**RED BLUFF UNION ELEMENTARY SCHOOL DISTRICT**

# Distance Learning Plan

2020 - 2021

# RBUESD Mission & Vision

**Mission Statement**

The Mission of the Red Bluff Union Elementary School District is to create and maintain an environment that ensures all students reach a high level of academic achievement as determined by state and district standards. We commit to a comprehensive system of support to assure this outcome.

**Vision Statement**

The Red Bluff Union Elementary School District will be a district where a balanced approach leads to:
- Innovation,
- Readiness for the future, and
- A belief that all children can excel at all levels.

We will do this through effective governance that provides the environment and the support systems of mutual recognition necessary to foster a passion to succeed.

# Our Goals

## District Goal 1

Ensure all students will perform at or near grade level standard or higher as measured by assessments, particularly in reading and math, at the end of each school year.   We recognize a number of exceptional needs students must be challenged and assisted to achieve at an individually determined and appropriate level.

Indicators:

- By third grade, all students have grade level proficiency in foundational reading and math skills.
- By the end of eighth grade all students will possess the prerequisite skills necessary for academic success in high school.
- All students will engage in classroom learning activities, integrating STEAM while developing critical thinking and problem solving skills

## District Goal 2

RBUESD will provide an environment that is welcoming and engaging for students, parents, staff and the community.

Indicators:

- Facilities will be inviting and well maintained
- Schools will fully implement Positive Behavior Intervention Support in order to establish a positive school climate.
- Particular attention will be paid to social emotional development of students through involvement in leadership activities, community service, and healthy habits.
- Actively recruit, train, and retain exceptional personnel within the district by providing a supportive and professional environment.

## District Goal 3

The district will strengthen the engagement between home, school, and community by enhancing relationships and empowering families to be proactive  in their children's education on a continuous basis.

Indicators:

- Recruit and organize volunteer help and support
- Provide opportunities for service
- Help all families establish home environments to support children as students
- Implement more effective forms of school-to-home and home-to-school communications
- Provide information and ideas to families about how to help students at home with homework and other curriculum related activities, decisions, and planning
- Include families in school decisions
- Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development

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# Our Approach to Distance Learning

Our approach to Distance Learning is based on the requirements of the state and in service of continuously improving services for students, to engage and accelerate unfinished teaching learning for all students.

# Introduction

In the early spring of 2020, the world changed and education changed quickly. A pandemic marked the beginning of a new reality for schools and shifted the paradigm of where and how our education system and delivery takes place. During these unprecedented times, our teachers and staff rose to the challenge and made sure students continued to learn, felt connected, families fed and supported. While uncertainty remains, what is certain and remains the same is to ensure that students are learning.

The pandemic teaching of 2020 was a time of "crisis teaching (schooling)" as schools scrambled to get devices in hands of all students, draft a plan based on remote learning and learn how to teach and engage students in meaningful lessons. Coupled with this was with a lack of and uneven expectations from the state to guide distance learning. We did not want to teach and learn this way, but we did and our hope is to return to better than 'normal,' to better than before especially during times which necesitate distance learning. With this experience, it heightened our understanding of what works and does not work. Moving forward we will use what we have learned, lessons from around the world, and what we already know about teaching and learning to be more purposeful and intentional with distance learning.

Districts have the flexibility to determine what model best fits their situation, so long as it ensures the safety of students and staff and must take into account the needs of students and staff, as well as the infrastructure available to the school. The model must also adhere to applicable state or local public health orders or guidance (e.g., wearing face coverings, social distancing requirements, etc.) and include all necessary academic and other supports designed to address the needs of pupils who are not performing at grade level, or need support in other areas. This is an incredibly complex decision, which requires balancing educational needs against health and safety concerns, all within the context of an ongoing public health and economic calamity.

Red Bluff Union Elementary School District (RBUESD) is committed to providing students quality education experiences and continuity as part of a supportive learning community during exceptional circumstances that may require partial or full campus closure. In such circumstances, our goal is to provide an alternative means of education in the form of a Distance Learning Plan. The purpose of this plan is to outline our district's model for Distance Learning.

