

## eLearn at My School Instructional Guide



**eLearn at My School: Students Realizing Unimagined Futures**

Take Initiative to Design and Collaborate

**FRESNO UNIFIED SCHOOL DISTRICT GRADUATE PROFILE**

Cultivate Positive Relationships and Online Culture Where Students Belong

Value our Students' Languages and the Rich Assets they Bring to Learning

Foster Student Ownership of Learning, Self Assessment, and Academic Growth

Create Authentic Learning Experiences for Students

**GRADUATE PROFILE**

- A Digitally Literate Citizen
- A Responsible and Ethical Decision Maker
- A Creative and Adaptable Learner
- A Skilled Communicator and Collaborator
- An Innovative and Productive Problem Solver

The image features a central circular graphic with a graduation cap icon and a silhouette of a person's head. The graphic is divided into five colored segments, each with an icon and a label: a purple segment with a gear icon labeled 'An Innovative and Productive Problem Solver', a yellow segment with a circuit icon labeled 'A Digitally Literate Citizen', a green segment with a tree icon labeled 'A Responsible and Ethical Decision Maker', a red segment with a lightbulb icon labeled 'A Creative and Adaptable Learner', and a blue segment with a speech bubble icon labeled 'A Skilled Communicator and Collaborator'. The background shows students in a classroom setting, some wearing headphones, engaged in learning activities.

## Contents

Overview.....	4
District-Wide Instructional Focus.....	5
Culture of Learning, Collaboration and Results .....	5
Effective Instruction.....	5
Support for Every Student .....	6
eLearn Design Principles .....	8
First Three Weeks of School.....	9
Considerations on Developing a Positive eLearning Environment .....	10
Supporting Student Learning at Home.....	11
Engagement/Attendance/Participation/Social Emotional .....	12
Engagement.....	12
Grading.....	12
Attendance .....	12
eLearn Attendance Process Support.....	13
Attendance Intervention Process .....	15
Participation.....	16
Multi-Tiered System of Support.....	16
Academic Supports .....	16
Learning Loss and Academic Acceleration with i-Ready.....	18
Multi-Tiered System of Support: Interventions.....	22
Social Emotional Supports .....	22
Other Resources to Support Social Emotional Wellbeing.....	22
Instructional Minutes Considerations .....	25
Conceptual Schedules (Non-Designated and Designated).....	26
Schedule Definitions.....	32
Recommended Process for Teachers to Setup Microsoft Teams Connection with Students.....	37
Students Using ATLAS and Teams for Distance Learning .....	43
Professional Learning .....	45
Calendar.....	45
I Can Statements for Foundational Self-Assessment.....	46
Foundational Professional Learning Playbook (click here to access).....	47

Microsoft Teams as the Preferred Online Platform.....	47
Devices and Internet Access .....	48
Devices.....	48
Internet Access.....	48
Frequently Asked Questions .....	49

## Overview

Fresno Unified School District recognizes the unique challenge of this time. However, our district is committed to providing high quality instruction online to every student everyday through eLearn at My School. While learning online, students will be able to maintain their enrollment at their school site with instruction provided by their site teachers.

Online instruction will be built around:

- Establishing strong relationships and positive online cultures with our students and families for student well-being
- Teacher provided daily instruction that inspires continuous student ownership of their learning
- Engaging students in an interactive instructional experience using the district-adopted curricula along with future-ready digital apps and tools

Together, we have an opportunity to seize this moment, to build an impactful online learning experience that will empower and inspire our students toward academic growth, excellence, and future readiness!

The Fresno Unified Family	Teachers	Families	Students
<p>Cares about every student, family, teacher, and staff member and will ensure student access to high quality instruction, technology tools, and support resources for student success</p>	<p>Are devoted to their professional practice as well as our students' social emotional well-being and academic success, providing daily instruction, just-in-time supports, progress monitoring and feedback, and positive encouragement</p>	<p>Partner alongside their school site community to provide key supports, a safe and inviting learning environment, and important feedback to help ensure our children receive the best education</p>	<p>Each bring rich assets, unique personalities, and vast potential to their learning every day. Students engage, inquire, learn, create, reflect and grow!</p>
			

## District-Wide Instructional Focus

The District-Wide Instructional Focus has three components which include:

- Culture of Learning, Collaboration and Results
- Effective Instruction
- Support for Every Student

### Culture of Learning, Collaboration and Results

Teachers, leaders, and department staff engage a culture of learning, collaboration and results through the Professional Learning Communities process (PLCs). As part of eLearn at My School, you will continue to be part of a PLC at your home school.

### Effective Instruction

Teachers work with students and families to develop a positive online culture of learning that fosters student ownership of challenging content and allows teachers to pivot instruction and provide just in time supports in order to accelerate every student. Teachers engage students interactively, providing opportunities for student collaboration, problem-solving, and creation using digital tools.

#### Teachers:

- Communicate a daily and weekly schedule for learning
- Direct instruction with whole class
- Engage opportunities for students to work together
- Facilitate small group/one on one time, when needed
- Facilitate designated English Language Development time and support
- Conduct community building circles and provide SEL instruction
- Support for students with special needs in coordination with IEP process
- Engaging, graded assignments/projects for students to showcase their learning
- Ensure feedback for student growth

#### District develops and facilitates:

- Multi-modal professional learning regarding a baseline and progression of both digital skills and pedagogical practices that support effective and interactive online instruction, including:
  - Strategies to connect and build relationships online
  - Providing social emotional instruction and support in an online environment
  - Effective instructional practices to engage students as learners and creators online
  - Maximizing digital tools to support Accessibility and Language Development
  - Effective use of Microsoft Teams as the preferred video conferencing, instructional delivery, and digital assignment platform
  - Effective use of digital curricula platforms to support instructional content and delivery (e.g. i-Ready, Wonders, GoMath, Khan Academy, Springboard, Big Ideas, Unique Learning Systems, etc.)

- Using data to inform best practices and students supports (e.g. i-Ready, Microsoft Teams analytics, Clever analytics, and digital curricula)
- Scope and sequence with adjustments that emphasize 4<sup>th</sup> quarter missed learning as well as highlighting curricula assignments/projects that inspire learning in online environment
- Instructional minutes schedules that protect core instruction and daily, synchronous time with students and provide teacher autonomy regarding instructional decisions that best support students

## Support for Every Student

Effective support for every student is centered around Multi-Tiered Systems of Support for students' academic and social emotional well-being. Teachers work with site leadership teams, their PLCs and support staff to determine effective supports.

### **District develops and facilitates:**

- Training regarding differentiated response and social emotional supports for students
  - Process for staff support and response
  - Engagement/Re-engagement practices
- Training regarding measuring loss and progress monitoring through i-Ready
- Training regarding how to use digital tools to engage small groups and provide one on one support for students
- Training regarding how to maximize collaboration with paras and support staff for our students
- Lesson plans for community building and SEL instruction during the first three weeks of school

### **Site Instructional Leadership Teams determine:**

- Academic tiered supports necessary for students based upon data and student engagement through site leadership and PLC processes

### **Student Supports for Students with Individualized Education Plans (IEPs)**

In order to access the district-adopted curriculum in the least restrictive environment, students with Individualized Education Plans (IEPs) will be provided:

- Accommodations and supports outlined in IEPs
- Any devices, equipment, or tools necessary to implement the IEP
- Time within the school day for extra academic or social-emotional support
- Additional time and support to address learning loss due to school closure

### **Teacher Supports**

In addition to districtwide professional learning, Special Education teachers will be provided with further growth opportunities and guidance through:

- Professional Learning specific to special education programs, supports, and services
- Job-alike professional learning communities
- Frequent communication with Regional Instructional Managers (RIMs)

- Ongoing guidance from Program Managers
- Specialized support from Teachers on Special Assignment (TSAs)

### **IEP Team Meetings**

IEP team meetings will be held virtually and all timelines remain in effect. Guidance will be provided to case managers on procedures related to the scheduling, facilitation, and development of IEPs.

IEP team meetings that were due during the Spring 2020 semester and not held while schools were closed will also be held virtually.

### **Implementation of IEPs**

#### *Special Education and Related Services*

All special education and related services will be provided in the distance learning model, although the delivery of such services may look different than in the traditional setting. To the extent possible, services will be provided minute-to-minute as outlined in the IEP. If that is not possible in the distance learning model, families will be notified and provided information about such services.

#### *IEP Goals, Accommodations, Modifications, and Other Supports*

IEP goals, accommodations, modifications, and other supports will be provided as applicable to the distance learning model. If there is an aspect of the IEP that is not applicable to the distance learning model, it will be identified in the notification to families.

Special education teachers and service providers will continue to monitor progress on annual IEP goals and short-term objectives, and quarterly progress reports will be provided to families.

#### *Emergency Distance Learning Plans*

All initial IEPs and annual IEPs must include an emergency distance learning plan (“EDLP”) that will be a part of the IEP. In the event of another suspension of in-person instruction in the future, the EDLP will be implemented.

#### *Procedures for Special Education Teachers and Service Providers*

Guidance with professional learning will be provided to special education teachers and service providers regarding all changes from regular procedures under the distance learning model.

### **Assessments**

Special education initial and triennial assessments will continue during the 2020-2021 school year to the extent feasible and based on public health concerns. All aspects of assessments that can occur virtually will be completed in that manner. To the extent health and safety requirements allow and families are in agreement, testing that cannot occur virtually may occur in-person with proper precautionary measures.

The District will also continue its child find efforts during distance learning in order to ensure that students with disabilities or those suspected of being a student with a disability are identified, located, and evaluated.

## **Return to In-Person Instruction**

Once the District meets the state criteria to return to in-person instruction and school sites open, special education programs will return as well. At that time, it will be determined whether any health and safety requirements beyond those prescribed for all school sites will be necessary for any special education program.

## **Early Learning**

Early learning services, including preschool and infant services, will be provided through a distance learning model until further notice. Assessments and IEP/IFSP timelines remain in effect and shall be adhered to. The Department will develop guidance specific to infant and preschool programs for IEPs and assessments.

## **Supports for English Language Learners**

- All ELs will receive Designated and Integrated ELD Instruction & progress monitoring by their teacher daily through eLearn
- ELPAC Assessment Plan for 2020/21 will allow students that did not complete the 19/20 ELPAC to take the assessment in the fall through a make-up session & modified criteria for redesignated to allow more opportunities for students to meet indicators for redesignation
- Communication to EL Families will be supported through:
  - Site Response Team to assist with translation services
  - Weekly Family Engagement Meetings to keep parents informed
  - Technology Tools with training for parents and teachers (i.e. ATLAS Connect, Immersive Reader, Microsoft Translator)
- Expansion of Dual Language Immersion Programs at Balderas (Hmong), Hidalgo (Spanish) and Winchell (Spanish)
- Teachers on Special Assignment to support instruction at every site through Professional Learning options:
  - PL Summit
  - On-Demand Trainings
  - Webinars
  - Foundational Teacher Playbook PL: [How to deliver Designated and Integrated ELD Instruction through eLearn to meet the needs of my English Learners](#)
  - Site specific PL for ELs
  - Support to PLCs through planning using ELA/ELD Standards
- Long Term ELs Tier 2 & 3 Supports
  - InterAct Fellows/Tutors deployed to sites
  - Rosetta Stone licenses for Long Term ELs & newcomers

## **eLearn Design Principles**

### **School Site as the Hub**

The school site as the hub concept is an overarching goal that maintains student enrollment and staff position at their site. Students, staff, and community share a sense of belonging to the school that will facilitate a more supportive environment than moving students into a separate online school. The school

site as the hub requires building capacity of support staff, teachers, and leaders to facilitate effective academic and social emotional supports in an online environment.

### **Every Student**

Designing online learning requires engagement and supports for every student academically and social emotionally. Curricula, teaching practices, supports and technology tools must provide access and support language development for every student.

### **Connecting, Exposing and Routinizing, and Authentic Learning (the experience online)**

The students/teacher and family/teacher connection to facilitate online learning is critical. Teachers partner with students to develop a positive online class experience and develop online relationships.

## **First Three Weeks of School**

**Connecting, Exposing and Routinizing, and Authentic Learning** occur throughout the year via students' and teachers' online learning experiences. Connecting does not stop after week 1, and Authentic Learning within content happens from the start. However, breaking out this progression by weeks recognizes the complexity of this time and the need to be intentional in design to ensure authentic learning at the depth and rigor of our standards and targets occurs throughout the year and that things like technology tools do not become consistent barriers to this learning. It is important to stay present with the tremendous opportunities to unlock that will not only provide rich experiences for our students now but that will impact instruction and student future readiness going forward.

