

2020-2021



SUPPORTING ONE ANOTHER

**PVSD INSTRUCTIONAL
GUIDELINES**

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INTRODUCTION

These guidelines were developed to support teachers during distance and blended learning time. Each teacher is receiving a copy of *The Distance Learning Playbook for Grades K-12*. This book is written by three experts on impactful instruction, Dr. Douglas Fisher, Dr. Nancy Frey, and Dr. John Hattie. The book was developed from the experiences of the spring 2020 closure of schools, and it attaches pertinent strategies and resources, and research for distance learning. The following guidelines are a companion to this book, and we have provided page numbers from the playbook within the guidelines for teachers wanting more information on various topics.

You are pioneers crossing into this new frontier that straddles digital and in-person learning. As a team, there has never been a greater call to support one another. In the words of Rumi, “individually we are a drop and collectively we form an ocean.”

SELF -CARE

Establishing routines to compartmentalize teacher time from home time is important in maintaining balance. If teaching from home due to physical school closures, it is helpful to create a dedicated workspace. When selecting your work area, consider the background and ensure that it is not too distracting (pp.12-13).

Teachers need to create their own opening and ending routines for each day, making sure to schedule breaks and maintain regular work hours. Be kind and forgiving of yourself, no one is going to be perfect under these unusual circumstances, but we do our best each day. Give yourself and others grace. Take a moment each day to find joy and reflect on the positive things that happened instead of focusing on the negative (pp. 14-15).

Find an accountability partner that will hold you to your established routine. Lean on your peers, together we are stronger and we need to support one another (pp.16-17). Develop a plan for stress management that incorporates regular sleep and exercise.

Set boundaries, so that there is a clear delineation between home time and work time (pp. 18-19).

TEACHER SUPPORT AND PROFESSIONAL LEARNING

There are multiple instructional supports available to teachers. The English Learner Content Specialist can support the planning and design of integrated and designated ELD as well as support analysis of EL student data.

The Literacy Content Specialists are highly trained in the use of reading strategies and assessments. They can support the use of adopted instructional materials as well as provide targeted assistance in the development of focus lessons and small group instruction. They will also provide direct support to students.

School counselors are available to support teachers in addressing SEL. They are highly trained in the use of Second Step curriculum and can support teachers in its use. School counselors provide critical support for students who are struggling or disengaged.

Teachers will be offered professional learning opportunities to become more familiar with technology tools such as Google Classroom, Seesaw, Zoom, Flipgrid, and other online tools that support effective online instruction.

As part of the beginning of the year-mandated training, teachers will receive specialized health screening training as well as training on how to identify students in need of socio-emotional support in an online setting.

The Distance Learning Playbook provides step-by-step guidance on how to provide a quality digital learning experience for students.

All TK-5 teachers have been invited to attend an optional 3-day summer institute to support the implementation of distance learning hosted through the Ventura County Office of Education.

We will continue with the PVSD Learns Live model through which teachers share best practices throughout the district.

Additional training will be provided to teachers in the virtual administration of various assessments. Due to the restrictions of COVID-19, all training will be conducted virtually.

COMMUNICATION

Developing clear structures for communication will support the instructional program you are providing. Communication should be clear and frequent.

Internal Communication

- Maintain routine and timely communication with:
 - Principal and content specialists
 - Grade-level and/or departmental colleagues for calibration on lessons and assignments
 - Senior Administrative Assistant (SAA) for any absences (student or teacher)
 - Special Education service providers for IEP planning, monitoring and development

External Communication

- Parents
 - Establish clear communication expectations with families (times when you are available to answer email/questions).
 - Develop and communicate a mechanism for onboarding parents to your classroom (both digital or face-to-face classrooms).
 - Communicate a learning overview for families (content covered over the year).
 - Ensure website has current information.
 - Communicate schedule of services and accommodations plan for students with disabilities (Case manager/related service providers).

COMMUNICATION WITH STUDENTS



Students (pp. 35-36)

Establish how to communicate with you outside of class (times when you are available to answer questions). Develop communication structure for the following:

- CHAMPS/ MAC (digital and in-person)
- Expectations in a Digital Environment
- How to access Clever apps you will be using
- How to use chat appropriately
- How to access assignments
- Office hours
- Daily schedules
- Zoom/Google Meet procedures
- Assignment expectations
- Weekly overview for families
- Post assignments at a routine time that is communicated to families
- How to turn in assignments
- Attendance expectations
- Regularly solicit feedback from students regarding their experience with digital learning
- Expectations for In-person Environment
- Daily schedules (TK-5)
- Weekly overview for families (TK-5)
- Procedures for handwashing
- Procedures for moving around the classroom
- Procedures for peer-to-peer interaction
- Assignment expectations
- How to turn in assignments

CLASSROOM ENVIRONMENT

A virtual/distance classroom management plan is a teacher-created document that captures the norms, agreements, procedures, and schedules that will be used (Fisher, Frey, Hattie, 2020).

It will be essential to establish clear procedures, routines, and expectations in both the digital learning and in-person environment. The use of classroom signals can support learning in both environments and can help to support the flow of instruction. Due to current circumstances, it will be even more important than ever to teach, rehearse, and reinforce expectations (pp. 33-37).

Establishing routines that mirror in-class instruction such as class jobs provides students with a sense of classroom routines. Click [here](#) for some ideas.

Teachers will need to post schedules through Seesaw or Google classroom to ensure clear understanding of times when students are to log on for synchronous learning.

INSTRUCTIONAL PRACTICES

Ensure the use of priority standards in developing relevant and engaging lessons. These standards have been identified in English Language Arts and Mathematics in grades TK-8. Focus on what students do know and don't know and only teach the things they don't know. Lessons should focus on priority standards that have the highest leverage for future student learning. When developing independent activities consider how they will support previous learning and set the stage for new learning.

All teachers will use district-adopted curriculum to ensure a consistent and coherent instructional program. Due to the limited number of instructional minutes, the use of supplemental materials should be limited and carefully evaluated.

SB-98 requires teachers to certify that the assignments/tasks provided for independent work time adhere to the instructional minute requirements for each grade level band. Lesson plans that list independent work assignments/tasks will need to indicate the approximate number of minutes and will be submitted to site principals to fulfill this requirement.

Thoughtfully use technology applications. Technology is the starting point, not the core (Fisher, Frey, Hattie, 2020). Limit the number of apps used. Before placing students on an app, provide a tutorial. Make use of Clever apps which have been vetted. Consider individualized technology applications for students with diverse learning needs.

In order to ensure programmatic consistency throughout the district, there are specific online platforms that will be used in PVSD. The Seesaw application will be the platform for students in grades PreK-1. For grade 2, teachers have the choice of using Seesaw or Google Classroom. Google Classroom is the platform for grades 3-8. While students in a face-to-face model may not utilize Seesaw or Google classroom regularly, it is important that they have enough exposure on how to use digital platforms in the event of a physical school closure.

