Board Agenda Item #	III D – Action Item
Date:	April 23, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Approval of MPS Distance Learning Plans in Response to the COVID-19 Pandemic

Proposed Board Recommendation

Staff recommends that the MPS Board of Directors approve Magnolia Public Schools' Distance Learning Plans in Response to the school building closures due to the COVID-19 Pandemic.

Background

In December 2019, an outbreak of respiratory illness due to a coronavirus now known as COVID-19 was first identified in Wuhan City, China and has since as of the date hereof spread to more than 75 countries, including the United States. The national Centers for Disease Control ("CDC") activated its Emergency Response System to provide ongoing support for the response to COVID-19 across the country on January 23, 2020. On January 24, 2020, the California Department of Public Health activated its Medical and Health Coordination Center and on March 2, 2020, the California Office of Emergency Services activated the State Operations Center to support and guide state and local actions to preserve public health. On March 4, 2020 the Governor of the State of California declared an emergency statewide relating to COVID-19 and has directed state agencies to provide updated and specific guidance to schools.

On March 13, 2020, the MPS Board of Directors passed the Resolution #20200313-01 concerning measures to address the organizational and educational impacts of the covid-19 virus. Also on March 13, MPS leadership decided to shut down operations in all school sites. Due to the closures, MPS home office together with school teams developed and rolled out emergency distance learning plan to be implemented in all schools starting March 16, 2020. On March 17, 2020, California Department of Education released New COVID-19 Guidance for K-12 Schools as part of the COVID-19 Guidance for K-12 Schools. Since then, MPS in collaboration with all

stakeholders developed and updated the MPS Distance Learning Guide and Protocols continuously.

Currently, all MPS school sites are physically closed for students and teachers until the end of the 2019-20 school year but learning continues. All Magnolia Schools started with full distance education on March 30, 2020. MPS also held a virtual PD on March 27, 2020 to provide training on distance learning for all.

In planning of the MPS Distance Learning Plans, CDE's Distance Learning Guide, other guides from SDCOE, LACOE, CCSA and legislative have been referenced and used. MPS Academic Team collaboratively worked with school teams to compile resources, practices and guides to include in this plan to provide distance and remote learning to all of our students including special populations during our school closures.

Distance learning in MPS includes both virtual and non-virtual means of providing education. All teachers are providing high quality distance learning using the proposed curricula and strategies during the closure by developing a plan to cover the content and standards necessary to complete the planned course syllabus per CDE and agency guidance.

Please see the attachment for specific guides and protocols pertaining the distance education in Magnolia Public Schools in response to COVID-19 pandemic.

Budget Implications.
Schools and home office have been updating their budgets per MPS Board of Directors' Resolution #20200313-01 concerning measures to address the organizational and educational impacts of the covid-19 virus.

Attachments
-   MPS Distance Learning Plans

MPS Distance Learning Plans
Updated April 17, 2020

Table of Contents

Introduction and Updates

In planning of this document, CDE's Distance Learning Guide, SDCOE, LACOE, CCSA and legislative guides have been referenced. MPS Academic Team collaboratively worked with school teams to compile resources, practices and guides to include in this plan to provide distance and remote learning to all of our students including special populations during our school closures.

Currently, all MPS schools are closed until the end of the school year. All Magnolia Schools started with distance education on March 30, 2020. MPS held a virtual PD on March 27, 2020 to provide training on DL for all. Training agenda and links the slides and recorded sessions can be accessed here. There will be more training as we identify the needs and will plan for the execution.

All teachers are expected to provide high quality distance learning using the proposed curricula and strategies during the closure by developing a plan to cover the content and standards necessary to complete the planned course syllabus per CDE guidance.

Distance learning includes both virtual and non-virtual means of providing education. We need to be mindful of the fact that not all of our learners will have access to the internet and may not be familiar, comfortable or successful with digital learning. As educators we will continue differentiating the curriculum, instruction and assessment for all of our learners addressing their needs, interests and backgrounds.

Also educators are encouraged to make the learning activities relevant to the emergency situation that we are all experiencing. Student workload should be lighter than what would traditionally be expected and grading should follow the suit. Please weigh in all social and emotional aspects of our students and parents when you are designing and delivering your instructional activities. Teachers are expected to cut their assignment and grading loads as much as in half.Please refer our Student Services Director Dr. Lopez's SEL resources here.

Keep in mind that in general a total of 2-3 hours academic work is expected from students (see below for suggested daily schedule of activities.) When planning, keep in mind of other subject areas.

Tips for Online Learning
- ➔ Don't try to mimic an actual school day- it's not a normal situation
  - ◆ Kids are stressed
  - ◆ Not all are used to online learning
  - ◆ Many kids cannot self-manage their schedule on their own
- ➔ Lessen the workload (it takes longer to complete work online)
  - ◆ Keep assignments short or chunk longer assignments over the course of a few days
  - ◆ Try to keep students off of screens all day (i.e. assigning a story? Don't make them type it out. Have them write it and snap a picture)
  - ◆ Not all students will have strong internet connections
  - ◆ Some households will have multiple kids impacted at different grade levels
- ➔ Teachers: consider posting a short "good morning" video to let the students see you
- ➔ Create a daily checklist of exactly what students should do each day

       ◆ This helps those that aren't organized
➔ Use the same method of communication to parents so they know where to expect information from
➔ Monitor morale and workload of students, adjust if necessary

Recommended online screen time for students per day:

The recommended amount of student online screen time is as follows:
- TK-K: 1 hour daily
- 1-3rd: 2 hours daily
- 4-5th: 3 hours daily
- 6-12th: 4 hours weekly per content area

Distance Learning Expectations for General Education Teachers

Distance learning is new to all of us. As we navigate through this uncharted territory, we want to remind you to be patient with yourself and others as distance learning environments and assignments are created. It is important you take care of yourself and your family in this difficult time, as we continue to provide support to our students. Below is an outline of expectations as we all navigate this pandemic together.

Distance Learning Environments and Assignments
- [Create and use Google Classroom](#) as the main platform to send out assignments to students on a daily basis. Here is a [sample teacher communication template](#). At a minimum, all students should be contacted and interacted with at least once a week.
- When creating assignments, consider the recommended schedule communicated with parents includes guidelines for 2-4 hours of academic work per day, in addition to reading and other activities. Therefore, your assignments should take no more than 20-30 minutes per day to complete. If you are assigning a longer assignment, divide the assignment up over the course of a few days and assign a daily progress check for smaller portions of the assignment. Refer to Google for Education's [Teacher Center](#) for tutorials.
- If you would like to offer live teaching sessions via Google Hangouts, please limit your sessions to no more than 30 minutes.
- Create a video at least once a week to summarize or introduce the week and post to your Google Classroom. Your video can be short 2-3 minutes. It is important your students are able to "see" you during this time and a short video can help.
- Provide daily communications regarding assignments to students and families. While the majority of this daily communication can be done via Google Classroom, you may need to reach out to individual families utilizing other means such as email, Parent Square, or phone calls.
- Create paper-based packets and share with your administration team to provide to students who do not have access to online materials.
- Provide feedback on daily assignments to students. Keep track of assignments that have been turned in. While we are not utilizing traditional grading   at this time, work still needs to be tracked and feedback on work needs to be provided to students.
- Conduct a 45 minute office hour session via Google Hangouts once per week. Since some students will not have adult support at home and others may need additional support, this will provide an opportunity for students to join the Google Hangout and get the necessary support. Collaborate with your grade level team and teaching partners to ensure office hour sessions are spread throughout the week. Communicate your session time with students and families. We recommend to follow current master schedules when scheduling office hour or virtual meeting sessions.
- Conduct a weekly check-in with any students you have been assigned to mentor. Document check-ins with students in the appropriate place. Follow up with your administration team with any additional support the student might need.
- Follow up with families and students not submitting work on a regular basis.

- Respond to all student, family, and school personnel emails within 24 hours. Reach out to your administration team should you need any assistance responding to a communication from families or students.
- Attend virtual meetings such as staff, grade level and department meetings

Supporting Students with IEPs
- Understand your students' IEPs and 504 plans, and implement the accommodations, modifications, and goals related to your curriculum and instruction. Tailor assignments to support students in reaching their IEP goals.
- Coordinate weekly with your students' SPED teacher as you plan your distance learning activities and instruction to ensure students with IEPs and 504 plans can access the learning and have the required materials and technology to meet their goals.
- Use formative assessment to monitor students' progress during distance learning. If it is evident that a student with an IEP or 504 plan is not making progress, communicate with the student (and/or family as appropriate) and work with your SPED teacher to problem solve as soon as possible.

Supporting English Language Learners
- Understand your ELs' level and academic language needs. Implement supports and opportunities to build academic vocabulary into your curriculum and instruction.
- Coordinate weekly with your EL Coordinator as you plan your distance learning activities and instruction to ensure ELs have access to the learning and are provided with Integrated ELD opportunities.
- Use formative assessment to monitor students' progress during distance learning. If it is evident that an English Language Learner is not making progress, communicate with the student (and/or family as appropriate) and work with your EL Coordinator to problem solve as soon as possible.

Things to Consider
What I Wish I Knew at the Beginning- a compilation of thoughts and ideas from teachers who have been conducting Distance Learning for some time now.

Sample Distance Learning Schedule for Teachers

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am	Post Daily Assignment to Google Classroom. If possible, include a short video reviewing the objective and assignment for the day and encourage students.				
8:30 am	Check and respond to emails. Follow up as needed. Remember, you have 24 hours to respond to emails.				
9:00 am	Meet with SPED teacher/coordinator	Meet with EL coordinator	Planning Time	Provide Feedback to students/ Planning time	Check-in with Administration
9:50 am	Break				
10:00 am	Check in with students on Google Classroom. Post daily discussion question(s) and respond to any questions from students. Provide feedback to students.				
11:00 am	Planning Time	Planning Time	Planning Time	Planning Time	Provide Feedback to students
12:00 pm	Lunch				
12:30 pm	Grade Level Team Meeting	Staff Meeting	Office Hour -------------------- Planning time	Provide Feedback to students	Provide Feedback to students
1:50 pm	Break				
2:00 pm	Check and respond to emails. Follow up as needed. Remember, you have 24 hours to respond to emails.				
2:30 pm- 4:00 pm	Check in with students on Google Classroom. Respond to any questions from students. Review answers from discussion questions and provide feedback.				