### **Week 1: Connecting**

- Contact families and students throughout the week in multiple ways (office hours, Phone, Remind, Teams, etc.)
- Articulate schedule, expectations and responsibilities of students, families, and teachers in online environment
- Design inviting online environment and weekly routine—make it interesting, exciting, new!
- Co-design online digital citizenship behaviors with students
- Build relationships with students (teacher to student and student to student) in whole group, small group, and one on one interactions
- Provide daily opportunities to build community and to engage in social emotional learning
- Explore tech possibilities with students
- Assess students'/families' tech literacy and skills
- Check and report tech/wireless access
- Layer content lesson experiences and progression of learning

## Week 2: Exposing and Routinizing

- Explain terms and establish online understanding of learning (e.g. synchronous/asynchronous)
- Test and reflect upon effective instructional delivery, engagement and teaching practices
- Build skills with consistently used platforms (e.g. Microsoft Teams, Digital Curricula)
- Gather and apply feedback from students regarding what works best for them as learners in this environment
- Practice routines for facilitating, responding, collaborating and assigning
- Review data sets (e.g. i-Ready) to inform instruction
- Establish consistent structures of daily content instruction with emphasis on content

## Week 3: Authentic Learning

- Utilize Scope and Sequence in planning to consider both Quarter 4 essential learning missed from last year and Quarter 1 learning targets this year
- Assess student skills across learning targets
- Backwards map from experiences/projects/interactive assignments that incorporate creative ways students can use technology to engage and display their learning
- Establish routines for effective synchronous and asynchronous instruction, assignment, assessment, reflection, and feedback using digital curricula and tools
- Establish supports/acceleration for English Language Learners, student groups, and families

## Considerations on Developing a Positive eLearning Environment

- Build relationships with students (teacher to student and student to student) in whole group, small group, and one on one interactions
- Provide daily opportunities to build community
- Interact positively with students (contingent and non-contingent attention, class acknowledgement systems)
- Frequently provide students with opportunities to engage in social emotional learning
- Develop a classroom management plan for a virtual classroom
  - Determine your virtual attention signal. Teach it, goal=no more than 5 seconds to get class attention. Keep it simple: not too many signals
  - Design a system for calling on students not participating
    - Random Selection Tool: always announce student name and make sure you have attention before posting the question.
    - Sticks
    - Name cards with rings
  - Keep students engaged while greeting students, letting students into your session, and taking attendance.
  - Co-design academic and behavioral expectations with students (respect agreements, CHAMPS)

# Supporting Student Learning at Home



## Focus on Wellness

Learning happens when we feel safe, secure, and happy.

- Develop simple, predictable routines
- Find a place free of distraction for kids to work
- Make learning fun through creativity with art, science, and movement



## Read, read, read!

Read or listen to a variety of books and articles about the same topic.

- Read alone and read together
- Younger kids can listen to stories read aloud and practice sounding out words in simple stories
- Younger kids can also practice rhyme, syllables, and letter sounds



## Have conversations

Talk about what you are reading and learning.

- Ask your child questions about a book or topic
- Try questions like “What did you wonder about as you were reading?” or “What did you learn?”
- Have your child retell a story



## Write

Draw or write to share ideas about...

- What your child is reading and learning
- What’s happening in your child’s life and how it makes them feel
- Invented characters and events



## Talk about everyday math

Review math you already know and talk about how it connects to everyday life.

- Talk about the ways you use numbers in everyday life (shopping, cooking, budgets, etc.)
- Review previously learned content
- Have your child teach you some of the math they learned this year

**Fresno Unified School District**

## Engagement/Attendance/Participation/Social Emotional

The goal of engagement is to ensure continuous student engagement throughout online learning through high quality instruction, positive encouragement and student supports. District combines best current practices, state guidelines during this time, and consideration of online classroom experience.

### Engagement

- The first three weeks of school are devoted to creating an inviting online atmosphere at both the site and teacher level for our students and families
- Teachers promote experience and technology exploration as students build skills
- District provides supports via professional learning and On-Demand training to support teacher development in tech skills
- Process defined for site and district to reach students who are not engaging based upon initial attendance reports

### Grading

Teachers use ATLAS, Fresno Unified's official student information system, to capture and post student grades on a weekly basis. Teachers determine the asynchronous time needed for students to complete assignments/projects. Teachers may optionally use the Grading feature within Microsoft Teams to grade digital assignments that have been assigned to students. Also, digital curricula platforms provide assignments that are automatically graded based on student response to questions such as through the Personal Math Trainer in GoMath. Teachers entering using grades from these platforms will still need to enter those grades into ATLAS.

District develops pre-recorded trainings for using Teams Assignments and tutorials for adopted curricula.

### Attendance

- Teachers take daily attendance for their synchronous, whole class instruction using Microsoft Teams as the preferred platform and add attendance into ATLAS
- Students who attend a majority of the class period are marked as having attended for the day
  - Teams provides the ability to download an attendance record of students who have engaged the session
    - Elementary teachers use that record to record attendance in ATLAS before 12:00pm
    - Secondary teachers use that record to record attendance in ATLAS before 12:00pm for morning sessions and by 3:00pm for afternoon sessions

### District supports:

- Attendance process training for site leaders using ATLAS and reengagement strategies for students who are absent for more than 60% of the week
- Attendance process for teachers
  - Site and teachers provide daily and weekly schedules for students
  - Teachers take attendance for their daily online instruction

- Students must be present during synchronous, whole class instruction time to be marked present
- Late students may still be marked present as long as they attend the majority of the synchronous, whole class instruction
- Teachers able to take attendance in ATLAS after synchronous instruction has occurred so as not to disrupt the synchronous instruction

## eLearn Attendance Process Support

### **Teachers are to certify attendance in ATLAS, per our usual process.**

ELEMENTARY & SECONDARY MORNING CLASSES: Submitted by 12:00pm

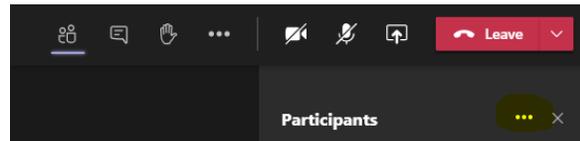
SECONDARY AFTERNOON CLASSES: Submitted by 3:00pm

Microsoft Teams provides an efficient process to assist teachers in quickly generating time stamped attendance roster:

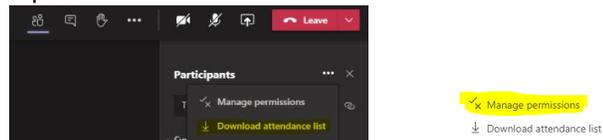
**Step 1. At the beginning of the live session** select the participants icon at the top right of the screen



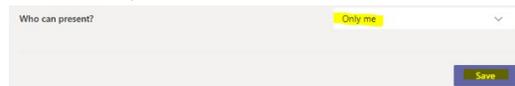
**Step 2.** Select the “...” icon that appears in the Participants window.



**Step 3.** Select “Manage permissions” from the drop-down.

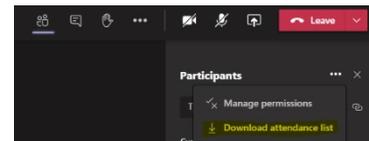


**Step 4.** Under “Who can present” select “Only me” from the drop-down and then save.



**Step 5. BEFORE THE END of the live session** repeat step 1 and 2

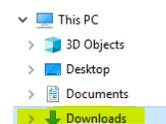
**Step 6.** Select “Download attendance list” from the drop-down.



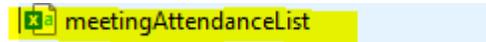
**Step 7.** Select the “File Explorer” icon on your taskbar.



**Step 8.** Click & Open “Downloads”



**Step 9.** Within Downloads select “meetingAttendanceList”



**Step 10.** Use excel Meeting Attendance List to ease the process certifying attendance in ATLAS.

A	B	C
Full Name	User Action	Timestamp
Student1	Joined	8/7/2020, 2:58:37PM
Student2	Joined	8/7/2020, 3:00:40 PM
Student3	Joined	8/7/2020, 3:02:14 PM

For More Info, Please visit the Video Tutorials:

[eLearn Teacher Attendance Process Tutorial Video 1](#)

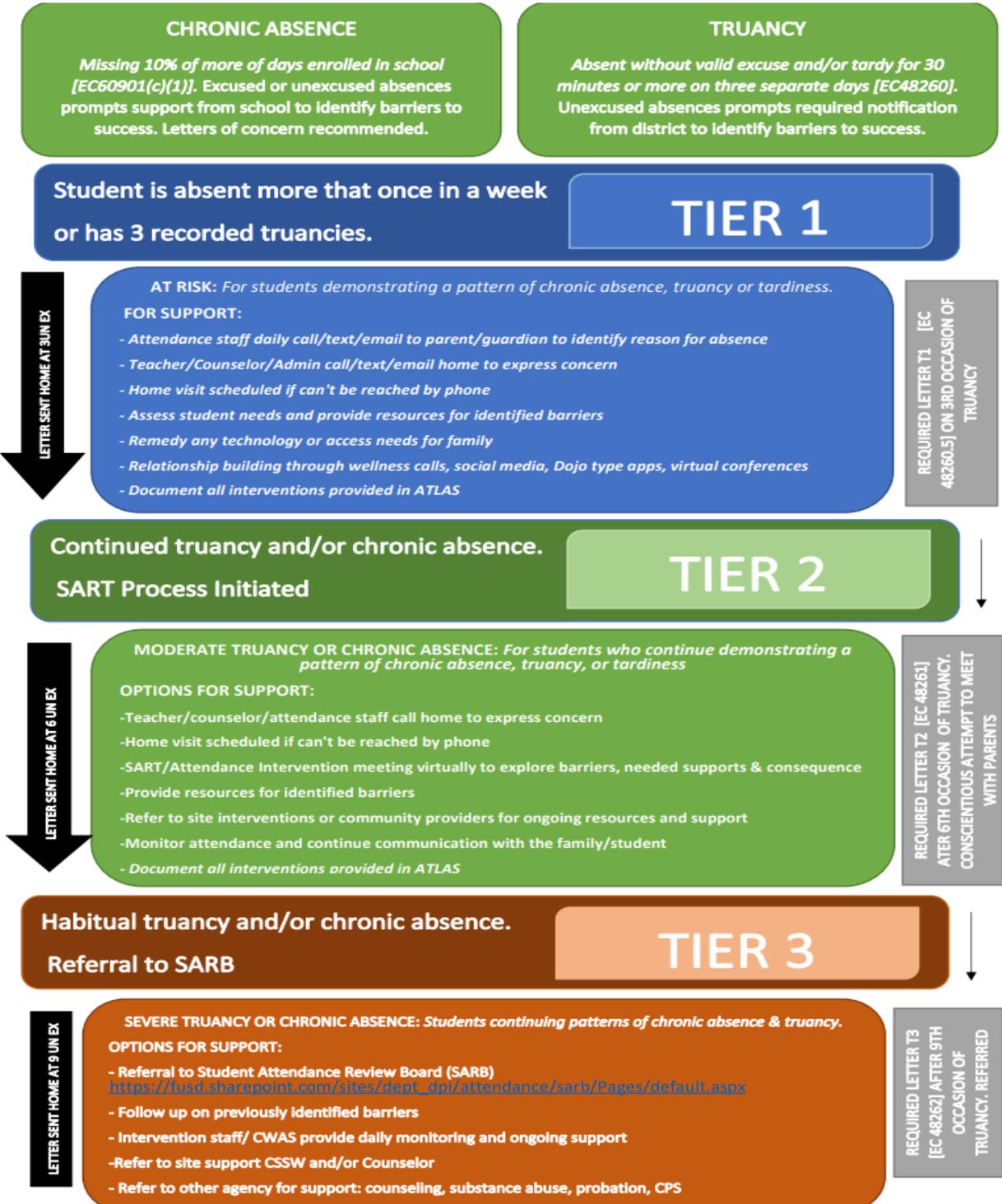
[eLearn Teacher Attendance Process Tutorial Video 2](#)

**Note: Teachers still have the option of using a traditional roll sheet, in lieu of downloading the Teams Attendance List**



FRESNO UNIFIED SCHOOL DISTRICT

Attendance Intervention Process



## Participation

- Assignments/projects determined by teachers with district/site support
- Utilize Scope and Sequence in planning to consider both Quarter 4 essential learning missed from last year and Quarter 1 learning targets this year
- Lessons developed to engage students to fully participate in lessons
- Systems of support for student continuous participation

## Multi-Tiered System of Support

### Academic Supports

#### Assessments

- Daily: Checking for Understanding (CFU) / Curriculum daily CFU
- Weekly: Common Formative Assessments / Curriculum weekly CFA / FIAB / IAB
- Tri-Annual: iReady Benchmark Assessment / Common Summative Assessment (end of unit.)

