Counties function in many ways as a shared population, the Madera County Health Officer, Department of Public Health, and the Superintendents of Madera County public school districts have come to consensus that it is best to close public schools in Madera County. School closure is effective immediately."

On March 19, 2020, the Madera County Health Officer, Dr. Eric Sergienko, issued two orders as guidance for our community.

The first order titled "***Health Officer's Order to Cancel, Postpone, or Modify Large Scale Events or Mass Gatherings, and to Close All Bars, Nightclubs, Gyms, and Theaters, and to Modify Dining Facilities Services within Madera County***". It further states "This Order applies to the time frame as recommended by the Centers for Disease Control and Prevention (CDC), from today's date, March 19, 2020 until April 30, 2020. The California Department of Public Health (CDPH) and CDC may recommend further extensions of their proposed end date."

The second order titled, ***"Health Officer's Order to Monitor, Test, and Treat Febrile Respiratory Illness for Health Care Providers, Employers, Residents."*** "Effective 5:00 p.m. on Thursday, March 19, 2020, and continuing until Thursday, April 30, 2020, the following will be in effect for Madera County…….c. All Residents shall:

I. Self-monitor for signs and symptoms of COVID-19,
II. Isolate themselves if they have signs and symptoms and should they not require further medical attention for seven days after the onset of symptoms"

On March 19, 2020, Governor Gavin Newsom issued ***Executive Order N-33-20***. "..order all individuals living in the State of California to stay home or at their place of residence except as needed to maintain continuity of operations of the federal critical infrastructure structure sectors…." The Shelter-in-place order does not have an identified end date.

On March 25th, MCDPH and the school districts engaged in lengthy discussions around reopening schools and the health and well-being of our students, families and staff.   The consensus at this time is that the districts extend current school closures through May 1, 2020 to continue to help mitigate the community transmission of COVID-19 and do our part to flatten the transmission curve.

On April 7, 2020, Madera Unified School District Governing Board held a Special Board Meeting and made the decision to extend the school closure through the remainder of the school year. All decisions about reopening will be made at a later date in conjunction with state and local public health officials.

ESSENTIAL QUESTIONS FOR TEACHERS

1. What technology/apps/student learning platform do we need to utilize?

This will be a school site decision but it is recommended that sites choose one platform for communication and just a limited number of apps. This will be easier for students with multiple teachers within a school. We recommend that, as much as possible, you utilize apps you are already using, this will make it easier for students to transition. Please see the free list of curriculum platforms that have been made available for free until July 1 in California.

See the Tech Guidance section of the Instructional Continuity Plan.

2. How are students held accountable for learning and what is the expected time for students to spend learning each day?

Having weekly assignments, projects, video check-ins, projects are all ways to assess learning. Once again, the focus is on the critical standards needed for your content area. Keep in mind that many families have limited data internet and one device which must be shared between multiple people. Our recommended guidelines for MAXIMUM student commitment each day are as follows:

- PreSchool & TK: 30 minutes
- Grades K-1: 45 minutes
- Grades 2-3: 60 minutes
- Grades 4-6: 90 minutes
- Grades 7-12: 30 minutes per teacher (3 hours max in a day)

The guidelines above are meant for any delivery model packets, online, hybrid, etc.

Teachers may find that they have to scale back and adjust after their first week with going online. Give yourself and students plenty of grace during this time. Everyone is adjusting and many have multiple roles at home.

3. How am I communicating with students and parents?

This should be a school site level decision but having 1-2 platforms to work from is ideal. Having parents and students manage multiple communication platforms from multiple teachers is cumbersome. Streamline communication and share the platforms. SeeSaw, Google Classroom, and/or Phone Apps such as Class Dojo, Remind, or Parent Square is a highly recommended platform where parents can be added to their student's accounts.

4. What are my expectations for standards?

The recommendation is to address only the previously taught essential standards identified through the Secondary Units of Study and Elementary Essential Program Components for the remaining weeks of school.

5. What if my students don't have devices or the internet?

1. Internet access will be an issue for many families in Madera.

2. Parents and students may lack the resources to connect remotely.

3. MUSD will continue to reach out to local internet service providers to see what options are available for community members.

4. Many cell phone providers are removing the data usage cap for current subscribers. We recommend reaching out to local cell phone providers for how best to relay this information to parents and for instructions on how to utilize cell phones as hotspots.

The MUSD Technology Services department is preparing to send devices home with all students in Grades 2 - 12. We have consulted with the local county public health department/local public health officer to determine practices for cleaning and sanitizing devices prior to pick up. Be sure to arrange pick up times that are spaced out to avoid large groups coming to your school site at one time. Sharing a device could be an option in homes. If no device is available, it is important to provide learning packs to send home or have picked up weekly or bi-weekly with work, projects, to complete. We highly recommend giving students voice and choice to demonstrate their learning. Consider service work for a neighbor and writing a reflection on their experience vs. writing an essay reflection on a poem. Give occasional options for the students without the internet.

6. How do I collect student work and have students demonstrate student learning?

At this time it is not the district's expectation that any school work be turned in, however if students are being allowed to make up work to improve a grade then the teachers and students can mutually agree on the best way to turn in work. Keeping with just a few platforms will make both student learning and teacher professional learning more efficient. Our suggested platform for collecting student work is Google Classroom; however, there are other platforms and we recognize this. If you have student management systems already in place, utilize those platforms.

7. What do I do with my AP Course work?

We have some preliminary information and it can be found here: This information is directly from the college board.

https://apcentral.collegeboard.org/about-ap/news-changes/coronavirus-update. It is recommended that you give this a quick read. There will be a release of new information related to the new test dates and requirements on Friday, April 3rd. MUSD provided AP students an initial opportunity to check out a Chromebook on Friday, March 27th at Madera High and Madera South. All students who indicated a need for a Chromebook had the opportunity to check one out. When the information is released, on April 3rd, we recommend that sites ensure their students have access to the necessary equipment needed to take these assessments from home. The direct link is embedded below in blue.

8. Will the College Board still administer AP Exams?

"The AP program is finalizing streamlined AP exam options that would allow students to test at home, depending on the situation in May. We're working to give every AP student the opportunity to claim the credit they've earned. The AP Program will communicate the details of these additional solutions to educators and students by April 3rd. Click here for the latest information from the AP Program."

Most Recent Update from College Board on March 20, 2020

Are there any available virtual learning resources for AP students?

"As schools and communities navigate the unprecedented challenges posed by the coronavirus (COVID-19) outbreak, the health and safety of educators and students are the AP Program's top priorities. Here's how we're supporting schools:

- We're providing free remote learning resources.
- We're investing in the development of a new at-home testing option.

Through our members across the country, we understand the new time constraints on everyone in the education community. These solutions are meant to be as simple and lightweight as possible for both students and teachers — without creating additional burdens for school leaders during this time.

- Traditional face-to-face exam administrations will not take place. Students will take a 45-minute online free-response exam at home.
- Some students may want to take the exam sooner rather than later, while the content is still fresh. Other students may want more time to practice. For each AP subject, there will be 2 different testing dates.

The full exam schedule, specific free-response question types that will be on each AP Exam, and additional testing details will be available by April 3. We'll also unlock any relevant free-response questions in AP Classroom for digital use so students can access all practice questions of the type that will appear on the exam."

More detail around this will be released on Friday, April 3, 2020.

What do I do with my Dual Enrollment Classes?

All Dual Enrollment courses are now available online through Canvas. As college students, you need to ensure you are monitoring yourself and the classwork to remain on track. If you are having trouble accessing Canvas reach out to your Dual Enrollment instructor for your College ID and help with getting onto the Canvas platform. All assignments will be submitted through Canvas. If at any time you are struggling with the class reach out to your college instructor and high school counselor.

25

GUIDELINES TO PREPARE FOR DISTANCE LEARNING

Shifting from classroom teaching to online teaching is an adjustment, no doubt, but with a little planning and practice, you can do it. In order to begin the transition towards Distance Learning, both Elementary & Secondary CIA Departments have identified the following guidelines and resources to support staff as they prepare to transition to Distance Learning.

MUSD Elementary Guidelines to Support the Continuity of Learning

Continuity of learning is the continuation of education in the event of a prolonged school closure or student absence. In the event of any unforeseen circumstance that may require the closing of one or more district schools, please use the following guidance in the preparation of learning activities that can be provided to students.

General Guidelines:

- Each grade/course level team should collaborate and prepare learning activities to cover an initial duration of 2 weeks.
- Each administrator should maintain a master set of the learning activities for each grade/course level.
- Provide printed learning activity packets and optional digital learning activities.
    - Please be aware that not all students have access to devices and/or the internet at home.
- To the extent possible, design learning activities so that minimal copying is required.
    - Assignments derived from the core textbooks
    - Unused worksheets from the consumables
    - Checking out additional library books for reading
- Student Materials that may be sent home depending upon the assigned learning activities:
    - Textbooks
    - Library Books
    - Crayons/Colored Pencils
    - Composition Books

Learning Activities Development Guidelines

- Hard copy instruction packets of learning activities may include worksheets; calendars or schedules of work to be completed; directions for activities, projects, or written assignments; excerpts from textbooks or other reading materials.

- All learning activities should be framed around the context of **"spiral review"** and reinforce skills and/or concepts in which students have already demonstrated mastery. In other words, learning activities should be viewed as "extra practice" to reinforce skills and/or concepts learned in class. **Learning activities should NOT reflect untaught skills and/or concepts.**

- All learning activities should reflect appropriate grade level standards and be consistent with the Madera Unified School District adopted core curriculum.
-
- Please Note:
    ◦ Learning activities for Students with Disabilities should be aligned with their IEP Goals and Accommodations.
    ◦ Learning activities for English Learners should include scaffolded resources (i.e. vocabulary lists, etc.) based upon their level of language proficiency.