A- Proposed Curricula

All Subjects

PBS Learning Media and the local PBS stations have curated FREE, standards-aligned videos, interactives, lesson plans, and more for teachers These are available in all subjects, including PE, Arts and World Languages and for all grade levels. (See below for PBS Air educational programs and schedules)

Crash Course provides 10-15 minute videos on a variety of subjects and topics. There are courses in physics, philosophy, games, economics, U.S. government and politics, astronomy, anatomy & physiology, world history, biology, literature, ecology, chemistry, psychology, and U.S. history. These videos are engaging and meant to be a "crash course" on the topic taught by a subject matter expert.

SDUSD has put together instructional continuity resources which is a comprehensive list of resources for students and families to access during school closures. Resources are organized by grade level bands in addition to PE and Wellness and VAPA.

MATH

When possible, create assignments that align with your current unit of instruction. If you feel students will struggle with learning new material during distance learning, you can create assignments for students to review previous taught concepts to support the learning of new material. Remember many students will need to complete their work with limited support from adults and peers. Please keep this in mind when planning assignments and activities.

When creating assignments for students, focus on creating assignments with fewer high quality questions (DOK 2-4) versus numerous skill building questions (DOK 1). The recommendations for numbers of questions varies on the topic and grade level. Consider 7-10 rigorous questions or a performance task for elementary and middle school students and 15-20 or a performance task for high school students. This is also a wonderful time for students to engage in real world mathematics problem solving and projects. Ultimately, you know your students the best so plan accordingly to their needs.

Recommendations for resources and below. Links for resources have been provided on the math teacher Google Classroom as well as a short "how to" video for creating an assignment in NextGen Math.

Promising Practices:
1. Create an assignment log (1-2 pages) in which students can track their assignments for the week. (Feel free to make a copy of this log use for your needs)
2. You can also provide a copy of notes that align to the lessons to further help students access the materials. This would be similar to the notes you would do with students in the classroom.

TK-8th Grade:
1. McGraw Hill Curriculum
   a. Consumables
   b. Think Smart for SBAC (countdowns, chapter reviews, performance tasks)
2. NextGen Math

a. Standards-based assignments

High School:
1. McGraw Hill Curriculum
    a. Textbooks
    b. ConnectED worksheets (skills practice, intervention, extensions)
2. [CCSS Math Activities](#)
    a. Performance Tasks can be printed out and given to the students to complete. These are high quality, standards-aligned assignments.
3. NextGen Math
    a. Can be used to review prior grade level standards to build skills required to access the current grade level standards. Needs to be used in conjunction with the high school materials and should only be used as a supplement.

Suggested Resources for all grade levels:
1. Illuminate Printable Performance Tasks
    All educators now have access to a selection of free [Math](#) Performance Tasks from the Inspect Plus product from now through 2020. Each performance task allows students to explore concepts, scenarios and texts in depth and includes step-by-step instructions and scoring rubrics, which allow students working from home to check their work.
2. [Robert Kaplinsky](#) has created a large collection of real world, standards-aligned lessons that can be printed or used online.

Suggested Online Resources:
Once we ensure all students have online access, the following resources can be used to create further learning opportunities for students.
3. [Khan Academy](#)
4. ConnectED (online access to McGraw Hill Curriculum)
5. Aleks (if your school has a subscription)
6. NextGen Math (if your school has a subscription, not available with the free trial)
7. [BrainPop](#)
8. [Dreambox Education](#) (free 90 days of access if signed up before April 30)
9. [Desmos](#)
10. [YouCubed](#)

ELA

To the extent possible, continue moving forward with your current unit of instruction. Focus on providing high-quality assignments over quantity; students will be receiving work for all courses/subjects, so the goal is to promote true distance learning, not to fill the entire day with busy work. Remember that students will have limited teacher and/or peer support, explanations, and class discussions (and in many cases will not have access to help from their families), so keep directions clear and simple. Include any notes that students may need. You may also consider reviewing previously taught concepts to give students additional opportunities to extend their learning, or assigning a paper-based performance task to give students further practice at extended writing tasks. If you choose to assign a performance task, include the rubric along with directions.

Suggested Resources
- **StudySync/Wonder**- send textbooks home with students along with specific assignments and instructions. Continue moving forward with current instruction to the extent possible. Assignments and handouts can be printed out as

needed from the online platform; utilize the leveled Access handouts to provide scaffolded work for your EL students (these handouts may also benefit your SWDs). Work with your SPED team to ensure that you are meeting the needs of students with IEPs based on their passports.
- On the StudySync CORE ELA/ELD landing page, scroll to the bottom for "Additional Resources." Copies can be made from the "Grammar, Language, and Composition Guide" as well as the "Vocabulary Workbook" to help students review basic skills which we often do not have the time to teach in daily lessons.
- MGH's Support for Distance Learning page provides a collection of resources that will help you navigate and refamiliarize yourself with their digital products. The Digital Program Components page will help you identify what components of our programs can be accessed in a fully digital teaching environment.

- **myON -** Consider assigning 20-30 minutes of daily reading from myON or physical books. Give students reading logs or assign summaries for daily reading.
  1. Teachers can assign book projects on myON for students to complete remotely, technology and internet access permitting.
  2. Students can download up to 20 books onto their devices, which can then be accessed even without the internet.

- **Novel Studies -** If your students are currently reading a class novel, and you have enough copies, send books home with students to continue reading and completing corresponding assignments. Students can download the Libby app on their smartphones to access ebooks and audiobooks from their local public library.

Additional Free Online Resources
Scholastic Learn At Home
> Every day includes four separate learning experiences, each built around a thrilling, meaningful story or video. Kids can do them on their own, with their families, or with their teachers. (Grades TK-K, 1-2, 3-5, 6+)

Newsela
> Newsela content is provided at 5 reading levels, so the differentiation is built-in. Teachers get everything they need to personalize lessons to each student's skill level and drive classroom discussions without leaving anyone out of the conversation. And they can further scaffold texts with annotations and instructions. Newsela content is always aligned to state standards, leading frameworks, and commonly used curricula to ensure instruction is both engaging *and* driving learning. (Grades: 6-12)

SDUSD Unit Plans and Digital Resources
> An extremely comprehensive day-by-day unit plan (Grades: TK-High School)

CommonLit
> CommonLit is a nonprofit edtech company with an online library of over 1,500 authentic reading passages, text sets, units, and digital learning tools. Teachers can create classes (easy rostering with Google Classroom and Clever) and assign texts digitally. Students can annotate text, respond to comprehension questions, take assessments, and more. Read aloud and translation tools are also included. Teachers also have access to free data reports. (Grades: Elementary-High School)

Libby
> Free access to digital books and audio books. *Students must have a library card in a participating city to use Libby (Grades: All)

Membean
> Membean offers guided, multimodal, personalized vocabulary instruction for grades 6-12. We are offering free classroom pilots through September 2020 for all of your students. We'll

help you get set up quickly. Send email to quickstart@membean.com (Grades: 6-12)

ReadWorks

ReadWorks is an online resource of reading passages and lesson plans for students of all levels K-12. The company was founded with the goal of improving reading comprehension by bringing the latest in literacy teaching research into the classroom. (Grades K-12)

Annenberg Learner

Multimedia resources for K-12 classroom instruction (Grades K-12)

Illuminate Printable Performance Tasks

All educators now have access to a selection of free, printable ELA Performance Tasks from our Inspect Plus product from now through 2020. Each performance task allows students to explore concepts, scenarios and texts in depth and includes step-by-step instructions and scoring rubrics, which allow students working from home to check their work. (Grades 2, 3, 4, 5, 6, 7, 8, 9-10, 11-12)

SCIENCE

- Use MGH iScience, Inspire science resources - All textbooks are online. Refer to web based resources
- Have students prepare STEAM EXPO projects, Video record presentations and upload to youtube, design a google website
- Have students do CAST practice tests http://www.caaspp.org/practice-and-training/index.html
- Use Brainpop lesson plans https://educators.brainpop.com/?s=science
- Use NGSS Quality Examples of Science Lessons and Units
- Phenomena for NGSS - Assign phenomena for students. Assign project (PPT, Website, report). Have them apply the CER framework in the project.
- Use CK-12 online books as listed above
- Use mysteryscience.com/school-closure-planning
- Discovery Education Virtual Learning https://www.discoveryeducation.com/virtual-learning/
- Khan Academy Science
- NSTA Classroom Resources
- Best NGSS Apps, Games, and Websites
- Explore STEM at NASA - Assign projects
- Use CDE's Resources that Support Distance Learning

HISTORY

- Use MGH resources - All textbooks are online. Refer to web based resources
- Use CDE's Resources that Support Distance Learning
- www.TeachTCI.com
- SDUSD Instructional Resources

PE

- SDUSD suggested activities
- Use CDE's Resources that Support Distance Learning
- Logs for PE activities

SPANISH

- [Free Teaching Resources for Spanish Class](#)
- [www.Duolingo.com](#)
- [Use CDE's Resources that Support Distance Learning](#)

ART

- [VAPA Virtual resources](#)
- Have students do [STEAM EXPO art project](#)
- [https://artprojectsforkids.org](#)
- [https://leftbraincraftbrain.com/40-best-art-projects-for-kids/](#)
- [Use CDE's Resources that Support Distance Learning](#)
- [SDUSD Instructional Resources](#)

COMPUTER SCIENCE

- Continue with www.Code.org
- Brainpop coding
- Typing [https://www.typing.com](#) free access for students
- [PBS Kids Space & Earth](#) free educational programs & games
- [Use CDE's Resources that Support Distance Learning](#)

MPS Wide Digital Programs

Clever – MPS Single Sign on for online programs [www.clever.com/in/Magnolia](#)

Clever will be used as a backbone for access to all digital programs. Because Magnolia schools already use Clever, there are [two easy steps](#) we will prepare:

1. **Directions of using Clever Portal to support instruction outside the classroom.** With Clever, teachers can set up their own custom Teacher Pages with digital resources for their classes. Teachers can change topics and resources as often as they'd like to support their instructional plans.

