



## Instructional Continuity Plan Guidance

### Purpose of the Instructional Continuity Plan

Senate Bill 153, Chapter 38, Statutes of 2024 (herein SB 153) adds a provision to California Education Code (EC) Section 32282 requiring local educational agencies (LEAs) to adopt a plan to ensure all students can access instruction during a natural disaster or emergency. The Instructional Continuity Plan provides guidance and key resources to successfully launch and lead remote learning via a distance learning program in the event that in-person instruction at school is disrupted for an extended period of time due to an emergency or natural disaster. This plan is part of the School Safety Plan that is reviewed and evaluated annually, including periods following critical incidents. The Instructional Continuity Plan consists of two phases:

- (1) **Phase 1:** A plan for engaging with scholars and their families as soon as practicable, but no later than 3 calendar days following an emergency and must provide supports for scholars' socioemotional, mental health, and academic needs.
- (2) **Phase 2:** A plan to provide access to remote learning or in-person instruction as soon as practicable, but no more than 5 instructional days following the emergency.

The purpose of this document is to equip school leaders to anticipate and navigate the many unknowns and challenges we will face together and individually as a PUEENTE community in a state of emergency. Our approach in this document is a starting point to communicate with families and continue an instructional program in a virtual learning environment. Additional guidance and resources will be provided if this plan becomes enacted.

When planning and executing the Instructional Continuity Plan, it is imperative that school leaders, teachers, school staff, scholars, and families keep the Maslow's Hierarchy of needs in mind:

- ☐ **Physiological Needs:** In uncertain times, it is important to ensure that the most basic needs are met for students.
- ☐ **Safety Needs:** As a community school, providing resources to ensure physical, financial and a stable environment is essential.
- ☐ **Love & Belonging:** Our model prioritizes relationships and the ability for teachers to provide scholars with individualized feedback and support. It is vital for teachers and scholars to have a learning routine each day that is flexible and accessible. This is a challenging, unprecedented time for teachers, school staff, scholars, and families. We must operate with an open heart, knowing that everyone is doing their best under very difficult circumstances.
- ☐ **Esteem Needs:** Ensuring Social Emotional Learning lessons and supports for students, families, and staff is crucial during challenging times.
- ☐ **Self – Actualization:** We need scholars to be prepared for when they return back to in-person instruction. This means we must focus on re-teaching high priority academic content already covered during the school year and any new prioritized, unfinished learning that remains.

### Summary of the Protocols of the Instructional Continuity Plan

#### Phase 1: Protocol for Engaging with Scholars and Their Families

Following an emergency that requires the school building to remain closed, school leaders will partner with PUEENTE Home Office to provide communications and guidance to staff, families, and scholars. Official school communication will be through emails, text messages, Parent Square and/or phone calls. The first communication will be no later than 3 calendar days. Communications will be aligned to guidance in the Instructional Continuity Learning Plan and may include recent updates, guidance towards the start date of distance learning and resources needed, how to enroll in distance learning, information about optional enrollment in other schools offering in-person instruction, support for scholars' social-emotional and mental health, family and community resources, guidance to get Wi-Fi and technology, and how families can access food services. An email address and phone number will be included for families to reach out if they have questions. All questions will be responded to within 48 hours.



### Phase 2: Plan for Providing Access to In-Person or Distance Instruction

The Instructional Continuity Learning Plan offers instructional guidance through a distance learning model that will begin within 5 instructional days from the closure of a school building and throughout the period where in-person instruction is suspended. Teachers will curate lessons and assignments that aim to ensure that instruction is continuous and that scholar learning is not impacted negatively but that all scholars are on track to meet grade level and course outcomes which will ensure a seamless transition back to in-person instruction. The plan will be implemented in two phases. Firstly, instruction will begin through asynchronous distance learning where teachers will post assignments via Google Classroom. Assignments will be posted with clear directions and deadlines to keep scholars on track in their learning/courses. Scholars will submit assignments via Google Classroom, and they will be reviewed and graded on a regular basis. Scholars will receive feedback aligned to the feedback they receive when attending in-person instruction. Teachers will host virtual office hours daily for scholars can join, ask questions, and receive support. Office hours may be required for scholars who are struggling in their courses. If distance learning continues for more than 5 instructional days, a synchronous interaction between scholars and school staff, such as a virtual classes, will begin between Day 5 and Day 10. During phase two, instruction will also expand no later than Day 10 to synchronous distance learning where teachers teach lessons to scholars in real time through a virtual learning environment. If families prefer their scholar to transition to in-person classroom-based instruction while the school building remains closed, the school will communicate guidance to transfer their scholar no later than Day 16 of distance learning.