When planning for instruction in digital and in-person environments organize lesson delivery in a cohesive and coherent way. Consistent scheduling will assist students with developing routines, especially in the digital environment.

INSTRUCTIONAL PRACTICES- CONTINUED

To meet varying student needs within the class, small group instruction is a consideration. Due to social distancing guidelines, small groups during in-person instruction could be held via a digital platform such as Zoom or Google Meet. In the digital classroom, separate small group sessions could be held or groups could be facilitated through the use of breakout rooms.

The strategies of modeling and demonstrating should be utilized in both the digital and in-person programs. Math talks and worked examples are activities that can provide opportunities for teachers and students to model and demonstrate. Consider activities that will encourage student thinking and discussion. Providing opportunities for students to collaborate and participate in discussions will be needed in both learning environments. Activities may include collaborating on assignments or project based learning tasks using shared documents, strategically designing lessons that foster discussion, or opportunities for students to provide feedback on one another's work. Consider the individual needs and learning barriers of all students and offer multiple means of engagement, representation and presentation (pg. 85).

In both the digital and face-to-face classroom, students need to know the daily schedule and what the learning target is. Students can make connections to previous learning when they know what the learning intentions are.

It is important to ensure that the lesson tasks and assignments match the learning target.



WEBSITE AND PLATFORM DESIGN

Fisher, Frey, and Hattie (2020) promulgate the thoughtfully designed websites that take the following into consideration and have developed the following criteria for the design of websites (pp.37-38):

Perceivable: Use color, background, and size of text judiciously to ensure that the information can be viewed.

Operable: Make sure that the information can be driven by the keyboard and that anything timed for display (such as Flash animation) can be adjusted for speed.

Understandable: Use developmentally appropriate text language and avoid placing too much text, or text that is too long, on a single page.

Robust: The information should be useful and compatible with other technologies.

Teachers will have a website that is frequently updated.

Teachers should create an inviting environment in both the digital and face-to-face environments. Some teachers have used themes as a way to create an engaging space.



GRADING, ASSESSMENT, AND FEEDBACK

Traditional marks will be used in both the digital and face-to-face models. Teachers in grades 4-8 will use Q Gradebook to record student assignments. SB-98 requires that parents receive frequent updates on their child's progress. To ensure that PVSD is adhering to this guidance, teachers will frequently report on student progress. This can be achieved in the following ways:

- Assignments entered into Q
- Progress reports (teacher designed)
- Student work with feedback sent home to families for review
- Graded work accessible in Google Classroom or Seesaw

Teachers will select the method of communicating student progress and clearly communicate the method to families.

Teachers should use targeted grading practices. For instance, if assigning an opinion piece, perhaps the first draft only assesses whether the writer has provided a clear opinion with supporting evidence. Similarly, a math assignment might focus on providing feedback on three very specific problems, rather than the entire problem set.

The use of formative assessment to gather actionable data will be important in both the modified traditional and digital models. Formative data can be gathered in a variety of ways such as analysis of student work, polls, exit tickets, anecdotal notes, Kahoot quizzes, checklists, or other mechanisms. It should involve frequent, low-stakes assessment. This data should be used to guide instruction and be shared at professional learning community meetings to plan next steps (pp. 150-162).

In the event of school closures, grading practices may need to be reassessed. During the spring 2020 closures, CDE provided clear guidance that grades should do no harm. If guidance is not provided, grading practices that consider the home environment will need to be established.

The role of assessment and feedback is critical in any learning environment. Feedback is a powerful assessment tool that can be used to progressively close the gap between present and desired performance and has an effect size of .66 (Hattie). Hattie has identified the effect size of .40 as a hinge point at which an initiative or practice can be said to be having a "greater than average influence" on achievement. Student acceptance of feedback is moderated by the relationship the student has with the teacher (Fisher, 2020).

TEACHER- STUDENT RELATIONSHIPS FROM A DISTANCE

Research supports the inextricable link between positive classroom relationships and student learning. John Hattie, who has conducted multiple meta-analyses of what works in education found an effect size of .48 when describing this correlation. Lack of positive relationships can negatively impact learning according to Hattie's research.

Getting to know students in both the digital and in-person environments is key. The first couple of weeks of school should focus on community-building activities and activities where teachers and students get to know one another. The use of classroom surveys and interest inventories can also support this (pp. 40-43).

Developing positive relationships with students builds the trust needed to foster environments where students feel comfortable to take risks and learn from their errors (pp.48-50). Students are more likely to engage in productive struggle in trusting environments. Trust also helps to build teacher credibility. It is important to consider the following questions:

- How do students seek connections with you?
- How will your students know you care about them as people?
- How will your students know that you have high expectations for them?

Students need to have an opportunity to contribute in both the digital and in-person environment. Outside of community building activities, consider breaking students up into smaller groups.

TEACHER CLARITY AT A DISTANCE

Identify and clearly communicate learning targets. When students know what they are expected to learn, they are more likely to learn it (Fisher, Frey, Hattie, 2020). Fendrick (1990) describes four practices that combine to create clarity (pg. 80):

- Clarity of organization: Lesson tasks, assignments, and activities include links to the objectives and outcomes of learning (what we call learning intentions and success criteria).
- Clarity of explanation: Information is relevant, accurate, and comprehensible to students.
- Clarity of examples and guided practice: The lesson includes information that is illustrative and illuminating as students gradually move to independence, making progress with less support from the teacher.
- Clarity of assessment of student learning: The teacher is regularly seeking out and acting upon the feedback they receive from students, especially through their verbal and written responses.

For any given lesson or unit of study, students should be able to answer these three questions:

- What am I learning?
- Why am I learning it?
- How will I know when I have learned it?

Using the UDL guidelines will assist in anticipating barriers that students may encounter and the support they will need to master the content.

Articulate learning intentions, embed them in presentations, or in Seesaw or Google Classroom so students have a clear understanding of what they will be learning (pp. 90-91). Providing success criteria will provide students with an understanding of what proficiency of the standard looks like and how it will be measured. Examples of success criteria include rubrics, work samples, or checklists. In middle school when developing assignment expectations consider that the student is completing independent assignments and tasks for two other classes concurrently (pp.92-95).

ENGAGEMENT

The importance of providing relevance, excitement and engagement in the digital and in-person learning environments cannot be overstated (pp. 102-114). There are limited interactions with students, so make sure to capitalize on every minute.

Be intentional when planning delivery of content. Consideration needs to be given to the visual layout of presentations. For instance:

- Avoid wordy slides
- Add visuals
- Incorporate multimedia when possible

Some teachers have created virtual classrooms as an engaging place to curate materials via hyperlinks. There is a group of teachers who have leveraged this platform and developed classrooms for Benchmark Advance units.

When planning instruction, consider tasks at higher DOK levels where students take the information that they have learned and apply it. Provide student choice and the use of choice boards as a way for students to learn content and demonstrate their understanding of a concept.