# What We Learned in the Spring

Based on Community Feedback

## BEST PRACTICES

Distance learning requires the same strong commitment to evidence based practices and high expectations as with in-person instruction in order to engage all students, especially those who need additional support, and ensure continuous learning.

## DEVICES & INTERNET ACCESS

Some families had difficulty using home devices and getting stable internet access

## COMMUNICATION & DAILY LIVE INSTRUCTION

It's important for all students to engage in live daily instruction & interaction with teachers and school peers

## FAMILY SUPPORT FOR DISTANCE LEARNING

Some/many families expressed difficulty supporting students with learning, especially when students and families are unfamiliar with learning platforms.

## LEARNING MANAGEMENT SYSTEM (LMS)

A consistent LMS across grade levels and content areas helps families support learning, especially those with multiple students.

## EXCEPTIONAL LEARNERS

It's important for all students to engage in live daily instruction & interaction with teachers and school peers

# What We Will Do Differently

Based on Our Learning

## BEST PRACTICES

Curriculum for Distance learning will be district-wide, based grade-level standards to accelerate learning along with revisions to support learning loss. Best practices for teaching and learning will be implemented to increase engagement and learning.

## DEVICES & INTERNET ACCESS

In closing the gap, we are working to have enough school devices for every students and connectivity for those with no access.

## COMMUNICATION & DAILY LIVE INSTRUCTION

Students will engage in daily live instruction and interactions with their teacher and school peers

## FAMILY SUPPORT FOR DISTANCE LEARNING

Launching Distance Learning with in-person/remote family sessions to provide devices, expectations, and support to navigate the learning management system.

## LEARNING MANAGEMENT SYSTEM (LMS)

Ensure consistency in learning management systems (Google Classroom TK-8).

## EXCEPTIONAL LEARNERS

Students with an Individualized Learning Plan (IEP) will continue to receive services outlined in their plan.  School teams and parents will collaboratively develop plans to ensure that the student received a Free and Appropriate Public Education (FAPE). English learners will receive instruction in English language development.

# Rigorous Distance Learning

**Under newly enacted state law, Distance Learning in California must ensure the following components:**

- Adequate **technology and connectivity** for each student to access and complete assigned work.
- **Daily live interaction** for every child with teachers and student peers for the purposes of instruction, progress monitoring, and maintaining school connectedness.
- Daily attendance and participation will be documented.
- **Content-aligned to grade-level standards** at a level of quality and rigor equivalent to in-person instruction.
- **Academic and other supports** to assist students not performing at grade level, English learners, students with exceptional needs, students in foster care or experiencing homelessness, and students requiring  homelessness, and students requiring mental health support.
- **Special education services** required by a student's individualized education program.
- Designated and integrated instruction in **English language development**.

# Pillars for Distance Learning

## DIGITAL EQUITY

## SCHOOL CONNECTEDNESS

## RIGOROUS CURRICULUM & INSTRUCTION

Provide all students **adequate access to technology** and connectivity to access learning

Protect student data privacy

Supports for families

**Daily live interaction** for every child with teachers and student peers for the purposes of instruction, progress monitoring, and maintaining school connectedness.

**Safety, social & emotional health** and well-being

**Feeding** our students

Accelerate unfinished teaching & learning

Engage all students, especially those who need extra support including **Specialized instruction** for students with an individualized plan and English Learners.

**Content-aligned to grade-level standards** at a level of quality and rigor equivalent to in-person instruction.

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# Essentials for Distance Learning

## PRIMARY GOAL
Provide students with opportunities to continue their trajectory of learning. This consists of providing students with grade-level standards-aligned instruction at a level of quality and rigor equivalent to in-person instruction, access to content, support, and feedback.

## EQUITY MINDSET
Examine what to consider starting and stopping within classroom practice so that teacher and school bias is checked and changed in support of all students.

## ESTABLISH STRUCTURE
Begin by orienting students and families to the new environment, creating structure, with a focus on maintaining human interaction.

## CONTINUOUS IMPROVEMENT
Maintain a focus on continuous improvement. Practices should evolve and improve as we continue to learn and rooted in evidence.