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### Terminology

**Distance Learning** - the approach to scholar learning that is required to occur because the school building has closed due to an emergency or natural disaster

**Virtual instruction** - learning that does not occur in a school building classroom but online through Google Meets, Zoom, or another virtual platform

**In-Person instruction** - learning that occurs inside a school building classroom

**Asynchronous Distance Learning** - Teachers assign resources and work for scholars to work on independently at home.

**Synchronous Distance Learning** - Scholars receive real time instruction through video conferencing from a teacher at a different location

**Synchronous Touchpoint** - real time interaction in a virtual setting between a scholar and a school leader, teacher, counselor, or staff member

**Calendar Days** - days of the week that include weekends (ex. Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday)

**School Days** - days of the week that scholars would normally attend school (ex. Monday, Tuesday, Wednesday, Thursday, Friday)

**Working Group** - A key group of staff members who lead the execution of specific parts of the Instructional Continuity Plan. At the school level, a working group is led by the Principal or Principal Designee and Assistant Principal. At the Home Office level, a working group consists of Vice Presidents and appropriate Directors, is led by the Chief or Chief Designee who has final approval.



## Phase 1: Engagement of Scholars and Their Families

| Day | School Leader Protocol                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Staff Communication and/or Supports                                                                                                                                                                                                                                                                       | Family Communications and/or Supports                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| 0   | <p>Emergency or natural disaster occurs</p> <ul style="list-style-type: none"><li>• Communicate current context to CEO and VP of Programs</li><li>• Follow emergency evacuation procedures (if applicable)</li><li>• Secure the school building</li><li>• Assess impact of the emergency/ natural disaster to personal responsibilities (if applicable) and identifying supports as needed</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 1   | <p>Principal/Directors &amp; Home Office Huddle</p> <ul style="list-style-type: none"><li>• Principals/Directors participate and relay information to school teams.</li></ul> <p>School Leader Huddle</p> <ul style="list-style-type: none"><li>• Assesses current context and share updates</li><li>• Review and enact Instructional Continuity Plan (ICP)</li><li>• Align with the team that official school communications will be ParentSquare, school website, and email. Clarify who will lead drafting, editing, and posting of communications. Ensure appropriate people have access.</li><li>• Determine ICP leads for operations, mental health, and instruction and appropriate staff members to serve in corresponding working groups. Instruction working group is required to include Student with Disabilities (SWD) representatives.</li><li>• Check ParentSquare Admin Settings that every scholar has functional family emails and phone numbers. Determine who will lead and support efforts to update incomplete information. Information to be updated in Infinite Campus.</li><li>• Connect individually to staff to assess their situations and assess technology needs and access to online role-specific resources (ex. Curriculum, Infinite Campus, Welligent)</li><li>• Assess technology access and availability (ex. Laptops, internet hotspots, Google Classroom, Zoom/Google Meets, curriculum links)</li><li>• Schedule meeting with staff within 48 hours</li></ul> | <p>Staff Email (AM)</p> <ul style="list-style-type: none"><li>• Current local context</li></ul> <p>Staff Email (PM)</p> <ul style="list-style-type: none"><li>• Updates on current context</li><li>• Share community resources, including meals</li><li>• Date of virtual staff meeting (Day 2)</li></ul> | <p>ParentSquare Communication</p> <ul style="list-style-type: none"><li>• Current local context</li><li>• Methods of school communication (ParentSquare, website, email)</li><li>• Provide email(s) and phone number(s) of staff families should contact during this emergency</li><li>• Remind families to update contact information if changed since 1st day of school</li><li>• Status of the school and instructional program</li><li>• Dates for next communication</li></ul> |