SPECIAL POPULATIONS

English Learners

Integrated and designated English Language Development (ELD) instruction must be provided to all English learners (EL) in both the digital and in-person model. Integrated ELD will consist of designing scaffolds and supports so students can access the core content. Designated ELD will be provided in small groups with instruction focusing on language lessons based on students' identified needs that are aligned with the ELD standards.

Monitoring language acquisition progress for English learners will be required to assist teachers in determining scaffolds and language focus lessons for required integrated and designated ELD instruction. To assist with identifying student needs, the PVSD ELD Progress Monitoring Assessments will be administered three times per year to all English learners. Formative and summative assessments will also be used to monitor progress and design language focused lessons for delivery during small group designated ELD.

Special Education

The Special Education instructional programming for the 2020-21 school year will include three models: in-person, modified traditional, and digital learning. Special Day classes will be provided in-person daily. Resource Specialist Program (RSP) students and students in Specialized Academic Instruction (SAI) classes attending the 6-8 comprehensive middle school sites will participate in the modified traditional model. RSP students will receive service virtually on their independent days and either in-person or virtually on days they are on campus. This would also apply to the provision of related services. The digital learning academy is an option for special education students as well. The IEP services may or may not be able to be replicated exactly in this year's model options and prior written notice letters will be sent to parents/guardians explaining what their child's individual learning plan will look like.

RSP students' time in general education should be maximized. Master schedules should be aligned at grade levels to accommodate time to provide the SAI service to the RSP students. Case managers and service providers should continue to plan and collaborate with general education teachers routinely to support the learning needs of students with disabilities.

Special Education teachers and related service providers will plan, implement and monitor the provision of IEP services. This will include collecting data to monitor IEP goals and maintaining service logs to document provision of services. Case managers will continue to facilitate the IEP process and complete all required paperwork. Case managers can also access specialized support services for students on their caseloads through the BCBA and the school psychologists.

DIGITAL LEARNING ACADEMY AND FULL DISTRICT DISTANCE LEARNING

Roles and Responsibilities

DIGITAL AND DISTANCE LEARNING

The following guidelines were developed to clarify expectations for the Digital Learning Academy as well as during times of full district distance learning.



TRAINING AND TOOLS

Teachers instructing the Digital Learning Academy will need to be familiar with several online tools to maximize the online teaching and learning experience. Tools such as Seesaw, Google Classroom, Zoom, Flipgrid, and the various digital platforms that accompany our adopted textbooks will need to be regularly incorporated into the Digital Learning environment.

A class website that serves as a landing point for students and families is required. The website should orient students and families to how the online classroom functions.

Teachers in grades PreK-1 will use Seesaw as a mechanism for purveying assignments and information to students. Teachers in grade 2 will have the option of selecting Seesaw or Google Classroom. All teachers in grades 3-8 will use Google classroom.

Tutorials on the various platforms and many resources can be found [here](#). As part of the teacher professional learning days, many of these tutorials will be required for those unfamiliar with the platforms.

DAILY ATTENDANCE AND MEETINGS

Teachers in the Digital Learning Academy will need to take daily attendance. The best mechanism for establishing attendance is by developing a morning meeting structure.

Digital Learning Academy teachers will provide daily live instruction via Zoom or Google Meet.

EXPECTATIONS FOR INSTRUCTION

Digital learning can be provided through both synchronous and asynchronous instruction. In order to fulfill the requirements of SB 98 for distance learning, daily live interaction must occur. In times of full distance learning, transitional kindergarten and kindergarten will provide instruction following the A/B cohort half-day schedule. First through eighth grades will provide instruction in a whole class format. Upon return to the modified traditional program, instruction will revert to the A/B cohort schedule.

Lessons will be provided through direct instruction and time for checking for understanding before students leave the synchronous session to complete their independent work. Consider delivering content through mini-lessons. The instructional minute requirements pertain to the Digital Learning Academy and in times of distance learning. These can be fulfilled through a combination of synchronous learning, asynchronous lessons, and independent assignments that equate to the established requirements. Since synchronous instructional time is limited, it will be essential for the majority of time to be on instruction and not used to review independent work. Teachers will need to be selective and intentional about instructional activities. Developmental appropriateness of the length of synchronous instruction is an important consideration, as younger children cannot sustain long periods of attention in a virtual environment.

For special education classes, small group instruction is an essential component of instruction. Targeting student needs as outlined in the IEP should be addressed through small group differentiation. The classroom teacher and the instructional assistants will provide small group guided practice and targeted skill intervention to support the acquisition of grade level standards. This can be done by utilizing the breakout room feature on Zoom. Aides may facilitate small groups in Zoom breakout rooms as long as the certificated teacher is also on the same zoom meeting. [Click here](#) for directions on using Zoom breakout rooms.

EXPECTATIONS FOR INSTRUCTION CONTINUED

Teachers will provide daily, synchronous instruction. This instruction should occur at a regular time to allow families to plan for their student's attendance during the live session. The information regarding when the sessions will be scheduled will be posted on the teacher's Google classroom.

In grades 6-8, students will follow a period schedule. Each period will include daily attendance, direct instruction, and time for checking for understanding. Independent work will be offline. Students will not be online the entire block of instructional time. Teachers shall remain online for the remainder of the period in the event that students need clarification or support.

TK/K DIGITAL LEARNING ACADEMY & DISTANCE LEARNING

SCHEDULE

Teachers in grades TK-K general education and special education will provide daily ELA and math live lessons (via whole group or small group) in addition to a daily class meeting to build community. Social science, science and writing lessons will be provided weekly as well. Small group time will be focused on math and ELA, with designated ELD being provided daily for English learners. Instruction shall be based on the identified priority standards with the adopted curriculum as the primary vehicle for instruction.

During the instructional day, lessons will be taught in whole group and small group formats. At the conclusion of the whole group lesson, independent work will be assigned to students. Students will then go offline to work on assigned tasks. Independent work will continue while the teacher meets with small groups of students. Each small group will be seen a minimum of three times per week. Designated ELD must be provided for ELs on a daily basis. Teachers may meet with some small groups more frequently than the required three sessions. Small group session lengths will be determined by the teacher, but must be sufficient in length to meet each group's identified needs. The schedule provided is a sample and teachers have the flexibility to move content area/small group instruction around within the day. However, morning meeting/community building, math, ELA, writing/social science/science, small group time (ELA & math), and daily wrap up must be included in the daily AM Cohort 8:10-10:30 and PM Cohort schedule 11:20-1:40. Break will be at the same time for TK/K to provide consistency for families. In addition, TK/K students will be provided with 45 minutes of independent work each day to meet instructional minute requirements, which shall include physical education activities.

TK/K Digital Learning Academy & Distance Learning Sample Schedule (adjust times as developmentally appropriate, however, instruction shall take place throughout the instructional school day, AM Cohort 8:10-10:30 and PM Cohort 11:20-1:40).