## SUPPORTING TEACHERS
School leaders should work to ensure all teachers have the resources, support, and flexibility needed to promote student learning to the best of their ability. Support should include adjusting expectations based on the mental and physical health of our staff and their families.
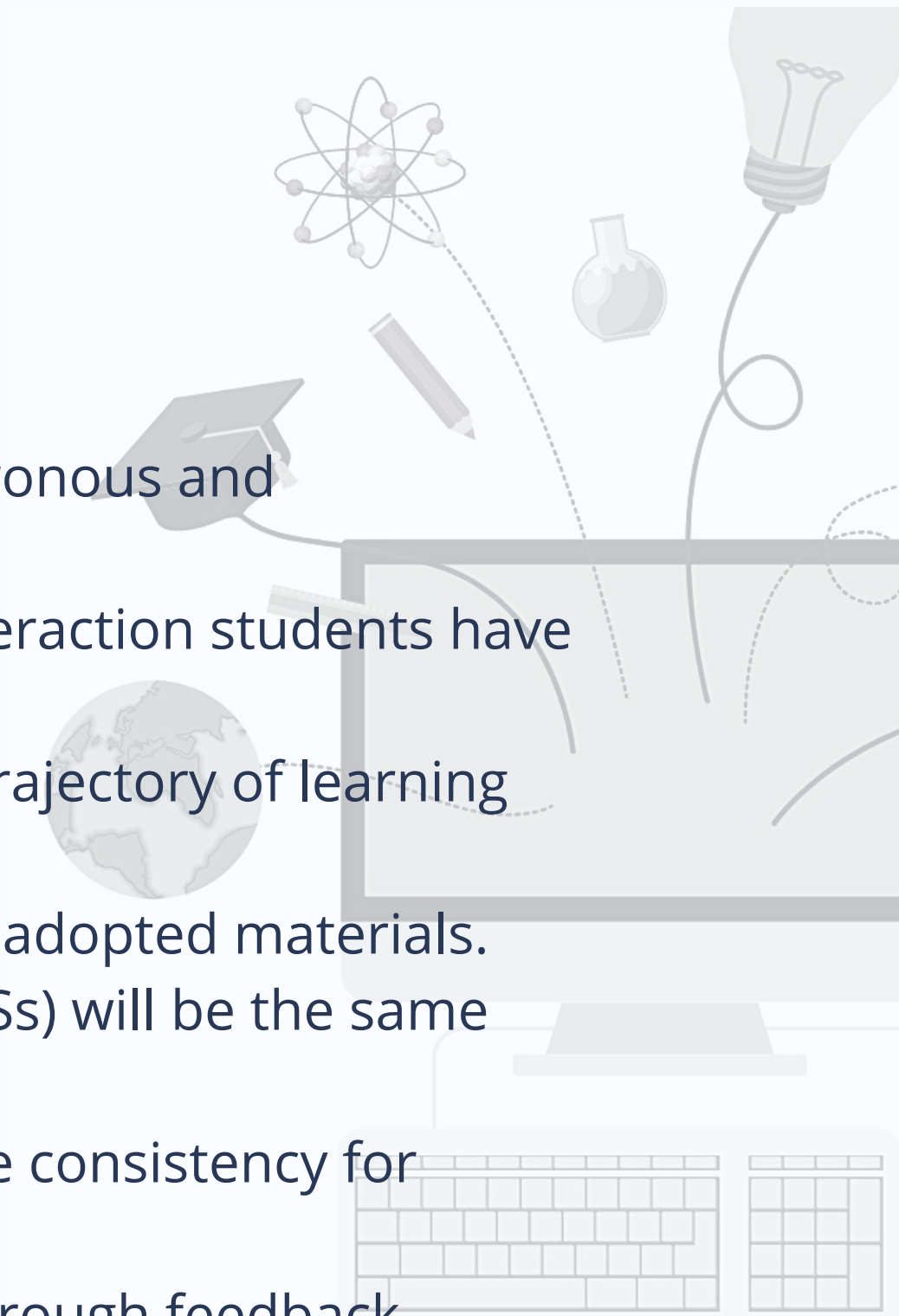
## SUPPORTING STUDENTS AND FAMILIES
Teachers should be flexible regarding expectations and processes for student learning, with an understanding remote learning conditions will vary across students.