Recommendations for learning activities **may include but are not limited to the following**:

Reading/Language Arts

	Benchmark (K-1)	Wonders (2-6)
Letter writing/ Identification	• Benchmark digital Blackline worksheets available in "Phonics and High Frequency Word: Activity Book" found under the "Practice" menu option on the left. • Benchmark digital Blackline handwriting worksheets available in "Handwriting Practice Book" found under "Practice" menu option on the left.	Not Applicable
Sight Word Practice	• Benchmark digital Blackline worksheets available in "Phonics and High Frequency Word: Activity Book" found under "Practice" menu option on the left. • Kinder - Print HFW cards from ESGI • Benchmark - Print Sight Word cards found digitally under "Phonics/Word Study Tools" menu option on the left.	Not Applicable

27

	Benchmark (K-1)	Wonders (2-6)
Phonics/Word Study/Spelling	• Benchmark Blackline worksheets available in "Grammar, Spelling & Vocabulary: Activity Book"	• Phonics/Spelling Reproducibles [Blackline Masters online] • Foundational Skills Practice (2-3) [Blackline Masters online] • Foundational Skills Practice (4-6) [Blackline Masters online]

Vocabulary Development	• Benchmark Blackline worksheets available in "Grammar, Spelling & Vocabulary: Activity Book"	• Wonders Your Turn Practice Book:
		  ◦ (A) Approaching Reproducibles
		  ◦ (B) Beyond Grade Level Reproducibles
		  ◦ (E) EL Learner Reproducibles

Grammar Practice	• Benchmark Blackline worksheets available in "Grammar, Spelling & Vocabulary: Activity Book"	• Wonders Your Turn Practice Book:
		  ◦ (A) Approaching Reproducibles
		  ◦ (B) Beyond Grade Level Reproducibles
		  ◦ (E) EL Learner Reproducibles
		• Grammar Practice Reproducibles [Blackline Masters online]

Independent Writing	• Provide appropriate writing prompts with a copy of appropriate thinking maps
	  ◦ Possible appropriate vocabulary words can be listed to help students.
		• Provide appropriate writing prompts with a copy of appropriate thinking maps
		  ◦ Possible appropriate vocabulary words can be listed to help students.

	Benchmark (K-1)	Wonders (2-6)
Independent Reading	• Benchmark unit small group books can be printed from the "Home-School" menu option online.	• Additional Student Reads | Decodable Passages [Blackline Masters online]
	• Increase the volume of reading a child engages in at their independent level improves reading fluency and comprehension (20-30 minutes/day) • Allow children to check multiple books out of the library to take home and/or utilize grade level anthology. • Open-ended assignments (i.e. thinking maps, writing summaries, etc.) that connect to what students are reading.	

Overall Review	• Benchmark "Daily Take-Home Activity Calendars" (digital or hard copy) for units previously completed. Send corresponding "My Shared Readings" book home with students.
	• Unused Benchmark consumables
	• Study Projects
		• Wonders Your Turn Practice Book:
		  ◦ (A) Approaching Reproducibles
		  ◦ (B) Beyond Grade Level Reproducibles
		  ◦ (E) EL Learner Reproducibles
		• Inquiry Space [Online platform only]
		• Lesson Interactives [Online platform only]

English Language Development		• Language Development Practice (2-3) [Blackline Masters online] • Language Development Practice (4-6) [Blackline Masters online] • Weekly Writing Frames [Blackline Masters online]

Mathematics

Math Facts Practice

Online Resources

MAP Accelerator/Khan Academy

Prodigy Math Game

	Benchmark (K-1)	Wonders (2-6)
Math in Focus (K-1)	**MyMath (2-5)**	**Big Ideas (6)**
• Number Writing • Number Bonds/Fact Families • Unused pages from student book • Extra practice and enrichment pages (print blackline masters and online) from previously taught chapters	• Unused pages from MyMath book • Think Smart for Smarter Balanced Assessment 20-week countdown books • Fact Dash (Digital Platform) Printed from teachers' digital platform: • Think Smart (Chapter Tests, Benchmark Tests, Performance Tasks) • Problem Solving, Reteach, and Enrichment Worksheets • Problem of the Day	• Unused pages from <u>Record and Practice Journals</u> • Enrichment and Extension Activities • Basic Skills Handbook (Fluency Practice) • Performance tasks or Projects from completed chapters • Spiral review: students complete lessons from the textbook from completed chapters • Think Smart for Smarter Balanced Assessment 20-week countdown books Printed from teachers' digital platform: • Game Closet • "Resources by Chapter"

Science:

Science notebooks/observational journals that relate to grade level content that involve notice/observations and wondering i.e.: weather, moon phases, etc.... (K-6)

Twig Science Reporter: Videos delivered on Thursdays and additional readings and/or activities that correspond with videos such as create your own science news update, as well as video viewing guide (3-6)

MUSD Secondary Guidelines to Support the Continuity of Learning

Learning Activities Development Guidelines:

- Hard copy instruction packets of learning activities may include worksheets; calendars or schedules of work to be completed; directions for activities, projects, or written assignments; excerpts from textbooks or other reading materials.
- All learning activities should be framed around the context of "**spiral review**" and reinforce skills and/or concepts in which students have already demonstrated mastery. In other words assignments should be viewed as "extra practice" to reinforce skills and/or concepts learned in class. The learning activities are to be ungraded. **Learning activities should NOT reflect untaught skills and/or concepts.**
- All learning activities should reflect appropriate grade level standards and be consistent with the Madera Unified School District adopted core curriculum.
- Please Note:
  - Learning activities for Students with Disabilities should be aligned with their IEP Goals and Accommodations.
  - Learning activities for English Learners should include scaffolded resources (ie. vocabulary lists, etc.) based upon their level of language proficiency.

Recommendations for learning activities may include but are not limited to the following:

English Language Arts

Middle School (7th/8th Grade)	High School (9th-12th Grade)

Short Writing Prompts
 	
• Informational/Explanatory
• Argumentative
• Narrative
 	
Reading
 	
• Independent Reading - Increasing the volume of reading a student engages in at their independent level improves reading fluency and comprehension (20-30 minutes/day)
  ◦ StudySync Anthology
  ◦ Student choice (allow them to check out of the library to take home)
• Open-ended assignments that connect to what students are reading.
  ◦ Quick writes to general prompts
  ◦ Descriptive outlines
  ◦ Summaries
• Study Projects
• Unused StudySync consumables
• Practice SBAC Tests
 	
Online Resources:
 	
• StudySync (for support click here)
• Newsela
• Introducing Newsela ELA (NEW)
• ERWC Middle School Modules
• Khan Academy
• Listenwise (for a free account for 30 days, please send me an email)
	Writing Prompts
	
	• Informational/Explanatory
	• Argumentative
	
	Reading
	
	• Independent Reading - Increasing the volume of reading a student engages in at their independent level improves reading fluency and comprehension (30-60 minutes/day)
	  ◦ Literature circle novels
	  ◦ StudySync Anthology
	  ◦ Student choice (allow them to check out of the library to take home)
	• Open-ended assignments that connect to what students are reading.
	  ◦ Quick writes to general prompts
	  ◦ Descriptive outlines
	  ◦ Rhetorical Precis
	• Study Projects
	• Unused StudySync consumables
	• Practice SBAC/ SAT/ AP test
	
	Online Resources:
	
	• StudySync (for support click here)
	• Newsela
	• Introducing Newsela ELA (NEW)
	• ERWC 3.0 Modules
	• Khan Academy
	• Listenwise (for a free account for 30 days, please send me an email)

Sample 8th Grade Lesson Plan Sample 9th grade Lesson Plan	

Mathematics

Paper Materials

- Activities from the Shared Drive
- Consumables (Textbook Resources)
    - Math 7 (Big Ideas)
    - Math 8 (McGrawHill)
    - Math I, II, and Algebra 2 (Springboard)
    - Trigonometry (Trigonometry 8th)
    - Precalculus (Precalculus with Limits 2nd Ed.)
    - Statistics & Probability/AP Stats (Understandable Statistics)
    - Financial Literacy (Personal Finance: A Lifetime Responsibility)
    - Problem-Based Math (Print Shop Consumable)
    - AP Calculus (Calculus of a Single Variable/Calculus with Analytical Geometry)
    - Stats. & Prob. (Practice of Statistics 5th Edition)

Online Learning

- Assignments from Khan Academy

Online Reference:

Students can go to these websites to access any content they have forgotten or need some assistance with their learning.

- Purple Math
- Math is Fun
- Khan Academy
- MrMathblog
- IXL Learning
- Learn Zillion
- Whiterosemaths
- Coolmath
- CK-12

Suggested Areas of Focus

We have cross-referenced our Priority Standards with the most Heavily Tested Claim Areas on SBAC. These standards could be the most beneficial for students to review.

Math 7

- **Target A:** *7.RP.A. 1,2,3* - Analyze proportional relationships and use them to solve real-world and mathematical problems.
- **Target B:** *7.NS.A. 3* - Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- **Target C:** *7.EE.A* - Use properties of operations to generate equivalent expressions.
- **Target D:** *7.EE.B. 4* - Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

- and algebraic expressions and equations.