TK/K DIGITAL LEARNING ACADEMY & DISTANCE LEARNING SCHEDULE

AM Cohort 8:10-10:30	
7:55-8:10	Teacher: Grading, preparation, planning, communications, collaboration, and meetings with parents or site administrators, including IEPs
8:10-8:30	Attendance, morning meeting- students remain live for the next lesson.
8:30-8:55	ELA/Social Science/ Science- whole group lesson, guided practice, and review independent work. Students leave live class session to work on independent assignment/task
8:55-9:25	Small group instruction ELA or Math /Designated ELD (meet with each group at least three times per week, Designated ELD must be provided daily)
9:25-9:45	Break
9:45-9:55	Movement/Read Aloud/ Community Building, etc.
9:55-10:15	Math/Social Science/Science- whole group lesson, and guided practice. Students remain on live session for end of day wrap up and assignment review.
10:15-10:30	Review independent work and wrap-up (45 minutes of independent work per day must be provided to meet instructional minute requirements)
10:30-11:20	Lunch
PM Cohort: 11:20-1:40	
11:20-11:40	Attendance, morning meeting- students remain live for the next lesson.
11:40-12:05	ELA/Social Science/ Science- whole group lesson, guided practice, and review independent work. Students leave live class session to work on independent assignment/task
12:05-12:30	Small group instruction ELA or Math and Designated ELD (meet with each group at least three times per week, Designated ELD must be provided daily)
12:30-12:50	Break
12:50-1:05	Movement/Read Aloud/ Community Building, etc.
1:05-1:25	Math/Social Science/ Science- whole group lesson, guided practice, and review independent work. Students leave live class session to work on independent assignment/task
1:25-1:40	Review independent work and wrap-up (45minutes of independent work per day must be provided to meet instructional minute requirements)
1:40-3:10	Teacher: Grading, preparation, planning, communications, collaboration, and meetings with parents or site administrators, including IEPs

GRADES 1-5 DIGITAL LEARNING ACADEMY & DISTANCE LEARNING

SCHEDULE

Teachers in grades 1-5 general education and special education will provide daily reading and math live lessons in addition to a daily class meeting to build community. Social Science, science, and writing lessons will be provided weekly as well. Instruction should be based on the identified priority standards with the adopted curriculum as the primary vehicle for instruction. [Sample Schedules](#) / [Sample SDC Schedules](#)

During the instructional day, ELA and math lessons will be taught in a whole group format. At the conclusion of the whole group lesson, independent work will be assigned to students. Students will then go offline to work on assigned tasks for the remainder of the instructional block. Independent work will continue while the teacher meets with small groups of students. Each small group will be seen a minimum of two times per week. Designated ELD must be provided for English learners on a daily basis. Teachers may meet with small groups more frequently than the required two sessions. Small group session lengths will be determined by the teacher, but must be sufficient in length to meet each groups' identified needs. The schedule provided is a sample and teachers have the flexibility to move content area/small group instruction around within the day. However, morning meeting/community building, math, ELA, writing/social science/science, small group time (ELA & math), daily wrap up, and office hours must be included in the daily 8:10-1:40 schedule. Break and lunch will be at the same time for 1-5 grades to provide consistency for families. As part of independent work, teachers will provide students with physical education activities.

Grades 1-5 Digital
Learning Academy &
Distance Learning Daily
Sample
Schedule (adjust times
as developmentally
appropriate, however,
instruction shall take
place throughout the
instructional school day,
8:10-1:40)

7:55-8:10	Teacher: Grading, preparation, planning, communications, collaboration, and meetings with parents or site administrators, including IEPs
8:10-8:30	Attendance, morning meeting, review agenda for the day. Students remain live for the ELA lesson.
8:30-9:00	ELA- whole group lesson, guided practice, and review independent work. Students leave live class session to work on independent assignments/tasks.
9:00-9:45	ELA- small group instruction/Designated ELD (meet with each group at least twice per week- Designated ELD must be provided daily)
9:45-10:10	ELA- Writing whole group mini- lesson, guided practice, and review independent work. If time remains, students leave the live class session to work on independent assignments/tasks.
10:10-10:30	Break
10:30-11:05	Math- whole group lesson, guided practice, and review independent work. Students leave live class session to work on independent assignments/tasks.
11:05-11:50	Math- small group instruction (meet with each group at least twice per week)
11:50-12:35	Lunch
12:35-1:00	Whole group Social Science or Science lesson, review independent work. Students remain on live session after lesson for end of day wrap up and assignment review.
1:00-1:20	End of day wrap up and assignment review (ELA, Math, SS/Science, PE, additional activities, i.e art, music)
1:20-1:40	Students complete Independent work (offline) and teacher office hours (teacher stays live and is available for students who have questions or need support)
1:40-3:10	Teacher: Grading, preparation, planning, communications, collaboration, and meetings with parents or site administrators, including IEPs

SDC DIGITAL LEARNING ACADEMY & DISTANCE LEARNING

SCHEDULE

Grades 1-5 SDC Digital Learning Academy & Digital Learning Daily Sample Schedule (adjust times as developmentally appropriate, however, instruction shall take place throughout the instructional school day, 8:10-1:40). See description on previous page.

7:55-8:10	Teacher: Grading, preparation, planning, communications, collaboration, and meetings with parents or site administrators, including IEPs
8:10-8:30	Attendance, morning meeting, review agenda for the day. Students remain live for the Math lesson.
8:30-9:00	Math- whole group lesson, guided practice, and review independent work. Students leave live class session to work on independent assignments/tasks.
9:00-9:45	Math- daily small group instruction on grade level standards and IEP goals
9:45-10:10	ELA- Writing whole group mini- lesson, guided practice, and review independent work. If time remains, students leave the live class session to work on independent assignments/tasks.
10:10-10:30	Break
10:30-11:05	ELA- whole group lesson, guided practice, and review independent work. Students leave live class session to work on independent assignments/tasks.
11:05-11:50	ELA- daily small group instruction on grade level standards and IEP goals
11:50-12:35	Lunch
12:35-1:00	Whole group Social Science or Science lesson, review independent work. Students remain on live session after lesson for end of day wrap up and assignment review or Mainstreaming time
1:00-1:20	End of day wrap up and assignment review (ELA, Math, SS/Science, PE, additional activities, i.e art, music)
1:20-1:40	Students complete Independent work (offline). Individualized student assessment or office hours (teacher stays live and is available for students who have questions or need support). Special education teachers must provide office hours sometime during the week, however may additionally utilize this time for individual assessments as needed.
1:40-3:10	Teacher: Grading, preparation, planning, communications, collaboration, and meetings with parents or site administrators, including IEPs

PEEP DISTANCE LEARNING SCHEDULE

PEEP SDC Digital Learning Academy & Distance Learning Daily Sample Schedule

(adjust times as developmentally appropriate, however, instruction shall take place throughout the instructional school day, Session 1: 8:00-11:00 and Session 2: 12:00-3:00)

8:00-8:30	Whole group session - circle time (names, story, starfall, ABC mouse, language, music/movement, etc)
8:30-9:15	Break - snack/free exploration at home with siblings/parents (parallel play, cooperative play activities)
9:15-9:45	Small group breakout sessions- art/academic/story/ language activities
9:45-10:15	Outside time with siblings/parents (gross motor)
10:15-10:35	General Education integration
10:35-11:00	Home activities through platform (possibly seesaw): <ul style="list-style-type: none">• fine motor• Videos• Stories• Boom card activities• Closing activity: cooking/video/hands on (relating to days theme)

6-8 DIGITAL LEARNING ACADEMY & DISTANCE LEARNING SCHEDULE

The 6-8 schedule reflects a 3X3 model. Students will take three classes each quarter. The first half of the class is covered in either quarter one or two with the second half covered either quarter three or four. Courses will cover the full year of content through this compressed model. This will require that teachers use priority standards as the basis for instruction. Teacher teams have developed guides for standards prioritization in ELA and math.