| Day | School Leader Protocol                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Staff Communication and/or Supports                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Family Communications and/or Supports                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|     | <ul style="list-style-type: none"><li>• Schedule meeting with families within 48 hours</li><li>• Draft general communications to staff and families (local updates, best regards to school community, methods of communication, dates for next communication)</li><li>• Update and send a family needs assessment survey, including questions about access to housing, Wi-Fi, laptops/tablets, meals.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 2   | <p>Principal/Home Office Huddle</p> <ul style="list-style-type: none"><li>• Principals participate and relay information to school teams.</li></ul> <p>School Leader Huddle (AM)</p> <ul style="list-style-type: none"><li>• Assess current context and share any updates</li><li>• Connect with the operations working group to establish procedures for attendance tracking, technology distribution and support, family communication, and community resources.</li><li>• Connect with the mental health working group to determine support services and resources available for scholars. Identify additional staff members to support</li><li>• Connect with the instructional working group to review and update asynchronous distance learning guidance (ICP Phase 2). Identify additional staff members to support.</li><li>• Consult with Home Office colleagues as needed.</li><li>• Connect with staff members individually to assess their situations.</li></ul> <p>ICP review, feedback, and approval by Home Office</p> <ul style="list-style-type: none"><li>• Share preliminary drafts of school-specific ICP for feedback and specified Home Office leaders for awareness</li><li>• Review feedback of mental health guidance. Make adjustments as needed.</li><li>• Review feedback of instructional guidance. Make adjustments as needed.</li></ul> <p>School Leader Huddle (PM)</p> | <p>Staff Meeting</p> <ul style="list-style-type: none"><li>• Update on current context (ex. Local context, community resources)</li><li>• Update on mental health (a) internal supports and resources available to scholars and (b) external resources available for families.</li><li>• Share preliminary instructional guidance &amp; trainings (ex. Google Classroom preparation, assessing virtual instructional materials)</li><li>• Teachers continue to check-in with scholars and share mental health supports and resources</li></ul> | <p>ParentSquare Communication (AM)</p> <ul style="list-style-type: none"><li>• Updates on current context</li><li>• Share community resources, including meals</li><li>• Provide guidance of how to support scholars (ex. Talking about context to children calmly, listening to concerns, answering their questions, encouraging them to read and completing assignments not</li><li>• Send scholar/family needs assessment survey with request to be completed within 2 days (Day 4)</li><li>• Date, time, and online link to of virtual meeting (Day 3)</li></ul> |



| Day | School Leader Protocol                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Staff Communication and/or Supports | Family Communications and/or Supports                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|     | <ul style="list-style-type: none"><li>• Update on local context</li><li>• Update on PUENTE supports</li><li>• Update on mental health (a) internal supports and resources available to scholars and (b) external resources available for families.</li><li>• Determine action steps for staff based on meeting updates</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 3   | <p>Principal/Home Office Huddle</p> <ul style="list-style-type: none"><li>• Principals participate and relay information to school teams.</li></ul> <p>School Leader Huddle</p> <ul style="list-style-type: none"><li>• Assess current context and share any updates</li><li>• Update operations working group guidance for attendance tracking, technology distribution and support, family communication, and community resources.</li><li>• Update mental health working group guidance with lead staff members. Prepare to operationalize remote mental health supports (ex. virtual links, sign-up process, asynchronous resources)</li><li>• Update instructional working group guidance with the goal of starting no later than 5 instructional days after school closure (preferably on Monday). Finalize daily schedule and expectations for IP, assignments, supports, feedback, office hours, and Google Classroom postings.</li><li>• Consult with Home Office colleagues as needed</li></ul> <p>ICP review, feedback, and approval by Home Office</p> <ul style="list-style-type: none"><li>• Review feedback of mental health guidance. Make adjustments as needed.</li><li>• Review feedback of asynchronous instructional guidance. Make adjustments as needed.</li></ul> <p>Prepare for Staff Meeting</p> <ul style="list-style-type: none"><li>• Update teachers about guidance, requirements, and timeline for instruction to resume (no later than 5 instructional days</li></ul> |                                     | <p>Virtual Parent Meeting</p> <ul style="list-style-type: none"><li>• Update on current situation (ex. Local context, community resources)</li><li>• Update on mental health (a) remote supports and resources available to scholars and (b) external resources available for families.</li><li>• Share preliminary instructional guidance (ex. technology requirements, access to wifi, setting up a home learning environment)</li><li>• Remind families to complete scholar/family needs assessment survey by EOD</li></ul> |