Math 8

- **Target B:** *8.EE.A.* - Work with radicals and integer exponents.
- **Target C:** *8.EE.B*- Understand the connections between proportional relationships, lines, and linear equations.
- **Target D:** *8.EE.C. 7* - Analyze and solve linear equations and pairs of simultaneous linear equations.
- **Target E:** *8.F.A. 2* - Define, evaluate, and compare functions.
- **Target G:** *8.G.A. 2,4* - Understand congruence and similarity using physical models, transparencies, or geometry software.
- **Target H:** *8.G.B. 7,9* - Understand and apply the Pythagorean Theorem.

Math 1

- **Target G:** *A-CED.A. 3* - Create equations that describe numbers or relationships.
- **Target I:** *A-REI.B. 6* - Solve equations and inequalities in one variable.
- **Target L:** *F-IF.B* - Interpret functions that arise in applications in terms of the context.
- **Target M:** *F-IF.C. 7,9* - Analyze functions using different representations.
- **Target N:** *F.BF.A* - Build a function that describes a relationship between two quantities.

Math 2

- **Target E:** *A -SSE.B* Write expressions in equivalent forms to solve problems.
- **Target I:** *A-REI.B. 6* - Solve equations and inequalities in one variable.
- **Target M:** *F-IF.C. 7,9* - Analyze functions using different representations.

Additional Resources

These resource are additional sources of interesting and exciting educational content

- https://valleypbs.org/at-home-learning/
- https://valleypbs.org/wp-content/uploads/2020/03/Valley-PBS-TK-12-CLEAR-AND-IN-SIX-HomeLearningPlan.pdf

Science

Middle School 7-8	High School 9-12

- Students can research science-related events or breakthroughs around the current or previous units of study and write about how the science they learned about is relevant to the real-world event.
- Practice various skills;
  - making, reading, and interpreting graphics
  - Working with numbers
    - Percentages
    - Fractions and ratios
    - Scientific notation
    - Metric system
    - Mean, median, and mode
  - Content-based math problems

Curriculum Resources	Curriculum Resources
• Amplify--any lessons that were skipped or engineering pieces that weren't covered Article Resources • ScienceNews for Students • Newsela • Science Journal for Kids • List of science-related books Online Resources • Gizmos: https://www.explorelearning.com/ • PhET: https://phet.colorado.edu/ • CAST practice test • CAST practice test scoring guide • CAST Training Test • CAST training test scoring guide	• Biozone--previous units, if there are unused portions • Textbooks Article Resources • ScienceNews • Newsela • National High School Journal of Science • List of science-related books Online Resources • Gizmos: https://www.explorelearning.com/ • PhET: https://phet.colorado.edu/ • CAST practice test • CAST practice test scoring guide • CAST Training Test • CAST training test scoring guide

California Science Test (CAST) Practice Test

Start CAST High School Practice Test
This is opportunity 1 of 99

California Science Test (CAST) Training Test

Start CAST High School Training Test
This is opportunity 1 of 99

History/Social Science

Skills:

- Practice literacy skills
- Strengthen content knowledge
- Highlight causal relationships between past content

Assignment Examples:

- Document Analysis & Close Reading - Offer students sources to analyze.
    - The sources may include both primary and secondary sources, as well as an assortment of different document types (i.e. textbook excerpts, speeches, legislation, periodical articles, political cartoons, photos, charts, graphs, art, videos, music, essays, stories, poetry, etc.).
- CER writing (informative or persuasive)
- Graphic organizers
- Letters, petitions
- Stories, journal entries
- Infographics, maps
- Study Projects
- Unused consumable exercises

Online Resources:

- McGraw-Hill: https://my1.mheducation.com/
- TCI: https://www.teachtci.com/social-studies-CA/
- Pearson: https://cat.easybridge.pk12ls.com/ca/teacherDashboard.htm
- SHEG: https://sheg.stanford.edu/
- Newsela: https://newsela.com/Library of Congress: https://www.loc.gov/collections/

English Language Development

Emerging	Expanding	Bridging
- Daily journal writing - Label visuals - Vocabulary journals with non-linguistic representations - Graphic Organizers - Cloze sentences with word banks - Independent reading (20-30 minutes per day) - Send students home with multiple books from the library - Print out articles for students to read; highlight keys points - Students can record themselves reading if they have the technology, or give an oral retelling of a story - Graphic organizers or small writing assignments attached to reading process - Diagram/sequence parts of a process or story - Matching illustrations of causes to effects	- Independent reading (30 minutes per day) - Send students home with multiple books from the library - Print out articles for students to read and annotate - Writing assignments attached to reading - Sequencing parts of a process/story - Scaffolded summaries - Scaffolded reader response - ELPAC Practice Tests - ELPAC Warmups - English 3D Consumables	- Independent reading(30-60 minutes per day) - Send students home with multiple books from the library - Print out articles for students to read, annotate, and summarize - Writing assignments attached to reading - Rhetorical Precis - Paraphrase an extended text - Explanations of solutions to problems - ELPAC Practice Tests - ELPAC Warmups - English 3D Consumables

AVID Excel

- Print articles for students that they would have read and annotated for Scholar Groups (from Newsela or My Avid)
- Require students to practice reading strategies
- Attach a writing assignment to assigned reading
- Have students determine a point of confusion (they can fill-out a form if you wish)

Online Resources

- [ReadWorks](#)
- [Quill](#)
- [Newsela](#)
- [Flipgrid](#)
- English 3D Student Online Portal (Course B only)
- [Listenwise](#) (for a free account for 30 days, please send me an email)

Foreign Language

Take a look at the World Language Framework for High-Leverage Teaching Practices that may lead you to creating work that will provide practice and evidence of mastery of previously taught concepts in the areas of Communication, Culture, and Connections.

- [Chapter 6: Teaching the Communication Standards(DOCX)](#)
- [Chapter 7: Teaching the Cultures Standards(DOCX)](#)
- [Chapter 8: Teaching the Connections Standards(DOCX)](#)

- Assignment Examples:
- Reading & Response - Offer students sources to analyze.
    - The sources may include an assortment of different document types (i.e. textbook excerpts, speeches, legislation, periodical articles, political cartoons, photos, charts, graphs, art, videos, music, essays, stories, poetry, etc.).
- CER writing (informative or persuasive)
- Graphic organizers
- Letters, petitions
- Stories, journal entries
- Infographics, maps
- Study Projects

Online Resources:

- Newsela: https://newsela.com/
    - https://newsela.com/search?needle=spanish-language&grade_levels=7.0%2C8.0%2C9.0%2C10.0%2C11.0%2C12.0
- Easy Spanish YouTube Videos: https://www.youtube.com/playlist?list=PLA5UIoabheFMo9oB_AF7JftV34ecOalvM

Texts:

Spanish I, II, II: Avancemos!

Spanish for Heritage Speakers ISS, IISS: Nuevas vistas: Curso uno; Curso dos

http://www.jc2005.com/NuevasVistas1.pdf

French I, II, III, IV: Bien dit!

Second Step Social Emotional Curriculum

Recommendations for Social Emotional Learning **may include but are not limited to the following**:

Second Step covid-19 Support

Second Step Remote Teaching Guidance

	K-5th	6th-8th
Teacher Resource	• Teach 1 SEL lesson a week, remotely, if available • Consider implementing **Reinforcement Lessons**: *Academic Integration Activities* into your language arts, science, social studies, math, art or PE distance learning activities *(see Teach & Reinforce* on your Second Step dashboard.	
Read aloud an SEL Book	K-2nd Children's Book List 3rd-5th Children's Book List	6th - 8th Book List
Parent Support	Family Access to K-5 Songs, Photos, and Videos Through June 30, 2020, families can access K-5 lesson media through the Families tab of SecondStep.org. Instructions for how families can create an account are in **each grade level's Family Letter.** • Find Family Letter in your Teacher Edition spiral/binder, or by clicking Resources on your Dashboard, then clicking Downloads in the blue navigation bar at the top of the page. Once families are registered you can either ask them to login and navigate to the media, or you can send them direct links to the specific songs, photos, and videos you'd like them to see.	Parent Teen Connect provides expert advice and practical tools for dealing with real parent-teen issues. And it's free to use for families everywhere!

CONTINUOUS LEARNING FRAMEWORK

The primary purpose of the Instructional Continuity Plan for Continuous Learning is to develop guidance for Madera Unified School District to meet the immediate need of supporting learning outside of our normal learning environment. MUSD intends to bring clarity and focus to the experience of our teachers, students, and families as we continue the 2019-2020 school year. Hopefully, this plan will help our school leaders to think progressively about how to best meet the learning needs of all learners. During the team's short-time working together to produce this plan, there has been a message of inclusiveness and equity. The guidance and resource documents from the team will reflect these priorities.

MUSD Elementary Expectations to Support Continuous Learning

Instructional Expectations During School Closure

Continuous learning is the continuation of education in the event of a prolonged school closure or student absence. It is important to recognize that the expectations and guidance outlined in this document are focused on supporting learning outside of our normal practices. Although our school buildings are temporarily closed, "school" continues as we engage students with experiences that will help to reinforce and/or maintain critical skills and knowledge they will need in preparation for the next school year and help them stay connected to their teachers and classmates.

Please read the following expectations and guidelines carefully. They have been developed to prepare for the potential extension of the current school closure period.

Communication:

The recommended guidelines that follow related to communication are meant to be the "baseline" effort, if teachers are already doing above and beyond the recommendation, they are encouraged to continue to do so.

It is recommended that a school site consider choosing two (2) platforms that teachers will use to communicate on a weekly basis. The utilization of a common communication platform will minimize confusion for students/parents whether students are engaging in learning activities through a packet or online. However, if teachers have an already established platform or protocol in place to communicate with their students and parents/guardians, it is recommended that they continue with that platform through this time.