2. **Give students instructions for logging in to their Clever Portals at home.** When students log in at home, they'll have access to the same edtech programs they use in the classroom.

Clever prepared a [toolkit of resources](#) that our teams can use if needed to help keep students engaged and learning.

- Teacher flyer providing instructions for [how students can continue learning at home via Clever](#)
- Student flyer with login instructions that can be sent home [English version](#); [Spanish version](#)
- Article for teachers on [how to make the most of Clever teacher pages](#)
- Article for parents on [how to help students log in with a Clever Badge](#)

Other digital programs not on Clever

    a. Odysseyware Online Courses for 6-12
Currently MSA-3,4,5, SA, SD have access
      i. Online access https://magnoliaps.owschools.com/owsoo/login/auth
      ii. Course catalog https://www.odysseyware.com/course-catalog/california

    b. Edgenuity
Currently MSA-4 has access
      i. Online access https://www.edgenuity.com/login/
      ii. Course catalog
https://www.edgenuity.com/wp-content/uploads/2017/07/Course-Description-Catalog.pdf

    c. Apex Learning
Currently MSA-1 and 2 have access
      i. Online access https://www.apexlearning.com
      ii. Course catalog
https://www.apexlearning.com/digital-curriculum/courses/catalog

    d. Khan Academy
All schools have free access

    e. NextGen Math
Currently MSA 1, 6, and 7 using

    f. Scholastic Learn at Home
PreK-6+ self-directed learning - Free for 20 days

B- Instructional Methods

All MPS teachers are expected to use Google Classroom to facilitate teaching and learning activities. Virtual training will be provided for those who are in need. Here are some sample lesson plans that could support your planning.

Google for Education Teacher Center

Free, online training for the classroom that helps educators do what they do best, even better.
Teacher Center

Google Classroom Guide

Below is a website with detailed information for quickly creating Google classrooms, courses, classwork, and recorded videos to the classrooms. It is made for rolling out everything in an emergency situation:
https://sites.google.com/wswheboces.org/emergencytoolkit/home

Online Classroom Quick Start Guide

This document covers much more than Google Classroom:
https://docs.google.com/document/d/1g4Tx5XA0bGkylAyDf5UMRwc97f-cQIarbSIP0PDoQAs/edit?ts=5e66e04f

Google Hangouts Quick Start Guide

This document covers getting started with Google Hangouts:
https://teachercenter.withgoogle.com/first-day-trainings/welcome-to-google-hangouts-meet

Google for Education YouTube Channel

Provides videos and learning opportunities to learn about the Google Suite of tools available for educator use, including tutorials on using Google Classroom and Distance Learning Strategies.
https://www.youtube.com/channel/UCt84aUC9OG6di8kSdKzEHTQ

Cleaning of Chromebooks

For disinfecting the Chromebooks: We recommend cleaning the keyboards and wiping down the machines:
https://www.cdc.gov/flu/school/cleaning.htm

These wipes seem to work well https://sonowipes.com/disinfecting-wipes-school/

Pedagogy and Practices (Adapted from CDE COVID-19 Guidance for K-12 Schools)

1. Be present as the instructor
   - Instructor presence is a critical factor in the success of online learning.
   - A weekly video posted by the teacher allows students to connect with the teacher's image and voice. The video can be short, 3 minutes or less. In that amount of time, the teacher can review highlights of the previous week, and do a quick introduction of what is coming in the current week. Simple videos can be recorded using Google Hangouts or Zoom.
     - Instructors should also be present by engaging students through asking questions and responding to questions. Consider posting daily questions on the Google Classroom feed in which students can respond to.
     - Use frequent formative assessments. While present with students, it can be much easier to determine which students may be struggling with new learning. When teaching online, use free and "freemium" tools such as Google Forms or Poll Everywhere to gauge student learning and plan instructional moves and personalization that helps to keep all students on track. Here is a list of more formative assessment tools.
   - Work as a group
     - Setting up an effective online learning environment can be overwhelming. It can also be isolating. Teachers should remember that they can work together to create engaging lessons and activities for students. Work with your grade level teams to reduce stress and the workload. When working with colleagues, remember you can share classes and resources through Google Classroom. This could enable teachers to assign activities in one class from other shared classes.
   - Focus on active learning
     - Over the last decade, K-12 education has been slowly moving away from the lecture model. All of the reasons that make movement toward active learning in the face-to-face classroom a good idea also apply to the virtual classroom. To engage students who are not in the room during a lesson, teachers should consider creating a mix of:
       - Robust discussions
       - Collaborative work
       - Video and audio clips
       - Hands-on exercises
       - Individual work time
   - Chunk content into smaller pieces
     - Learning online can be more taxing physically and intellectually than learning in a face-to-face environment. Teachers should avoid frequently assigning long text passages or even long videos. It is recommended you keep your lessons and assignments limited to 20-30 minutes per day to ensure students remain engaged and motivated to complete the work, while having enough time to complete work from other classes.
       - Resources to support chunking assignments: 4 Tips for Content Chunking, Content Chunking for Engagement,Content Chunking for Instructional Design
   - Hold "Office Hours"
     - Consider setting specific times during the day that you would be available via Google Hangouts. Students could check in if they have questions about assignments - or if they just need to see and hear their teacher.

- Be careful with your time
    - Teaching online can be very time-consuming for teachers. In a face-to-face classroom, when a question is asked by the instructor, one or two students might answer. When a teacher uses online discussions, the expectation is that all students will respond. At that point, a teacher can get lost in trying to respond to each student's response. A better strategy is to respond directly to some of the student responses. Some online teachers keep a tally to make sure that they respond to each student at least weekly, but not for every discussion assignment. Grade levels and specific needs of students will help drive how frequently to respond to each student.
- Give multimedia options for assignments
    - While it can be expedient for teachers to grade quizzes and short papers, many students will be more highly engaged by assignments that allow them to create. Engagement and learning can be enhanced when students are encouraged to create content through the use of slides, videos, podcasts, blogs, data visualizations, websites, infographics, etc.
    - Here are some tools that students can use to create: Best Tech Creation Tools, 20 Best Online Creation Tools for Students
- Stay flexible with pacing
    - In the face-to-face classroom it is relatively easy to keep students working at the same pace. The teacher can assign a task and collect the work at the end of the period. Individual learning styles, particularly when it comes to pace, will be evident in the distance learning environment. Consider these strategies:
        - Have all work for the week posted by the start of the week and due at the end of the week (or even over the weekend).
        - Try working with "windows of time" instead of specific due dates for some assignments.
        - Be prepared to differentiate due dates for students who struggle with the rigor or style of Distance Learning.

Home Learning Guide for Students and Families

Time	Activity	Description
Before 9 AM	Get ready	Finish breakfast, chores, and report to parent/caregiver
9:00 AM - 11:00 AM	Academic Time	Read, develop, practice skills, work on packets/online learning
11:00 AM - 12:00 PM	Outside Time*	Walk to the park, ride bicycle, play ball
12:00 PM - 1:00 PM	Free Time	Lunch
1:00 PM - 2:30 PM	Reading Time	Nap/Rest as needed, read both academic content and high interest content
2:30 PM - 3:30 PM	Creative Time	Draw, code, dance, sing, write stories, build with blocks/legos, work on art projects, craft, bake
3:30 PM - 4:00 PM	Chores/Snack Time	Do home chores. Get a snack.
4:00 PM - 5:00 PM	Outside Time*	Walk to the park, ride bicycle, play ball
5:00 PM - 5:30 PM	Social Time	Call, text, Google Hangout, video chat, communicate with peers, family members

Maintain social distancing at minimum 6 feet. Stay in safe areas. Avoid playgrounds and congested places.

C- Assessment, Grading, Attendance, Graduation

State Assessments

- All CAASPP and summative ELPAC assessments are cancelled.
- Initial ELPAC assessment
- No cancellation on Physical Fitness Test yet.

Credit

All students will be earning credits per MPS Parent/Student handbook practices. Refer to MPS Graduation Plans due to Covid-19 to see impact on graduation classes of 2020 and 2021. Please refer to MPS Grading Guide for Distance Learning Guide for detailed info and guidance.

Grading - *updated April 7, 2020*

Due to extenuating circumstances in our students and families lives, teachers are expected to adjust their current grading practices to fit the Distance Learning delivery methods, with **access and equity for all** in mind. Therefore, the primary purpose of grading will be formative to provide feedback and inform instruction to improve student learning. During this time teachers are expected to grade assignments as appropriate. We expect that assessments and grading will be "relaxed" considering equity and student morale.

Please refer to MPS Grading Guide for Distance Learning Guide for detailed info and guidance.

Record Keeping and Student Engagement

- Please keep record of learning activities and student work samples digitally to the extent possible.
- Teachers are encouraged to use Distance Learning Student Engagement Log or similar measures to track student engagement.
- Make a copy of Week-at-a-Glance (WAG) plans and any other plans
- Use illuminate Grade Book for keeping records of grades. All gradebooks are accessible and teachers are encouraged to grade per MPS Parent/Student handbook guidelines.

Attendance - MPS Distance Learning Attendance Tracking System- *updated April 17, 2020*

The purpose of tracking student attendance during distance learning is not for Average Daily Attendance (ADA) or apportionment. During distance learning tracking student attendance is two fold, one to continue to build connection with our students and ensure a sense of consistency with daily check ins and two to ensure students are participating and accessing academic content. The guidance therefore for our distant learning plan is to promote accurate participation and engagement for all learners by including tracking of attendance.

- Illuminate SIS is on pause and not accessible for attendance purposes only.

Graduation - *updated April 7, 2020*

Refer to [MPS Graduation Plans due to Covid-19](#) for detailed info and guidance.

D- Students with IEPs and 504 plans

Strategic planning for Program Implementation:

The Framework for supporting General Education Students who Need Something Special is to remember to consider Equity and Access as the guideline suggested by Kristin Wright, our State Director of Special Education. She also added Innovative, but I would like us to also adopt the mindset of Compassion in our program implementation. So, in considering a strategic Distance Learning Plan for all students let's be mindful to incorporate: Equity, Access, Innovation and Compassion in our program implementation.