| Day | School Leader Protocol                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Staff Communication and/or Supports                                                                                                                                                                                                                                                                                                                                      | Family Communications and/or Supports                                                                                                                                                                                                  |
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|     | after closure, preferably a Monday or Wednesday start date)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                        |
| 4   | <p>Principal/Home Office Huddle</p> <ul style="list-style-type: none"> <li>Principals participate and relay information to school teams.</li> </ul> <p>School Leader Huddle</p> <ul style="list-style-type: none"> <li>Assess current context and share any updates</li> <li>Finalize and prepare for launch of mental health supports</li> <li>Prepare final drafts of asynchronous instructional guidance (ex. IP, assignments, supports, feedback, office hours, attendance, technology) for review and feedback</li> </ul> <p>ICP review, feedback, and approval by IS/NOL</p> <ul style="list-style-type: none"> <li>Review feedback of mental health guidance. Make adjustments as needed.</li> <li>Review feedback of asynchronous instructional guidance. Make adjustments as needed.</li> </ul> | <p>Staff Meeting</p> <ul style="list-style-type: none"> <li>Update on current context (ex. Local context, community resources, PUENTE supports)</li> <li>Update on asynchronous instructional guidance, including bell schedule and expectations for IP, assignments, supports, feedback, office hours, and Google Classroom postings.</li> <li>Staff updates</li> </ul> | <p>ParentSquare Comms</p> <ul style="list-style-type: none"> <li>Provide summary and presentation of the Parent Meeting</li> <li>Provide update of mental health supports for scholars and how scholars can access supports</li> </ul> |



Phase 2: Access to In-Person or Distance Learning Following an Emergency

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| 5   | <i>Asynchronous Learning remote supports for scholars begin</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 5   | <p>Principal/Home Office Huddle</p> <ul style="list-style-type: none"> <li>Principals participate and relay information to school teams.</li> </ul> <p>School Leader Huddle</p> <ul style="list-style-type: none"> <li>Assess current context and share any updates</li> <li>Update on operations working group: review of scholar/family needs assessment data and begin technology distribution. Finalize attendance procedures.</li> <li>Update from/to mental health working group</li> <li>Update and finalize asynchronous distance learning guidance</li> <li>Consult with Home Office colleagues as needed</li> </ul>                                                                                                                                                                                                                                                                                                                                                                           | <p>Staff Meeting (Asynchronous Day 1)</p> <ul style="list-style-type: none"> <li>Staff reflects about today's async learning experience and attendance procedures</li> <li>Determine adjustments or updates for Asynchronous Day 2 procedures</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>ParentSquare Comms (Asynchronous Day 1)</p> <ul style="list-style-type: none"> <li>Update on 1st day of asynchronous instruction (strengths, pivots for Async Day 2)</li> </ul> <p>ParentSquare Comms (Asynchronous Day 2)</p> <p>Update on 2nd day of asynchronous instruction (strengths, pivots for Day 3)</p>                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 6-9 | <p>Principal/Home Office Huddle</p> <ul style="list-style-type: none"> <li>Principals participate and relay information to school teams.</li> </ul> <p>School Leader Huddle</p> <ul style="list-style-type: none"> <li>Assess current context and any updates</li> <li>Share working group updates</li> <li>Update on instructional working group preparation for launch of asynchronous distance learning with clear expectations of instructional and attendance.</li> <li>Update operations working group prepares guidance and resources for synchronous instruction</li> <li>Mental health working group begins focus on synchronous scholar touchpoints (via grade level) and topic guidance</li> <li>Consult with Home Office colleagues as needed</li> </ul> <p>Coaching and Support</p> <ul style="list-style-type: none"> <li>School leaders connect with assigned staff members and check-in as needed for coaching and support for asynchronous distance learning implementation</li> </ul> | <p>Staff Meeting (Asynchronous Day 2)</p> <ul style="list-style-type: none"> <li>Staff reflects on adjustments to asynchronous learning experience and attendance procedures</li> <li>Determine adjustments or updates for Asynchronous Day 3 procedures</li> </ul> <p>Staff Meeting (Day 7)</p> <ul style="list-style-type: none"> <li>Update on current context (ex. Local context, community resources, PUENTE supports)</li> <li>Update on instructional guidance, including grading</li> <li>Update on attendance procedures</li> <li>Update on synchronous touchpoint (ex. SEL, Office Hours)</li> </ul> <p>Staff Meeting (Day 9)</p> <ul style="list-style-type: none"> <li>Update on current context (ex.</li> </ul> | <p>Virtual Parent Meeting and ParentSquare Comms (Day 6/7)</p> <ul style="list-style-type: none"> <li>Update on instructional guidance, including bell schedule and expectations for IP, assignments, supports, feedback, office hours, and Google Classroom postings.</li> <li>Update on attendance procedures</li> <li>Provide guidance to parents about how to support their child during at-home instruction</li> <li>Share information about schools that offering in-person instruction and transfer procedures</li> </ul> <p>ParentSquare Comms (Day 9)</p> <ul style="list-style-type: none"> <li>Reminders about asynchronous instruction</li> <li>Clarify expectations to create transparency about the school,</li> </ul> |