Here is an example of what a student's schedule could look like:

Quarter 1	Quarter 2	Quarter 3	Quarter 4
English	Math	English	Math
Science	History	Science	History
PE	Elective	PE	Elective

Teacher Schedule

8:15-8:40	Teacher: Grading, preparation, planning, communications, collaboration, and meetings with parents or site administrators, including IEPs
8:40-10:15	Period 1
10:15-10:30	Break
10:35-12:05	Period 2
12:05-12:40	Lunch
12:45-2:15	Period 3
2:15-3:20	Teacher: Grading, preparation, planning, communications, collaboration, and meetings with parents or site administrators, including IEPs

INSTRUCTIONAL TIME

The length of the live lessons should consider the developmental appropriateness for students based on age. Younger children cannot sustain long periods of attention, particularly online. Additionally, considerations must be given to students with IEPs to ensure appropriate accommodations or modifications are provided for engagement and accessibility to the lesson.

Specific time needs to be committed to checking for understanding. For example, after teaching a concept, it is important for students to be able to show or state an answer to a question prior to the session ending.

In order to provide a more focused approach to instruction, it is highly recommended that instruction in the online setting occur in smaller groups. Community and class building activities should be conducted whole group.

Small groups shall be utilized in the Digital Academy as a mechanism to deliver targeted instruction to meet student needs.

The use of discussion boards is a good strategy for digital learning and are even more effective when teachers actively participate in them. Making a short video to provide instructions for an assignment or task is a strategy that can be used instead of just providing written directions. Google Meet provides closed captioning which may be utilized as a scaffold for students.

Due to legal requirements (SB 98), teachers must certify that students are receiving the adequate amount of instructional minutes. Independent activities that reinforce instructed content will need to be developed by teachers to certify the minutes requirement.

CERTIFYING INSTRUCTIONAL MINUTES

Below are the minute requirements by grade span.

Grade	Minimum Instructional Minutes Required
TK/K	180
1-3	230
4-8	240

To meet the requirements of SB 98, teachers must certify that the live instruction and assignments provided in the Digital Learning and Traditional Modified models meet the minimum instructional minute requirements. Lesson plans will be utilized as the mechanism for certification. Teachers will submit completed and signed lesson plans to their site administrator weekly. Lesson plans will need to be explicit and include the following:

- Date
- Content covered during live instruction and length of time of instruction
- List of independent work assignments with the number of minutes that it would take the average student to complete the assignment
- Small group instruction: content covered, time with group, and if assignments provided, the length of time it would take the average student to complete

Lesson plan samples can be [found here](#).

ASSESSMENTS AND FEEDBACK

Teachers instructing the Digital Learning Academy will administer the same assessments administered in the modified traditional model.

TK/K: ESGI is the assessment platform for both TK and K.

Grade 1: (streamlined guidelines pending)

Grades 2-8: Students will take the FastBridge aReading and aMath universal screening assessments three times per year. These assessments should be conducted via an online proctored Zoom/Google Meet session.

Grades 3-8: Students will take the same identified Interim Assessment or Focused Interim Assessments as the blended learning model. These assessments must also be proctored through Zoom/Google Meet.

Students in grades 5-7 will take the MDTP math placement test which will be administered between May 26 and June 4, 2021. The MDTP will be proctored during a live session on Zoom/Google Meet.

Students need to know where they are going and the steps they need to take to get there. This can be achieved through formative assessment and feedback. Strategies such as the use of virtual exit slips, polling, recorded comments through Google Read&Write, and Flipgrid can support this (pp.150-162).

Considerations for assessment in the modified traditional program environment include:

- Shorter and more focused assessments
- Proctored assessments through Zoom/Google Meet
- Alternatives to traditional assessments such as projects
- Presentations
- Discussion boards
- Scaffolds for English learners
- Implementation of accommodations and/or modifications for students with disabilities

Student Feedback

Teachers are required to provide frequent and targeted feedback to students in the digital model.

ADDITIONAL REQUIREMENTS

Parent Teacher Conferences

Fall conferences will occur via Zoom or telephone from October 12-16 for grades TK-5 and October 19-20 for grades 4-5.

Back to School Night

Back to school nights will be conducted through Zoom regardless of the instructional method in place, i.e. Digital Learning Academy or Modified Traditional Program. Site administrators will provide guidance on Zoom timelines/deadlines. Information should provide clear instructions for families on how the teacher's modified traditional environment will operate.

IEP Meeting Expectations

Teachers will be expected to attend IEP meetings for students in the modified traditional model. These meetings can be held via Zoom.

Collaboration for Consistency

Teachers instructing in the digital model should join an onsite team (via Zoom) for collaboration with grade level peers. This will ensure that the program being offered online is consistent to what is being purveyed in the modified traditional model.

Small Group Instruction

Small group instruction to target student needs will be expected in both the Digital Learning Academy as well as during distance learning. Platforms such as Zoom can be used to convene small groups. Language focused designated ELD lessons for English learners will be best delivered in a small group setting.

ADDITIONAL REQUIREMENTS-SPECIAL POPULATIONS

English Learners

There is a legal requirement to provide both Integrated and Designated English Language Development (ELD) for English Learners enrolled in the Digital Learning Academy. Teachers should develop a schedule that clearly defines when Designated ELD is being provided to students. Language focused designated ELD lessons will be provided in a small group setting. Sharon Mitchell, English Language Development Content Specialist, can support teachers by providing guidance on how to effectively provide integrated and designated ELD. Progress monitoring assessments, story retell and writing, will be administered in the digital model.

GATE and High Achieving Students

The use of small group instruction can support GATE and High Achieving students. A virtual classroom has been developed for them, but traditional lessons and assignments should be differentiated to provide challenge.