Our young people have many environmental factors adversely impacting their ability to easily return to "normalcy". While I understand accountability is important, we first need to get acclimated to the distance learning process. We must understand families are significantly impacted in many ways by this crisis. Simply, parents are struggling to keep children healthy, nourished and occupied. This alone can cause anxiety for the families.

Let's be mindful that in Los Angeles City alone, we have a homeless population of at least 44,000. That is not counting those who are considered homeless and are residing with friends, and other family members or LA County which is at 59,000. Roughly 25% of those numbers are children ages 5-18. Let's remember the basic human need for reducing anxiety, encouraging fun, and relaxation when designing our activities. The sample daily schedule above is perfect as a guide for balancing academia with daily life.

As we transition to the use of Google Classroom, our SPED teams inclusive of our school psychs should set up a google hangout hours for providing additional instruction and check-ins for students who simply need to connect with their teachers and counselors.

Special Education SAI and DIS Services

The RSP Teachers will collaborate with the general education teachers to provide support.
Inhouse Psychs and paras should assist in supporting the implementation of distance learning.

The additional DIS services such as counseling, speech, APE, OT, VI services etc. will be provided via Edlogical, Specialized Therapy Services, and E - Luma Therapy services; a virtual therapy Non Public Agency. The specific assigned service provision for each school and the NPA support information is outlined below.

Please be patient. The actual "roll-out" directives are in phases because as we receive information from the NDE, CDE, LACOE, LAUSD, EL Dorado SELPA, SDUSD, and SAUSD our trajectory may change. I deliberately put the most relevant and current information first. (Dr. Callaham)

Phase three - IEP Meetings, DIS Service Provision, Assessments and Compliance Deadlines 2/23/2020
- Monday 3/23 by COB, please have the spreadsheet updated with your Speech students' contact information
- If your school opens, it may be wise to get your testing materials (RSP and PSYCHS) Although, I believe it is best practice during this emergency situation, to utilize the process of records reviews for our assessments, we may be mandated to test virtually. So, if you can, please be sure your assessment materials are with you.

- We are still working on how best to comply with IEP meeting timelines and assessments. We will keep everyone posted as the procedures are finalized.
- IEP meetings will likely be held, however either Dr. Lopez or I will need to be in attendance. We will then write up notes memorializing the decisions made at that meeting and any outstanding concerns needing additional follow-up. So, please know that we are currently working on how this will roll out. In the meantime, review your caseloads as I will add a tab to capture the upcoming annuals and Triennial meetings for each school for the remainder of the school year.
- You and your para's may begin calling parents to let them know how their SPED services will be provided during this time. This way, you can find out what each family needs in terms of support for distance learning as well. The school psychs can assist you in this quest as well. Please use the verbiage that I have provided for the amendments and try to calm any concerns they may have.

Phase two - Distance Learning Implementation 3/19/2020
RSP teachers and School Psychs please connect with your assigned NPA service providers to collaborate on the services being provided.
RSP Teachers - Schedule a certain time to have Google classroom office hours for your students to seek additional support.
Psychologists - Connect via Google Classroom or Google Hangouts to schedule and hold counseling sessions.
Please track in SEIS and Welligent as long as the systems are active

Phase One - Initial Implementation Specific (Completed 3/13/2020):
Divide the SPED team (psychs and RSP's) to collaborate with all ELA and Mathematics Teachers. Review the passports for each student with the core teachers.
Review all 504 Plans and ensure that the accommodations are shared with the ELA and Mathematics Teachers.
All Psychologists and RSP Teachers will work together to capture the accommodations and DIS services to be provided in the Shared Google Document provided by the SPED Director by 5pm Friday, 3/13/2020.
The SPED Director will share the information with the Non Public Agencies and provide the login information to the SPED teams by Monday C.O.B. to be shared with the families by the Resource teachers.
Inform the SPED Director of any meeting that must be held within the next two weeks so that we may set up Go to Meeting Codes. However, this is ONLY for meetings that must be held in the next two weeks.

Google Classroom/ hangouts for SAI And Counseling Services

- School Psychs should have a 2 hour window to allow students to come reach out to you and you may schedule your regular counseling sessions via google hangouts.
- RSP Teachers can schedule small group instruction and interaction with your students via google hangouts
- Our SPED Para's should call any students from each site who are not responding to the teachers and psychs via the internet. These students may be called in an effort to troubleshoot to determine how we can assist them in gaining access to academia. Please communicate with the SPED team.

- All Schools that have an inhouse psychologist will receive DIS counseling for your students via Google Classroom from your psych's. MSA 3, MSA 6, and MSA San Diego will receive counseling from our contracted Non-Public Agencies.
  - Counseling - MSA 1 - T. Esser
  - Counseling - MSA 2 - C. Hekimian

- ○ Counseling - MSA 3 - Edlogical
- ○ Counseling - MSA 4 - J. Gomez
- ○ Counseling - MSA 5 - A. Scott/ J.Gomez
- ○ Counseling - MSA 6 - Edlogical
- ○ Counseling - MSA 7 - A. Scott
- ○ Counseling - MSA 8 - A. Gutierrez
- ○ Counseling - MSA S.A. - R. Zeller
- ○ Counseling - MSA S.D. - Edlogical

- ● All Speech Services will be provided by the non public agency with the exception of MSA Santa Ana who will have most of your speech services provided by your in-house SLPA and approximately 20% by the agency.
  - ○ Speech - MSA 1, MSA 2, MSA 3, MSA 4, MSA 5, MSA 6, MSA 7, MSA 8, = NPA - Eluma
  - ○ Speech - MSA San Diego - Specialized Services
  - ○ Speech - MSA Santa Ana - Inhouse and Edlogical (no more than 20-25%).

- ● OT and APE services will be provided by Ed Logical for all MSA Schools

IEP Meetings and Amendments for Distance Learning

Annual and Triennial Meetings - I suggest we only hold essential meetings. Since parents will be able to tape-record without our knowing, and we may not be able to get all team members assembled, we should reschedule any meetings that are not critical until we return.

Completion of Assessments - Edlogical will complete any assessment where they do not have to meet one to one. If you are in the middle of an assessment and do not need to meet with the students, complete the reports and upload them to SEIS or Welligent.

Progress Reports - Teachers will grade assignments as appropriate and provide feedback to students for learning purposes. Assessments and grading need to be relaxed. Every means should be used to provide feedback and guidance to inform learning. We are not expecting to continue with regular grading practices. Instructors are expected to modify their current grading practices to fit the instruction delivery methods considering access and equity for all.
Progress reports will be completed as the grading and reporting process is rolled out and determined by the CDE.

DIS Virtual Service Provision - See above

PWN - IEP Amendment Meetings
The attached link will provide the PWN to send to parents of all Students with exceptional needs. It outlines our plan for distance learning. Virtual DIS services and addresses how each school will address the completion of IEP meetings while we are out of school.

Fun Learning Resources for our Teachers and MPS Parents

Kid Friendly Accommodating Virtual Resources and Activities:

- https://www.weareteachers.com/free-online-learning-resources/
- https://www.freckle.com/ - Differentiated Learning Activities
- https://edu.glogster.com/ - Create Multi - Media Posters and Games
- https://www.fabulingua.com/try-for-free?_branch_match_id=736046162314594302 - Learn Spanish for Free, the company has lifted the cost during the Pandemic
- https://www.elementari.io/ - Turn written or spoken stories into online short movies
- https://www.breakoutedu.com/funathome - Design and interact with kid friendly break-out rooms
- http://info.apertureed.com/archived-resources - Social Emotional Learning Activities
- https://www.boddlelearning.com/ - Fun and Engaging Mathematics Activities
- https://mysteryscience.com/school-closure-planning - Science curriculum

- Plant a Shoebox Garden
- Visit a Virtual Museum online
- Neighborhood Scavenger Hunt
- Design a virtual or board platform city
- Take a virtual vacation to an exotic land and share the best attractions with family
- Have the students Create an activities and/or food menu for the week

What Families can do with all this Energy, to curb Anxiety, and Help your own Social Emotional Functioning

(This information is adapted from webinars and comprises some of the many articles we are reading).

It's completely understandable to be anxious right now (how could we not be?) but how we manage that anxiety has a big impact on our kids. Keeping your worries in check will help your whole family navigate this uncertain situation as easily as possible.

"Watch out for catastrophic thinking," says Mark Reinecke, PhD, a clinical psychologist with the Child Mind Institute. For example, assuming every cough is a sign you've been infected, or reading news stories that dwell on worst-case scenarios. "Keep a sense of perspective, engage in solution-focused thinking and balance this with mindful acceptance."

For those moments when you do catch yourself feeling anxious, try to avoid talking about your concerns within earshot of children. If you're feeling overwhelmed, step away and take a break. That could look like taking a shower or going outside or into another room and taking a few deep breaths.

Limit consumption of news

Staying informed is important, but it's a good idea to limit consumption of news and social media that has the potential to feed your anxiety, and that of your kids. Turn the TV off and mute or unfollow friends or co-workers who are prone to sharing panic-inducing posts.

Take a social media hiatus or make a point of following accounts that share content that take your mind off the crisis, whether it's about nature, art, baking or crafts.

Stay in touch virtually

Keep your support network strong, even when you're only able to call or text friends and family. Socializing plays an important role in regulating your mood and helping you stay grounded. And the same is true for your children.

Let kids use social media (within reason) and Skype or FaceTime to stay connected to peers even if they aren't usually allowed to do so. Communication can help kids feel less alone and mitigate some of the stress that comes from being away from friends.

Technology can also help younger kids feel closer to relatives or friends they can't see at the moment. Set up video chats between your children and their grandparents. It's not perfect, but it can help families feel closer and less stressed.

Make plans

In the face of events that are scary and largely out of our control, it's important to be proactive about what you can control. Making plans helps you visualize the near future. How can your kids have virtual play dates? What can your family do that would be fun outside? What are favorite foods you can cook during this time? Make lists that kids can add to. Seeing you problem solve in response to this crisis can be instructive and reassuring for kids.