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|               |                                                                                                                                                                                                                                                                                                                                                   | <p>Local context, community resources, PUENTE supports)</p> <ul style="list-style-type: none"> <li>• Updates on asynchronous learning or attendance procedures prior to implementation</li> <li>• Share guidance about synchronous distance learning, including bell schedule and expectations for IP, assignments, supports, feedback, grading, and office hours</li> <li>• Review synchronous touchpoint expectations and resources</li> <li>• Provide technology resources and guidance for synchronous distance learning</li> </ul> | <p>teacher, scholar, and parent/guardian roles</p>                                                                                                                                                                                                                                                  |
| 10 or earlier | <i>Synchronous distance learning begins</i>                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                     |
| 10 or earlier | <p>School leaders monitor and provide supports as needed throughout the day.</p> <p>School Leader Huddle (PM)</p> <ul style="list-style-type: none"> <li>• SWOT analysis (strengths, weaknesses, opportunities, and threats)</li> <li>• Prepare reflection and updates at EOD to staff and families and any pivots needed for tomorrow</li> </ul> | <p>Staff Meeting (Sync Day 1)</p> <ul style="list-style-type: none"> <li>• Staff reflects about today's asynchronous learning experience and attendance procedures</li> <li>• Determine adjustments or updates for Sync Day 2 procedures</li> </ul> <p>Staff Meeting (Sync Day 2)</p> <p>Staff reflects on adjustments to asynchronous learning experience and attendance procedures Determine adjustments or updates for Sync Day 3 procedures</p>                                                                                     | <p>ParentSquare Comms (Sync Day 1)</p> <ul style="list-style-type: none"> <li>• Update on 1st day of synchronous instruction (strengths, pivots for Sync Day 2)</li> </ul> <p>ParentSquare Comms (Sync Day 2)</p> <p>Update on 2nd day of synchronous instruction (strengths, pivots for Day 3)</p> |





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| 11-15         | <p>Principal/Home Office Huddle</p> <ul style="list-style-type: none"><li>• Principals participate and relay information to school teams.</li></ul> <p>Admin Team Huddle</p> <ul style="list-style-type: none"><li>• Assess current context and share any updates</li><li>• Instruction working group begin focus towards synchronous distance learning</li><li>• Consult with Home Office colleagues as needed</li></ul> <p>ICP review, feedback, and approval by IS/NOL</p> <ul style="list-style-type: none"><li>• Review feedback of mental health guidance. Make adjustments as needed.</li><li>• Review feedback of synchronous instructional guidance. Make adjustments as needed.</li></ul> | Staff Meeting (Day 13) | ParentSquare Comms (Day 12) <ul style="list-style-type: none"><li>• Update on current context (ex. Local context, community resources, PUENTE supports)</li></ul> |
| 10 or earlier | <p>School leaders monitor and provide supports as needed throughout the day.</p> <p>School Leader Huddle (PM)</p> <ul style="list-style-type: none"><li>• SWOT analysis (strengths, weaknesses, opportunities, and threats)</li><li>• Prepare reflection and updates at EOD to staff and families and any pivots needed for tomorrow</li></ul>                                                                                                                                                                                                                                                                                                                                                      |                        |                                                                                                                                                                   |



## Phase 2: Access to In-Person or Distance Learning Following an Emergency

### Distance Learning: Days 1-5 - Reopening in Asynchronous Instruction

If the school building is anticipated to be closed for longer than 10 days following an emergency, the school will shift to virtual instruction so that scholar learning continues for the remainder of the school year. The first 5 instructional days will be asynchronous distance learning to allow schools time to build out the infrastructure for synchronous instruction.