- Communicate with your students in a formal capacity at least **one time per week** beginning Monday, April 20th via Google Meet, Class Dojo, Zoom, Remind, ParentSquare, email, phone, etc. The format for communication with students may be structured as a large group, small group, and/or individually as you deem appropriate.

    ◦ It will be important to let students and families know they are missed and help them navigate the weekly learning activities/tasks that have been provided.

◦ Consider a brief greeting, a reminder of available resources, and most importantly, a word of encouragement to students and their families.

PLEASE NOTE: **Google Meet and Zoom will have links available in Clever.**

- Establish a daily 60-minute "Office Hours" schedule and communication format so students and/or parents know when they can make appointments to ask questions and/or request help. Having designated hours when you are accessible will provide consistency and structure. Please be aware that some households will be sharing devices, so it will be important to develop an availability schedule spaced out over the day(s) to optimize the opportunity for students/parents to make contact if needed.

Learning Activities/Task Development Guidelines

General Guidelines:

These guidelines are meant for any delivery model of learning activities/tasks: printed packets, online, and/or a blending of both depending on device/internet accessibility.

The learning activities/tasks should reflect a focus on key concepts, knowledge, and skills needed to be reinforced and/or maintained in preparation for the next school year. The purpose of the learning activities/tasks developed for students is to "stem learning loss". It is not meant to "replace" time in the classroom.

All learning activities should be framed around the context of **"spiral review"** and reinforce skills and/or concepts in which students have already demonstrated mastery. In other words, learning activities should be viewed as "extra practice" to reinforce skills and/or concepts learned in class. **Learning activities/tasks should NOT reflect untaught skills and/or concepts.**

- All learning activities should reflect appropriate grade level standards and be consistent with the Madera Unified School District adopted core curriculum.

- At this time, all work will be ungraded. Pending direction from the California Department of Education, this guidance may change.

- Please be reminded that **NOT** all students will have caregivers that can and/or will be able to assist them with the learning activities/tasks.

- Each grade level team should collaborate and prepare learning activities/tasks for a 2-week time period. Site TSAs (C&I and PLSS) will be deployed by the principal to provide each grade level with support in the development and/or production of materials as needed.

◦   The learning activities/tasks should cover the 2-week time period of April 20 - May 1.

Please Note: Additional guidance will be provided in the event the Governor per Executive Order and/or action by the MUSD School Board extends the closure beyond May 1st.

- Learning activities/tasks should be ready for physical and/or digital dissemination on the first Monday of the 2-week cycle. Printed material packets will be distributed on the first Monday of the 2-week cycle.

- Each administrator should maintain a master set of the learning activities/ tasks and access to the digital assignments for each grade/course level.

Instructional Delivery Models:

Instructional delivery models may include printed learning activity/task packets, online, or a blending of both if students have access to technology devices and internet access. Although Chromebooks will be available for students in grades 2-12 to checkout, it is important to consider the limitations that students may have related to internet access. In many households, multiple family members may be sharing devices and/or may have limited internet capacity (bandwidth). In addition, many students and their families will simply lack the resources to connect remotely.

Grades TK - 6 Curriculum Considerations:

The purpose of the learning activities/tasks developed for students is to "stem learning loss". It is not meant to "replace" time in the classroom. The recommended guidelines for the MAXIMUM time for student commitment each day to student learning activities/tasks are as follows:

- TK: 30 minutes
- Grades K-1: 45 minutes
- Grades 2-3: 60 minutes
- Grades 4-6: 90 minutes

- Students in grades TK, K, & 1 will not have access to check out a device through the district. Therefore all TK, K, & 1st grade students will receive packets every 2 weeks beginning April 20th.

- Students in grades 2-6 will have the opportunity to check out a Chromebook per parent permission.
- Students in grades TK-6 will be given access to their core adopted materials (print) and/or digitally through Clever for use at home as you deem necessary based upon the learning activities/tasks you design.Core program materials include hardbound textbooks, consumable textbooks, and supplemental workbooks that support the core program. The list of materials that may be provided to students to take home can be found at the Instructional Materials link.

- Leverage the use of the district core adopted curriculum when designing the learning activities/tasks in lieu of making copies to the extent possible.

- Utilize learning activities/tasks and practice work that correlates with standards/skills previously taught that need reinforcement.
    - Hard copy instruction packets and/or online learning activities/tasks may include worksheets; calendars or schedules of work to be completed; directions for activities, projects, or written assignments; excerpts from textbooks or other reading materials

- To the extent possible, design learning activities/tasks so that minimal copying is required.
    - Assignments derived from the core textbooks
    - Unused worksheets from the consumables
    - Checking out additional library books for reading
    - Projects/Open-ended activities

- In addition to core textbooks/consumable, materials that may be sent home depending upon the assigned learning activities include but are not limited to the following:
    - Classroom/School Library Books
    - Crayons/Colored Pencils
    - Composition Books

- If planning to assign longer-term projects or activities (writing, journaling, math tasks), ensure that all materials/resources are provided to support the work and completion.

PLEASE NOTE:

- Learning activities for Students with Disabilities should be aligned with their IEP Goals and Accommodations.

- Learning activities for English Learners should include scaffolded resources (i.e. vocabulary lists, etc.) based upon their level of language proficiency.

Professional Learning & Support

The District Academic Coach team has developed and scheduled a number of virtual training sessions that will be offered March 30 - April 3 for teachers who are interested in learning how to use Google Meet, Zoom, and/or Google Classroom. In addition, the team is prepared to provide virtual training and/or support on a number of additional topics upon request. You can find the training schedule and/or topics available for training and support by request at the Digital Tools for Learning link.

The District Academic Coach team has also developed a set of Study Guide/Tutorial documents for teachers who are interested in deepening their awareness and understanding of the resources available on the digital platforms for the core curriculum programs. You can find the Study Guide/Tutorial resources at the Elementary Core Curriculum Digital Resources link.

The District Academic Coach team has also developed a set of Study Guide/Tutorial documents for teachers who are interested in deepening their awareness and understanding of the resources available on the digital platforms for the core curriculum programs. You can find the Study Guide/Tutorial resources at the [Elementary Core Curriculum Digital Resources link](link).

If you have questions or need assistance, the C&I TSA and Primary Literacy Support Specialist(s) at your respective school site are a resource to help you. In addition, the Elementary Educational Services team is available to provide assistance and support to each of you.   [For additional questions & support please click here](link)

Additional Resources you may need:

- [Clever Parent Letter (TK-1)](link)
- [Clever Parent Letter (Grades 2-6)](link)
- [Directions to Print Student Clever Badges (QR Codes)](link)
- [Recommendations for Learning Activities/Tasks](link)

MUSD Secondary Expectations to Support Continuous Learning

Instructional Expectations During School Closure

Continuous learning is the continuation of education in the event of a prolonged school closure or student absence. It is important to recognize that the expectations and guidance outlined in this document are focused on supporting learning outside of our normal practices.   Although our school buildings are temporarily closed, "school" continues as we engage students with experiences that will help to reinforce and/or maintain critical skills and knowledge they will need in preparation for the next school year and help them stay connected to their teachers and classmates.

Please read the following expectations and guidelines carefully. They have been developed to prepare for the potential extension of the current school closure period.

Communications

The recommended guidelines that follow related to communication are meant to be the "baseline" effort, if teachers are already doing above and beyond the recommendation, they are encouraged to do so. These "baseline" guidelines may be higher for special populations, such as, Edgenuity, AP, etc that require new learning and grading (see special programs below for additional guidelines)

It is recommended that a school site consider choosing two (2) platforms that teachers will use to communicate on a weekly basis. The utilization of a common communication platform will minimize confusion for students/parents whether students are engaging in learning activities through a packet or online. However, if teachers have an already established platform or protocol in place to communicate with their students and parents/guardians, it is recommended they continue with that platform through this time.

Communicate with your students in a formal capacity at least **one time per week** beginning, Monday, April 20th via Google Meet, Class Dojo, Zoom, REmind, Parent Square, email, phone, etc. The format for communication with students may be structured as a large group, small group, and/or individually as you deem appropriate.

- ◦ This will be important to let students and families know they are missed and help them navigate the weekly learning activities/tasks that have been provided.

- ◦ Consider a brief greeting, a reminder of available resources, and most importantly, a word of encouragement to students and their families.

PLEASE NOTE: Google Meet and Zoom will have links available in Clever.

- Establish a daily 60-minute "Office Hours" schedule and communication format so students and/or parents know when they can make appointments to ask questions and/or request help. Having designated hours when you are accessible will provide consistency and structure. Please be aware that some households will be sharing devices, so it will be important to develop an availability schedule spaced out over the day(s) to optimize the opportunity for students/parents to make contact if needed.

Learning Activities/Task Development Guidelines

General Guidelines

These guidelines are meant for any delivery model of learning activities/tasks: printed packets, online, and/or a blending of both depending on device/internet accessibility.
The learning activities/tasks should reflect a focus on key concepts, knowledge, and skills needed to be reinforced and/or maintained in preparation for the next school year. The purpose of the learning activities/tasks developed for students is to "stem learning loss". It is not meant to "replace" time in the classroom. All learning activities should continue to be framed around the context of "spiral review" and reinforce skills and/or concepts in which students have already demonstrated mastery. In other words, learning activities should be viewed as extra practice" to reinforce skills and/or concepts learned in class.

