

2020-21 DISTANCE LEARNING PLAN

Mother Lode Union School District

Indian Creek Elementary School

Herbert C. Green Middle School

Plan submitted to Governing Board
by Mother Lode Union School District
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{This draft plan has been developed based on information made available on or before July 27, 2020. This draft was also reviewed in consultation with the District Learning Team on August 4, 2020 and reflects their input and feedback.}

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*--References a term that is defined in the definitions section of this plan.

Introduction

Due to the COVID-19 pandemic, the Governor and the California Department of Education (CDE), in collaboration with the El Dorado County Department of Public Health, have established guidance for when it is safe to have students return to school sites. The 2020-21 Mother Lode Union School District Distance Learning Plan presented here encompasses the procedures to support distance learning for Herbert Green Middle School and Indian Creek Elementary School and provide all students with access to their education to the extent possible.

Nutrition Services

Food Distribution

The District Nutrition Services Department will provide meals during our school closure to ensure the nutritional well-being of our students while at home. The District will be distributing breakfast and lunch bagged meals Monday through Friday via a pick-up service, no meals will be consumed on-site. No paperwork or I.D. is required. Please visit the [District website](#) for additional information.

Off Site only non-congregate meals

To allow for social distancing, non-congregate meal systems can vary based on district need and it is recommended that meals be taken away from the site and consumed elsewhere. Examples include:

- Distributing meals using the school food van
 - Helps to ease transportation barriers for families while minimizing the number of people at each pick-up point
 - Van can deliver assignments, books, and other supplies along with meals
 - Drivers must identify students on a roster, by name and indicate which meals were taken by student
 - The nutrition staff will not identify the student's benefit status at any time during this transaction
 - Meals for non-students or parents will be noted and charged at full price.
- Setting up a drive-through system in the parking lot to minimize contact. Families can drive through and pick up a meal for all children in the household.
 - Parents or families stay in their vehicles while receiving meals
 - If possible, ask families to open their trunk from inside their vehicle and place the meal in the trunk rather than hand it directly to them
 - Curbside staff must identify students on a roster, by name and indicate which meals were taken by student
 - The nutrition staff will not identify the student's benefit status at any time during this transaction
 - Meals for non-students or parents will be noted and charged at full price.

MLUSD Employee Childcare

MLUSD shall provide childcare for children of employees when they report to work on school campuses, who are in grades TK-8th grade, in accordance with state guidance during school hours.

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Pedagogy & Practice

Multi-Tiered System of Support (MTSS)

The District's MTSS initiatives focus on aligning initiatives and resources within our school sites to address the needs of all students. District instructional certificated and classified teams work collaboratively to align academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. The District is committed to making your school site's MTSS initiatives available via distance learning to the great extent possible.

Definitions:

Distance Learning

The California Department of Education defines distance learning as instruction in which the student and instructor are in different locations and pupils are under the general supervision of a certificated employee of the local education agency. This includes interacting through the use of computer and communications technology, as well as delivering instruction and check-in time with their teacher. Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is on-line interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback.

Teacher-Led Lessons

MLUSD defines *teacher-led lessons* as either (1) direct first instruction delivered to students during a live zoom/google hangout, recorded, and uploaded to Google classroom or (2) direct first instruction via recorded videos created by MLUSD teachers delivered to students during a live zoom/google hangout and uploaded to Google classroom.

English Language Development (ELD)

MLUSD defines integrated and designated ELD instruction as follow:

- A. Integrated
 - a. When: While you are teaching the regular curriculum
 - b. How: You support and scaffold English Language Learners (ELLs) to be active participants in and successful with the content
 - c. Standards: Content standards rule, ELD standards used to guide scaffolding
- B. Designated

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- a. When: Its own dedicated time during the day *and* also in small differentiated groups throughout the day
- b. How: “In preparation for” or “In response to” what is happening in the regular curriculum and what you notice about their language needs
- c. Standards: ELD standards rule, the language function implied in the content standards used to guide focus

MLUSD Universal Platform

The District has selected Google Classroom as the universal *distance learning** educational platform. Other *distance learning** educational platforms may be considered where developmentally appropriate. All instructional staff are providing access to curriculum, blended learning instruction, and student assignments through the District identified individual universal platform programs.

Access to Technology

The District is making Chromebooks and hotspots available to students through a check out system. If students need to check out a device at a later date from the District or need technical assistance, families are requested to contact their child’s teacher. Teachers will request support from site or District administration as necessary.

When internet connectivity is not possible at the student’s residence due to telecommunication connectivity impossibility, hard copy packets of student work will be made available on a bi-monthly basis via US Mail and students will be contacted via phone daily.