# Distance Learning Components

- Full digital instruction provided by a teacher is a strategic combination of synchronous and asynchronous instruction.
- Daily live interaction: frequent, direct, and meaningful interaction. The more interaction students have with other students and their teacher(s), the stronger the learning gains.
- Scope, sequence and pacing of learning based on district-wide curriculum and trajectory of learning consistent across grade levels.
- Common instructional materials and resources. Core curriculum is district-wide adopted materials.
- Common district-wide digital platform. The Learning Management Systems (LMSs) will be the same across grades and content.
- Common district-wide digital tools and apps to protect student data and provide consistency for families.
- Common diagnostic, formative and summative assessments and assessment through feedback, reflection and revision. Assessment is very important in online learning.

\* Based on CDE Research Based Distance Learning Principles

# DIGITAL

# EQUITY

Device & Internet Access

# Student Data Privacy

**At RBUESD we take data privacy for our students and staff very seriously.**

We use **Clever** as a single sign in app for our students and families to login to the digital tools and resources that are being used as we implement distance learning in the 2020-2021 school year.

When we purchase technology tools, we commit to the highest standards of protection for student data and compliance with COPPA (Children's Online Privacy Protection Act) in order to keep our students' information safe in a distance learning environment.

# District-wide Apps & Tools

**RBUESD is narrowing our focus on educational technology tools to support simplifying the experience for students and families.**

We have a Data Privacy Agreement for these tools:

- Google Classroom (Learning Management System TK-8)
- Zoom
- Screencastify
- Kami

- Pear Deck
- GoGuardian
- Clever
- Renaissance myON

# Family Tech Support

## GoGuardian Info

GoGuardian Parent was created to help provide additional educational support to administrators and teachers by allowing parents to see what sites and documents their children are browsing. The app gives parents a bird's eye view of the apps and websites that their kids are on most often. With this perspective, parents can be made aware of what types of browsing behavior schools are seeing from students so they can all work together to encourage more effective internet browsing habits at home and at school.

## Clever

Click the link below to find details on the minimum system requirements for iPads, Chromebooks, etc.
Link: Clever - System Requirements

## Who to call?

Family Tech **F**requently **A**sked **Q**uestions          Family/Guardian Support Links
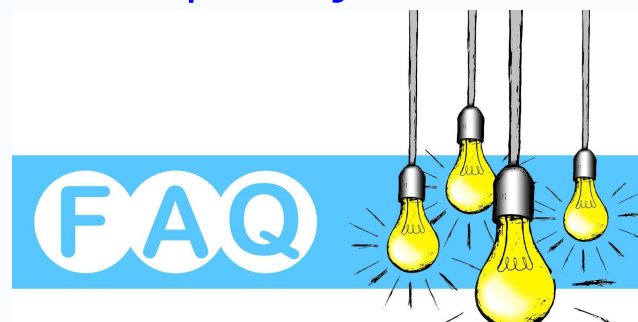
# SCHOOL CONNECTEDNESS

Students are more likely to engage In healthy behaviors and succeed academically when they feel connected to school

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# Social Emotional Learning (SEL)

At RBUESD, we are committed to creating socially and emotionally safe environments where students and educators can thrive using trauma informed practices and positive behavioral interventions & supports.

**What is Social Emotional Learning?**

The process through which children and adults name and understand emotions, set and achieve positive goals, feel and show empathy for others.

**Why SEL?**

SEL is an opportunity to improve outcomes for students by creating participatory and equitable learning environments when our students can thrive socially, emotionally, and academically.

**RBUESD Partners**

# Promoting Social Emotional Learning in a Distance Learning Environment

## SUPPORT DISTANCE LEARNING CLASSROOMS

- Inclusive communities, sense of belonging, and emotional safety.
- Honoring and acknowledging cultural assets, contributions, and needs of all students

## TEACHING EVIDENCE-BASED CURRICULUMS

- 20 minutes a day of explicit Social Emotional Learning Instruction. Toolbox StrongKids, Ripple Effects

## INTEGRATING SOCIAL EMOTIONAL LEARNING INTO ACADEMIC LESSONS

- Connect to our academic objectives and interactive teaching strategies.