#### Core Lesson Element: Teacher-Led Lesson

Teachers should continue providing high quality instruction to scholars in a virtual learning environment. Learning should continue to be aligned to the curriculum and grade level standards. Teachers will pre-record a 15-minute lesson launch video and upload it in Google Classroom. The lesson launch video incorporates the following components:

- Lesson overview: introduce the materials and objectives
- Lesson for the day: provide instructional guidance for the learning, such as modelling expectations of scholar work, walking through examples, conducting a close reading
- Lesson supports: incorporates supports to ensure all scholars can access the content, such as an exemplar, which scholars can use to revise and check their work against
- Launch assignment: provide an overview of the assignment with clear directions

#### Core Lesson Element: Formative Assessments

Every teacher-led lesson, whether asynchronous or synchronous, concludes with a brief formative assessment based on the content/skills covered in that lesson. It consists of 1-2 questions that allows the teacher to gauge scholars' progress to mastering the lesson objectives by the end of the week. Check for understanding questions should allow scholars to demonstrate their current thinking; most likely, this is done through open-ended questions. Scholars are not expected to show mastery. Formative assessment data is quickly analyzed to inform planning for guidance practice, small group instruction, and individualized support.

#### Core Lesson Element: Scholar independent Work

Assignments should provide scholars meaningful opportunities to grapple with and practice the lesson objective. The lesson should be able to be completed within a class period in the virtual bell schedule. For elementary school scholars, independent practice should be no more than 20 minutes.

Independent practice assignments can include:

- Reading
- Solving math tasks
- Conducting science simulations
- Art
- Engaging in and tracking remote physical activity
- Conducting research
- Completing a performance-based task



### Assignments Posted and Submitted in Google Classroom

Teachers will upload their lessons in Google Classroom by 07:30 am and will be due no later than 3:00 pm on the assigned day. Scholars will be able to access and complete their assignments at any time before the deadline. If scholars are unable to finish any assignments past the deadline time, they should continue to complete the assignment and submit them by the end of the day.

### Virtual Schedule

The schedule should be the same across asynchronous and synchronous distance learning (and can be used in-person as well). Schedules are up to school discretion.

Sample Schedule

| Primary (TK-2 <sup>nd</sup> )                  | Upper (3 <sup>rd</sup> -5 <sup>th</sup> )      | All Students (TK-5 <sup>th</sup> )              |
|------------------------------------------------|------------------------------------------------|-------------------------------------------------|
| <i>Monday-Thursday</i>                         | <i>Monday-Thursday</i>                         | <i>Friday</i>                                   |
| ELA<br>08:00 - 08:20                           | ELA<br>08:00 - 08:30                           | Social Emotional Learning<br>08:00 - 08:30      |
| Break<br>08:20 - 09:00                         | Break<br>08:30 - 09:00                         | Break<br>08:30 - 09:00                          |
| Math<br>09:00 - 09:20                          | Math<br>09:00 - 09:30                          | Physical Education<br>09:00 - 09:30             |
| Independent Work/Small Groups<br>09:20 - 11:00 | Independent Work/Small Groups<br>09:30 - 11:00 | Independent Work/ Small Groups<br>09:30 - 11:00 |
| Lunch<br>11:00 - 11:30                         | Lunch<br>11:00 - 11:30                         | Lunch<br>11:00 - 11:30                          |
| Office Hours/Small Groups<br>11:30 - 02:00     | Office Hours/Small Groups<br>11:30 - 02:00     | Art<br>11:30 - 12:00                            |

### Supporting Scholars with Unique Needs

The school values and strives to meet the needs of all scholars, including English Learners, Scholars with Disabilities, Foster Youth, and pupils experiencing homelessness. As a result, the school will be employing several strategies to ensure that scholars remain supported through distance learning. These strategies include more opportunities for personalized learning, support for proper implementation of IEP (Individualized Educational Plan) and Counseling support.