For Secondary Only: In addition to "spiral review", learning activities/tasks may reflect new learning as long as there is a level of engagement between teachers and students and students are not expected to do the new learning on their own. **Essential skills required for readiness into the next year's course level may be introduced but should not be left to the sole responsibility of the student and his/her parent/guardian to learn.** These new skills can be provided to allow students the opportunity to explore essential skills but **should not be graded.**

- All learning activities should reflect appropriate grade level standards and be consistent with the Madera Unified School District adopted core curriculum.

- At this time, all work will be ungraded. Pending direction from the California Department of Education, this guidance may change.

- Please be reminded that NOT all students will have caregivers that can and/or will be able to assist them with the learning activities/tasks.

- Each grade/course level team should collaborate and prepare learning activities/tasks for a 2-week time period. Site TSAs should be deployed by the principal to provide each PLC with support in the development and/or production of materials as needed.

  ◦ The learning activities/tasks should cover the 2-week time period of April 20 - May 1.
  ◦ Please Note: Additional will be provided in the event the Governor per Executive Order and/or action by the MUSD School Board extends the closure beyond May 1st.

- Learning activities/tasks should be ready for physical and/or digital dissemination on the first Monday of the 2-week cycle.

- Each administrator should maintain a master set of the learning activities/tasks and access to the digital assignments for each grade/course level.

Instructional Delivery Models:

Instructional delivery models may include printed learning activity/task packets, online, or a blending of both if students have access to technology devices and internet access. Although Chromebooks will be available for students in grades 2-12 to checkout, it is important to consider the limitations that students may have related to internet access. In many households, multiple family members may be sharing devices and/or may have limited internet capacity (bandwidth). In addition, many students and their families will simply lack the resources to connect remotely.

Grades 7-12 Curriculum Considerations:

The purpose of the learning activities/tasks developed for students is to "stem learning loss". It is not meant to "replace" time in the classroom. The recommended guidelines for the MAXIMUM time for student commitment each day to student learning activities/tasks are as follows:

- **The equivalent of 30 minutes per class**
- Decisions must support all student populations
- As much as possible, use materials, resources, and platforms already in use
- Leverage the use of the district core adopted curriculum when designing the learning activities/tasks in lieu of making copies to the extent possible.
- Utilize learning activities/tasks and practice work that correlates with standards/skills previously taught that need reinforcement.
    - Hard copy instruction packets and/or online learning activities/tasks may include worksheets; calendars or schedules of work to be completed; directions for activities, projects, or written assignments; excerpts from textbooks or other reading materials
- To the extent possible, design learning activities/tasks so that minimal copying is required.
    - Assignments derived from the core textbooks
    - Unused worksheets from the consumables
    - Projects/Open-ended activities
- If planning to assign longer-term projects or activities (writing, journaling, math tasks), ensure that all materials/resources are provided to support the work and completion.

High School *(These recommendations will be fluid pending expectations/guidelines from CDE on graduation requirements should school closure be extended to the end of the year)*

- At this time, all work will be ungraded. Pending direction from the California Department of Education and/or action by the MUSD School Board, this guidance may change.

Special Programs

There are special programs that would require the continuation of new learning and grading during this time. These programs are listed below with guidance.

Edgenuity and Credit Recovery:
Comprehensive High Schools

- Only seniors who are credit deficient and enrolled in Edgenuity will continue to work on Edgenuity courses.   More guidelines on the continuation of Edgenuity here
- Seniors will be allowed to take tests from home after they have signed the Edgenuity Honor Code contract. Grades may be posted upon completion of the credit recovery course.
- All other underclassmen enrolled in Edgenuity will pause on the course until further notice from the state on credit completion. Students will have the opportunity to enroll in credit recovery courses next academic year to make up credit deficiencies.
- Teachers should communicate with students at least one time per week. More often if the teacher notices a lack of progress on inactivity.
- Teachers working with seniors will continue to submit timesheets through the after school program.

- All students enrolled in Edgenuity for credit recovery will continue to work on Edgenuity courses. More guidelines on the continuation of Edgenuity [here.](#)
- All students participating in any credit recovery program at their site may continue to do so.
- Furman High School is recognized as an Independent Study Program by CDE and may continue to assign, collect and grade assignments per Independent Study Program guidelines as long as it follows guidance, policies, and procedures recommended by Madera County Health Department and Madera Unified School District..

Advanced Placement Courses and Exams

Advanced Placement courses will follow the same guidelines for learning activities indicated previously. **All work will be ungraded.** These guidelines are aligned to the modifications the College Board has been on the AP exams this year due to the Coronavirus outbreak. Once significant change was to modify "the (AP) exam to include topics and skills most AP teachers and students have already covered in class by early March."

MUSD realizes the importance of preparing for the Advanced Placement Exams and has provided AP students with the opportunity to check out a chromebook to access free remote resources released from the College Board.

Check the College Board [website](#) for ongoing updates on the administration of AP exams this year.

On March 20, the following information was released from the College Board.

Every student enrolled in an AP course was contacted over the past 2 weeks to determine if they had a device at home to continue studying and preparing for the exam. Students who needed a device had the opportunity to check out a chromebook at their respective sites on Friday, March 27th from 10-1 pm.. Any students who missed this opportunity, will need to check out chromebooks during the general chromebook distribution scheduled for each site after April 13th.

"As schools and communities navigate the unprecedented challenges posed by the coronavirus (COVID-19) outbreak, the health and safety of educators and students are the AP Program's top priorities. Here's how we're supporting schools:

- We're providing free remote learning resources.
- We're investing in the development of a new at-home testing option.

Through our members across the country, we understand the new time constraints on everyone in the education community. These solutions are meant to be as simple and lightweight as possible for both students and teachers — without creating additional burdens for school leaders during this time.

- Traditional face-to-face exam administrations will not take place. Students will take a 45-minute online free-response exam at home.
- Some students may want to take the exam sooner rather than later, while the content is still fresh. Other students may want more time to practice. For each AP subject, there will be 2 different testing dates.

The full exam schedule, specific free-response question types that will be on each AP Exam, and additional testing details will be available by April 3. We'll also unlock any relevant free-response questions in AP Classroom for digital use so students can access all practice questions of the type that will appear on the exam.

More detailed information regarding this year's exam administration will be released by the College Board on April 3, 2020. When that information is released MUSD will develop a plan for implementation.   For example, AP Spanish may still require downloading the DAC app to take the assessment which would require every student to check out an MUSD Chromebook vs. using their own device.

Dual Enrollment Classes

All Dual Enrollment courses are now available online through Canvas. As college students, you need to ensure you are monitoring yourself and the classwork to remain on track. If you are having trouble accessing Canvas reach out to your Dual Enrollment instructor for your College ID and help with getting onto the Canvas platform. All assignments will be submitted through Canvas. If at any time you are struggling with the class reach out to your college instructor and high school counselor.

Professional Learning and Support

The District Academic Coach team recently reviewed all online content from our core adoptions and supplemental materials and developed "Content Guides" to help you navigate through the resources available that would support you in developing learning activities/tasks during this time. They also linked useful tips from MUSD Online Engagement Platforms and Tools. Please use the link below to access these resources.

Secondary Content Guides and Communication Resources - Please check regularly, this will continue to be updated through April 3rd.

The District Academic Coach team has also developed and scheduled a number of virtual training sessions that will be offered March 31- April 3 for teachers, site coaches and site admin who are interested in learning how to use MUSD Online Engagement Platforms, such as, Google Classroom and Zoom or explore key components of the online core adoption resources appropriate during this time. The PD schedule is linked below. Scheduled virtual trainings for the week of March 31- April will also be posted on the Secondary Curriculum & Instruction google calendar you already have access to. PD next week -Please check regularly, this will continue to be updated through April 3rd.
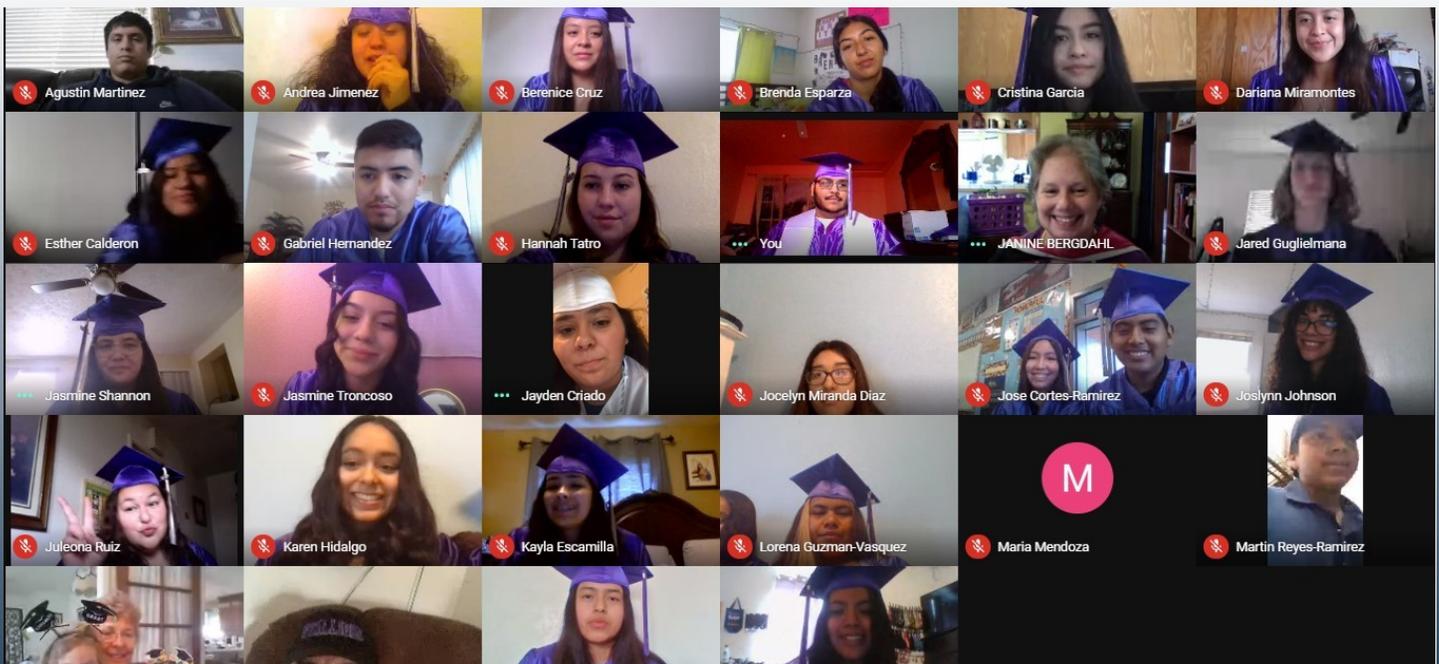
TECHNOLOGY GUIDANCE