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# RIGOROUS CURRICULUM & INSTRUCTION

# Roles in Supporting Distance Learning

**Students**

**Students will prepare for remote learning by:**

- Attending classes as scheduled during the normal instructional school day.
- Ensuring that they know the usernames and passwords for instructional resources that are accessible via the district portal and/or website.
- Ensuring they set up a work space at home and calendar to manage their time.
- Attending office hours to connect with the teacher and receive additional support as needed.

**Families**

**Families will prepare for remote learning by:**

- Assuring that a device & internet access are available at home; reaching out to school if they don't have the needed resources.
- Ensuring students attend classes as scheduled during the normal instructional school day.
- Engaging with the students' teacher on a regular basis to understand student progress.
- Ensuring that they know their students' usernames and passwords for instructional resources that are accessible via the district portal and/or this website.

# Roles in Supporting Distance Learning

## Teachers

**Teachers and other school-based staff will prepare for remote learning by:**

- Follow district-wide curricula and pacing including administration of assessments.
- Offer synchronous instruction and asynchronous learning according to district & school schedules.
- Implementing district-supported distance learning materials.
- Connecting with students daily and offering additional times to support their learning remotely.
- Participating in professional development & learning

## Leaders

**Leaders will prepare for remote learning by:**

- Leading to provide socio-emotional support and an overall positive culture for distance learning.
- Coaching teachers to ensure they provide rigorous, responsive instruction, leveraging resources for coaching and supporting teachers in distance learning.
- Setting office hours to connect with parents,students, and staff to support distance learning.
- Participating in professional learning.
- Ensuring teachers maintain collaborative teacher planning, data analysis, coaching and support structures during distance learning.

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# Digital Curriculum

| | | TK – 5th | 6th – 8th |
|---|---|:---:|:---:|
| **District Wide Curriculum** | ELA* & ELD*: Benchmark Advanced | • | N/A |
| | ELA* & ELD*: Amplify Education | N/A | • |
| | Math: Eureka Math | • | • |
| | Math: InSync | • | • |
| | Math: Equip | • | • |
| | Social Studies: Discovery Education | N/A | • |
| | Science: Mystery Science | • | N/A |
| | Science: Generation Genius | N/A | • |
| | SEL: Toolbox, Strong Kids | • | N/A |
| | SEL: Ripple Effects | N/A | • |

| | | TK – 5th | 6th – 8th |
|---|---|:---:|:---:|
| **Intervention** | Literacy: Lexia Core5 | • | N/A |
| | Literacy: Lexia PowerUp | N/A | • |
| | Phonological Awareness: 95% Group | • | N/A |

| | | TK – 5th | 6th – 8th |
|---|---|:---:|:---:|
| **Enrichment** | Physical Education | • | • |
| | Music | •** | • |

*ELA = English Language Arts    &    ELD = English Language Development

**Music focus grade levels = 4th/5th

# Synchronous

**Versus**

# Asynchronous

Synchronous is learning that takes place in "real time."

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The benefit is immediate feedback and interaction.

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The drawback is that it's inflexible, and may not address individual preferences.

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May include: video conferencing, such as Zoom, and phone conferencing.

Asynchronous is learning content provided to students when they choose.

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The benefit is self pacing and choice

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The drawback is that it requires self-discipline, and learners may feel isolated.

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May include: videos, video discussion boards and options to access and interact with content.
Tip: provide opportunities for students to receive immediate feedback and ask questions.