#### Elementary

ELA		
<b>Tier 2</b>	<b>Synchronous Small Group</b>	<b>Asynchronous Instruction</b>
	<ul style="list-style-type: none"> <li>• Use results from diagnostic assessment or progress monitoring to form groups</li> <li>• Daily targeted instruction</li> <li>• Align to core instruction</li> <li>• Provided by classroom teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders</li> <li>• <u>WonderWorks</u></li> </ul>
		<ul style="list-style-type: none"> <li>• Wonders online components</li> <li>• iReady lessons</li> <li>• iReady Tools for Comprehension (3-8)</li> <li>• Teacher feedback</li> </ul>
<b>Tier 3</b>	<b>Synchronous Small Group/One-one-One</b>	<b>Asynchronous Instruction</b>
	<ul style="list-style-type: none"> <li>• Use results from individual diagnostic assessment(s)</li> <li>• Daily Intensive Intervention and instruction on foundational reading skills</li> <li>• Provided by Certificated Staff and/or Specialist</li> <li>• Weekly progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• <u>WonderWorks</u></li> <li>• iReady Tools for Instruction</li> <li>• Corrective Reading</li> <li>• Read Naturally</li> </ul>
		<ul style="list-style-type: none"> <li>• Wonders online components</li> <li>• iReady lessons</li> <li>• Teacher feedback</li> </ul>

Math		
<b>Tier 2</b>	<b>Synchronous Small Group</b>	<b>Asynchronous Instruction</b>
	<ul style="list-style-type: none"> <li>• Use results from diagnostic assessment or progress monitoring to form groups</li> <li>• Provided by classroom teacher</li> <li>• Minimum 1-2 times per week</li> </ul>	<ul style="list-style-type: none"> <li>• Go Math</li> <li>• Kahn Academy</li> </ul>
		<ul style="list-style-type: none"> <li>• Go Math Personal Math Trainer</li> <li>• iReady lessons</li> <li>• Fluency and skills practice</li> <li>• Teacher Feedback</li> </ul>
<b>Tier 3</b>	<b>Synchronous Small Group/One-one-One</b>	<b>Asynchronous Instruction</b>
	<ul style="list-style-type: none"> <li>• Provided by classroom teacher, Certificated <u>Staff</u> or support specialist</li> <li>• Daily</li> </ul>	<ul style="list-style-type: none"> <li>• Go Math</li> <li>• iReady Tools for Instruction</li> <li>• Kahn Academy</li> </ul>
		<ul style="list-style-type: none"> <li>• Go Math Personal Math Trainer</li> <li>• iReady lessons</li> <li>• Fluency and skills practice</li> <li>• Teacher Feedback</li> </ul>

## Secondary

ELA		
<b>Tier 2</b>	<b>Synchronous Small Group</b>	<b>Asynchronous Instruction</b>
	<ul style="list-style-type: none"> <li>• Use results from diagnostic assessment or progress monitoring to form groups</li> <li>• Daily targeted instruction</li> <li>• Align to core instruction</li> <li>• Provided by classroom teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Springboard</li> <li>• iReady lessons</li> <li>• Springboard Online</li> <li>• Staff/Teacher Feedback</li> </ul>
<b>Tier 3</b>	<b>Synchronous Small Group/One-one-One</b>	<b>Asynchronous Instruction</b>
	<ul style="list-style-type: none"> <li>• Use results from individual diagnostic assessment(s)</li> <li>• Daily Intensive Intervention and instruction</li> <li>• Provided by Certificated Staff and/or Specialist</li> <li>• Weekly progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• iReady Tools for Instruction</li> <li>• iReady lessons</li> <li>• Staff/Teacher Feedback</li> </ul>

Math		
<b>Tier 2</b>	<b>Synchronous Small Group</b>	<b>Asynchronous Instruction</b>
	<ul style="list-style-type: none"> <li>• Use results from diagnostic assessment or progress monitoring to form groups</li> <li>• Provided by classroom teacher</li> <li>• Minimum 1-2 times per week</li> </ul>	<ul style="list-style-type: none"> <li>• Go Math</li> <li>• Big Ideas</li> <li>• Kahn Academy</li> <li>• Go Math Personal Math Trainer</li> <li>• iReady lessons</li> <li>• Fluency and skills practice</li> <li>• Staff/Teacher Feedback</li> </ul>
<b>Tier 3</b>	<b>Synchronous Small Group/One-one-One</b>	<b>Asynchronous Instruction</b>
	<ul style="list-style-type: none"> <li>• Provided by classroom teacher, Certificated Staff or support specialist</li> <li>• Daily</li> </ul>	<ul style="list-style-type: none"> <li>• Go Math</li> <li>• Big Ideas</li> <li>• iReady Tools for Instruction</li> <li>• Kahn Academy</li> <li>• Go Math Personal Math Trainer</li> <li>• iReady lessons</li> <li>• Fluency and skills practice</li> <li>• Staff/Teacher Feedback</li> </ul>

## Tiered Supports for English Language Learners

<b>Tier 1</b>	In order to address learning loss and accelerate learning progress for ELs, virtual professional learning will be provided to all teachers, including dual language educators, on how to effectively plan for and deliver designated and integrated ELD, access to core curriculum and development of content literacy, and understand district EL reports to monitor student progress in a distance learning format.
<b>Tier 2 and 3</b>	<p>In collaboration with the California State University, Fresno, 50 InterAct Fellows will be assigned to mentor and tutor identified long-term ELs and students at-risk of becoming long-term ELs in order to address learning loss and accelerate learning progress. InterAct Fellows will assist EL students with asynchronous assignments; accessing, understanding, and completing ELPAC practice tests; communicating student progress with families and teachers; and mentoring in other areas of needs.</p> <p>EL Teachers on Special Assignments will provide ongoing learning opportunities for InterAct Fellows on strategies to effectively support ELs and check in with them on a regular basis.</p> <p>To address learning loss and accelerate learning progress, EL students will have the opportunity to attend summer school and engage in lessons that address language development through the integration of ELD Standards in core content.</p>

## Learning Loss and Academic Acceleration with i-Ready



### i-Ready Diagnostic at Home C.H.E.C.K



#### **Connect**

Student Technology and ensure they can login and access i-Ready

#### **Help**

Is always available. If any issues arise, please contact your child's teacher immediately. Additional i-Ready information is available at the Equity and Access website at the bottom of this page.

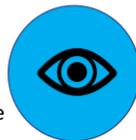


#### **Everyone**

Has their own diagnostic that assesses and places the students at their individual level. It is important not to help your child on the diagnostic as it builds a lesson path from his/her diagnostic scores.

#### **Continuously**

Monitor your student's progress and make sure they have a quiet testing environment. Also ensure students are not using additional resources to help them during the test.



#### **Keep**

Track of time and ensure students complete the test during the window designated by their teacher. During the diagnostic, check on your student every 8-12 minutes to ensure they are not having technical difficulties with i-Ready and are progressing through the diagnostic.

For more information please visit:

<https://ea.fresnounified.org/iready/>



# Checklist for Administering the Diagnostic at Home

For School Leaders

## Understand District Guidance\*

- Review the guidance from your district leadership in detail.** Make sure you understand:
  - Which students should be assessed?
  - When should testing happen?
  - What are expectations for proctoring and monitoring? (*Use the guidance on page 3 for additional support.*)
  - What supports are necessary to support special populations/accommodations?
  - What additional staff members (i.e., specialists, support staff, paraprofessionals, etc.) are available to help with proctoring and/or monitoring?

## Create a Plan

- Create a testing schedule for teachers and staff.** Consider the following:
  - Breaking classrooms into smaller testing cohorts for easier proctoring
  - Administering the Diagnostic to each cohort using two shorter testing sessions. ([Click here for more guidance on testing duration.](#))
  - Creating reporting groups for each testing cohort to help facilitate monitoring
  - Designating other staff members beyond classroom teachers (i.e., specialists, administrative staff) to support with proctoring and monitoring
- Ensure teachers and support staff have the right information and resources** to provide accommodations for those students who need it.
- Clarify who educators should call for questions and troubleshooting.**
- Review accuracy of class roster(s) and obtain student login information for all students.**
- Confirm that students have necessary technology to use the program from home.**
- Confirm that all staff and students have licenses for videoconferencing programs** (e.g., Zoom™, Google Meet) and are proficient in using the program(s).

## Collaborate with Teachers and Staff

- Get your teachers and staff on board by sharing:**
  - Benefits of having reliable information on student progress to help plan instruction after extended school closures
  - Rationale for administering the Diagnostic at home
  - Diagnostic Window calendar and suggested schedule
  - Expectations for communicating, proctoring and monitoring
  - Importance of communicating with families and motivating students
  - Available resources for support (e.g. [Teacher Checklist](#), [Tips for Proctoring Assessments Remotely](#), [Preparing to Take the Diagnostic At Home presentation](#)—coming soon!)

\*Some districts may delegate this planning to school leaders. In this case, use the above questions to create the plan for your school.

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Continued on the next page.



# Checklist for Administering the Diagnostic At Home

For Teachers

## **Understand Your School's Guidance**

- What is the testing window?**
- When are your students being assessed?**
- What supports are necessary to **support special populations/accommodations?**
- What are the **expectations for proctoring and monitoring?**

## **Get Organized**

- Create a schedule to share with families.**
- Review accuracy of class roster(s)**, obtain student login information for all students, and make sure they can use the program from home.
- Confirm that the Diagnostic has been assigned.**

## **Collaborate with Families**

- Communicate with families about the Diagnostic and their role in supporting students.**  
You can do so by including information on your district website or in regular communications being sent to families and/or empowering teachers to send specific communications on this topic directly.
- Be specific about what support families should and should not provide.** Help families by providing clear steps they can take to support their children. You can point them to this [bilingual site](#) that contains a video, checklist, and other resources to help.

## **Prepare and Motivate Students**

- Prepare students to take the Diagnostic.** If you have the ability to videoconference with students, we recommend allocating time to explain to students why they are taking the Diagnostic, how it will support them, how it works, and how they should take it at home. You can use this [presentation](#) to help.

## **Track Completion**

- Use the Diagnostic Status report** to track students' progress toward completion, check for Rush alerts, and ensure that each student completes a valid Diagnostic within the desired window.
- Celebrate students** when they have successfully completed the Diagnostic, and share their data via videoconferencing so they internalize their results, set goals, and get motivated to work hard on their learning through the summer.

i-Ready Training for 2020-21 School Year: [Click here to access registration links](#)



# i-Ready Training 2020-21 School Year

Equity and Access would like to present optional i-Ready Training for teachers, admin and staff who support student learning.

**These Trainings will cover the following:**

- ❖ i-Ready for New Users
- ❖ Using Data to Plan Instruction
- ❖ Analyzing Growth Data and Evaluating Student Stretch Goals
- ❖ Helping All Learners Succeed
- ❖ Using Multiple Data Sources to Drive Instruction

**All of the following sessions and their signups are available on iAchieve:**

<https://iachieve.truenorthlogic.com/ia/empari/tab/home>

August 18<sup>th</sup> 3:00-4:30PM Getting Good Data for Teachers

August 19<sup>th</sup> 3:00-4:30PM Getting Good Data for Administrators and Site Test Coordinators

September 14<sup>th</sup> 3:00-4:30PM Moving Forward with Grade Level Instruction

September 15<sup>th</sup> 3:00-4:30PM Moving Forward with Grade Level Instruction

September 16<sup>th</sup> 3:00-4:30PM Moving Forward with Grade Level Instruction

September 17<sup>th</sup> 3:00-4:30PM Moving Forward with Grade Level Instruction

September 18<sup>th</sup> 3:00-4:30PM Moving Forward with Grade Level Instruction

January 25<sup>th</sup> 3:00-4:30PM Growth Data and Responding to Student Growth

January 26<sup>th</sup> 3:00-4:30PM Growth Data and Responding to Student Growth

January 27<sup>th</sup> 3:00-4:30PM Growth Data and Responding to Student Growth

January 28<sup>th</sup> 3:00-4:30PM Growth Data and Responding to Student Growth

January 29<sup>th</sup> 3:00-4:30PM Growth Data and Responding to Student Growth

March 22<sup>nd</sup> 3:00-4:30PM Helping All Learners Succeed

March 23<sup>rd</sup> 3:00-4:30PM Helping All Learners Succeed

March 24<sup>th</sup> 3:00-4:30PM Helping All Learners Succeed

March 25<sup>th</sup> 3:00-4:30PM Using Multiple Data Sources to Drive Instruction

March 26<sup>th</sup> 3:00-4:30PM Using Multiple Data Sources to Drive Instruction



**Individually Tailored Training** is available for sites upon request for whole staff or grade level teams.

For More Information Please Contact:  
[Carmen.Rodriguez@fresnounified.org](mailto:Carmen.Rodriguez@fresnounified.org) or  
[Christopher.Delgado@fresnounified.org](mailto:Christopher.Delgado@fresnounified.org)



## Multi-Tiered System of Support: Interventions

### Social Emotional Supports

Tier 2	Small Group
	<ul style="list-style-type: none"> <li>• May be Provided by Teacher or Social Emotional Support Provider</li> <li>• Small group social emotional skill building</li> <li>• Group Mentoring</li> <li>• Check in-Check Out or similar interventions</li> <li>• Group counseling</li> </ul>
Tier 3	Individual
	<ul style="list-style-type: none"> <li>• Provided by Social Worker, Psychologist, Counselor or Mental Health Provider</li> <li>• Intensive Counseling</li> <li>• Case Management</li> <li>• Other Mental Health Supports</li> </ul>

### Other Resources to Support Social Emotional Wellbeing

#### Recognizing and Responding to Intensive Behaviors

The Recognizing and Responding to Mental Health and Social Emotional Concerns documents will help educators identify concerns which can be addressed after class, as opposed to those which present immediate safety concerns and require in the moment intervention.