INSTRUCTIONAL SUPPORTS

Roles and Responsibilities for Literacy Intervention Content Specialists in the Digital Learning Academy or during full time Distance Learning

Literacy Intervention Content Specialists will provide support for teachers with planning literacy instruction utilizing adopted materials. They will assist with the development of trimester assessment guidelines and administration of assessments, with focus being placed on first grade. They will work with site administrators and teachers to analyze assessment data and assist with the development of small group configurations based on student needs. Literacy Intervention Content Specialists are available to collaborate with teachers on the design of small group instruction lessons. On a daily basis, they will provide small group instruction in a virtual setting for students identified as most at-risk in literacy development.

To support literacy development at home, Literacy Intervention Content Specialists will provide quarterly parent education workshops focused on strategies that support reading through a virtual platform (Zoom/Google Meet). They will continue to develop a repository of videos for teachers and families that support reading and literacy.

Roles and Responsibilities for English Language Development (ELD) Content Specialist in the Digital Learning Academy or during full time Distance Learning

The ELD Content Specialist will provide support for teachers with planning integrated and designated ELD instruction utilizing adopted materials. She will work with site administrators and teachers to analyze EL progress monitoring assessment data and determine next steps for ELD instruction. The ELD Content Specialist is available to assist with the development of small group configurations for ELD instruction based on identified student language acquisition needs. She is available to collaborate with teachers on the design of integrated ELD lessons and designated ELD lessons for small group instruction. On a daily basis, the ELD Content Specialist will provide virtual office hours to support newcomer students.

INSTRUCTIONAL SUPPORTS

The ELD Content Specialist will oversee the progress monitoring of ELs through the platform, Ellevation. She will be available to support teachers with completion of the progress monitoring form which will be done twice per year for all current and reclassified English learners in Ellevation. The ELD Content Specialist will continue to facilitate the PVSD English Learner Network meetings and will be available to provide professional learning for staff in-person or digitally.

To provide opportunities for parent engagement, the ELD Content Specialist will facilitate the Family Literacy Project in a virtual environment. In addition, she will be available to provide support with site ELAC meetings.

SCHOOL COUNSELORS

Counselors will support Second Step lessons during distance learning. Counselors may choose to pre-record lessons or arrange direct instruction of lessons with classroom teachers.

Due to the importance of building community in classrooms and ensuring there are developed methods for checking in with students regularly, the use of Community Circles will be essential. Counselors will provide support through modeling, facilitating or coaching for teachers on how to institute Community Circles in classrooms.

When students are learning at home, counselors can provide individual counseling. The use of student groups through a digital format is caveated with the importance of adhering to FERPA requirements. Since parents or others may be in earshot of Zoom conversations, individual counseling issues should not be addressed through a group format.

Administrators will need support with ensuring that there is outreach to disengaged students. Counselors can provide outreach for these families to ensure that social-emotional concerns are addressed.

In addition to providing social-emotional support, counselors at the middle school level will monitor students who are academically at-risk of not meeting 8th grade promotion requirements.

Middle school counselors will support administration in the creation of master scheduling structures to allow for the multiple tracks/bands that will need to be established.

Counselors will continue overseeing the Collaborative Success Team (CST) processes at their campuses, including ensuring that meeting notifications are sent and that all related paperwork is completed.

SPECIAL EDUCATION TEACHERS AND RELATED SERVICE PROVIDERS

Case managers will provide a district created prior written notice (PWN) to the parents/guardians of the students on their caseload prior to the first day of school via email. The PWN will provide specifics about the student's Individual Distance Learning Plan. The letter will have a blank area in which case managers will insert the services, frequency, duration and service delivery (group/individual) the student will receive during Distance Learning. This may or may not replicate the services in the student's IEP exactly, however, the goal is to match it to the maximum extent possible. Guidance will be provided to staff on how to make the service determination for the Individual Distance Learning Plan. Copies of the PWNs must be sent to the district office to be mailed and to be placed in the student's IEP file. The PWN will be available in English and Spanish.

Teachers and related service providers will document the service(s) provided by filling out a service log. This log will indicate the name of the service, the date provided, the duration of the service and the type of service delivery (group/individual). This year, staff will be required to use the service logs in SIRAS. [Click here](#) to access the directions for how to use the Service Logs in SIRAS. The only exception to this would be speech language pathologists who already fill out the electronic service logs through the Medi-cal billing system.

RSP teachers and related service providers are responsible for developing a schedule for the students on their caseloads in collaboration with general education staff and communicating that schedule to the parents/guardians. SDC teachers will need to collaborate with general education teachers to determine the mainstreaming time for the students on their caseloads and create a log to document that time. This should also be communicated to parents/guardians.

Teachers and related service providers will also be expected to collect data on regression and recoupment. Baseline data on IEP goals must be collected upon the return to school to be compared to where the students were at the end of the 2019-20 school year. This will indicate whether or not there has been any regression. Gather data again on the same goal areas after an interval equal to the length of the break. In this case it would be 23 weeks (school closure plus summer). This data collection is essential to determine whether learning loss occurred and will assist the district in defending itself against potential claims for compensatory education. Regression and recoupment data should continue to be collected before and after any school breaks that are two weeks or more.

MODIFIED TRADITIONAL PROGRAM LEARNING MODEL

Roles and Responsibilities

MODIFIED TRADITIONAL MODEL

The modified traditional program is a combination of in-person instruction and independent at-home practice and reinforcement. During on-campus days, students will receive direct instruction on core content. In grades TK-5, the focus will be on mathematics and English Language Arts. Content will need to be compressed so that students are exposed to the priority standards. Independent practice activities and priming for new learning will be the focus for at home student instruction, in addition to completing assignments and tasks independently. Opportunities for formative assessment will need to be maximized during face-to-face time. Since face-to-face instructional time is limited, it will be essential for the emphasis to be on instruction and not review of independent work. Teachers will need to be selective and intentional about instructional activities.



TRAINING AND TOOLS

Teachers instructing in the Modified Traditional Model will need to be familiar with several online tools to maximize the online teaching and learning experience for off-site days. Tools such as Seesaw, Google Classroom, Zoom, Flipgrid, and the various digital platforms that accompany our adopted textbooks will need to be regularly incorporated into the modified model.

A class website that serves as a landing point for students and families is required. The website should orient students and families to how the modified traditional program-learning model functions.

Tutorials on the various platforms can be [found here](#).

DAILY ATTENDANCE AND LIVE INTERACTION

Teachers in the modified traditional program learning model will need to take daily attendance for in-person and off-site days. Off-site attendance will be taken for live interaction participation (see details below).

SB 98 requires that students participating in distance learning (off-site days) receive live daily interaction. Examples of daily live interaction may include a morning meeting with the whole class (A and B cohorts), a question or task posted in the digital platform that students respond to by a specified time of the day, or Flipgrid post.

EXPECTATIONS FOR INSTRUCTION

Teachers in grades TK-5 shall provide daily reading and math lessons. Social Science, science, and writing lessons should be provided a minimum of two times per week. These can be lessons that students start in class and complete on independent work days. Instruction should be based on the identified priority standards with the adopted curriculum as the primary vehicle for instruction. Additionally, teachers shall provide physical education activities for students to complete during their independent work time.

