

USC Distance Learning Plan Board Reviewed 8/5/2020

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INTRODUCTION

On March 16, 2020 Union Street Charter school was closed to classroom-based instruction due to ongoing COVID-19 concerns. On April 1, 2020 the Board further extended the initial closure through the end of the school year. Although school closure has been necessary due to local and state COVID-19 response guidelines, we are concerned about the impact it is having on students, staff, and families. These unprecedented challenges have forced us to adapt from our classroom based instructional model to a distance learning model. In accordance with the Governor's May 4, 2020 executive order, schools closed due to COVID-19 are required to provide distance learning. Accordingly, staff have moved instruction online or are providing packet-based materials in order to facilitate a continuance of student learning. This Distance Learning Plan will serve as a guide for students, staff, and families in case of closure in the 20-21 school year.

During the closure period we have been committed to:

- Ensuring the safety of all students and staff
- Continuing Food Services
 - Bagged lunch meal pickup is available Monday through Friday at the school after 11:30. Families need to order by email or phone call before 8:45.
- Maintaining school facilities
- Providing supplemental enrichment activities for students and families
- Providing distance learning
 - Essential skills instruction
 - Emphasis on learning critical for transition to the next grade level
 - Support the success of all students - appropriate access to technology, support of vulnerable populations (foster youth, students with disabilities, homeless youth, and English language learners), and special consideration for the social emotional needs of all students during these unprecedented times.

This plan was developed in partnership with the community - including students, staff, and families. Input was sought from various stakeholders in a variety of ways - plan development meetings, informal consultations, community surveys, and a variety of public meetings.

ROLES IN SUPPORTING DISTANCE LEARNING

Students:

- Dedicate part of each weekday to online or packet based learning.
- Check the online platforms at least 5 days a week.
- Older students (grades 3rd through 5th) need to know their usernames and passwords.
- Identify the best possible spot for your learning.
- Engage in online learning and/or packet based learning to the best of your ability.

Teachers:

- Develop high quality distance learning lessons for your students.
- To the extent practical, provide accommodations and support to students with individualized needs.
- The Special Education Resource Teacher will collaborate with General Ed teachers to support IEPs.
- Provide instructional resources your students need to progress.
- Hold regular “office hours” to connect and support your students.
- Communicate regularly with families regarding student engagement and progress.
- Engage in Professional Development (PD) intended to support distance learning.
- Attend meetings and monitor communications regarding school closures, distance learning, and continuing support of students.

Families:

- Ensure that your child has a mobile device and internet access available at home as needed. Inform the office of any needed support.
- Advocate for your student’s needs to teachers and principal.
- Make sure your child can access their usernames and passwords. For assistance with this, contact your child’s classroom teacher.
- Participate in regular communications with your child’s teachers or support staff.
- Support your child’s emotional well-being by providing time for breaks, play, and outdoor time.

School Administration:

- Communicate regularly with families and staff regarding changing dynamics related to COVID-19.
- Support teachers, staff, students, and families - identify and connect students and families with resources to support distance learning.
- Stay up to date regarding changes at the state and local level that may impact students and staff.

OPTIONS FOR DISTANCE LEARNING CONTENT DELIVERY

Distance learning, referred to as distance education, e-learning, and online learning, is a form of education in which the main elements include physical separation of teachers and students during instruction. Distance learning models use various technologies and methods to facilitate student-teacher and student-student communication. Commonly, there are four primary characteristics of distance learning.

1. Distance learning is, carried out through schools; it is not self-study or nonacademic learning.
2. Physical separation is assumed in distance learning. Accessibility and convenience are important advantages of this mode of education. Well-designed programs can also bridge intellectual, cultural, and social differences between students.
3. Distance learning connects students within a classroom to other students and the teacher. Interaction is essential to distance education, as it is to any education. The connections of learners, teachers, and instructional resources become less dependent on physical proximity as communication systems become better developed and widely available.
4. Distance learning, like any education, establishes a learning group, which is composed of students, a teacher, and instructional resources—i.e., the books, audio, video, and graphic displays that allow the student to access the content of instruction. Social networking on the internet can promote the idea of social connection. In a distance learning setting, such networking can enable students connections with each other and thereby reduce their sense of isolation.

In order to meet the needs of all students and support their families, USC is strategically using two content delivery techniques :

Teacher Directed Packet Instruction and Check-Ins: Grades K through 2

Students will access each week's activities in a paper packet that can be picked up at the school at least every two weeks. Teachers will suggest a schedule for families to organize the materials. Completed assignments should be stored by the family in the envelope they are provided in. Teachers will inform families of any materials that need to be returned. Teachers will design lessons to reinforce previous learning and utilize phone, email, text, and/or video conferencing to check in and assist students where possible.