The Recognizing and Responding to Intensive Behaviors documents provides guidance to educators on how to best respond to a pattern of intensive behaviors in the eLearn environment

Recognizing and Responding to Intensive Behaviors	
Pattern or Repeated Intensive Behavior	Response
<ul style="list-style-type: none"> <li>• Foul language directed towards staff and/or students</li> <li>• Obscene gestures</li> <li>• Sexual behavior</li> <li>• Pornographic material</li> <li>• Threatening behavior                             <ul style="list-style-type: none"> <li>○ Ex. Making physical or verbal threats of harm toward staff and/or students</li> </ul> </li> <li>• Cyber Bullying                             <ul style="list-style-type: none"> <li>○ Ex. sending/posting harmful messages via</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Remain calm and attempt to not draw others attention to the behavior displayed</li> <li>• Refer to your site-based Level 3 office discipline referral system and notify your administrator</li> <li>• For behaviors that extremely disrupt the instruction, provide opportunity for student to correct behavior, if behavior continues mute and/or remove student from the classroom (only used in extreme situations). All removals should be followed by notifying site Administrator</li> <li>• Notify your site Administrator</li> <li>• Notify the parents/guardian of the student displaying intensive behavior, consultant with your administrator prior to contacting the parent</li> <li>• Connect with site level Tier III support staff for additional guidance (ex. School Psych, Clinical School Social Worker, RP Counselor)</li> <li>• Complete a referral to Student Success Team and submit to the assigned Site Coordinator</li> </ul>

<p>virtual learning platform</p> <ul style="list-style-type: none"> <li>• Aggressiveness <ul style="list-style-type: none"> <li>○ Ex. observing the student throwing or breaking items, banging fists on desk, or hitting themselves</li> </ul> </li> </ul>	<p>SST will determine:</p> <ul style="list-style-type: none"> <li>• the appropriate Tier III intervention</li> <li>• developing a Behavior Support Plan</li> <li>• connections to outside resources (ex. Fresno County Behavioral Health)</li> <li>• referral to District Level Tier III Intensive support team (ex. ICET or ERC)</li> </ul> <p>NOTE: Interagency Child Empowerment Team (ICET) is for K to 6<sup>th</sup> grade, Educational Resource Center <a href="#">Tier III Referral</a> (ERC) is for secondary students</p> <p><b><i>**if student is displaying behavior that is a danger to themselves or others, of you suspect child abuse or neglect appropriate authorities must be notified (ex. Admin, 911, CPS)</i></b></p>
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## Recognizing and Responding to Mental Health Concerns

<i>Recognizing and Responding to Mental Health Concerns During eLearn Sessions: A guide for Teachers</i>			
<b>Level of Risk</b>	<b>Behavioral Indicators</b>	<b>Strategies</b>	<b>Next Steps</b>
<b>Low</b>	<ul style="list-style-type: none"> <li>• Struggles with self-regulation/impulse control</li> <li>• Difficulty concentrating or focusing</li> <li>• Dropping grades or school avoidance</li> <li>• Avoiding activities and interactions</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on relationship building</li> <li>• Nurture emotional connection with student</li> <li>• Ask questions with active listening</li> <li>• Teach soft skills such as self-care and empathy</li> <li>• Chat with student about learning environments and daily routines</li> <li>• Give student a responsibility or job in the classroom setting</li> <li>• Reinforce SEL skills and managing emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Consult with Site Leader or other support staff (Academic Counselor, TSA, RCA) regarding strategies to support student</li> <li>• Contact parent if multiple strategies are unsuccessful</li> </ul>
<b>Moderate</b>	<ul style="list-style-type: none"> <li>• Concerns about health and safety related to COVID-19</li> <li>• Excessive worry and anxiety</li> <li>• Sadness, hopelessness, depressed</li> <li>• Substance abuse</li> <li>• Withdrawal and isolation</li> <li>• Agitated and irritable</li> <li>• Aggressive behavior</li> <li>• Loss and Grief- disbelief, distress, loss of sleep and/or appetite</li> <li>• Mental Health impacting daily life</li> <li>• Decline in personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Inform student and parent regarding social emotional supports available through phone call or virtual family meeting</li> <li>• Check in/check out with student daily individually</li> <li>• Active listening with student</li> <li>• Reinforce SEL skills and managing emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Make referral to Tier 2 Problem Solving Team (COST, TST, Social Emotional Team)</li> <li>• Make Referral to social emotional support on site (Tier 2, Clinical School Social Worker, School Psychologist, RP Counselor, site funded counseling, etc)</li> </ul>
<b>High</b>	<ul style="list-style-type: none"> <li>• Suicidal/Homicidal Threats verbally or in chat/email <a href="#">Warning Signs</a></li> <li>• Discussing or displaying self-injurious behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Contact administrator or designee immediately</li> </ul>	<ul style="list-style-type: none"> <li>• Administrator to contact School Mental Health Team for further assessment</li> </ul>
<p><b>IF YOU SUSPECT CHILD ABUSE OR NEGLECT, contact 559-600-8320 in addition to contacting your site administrator.</b>  <a href="#">Fresno County Child Abuse Reporting</a></p>			

## Instructional Minutes Considerations

Several considerations factored into the instructional minutes considerations with protecting high quality instruction and ensuring adequate time for teachers at the forefront. Considerations include:

- Providing a structure that supports all stakeholders to understand class times and ability to provide necessary supports (e.g. special education, English Learner, Music/Arts, etc.)
- Alignment to current instructional day as spelled out by our Collective Bargaining Agreement
- Alignment to state guidelines for total instructional minutes
- Baseline, daily expectations of adequate instructional time for elementary students in Literacy and Math
  - Daily synchronous, whole class instruction time
  - Opportunity for small group/one on one
  - Time for office hours and supports with families
- Baseline, daily expectations of adequate instructional time for secondary for synchronous, whole class instruction and consideration of block scheduling to best facilitate both whole class time with the teacher and opportunities for providing small group and one on one support
- Reflective of total number of minutes a student and teacher would spend online
- Assembly Bill 77 which specifies daily instruction to the “greatest extent possible” as well as “verifying daily participation” and “tracking assignments”
- Minimum Standards for Distance Learning as specified by state guidelines and School Services of California, Inc.

## Conceptual Schedules (Non-Designated and Designated)

Time	Preschool/ PreK Schedule (Conceptual Draft)		
8:00-9:00	<p>School meals available in the morning at various sites prior to instruction</p> <p>'Setting Up for Success' Time for teachers:  Monday –Setting up weekly lessons, posting video messages to families  2 days – Student/Family connections (Office Hours)  2 days – Professional learning time for teachers (PLC)</p> <p>Optional learning time for students through our partnership with Valley PBS for PreSchool-3<sup>rd</sup> grade (7:30 a.m.-9:00 a.m.)  PS at 7:30; TK at 7:45; K at 8:00; 1<sup>st</sup> at 8:15; 2<sup>nd</sup> at 8:30 and 3<sup>rd</sup> at 8:45</p>		(60)
9:00-9:45	<p><b>AM Session begins:</b>  Classroom connection and wellness</p> <ul style="list-style-type: none"> <li>Teachers have the flexibility to group children based on child and family ability.</li> </ul>	<b>Live Instruction</b>	(45)
9:45- 10:00	Break		(15)
10:00- 10:45	Small Group, Direct Instruction or Independent Work Time	<b>Live Instruction</b>	(45)
10:45 – 11:00	Closing AM Session	<b>Live Instruction</b>	(15)
11:00 – 12:00	Family Connections		(60)
12:00-12:30	Lunch		(30)
12:30-1:15	<p><b>PM Session begins:</b>  Classroom connection and wellness</p> <ul style="list-style-type: none"> <li>Teachers have the flexibility to group children based on child and family ability.</li> </ul>	<b>Live Instruction</b>	(45)
1:15-1:30	Break		(15)
1:30-2:15	Small Group, Direct Instruction or Independent Work Time	<b>Live Instruction</b>	(45)
2:15 – 2:30	Closing PM Session	Live Instruction	(15)
2:30- 3:30	Teacher Prep		(60)
3:30-4:00	Student/Family Connections		(30)

## TK/K (Non-Designated Schools)

Time	Grades TK/K Schedule (Conceptual Draft)	
8:00-9:00	<p><b>School meals</b> available in the morning at various sites prior to instruction</p> <p>'Setting Up for Success' <b>Time for teachers:</b>  Monday –Setting up weekly lessons, posting video messages to families  2 days – Student/Family connections (Office Hours)  2 days – Professional learning time for teachers (PLC)</p> <p><b>Optional learning time for students through our partnership with Valley PBS</b> for PreSchool-3<sup>rd</sup> grade (7:30 a.m.-9:00 a.m.)  PS at 7:30; TK at 7:45; K at 8:00; 1<sup>st</sup> at 8:15; 2<sup>nd</sup> at 8:30 and 3<sup>rd</sup> at 8:45</p>	(60)
9:00-9:15	Classroom connection and wellness (15)	<b>Live Instruction</b>
9:15-9:35	Whole class/small groups (20)	<b>Live Instruction</b>
9:35 – 10:05	Break – Nutrition, Fitness & Play	
10:05 – 10:35	Whole Class/Small Groups	<b>Live Instruction</b>
10:35 - 11:20	Lunch – Nutrition, Fitness & Play	
11:20 - 11:50	Whole Class/Small Groups (designated ELD)	<b>Live instruction</b>
11:50 – 12:05	Break – Nutrition, Fitness & Play	
12:05 – 12:35	Student/Family Connections	
12:35 – 1:20	<p>Teacher Support Time:  Teacher provides students with additional support. Support is initiated by the teacher or scheduled ahead of time by parents/students.</p> <p>AND</p> <p>School-Wide Staff Support (MTSS)</p> <ul style="list-style-type: none"> <li>• Tier 2/3 Interventions from School Staff <ul style="list-style-type: none"> <li>○ Academic &amp; Social Emotional</li> <li>○ Tutorial</li> </ul> </li> </ul> <p>Enrichment (art, music, language, coding, kids invent, etc.)</p>	<b>Additional LIVE support for the students who need it most</b>
1:20 – 4:00	<p>School-Wide Staff Support (MTSS)</p> <ul style="list-style-type: none"> <li>• Tier 2/3 Interventions from School Staff <ul style="list-style-type: none"> <li>○ Academic &amp; Social Emotional</li> <li>○ Tutorial</li> </ul> </li> </ul> <p>Enrichment (art, music, language, coding, kids invent, etc.)  Student/Family Choice: Optional Extended Learning Projects</p>	

- **Teacher Planning time begins at 1:20 each day.**

### Time for ALL students:

Live Instructional Time with a Teacher (Synchronous)	<b>95 minutes</b>	<b>1 hours, 35 minutes</b>
Independent Learning Time (Asynchronous)	<b>85 minutes</b> <ul style="list-style-type: none"> <li>• Teacher-designed, including Reading (55)</li> <li>• PE/Fitness &amp; Exploration (30)</li> </ul>	<b>1 hour, 25 minutes</b>
<b>Total Time</b>	<b>180 minutes</b>	<b>3 hours</b>

## TK/K (Designated Schools)

Time	DESIGNATED Grades TK/K Schedule (Conceptual Draft)		
8:00-9:00	<p><b>School meals</b> available in the morning at various sites prior to instruction</p> <p>‘Setting up for student success’ <b>Time for Teachers:</b>  Monday – setting up weekly lessons; posting video message to families  2 days/week – Student/Family Connections (Office Hours)  2 days/week – Professional learning time for teachers (PLC)</p> <p><b>Optional learning time for students through our partnership with Valley PBS</b> for PreSchool-3<sup>rd</sup> grade (7:30 a.m.-9:00 a.m.)  PS at 7:30; TK at 7:45; K at 8:00; 1<sup>st</sup> at 8:15; 2<sup>nd</sup> at 8:30 and 3<sup>rd</sup> at 8:45</p>		(60)
9:00-9:15	Classroom connection and wellness (15)	Live Instruction	
9:15-9:35	Whole class/small groups (20)	Live Instruction	35
9:35 – 10:05	Break – Nutrition, Fitness & Play		(30)
10:05 – 10:35	Whole Class/Small Groups	Live Instruction	30
10:35 - 11:20	Lunch – Nutrition, Fitness & Play		(45)
11:20 - 11:50	Whole Class/Small Groups (designated ELD)	Live instruction	30
11:50 – 12:05	Break – Nutrition, Fitness & Play		(15)
12:05 – 12:35	Whole Class/Small Groups	Live Instruction	30
12:35 – 1:05	Student/Family Connections		(30)
1:05 – 1:50	<p>Teacher Support Time:  Teacher provides students with additional support if needed. Initiated by the teacher or scheduled ahead of time by parents/students.</p> <p>AND</p> <p>School-Wide Staff Support (MTSS)</p> <ul style="list-style-type: none"> <li>• Tier 2/3 Interventions from School Staff <ul style="list-style-type: none"> <li>○ Academic &amp; Social Emotional</li> <li>○ Tutorial</li> </ul> </li> </ul> <p>Enrichment (art, music, language, coding, kids invent, etc.)</p>	Additional LIVE support for the students who need it most	45
1:50 – 4:30	<p><b>School-Wide Staff Support (MTSS)</b></p> <ul style="list-style-type: none"> <li>• Tier 2/3 Interventions from School Staff <ul style="list-style-type: none"> <li>○ Academic &amp; Social Emotional</li> <li>○ Tutorial</li> </ul> </li> </ul> <p>Enrichment (art, music, language, coding, kids invent, etc.)  Student/Family Choice: Optional Extended Learning Projects</p>		(160)

- **Teacher Planning time begins at 1:50 each day.**

Time for ALL students:

Live Instructional Time with a Teacher (Synchronous)	<b>125 minutes</b>	<b>2 hours, 5 minutes</b>
Independent Learning Time (Asynchronous)	<b>85 minutes</b> <ul style="list-style-type: none"> <li>• Teacher-designed, including Reading (55)</li> <li>• PE/Fitness (30)</li> </ul>	<b>1 hour, 25 minutes</b>
Total Time	<b>210 minutes</b>	<b>3.5 hours</b>