Students who have assistive technology devices documented in their Individual Education Plan (IEP) shall continue to have access to school-purchased assistive technology devices when necessary, consistent with the law, to ensure equitable access to services and online applications they typically utilize at school. Families of students with an IEP and an assistive technology device should contact their special education case manager to coordinate access to the device.

Equity to MLUSD Universal Platform

The District instructional teams have participated in two and half hours of Google provided professional development on built in accessibility features available to support special education and English Language Learners. The trainings can be reviewed at the following sites:

- [Accessibility](#)
- [English Language Learners](#)
- Other

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Certificated Instructional Delivery Expectations

District instructional teams shall follow the expectations below to keep all students engaged and progressing academically while learning remotely:

1. Develop lessons which (1) utilize the Universal Design for Learning framework to provide students with multiple means of representation, engagement, and action and expression, (2) limit activities that require extensive materials not readily accessible in the common home, and (3) provide flexible pacing.
2. Collaborate with Special Education Teachers in lesson design and delivery by providing co-teaching access in Google Classrooms or other District learning platforms.
3. Collaborate with other personnel to plan and provide integrated English Language Development (ELD) for all English Learners.
4. Collaborate with MLUSD BCLAD/bilingual teachers to deliver a minimum of two, 30 minute guided practice sessions via Google Hangout/Zoom to provide designated ELD for all English Learners. These instructional sessions will be co-planned and may be co-taught with a BCLAD or bilingual teacher, as assigned by school site administration.
5. Utilize Zoom and/or Google Hangouts provided and directed by district administration to pre-record first instruction and host live instructional sessions with students.
6. Facilitate the recoupment and acceleration of academic skills by administering the District online intervention programs.
7. According to Education Code 43501 as amended by SB98 the minimum daily instructional minutes for grades TK-K (180 daily minutes), 1-3 (230 daily minutes), and 4-12 (240 daily minutes) are in effect for the 2020-2021 school year. Teachers shall maintain a weekly engagement record for each pupil regarding their daily participation which includes: (1) evidence of participation in online activities or (2) contact between the teacher and the pupil or parent/guardian. Submit the completed and signed weekly engagement record on a monthly basis to the school site office.
8. Submit a completed and signed “Instructional Minute Verification” form *on a weekly basis* to the school site office.
9. Provide, at minimum, the following level of instruction *on a weekly basis*.
 - a. TK-5 First Instruction:
 - i. MLUSD Teachers shall deliver a minimum of eight, 30 minute *teacher-led* lessons* per week. Please note: The guided practice sessions shall be offered to the family however the length of student participation in the session may be determined as developmentally appropriate for the grade level and individual student(s). The content of the lessons shall include:
 1. Two lessons in the following subject areas:
 - a. English Language Arts
 - b. Mathematics
 - c. Reading

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2. One Teacher-Led Lesson Per Week

- a. Social/Emotional Learning[^]
- b. Social Studies [^]
- c. Science [^]

[^]Lessons may be integrated into ELA/Reading and math weekly.

b. TK-5 Guided Practice:

- i. MLUSD Teachers shall deliver a minimum of eight, 30 minute guided practice-small group differentiated sessions via Google Hangout/Zoom. *Please note:* The guided practice sessions shall be offered to the family however the length of student participation in the session may be determined as developmentally appropriate for the grade level and individual student(s).

- 1. All students shall be invited to at least three sessions in the following subject areas:

- a. English Language Arts
- b. Mathematics
- c. Recoupment of Skills in English Language Arts and/or mathematics

c. 6-8 First Instruction:

- i. MLUSD Teachers shall deliver a minimum of four, 45 minute *teacher-led lessons**. Options could be a variety of recorded mini lessons equivalent to four, 45 minutes, etc.

d. 6-8 Guided Practice:

- i. MLUSD Teachers shall deliver a minimum of two, 30 minute guided practice-small group differentiated sessions via Google Hangout/Zoom per period assignment. *Please note:* The guided practice sessions shall be offered to the family however the length of student participation in the session may be determined as developmentally appropriate for the grade level and individual student(s).

e. Education Specialist Practice:

- i. MLUSD Education Specialists (special education teachers) shall complete a distance learning plan for each student on their caseload. The distance learning plan will record how accommodations, special education, and related services, required by a student's individualized education program, can be executed in a distance learning environment.
- ii. MLUSD Education Specialists shall deliver direct specialized academic instruction via Google Hangout/Zoom/Phone per an individual student's distance learning plan.