Specific time needs to be committed to checking for understanding. For example, after teaching a concept, it is important for students to be able to show or state an answer to a question prior to the session ending.

Due to legal requirements (SB 98), teachers must certify that students are receiving the adequate amount of instructional minutes. Independent activities that reinforce instructed content will need to be developed to certify the minutes' requirement. Below are the minimum minute requirements by grade span.

Grade	Minimum Instructional Minutes Required
TK/K	180
1-3	230
4-8	240

CERTIFYING INSTRUCTIONAL MINUTES

To meet the requirements of SB 98, teachers must certify that the live instruction and assignments provided for independent work in the Traditional Modified model meets the minimum instructional minute requirements. During independent work time (off-site days), while teachers are not providing direct instruction, assignments/tasks need to be developed that equate to the instructional minute requirements for their grade span. Lesson plans will be utilized as the mechanism for certification. Teachers will submit completed and signed lesson plans to their site administrator weekly. Lesson plans will need to be explicit and include the following:

- Date
- Content covered during live instruction and length of time of instruction
- List of independent work assignments with the number of minutes that it would take the average student to complete the assignment
- Small group instruction: content covered, time with group, and if assignments provided, the length of time it would take the average student to complete

In TK-5, the independent learning time can include activities sent home from the previous day or distributed via Seesaw or Google Classroom. Additional activities can include tasks completed on platforms such as Zearn, Khan Academy, Studies Weekly, Benchmark Advance, and Mystery Science.

In grades 6-8, independent learning time can include activities sent home or posted on Google Classroom that reinforce and extend the previous day's instruction. Teachers may use online publisher platforms (Big Ideas, HRW, TCI, and Amplify). In addition, Khan Academy or other approved platforms can be used to reinforce concepts.

TK/K MODIFIED TRADITIONAL PROGRAM LEARNING SCHEDULES

TK/ Kindergarten

	Monday	Tuesday	Wednesday	Thursday	Friday
AM Cohort teacher pickup	8:05-8:10	8:05-8:10	8:05-8:10	8:05-8:10	8:05-8:10
AM Cohort	8:10-10:30	8:10-10:30	8:10-10:30	8:10-10:30	8:10-10:30
Lunch	10:30-11:20	10:30-11:20	10:30-11:20	10:30-11:20	10:30-11:20
PM Cohort teacher pickup	11:15-11:20	11:15-11:20	11:15-11:20	11:15-11:20	11:15-11:20
PM Cohort	11:20-1:40	11:20-1:40	11:20-1:40	11:20-1:40	11:20-1:40
Duty	1:40-1:50	1:40-1:50	1:40-1:50	1:40-1:50	1:40-1:50
*see above	1:50-3:10	1:50-3:10	1:50-3:10	1:50-3:10	1:50-3:10

- See sample schedules

1ST-5TH MODIFIED TRADITIONAL PROGRAM LEARNING SCHEDULES

1st-5th Schedule

1st-5th A/B Alternating Monday Schedule (A cohort Tu/Th and B cohort W/F)

Week 1	A	A	B	A	B
Start	8:10	8:10	8:10	8:10	8:10
End	1:40	1:40	1:40	1:40	1:40
Duty	1:40-1:50	1:40-1:50	1:40-1:50	1:40-1:50	1:40-1:50
*see above	1:50-3:10	1:50-3:10	1:50-3:10	1:50-3:10	1:50-3:10
Week 2	B	A	B	A	B
Start	8:10	8:10	8:10	8:10	8:10
End	1:40	1:40	1:40	1:40	1:40
Duty	1:40-1:50	1:40-1:50	1:40-1:50	1:40-1:50	1:40-1:50
*see above	1:50-3:10	1:50-3:10	1:50-3:10	1:50-3:10	1:50-3:10

See [sample schedules](#)

6TH-8TH TRADITIONAL PROGRAM LEARNING SCHEDULES

6-8 Schedule

Grades 6-8 will operate on a 3X3 model alternating quarter block schedule. Students will take three classes each quarter. The first half of the class is covered in either quarter one or two with the second half covered either quarter three or four. Courses will cover the full year of content through this compressed model.

Classes be held on an A/B Rotating Schedule (2 week rotation).

- Week 1: AABAB
- Week 2: BABAB

Sample Student Schedule

Quarter 1	Quarter 2	Quarter 3	Quarter 4
English	Math	English	Math
Science	History	Science	History
PE	Elective	PE	Elective

Bell Schedule

8:15-8:40	Teacher: Grading, preparation, planning, communications, collaboration, and meetings with parents or site administrators, including IEPs
8:40-10:15	Period 1
10:15-10:30	Break
10:35-12:05	Period 2
12:05-12:40	Lunch
12:45-2:15	Period 3
2:15-3:20	Teacher: Grading, preparation, planning, communications, collaboration, and meetings with parents or site administrators, including IEPs

SETTING UP THE INSTRUCTIONAL BLOCK IN THE MODIFIED TRADITIONAL BLOCK SCHEDULE

Block scheduling traditionally incorporates student transitions and movements, as students move through various activities (station rotations) to interact with content. The block schedule typically provides time for students to engage in small group collaboration with activities such as jigsaws and cooperative problem solving.

In a classroom setting where student movement may be limited, instruction in the block should utilize transitions to different activities. For instance, the class can start in a whole group activity, transition to an online collaborative small group activity, and then transition to independent work. While students should not be walking around the classroom during the transitions, an idea is to let them stand at their desks and stretch in between each new activity.

ASSESSMENTS AND FEEDBACK

Teachers instructing the Digital Learning Academy will administer the same assessments administered in the modified traditional model.

TK/K: ESGI is the assessment platform for both TK and K.

Grade 1: See streamlined assessment guidelines.

Grades 2-8: Students will take the aFastBridge Reading and aMath universal screening assessments three times per year.

Grades 3-8: Students will take the same identified Interim Assessment or Focused Interim Assessments as the Digital Learning Academy.

Students in grades 5-7 will take the MDTP math placement test which will be administered between May 26 and June 4, 2021.

Students need to know where they are going and the steps they need to take to get there. This can be achieved through formative assessment and feedback. Strategies such as the use of virtual exit slips, polling, recorded comments through Google Read&Write, and Flipgrid can support this (pp.150-162).

Considerations for assessment in the modified traditional program environment include:

- Shorter and more focused assessments
- Proctored assessments through Zoom/Google Meet
- Alternatives to traditional assessments such as projects
- Presentations
- Discussion boards
- Scaffolds for English learners
- Implementation of accommodations and/or modifications for students with disabilities

Student Feedback

Teachers are required to provide frequent feedback to students in the modified traditional model.

ADDITIONAL REQUIREMENTS

Parent Teacher Conferences

Fall conferences will occur via Zoom or telephone from October 12-16 for grades TK-5 and October 19-20 for grades 4-5.

