

# 2020-21 BLENDED 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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## **Introduction**

Due to the COVID-19 pandemic, California was placed under a Shelter in Place order from the Governor on April 1, 2020 and school sites were not accessible to students and families for the remainder of the 2019-20 school year. Students accessed their education via temporary Distance Learning (DL). The 2020-21 Mother Lode Union School District Blended Learning Plan presented here encompasses the procedures to slowly and safely transition from distance learning back to school sites.

## **Nutrition Services**

The District Nutrition Services Department will provide meals during blended learning to ensure the nutritional well-being of our students while at home and school. The District will make more information available as soon as possible on the [District website](#).

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

## **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.

## **Pedagogy & Practice**

### **Multi-Tiered System of Support (MTSS)**

The District's MTSS goal is to focus on aligning our 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:**

##### **Blended Learning**

MLUSD defines *blended learning* as situations in which a student learns in part at a school site and in part through distance learning.

##### **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.

##### **Online 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.

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

## **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**

- a. When: It's 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

## **Student Care Location**

The *Student Care Location* will be a classroom on campus (the specific classroom has not been identified at this time) that students who report to have COVID related symptoms will be sent for further evaluation.

## **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.

The middle school students will be expected to transport their Chromebook to and from school. Students will also be expected to ensure their Chromebook is fully charged at the beginning of each day they access the school sites.

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 and students will be contacted via phone daily.

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

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

### **Certificated Instructional Delivery Expectations**

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

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.

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

9. If students access the school sites for less than two days a week, teachers shall provide, at minimum, the following level of instruction *on a weekly basis*. :
- a. TK-5 First Instruction (on campus in class):
    - i. Prioritize social emotional instruction to be delivered on school site campuses.
    - ii. MLUSD Teachers shall prioritize English Language Arts and mathematics instruction to be delivered on school sites.
    - iii. MLUSD Teachers shall also deliver a minimum of one, 20 minute *teacher-led lesson* (as developmentally appropriate) per week in social studies and science.
  - b. TK-5 Guided Practice:
    - i. MLUSD Teachers shall deliver a minimum of four, 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 two 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 (on campus in class):
    - i. Prioritize social emotional instruction to be delivered on school site campuses.
    - ii. In addition to the instruction provided on school sites, MLUSD Teachers shall deliver a minimum of three, 45 minute *teacher-led lessons\**. (if pre-recorded, the equivalent of three 45 minutes. Options could be a variety of recorded mini lessons equivalent to 45 minutes, etc.
    - iii. 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).
  - d. 6-8 Guided Practice (off campus-distance learning):
    - i. MLUSD Teachers shall also deliver a minimum of two, 30 minute guided practice-small group differentiated sessions via Google Hangout/Zoom per period assignment.
    - ii. 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).

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10. If students access the school sites for two or more days a week, teachers shall provide, at minimum, the following level of instruction *on a weekly basis*, in conjunction with the instructional minutes outlined in article 7 above. Please note: Elementary and Middle School designations will be determined by administration, not school site:

a. TK-5 First Instruction (on campus in class):

- i. MLUSD Teachers shall prioritize English Language Arts and mathematics first instruction to be delivered on school sites.
- ii. MLUSD Teachers shall also deliver a minimum of one, 20 minute *teacher-led lesson* (as developmentally appropriate) per week in social studies<sup>^</sup> and science<sup>^</sup>.  
<sup>^</sup>Lessons may be integrated into ELA/Reading and math weekly instruction.

b. TK-5 Guided Practice:

- i. MLUSD Teachers shall provide regularly scheduled 20 minute academic check in via Google Hangout or Zoom after the daily cohort has been excused on Monday, Tuesday, Thursday, and Friday.
- ii. MLUSD Teachers shall provide one 30 minute targeted skill lesson in math, and one 30 minute targeted skill lesson in language arts on Wednesdays. These lessons can be administered live on a Google Hangout or Zoom, or be a prerecorded lesson. Students may be invited to or have access to a live Zoom session or a prerecorded targeted skill instruction.
  1. For example, a teacher may provide two live Zoom sessions (one language arts, one math), or two prerecorded 30 minute targeted skill lessons (one language arts and one math), or one of each on Wednesdays at the discretion of the teacher.

c. 6-8 First Instruction (on campus in class):

- i. MLUSD Teachers shall prioritize first instruction in their assigned subject area(s) to be delivered on school sites.
- ii. MLUSD Teachers shall provide regularly scheduled 20 minute academic check in via Google Hangout or Zoom after the daily cohort has been excused on Monday, Tuesday, Thursday, and Friday.

d. 6-8 Guided Practice (off campus-distance learning):

- i. MLUSD Teachers shall provide two 30 minute targeted skill lessons in the subject areas taught via Google Hangout or Zoom, or as a prerecorded lesson on Wednesdays. Students may be invited to or have access to a live Zoom session or a prerecorded targeted skill instruction.
  1. For example, a Core teacher who teaches ELA and Social Studies or Math and Science will provide either two live Zoom sessions, or two prerecorded 30 minute targeted skill lessons, or one of each on Wednesdays at the discretion of the teacher.



ii. Education Specialist Practice:

1. 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.
2. MLUSD Education Specialists shall deliver direct specialized academic instruction via Google Hangout/Zoom/Phone per an individual student's distance learning plan.
3. MLUSD Education Specialists shall conduct in person special education assessments while wearing PPE and following safety assessment procedures.

11. 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

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children who are not in school on given days. Details to be worked out based on the MOU, program plans, and schedule development.

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.

## **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 in person, upon request.

### **Student Success Team (SST)**

Student Success Team (SST) meetings may be requested through the student's school site SST Coordinator. Meetings will be facilitated via video conferencing or in person, upon request.

### **Social Skills**

Social skills groups will be facilitated by the school counselor to students who are identified as eligible. This service will be prioritized for on-site delivery when possible.

### **Special Education Assessments**

Special education assessments and IEP meetings to review assessment results shall commence immediately upon the reopening of school and will be completed in accordance with legal timelines. Student and special education assessors shall prioritize safety of all parties by following the care procedures outlined in the District's *Blended Learning\** Plan.

In the event that students access the school sites for less than two days per week, parents shall be provided with an assessment packet, including parent questionnaires, via mail with a self-addressed, stamped envelope before testing commences. Pre-scheduled testing appointments will be made with families at Herbert Green or Indian Creek on days that students do not access the school sites for instruction. In the event that your child is not made available for assessments on days s/he does not access the school sites, assessors will prioritize completing assessments when the student is on campus.

### **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 in person, upon request.

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## Special Education Related Services

Special Education Related Services will be prioritized for on site delivery when possible. In the event that all service delivery may not be accessible to the student during their time on school sites, special education services will also be delivered via *distance learning*\*:

- *Specialized academic instruction* in which the student and appropriately credentialed special education instructor are in different locations utilizing the Google Classroom platform, video conferencing and, when internet connectivity is not possible at the student's residence due to telecommunication connectivity impossibility, hard copy packets will be provided to the family.
- *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 platform, video conferencing, and/or phone conferencing.
- *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 conferencing, and, when internet connectivity is not possible at the student's residence due to telecommunication connectivity impossibility, hard copy packets will be provided to the family.
- *Health and nursing services* in which the student and appropriately credentialed school nurse are in different locations utilizing the Google Classroom platform, video conferencing, and/or phone conferencing.
- 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 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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