

Golden Feather Union Elementary School District

Distance Learning Plan

2020-2021 School Year

This document outlines the plan for implementing Distance Learning in the Golden Feather Union Elementary School District for the 2020-2021 school year.

Per California Education Code 43500, the following definitions apply:

"Distance learning" means instruction in which the pupil and instructor are in different locations and pupils are under the general supervision of a certificated employee of the local educational agency. Distance learning may include, but is not limited to, all of the following:

1. Interaction, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology.
2. Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
3. The use of print materials incorporating assignments that are the subject of written or oral feedback.

(EC 43503) Distance learning may be offered under either of the following circumstances:

- a. On a local educational agency or school wide level as a result of an order or guidance from a state public health officer or a local public health officer.

As of 7/29/20, the district remained on California's COVID-19 watchlist.

"Schools located in counties that are on the Monitoring List must not physically open for in-person instruction until their county has come off the Monitoring List for 14 consecutive days. Schools in counties that have not been on the Monitoring List for the prior 14 days may begin in-person instruction, following public health guidelines."

14 consecutive days prior to our school start date of 8/12/20 is 7/29/20. Therefore, due to this state requirement, the district will begin the school year with distance learning.

- b. For pupils who are medically fragile or would be put at risk by in-person instruction, or who are self quarantining because of exposure to COVID-19.

Distance learning shall include all of the following:

1. Confirmation or provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.

All students in the GFUESD will be issued Chromebooks or iPads. Hotspots will be distributed as available and based on need. Concow School WiFi will be available for students.

2. Content aligned to grade level standards that is provided at a level of quality and intellectual challenge equivalent to in-person instruction,

All teachers in the GFUESD will set up and maintain a Google classroom for each of their classes. TK-5 teachers will use the SeeSaw platform as well. Online instruction will be aligned with the Common Core standards, may include GFUESD approved curriculum, and will incorporate best practices for distance learning environments. As appropriate, students may receive instructional packets that will be available at the school. Instructional packets will receive written or oral feedback by a teacher.

3. Academic and other supports designed to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.

Our intervention teacher will monitor student progress to provide direct support in ELA. S/he will use academic supports such as Read Live and i-Ready. Concow School at Spring Valley's After School Program will coordinate with classroom teachers to provide student academic support.

Teachers will use a Social Emotional Learning curriculum, like Mind Up, daily with students. Students in need of additional support will be referred to the school counselor.

4. Special education, related services, and any other services required by a pupil's individualized education program pursuant to Section 56341, including the requirements of subparagraph (A) of paragraph (9) of subdivision (a) of Section 56345, with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment.

Accommodations and other services as specified in student Section 504 plans pursuant to the Rehabilitation Act of 1973.

School staff and BCOE will ensure that all IEPs and 504 plans will be adapted to our distance learning model.

5. Designated and integrated instruction in English language development pursuant to Section 11300 of Title 5 of the California Code of Regulations for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning.

Integrated English Language Development (ELD) will be offered in an online format with the district-adopted curriculum.

6. Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders. If daily live interaction is not feasible as part of regular instruction, the governing board or body of the local educational agency shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.

All teachers will utilize Google Classroom to maintain an online classroom environment. Teachers will utilize a variety of strategies to provide interaction, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology such as Google Meet and/or Zoom. Class lessons in ELA and math will be available for students in both a live and recorded format. Teachers will provide opportunities for students to interact with their peers using the online formats listed above.

(EC 43504) Each local educational agency shall document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided, A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day.

For purposes of this section, daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians.

(a) Each local educational agency shall ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

GFUESD teachers will document daily participation for each student on each school day in AERIES. Additionally, teachers will maintain students' weekly engagement record using AERIES gradebook, Google Classroom, or other activity tracking programs. Teachers will update their gradebooks at minimum weekly to ensure that student progress in course is accurate and up to date.

(b)(1) A pupil who does not participate daily in either in-person instruction pursuant to subdivision (b) or distance learning pursuant to subdivision (d) shall be deemed absent by the local educational agency. A local educational agency shall use documentation of the absence for purposes of reporting its chronic absenteeism rates in its local control and accountability plan.

Attendance staff will monitor student attendance in AERIES and its accuracy for reporting purposes.

(2) Each local educational agency shall develop written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week. These procedures shall include, but are not limited to, verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary and, when feasible, transitioning the pupil to full-time in-person instruction.

Attendance staff will monitor student attendance in AERIES and verify/update current contact information. Phone calls will occur daily notifying parents of student absences. Reengagement strategies will include a tiered approach with steps outlined below:

- Referral to School Counselor for follow-up with student and parent by phone or in person conference
- Home Visit

- **Attendance Contract with Administration**
- **Referral to Center for Independent Study (if applicable)**
- **Referral to School Academic and Attendance Review Team (SAART)**

(c) Each school shall regularly communicate with parents and guardians regarding a pupil's academic progress.

Teachers will provide at minimum weekly academic reports to students/parents.

Students/parents can access the AERIES gradebook regularly via the AERIES parent portal.

All students will receive a mid-trimester progress report. Trimester grades will be mailed home in addition to being accessible on the AERIES parent portal. School assignments are not optional. Students will earn grades based on their performance during distance learning. The district will follow its promotion/retention policy.