### Scholars with Disabilities

- RSP services should be implemented to the greatest extent possible and can be held virtually. If RSP services cannot be provided, schools will need to make up those services once a scholar has returned to in-person instruction.
- Teachers should ensure that assignments uploaded to their Google Classrooms or packets sent to scholars have accommodations or modifications per their Individualized Education Plan.
- Schools can plan to hold virtual services for counseling or other services if the provider can provide them, or the schools can plan to make up services missed while scholars are on independent study.

### Multilingual Learner Supports

- Intervention Coach should connect with students with “newcomer” status beginning on Day 5. Individualized instruction should be provided daily for this group during office hours.

### Foster and Homeless Youth

- Continued identification process for Foster and Homeless Youth virtually
- Virtual parent/family assessment meetings as needed
- Check-ins by a staff member to address basic human needs/supplies, technology access, and opportunities for additional social-emotional supports
- Connection to agencies and resources in the community, including: general housing assistance; housing for transitioning age youth/older foster youth; guidance for foster care individuals and organizations; grants; food resources
- Access to a school counselor, and/or mental health agencies

### Feedback on Assignments and Grading

Teachers should regularly provide scholars with feedback on all assignments submitted in Google Classroom. All assignments should receive either a formative or summative grade. At least 1 assignment per week should receive a summative grade that is recorded in the Google Drive. When assigning an assignment, a summative grade, teachers should select an assignment that accurately assesses scholar progress towards meeting the targeted standard and objective.

### Virtual Teacher Office Hours

Office hours provide opportunities for scholars to receive additional assistance during distance learning. Office hours should be available to all scholars enrolled in the class and may be required for scholars who are struggling. Teacher office hours will be at least 1-hour per day. This can include:

- Providing scholars with personalized feedback
- Answering scholar questions sent via email, Google Meets, Zoom, Google Docs
- Conducting targeted small group instruction
- Communicating with families regarding their scholars. Office hours may be required for scholars who are struggling in their courses
- Participating in virtual IEP meetings
- Additional guidance may be shared by school leaders throughout distance learning



### Social Emotional Class

SEL classes aim to support scholars' social, emotional, and academic well-being outside the traditional classroom setting. Topics may include motivational messages, announcements or essential information on behalf of the school, or reflection activities. SEL will begin as an asynchronous class and may be the first course to have a synchronous touchpoint between school staff and scholars in preparation for synchronous distance learning.

### Daily Attendance

A daily attendance survey will be made available to scholars each day. The survey should be completed by 09:00 am. School staff will contact a scholar's parent/guardian if they have not checked-in. If a scholar misses the 09:00 am deadline, they should still complete the form as soon as possible so their attendance is recorded that day. School staff will enter scholar attendance from the daily attendance survey into Infinite Campus.

### Teacher Planning Time

Planning time will be built into every teacher's schedule. Below are suggestions on how teachers can utilize their planning time:

- Review upcoming lessons and texts
- Record lesson launch videos
- Upload material into Google Classroom
- Review scholar work and provide feedback
- Virtual meetings with coaches
- Call parents, reach out to scholars about missing assignments, conduct small group instruction during Office Hours.

### Synchronous Touchpoint: No Later than Day 10

#### Social Emotional Learning to a Synchronous Class Meeting

Scholars will participate in a virtual Social Emotional class that meets on Wednesdays. Asynchronous classes will change to a synchronous class on or before the 5th day of virtual instruction and be held via Zoom/Google Classroom. SEL will continue to provide an opportunity for teachers and scholars to check-in and provide an online community of support for each other. SEL will also prepare scholars to move into a synchronous learning environment.

### Scholar Attendance

Scholars will be required to attend classes daily. Teachers will record scholar attendance in Infinite Campus.