Even better, assign kids tasks that will help them feel that they are part of the plan and making a valuable contribution to the family.

Keep it positive

Though adults are feeling apprehensive, to most children the words "School's closed" are cause for celebration. "My kid was thrilled when he found out school would be closing," says Rachel Busman, PsyD, a clinical psychologist at the Child Mind Institute. Parents, she says, should validate that feeling of excitement and use it as a springboard to help kids stay calm and happy.

Let kids know that you're glad they're excited, but make sure they understand that though it may feel like vacations they've had in the past, things will be different this time. For example, Dr. Busman suggests, "It's so cool to have everyone home together. We're going to have a good time! Remember, though, we'll still be doing work and sticking to a regular schedule."

Keep kids in the loop — but keep it simple

"Talking to children in a clear, reasonable way about what's going on is the best way to help them understand," says Dr. Busman. "But remember kids don't need to know every little thing." Unless kids ask specifically, there's no reason to volunteer information that might worry them.

For example, if your child is used to seeing her grandparents regularly, but right now we're keeping our distance to make sure everyone stays safe; When she/he asks about them we say: "We won't see Grandma and Grandpa this week but we will see

them soon!" We don't say: "We're staying away from Grandma and Grandpa because we could get them sick." Older kids can handle — and expect — more detail, but you should still be thoughtful about what kinds of information you share with them.

Incorporate new activities into your routine, like doing a puzzle or having family game time in the evening. For example, my family is baking our way through a favorite dessert cookbook together with my daughter as sous chef.

Build in activities that help everyone get some exercise (without contact with other kids or things touched by other kids, like playground equipment). Take a daily family walk or bike ride or do yoga — great ways to let kids burn off energy and make sure everyone is staying active.

Check in with little kids
Young children may be oblivious to the facts of the situation, but they may still feel unsettled by the changes in routine, or pick up on the fact that people around them are worried and upset. Plan to check in with younger children periodically and give them the chance to process any worries they may be having. Children who are tantruming more than usual, being defiant or acting out may actually be feeling anxious. Pick a calm, undistracted time and gently ask how they're feeling and make sure to respond to outbursts in a calm, consistent, comforting way.

Sometimes the path of least resistance is the right path
Remember to be reasonable and kind to yourself. We all want to be our best parenting selves as much as we can, but sometimes that best self is the one that says, "Go for it," when a kid asks for more time on the iPad.

"We should forgive ourselves the image of perfection that we normally aspire to as parents," says Dr. Anderson. "Maybe your kids don't have TV or screens on the weeknights during the school year, but now that school is cancelled or online, we can give ourselves license to relax these boundaries a bit. We can explain to our kids that this is a unique situation and re-institute boundaries once more when life returns to normal."

Accept and ask for help
If you have a partner at home, agree that you'll trade off when it comes to childcare. Especially if one or both of you are working from home and have younger children. That way everyone gets a break and some breathing room.

Everyone who can pitch in, should. Give kids age appropriate jobs. For example, teens might be able to help mind younger siblings when both parents have to work. Most children can set the table, help keep communal spaces clean, do dishes or take out the trash. Even toddlers can learn to pick up their own toys. Working as a team will help your whole family stay busy and make sure no one person is overwhelmed.

"Be creative and be flexible," says Dr. Busman, "and try not to be hard on yourself. You have to find a balance that works for your family. The goal should be to stay sane and stay safe."

Planning for Equity and Accessibility (Adapted from CDE COVID-19 Guidance for K-12 Schools)

It is critical to ensure the accessibility of resources for all students. In particular, **when considering students with individualized education programs (IEPs) or 504 plans, first consult with your SPED Coordinator/ SPED Teacher** regarding federal, state, and local guidelines for these students as related to needs for distance learning.

- Below are some general strategies for helping to ensure equity and accessibility for all students. It is important to note that this does not constitute legal advice. This section is designed to share some best practices regarding accessibility of content when designing distance learning environments.
    - Take advantage of the accessibility features built into online programs:
        - Use heading styles which will allow screen reader software to navigate from section to section.
        - Use font, size, and text formatting to distinguish between items or to navigate. Ensure no information is conveyed solely by color or sound.
        - Use Alt-Text to allow users with screen readers or with slow connection to identify your images, graphs and charts.
        - Enable tool tips so that descriptions appear when users hover over images, graphs, and charts.
    - Provide transcripts of video or audio announcements made by teachers. If you read from a script, your script should be posted as the transcript.
    - If linking to external videos, make sure the videos have closed captioning available.
    - Use descriptive titles, headers and subtitles to provide added context.
    - Use meaningful text in links to make it easier for users to predict where navigation will take them. For example, avoid "click here" or "read more."
    - Provide a balance of text, image, video and audio. Instruction and resources provided in more than one format provides broader support for the greatest number of users.
    - Teachers should verify that the external resources they link to have the accessibility features
- Is it Accessible? Questions to Ask- document to help with planning for accessibility and selecting resources

E- English Language Learners

Designated English Language Development:

Designated ELD is defined by the California ELD Framework as "a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English." **During distance learning, students who typically attend a designated ELD course should continue to be assigned designated ELD remote coursework.**

Elementary Designated ELD:
MPS elementary schools provide EL students with a minimum 30-minute block of designated English Language Development.
- **Primary curriculum used is the designated component of McGraw Hill's *Wonders*, used in conjunction with supplemental programs such as DuoLingo and BrainPop ESL.**

Secondary Designated ELD:
During distance learning, students who typically attend a designated ELD course should continue to be assigned designated ELD remote coursework
- **Primary curriculum used is the designated component of McGraw Hill's ELA and Math curriculum, used in conjunction with supplemental programs such as DuoLingo, No Red Ink, and Edge.**

Integrated English Language Development:

Integrated ELD is defined by the California ELD Framework as "ELD instruction provided throughout the day and across the disciplines. Teachers with English Learners use the ELD standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English Learners."

At MPS, teachers use SDAIE strategies (Specially Designed Academic Instruction in English), and the CHATS framework (see explanation of acronym below), to support integrated ELD across all content areas. **During distance learning, all teachers of EL students are expected to provide integrated ELD and support students' academic English language development with appropriate differentiation, supports, and scaffolds in place.**

About the [CHATS Framework](#):
This framework was developed by Dr. Persida Himmele and Dr. William Himmele. Their framework is "meant to empower teachers who haven't been formally trained in ESL with planning tools that make content comprehensible to their English language learners," while "providing ELs with opportunities to build up their academic language" in the content classroom. Although CHATS was developed for ELs, it is beneficial to all learners. The framework is made up of components that are broken up into five areas around the acronym:
- C – Content Reading Strategies
- H – Higher Order Thinking Skills
- A – Assessment
- T – Total Participation Techniques
- S – Scaffolding Strategies

F- Additional Resources

SDCOE Launches Distance Learning Resource Directory

SDCOE has launched a directory of [distance learning resources](#) to support alternative means of delivering curriculum, including planning documents for administrators and educators, open educational resources, links to free video conferencing and learning management systems, and details on free internet access programs for families.

- [Resources: Distance Learning Best Practices](#)
- [Resources: Using Technology for Distance Learning](#)
- [Resources: Free Online Learning Tools](#)
- [Supporting English Learners](#)

If I had to do it over again/ what they wish I knew

[Advice from international educators who are on prolonged online learning due to school closures](#)
(Compiled by Lauren Fernandez)

Other noteworthy and partial free online programs to consider

The programs below offer free, discounted and premium access to COVID-19 affected schools.

A very Comprehensive list of free resources [on this LINK](#)

- [www.wevideo.com](#) Create videos in minutes with WeVideo
- [https://www.discoveryeducation.com](#) standards-based digital curriculum for K-12
- [https://kahoot.com](#) free premium access
- [https://pronto.io](#) Pronto instantly connects people so they can learn faster, work smarter, and communicate seamlessly
- [https://bookcreator.com](#) – special offer
- [https://www.tynker.com](#) learning to code with Tynker at home, school
- [https://app.edu.buncee.com](#) Unlock the power of creativity! Buncee is an easy-to-use tool for all of your school's creation needs.
- [https://www.peardeck.com](#) Pear Deck helps teachers create powerful learning moments through 100% student engagement and real-time formative assessment
- [https://belouga.org](#) Where students & teachers learn about the world, with the world
- [https://educationblog.microsoft.com/en-us/](#) Microsoft education blog
- [https://www.elementari.io](#) -12 online platform to read, write, [#code](#), share, and remix interactive stories with professional illustrations and sounds
- [https://www.sutori.com](#) A collaborative instructional and presentation tool for the classroom. Perfect for social studies and ELA. Maximize the 4Cs.
- [https://www.kamiapp.com](#) Kami is an interactive digital classroom app for PDF & other documents.
- [https://www.breakoutedu.com](#) Immersive learning games for the classroom
- [https://hapara.com](#) connected learning for teachers and learners
- [https://parlayideas.com](#) meaningful, inclusive and data-driven class discussions.
- [https://www.fevtutor.com](#) Personalized 1:1 tutoring, connected to the classroom, designed to drive results.
- TED-Ed Lessons [https://ed.ted.com/](#)

Useful Web 2.0 tools

- https://www.graphite.org A free service built by teachers for teachers, graphite helps educators discover and share the best websites, apps, and games for their students
- www.Eduteacher.com – great collection of free web tools. Categorized with tutorials
- www.Quizlet.com Simple tools that let you study anything, for free
- http://www.membean.com Vocabulary learning – Fee based
- https://getkahoot.com Kahoot - Create, play and share fun learning games for any subject, for all ages, for free.
- www.Schoology.com learning management system (LMS) that connects all the people, content, and systems that fuel education.
- www.Edmodo.com free microblogging in classroom (portal for courses)
- https://www.haikudeck.com Haiku Deck, a completely new kind of presentation software.
- www.Polleverywhere.com -great polling app
- www.Dropbox.com share files anywhere-everywhere
- http://en.linoit.com/ Messages post as sticky notes on a bulletin board. You can move the notes to categorize ideas.
- www.Wallwisher.com Sticky note wall design
- https://www.remind.com Reach students and parents where they are. Free for teachers
- www.Doodle.com – schedule and organize meeting
- http://todaysmeet.com/ online chatting rooms free and easy setup. Use during meetings and classroom discussions.
- www.OOvoo.com -alternative to skype – up to 12 users at a time
- www.tweetdeck.com manage twitter account(s). Very useful.
- http://kurtishewson.wordpress.com/2011/10/28/evolution-of-digital-footprints/ Learn how to manage your digital footprint

CK-12 Online Books and Resources

CK-12 FlexBook 2.0 resources. **Everything is completely free.**
Using them is a simple three-step process:
1. Click on a FlexBook® 2.0.
2. Choose the lessons that work best for your students.
3. Assign them using CK-12 Classes or our LMS partner Google Classroom

Math resources	Science resources
● Middle School Math 6 ● Middle School Math 7 ● Middle School Math 8 ● Algebra 1 ● Geometry ● Algebra 2 ● Precalculus	● Earth Science ● Life Science ● Physical Science ● Biology ● Chemistry ● Physics

Educational Programming on Public Television

Several California PBS stations will begin broadcasting California state standards-aligned educational television programming, created by PBS SoCal/KCET and the Los Angeles Unified School District. This TV schedule was developed to help schools and districts bridge the digital divide and provide equitable access to learning for all students at home, regardless of access to the internet or computers.

