



Board Agenda Item #	III C – Action Item
Date:	September 10, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Approval of MPS Distance Learning Policy

Proposed Board Recommendation

Staff recommends that MPS Board of Directors approve Magnolia Public Schools’ Distance Learning Plans Policy due to the COVID-19 Pandemic related schools operations.

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 July 17 Governor Gavin Newsom laid out pandemic plan for learning and safe schools and CDPH released COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year.

Based on the guidance and orders, on July 23, 2020 and on August 6, 2020, MPS Board approved schools to start virtually with full Distance Learning models for MSAs 1-8 on August 18, 2020, for MSA-Santa Ana on August 17, 2020 and for MSA-San Diego on August 31, 2020.

Attached policy has been prepared by our academic and admin teams in collaboration with our legal counsel Young, Minney and Corr, LLP. It addresses distance learning policy and protocol needs in the areas schedules, grading, attendance, supervision, expectations and technology.

Budget Implications.

None

Attachments

- MPS Distance Learning Policy



DISTANCE LEARNING POLICY AND PROCEDURES

This Policy sets forth the expectations of students and parents/guardians while students are engaging in distance learning at Magnolia Public Schools (“MPS” or the “School”) during the coronavirus (COVID-19) pandemic. This Policy shall supersede any conflicting language in existing School policies until the Board determines that the need for this policy no longer exists. The Board acknowledges that, due to the evolving nature of the pandemic, federal, state, and local orders impacting School operations are subject to change without notice. In the event that any federal, state, or local order may conflict with this policy, the applicable order shall be controlling.

Distance learning is not the same as independent study. A complete copy of the School’s Independent Study Policy can be located on the School’s website or be provided by request to the school principal or designee.

I. DEFINITIONS AND MINIMUM REQUIREMENTS OF DISTANCE LEARNING

“*Distance learning*” means instruction in which the student and instructor are in different locations and students are under the general supervision of a certificated employee of MPS. Distance learning may include, but is not limited to, all of the following:

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

“*In-person instruction*” means instruction under the immediate physical supervision and control of a certificated employee of the School while engaged in educational activities required of the student.

Distance learning must include all of the following:

1. Confirmation or provision of access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work.
2. Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
3. Academic and other supports designed to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with exceptional needs, students in foster care or experiencing homelessness, and students requiring mental health supports.
4. Special education, related services, and any other services required by a student's individualized education program, with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment.
5. Designated and integrated instruction in English language development for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning.
6. Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders.

Distance learning may be offered by the School under either of the following circumstances:

1. On a schoolwide level as a result of an order or guidance from a state or local public health officer; or
2. For students who are medically fragile or would be put at risk by in-person instruction, or who are self-quarantining because of exposure to COVID-19.

Per COVID-19 Guidance from the California Public Department of Health released July 17, 2020, the School may not re-open for in-person instruction until the school has not been on the California Department of Health monitoring list within the prior 14 days. The School will open with 100% distance learning until that time after which the School will open with a combination of in-person instruction and distance learning as described below. Later schoolwide or classroom-wide 100% distance learning schedules may be necessary in response to a student, teacher, or staff member testing positive for COVID-19.

II. DISTANCE LEARNING PLAN AND SCHEDULES

Distance learning at will occur as follows:

Magnolia Public Schools will continue providing students and families with high quality and standards based education programs with new reopening orders, guides and requirements including Section 43503(b) of the Ed Code. In compliance with the legislation and regulations, MPS will offer in-person instruction to

the greatest extent when it is safe and recommended. As of July 23, 2020, all Magnolia Public Schools will reopen with the **Distance Learning** only model based on the CDPH and Governor's order and MPS Board of Governance actions.

All teachers are expected to provide high quality learning programs using the proposed curricula and strategies by updating the curriculum maps and pacing guides to cover the content and standards necessary to complete the planned course syllabus per CDE guidance.

Rigorous Distance Learning

Under newly enacted state law, MPS will provide:

- Devices and connectivity so that every child can participate in distance learning.
- Daily live interaction for every child with teachers and other students.
- Class assignments that are challenging and equivalent to in-person instruction.
- Targeted supports and interventions for English learners and special education students.

MPS has confirmed or provided access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work. Any student or family who is unable to participate due to a lack of connectivity or device should contact the school principal or designee for assistance. All distance learning content shall be aligned to grade level standards and at the same level of quality and intellectual challenge substantially equivalent to in-person instruction,

Additional supports for students who are not performing at grade level shall be provided as follows:

MTSS/Tiered Interventions/Support

MPS has been using a multi-tiered systems of support approach and has introduced Universal Design for Learning to meet students' instructional needs. As we look to mitigate learning loss due to COVID-19, MPS will continue to use this multi-tiered approach alongside Universal Design for Learning to ensure equity and access for all students.

All students in tier 1 receive high-quality, standards-aligned instruction, differentiated to meet their needs. Students are assessed on a periodic basis to identify struggling learners who need additional support. These tier 1 supports are usually conducted as just-in-time interventions in response to formative assessment data from grade-level assessments. In addition, when planning instruction, teachers will use the Universal Design for Learning approach to ensure all lessons are accessible to **all students** and embed necessary supports so that **all students** can be successful. During distance learning, Tier 1 supports will be listed on students' schedules in the form of live instructional sessions and office hours.

Students needing additional support are provided with tier 2 interventions which provide increasingly intensive instruction to further meet students' needs. Specialized classes, such as

Power ELA and Power Math, offer small group instruction in a supportive environment to help students overcome their learning loss. Formative assessments are utilized to identify gaps in learning and teachers adjust instruction accordingly. In addition, during distance learning, Tier II interventions will be shown on students' schedules as small group support and/or tutoring for ELA, Math, History, and/or Science. Extended school day offerings, such as after school enrichment and Saturday programs are also offered to students who need this additional support.