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- iii. MLUSD Education Specialists shall conduct in person special education assessments while wearing PPE and following safety assessment procedures outlined by federal, state, and local guidance.
10. MLUSD teachers shall follow the following tiered reengagement strategies for all pupils who are absent from distance learning for more than three school days or 60% of instruction during a school week:
- a. Verify via email or phone the current contact information for family and the student for all pupils who are absent from distance learning for two school days or 20% of instruction during a school week.
 - b. Provide daily notification to parents/guardians via email and phone of student absences for all pupils who are absent from distance learning for two school days or 20% of instruction during a school week.
 - c. Notify site school clerk(s) all pupils who are absent from distance learning for more than three school days or 40% of instruction during a school week.
 - d. Hold a parent conference for students who are absent from distance learning for more than three school days or 60% of instruction for three consecutive weeks.
 - e. Continue to follow steps (a)-(d) until student attendance improves.

In the spirit of our collaborative working relationship, the District and MLTA will continue to identify flexibility and opportunities for meeting the instructional needs of students. This shall include acknowledging that the time commitment for teachers to provide first instruction and constructive feedback to individual students shall differ between elementary and middle school based on the number of subject areas taught and the number of students taught.

Classified Expectations

District classified team members shall support the distribution of equipment (i.e. Chromebooks, hotspots, etc.), curriculum, student meals, serve as managing staff member of the *Student Care Location**, perform light custodial cleaning support, in addition to their normal duties as needed. These staff members may also be assigned to provide child-care on school sites for employees children who are not in school on given days. Details shall be worked out during the development of the MOU.

In the spirit of our collaborative working relationship, the District and CSEA will continue to identify flexibility and opportunity in job duties to meet the needs of reopening school site campuses and promote fulfillment of full time employment.

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Student Support Services

Section 504

Section 504 meetings will be scheduled in compliance, to the greatest extent possible, within required timelines. Meetings will be facilitated via video conferencing or telephone participation.

Student Success Team (SST)

Student Success Team (SST) meetings may be requested through your child's school site SST Coordinator. Meetings will be facilitated via video conferencing or telephone participation.

Social Skills

Social skills groups will be facilitated by the school counselor to students who are identified as eligible.

Special Education Assessments

Special education assessments shall resume/be conducted when student and staff safety may be assured. Assurance shall be determined by the District in consultation with the Center for Disease Control ("CDC"), California Department of Education ("CDE"), and Department of Public Health ("DPH"). When school closures and social distancing restrictions are lifted, the District will make every effort to complete outstanding requests and assessment plans within legal timelines.

IEP Meetings

Individual Education Plan (IEP) meetings will be scheduled in compliance, to the greatest extent possible, within required timelines. Meetings will be facilitated via video conferencing or telephone participation.

Special Education Related Services

Special Education Related Services will be provided as follows:

- *Distance learning** educational opportunities to deliver *specialized academic instruction* in which the student and appropriately credentialed special education instructor are in different locations utilizing the Google Classroom platform, video or audio instruction utilizing video conferencing, and, when internet connectivity is not possible at the student's residence due to telecommunication connectivity impossibility, hard copy packets will be mailed to the family's residence.
- *Distance learning** educational opportunities to deliver *educationally related mental health services* (i.e. individual counseling, small group counseling, behavior intervention) in which the student and appropriately credentialed school psychologist, school counselor, or behaviorist are in different locations utilizing the Google Classroom

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platform, video or audio service delivery utilizing video conferencing, and, when internet connectivity is not possible at the student's residence due to telecommunication connectivity impossibility, telephone will be utilized.

- *Distance learning** educational opportunities to deliver *speech and language services* in which the student and appropriately credentialed speech and language pathologist are in different locations utilizing the Google Classroom platform, video or audio service delivery utilizing video conferencing, and, when internet connectivity is not possible at the student's residence due to telecommunication connectivity impossibility, telephone will be utilized.
- *Distance learning** educational opportunities to deliver *health and nursing services* in which the student and appropriately credentialed school nurse are in different locations utilizing the Google Classroom platform, video or audio service delivery utilizing video conferencing, and, when internet connectivity is not possible at the student's residence due to telecommunication connectivity impossibility, telephone will be utilized.
- Virtual service delivery opportunities to deliver *physical therapy and occupational therapy* in which the student and appropriately credentialed provider are in different locations utilizing video or audio service delivery utilizing video conferencing.

Please understand that due to these exceptional circumstances, the manner in which particular services required by a student's IEP will be affected. This is because the District believes that the health and safety of our students, staff, and community at large is of paramount concern.

Care Procedures

MLUSD procedures for maintaining student and staff safety are outlined in the following documents:

- Indian Creek School Site Plan (When final_Add hyperlink)
- Herbert Green Middle School Site Plan (When final_Add hyperlink)
- COVID-19 ReEntry Plan (When final_Add hyperlink)

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