Educational programming aligned with state standards runs each weekday, starting Monday, March 16. Here is the programming schedule at the time of publication. Additional stations may begin to air the At-Home Learning educational program schedule. Check your local listing for details.

Southern California

- PBS SoCal Pre-K-3rd grade, 5:00 am - 5:00 pm. Visit the PBS SoCal TV schedule.
- KLCS Pre-K-12th grade, 6:00 am - 6:00 pm, with additional educational programming in the evenings. Visit the KLCS TV schedule.
- KCET 9th-12th grade, Daytime programming with additional educational programming on PBS SoCal and KLCS digital channels. Visit the KCET TV schedule.
- KPBS Pre-K-3rd grade from 6:00 - 8:00 am, 4th-8th grades from 8:00 am - 1:00 pm, and 9th-12th grades from 1:00 pm - 6:00 pm. Visit the KPBS TV schedule.

PBS LearningMedia is committed to inclusion, diversity, and accessibility. With this in mind, PBS is continuously taking steps to improve the website to meet online usability and design standards recommended WCAG 2.0 AA and other standards outlined by the Americans with Disabilities Act (ADA). The site works with screen readers and meets contrast requirements for the visually impaired. For assistance with the site visit the PBS LearningMedia help webpage.

BrainPOP Resources

BrainPOP subscription is a valuable online tool to support their classroom needs. The following resources are helpful in our schools.

- Sign-up for our webinar "Distance Learning with BrainPOP" on Monday, March 16th (*If educators are not able to attend, please register and the webinar recording will be emailed to registrants*)
- Coronavirus Resources to guide your teaching on COVID-19
- BrainPOP SEL Content: lessons on mindfulness, managing stress and much more.
- Use the BrainPOP At-home Connection Page to extend BrainPOP learning at-home.

We're also offering free, unlimited access to our products for any schools preparing for closure. Feel free to share this request link with any neighbors or colleagues who may find it useful.

Visit Tools and Features Support page to explore the BrainPOP Creation Tools like Make A Map, Make A Movie and Creative Coding.

NEWSELA COVID-19 Resource Center

Getting additional access takes just one-step. Simply visit our COVID-19 resource center, click "Get instant access", and you'll immediately see Newsela ELA, Newsela Science, Newsela Social Studies, and The Newsela Social-Emotional Learning Collection in your Newsela account.

G- Guides for Parents

Parents' Guide to Distance Learning

What is distance learning?
Distance learning includes both virtual and non-virtual means of providing education. Despite school closures due to COVID-19, we are committed to continuing to provide high-quality education to all students. According to the CDE, distance learning means "instruction in which the student and instructor are in different locations. This may include interacting through the use of computer and communications technology, as well as delivering instruction and check-in time with their teacher. Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is on-line interaction, instructional television, video, telecourses, or other instruction that relies on a computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback."

What to expect from distance learning:
- Students will have approximately 2-4 hours of school work to complete each day.
- Assignments will be sent to students via Google Classroom. If you prefer to have assignments emailed or physical copies printed and mailed to your home, please make sure you communicate this with your school's admin team.
- Teachers will regularly communicate with students about their work and will hold weekly Google Hangouts in order to answer any questions and provide additional support. Teachers will also be available through email to answer any questions. Please allow 24 hours for a response.

How you can support your students:
- Provide a designated location for your student to complete their schoolwork each day. This can be a desk, the kitchen table, or another distraction-free workspace.
- Familiarize yourself with Google Classroom and ask your student(s) to show you their completed assignments each day. Review this Parents' Guide to Google Classroom and contact your students' teacher if you need additional support.
- MPS Single-sign-on for online programs www.clever.com/in/Magnolia will be used as a backbone for access to all digital programs. When students log in at home, they'll have access to the same edtech programs they use in the classroom.
- Help your students discover enriching, virtual learning experiences activities to keep their minds engaged outside of academic time.
- Consider adopting a daily schedule or routine to help students stay on track. One suggested routine is below.

Time	Activity	Description
Before 9 AM	Get ready	Finish breakfast, chores, and report to parent/caregiver
9:00 AM - 11:00 AM	Academic Time	Read, develop, practice skills, work on packets/online learning
11:00 AM - 12:00 PM	Outside Time*	Walk to the park, ride bicycle, play ball
12:00 PM - 1:00 PM	Free Time	Lunch
1:00 PM - 2:30 PM	Reading Time	Nap/Rest as needed, read both academic content and high interest content
2:30 PM - 3:30 PM	Creative Time	Draw, code, dance, sing, write stories, build with blocks/legos, work on art projects, craft, bake
3:30 PM - 4:00 PM	Chores/Snack Time	Do home chores. Get a snack.

4:00 PM - 5:00 PM	Outside Time*	Walk to the park, ride bicycle, play ball
5:00 PM - 5:30 PM	Social Time	Call, text, Google Hangout, video chat, communicate with peers, family members
Maintain social distancing at minimum 6 feet. Stay in safe areas. Avoid playgrounds and congested places.		

Additional resources for parents
- [NY Times Article: Schools are Closing, Now What?](#)
- [70 Educational Activities for when you are stuck indoors](#)
- [Scholastic Learn at Home](#)
- TED Talks for kids https://www.ted.com/playlists/86/talks_to_watch_with_kids

H- Legislative updates and agency guides

- NewCOVID-19 Guidance for K-12 Schools
  Part of the COVID-19 Guidance for K-12 Schools published on March 17, 2020 at 6PM.
  https://www.cde.ca.gov/ls/he/hn/guidance.asp

- CDE Special Education Guidance for COVID-19, March 20, 2020

- El Dorado Charter SELPA Covid19 Resources http://charterselpa.org/covid-19/

- 3/17/2020 Update from the Association of California School Administrators on the COVID-19 legislative response can be found HERE. There is information as it relates to ADA, special education and charter school distant learning.

- 3/16/2020 ELDorado charter SELPA guide can be found here

- SPED COVID resources on https://padlet.com/leo_mapagu/agsyl81rfg0q

MPS Distance Learning Guides and Protocols
April 7, 2020

1. [MPS Distance Learning Website](#) – Portal for student-parent- teacher interactions
2. [MPS Distance Learning Plans](#) – Overall org-wide comprehensive Distance Learning Plans
3. [MPS DL Grading Guide](#) – Grading guide for teachers and admins
   a. [DL Elementary Grading Supplemental Guide](#)
4. [MPS Distance Learning Attendance Guide](#) – Attendance and Engagement Tracking
   a. Attendance guide in [Presentation](#) format
5. [MPS Response to Graduation Plans due to Covid#19](#) - Graduation guide for teachers and admins
6. [Teacher Guide to Providing Instruction in a Distance Learning Environment](#) – One-pager
7. [Parent Technology Guide for Distance Learning](#) – Privacy, safety and compliance guide
8. [Zoom Parent Guide](#) - Google Presentation
9. [Google hangouts Meet Parent Guide](#) - Google Presentation
10. [Student Technology Guide for DL](#) - One-pager for students with Dos and Don'ts
11. [Parents' Guide to Distance Learning](#) - One-pager for parents with sample schedule
12. [Standard Operating Procedures: Online Crisis Intervention](#) - Guide and resources
13. [Virtual PD on DL](#) - Virtual PD training materials
14. [DL Daily Tracker](#) – Tracker for admins to monitor their own and teachers' DL activities

MPS DL Grading Guide

Following are grading guidelines for our schools to use in a Distance Learning environment based on **MPS Student/Parent Handbook** , agency and CDE guidance.

A- Grading

General Expectations in a Distance Learning Environment

Due to extenuating circumstances in our students and families lives, teachers are expected to adjust their current grading practices to fit the Distance Learning delivery methods, with access and equity for all in mind. Therefore, the primary purpose of grading will be formative to provide feedback and inform instruction to improve student learning. During this time teachers are expected to grade assignments as appropriate. We expect that assessments and grading will be "relaxed" considering equity and student morale.

Grades Will Do No Harm to Students

As we have collectively decided with the school leaders, all students are expected to either keep or improve their current grades during Distance Learning. Students' grades on Progress Report #3, i.e., percentage scores will be used as a reference point when compared with Progress Report #4 grades to ensure an upward trajectory. If there are any drops in grades, students will be provided with opportunities to make-up and improve their grades.

Special Grades	➔ Converted to Numerical Grade
Check Plus ("+")	100
Check ("=")	85
Check Minus ("-")	70
Unsatisfactory ("/")	50
Missing ("M")	0
Excused ("X")	N/A
Not Assessed ("NA")	N/A

Teachers will continue to use their current grading practices as aligned with the **MPS Student/Parent Handbook. (2019-20)**. Teachers will continue to use their gradebooks in **Illuminate Gradebook** for record-keeping purposes. Google Classroom and/or other Distance Learning tools can be used to track student engagement.