Teacher Directed Packet Instruction & Online Instruction: Grades 3 through 5

The majority of the curriculum will be digital. Students may access each week's activities in a paper packet, if needed, that can be picked up at the school at least every two weeks. Teachers will suggest a schedule for families to organize the materials. Completed assignments should be stored by the family in the envelope they are provided in. Teachers will inform families of any materials that need to be returned. Additionally, grades 3 - 5 also have instruction via video conferencing and assignments through Google Classroom that focus on essential skills. This instruction is delivered through live instruction, independent assignments, class check-ins, and enrichment activities. Lessons and check-ins focus on core subject areas. Office hours are an additional method for teacher/student/family check-ins.

INCLUSION AND ACCESSIBILITY

Students with Individualized Education Plans (IEP) or 504 Accommodation Plans will be provided additional support by the Resource Teacher. She will communicate with families regularly to determine needed support for all students to access their education and make progress toward their goals. The Resource Teacher will work with General Education Teachers to ensure that all students have access to the General Education Curriculum.

Students will be provided individualized work when needed and/or will be given assignment options that meet their individual needs, as discussed and agreed upon by the IEP team during amendment IEP meetings related to COVID-19 school closures.

If you have questions or concerns about your child's IEP or 504 Accommodation Plan, please contact the Resource Teacher or the Director for further assistance.

DEVICE ACCESS AND DISTRIBUTION

- **Staff:** All certificated staff are provided a laptop or chromebook. Other staff will be provided a computer as needed.
- **Students, Parents/Guardians:** students in grades K through 5th grade have been granted the loan of a Chromebook in order to access instructional and supplemental activities as needed.

INTERNET CONNECTIVITY

For families in need of internet service, please visit the Arcata School District website resource page for a comprehensive list of local providers, many of whom are offering free service for new customers: [Internet Access Resources](#)

SUPPORTED DIGITAL PLATFORMS

The following platforms will be used for distance learning and teaching. Staff will be provided reasonable training and offered additional coaching to support proficiency in these platforms. Tech support will be available. Additionally, families and students will be provided support in the use of these platforms. As staff and community proficiency increases, the ASD will add additional applications to support distance learning instruction. Training and support will be provided for these additional applications; however, support of the core platforms will be prioritized.

USC currently supports the following platforms or applications as appropriate. This list will be reviewed regularly and updated as needed.

Platform	Purpose	Support
Google Apps for Education	Communication and Instruction: All students and staff have Gmail accounts and access to the full google suite - docs, sheets, slides, meets, and google classroom. The google suite is a key component of our instructional program for grades K through 5.	Classroom Teachers
Zoom	Web based meeting and conferencing tool. Critical for staff meetings, community meetings, and used for group gathering instructional purposes.	School
Schoolwise	Student Information System (Student registration, records, grades, and attendance)	School
Supplementary Educational Platforms	BASE, Newsela, Britannica School, Prodigy, Duolingo, Raz Kids, Go Noodle, ReadWorks, iMovie, Scholastic, Khan Academy, Splash Math, SumDog, McGraw Hill, Starfall, Math Learning Center, MobiMax, Think Central, Mystery Science, YouTube, Typing Without Tears, National Geographic, youcubed, Ted-Ed, TCI	Teachers

INSTRUCTIONAL ACTIVITIES AND TIME ON TASK RECOMMENDATIONS

Grade Level	Subject Area, Activities, and Time-On-Task
K	180 minutes/day of Core Instruction: Math, ELA, Supplementary Activities and time on task
1	230 minutes/day of Core Instruction: Math, ELA and Supplementary Activities and time on task
2	230 minutes/day of Core Instruction: Math, ELA and Supplementary Activities and time on task
3	230 minutes/day of Core Instruction: Math, ELA and Supplementary Activities and time on task
4	240 minutes/day of Core Instruction: Math, ELA and Supplementary Activities and time on task
5	240 minutes/day of Core Instruction: Math, ELA and Supplementary Activities and time on task

Although annual instructional minutes need not be provided at the same level as in a typical school year, SB 98 provides that for the 2020–21 school year, instructional minutes shall be determined as follows:

1. For in-person instruction, instructional minutes shall be based on time scheduled under the immediate physical supervision and control of an employee of the local educational agency who possesses a valid certification document, registered as required by law.
2. For distance learning, instructional time shall be based on the time value of assignments as determined, and certified to, by an employee of the local educational agency who possesses a valid certification document, registered as required by law.
3. For a combined day of instruction delivered through both in-person instruction and distance learning, time scheduled under the immediate supervision of an employee of the local educational agency who possesses a valid certification document can be combined with assignments made under the general supervision of an employee of the local educational agency who possesses a valid certification document as registered by law to meet the equivalent of a minimum day of instruction. The minimum Physical Education instructional minutes are waived for 2020-2021.