## Elementary 1-6

Time	Grades 1-6 Schedule (Conceptual Draft)		
8:00-9:00	<p><b>School meals</b> available in the morning at various sites prior to instruction</p> <p>'Setting up for student success' <b>Time for Teachers:</b>            Monday – setting up weekly lessons; posting video message to families            2 days/week – Student/Family Connections (Office Hours)            2 days/week – Professional learning for teachers (PLC)</p> <p>AND</p> <p><b>Optional learning time for students through our partnership with Valley PBS</b> for PreSchool-3<sup>rd</sup> grade (7:30 a.m.-9:00 a.m.)            PS at 7:30; TK at 7:45; K at 8:00; 1<sup>st</sup> at 8:15; 2<sup>nd</sup> at 8:30 and 3<sup>rd</sup> at 8:45</p>		(60)
9:00-9:20	Classroom connection and wellness (20)	<b>Live Instruction</b>	<b>45</b>
9:20-9:45	Whole class/small groups (25)	<b>Live Instruction</b>	
9:45 – 10:15	Break – Nutrition, fitness & play		(30)
10:15 – 11:00	Whole Class/Small Groups	<b>Live Instruction</b>	<b>45</b>
11:00 - 11:45	Lunch – Nutrition, fitness & play		(45)
11:45 - 12:30	Whole Class/Small Groups (designated ELD)	<b>Live instruction</b>	<b>45</b>
12:30 – 12:45	Break – Nutrition, fitness & play		(15)
12:45 – 1:15	Student/Family Connections		(30)
1:15 – 2:00	<p>Teacher Support Time:            Teacher provides students with additional support if needed. Initiated by the teacher or scheduled ahead of time by parents/students.</p> <p>AND</p> <p>School-wide staff support (MTSS):</p> <ul style="list-style-type: none"> <li>• Tier 2/3 Intervention – School Staff               <ul style="list-style-type: none"> <li>○ Academic &amp; Social Emotional</li> <li>○ Tutorial</li> </ul> </li> </ul> <p>Enrichment (art, music, language, coding, kids invent, clubs, athletics, etc.)</p>	<b>Additional LIVE support for the students who need it most</b>	45
2:00 – 4:00	<p>School-Wide Staff Support (MTSS)</p> <ul style="list-style-type: none"> <li>• Tier 2/3 Interventions from School Staff               <ul style="list-style-type: none"> <li>○ Academic &amp; Social Emotional</li> <li>○ Tutorial</li> </ul> </li> </ul> <p>Enrichment (art, music, language, coding, kids invent, clubs, athletics, etc.)            Student/Family Choice: Optional Extended Learning Projects</p>		(120)

- **Teacher Planning time begins at 2:00 each day.**

Time for ALL students:

Live Instructional Time with a Teacher (Synchronous)	<b>135 minutes</b>	<b>2 hours, 15 minutes</b>
Independent/Peer Learning Time (Asynchronous)	<b>105 minutes</b> <ul style="list-style-type: none"> <li>• Teacher-designed (45)</li> <li>• Teacher-assigned Reading (30)</li> <li>• PE/Fitness (30)</li> </ul>	<b>1 hour, 45 minutes</b>
Total Time	<b>240 minutes</b>	<b>4 hours</b>

## Elementary 1-6 (Designated Schools)

Time	DESIGNATED Grades 1-6 Schedule (Conceptual Draft)	
8:00-9:00	<p><b>School meals</b> available in the morning at various sites prior to instruction</p> <p>'Setting up for student success' <b>Time for Teachers:</b>  Monday – setting up weekly lessons; posting video message to families  2 days/week – Student/Family Connections (Office Hours)  2 days/week -Professional learning for teachers (PLC)</p> <p>AND</p> <p><b>Optional learning time for students through our partnership with Valley PBS for PreSchool-3<sup>rd</sup> grade (7:30 a.m.-9:00 a.m.)</b>  PS at 7:30; TK at 7:45; K at 8:00; 1<sup>st</sup> at 8:15; 2<sup>nd</sup> at 8:30 and 3<sup>rd</sup> at 8:45</p>	(60)
9:00-9:20	Classroom connection and wellness (20)	<b>Live Instruction</b> 45
9:20-9:45	Whole class/small groups (25)	<b>Live Instruction</b>
9:45 – 10:15	Break – Nutrition, fitness & play	(30)
10:15 – 11:00	Whole Class/Small Groups	<b>Live Instruction</b> 45
11:00 - 11:45	Lunch – Nutrition, fitness & play	(45)
11:45 - 12:30	Whole Class/Small Groups (designated ELD)	<b>Live instruction</b> 45
12:30 – 12:45	Break – Nutrition, fitness & play	(15)
12:45 – 1:15	Whole Class/Small Groups	<b>Live instruction</b> 30
1:15-1:45	Student/Family Connections	(30)
1:45 – 2:30	<p>Teacher Support Time:  Teacher provides students with additional support if needed. Initiated by the teacher or scheduled ahead of time by parents/students.</p> <p>AND</p> <p>School-wide staff support (MTSS):</p> <ul style="list-style-type: none"> <li>• Tier 2/3 Intervention – School Staff <ul style="list-style-type: none"> <li>○ Academic &amp; Social Emotional</li> <li>○ Tutorial</li> </ul> </li> </ul> <p>Enrichment (art, music, language, coding, kids invent, etc.)</p>	<b>Additional LIVE support for the students who need it most</b> 45
2:30 – 4:30	<p>School-wide staff support (MTSS):</p> <ul style="list-style-type: none"> <li>• Tier 2/3 Interventions from School Staff <ul style="list-style-type: none"> <li>○ Academic &amp; Social Emotional</li> <li>○ Tutorial</li> </ul> </li> </ul> <p>Enrichment (art, music, language, coding, kids invent, clubs, athletics, etc.)  Student/Family Choice: Optional Extended Learning Projects</p>	(120)

- **Teacher Planning time begins at 2:30 each day.**

### Time for ALL students:

Live Instructional Time with a Teacher (Synchronous)	<b>165 minutes</b>	<b>2 hours, 45 minutes</b>
Independent Learning Time (Asynchronous)	<b>105 minutes</b> <ul style="list-style-type: none"> <li>• Teacher-designed (45)</li> <li>• Teacher-assigned Reading (30)</li> <li>• PE/Fitness (30)</li> </ul>	<b>1 hour, 45 minutes</b>
Total Time	<b>270 minutes</b>	<b>4.5 hours</b>

## Middle School and High School

Time	Secondary Schedule (Conceptual Draft)		
8:00-9:00	<b>School meals</b> available in the morning at various sites prior to instruction  ‘Setting up for student success’ Time for Teachers: Monday – setting up weekly lessons; posting video message to families 2 days/week – Student/Family Connections (Office Hours) 2 days/week – Professional learning for teachers (PLC)		(60)
9:00-10:00	Period 1/2	<b>Live Instruction – whole class</b> Independent work, peer collaboration & differentiation (asynchronous)	<b>45</b> 15
10:00 - 10:15	Break – nutrition/fitness		(15)
10:15 – 11:15	Period 3/4	<b>Live Instruction – whole class</b> Independent work, peer collaboration & differentiation (asynchronous)	<b>45</b> 15
11:15 – 11:30	Break – nutrition/fitness		(15)
11:30 – 12:30	Period 5/6	<b>Live Instruction – whole class</b> Independent work, peer collaboration & differentiation (asynchronous)	<b>45</b> 15
12:30 – 1:15	Lunch – nutrition/fitness		(45)
1:15 – 2:15	Teacher Support Time: Teachers provide students with additional support. Support is initiated by the teacher or scheduled ahead of time by parents/students.  AND  School-wide Staff supports for students (MTSS) <ul style="list-style-type: none"> <li>• Academic &amp; Social Emotional</li> <li>• Tutorial</li> </ul>	<b>Additional LIVE support for the students who need it most</b>  Period 1/2 Support Period 3/4 Support Period 5/6 Support	     20 20 20
2:15 - 4:00	Period 7 – ODD Days from 2:15-3:00 only Period 00 – EVEN days only from 2:15 – 3:00 only  School-wide Staff Support (MTSS) <ul style="list-style-type: none"> <li>• Academic &amp; Social Emotional</li> <li>• Tutorial</li> </ul> Enrichment: Athletics, Clubs, etc. Student/Family Choice: Optional Extended Learning Projects		105

- **Teacher Planning time begins at 2:15 each day.**
- **Class period is 60 minutes.** Total Instructional time per course, per day is 80 minutes per class, based on 45 minutes of live instruction and 35 minutes of independent or asynchronous work.

Time for ALL students:

Live Instruction Time with a Teacher (Synchronous)	45 minutes * 3 = <b>135 minutes</b>	<b>2 hours, 15 minutes</b>
Independent/Peer Learning (Asynchronous)	35 minutes * 3 = <b>105 minutes</b>	<b>1 hour, 45 minutes</b>
Total Time	<b>240 minutes</b>	<b>4 hours</b>

\*Specialty schools and Alternative Education have adjusted versions the schedule

## Schedule Definitions

**Distance Learning:** Instruction in which the student and instructor are in different physical locations.

**Synchronous instruction:** This is *live* daily instruction that occurs virtually via a distance learning platform. The preferred platform is Microsoft Teams.

**Asynchronous instruction:** This is material assigned by the teacher that is expected to be completed by students, but that does not occur at the same place or the same time.

### **Instructional Minutes (Distance Learning)\*:**

Tk-K: 180 minutes per day

1-3: 230 minutes per day

4-12: 240 minutes per day

\*waives the minimum physical education minutes set forth under the Ed. Code.

### **Instructional Minutes Calculation:**

Combination of synchronous (live-instruction), asynchronous (work completed on student's pace), and "time value of assignments as determined, and certified to, by an employee of the LEA who possesses a valid certification document."

## Components of the Daily Schedule

### Scheduled Office Hours/PLCs

- **“Setting Up for Success” Time:** This is time from 8-9am each morning when all teachers are setting up for a successful school day and week.
  - The first day of the week is for framing assignments (through posting lessons and providing a video for students and families). The remainder of the week includes 2 days of Professional Learning Community (PLC) time and 2 days of Student/Family Connections (Office Hours).
  - **Professional Learning Communities (2 Days a Week):** Time for all educators to work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for students. This collaborative work expands the emphasis on student learning and leverages individual teacher efficacy into collective teacher efficacy. The process is grounded in a focus on equity of access and opportunity, high expectations for all students, and a commitment to student learning.
    - No less than 50% of the allocated hours for PLC time shall be utilized for grade level/subject area. Teachers shall lead grade level/subject area teams (developing the meeting agendas, determining priorities & topics of discussion, planning and facilitating meetings and aligning grade level/subject area meetings with school site goals/priorities and student learning) and site administration can provide feedback to align with school site goals/priorities.
    - Up to 50% of the allocated for PLC grade level/subject level time may be used for school wide professional learning. (CBA for more detail, as needed)
  - **Student/Family Connections (Office Hours – 2 Days a Week):** This is time allocated for scheduled discussions between teachers and students/parents/guardians. This includes scheduling and participating in parent/guardian meetings, SST/IEP/504

meetings, making phone calls home for students who are not participating and/or who need additional support, connecting with students.

- **RSP services** can be provided as either a push in or pull out model, depending on IEP, throughout the day. When the IEP allows, RSP services should be provided within the regular instructional blocks as a push in model to maximize learning during our limited instructional time. Secondary schools also will continue to have co-teaching throughout the day to provide services.
- **All English learners** need both integrated and designated ELD. In Designated ELD students are guaranteed a protected time in small group daily when teachers provide lessons, based on the CA ELD Standards and content standards that help develop English language proficiency specific to the needs of each EL student. The overall goal of ELD instruction is for students to learn English at the level of a native speaker to be able to learn and have access to content taught in English as well as express content knowledge in English.

## Daily LIVE Classroom Time

**Overview:** This is the live virtual classroom experience. The time for each class period is outlined in the daily schedule.

**LIVE or ‘synchronous’ instruction:** This is live instruction that occurs virtually via a distance learning platform. The teacher has agency to design the virtual classroom experience. Examples include, but are not limited to: lecture, presentations, whole class, small group, etc. This is not meant to imply direct instruction (lecturing) for the entire time period. Students are expected to attend this period on a daily basis.

**Examples include:**

- **Whole Class Instruction:** This is time when all students are learning together. The teacher is conducting live effective grade level standards based high quality and culturally relevant instruction to all students. Integrated ELD occurs within whole class instruction, as do classroom supports and accommodations for Special Education students.
- **Small Group Instruction:** This defines breakout sessions during live instruction to support smaller groups of students in differentiated support. This includes small group peer collaboration/instruction along with other live small group collaboration time. Designated ELD occurs within small group instruction, as do classroom supports and accommodations for Special Education students.

## Class/Asynchronous Assignments

- **Asynchronous instruction:** This is instruction and learning that is assigned by the teacher that is expected to be completed, but that does not occur at the same place or the same time (outside of the time scheduled for LIVE daily instruction). Examples include, but are not limited to:
  - Recorded Presentations, such as slideshows and videos.
  - Discussion Boards
  - Social Media Groups

- Collaborative Documents  
Read Fresno: All students are expected to read a book (challenging text) with student choice for at least 30 minutes a day. For elementary students, this is a required component of their daily reading. For secondary students, ensure reading is part of the on-going assignments and encourage students to select additional reading to explore personal interests/stories.
- **Class Assignments:** Assignments that are given to students during the normal course of your class curriculum.

\*Elementary (TK-K): In addition to the live daily instruction period, students will have a minimum of 85 minutes of learning each day. This can be a combination of asynchronous work and/or course assignments. The teacher determines the time value for each course assignment.

One example is:

After the live instruction period,

- *Kindergarten students would use a combination of drawing, dictating, and writing to retell the beginning, middle and end of the story read during today's live instruction.*
- *TK students would write their numbers 1 – 20*

\*Elementary (1-6): In addition to the live daily instruction period, students will have a minimum of 45 minutes of learning each day. This can be a combination of asynchronous work and/or course assignments. The teacher determines the time value for each course assignment.

One example is:

After the live instruction period,

- *4<sup>th</sup> grade students would write a short response to today's challenging text and identify the central theme in the text.*
- *2<sup>nd</sup> grade students would solve three word problems using subtraction within 100*

\*Secondary: In addition to the live daily instruction period, students will have a minimum of 35 minutes of learning each day. This can be a combination of asynchronous work and/or course assignments. The teacher determines the time value for each course assignment.

One example is:

*After the live instruction period, a film teacher assigns students to watch a 10-minute video, on their own time, about the importance of diversity and representation in film. The students' course assignment is to reflect and write on the learning from the class time and the video in a class discussion board. The teacher determines that this assignment should take 35 minutes. Following the assignment, the teacher assesses student work and provides feedback and/or co-creates a rubric with students to create peer to peer evaluation and feedback.*

Assigned work is a component of Tier 1 and Tier 2 instruction, as is the feedback that students receive from their work. Teachers are accessible to their students throughout asynchronous time.