### Scholar Expectations in a Virtual Classroom or Meeting

Teachers will explain the expectations and etiquette in an online virtual meeting or classroom:

- Log in on time
- Mute once logged-in, and remain muted unless you are speaking
- Use raise-hand feature if you need to interrupt the teacher
- Chat features and discussions are for class questions, not side conversation
- Participate and share ideas
- Stay focused on the discussion topics
- Speak one at a time by "raising your hand" and being called on



### Small Group Classes: Synchronous Distance Learning Classes

PUENTE may identify scholars who need additional instructional support during asynchronous distance learning and may create synchronous small group classes. Small group classes are reduced-size classes and may be used in a variety of ways. For example, it can be used as guided practice time to provide scholars a critical opportunity to grapple with the week's content/skills in a supported way and/or engage in academic discourse with peers. Small group classes can also introduce new material and content, aligned to the week's objectives.

Small group classes must be provided to all scholars during consistent, regularly scheduled times, and teachers/paraprofessionals/instructional coaches should set a clear expectation that this time is mandatory. It is recommended that academic intervention is about 30 minutes daily. Scholars to consider for intervention include scholars receiving specific services, scholars with disabilities, multilingual learners, homeless youth, foster youth, struggling scholars, or randomly assigned scholars.

Within small group classes, teachers can use breakout rooms (virtually) or breakout stations (hybrid) to provide more targeted small group instruction. This can consist of (1) modeling or guided practice of a priority skill by the teacher, (2) scholar practice of the prioritized skill, and (3) immediate feedback from the teacher to revise work.

### Distance Learning: Days 10+ - Shifting into Synchronous Instruction

If the school building is anticipated to be closed for longer than 10 days following an emergency, courses will shift to synchronous distance learning beginning no later than Day 10. Through a virtual classroom platform, scholars will receive real time instruction by a teacher teaching at a different location. Synchronous distance learning will continue until scholars are able to return to in-person instruction at the school site.

#### Core Lesson Element: Teacher-Led Lesson

Teachers should continue providing high quality instruction to scholars as learning shifts from asynchronous to synchronous distance learning. Instead of teachers pre-recording a lesson launch video, they will teach the lesson in real time to scholars through a virtual platform, such as Google Meets or Zoom. Lessons will continue to incorporate a lesson overview, a lesson for the day, lesson supports, and an assignment with clear directions. During the lesson, teachers should incorporate active engagement activities, such as checks for understanding, whole group discussions, breakout room discussions, shared documents for collaboration, or scholar-to-scholar feedback opportunities. Synchronous lessons should be approximately 20-30 minutes, recorded, and posted in Google Classroom for scholars who miss it.

#### Core Lesson Element: Formative Assessments

Every teacher-led synchronous lesson concludes with a brief formative assessment based on the content/skills covered in that lesson. It consists of 1-2 questions that allows the teacher to gauge scholars' progress to mastering the lesson objectives by the end of the week. Check for understanding questions should allow scholars to demonstrate their current thinking; most likely, this is done through open-ended questions. Scholars are not expected to show mastery. Formative assessment data is quickly analyzed to inform planning for guidance practice, small group instruction, and individualized support.

#### Core Lesson Element: Scholar Independent Work

At the end of the teacher-led lesson, an assignment for independent completion is shared with scholars via Google Classroom. Assignment directions are clear and concise, so every scholar is readily able to access it. For elementary school scholars, independent practice should be no more than 30 minutes. Assignments are due by 03:00 pm.

### Virtual Daily Schedule

It is recommended that PUENTE continue with the schedule that was introduced to scholars during asynchronous distance learning.



### Daily Attendance

Attendance procedures based on the recommended amount of time a scholar's work product takes. This may include the daily time value engaged in synchronous instruction and independent assignments. All assignments should be submitted via Google Classroom to ensure documentation of the assignments completed in the case of an audit. The Google Classroom and the assignments contained within should not be deleted, as records must be maintained for four years.

### Option to Enroll in Another School District, County Office of Education, or Charter School

If families prefer their scholar to transition to in-person classroom-based instruction while the school building remains closed, the school will communicate guidance to transfer their scholar no later than Day 16 of distance learning. Parents or legal guardians must inform the school if they will be withdrawing or transferring scholars and obtain necessary transfer forms to enroll their scholar at another school. Withdrawing or transferring scholars must return all checked-out school books, technology, and equipment prior to exiting the school. The school may withhold copies of the scholar's official transcript until all books and equipment are returned or outstanding fees are paid in accordance with applicable law.