We Believe

- Continuous learning is not hours of screen time for teachers, parents, or students.
- Less is more. Districts should seek to implement a few high-quality, intuitive solutions for communication lines, teaching and learning, and student support.
- Collaboration is key. We recommend collaboration with all district stakeholders in the decision making process to select digital tools and resources for continuous learning.
- Learning success begins with streamlined platforms for both elementary and secondary levels. For example, a district might choose Seesaw for elementary and Google Classroom for secondary.
- Technology can open doors and break down barriers for children, youth, and adults with and without disabilities.
- Student privacy is a top priority.

Use of School Devices at Home

- Based on your parent survey data, create a system for devices to be checked out to students/families and returned to school.
- Develop a Tips and Tricks for device care, IT support help protocols, district policies, and Internet safety.

Copyright and Student Privacy

- Consider how you might share copyright guidelines for educational fair use during continuous learning.
- Not all edtech companies are student privacy sensitive. Consider how you might increase awareness for student data privacy during continuous learning.
- Here is a great resource to review Fair Use Copyright Laws.
- Ferpa/Sherpa is a great resource center aimed at answering student data privacy which is divided into three specific audiences, educators, students and parents.

IT Support

- Create protocols for providing IT support:
    ◦ For teachers
    ◦ For students/caregivers, if school devices are sent home
- Consider how teachers, parents, and students will submit a tech request if needing support
- Make it known that tech support is only there to assist with school-owned devices
- Consider IT support beyond school hours for teachers, parents, and students (Some won't necessarily be working during "school hours.")
- **Usernames and Passwords**
- Districts will provide usernames and passwords to essential technology programs (previous and new) that students require access to.
- Develop a plan to distribute that information to students and parents. Keep in mind you must protect the privacy of your students. If students use a single sign-on, badge, or QR code sign in, consider developing a strategy to inform caregivers on these protocols during continuous learning.

Teacher Professional Development

Consider the essential teacher PD that is needed for teacher and student success.

PD can be done virtually or possibly with small groups of people.

Utilize how-to tutorials and other resources already created.

This is a great time for teacher leaders to step up to the plate. Think about what skills the individuals in your district have and empower those people to help take the lead.

Consider recording sessions or inviting others to virtual meetings to learn tech tools.

Our students are also great resources. Be creative in ways we empower and engage them in this process.

Remember, we are in this together. Our best resource is each other. Consult or collaborate with other districts to provide PD on these tools.

Don't be afraid to ask for help. There are many tech-perts in MUSD! We are here for each other!

Elementary Digital Tools for Learning

We are here to help

For additional questions & support please click here

Teacher Needs		How to Get Started	Upcoming Training Sessions & Dates			
Student Meetings (Once per week) & Hosting **Office Hours**	Google Meet	Meet Tutorial Videos Meet Cheat Sheet	**How to use Google Meet** Agenda	**Tuesday 4/14** 12:00pm	**Wednesday 4/15** 11:00am 1:00pm	**Thursday 4/16** 9:00am 10:00am
	Zoom	Zoom Tutorial How to Use Zoom for Remote and Online Learning	**How to use Zoom** Agenda	**Tuesday 4/14** 1:00pm	**Wednesday 4/15** 10:00am 12:00pm	**Thursday 4/16** 11:00am 1:00pm
Ongoing **Student** Communication	Google Classroom	Classroom Tutorial	**Google Classroom Basics** Agenda	**Tuesday 4/14** 2:00pm	**Wednesday 4/15** 1:00pm	**Thursday 4/16** 12:00pm

Teacher Needs		How to Get Started	Upcoming Training Sessions & Dates			
Student **Meetings** (Once per week) & Hosting **Office Hours**	Google Meet	Meet Tutorial Videos Meet Cheat Sheet	**How to use Google Meet** Agenda	**Tuesday, 3/31** 9:00 am 2:00 pm	**Wednesday, 4/1** 9:00 am 2:00 pm	
	Zoom	Zoom Tutorial How to Use Zoom for Remote and Online Learning	**How to use Zoom** Agenda	**Tuesday, 3/31** 9:00 am 2:00 pm	**Wednesday 4/1** 9:00 am 2:00 pm	
Ongoing **Student** Communication	Google Classroom	Classroom Tutorial	**Google Classroom Basics** Agenda	**Tuesday 3/31** 8:00 am 10:00 am 1:00 pm	**Wednesday 4/1** 8:00 am 10:00 am 1:00 pm	**Thursday 4/2** 8:00 am 10:00 am 1:00 pm

Elementary Core Curriculum Digital Resources

For additional questions & support please click here

Teaching Needs	Digital Curriculum		Access the Study Guide
Online Core **Curriculum**		**Math In Focus**	Math in Focus Study Guide
		Wonders	Wonders Study Guide
		MyMath	MyMath Study Guide
		Big Ideas	Big Ideas Study Guide
		Benchmark Universe	Benchmark Study Guide
		Twig Science	Twig Study Guide Twig Science Support
		Clever Access	Clever Parent Letter (TK-1) Clever Parent Letter (Grades 2-6)
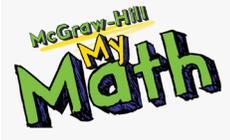
Reading/Language Arts	Benchmark (K-1)	Wonders (2nd-6th)
Letter writing/ identification	• Benchmark digital Blackline worksheets available in "Phonics and High Frequency Word: Activity Book" found under the "Practice" menu option on the left. • Benchmark digital Blackline handwriting worksheets available in "Handwriting Practice Book" found under "Practice" menu option on the left.	Not applicable
Sight Word Practice	• Benchmark digital Blackline worksheets available in "Phonics and High Frequency Word: Activity Book" found under the "Practice" menu option on the left. • Kinder - Print HFW cards from ESGI • Benchmark - Print Sight Word cards found digitally under "Phonics/Word Study Tools" menu option on the left.	Not applicable
Phonics/Word Study/Spelling	• Benchmark Blackline worksheets available in "Grammar, Spelling & Vocabulary: Activity Book"	• Phonics/Spelling Reproducibles [Blackline Masters online] • Foundational Skills Practice (2-3) [Blackline Masters online] • Foundational Skills Practice (4-6) [Blackline Masters online]

Vocabulary Development	• Benchmark Blackline worksheets available in "Grammar, Spelling & Vocabulary: Activity Book"	• Wonders Your Turn Practice Book:
		  ◦ (A) Approaching Reproducibles
		  ◦ (B) Beyond Grade Level Reproducibles
		  ◦ (E) EL Learner Reproducibles

Grammar Practice	• Benchmark Blackline worksheets available in "Grammar, Spelling & Vocabulary: Activity Book"	• Wonders Your Turn Practice Book:
		  ◦ (A) Approaching Reproducibles
		  ◦ (B) Beyond Grade Level Reproducibles
		  ◦ (E) EL Learner Reproducibles
		• Grammar Practice Reproducibles [Blackline Masters online]

Independent Writing	• Provide appropriate writing prompts with a copy of appropriate thinking maps ◦ Possible appropriate vocabulary words can be listed to help students.	• Provide appropriate writing prompts with a copy of appropriate thinking maps ◦ Possible appropriate vocabulary words can be listed to help students
Independent Reading	• Benchmark unit small group books can be printed from the "Home-School" menu option online.	• Additional Student Reads | Decodable Passages [Blackline Masters online]
	• Increase the volume of reading a child engages in at their independent level improves reading fluency and comprehension (20-30 minutes/day) • Allow children to check multiple books out of the library to take home and/or utilize grade level anthology. • Open-ended assignments (i.e. thinking maps, writing summaries, etc.) that connect to what students are reading.	