DISTANCE LEARNING BEHAVIOR EXPECTATIONS

	Entering Online Classes	Teacher-Led Whole Group Instruction	One-on-One Instruction	Small-Group Activities (Breakout Rooms)
Be Safe	<ul style="list-style-type: none"> • Choose a distraction free space • Use equipment as intended • Be patient as you, your teacher, and other work through technology issues 	<ul style="list-style-type: none"> • Limit side conversations with others working near your work space • Use kind words and faces 	<ul style="list-style-type: none"> • Limit side conversations with others working near your work space • Use kind words and faces 	<ul style="list-style-type: none"> • Think about what you want to share before sharing it • Use kind words and faces
Be Respectful	<ul style="list-style-type: none"> • Video on at all times • Audio off until asked • Use chat with classmates when teacher allows 	<ul style="list-style-type: none"> • Video on at all times • Audio off until asked • Answer questions in chat box • Answer polls promptly • Ask in chat if you need help • Raise your hand 	<ul style="list-style-type: none"> • Video on at all times • Audio on unless asked otherwise • Listen attentively • Answer questions out loud and on cue 	<ul style="list-style-type: none"> • Video on at all times • Audio on unless asked otherwise • One speaker at a time: wait or use chat to respond when others are talking • Respect others' cultures, opinions, and viewpoints
Be Responsible	<ul style="list-style-type: none"> • Be on time and ready to learn • Start class charged or plugged in • Have materials ready 	<ul style="list-style-type: none"> • Ask questions (voice or chat) when you have them • Be present • Avoid multitasking 	<ul style="list-style-type: none"> • Ask questions out loud when you have them • Try your best • Be present • Avoid multitasking 	<ul style="list-style-type: none"> • Encourage each other to stay on topic • Complete the work together • Use "raise hand" button if you have questions • Be present • Avoid multitasking

GRADING AND REPORTING

School Districts have been provided guidelines by the CDE regarding grading and assessment during the Covid-19 School Closure. These guidelines can be viewed at <https://www.cde.ca.gov/ls/he/hn/gradegraduationfaq.asp>. In response, the school has developed the following temporary grading plan:

Grades K-5: Students will be provided strengths based feedback. The final 2019/2020 Report Card was mailed home in June 2020 and reported on the following:

- Student participation in distance learning:
 - Fully participated in the school's distance learning program.
 - Partially participated in the schools's distance learning program. The student was unable to fully participate and/or the family chose to facilitate portions of their child's learning outside of the school's distance learning program due to COVID-19.
 - Student was unable to participate in the school's distance learning program and/or the family chose to facilitate their child's learning outside of the school's distance learning program due to COVID-19.
- Progress made and assignments turned in
- Strengths based feedback on progress may be provided to highlight areas of student growth or appreciated student engagement (i.e. excellent Zoom participant, participated in several/some Zoom sessions, great job in math, conscientious assignment completer, accessed and completed assignments on Google classroom)

All USC students are expected to participate in distance learning while school sites are closed due to COVID-19. Continued education is critical for student success. As such, we are committed to supporting ongoing student learning as much as possible during school closure and worry about the impact of lost instructional time. However, USC understands that distance learning is a hardship on families and has the potential to create a number of equity concerns. Due to these considerations, this grading plan was developed in order to best support student learning and, as accurately as possible, provide no-judgement-feedback on student learning and student engagement during school closure. Throughout the school closure period every effort will be made to engage all students in learning and help all students succeed.

ATTENDANCE/ENGAGEMENT

All students are required to receive daily live interaction with both a certificated employee and their peers for the purpose of instruction, progress monitoring and school connectedness. Attendance will be kept at all Zoom sessions. Engagement will be measured by turned in assignments and participation. Students and their families who are not engaging fully will be coached by teachers to find solutions.

CHRONIC ABSENTEEISM

Students are consistently not attending or turning in assignments will be considered truant. The Director/Principal will work with the family to find solutions. If necessary, the student may be required to attend on campus with an Aide. Masks will be required and they will work in an outdoor classroom area.

Education Code Section 43504(f) requires each LEA to develop written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three schooldays or 60 percent of the instructional days in a school week. These procedures shall include, but are not limited, to verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection line with health and social services as necessary and, when feasible, line transitioning the pupil to full-time in-person instruction.