Back to School Night

Back to school nights will be conducted through Zoom regardless of the instructional method in place, i.e. Digital Learning Academy or Modified Traditional Program. Site administrators will provide guidance on Zoom timelines/deadlines. Information should provide clear instructions for families on how the teacher's modified traditional environment will operate.

IEP Meeting Expectations

Teachers will be expected to attend IEP meetings for students in the modified traditional model. These meetings can be held via zoom.

Collaboration for Consistency

To the extent possible in accordance with health guidelines, small groups should be utilized during on-site days as a mechanism to deliver targeted instruction to meet student needs. Platforms such as Zoom could be used in the classroom to convene small groups. Language focused designated ELD lessons for English learners will be best delivered in a small group setting if possible. Partner and small group work could be facilitated via Google Classroom.

Small Group Instruction

Small group instruction to target student needs will be expected in both the Digital Learning Academy as well as during district learning. Platforms such as Zoom can be used to convene small groups. Language focused designated ELD lessons for English learners will be best delivered in a small group setting if possible.

ADDITIONAL REQUIREMENTS-SPECIAL POPULATIONS

English Learners

There is a legal requirement to provide both Integrated and Designated English Language Development (ELD) for English Learners in the modified traditional program and digital models. Teachers should develop a schedule that clearly defines when Designated ELD is being provided to students. Sharon Mitchell, English Language Development (ELD) Content Specialist, can support teachers by providing guidance on how to effectively provide integrated and designated ELD.

Special Education

Small group instruction is an essential component of instruction in the Special Education classroom. Targeting student needs as outlined in the IEP should be addressed through small group differentiation. The classroom teacher and the instructional assistants will provide small group guided practice and targeted skill intervention to support the acquisition of grade level standards. Safety during small group instruction will be ensured through the use of PPE and transparent desktop partitions.

GATE and High Achieving Students

The use of small group instruction can support GATE and High Achieving students. A virtual classroom has been developed for them, but traditional lessons and assignments should be differentiated to provide challenge.

INSTRUCTIONAL SUPPORTS

Roles and Responsibilities for Literacy Intervention Content Specialists in the Modified Traditional Program Learning Model

Literacy Intervention Content Specialists will provide support for teachers with planning literacy instruction utilizing adopted materials. They will assist with the development of trimester assessment guidelines and administration of assessments, with focus being placed on first grade. They will work with site administrators and teachers to analyze assessment data and assist with the development of small group configurations based on student needs. Literacy Intervention Content Specialists are available to collaborate with teachers on the design of small group instruction lessons. On a daily basis, they will provide small group instruction for students identified as most at-risk in literacy development either in-person or virtually (as health guidelines permit).

To support literacy development at home, Literacy Intervention Content Specialists will provide quarterly parent education workshops focused on strategies that support reading through a virtual platform (Zoom/Google Meet). They will continue to develop a repository of videos for teachers and families that support reading and literacy. Literacy Intervention Content Specialists will be available to provide professional learning for staff.

Roles and Responsibilities for English Language Development (ELD) Content Specialist in the Modified Traditional Model

The ELD Content Specialist will provide support for teachers with planning integrated and designated ELD instruction utilizing adopted materials. She will work with site administrators and teachers to analyze EL progress monitoring assessment data and determine next steps for ELD instruction. The ELD Content Specialist is available to assist with the development of small group configurations for ELD instruction based on identified student language acquisition needs. She is available to collaborate with teachers on the design of integrated ELD lessons and designated ELD lessons for small group instruction. On a daily basis, the ELD Content Specialist will provide virtual office hours to support newcomer students.

The ELD Content Specialist will oversee the progress monitoring of ELs through the platform, Ellevation. She will be available to support teachers with completion of the progress monitoring form which will be done twice per year for all current and reclassified English learners in Ellevation. The ELD Content Specialist will continue to facilitate the PVSD English Learner Network meetings and will be available to provide professional learning for staff in-person or digitally based on health guidance.

To provide opportunities for parent engagement, the ELD Content Specialist will facilitate the Family Literacy Project in a virtual environment. In addition, she will be available to provide support with site ELAC meetings.

SCHOOL COUNSELORS

Counselors will continue to support the on-site implementation of the *Second Step* curriculum.

Due to the importance of building community in classrooms and ensuring there are developed methods for checking in with students regularly, the use of Community Circles will be essential. Counselors will provide support through modeling, facilitating or coaching for teachers on how to institute Community Circles in classrooms.

Using physical distancing protocols, counselors can provide individual counseling.

Counselors will support administrators with family and student outreach to ensure engagement with the instructional program.

In addition to providing social-emotional supports, counselors at the middle school level will monitor students who are academically at-risk of not meeting 8th grade promotion requirements.

Middle school counselors will support administration in the creation of master scheduling structures to allow for the multiple tracks/bands that will need to be established.

Counselors will continue overseeing the Collaborative Success Team (CST) processes at their campuses, including ensuring that meeting notifications are sent and that all related paperwork is completed.

SPECIAL EDUCATION TEACHERS AND RELATED SERVICE PROVIDERS

Case managers will provide a district created prior written notice (PWN) to the parents/guardians of the students on their caseload prior to the first day of school via email. The PWN will provide specifics about the student's Individual Modified Traditional Program plan. The letter will have a blank area in which case managers will insert the services, frequency, duration and service delivery (group/individual) the student will receive during Modified Traditional. This may or may not replicate the services in the student's IEP exactly, however the goal is to match it to the maximum extent possible. Guidance will be provided to staff on how to make the service determination for the Individual Modified Traditional Program Plan. Copies of the PWNs must be sent to the district office to be mailed and to be placed in the student's IEP file. The PWN will be available in English and Spanish.

Teachers and related service providers will document the service(s) provided by filling out a service log. This log will indicate the name of the service, the date provided, the duration of the service and the type of service delivery (group/individual). This year staff will be required to use the service logs in SIRAS. [Click here](#) to learn how to complete the Service Log in SIRAS. The only exception to this would be speech language pathologists who already fill out the electronic service logs through the Medical billing system.

RSP teachers and related service providers are responsible for developing a schedule for the students on their caseloads in collaboration with general education staff and communicating that schedule to the parents/guardians. SDC teachers will need to collaborate with general education teachers to determine the mainstreaming time for the students on their caseloads and create a log to document that time. This should also be communicated to parents/guardians.

Teachers and related service providers will also be expected to collect data on regression and recoupment. Baseline data on IEP goals must be collected upon the return to school to be compared to where the students were at the end of the 2019-20 school year. This will indicate whether or not there has been any regression. Gather data again on the same goal areas after an interval equal to the length of the break.

In this case it would be 23 weeks (school closure plus summer). This data collection is essential to determine whether learning loss occurred and will assist the district in defending itself against potential claims for compensatory education. Regression and recoupment data should continue to be collected before and after any school breaks that are two weeks or more.