- Independent work → Work assigned by the teacher that students complete on their own

- Peer Collaboration → Students working together on an assigned task
- Differentiated Support → While some students are completing assigned work, teachers may be working with other students, either individually or in small groups, to ensure that all learning needs are met. This includes meeting the needs of English Language Learners and students who receive Special Education supports.

## **Scheduled LIVE Targeted Student Support**

**Overview:** This is time allotted to provide targeted student supports with a whole-child approach (academic and social/emotional). This will be provided at the class level by the teacher and at the school level by the school staff.

### **Teacher Provided Student Support:**

**Targeted Student Support:** This is time allocated for targeted student academic support. The teacher provides students with additional support, if needed. Initiated by the teacher or scheduled ahead of time by students/parents/guardians. This is time intervening on students who, during the live virtual classroom, continue to struggle with the day's Tier 1 instruction and/or asynchronous assignments and who require Tier 2 supports. Teachers will identify and actively reach out to students/parents of those who need additional support.

### **School Staff Provided Student Support:**

**School-wide Targeted Student Supports (MTSS):** This time dedicated for Tier 2 and Tier 3 student supports, beyond the minimum instructional minutes required for all students. Targeted Support Time does not include all students, every day. Rather, this is dedicated time within the schedule where school staff (counselors, school social workers, psychologists, special education support providers, TSAs, administrators, etc.) will organize and provide specific academic and social emotional supports to students.

Multi-Tiered system of support (MTSS) is a comprehensive systemic approach to teaching and learning for both academic and social emotional:

- Tier 1 – Effective, standards-based, high quality and culturally relevant instruction for ALL students.
- Tier 2 – Targeted interventions that SOME students receive in addition to Tier 1 instruction
- Tier 3 – Intensive instruction and intervention, which is designed to serve only a FEW students based on their individual needs.

**\*These supports extend until 3:00pm each day, which included tutorial.**

**Enrichment:** This time is designed to give students the opportunity to try new things and explore and develop interests outside of the classroom. (arts, music, language, coding, dance, young scholars, math, kids invent, etc)

**\*These supports extend until 3:00pm each day.**

## **Teacher Planning**

**Teacher Planning Time:** This is time for the teacher to use at their discretion to plan the best learning experiences for their students, to review and provide feedback on student work, and other professional responsibilities. Up to 3 Staff Meetings starting at the end of the Targeted Student Support Time (1 hour each) may occur during this time, per quarter.

## **Education Code**

Ed code 45503 defines daily live interaction as ‘two-way communication between a certificated teacher and student each instructional day, at the actual time of occurrence. Daily live interaction is required for every student with both a certificated teacher and their student peers.’

Ed Code 43504(e) states that 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.

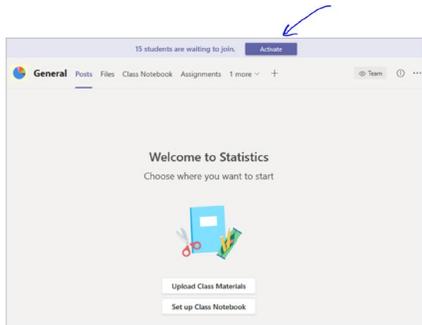
Ed Code 43409(f) states that, as part of the distance learning plans that must be submitted, districts must describe “how they will measure participation and assess pupil progress through live contacts and synchronous instructional minutes, as well as how the time value of pupil work will be measured.”

Ed Code 43409(f) also states that Districts must outline ‘what additional supports for pupils with unique needs will be provided, including for English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness during the period in which distance learning is provided.’

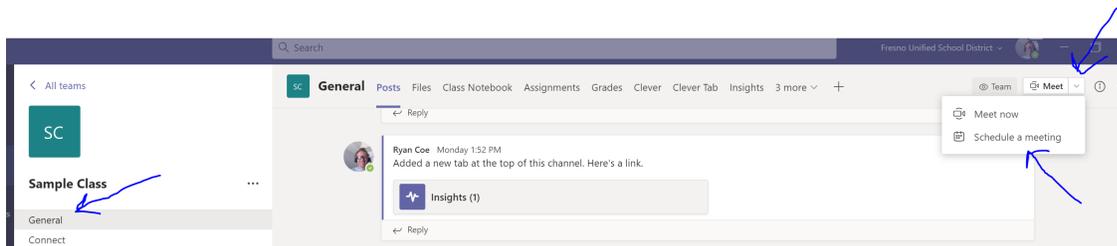
## Recommended Process for Teachers to Setup Microsoft Teams Connection with Students

**Step 1:** Open your Teams App from your desktop or by logging into [www.office.com](http://www.office.com) and clicking on the Teams App

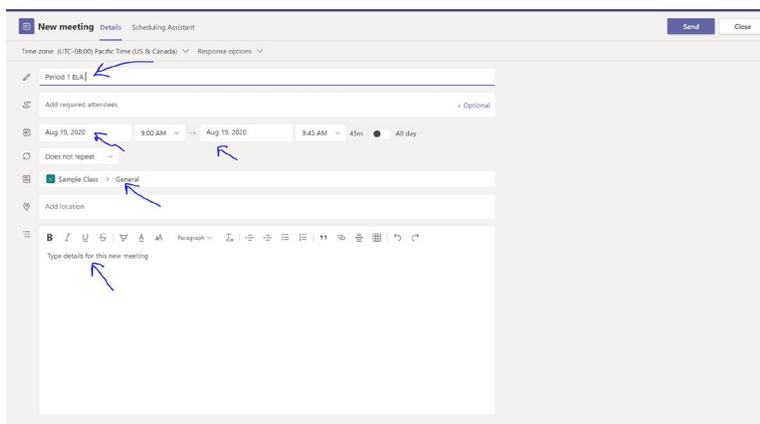
**Step 2:** Click into each of your Class Team tiles to Activate your Class Team(s). This will make your class and/or sections visible to your students; essentially this opens the virtual door to your class



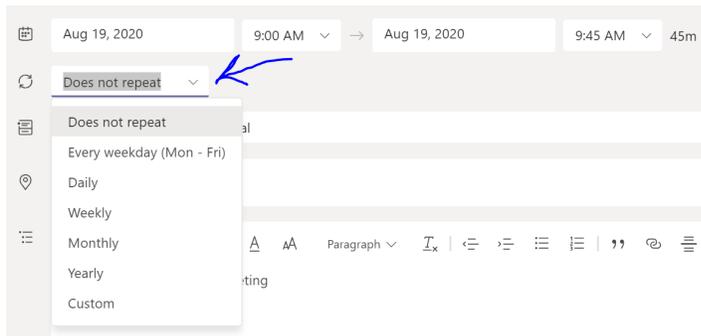
**Step 3:** Click “Schedule a Meeting” within your General Channel to setup the class meeting



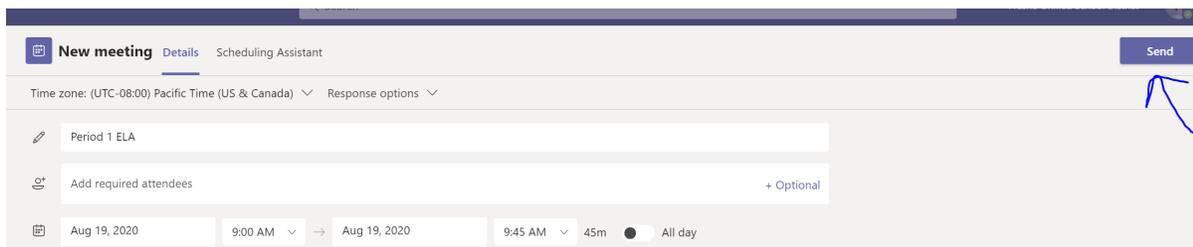
**Step 4:** Create the meeting by giving a title, time frame, date and details. **Note:** the Channel has been included



**Step 5:** Set the meeting to be recurring or choose custom date options. **Note:** you can make multiple meetings within a Channel with different custom schedules, if necessary



**Step 6:** Click “Send” to Save meeting to your Teams Calendar (also saves to your Outlook)

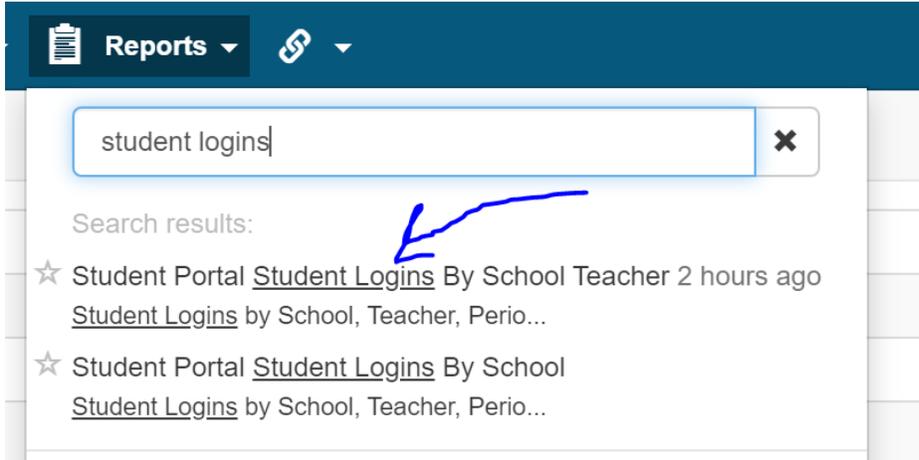


**\*NOTE:** Sending this calendar invite places the meeting on your students’ calendars for that class or period. Also, students will receive an email that the invite has been sent

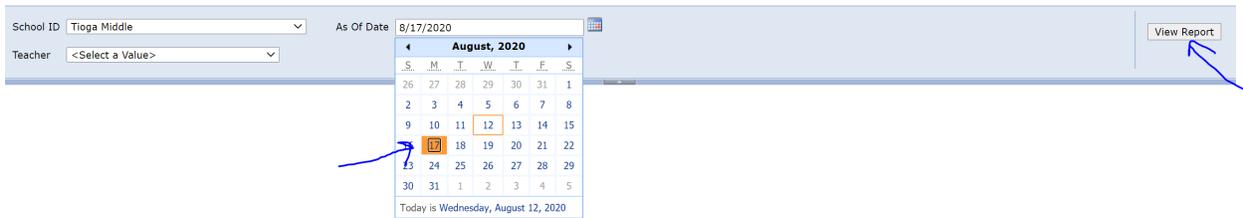
# Sending Calendar Invite to Groups of Students

**Step 1:** Login to your ATLAS portal at [go.fresnou.org/atlas](http://go.fresnou.org/atlas)

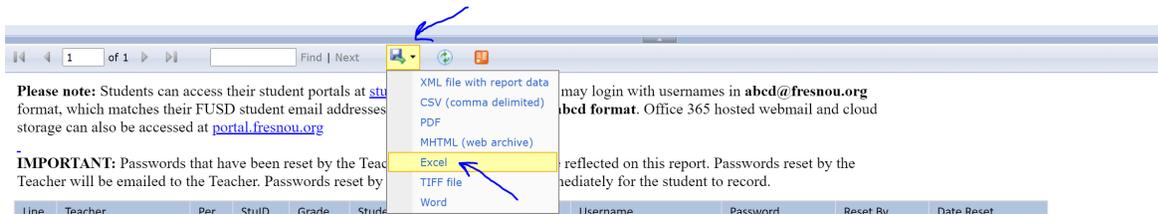
**Step 2:** Click on “Reports” and Search “Student Logins”. Select “Student Logins by School Teacher”



**Step 3:** Set the date to August 17 and click “View Report”



**Step 4:** Click on the disc icon and choose “Excel” to download the report to an Excel spreadsheet



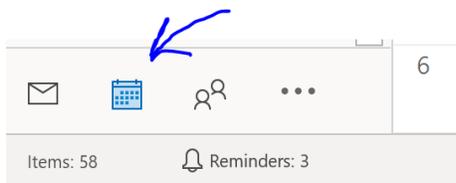
**Step 5:** The report will provide you with information **by period**, including student login information, student names, and student usernames (**student email addresses**). Click on the email address you want to copy and drag down until you have all the email addresses you want copied

**Please note:** Students can access their student portals at [students.fresno.org](https://students.fresno.org). Students may login with usernames in `abcd@fresno.org` format, which matches their FUSD student email addresses or using the **STUDENT\$abcd** format. Office 365 hosted webmail and cloud storage can also be accessed at [portal.fresno.org](https://portal.fresno.org)

**IMPORTANT:** Passwords that have been reset by the Teacher or Student will **NOT** be reflected on this report. Passwords reset by the Teacher will be emailed to the Teacher. Passwords reset by the student will dislay immediately for the student to record.