Overall Review	• Benchmark "Daily Take-Home Activity Calendars" (digital or hard copy) for units previously completed. Send corresponding "My Shared Readings" book home with students.
	• Unused Benchmark consumables
	• Study Projects
		• Wonders Your Turn Practice Book:
		  ◦ (A) Approaching Reproducibles
		  ◦ (B) Beyond Grade Level Reproducibles
		  ◦ (E) EL Learner Reproducibles
		• Inquiry Space [Online platform only]
		• Lesson Interactives [Online platform only]

English Language Development		• Language Development Practice (2-3) [Blackline Masters online] • Language Development Practice (4-6) [Blackline Masters online] • Weekly Writing Frames [Blackline Masters online]

Math in Focus (K-1)	MyMath (2nd-5th)	Big Ideas (6th)
• Number Writing • Number Bonds/Fact Families • Unused pages from student book • Extra practice and enrichment pages (print blackline masters and online) from previously taught chapters	• Unused pages from MyMath book • Think Smart for Smarter Balanced Assessment 20-week countdown books • Fact Dash (Digital Platform) Printed from teachers' digital platform: • Think Smart (Chapter Tests, Benchmark Tests, Performance Tasks) • Problem Solving, Reteach, and Enrichment Worksheets • Problem of the Day	• Unused pages from Record and Practice Journals • Enrichment and Extension Activities • Basic Skills Handbook (Fluency Practice) • Performance tasks or Projects from completed chapters • Spiral review: students complete lessons from the textbook from completed chapters • Think Smart for Smarter Balanced Assessment 20-week countdown books Printed from teachers' digital platform:

• Math Fact Practice
• Online Resources:
  ◦ MAP Accelerator/Khan Academy
  ◦ Prodigy Math Game

Secondary Guidance for Distance Learning

Click on the resource links below to view components highlighted for each of the tools to support in developing learning activities/task development for distance learning. The teacher guides provide a condensed list of tool features beneficial for distance learning.

MUSD Online Engagement Platforms and Tools:

Tool	Description	Resources
Zoom	Zoom provides remote conferencing service that combines video conferencing, online meetings, chat, and mobile collaboration. Teachers	Zoom teacher resource guide (PDF) Comprehensive Guide to
Google Meet	Google Hangouts Meet provides remote conferencing service that combines video conferencing, online meetings, and chat. Teachers have the	MUSD Meet Guide Google Hangout Meet Getting Started
Google Classroom	The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. Many other educational tools sync with Google Classroom, including Newsela and Aeries.	Getting Started (8-minute lesson) Google for Education Training Videos
G-Suite Tools	MUSD teachers have access to all Google Suite tools!	Google Teach from Home
Nearpod	Nearpod is an instructional platform that merges formative assessment and dynamic media for collaborative learning experiences.	Teacher Guide
Pear Deck	Pear Deck is an interactive presentation tool used to actively engage students in individual and social learning. Teachers create presentations using	Teacher Guide

General Interdisciplinary Resources:

Tool	Description	Resources
Newsela	Newsela allows teachers to assign and customize articles/activities to fit the student's reading level. Teachers can embed additional scaffolds to meet the needs of English learners. *There is a brand new feature for ELA, HSS, and Science!*	MUSD Newsela Teacher Guide
Khan	Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom. We tackle math, science, computer programming, history, art history, economics, and more. Our math missions guide learners from kindergarten to calculus using state-of-the-art, adaptive technology that identifies strengths and learning gaps. We've also partnered with institutions like NASA, The Museum of Modern Art, The California Academy of	MUSD Khan Teacher Guide
Flipgrid	Flipgrid is a video discussion platform that helps educators see and hear from every student in class and foster a fun and supportive social learning environment. Teachers post topics to spark the conversation and students respond with short videos. This is a great tool to get all students talking, engaging, and explaining what they've learned!	MUSD Flipgrid Teacher Guide

ELA Remote Learning Recommended Curriculum

Product	Description	Resources
StudySync	StudySync is the district-adopted curriculum for English Language Arts for secondary students.	MUSD StudySync Teacher Guide
Newsela	Newsela allows teachers to assign and customize articles/activities to fit the student's reading level. Teachers can embed additional scaffolds to meet the needs of English learners. *The newest ELA product has more literature offerings and pairings!*	MUSD Newsela Teacher Guide

Math Remote Learning Recommended Resources

Product	Description	Resources
Khan Academy	Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower	Khan Academy Teacher Guide
Desmos	An online graphing calculator that is built into many different assessment platforms.	Desmos Teacher Resource Guide
Online Textbooks	Description	Resources
Big Ideas	Big Ideas is the district adopted math textbook for Math 7.	Big Idea Teacher Resource Guide Big Ideas Math Online User Guide
CA Math Course 3	California Math Course 3 is the district adopted math textbook for Math 8.	CA Math Teacher Resource Guide
Springboard	Springboard is the district adopted math textbook for Math 1, Math 2, and Algebra 2.	Springboard Teacher Resource Guide
AP Stats	The Practice of Statistics is the district adopted math textbook for AP Statistics.	MUSD AP Stats Teacher Resource Guide
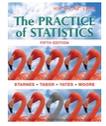
61

Science Remote Learning Recommended Curriculum

Product	Description	Resources
Amplify	Amplify is the district-adopted curriculum for Science 7 and Science 8.	Amplify Teacher Guide
Biozone	Biozone is the supplemental resource for the following courses: Living Earth, Chemistry in Earth Systems, and Physics of the Universe. For the remainder of the year, we will possibly have access to Environmental Science, AP Biology, and Human Anatomy and Physiology	Biozone Teacher Guide
Gizmos	Gizmos are online simulations that replicate real-world science scenarios. There are also skill-based gizmos in addition to the inquiry-based gizmos.	Gizmos Teacher Guide
Newsela	Newsela allows teachers to assign and customize articles/activities to fit the student's reading level. Teachers can embed additional scaffolds to meet the needs of English learners. "Newsela Science" is a new product that integrates science and literacy standards.	Newsela Teacher Guide

History/Social Science Remote Learning Recommended Curriculum

Product	Description	Resources
Impact Social Studies	McGraw-Hill's Impact Social Studies is the district adopted curriculum for History 7.	Impact teacher resource guide
TCI	TCI is the district adopted curriculum for History 8.	TCI teacher resource guide
Pearson	Pearson is the district adopted curriculum for all high school History classes.	1:1 training is available through the Google Form
SHEG	The Stanford History Education Group provides useful materials to teach history content and civic engagement.	Welcome page for lesson materials

Product	Description	Resources
Library of Congress	BHP is a library of different resources that may help support students with understanding the material they are studying in their history classes.	Welcome page for educators
Smithsonian	The Smithsonian organization offers different libraries of resources. More importantly, it also provides educators with Distance Learning support.	Support for Distance Learning
National Geographic	The NatGeo site offers different materials, including visuals and readings, that may help students better understand the materials/skills they are studying in their HSS classes.	Welcome Page
BBC History for Kids	BBC History for Kids is a site that contains different materials, everything from photos and videos to primary sources, and activities to support students in their understanding of world history.	Welcome Page
Our History	Our History provides students with stories and activities that may support their understanding of what they are studying in their U.S. History classes (namely History 8).	Welcome Page
Constitution Center	The Constitution Center provides resources that may help students enrolled in any U.S. History class better understand the Constitution, its role in U.S. history, and its importance to today's America.	Welcome Page
Product	*Description*	*Resources*
Newsela	Newsela offers students access to articles based on topics that interest them and for which students can customize the reading level. Teachers can use this as a document database for instruction. Students may gain a better understanding of the material/skills they are learning in their specific HSS classes by using Newsela.	MUSD Newsela Teacher Guide
Flipgrid	Flipgrid is a video discussion platform that helps educators see and hear from every student in class and foster a fun and supportive social learning environment. Teachers post topics to spark the conversation and students respond with short videos. This is a great tool to get all students talking, engaging, and explaining what they've learned!	MUSD Flipgrid Teacher Guide

ELD Remote Learning Recommended Curriculum

Product	Description	Resources
English 3D	English 3D is the district adopted curriculum for secondary ELD III. Middle school uses Course B Volume 1, while High school is using Course C.	English Technology User's Guide
Newsela	Newsela allows teachers to assign and customize articles/activities to fit the student's reading level. Teachers can embed additional scaffolds to meet the needs of English learners. The newest product has more literature offerings and pairings. There are Spanish titles to help aid reading comprehension with Newcomers.	MUSD Newsela Teacher Guide
Flipgrid	Flipgrid is a video discussion platform that helps educators see and hear from every student in class and foster a fun and supportive social learning environment. Teachers post topics to spark the conversation and students respond with short videos. This is a great tool to get all students talking, engaging, and explaining what they've learned!	MUSD Flipgrid Teacher Guide
Product	**Description**	**Resources**
ReadWorks	ReadWorks is an online resource of reading passages and lesson plans for students of all levels, which allows teachers to assign articles related to social studies, science, or English language arts. Texts can be customized to fit the student's reading level. Teachers can embed additional scaffolds to meet the needs of English learners.	Remote Learning Resources Remote Learning for Students

Reading Lab/Intervention Remote Learning Recommended Curriculum

Product	Description	Resources
ARC American Reading Company	**Systematic Approach** To Ensure that every student can read, write, *and* think On grade level	American Reading Company
Owl Excelsior Online Reading Lab	Explore the lab to learn more about the many reading and writing resources we have to offer. Additional Educator Resources: Completely redesigned and expanded Educator Resources • Groundbreaking new Writing in the Disciplines training modules for educators • All PDFs updated for accessibility to work with screen reading software	Owl Excelsior Online Reading Lab

Special Education (SDC)

| **Goalbook** | Goalbook is an online source for Common Core State Standards-based (CCSS) learning goals and teaching interventions. The site includes hundreds of ready-to-use resources, as well as exemplars, to help teachers implement best practices in the classroom for all learners.