# Total Instructional Minutes Required

| Grade Level | Grade Level Total Minimum Required Minutes per Education Code Section 5301 for In-Person or Distance Learning |
|---|---|
| TK/K | 180 minutes |
| 1-3 | 230 minutes |
| 4-5 | 240 minutes |
| 6-8 | 240 minutes |

# Instructional Minutes

**Mon, Tues, Thurs, Fri (Minimum daily minutes to meet daily state required*):**
Minutes reflect synchronous and asynchronous learning

**TK-K**
20 minutes of School Connectedness/SEL (Social Emotional Learning)
55 minutes daily ELA instruction- includes reading & writing
20 minutes ELD
55 minutes math instruction
30 minutes Science/Social Studies
180 minutes

**Grades 1-3**
20 minutes of  School Connectedness/SEL (Social Emotional Learning)
75 minutes.daily ELA instruction- includes reading & writing
30 minutes ELD
75 minutes math instruction
30 minutes Science/Social Studies
230 minutes

**Grades 4-8**
20 minutes of  School Connectedness/SEL (Social Emotional Learning)
80 minutes.daily ELA instruction- includes reading & writing
30 minutes ELD
80 minutes math instruction
30 minutes Science/Social Studies
240 minutes

**Synchronous Minutes=** 120-150 minutes
**Asynchronous Minutes=** 120-150 minutes

**Wednesdays (8:30-12:10)* - Early Dismissal Days**
Lunch-45 minutes, ends instruction at 11:25 a.m.
20 minutes of  School Connectedness/SEL (Social Emotional Learning)
45 mins.daily ELA instruction- includes reading & writing
30 minutes ELD depending on need
45 minutes math instruction

**Synchronous Minutes=** 90-120 minutes
**Asynchronous Minutes=** 90-120 minutes
*Minutes vary based on grade level required instructional minutes

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Our goal is to accelerate learning and address unfinished teaching and learning as a result of spring school closures.Therefore, to not interfere with the core academic instructional minutes and state requirements, **physical education and music** will be offered as enrichment subjects outside of this time:

*California schools are required to provide 180 days of instruction per year and a minimum of the instructional minutes illustrated in this slide for grade level spans.

# Sample Schedule: Grades TK - Kindergarten

## Grade TK-Kindergarten

| Time | Sample Schedule | |
|---|---|---|
| 7:30-8:30 | **School meals** available in the morning at sites prior to instruction | |
| 8:30-8:50 | School Connectedness/Social Emotional Learning (SEL) | Synchronous/Live Instruction |
| 8:50-9:45 | English Language Arts | Synchronous & Asynchronous |
| 9:45-10:00 | Break - Nutrition, fitness, & play | |
| 10:00-10:55 | Math | Synchronous & Asynchronous |
| 10:55 - 11:40 | Lunch - Nutrition, fitness, & play | |
| 11:40 - 12:00 | English Language Arts and English Language Development | Synchronous & Asynchronous |
| 12:00-12:30 | Science | Synchronous & Asynchronous |
| 12:30 - 2 :12 | Teacher Support Time<br><br>• Teacher provides students with additional support if needed. Initiated by the teacher or scheduled ahead of time by parents/students. | Additional LIVE instruction for the students who need it most |
| 2:12 - 3:30 | Teacher Planning Time, Staff Meetings and/or Collaboration | |

# Sample Schedule: Grades 1st - 3rd

## Grades 1-3

| Time | Sample Schedule | |
|------|-----------------|---|
| 7:30-8:30 | **School meals** available in the morning at sites prior to instruction | |
| 8:30-8:50 | School Connectedness/Social Emotional Learning (SEL) | Synchronous/Live Instruction |
| 8:50-9:30 | English Language Arts | Synchronous & Asynchronous |
| 9:30-9:45 | Break - Nutrition, fitness, & play | |
| 9:45-11:00 | Math | Synchronous & Asynchronous |
| 11:00 - 11:45 | Lunch - Nutrition, fitness, & play | |
| 11:45 - 12:50 | English Language Arts and English Language Development | Synchronous & Asynchronous |
| 12:50-1:20 | Science | Synchronous & Asynchronous |
| 1:20 - 2:12 | Teacher Support Time<br><br>• Teacher provides students with additional support if needed. Initiated by the teacher or scheduled ahead of time by parents/students. | Additional LIVE instruction for the students who need it most |
| 2:12 - 3:30 | Teacher Planning Time, Staff Meetings and/or Collaboration | |