Assignment Grades in Google Classroom

When entering grades on Google Classroom and/or other Distance Learning tools, teachers may use their own grading system and mark assignments as "Missing," "Incomplete," or "Late" so that students and parents can have immediate feedback on the amount of work being completed. However, teachers should remember that Google Classroom grades are symbolic, and students should have every opportunity to complete work and earn credit. Please see below for additional guidance on entering official grades into Illuminate.

Assignment Grades in Illuminate

As explained on page 12 of the Handbook, MPS promotes the use of numerical grades for grading accuracy and our teachers typically use numerical grades when grading student assignments. In the case that a check grade system is used for an individual assignment, Illuminate converts those grades to numerical grades according to the following conversion table.

- Due to extenuating circumstances in the lives of our students and families, MPS will discontinue the use of **Missing ("M")** or **Unsatisfactory("/")** marks for the remainder of the 2019-20 school year.
- To document any missing or incomplete work in Illuminate, teachers can use the **Not Assessed ("NA") or Excused ("X")** marks. These marks allow the teachers to see any missing or incomplete work <u>without</u> any effect on students' grades.
- When grading individual assignments MPS recommends that teachers use the **Check Plus / Check / Check Minus** grading scale, which is easier to use and likely results in higher student grades.

Late Assignments: During Distance Learning MPS asks that teachers <u>not</u> mark any assignments as late in Illuminate or deduct points thereof. Every effort should be made for a student to make up work in a reasonable amount of time, based on students' needs and circumstances. This includes extended due dates, accommodations and modifications with the assignments, 1-1 virtual meetings with the students, additional scaffolding, support, and more ways to ensure students can complete their assignments.

Grading the Packets

Teachers are recommended to be flexible on collecting the evidence when grading work that is produced through non-virtual means such as packets, PBS media lessons, etc. Teachers will accept phone calls, pictures, video recordings as evidence and grade accordingly.

Students with Disabilities

Students with disabilities may have unique grading accommodations and grade scales as noted in their IEPs. All of the provisions set forth in IEPs hold for now. Teachers will do their best efforts to comply with those and coordinate their plans with SPED teams as needed.

B- Progress Reports

Progress Report #3 was mailed to families late February/early March. Progress Report #4 will include cumulative student grades from the beginning of the spring semester until May 1. Student progress during Distance Learning weeks will be part of this cumulative progress report. As explained above in the Grading section, students' grades on Progress Report #3, i.e., percentage scores will be used as a reference point to compare with Progress Report #4 grades to ensure an upward trajectory. If there are any drops in grades, students will be provided with opportunities to make-up and improve their grades.

Progress Report #4 will be the last progress report for the 2019-20 school year. Teachers are expected to finalize their progress report grades by May 1st. Progress Report #4 will be shared with students and parents on May 4th. Final grades and Semester Report will be sent on June 12.

C- Report Cards

Report cards for the end of the spring semester are due at the end of the school day as planned.

D- CDE Distance Learning Grading Guidance for Teachers

What constitutes "gradable" work in distance learning? What can I collect from students in order to provide feedback, evaluate learning, and inform next steps?
Assigning a grade in a distance learning context might require teachers to reconsider the kinds of materials they provide to and accept from students. Online resources, mobile applications, and web platforms can help teachers provide flexible means of furthering instruction. When students are working at home from other materials, these can be shown or displayed by photographs attached to text messages where computers are not used or accessible. Some districts are also using school buses to drop off and pick up hard copy work in cases where packets of work are the norm, or having work delivered to and picked up from the school.

Examples of Platforms and Means for Demonstrating Learning

- Slide-Based Presentations
- Platform options include PowerPoint, Prezi, and other presentation platforms. These can be presented in real time or recorded. Students can include talking points or presentation scripts in the slide notes or in a separate document.
- Video Recordings
- Platform options include videos uploaded to YouTube or recorded videoconferences. Popular apps like Tik Tok can also be used.
- Posters, Tri-Folds, Models, and Dioramas
- These can be presented using a video (live or pre-recorded) or digital photographs with an attached verbal or written narrative explanation.
- Audio Recordings and Podcasts
- Platform options include Audacity, Garageband, and other free audio recording software. These can also be used for performance-based courses like band/music, choir, theater, or speech and debate.
- Illustrations (flow charts, diagrams, collages, comic strips, infographics and other visual presentations) completed digitally using illustration software or can be scanned or photographed and uploaded. The Google Drive App can be used to scan and upload a smartphone camera.
- Free infographic platforms include Canva, Visme, and Piktochart, among others.

- Dialogue, Monologue, or Other Performance can be submitted in writing or recorded and submitted digitally.
- Discussion Threads, Journaling, or Interactive Notebooks through a shareable platform like Google Docs or through Google Classroom

E- Questions and Answers

How many grades do you recommend teachers input in distance learning classes?
- As explained above, student workload should be lighter than what would traditionally be expected and grading should follow the suit. Teachers are expected to cut their assignment and grading loads as much as in half. It is also expected that teachers minimally contact once a week with their students. Therefore, at a minimum, grades need to be updated weekly.

How do you recommend we adjust schools' grading policies or practices to reflect this new distance learning environment?
- As explained in **Section A - Grading** above, we recommend that no missing work should be marked accordingly. Students should be given opportunities for late work and make-up. Mentor teachers, aids and administrators are encouraged to follow up with students who are struggling and failing to produce.

How do we address the possible cheating and plagiarism issues?
- Every effort needs to be made to minimize cheating and plagiarism. When assigning work or assessing, activities should be chosen to discourage cheating and plagiarism.

For courses we are not offering during distance learning, what happens to students grades?

- **Advisory/SSR** or similar courses need to be graded if they are being taught as part of the DL programs. If they are stopped because of the new plans, grading should stop with the condition that students should be given opportunities to increase their final grades with alternative assignments.

How will courses we no longer provide during distance learning show up in transcripts?
- For courses that are no longer offered, Progress Report #3 grades should be used as final grades with the condition that students should be given opportunities to increase their final grades with alternative assignments.

MPS Distance Learning Attendance Tracking System

The purpose of tracking student attendance during distance learning is not for Average Daily Attendance (ADA) or apportionment. During distance learning tracking student attendance is two fold, one to continue to build connection with our students and ensure a sense of consistency with daily check ins and two to ensure students are participating and accessing academic content. The guidance therefore for our distant learning plan is to promote accurate participation and engagement for all learners by including tracking of attendance.

As stated by the California Department of Education (CDE), although they *will not require a submission or tracking of attendance for individual students. With that in mind, they believe attendance or participation information will be helpful for districts in identifying possible areas of need to ensure all students are able to stay actively engaged in remote learning* (CDE, 2020).

In addition, the CDE (2020) has stated *while Local Educational Agencies (LEAs) should not record regular daily attendance on school closure days for apportionment purposes, LEAs are encouraged to track participation and engagement in distance learning while schools are closed.*

This being stated Magnolia Public Schools will use the following system to structure the tracking of student participation and engagement (Attendance). The following are steps that should be taken to ensure the system for tracking attendance is in place, working and if needed provide any feedback on areas for improvement.

1. Establish an attendance and engagement lead and an alternative team member to support the lead as needed to step into the role.

2. Communicate with all the staff the system designed to track attendance
   a. Teacher/ Instructor Tracking: Every teacher will post a daily check in question by 8am on Google classroom for the purpose of tracking student attendance, the assignment will expire by 3pm. This can also be done as a google form (survey) link on Google classroom. Below guidance is provided on other acceptable indicators of student engagement/ participation in case students missed the daily universal check in question. After posting opportunities for students to check in,

the teacher/ instructor then reports students engagement and participation level in the appropriate google sheets step (b).

b. <u>Tracking attendance school wide</u>: Teachers will then add their input for student participation and engagement level in the tracking template shared here [Elementary](#) and [Secondary](#).

Rubric for determining level of engagement/ participation:

High Engagement - Student responds to daily check-in questions and completes 80% or more of assignments weekly

Medium Engagement- Student responds to three daily check in questions and completes 50-79% of assignments

Low Engagement- Student responds to one daily check in question and or completes less than 50% of assignments

None - No communication from the student the entire week, no completion of any assignments all week or engagement in any other possible opportunities for engagement/ participation.

<u>Acceptable Indications of Student Engagement/ Participation (Attendance) Include</u>:

❏ Student submission of academic assignments
❏ Student Participation in live interactive lessons with the teacher
❏ Tutoring session or computer-assisted instruction
❏ A posting by the student showing the student's participation in online activity
❏ A posting by the student in a discussion forum regarding academic matters
❏ An email or phone communication from the student or guardian for the child if the child is too young to communicate independently showing the student initiated contact with the teacher or school personnel regarding academic or other school related matters.

*Logging into a class is not sufficient by itself to demonstrate academic participation by the student.

As our teachers continue to design distance learning throughout online platforms, consider how they can build in opportunities for participation and engagement to be demonstrated on a weekly basis.

3. Attendance should be a summative process, tracking at least twice per week on the google sheet. If the teacher has not heard from the student or parent before the Wednesday or Friday snap shot, the teacher will make the effort of reaching out to parent at a minimum of 3 points of contact (i.e. Parent Square, email and phone call). If the parent or student only has access to phone call communication the teacher will contact the parent using that mode of communication.

4. Attendance must be confirmed and consolidated by the lead on Wednesdays and Friday by 4pm. Having two days will allow the opportunity for teachers/ instructors to update student engagement with more days of data collected.

5. When staff have not heard from a student at the latest Friday of the current week, the lead will designate who will be contacting the student and guardian after the staff member has made attempts of reaching out to guardian and parent throughout the week.

6. The attendance lead will update the site administration team if they are not able to reach the student or their guardian to confirm attendance.

7. The Principal or designee will then escalate the intensity of reaching out to guardian efforts including and are not limited to mailing home a letter, home visit (must abide by CDC guidance for social distancing), looping in DCFS or law enforcement for a welfare check.

It is an advantage to the students and teacher to fully participate and attend. If students or parents have any questions they can ask teachers or school administrators. Magnolia Public Schools is here to help guide the success of all stakeholders.

If you have any questions please reach out to David Yilmaz or Brenda Lopez, also this is an iterative process so constructive and solution oriented feedback aligned with this attendance system is appreciated.