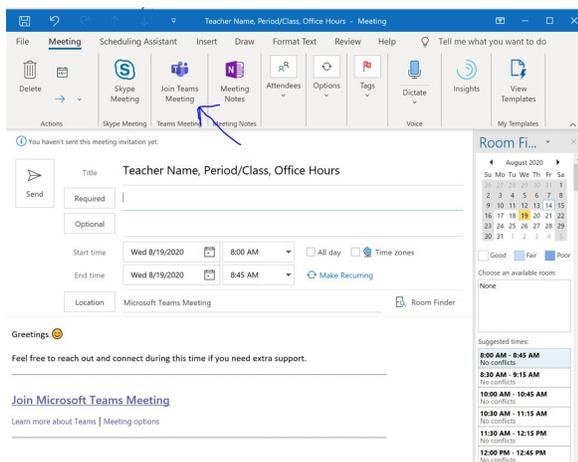
Line	Teacher	Per	Grade	Student Name	Username	Password	Reset By	Date Reset
1	Teacher Name	01	07	Student 1	1234@fresno.org	Sample24Password		
2	Teacher Name	01	07	Student 2	1234@fresno.org	Sample24Password		
3	Teacher Name	01	07	Student 3	1234@fresno.org	Sample24Password		
4	Teacher Name	01	07	Student 4	1234@fresno.org	Sample24Password		
5	Teacher Name	01	07	Student 5	1234@fresno.org	Sample24Password		
6	Teacher Name	01	07	Student 6	1234@fresno.org	Sample24Password		
7	Teacher Name	01	07	Student 7	1234@fresno.org	Sample24Password		
8	Teacher Name	01	07	Student 8	1234@fresno.org	Sample24Password		
9	Teacher Name	01	07	Student 9	1234@fresno.org	Sample24Password		
10	Teacher Name	01	07	Student 10	1234@fresno.org	Sample24Password		
11	Teacher Name	01	07	Student 11	1234@fresno.org	Sample24Password		
12	Teacher Name	01	07	Student 12	1234@fresno.org	Sample24Password		
13	Teacher Name	01	07	Student 13	1234@fresno.org	Sample24Password		
14	Teacher Name	01	07	Student 14	1234@fresno.org	Sample24Password		
15	Teacher Name	01	07	Student 15	1234@fresno.org	Sample24Password		
16	Teacher Name	01	07	Student 16	1234@fresno.org	Sample24Password		
17	Teacher Name	01	07	Student 17	1234@fresno.org	Sample24Password		
18	Teacher Name	01	08	Student 18	1234@fresno.org	Sample24Password		
19	Teacher Name	01	08	Student 19	1234@fresno.org	Sample24Password		
20	Teacher Name	01	08	Student 20	1234@fresno.org	Sample24Password		
21	Teacher Name	01	08	Student 21	1234@fresno.org	Sample24Password		
22	Teacher Name	01	08	Student 22	1234@fresno.org	Sample24Password		

**Step 6:** Open your Outlook App and go to your Calendar



**Step 7:** Create a new calendar event by clicking into the time you want

**Step 8:** Click “Teams Meeting” to generate the link and add details (title, date, time, and description) for your meeting time. If this is a recurring meeting, be sure to click “Make Recurring” and set



**Step 9:** Go back to your spreadsheet list in Excel. Click your keyboard keys **Control** and **C** simultaneously to copy your list

**Please note:** Students can access their student portals at [students.fresnou.org](https://students.fresnou.org). Students may login with usernames in `abcd@fresnou.org` format, which matches their FUSD student email addresses or using the `STUDENTSubcd` format. Office 365 hosted webmail and cloud storage can also be accessed at [portal.fresnou.org](https://portal.fresnou.org)

**IMPORTANT:** Passwords that have been reset by the Teacher or Student will **NOT** be reflected on this report. Passwords reset by the Teacher will be emailed to the Teacher. Passwords reset by the student will display immediately for the student to record

Line	Teacher	Per	Grade	Student Name	Username	Password	Reset By	Date Reset
1	Teacher Name	01	07	Student 1	1234@fresnou.org	Samp1e24PAssword		
2	Teacher Name	01	07	Student 2	1234@fresnou.org	Samp1e24PAssword		
3	Teacher Name	01	07	Student 3	1234@fresnou.org	Samp1e24PAssword		
4	Teacher Name	01	07	Student 4	1234@fresnou.org	Samp1e24PAssword		
5	Teacher Name	01	07	Student 5	1234@fresnou.org	Samp1e24PAssword		
6	Teacher Name	01	07	Student 6	1234@fresnou.org	Samp1e24PAssword		
7	Teacher Name	01	07	Student 7	1234@fresnou.org	Samp1e24PAssword		
8	Teacher Name	01	07	Student 8	1234@fresnou.org	Samp1e24PAssword		
9	Teacher Name	01	07	Student 9	1234@fresnou.org	Samp1e24PAssword		
10	Teacher Name	01	07	Student 10	1234@fresnou.org	Samp1e24PAssword		
11	Teacher Name	01	07	Student 11	1234@fresnou.org	Samp1e24PAssword		
12	Teacher Name	01	07	Student 12	1234@fresnou.org	Samp1e24PAssword		
13	Teacher Name	01	07	Student 13	1234@fresnou.org	Samp1e24PAssword		
14	Teacher Name	01	07	Student 14	1234@fresnou.org	Samp1e24PAssword		
15	Teacher Name	01	07	Student 15	1234@fresnou.org	Samp1e24PAssword		
16	Teacher Name	01	07	Student 16	1234@fresnou.org	Samp1e24PAssword		
17	Teacher Name	01	07	Student 17	1234@fresnou.org	Samp1e24PAssword		
18	Teacher Name	01	06	Student 18	1234@fresnou.org	Samp1e24PAssword		
19	Teacher Name	01	08	Student 19	1234@fresnou.org	Samp1e24PAssword		
20	Teacher Name	01	08	Student 20	1234@fresnou.org	Samp1e24PAssword		
21	Teacher Name	01	08	Student 21	1234@fresnou.org	Samp1e24PAssword		
22	Teacher Name	01	08	Student 22	1234@fresnou.org	Samp1e24PAssword		

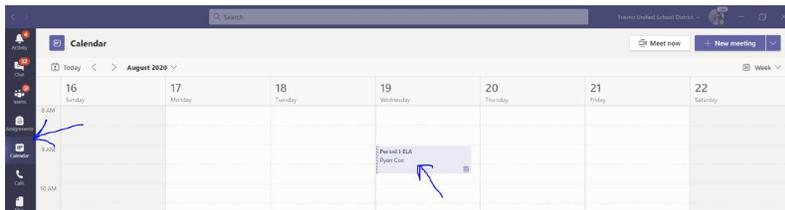
**Step 10:** Go back to your Calendar invite. Click keyboard keys **Control** and **V** to paste your student emails into either the “Required” or “Optional” line, depending on the purpose of your invite

**Step 11:** Click “Send” to send the invite to your students’ Outlook calendars

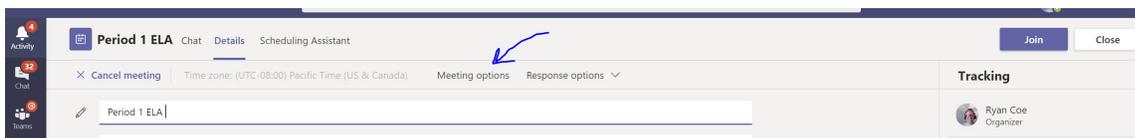
# Establishing Yourself as the “Presenter” and Your Students as “Attendees” for Your Meeting

**Step 1:** Login to your Microsoft Teams App

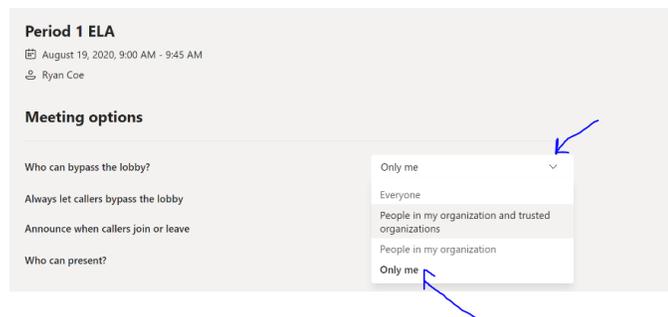
**Step 2:** Click into the Teams Calendar icon along the left side of the screen and click into your meeting



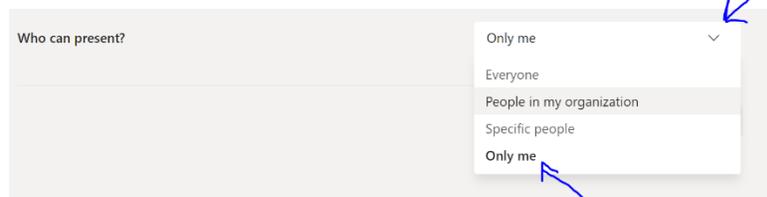
**Step 3:** Click “Meeting Options”



**Step 4:** If you want students to be admitted by you from a lobby, click the drop down to the right of “Who can bypass the lobby?” and select “Only Me”



**Step 5:** To ensure you are the “Presenter” of the meeting and your students are “Attendees” click on the drop down to the right of “Who can present?” and select, “Only Me”. Setting this option will prohibit students from muting each other, removing each other from meetings and recording



**Step 6:** Click out of the drop down and click the **Save** button. When you Join your meeting in Teams, you will now be the session Presenter

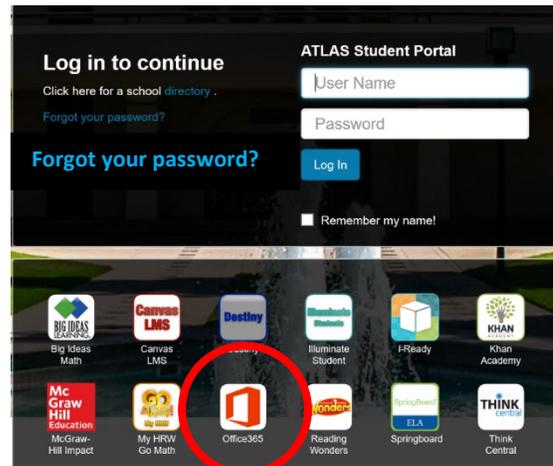
# Students Using ATLAS and Teams for Distance Learning

**Step 1:** In your internet browser, go to [students.fresnou.org](https://students.fresnou.org)

Here you will find:

- ATLAS Student Portal Login. **ATLAS is where you will see your Schedule**, including email links to your Teachers and Counselor, as well as your **Attendance and Grades**.
- Links to online textbooks and other key resources for your grade level, including Office 365. **Office 365 is how you get to important tools like your Fresno Unified (Outlook) email and Microsoft Teams**

If you don't remember your ATLAS password, you can reset it yourself here  
(For students in Grade 3 and below, contact the school office)



You can access links to your online textbooks and other key resources for your grade level from the student portal login screen



TIP: You can also get to these resources by clicking on "Links," when you are logged into ATLAS:



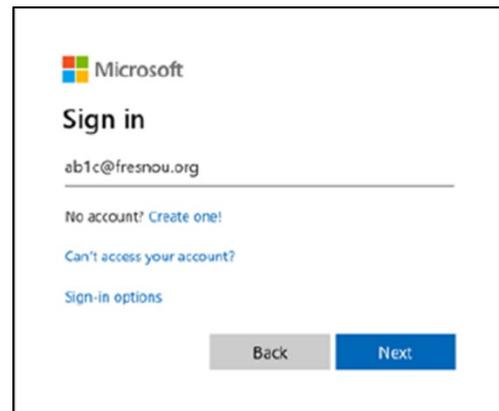
**Step 2:** Click on **Office 365** to get to Microsoft Teams, your Fresno Unified (Outlook) email, and much more. If you are using a Fresno Unified computer, you will likely be automatically signed in. If not, sign in using your Fresno Unified email address and password.

Your email address starts with your 4-character ATLAS username (\_\_\_\_@fresnou.org)

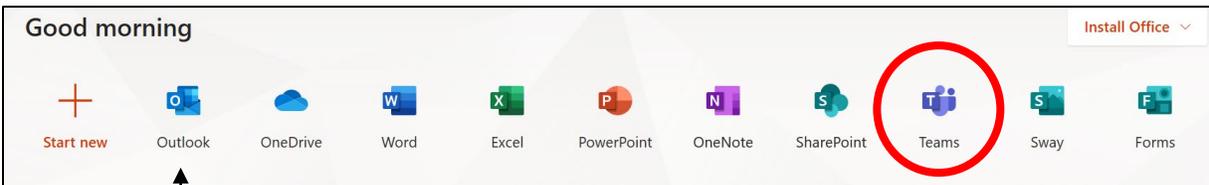
Example:

- ATLAS Username: ab1c
- FUSD email: [ab1c@fresnou.org](mailto:ab1c@fresnou.org)

Your password for Office 365 is the same as ATLAS



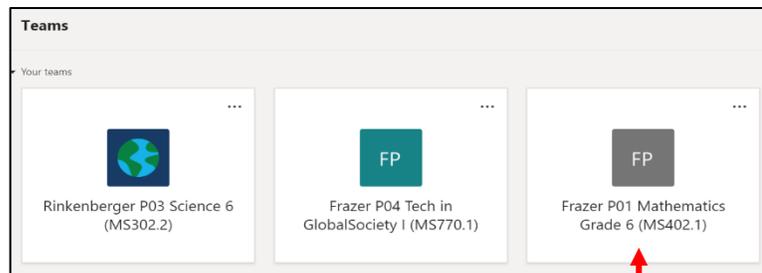
**Step 3:** Click on Teams. **Teams is where you will attend most of your virtual classes**, contribute to class discussions, and submit your work.