# Sample Schedule: Grades 4th - 8th

## Grades 4-8

| Time | Sample Schedule | |
|------|-----------------|---|
| 7:30-8:30 | **School meals** available in the morning at sites prior to instruction | |
| 8:30-8:50 | School Connectedness/Social Emotional Learning (SEL) | Synchronous/Live Instruction |
| 8:50-9:45 | English Language Arts | Synchronous & Asynchronous |
| 9:45-9:55 | Break - Nutrition, fitness, & play | |
| 9:55-11:15 | Math | Synchronous & Asynchronous |
| 11:15 - 12:00 | Lunch - Nutrition, fitness, & play | |
| 12:00 - 12:55 | English Language Arts and English Language Development | Synchronous & Asynchronous |
| 12:55-1:25 | Science/Social Studies | Synchronous & Asynchronous |
| 1:25 - 2:12 | Teacher Support Time<br><br>• Teacher provides students with additional support if needed. Initiated by the teacher or scheduled ahead of time by parents/students. | Additional LIVE instruction for the students who need it most |
| 2:12 - 3:30 | Teacher Planning Time, Staff Meetings and/or Collaboration | |

# Attendance & Participation Expectations

**Schools are required to closely monitor and document pupil attendance & participation for distance learning. Schools must document daily participation for each pupil on each school day that the student participates in distance learning for any portion of the day. (Ed code, § 43504)**

The minimum requirements for attendance:
- TK- 8th: Attendance must be taken daily
- TK - 8th: A weekly engagement record for each student documenting synchronous or asynchronous instruction for each school day, verifying daily engagement/participation online, and tracking assignments.
- A pupil who does not participate daily shall be marked absent.

The district has written procedures, a tiered re-engagement plan, for students who miss three (3) school days or 60% of the instructional days in a school week which includes but is not limited to contact verification, notification, and outreach strategies.

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# Assessments & Accountability

**RBUESD believes these assessment experiences are valuable for all students and therefore, we are working on a plan to safely accommodate students for opportunities to access testing experiences throughout the school year.**

- Teachers and students will be able to access district-supported assessments digitally.
- District-supported assessments (e.g., unit assessments) include diagnostic items to provide teachers with additional data to support unfinished teaching and learning.
- Assessments such as STAR reading/math and curriculum assessments can be taken digitally from home. At this time, implications for state and district accountability are still being determined
- Parents do have the opportunity to opt out of state assessments, as with previous years.
- Current guidance is that all state and federal assessment requirements will remain in place for all students.

# Grading Policy

For the 2020-2021 school year, the grading policy for students during distance learning will remain consistent with the in-person grading policy.

- **All students will receive grades for academic areas. Grades are based on standards.**
- Teachers will provide timely and formative feedback within the learning management system to ensure equitable feedback on learning. Feedback is an important part of the assessment process and has a significant effect on student learning.
- The district will ensure digital report cards are available **in the parent portal.**
- For students who experience challenges accessing content, whether due to personal or familial illness, internet or other challenges, the program/school will work individually to support those students and adjust grading practices, as needed.

# Specialized Programs

# Students with Disabilities

## SECTION 504
## AND SPECIAL EDUCATION

**RBUESD is committed to supporting students with a disability in accordance with processes established under Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act.**

Key Considerations for students with a disability:
- Special Education and 504 teams will continue to follow appropriate processes, including working collaboratively with families to determine needs and services in the remote learning environment.
- If services required for a student to receive a Free and Appropriate Public Education (FAPE) require in-person learning or contact, the IEP or 504 team will work with families to develop a plan to meet those needs.
- RBUESD continues to have a Child Find obligation to evaluate and identify students suspected of having a disability, even while students are in periods of remote learning.
- IEP and 504 teams will continue to case manage those students while they participate in remote learning.
- Detailed guidance for school teams is forthcoming.

# Supporting English Learners

**Best Practices and Supports for English learners will include:**

Daily **E**nglish **L**anguage **D**evelopment (**ELD**) instruction using district adopted curriculum

Ensure that remote lessons include:
- Multiple opportunities for student talk.
- Explicit academic language instruction. Access to rigorous grade level content.
- Extensive use of visuals, videos, graphic organizers and exemplars.
- Opportunities for students to connect the learning to their experiences, culture and home life.