References:
CDE: Closing a School Best Practice Guide

CDE: Distance Learning> Designing A High Quality Online Course

LACOE Student Support Services (Covid-19) Live Binder >Child Welfare & Attendance > School Attendance

https://www.onlineschools.com/ask/attendance

https://resourcecenter.odee.osu.edu/course-design-and-pedagogy/attendance-online-courses

MPS Response to Graduation Plans due to Covid-19
Updated April 7, 2020

A- MPS Diploma types and HS Graduation
Per **MPS Student/Parent Handbook**, MPS course offerings enable all of our students to graduate with a minimum requirement to earn a CA State High School Diploma.

MPS Advanced and Honors Diploma Requirements
40 hours of Service Learning/Volunteer hour requirement is waived for the class of 2020 because of the extenuating circumstances and social distancing requirements due to the COVID-19 pandemic. Other requirements to earn an Advanced or Honors Diploma remain the same. College counselors are in close contact with students and families to keep track of 4-year and graduation plans.

B- Grading practices for the Spring 2020 term
Visit MPS DL Grading Practices for DL grading guide and details. All credit-bearing classes will be assigned a letter grade considering the interruptions and extenuating circumstances in our students and families lives. Per CDE, agency guidelines and **MPS Student/Parent Handbook** and Distance Learning Plans, teachers are adjusting their current grading practices to fit the Distance Learning delivery methods. Parents and students are encouraged to contact teachers and administrators if they see a decline in grades in any class.

C- UC Acceptance for Class of 2020 - Updated 4/1/20
- UC has temporarily suspended the letter grade requirement for A-G courses completed in spring 2020 for both prospective and admitted students. For transfer students, the university has relaxed the cap on Pass/No Pass courses eligible for transfer to enter UC as a junior.
- UC will suspend the standardized test requirement (SAT and ACT) for students applying for fall 2021 freshman admission. This modification is not intended as an admissions policy shift but is rather a temporary accommodation driven by the current extraordinary circumstances.
- The deadline for students to accept their admissions offers remains May 1 for freshmen and June 1 for transfer students. However, the university has asked campuses to provide maximum flexibility for students who request extensions. Students should contact campus admissions offices directly with these requests.
- UC will also provide flexibility to students and schools who are unable to submit transcripts by July 1. No student's admission offer will be rescinded for missing the deadline.

- Despite changes to the format and content of AP exams this term, the university will continue to award credit for exams with scores of 3, 4 or 5.

<mark>A-G</mark>

Additionally, please note that A-G lists will be unaffected if schools wish to temporarily change their classroom environment format (i.e. online instruction) and will not require any new submissions in this case, as we understand the existing circumstances facing schools today.

If your school is transitioning to online instruction as a temporary measure due to public health precautions related to COVID-19, please know that this situation DOES NOT require you to re-submit your A-G course descriptions.

No action is needed, and in no way does this affect the status of your A-G approved courses.

If you have questions or concerns about transcripts or course/grade validation, please reach out to Admissions at askuc@ucop.edu.

We will also still be sending our monthly newsletter on our bulletin page (linked below) with some helpful information regarding typical A-G information.

https://hs-articulation.ucop.edu/guide/news-resources/announcements/

Links:
- Visit **UCApply response on admissions to covid19** for more information.
- UC temporarily adjusts admissions requirements to help students, families in wake of COVID-19: Link
- UC/CSU admission update summary

<mark>D- CSU Acceptance for Class of 2020</mark> - Updated 4/14/20

Fall 2020 First-Time First-Year Students

1. The CSU will accept grades of "Credit" or "Pass" to satisfy "a-g" requirements completed during winter, spring or summer 2020 terms. All prior coursework must be graded and a grade of C- or better must be earned for the course to satisfy "a-g" requirements. Grades of credit/pass or no credit/non-passing will not be included in the calculation of high school GPA.
2. CSU campuses will assess and initially place students in first-year English/Math based on multiple measures: high school and college courses completed, GPAs and test scores (SBAC, ACT, SAT) that students have submitted thus far.
3. The CSU will not facilitate a systemwide Early Start Program in summer 2020; individual CSU campuses may offer summer transitional programs (e.g. Summer Bridge) in virtual formats.
4. The CSU requests that high schools that can provide transcripts by July 15, 2020, do so; however, campuses will continue to accept transcripts through the fall 2020 term. CSU campuses will not rescind conditional offers of admission based on the non-receipt of

transcripts. If a student is not able to provide an official transcript, due to extended school closure, CSU campuses may use unofficial or self-reported data for senior year grades and graduation status.

5. New first-year students will remain in a conditionally admitted status until the CSU campus receives a final transcript document and review of the transcript for a-g requirements is completed.

6. If a student has not met all a-g requirements after review of their final transcript document, at that time, CSU campuses may use admission exceptions on a case-by-case basis if students are no longer CSU-eligible, based on the inability to complete all "a-g" courses in which they were enrolled in spring 2020.[ii] Consideration can include how well the student is doing academically in fall 2020. Students should in no way assume that enrollment in Fall 2020 CSU courses means that an exception will be automatically granted.

7. The College Board has announced changes to the AP exam content and format for spring 2020. The CSU will honor all existing transferable credit articulation for spring 2020 AP exams on which scores of 3, 4, or 5 are earned.

8. CSU campuses are individually considering their extension of intent to enroll and/or housing deposit deadlines. Intent to enroll deadlines will consider the campus' capacity to provide timely information regarding financial aid awards to students and families. More information will be forthcoming.

Fall 2021 Prospective First-Time First-Year Students (Current High School Juniors)

1. The CSU will consider course grades of "credit" or "pass" as fulfilling "a-g" requirements for those courses completed during winter, spring or summer 2020 terms. All other coursework must be graded and a grade of C- or better must be earned for the course to satisfy "a-g" requirements. Grades of credit/pass or no credit/no pass will not be included in the calculation of high school GPA.

2. The CSU strongly recommends that ALL students enroll in a yearlong senior-year English course and a mathematics/quantitative reasoning course as student-specific Early Assessment Program (EAP) guidance will largely not be available at the time of senior year course registration. These courses could include Expository Reading and Writing (ERWC), Math Reasoning with Connections (MRWC), weighted honors, International Baccalaureate (IB), and Advanced Placement (AP) and other advanced courses.

3. Given the indefinite suspension of ACT/SAT examinations and the fact the state's Smarter Balanced test will not be administered this year to current high school juniors, the CSU is evaluating its admission process for entering first year students in 2021. The CSU is in consultation with its internal constituents, including its statewide academic senate and governing board, to determine the appropriate path forward for eligibility criteria for fall 2021 applicants. A final decision on how CSU will adapt its admissions process for the fall 2021 term will be made soon. At that time, the CSU will immediately communicate its decision publicly.

4. The College Board recently has announced changes to the AP exam content and format for spring 2020. The CSU will honor all existing transferable credit articulation for spring 2020 AP exams on which scores of 3, 4, 5 are earned.

E- SAT/ACT requirement for Class of 2021

UC is suspending the standardized test requirement for students applying for fall 2021 freshman admission. CSU's decision on this is pending (4/14/20.)

F- AP Exams

The College Board recently announced changes to Advanced Placement (AP) exam content and formats for spring 2020. UC recognizes the effort that students have already applied in these challenging courses and will award UC credit for 2020 AP exams completed with scores of 3, 4 or 5, consistent with previous years. Per the College Board, AP Exams will be administered online.

- [Updates for AP Students](#)
- [Updates for AP Educators](#)

G- Commencement Ceremonies and Senior Activities

Are on hold and will be held definitely when social distancing requirements are lifted. Parents will be informed by each school and Senior Class coordinators on their plans for cancellation of events and reimbursement requests.

H- Diplomas

The expectation is to distribute the diplomas on the late graduation dates when the social distancing bans are lifted . If late commencement ceremonies are cancelled, diplomas will be mailed homes.

Teacher Guide to Providing Instruction in a Distance Learning Environment

CONTENT DELIVERY

- 10-15-minute pre-recorded lesson demonstrating the topic
- Live sessions with students via Hangouts (or Zoom)
  - Only recommended if comfortable with technology and managing your class
- Discussion Questions with feedback to students
  - Can be done in Google Classroom or through the use of other tools such as Socrative
- Videos from other sources, such as Khan Academy, BrainPop, McGraw Hill, StudySync, etc.,
- Articles, infographics, books, etc.
  - Provide an audio recording of the reading when possible
- Audiobooks/ Novel based instruction

A NOTE ABOUT GRADING
MPS DL Grading Guide

- It is not punitive. CDE Guidance states "do no harm"
- Should provide meaningful feedback for students to learn and grow.
- Should provide multiple opportunities for students to show their success in learning.

OTHER CONSIDERATIONS

- Ongoing communication with students and families is key.
  - Be mindful of times you are sending communications, try and limit the times to reflect school hours.
  - You can schedule when communications go out in your Google Classroom and Gmail.
  - Consider the number of daily communications, too many can be overwhelming to families.
- Office hours are a chance to connect with students and provide any additional support they need.
- Remember our students and their families are struggling with this too. Be realistic in your expectations for students.
- Incorporate social-emotional learning into your lessons. It is vital right now.
- Start with your head and your heart
  - Get perspective: there will be times that it seems like it is all too much, take a step back and remember what is really important.
  - Get with other people: you don't have to go this alone. Reach out to your school team or the MPS Home Office team.
- Other ideas and tools for distance learning.

ASSIGNMENTS AND ASSESSMENT

Include both formative and summative assessments in your instruction.

Chunk assignments into manageable pieces. Distance learning is not the same as in person learning. Assignments should be 20-30 minutes in length, including the instruction you provide.

Universal Design is a perfect approach for designing distance learning lessons.

Ideas include:

- Project-Based Learning
- Authentic Assessments, such as student created:
  - Lecture video
  - Presentation
  - Book/magazine
  - Comic Strip
  - Audio recording or Podcast
  - Posters, trifold, models, dioramas
  - Digital photographs with a written narrative
  - Illustrations, flowcharts, collages, infographics
  - Journaling or discussion question threads
  - Dialogue, monologue or performance video
  - Performance Tasks