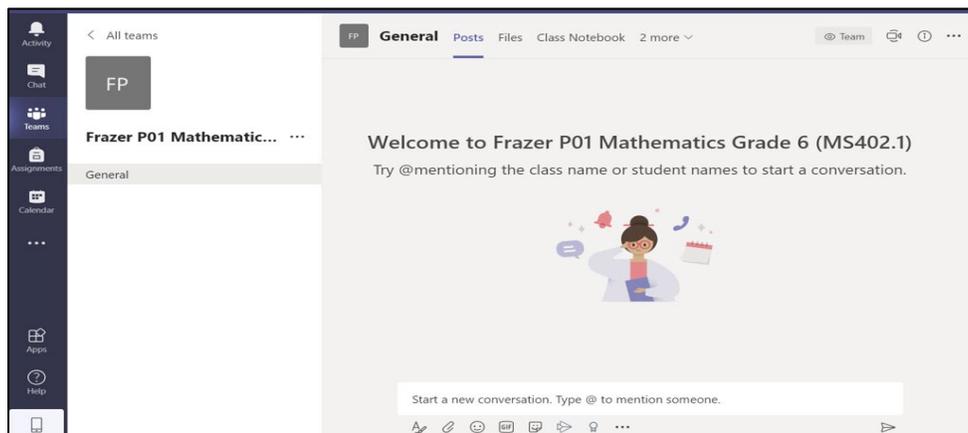
Click on Outlook for email

**Step 4:** Find the team for each of your class periods – look for your Teacher Name and Period in the name of the Team. Click into your class Team(s).

Sample:



**Step 5:** Look for further directions from your teacher in the “Post” for your Class Team(s) and regularly check your Fresno Unified (Outlook) email.



**On Wednesday, August 19<sup>th</sup> at 9am, report to your Period 1 virtual classroom!**

## Professional Learning

The plan for professional learning will be multi-modal and incorporate layers of support for leaders, teachers, staff, and families. The goal is for every teacher to be at a Foundational level utilizing the digital tools in support of high quality instruction.

- Professional Learning Summit on August 10<sup>th</sup> and 11<sup>th</sup>
- Institute and Buyback days
- On-Demand progression of digital skills from Foundational through Advancing at [go.fresnou.org/distancelearning](http://go.fresnou.org/distancelearning)
- [Playbook of Foundational Learning](#) for teachers, classified staff, and leaders

### Calendar

10	11	12	13	14
PREPARE & CONNECT				
Virtual Summit 6hr Optional PL	Virtual Summit 6hr Optional PL	Buyback Day 6hrs Site-led PL/PLC/Staff Meeting	Institute Days 3 hrs PL/PLC/Staff Meeting 3hrs Teacher Preparation Time for Virtual Learning/Classroom	Institute Days 3hrs PL/PLC/Staff Meeting 3hrs Teacher Preparation Time for Virtual Learning/Classroom
17	18	19	20	21
LAUNCH & CONNECT		RAMP UP & CONNECT		
First Day of School Minimum Student Day (9-11) + 3hrs PL for teachers	Minimum Student Day (9-11) + 3hrs PL for teachers	Full Student Day + on demand PL on distance learning resources for teachers	Full Student Day + on demand PL on distance learning resources for teachers	Full Student Day + on demand PL on distance learning resources for teachers
24	25	26	27	28
IMPLEMENTATION Full Student Day +On Demand PL for teachers to expand their skills with distance learning digital tools				
31	1	2	3	4
IMPLEMENTATION Full Student Day +On Demand PL for teachers to expand their skills with distance learning digital tools				

## I Can Statements for Foundational Self-Assessment

### **Self-Assessment Foundational Playbook**

**Details:**

- 4 hours total (includes SEL, SPED, EL Services, and the below 4 Foundational Courses)
- 30 minutes/session
- Data from Forms to be shared with site leaders (school site is a question in each Form) by August 21

***Connecting and Facilitating with Teams as the Hub***

- I can communicate to students the time for a live session and can provide links to access a live session
- I can start a Teams live session (video conference) with students
- I can use features within Teams to engage students in digital discussion and Chat
- I can view student "participants" and take attendance in a live session
- I can use Channels for breakouts and supports

***Teams for Assignments, Student Reflection, Feedback and Grading***

- I can use Teams to assign work to all students and to subsets of students.
- I can use Teams to give feedback to students based upon their work and support their progress development
- I can use Teams to prompt student reflection
- I can use the grading features in Teams to assign grades and communicate to teachers and students
- I can use the Insight tool in Teams to capture data and an overview of student participation on assignments

***Developing Synchronous Interactive Instruction (PK-1, 2-6 and Secondary)***

- I can identify similarities and differences of synchronous virtual learning with in-person learning
- I can use synchronous learning for whole class, small group, and collaboration opportunities to meet student learning objectives
- I can provide examples of synchronous learning in the context of my grade level and/or content area
- I can demonstrate using synchronous learning with my students
- I can use interactive tools such as PPT, Whiteboard and Class Notebook to engage students in learning

***Developing Asynchronous Activities (PK-1, 2-6 and Secondary)***

- I can identify similarities and differences of asynchronous virtual learning with in-person learning
- I can use asynchronous learning for whole class, independent practice, and collaboration opportunities to meet student learning objectives
- I can provide examples of asynchronous learning in the context of my grade level and/or content area
- I can demonstrate using asynchronous learning in my instructional model
- I can use tools to support asynchronous learning for student reflection, videos for learning, curricula content, and student assignments

[Foundational Professional Learning Playbook \(click here to access\)](#)

**Fresno Unified School District eLearn Foundational PL Playbook for Teachers and Para-Educators**

Fresno Unified School District recognizes the unique challenge of this time. Our district is committed to providing high quality instruction online to every student everyday through eLearn at My School. Teachers will engage in the sessions below **between Wednesday, August 12 and Wednesday, August 19** to prepare for eLearn at a foundational level. These sessions work in a progression to support teacher readiness and are to be taken in the order as listed below:

- The sessions coded in **blue** are **mandatory** sessions for **ALL** teachers.
- The sessions coded in **green** are **NOT required** if a teacher can demonstrate online learning proficiency via a self-assessment.

Also, included in this Playbook are **optional** sessions (**Pre-Recorded Webinars/On-Demand Tutorials**) which will enhance teacher and student practices in a digital world, as well as Office Hours available for teachers during this opening of schools.

**Teacher Foundational Professional Learning Supports** (clicking the links below will take you straight to the content and/or office hours)

Baseline Sessions: Foundational Pre-Recorded Webinars (4 total hours)	Optional Pre-Recorded Webinars	Optional On-Demand Tutorials (5 min or less)	Optional Facilitating PL Office Hours
<a href="#">Connecting and Facilitating with Teams as the Hub (30 min)</a>	<a href="#">Leveraging Teams with PLCs</a>	<a href="#">Connecting with Families</a>	<b>Special Education August 17, 1pm-3pm:</b> <a href="#">Early Learning</a> <a href="#">ALPS</a> <a href="#">Autism</a> <a href="#">SDC Elementary</a> <a href="#">RSP Elementary</a> <a href="#">Mild/Mod&amp;ALT ED</a> <a href="#">DIS</a> <b>EL Services August 18</b> <b>Elementary</b> <a href="#">1pm-3pm</a> <b>Secondary</b> <a href="#">1pm-3pm</a> <b>Microsoft Teams Support</b> <b>August 18:</b> <a href="#">1pm-3pm</a>
<a href="#">Creating a Positive eLearn Climate: Virtual Classroom Management, Classroom Connection, and Social Emotional Learning (34 min)</a>	<a href="#">Teams Settings and Controls to Support Digital Citizenship</a>	<a href="#">Conducting Sessions with Teams</a>	
<a href="#">Understanding the IEP for General Education Staff (40 min)</a>	<a href="#">Microsoft Forms for Connecting</a>	<a href="#">Creating Hyperdocs</a>	
<a href="#">Designated and Integrated Online Instruction and Supporting English Language Learners (32 min)</a>	<a href="#">Using Flipgrid for Connecting</a>	<a href="#">Developing Digital Assignments</a>	
<a href="#">Teams for Assignments, Student Reflection, Feedback and Grading (30 min)</a>	<a href="#">Supporting Accessibility with Immersive Reader (Elementary)</a>	<a href="#">Developing Digital Assessments</a>	
<a href="#">Developing Synchronous Interactive Instruction (30 min)</a> <a href="#">Preschool-2<sup>nd</sup> Grade</a> <a href="#">Grades 3-6</a> <a href="#">Secondary</a>	<a href="#">Supporting Accessibility with Immersive Reader (Secondary)</a>	<a href="#">Developing Collaborative Opportunities</a>	
<a href="#">Developing Asynchronous Activities (30 min)</a> <a href="#">Preschool-2<sup>nd</sup> Grade</a> <a href="#">Grades 3-6</a> <a href="#">Secondary</a>	<a href="#">Data Analytics for Teachers and Leaders</a>		

**Operational:** The following tutorials support setting up Teams controls and the option to download an accurate attendance list from Teams for ATLAS attendance. Teachers take attendance in ATLAS **after** their Live sessions: Elementary by 12pm and Secondary morning sessions by 12:00pm, afternoon by 3pm.

[Downloading Teams Attendance \(2 min\)](#)    [Download Attendance and Setting Up Controls \(7 min\)](#)    [Teams Channel Controls to Support Digital Citizenship](#)

**On-Demand Progression of eLearn Tutorials-** [The tutorials offered on this site](#) support eLearn progression. The site provides direct links to tool specific tutorials such as Teams, Immersive Reader, Class Notebook, Microsoft Forms, Whiteboard, etc.

**Webinar Recordings-**All district provided live [webinars are recorded and available on this site](#). We have outlined several below as baseline for engaging students in distance learning summer school. If you have already attended a live webinar, you may access that learning [here](#), anytime and anywhere.

**Microsoft Teams as the Preferred Online Platform**

Microsoft Teams is the preferred instructional delivery, digital assignments/assessments and communication tool for Fresno Unified School District. Teams would be utilized in conjunction with district-adopted digital curricula platforms such as Wonders, GoMath, Khan Academy, Springboard, and Big Ideas for core subjects. Teams provides an industry-standard platform for future-readiness, interaction, collaboration, and learning management/digital assignment/project/assessment.

**The partnership between Fresno Unified School District and Microsoft provides:**

- Access for all Fresno Unified students and staff to the Office 365 suite and dozens of high-quality, future-ready apps, including Microsoft Teams (via <http://Office.com>) with apps being updated/added on a monthly basis
- Protected privacy and data of students, teachers, administrators, and staff

- Supported by district purchase of Gaggle to review student written digital interaction through Teams Chats, discussion boards, One Drive documents, etc. Gaggle monitors for bullying as well as student’s potential harm to oneself and raises flags to facilitate student supports
- Teams meetings are secure by design and are compliant with HIPPA, CIPA, and FERPA
- Teams video conferencing feature allows teachers to see up to 49 students at one time
- Teams meetings can be recorded and are stored in the same space accessible by students and teachers for anytime, anywhere access
- Teams supports live time closed captioning
- Teacher control of Teams features that support digital citizenship and building positive online relationships
- Ability to bring any link/video/resource into Teams as the hub for learning
- Access to student engagement data to inform the level of student participation and best online collaboration practices

**The District’s License/Use makes Teams Meetings safer within Fresno Unified because:**

- Automatically rosters the District’s students and staff
- Students, teachers, staff – users are authenticated via their district username and password
- Users are limited to District students and staff **unless** someone intentionally invites or allows a guest

## Devices and Internet Access

### Devices

During the spring of 2020, students and families were given the opportunity to check out a tablet (Preschool- Grade 3) or a computer (Grades 4-12). All students will have a device.

At the beginning of the 2020-2021, additional devices will need to be checked out to students who previously had declined the offer of a device, but now may need one. A student can be checked out a device without regard to how many devices are already checked out to students in that home.

Devices are checked out through either the Fresno Unified Family Literacy And Technology Support (FLATS) Center during the summer or through Technology Services during the school year.

### Internet Access

All students who need internet access will be able to obtain access. District has been in the process of identifying need and providing hotspots. If a student does not Internet access, there are two options available:

- A family can request a hotspot through the Fresno Unified Family Technology Center or their home school; and/or
- A family can get reduced Internet from Comcast (which is free for first 60 days and then \$9.95 per month). Additional information is located at <https://www.internetessentials.com/>.

## Frequently Asked Questions

### **1. How can students get technology fixed if there are tech issues?**

The Family Technology Center is the resource for technological issues. They can be contacted at 457-3939. Students can also contact their school's Teacher Librarian and/or Library Media Technician.

### **2. How will teachers be able to communicate with students and families?**

Teachers have a variety of ways to contact students including:

- Microsoft Teams
- Fresno Unified email
- Contact information from Atlas
- Skype for Business

### **3. Where is the district housing distance learning resources?**

Distance learning resources are available here: <https://www.fresnounified.org/learningguides#educators>

### **4. How are the instructional minutes divided up between asynchronous and synchronous?**

Both synchronous and asynchronous minutes comprise the total instructional minutes for the day. See sample schedules and Schedule Definitions for specific breakdown.

Total instructional minutes by grade level includes:

- TK-K: 180 minutes
- 1-3: 230 minutes per day
- 4-12: 240 minutes per day

### **5. What is the definition of an absence in distance learning?**

An absence in distance learning looks very similar to one in a face-to-face instruction. If a student does not show up for scheduled direct instruction, that counts as an absence.

### **6. What platform will be used for taking attendance?**

ATLAS is used for taking attendance. Microsoft Teams can be used to pull accurate information regarding who is in a session. See the Attendance section of this guide for the process.

### **7. Who is responsible for clearing absences?**

This process will be similar to what is commonly done; parents will need to contact the school's attendance clerk.

**8. How will students get classroom supplies and materials?**

These will be distributed at the start of the school year in a process to be determined by the individual schools.

**9. Where can I find the daily SEL lessons to be taught during the first three weeks of school?**

They can be found by going to the Climate and Culture Division website or by clicking here:  
[https://fusd.sharepoint.com/sites/dept\\_dpi/sc/Pages/default.aspx](https://fusd.sharepoint.com/sites/dept_dpi/sc/Pages/default.aspx)