• Pathways combines professional learning with ready-to-use exemplars so teachers can ensure all students learn at high levels.
• Toolkit guides educators working with specialized student populations to vary the levels of instructional support. | **Goalbook** |

TECHNOLOGY SUPPORT

Technology Support

After Chromebooks have been prepared and distributed. IT support will be available remotely for teachers and school district staff. Teachers will continue utilizing the IT Helpdesk and IT will be providing a support hotline for teachers or staff to call. At this time, teachers will be the primary contact for any tech issues brought forward by parents or students. IT will work diligently to provide resources and information to the district in the event we see a common trend in support tickets.

COPPA/CIPA Compliance Distance Learning

District and site administration and support staff can utilize this information about compliance with applicable laws around the use of digital resources during the Covid-19 crisis and actions that MUSD is taking to insure compliance. This is a working document and IT will continue to update this as information changes.

CIPA - Children's Internet Protection Act - Addresses concerns about children's access to obscene or harmful content.

MUSD has purchased internet filtering software called Lightspeed Relay https://www.lightspeedsystems.com/. This software is installed on the individual devices (Chromebooks) so that MUSD IT staff can effectively monitor student use and block malicious content. It is a new software, so please notify IT if something is inadvertently blocked and IT can make adjustments to the rule set.

Note: This software will not filter content on a non-district computer. Students and parents utilizing personal devices will be responsible for managing their own content filtering software of their choosing - if they deem this necessary.

COPPA - Children's Online Privacy Protection Act - Protects the privacy of children under the age of 13 by requesting parental consent for the collection or use of any personal information of the users.

 Google Hangouts & Google Meet - These products are included in the existing Gsuite services purchased by MUSD. Students and teachers should only utilize these products as provided with their existing Madera Unified Gsuite accounts (maderausd.org & maderak12.org). Utilizing these accounts will prevent students from sharing their personal information with entities outside of the district.
Zoom - MUSD IT is currently in the process of deploying Zoom via Clever so it can be properly managed. There is a very high volume of applications with Zoom and we are currently waiting for updates to our application. In the meantime, only Teachers, staff, and administrators should create zoom accounts. Teachers can create zoom meetings and securely share the link with students, who do not require a Zoom account to access. Teachers and Administrators can access this document for more information on configurations that can be set within Zoom. Administrators Guide

Other Resources:https://www.aalrr.com/newsroom-alerts-3660 - **Issues to Consider While Preparing for Distance Education: Part I – Privacy, Notice, and Consent**

Who:

- Students - Grades 2nd - 12th. We will provide devices to any students that need it. If a parent has a computer at home but has multiple children or needs to use it for other things, we will recommend they pick up a Chromebook as well. The only students that won't receive a device are ones whose parents feel confident they don't need it and/or are unwilling to sign the Electronic Device Agreement accepting responsibility for the device and any fees for damage.
- Volunteers - Site administration can ask for teachers or other site staff to participate in distribution if needed. IT has an existing volunteer list and can share who at a school site has already volunteered to help. You can share the Volunteer form via this link: Chromebook Volunteer Form.

How: Information Technology will work with site administration to determine the logistics most suited for the individual school site. Several details will be similar for all school sites:

- Students or Parents will be required to sign an Electronic Device Use Agreement accepting responsibility for the device - prior to receiving the device.
- Students or Parents will be provided with an informational flyer detailing low cost internet options in the area. - Provided by IT - Printed at the school site.
- Students or Parents will be provided with an instructional sheet detailing WiFi set-up and Chromebook charging. - Provided by IT - Printed at the school site.
- Students will have Chromebooks assigned to them via the IT inventory system - TipWeb. Site staff will be given access to this program to facilitate the distribution.
  - We will also add Headphones and any other electronic accessories the school site would like to include in Tipweb.
  - IT can provide Student ID Barcodes via PDF by grade level so that staff assigning Chromebooks can scan the student ID barcode, followed by the asset tag on the device. - Printed at the school site.
- Chromebooks will be staged in existing carts - with chargers removed and on top of the associated cart.
- School sites will need to designate classrooms or gym/cafeteria as a staging area to locate Chromebook carts prior to distribution. These locations should be near the location where distribution will occur - so that carts can be wheeled out to the distribution line as needed.
- See this Protocol Document for details on how we are doing distribution on a smaller scale for AP/Edgenuity and DE students. For mass distribution, it may be advisable to do a drive through service or hybrid drive through and walk-up.
  - Protocol for Checking out Chromebooks

INTERNET ACCESS

- Accountability and Communications have coordinated with sites to determine the number of students that do not have access to the internet.
- Information Technology will work with vendors to procure Wireless Hotspots. There is a shortage of hotspots at the national level. Parents should not rely on the district's ability to provide direct access to the internet, at this time.
- Parents that need help obtaining internet access should review this flyer and call Fresno State's Connect Initiative Helpline. **Internet Resources Flyer**
- CETF has made these resources available as well:
- **https://www.everyoneon.org/find-offers?partner=CETF**
- **https://bit.ly/3eLPFCv**

DISTRICT COMMUNICATIONS

Madera Unified School District will use multiple forms of communication channels to ensure families across the district receive district communications related to the instructional continuity plan. Madera Unified will send a weekly community newsletter to families across the district during the period of school closures. The weekly community newsletter will provide parents with important information and topics related to the district's instructional continuity plan, resources offered to families during school closures and other important updates.

The weekly community newsletter along with other communications will be sent to families through a wide array of communication channels.

The forms of communication are listed below for reference:

Messages Sent Directly to Parents

- Blackboard Connect
    - ◦ This form of communication allows our district to send automated voice messages to parents. Text messages can also be sent as well if the parent has left their cell phone number as the primary contact number with the district.
- Email
    - ◦ All parents who have a parent portal account within the Student Information System, Aeries, have provided their email address. The email address connected with Parent Portal is used within the Salesforce Pardot communication system that sends emails to parents.

Messages Sent through Mass Marketing Platforms

- Social Media (Facebook, Instagram and Twitter)
    - ◦ Madera Unified currently has over 5,000 followers on the different social media applications. Messages sent through social media have a wide reach and generally get re-posted and shared by other people and institutions.
- District Website
    - ◦ The Madera Unified district website has over 400,000 visits annually. The website has over 5,000 unique pages and provides content for students, parents, staff and the community.
- Direct Mail
    - ◦ Madera Unified will send mailers to families periodically

WE BELIEVE MADERAUNIFIED | **Community Newsletter**

Weekly Updates   Vol. 1, Issue 6 | May 22, 2020

In an effort to streamline our communications during school closures, we have created a weekly community newsletter. This communication is the district's main form of communication with parents and the community. The newsletter will be available on our website and will be shared via email, text and voice message, and social media. It will be sent every Friday.

Superintendent's Message

Madera Unified Senior Send-off Special Project

Please take a few moments to watch this important video message regarding a special project the district is working on to honor our 2020 graduates.

VIDEO LINK HERE

Congratulations to the Senior Class of 2020

Below is a sneak peek of the moments we have been capturing for the "Senior Send-Off" Class of 2020 Graduation Filming taking place at Memorial Stadium this week. These happen to be in black and white.

Student Care Check-In Calls

Another form of communication with our students and parents will happen through the weekly Student Care Check-In Calls.

Madera Unified is dedicated to achieving high academic success for all students, despite the Coronavirus Pandemic. During these tough times parents/guardians and teachers can play a fundamental role in the learning of the students. Madera Unified has developed a Student Care Check-In platform to help teachers reach-out to students and gather key information that will help staff identify students' needs and coordinate services appropriately.

Student Care Calls are structured to ensure that students have their basic needs met to effectively complete distance learning activities. Site administrators, Support Personnel, Child Nutrition, Technology Services as well as other departments will use the data gathered by the Student Care Check-in tool to coordinate services based on the needs defined by the student care calls.

Teachers and other support roles will
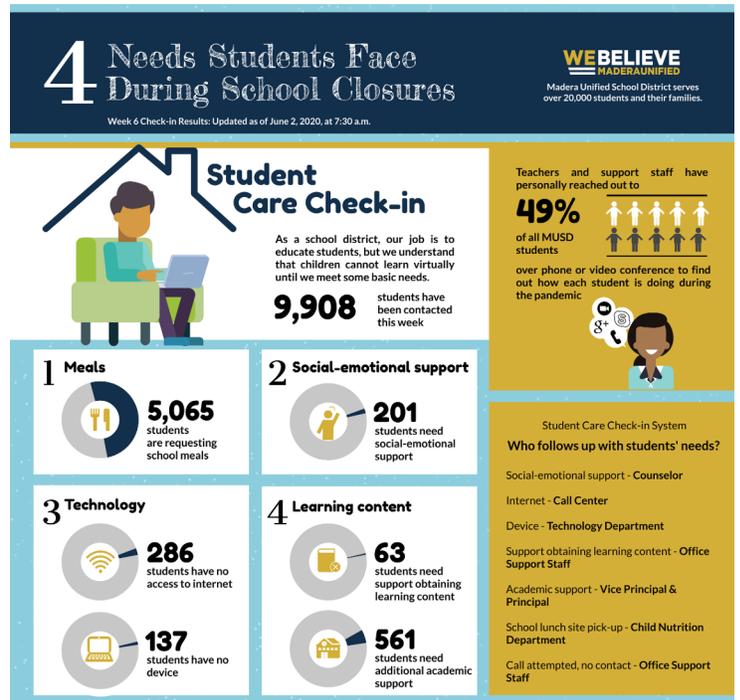
communicate with their students at least once (but not limited to once) per week through a live conversation such as a telephone call or video conference. During the call, teachers will be asked to use the Student Care Check-In platform to ensure contact is made with every student. The Student Care Check-In platform will allow teachers to gather basic information that will also assist other departments and support positions in coordinating the appropriate resources or assistance.