Students still needing additional support receive intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. These tier 3 interventions are highly individualized and customized based on the needs of the individual student. During distance learning, students' schedules will show Tier III interventions as small group support as well as other specialized support(s) depending on student needs.

Teachers will be encouraged to refer students for additional support if they are not performing at grade levels or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health support. Any student or family who is concerned that they require additional support should contact the school principal or designee for assistance.

Special education and related services shall be provided as required by a student's individualized education program ("IEP") either in-person or through a live synchronous virtual connection. As applicable, accommodations, both in an IEP, or in a student's Section 504 Plan, shall be implemented during distance learning. Any student or family who has a concern with regard to the School's implementation of an IEP or a Section 504 Plan should contact the school principal or designee for assistance. All DIS services will be provided to students as outlined in the IEP using a distance learning "virtual" platform during distance learning. Any compensatory hours will be accounted for and provided on an individual basis.

English language development, including assessment of English language proficiency shall continue through distance learning as follows: English learners shall be assessed, using the Initial and Summative ELPAC assessments, based on guidance and directives from the CDE and local county health departments. If students are not able to be formally identified as English Language Learners, the Home Language Survey will be used to provide presumptive services to students, until such time as assessments can be completed. Parents will be notified of any testing and results within a timely fashion. During Distance Learning, all English Learners will continue to receive both Designated and Integrated ELD, as outlined in the 2020-2021 MPS EL Master Plan, and as explained in the 2020-21 MPS Instructional Plans. At the elementary level, all EL students receive no less than 30 minutes per day of Designated ELD instruction and/or coursework. At the secondary level, EL level 1 and 2 students receive an additional Designated ELD course. All core class teachers provide Integrated ELD, while students receive Designated ELD in their ELA classes. These courses will continue to be offered virtually during distance learning. EL students across all grade levels will also be provided with additional small group instruction in Math, ELA, and ELD on an as needed basis. Additionally, all EL students will have access to their teachers, as well as the school site EL Coordinator and EL Paraprofessionals, via tutoring and/or office hours,

email, Google Classroom, and virtual live class sessions. Finally, each school site has designated SEL Leaders, Mentors, and Homeless/Foster Liaisons, who will reach out to families of EL students to provide additional support and services during Distance Learning, as needed. Any student or family who has a concern with regard to English language development curriculum or supports or assessment should contact school's ELD coordinator for assistance.

Daily live interaction with certificated employees and peers shall occur for purposes of instruction, progress monitoring and maintaining school connectedness. This interaction shall occur as follows:

- MPS Distance Learning Portal
- Google Classroom, Zoom, Google Hangouts and other live meeting tools
- Email contact
- Phone contact
- Student work submitted in other communicative ways
- Student Square communication tool
- Parent Square communication tool
- In-person as permitted by the public health orders

The School must offer the following instructional minutes daily for a minimum of 175 days of instruction:

Grade Level	Daily Minutes of Instruction
Kindergarten	180
1-3	230
4-12	240

The model schedules, below, describe how these daily instructional minutes will be offered by the School.

100% Distance Learning Model Schedule

Students will have a set schedule while participating in 100% distance learning. The schedule will provide both synchronous and asynchronous learning opportunities, in addition to small group supports and online office hours. Students will be able to participate in their six class periods as well as SSR/Advisory in order to ensure alignment to a typical, in-person school day. The schedule will be based on block periods, in which students will have SSR/Advisory and three periods each day except Wednesday. Wednesdays students will be able to rotate through all of their classes in order to check-in with their teachers. Below is a sample student schedule:

Sample Distance Learning Schedule for Students (6th Grade Student)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am - 8:30 am	SSR/Advisory	SSR/Advisory	SSR/Advisory	SSR/Advisory	SSR/Advisory
8:30 am - 9:10 am	Period 1S- ELA 6 Live instruction 40 mins	Period 4S Science 6 Live instruction 40 mins	8:30-9:30 am: Life Skills/SEL self-guided lesson	Period 1S- ELA 6 Live instruction 40 mins	Period 4S Science 6 Live instruction 40 mins
9:10am- 9:50 am	Period 1A- ELA 6 Independent ELA work 40 mins	Period 4A- Science 6 Independent Science work 40 mins		Period 1A- ELA 6 Independent ELA work 40 mins	Period 4A- Science 6 Independent Science work 40 mins
9:50 am- 9:55 am	BREAK				
9:55am- 10:35am	Period 2S- Math 6 Live instruction 40 mins	Period 5S- History 6 Live instruction 40 mins	9:45-10:15am:Math 10:15-10:45am: ELA 10:45am-11:15am: PE	Period 2S- Math 6 Live instruction 40 mins	Period 5S- History 6 Live instruction 40 mins
10:35am -11:15am	Period 2A- Math 6 Independent Math work 40 mins	Period 5A- History 6 Independent History work 40 mins		Period 2A- Math 6 Independent Math work 40 mins	Period 5A- History 6 Independent History work 40 mins
11:15am - 11:20 am	BREAK				
11:20 am- 12:00 pm	Period 3S- PE 6 Live instruction 40 mins	Period 6S- Elective 6 Live instruction 40 mins	Independent work time	Period 3S- PE 6 Live instruction 40 mins	Period 6S- Elective 6 Live instruction 40 mins
12:00pm- 12:40pm	Period 3A- PE 6 Independent PE work 40 mins	Period 6A- Elective 6 Independent Elective work 40 mins		Period 3A- PE 6 Independent PE work 40 mins	Period 6A- Elective 6 Independent Elective work 40 mins
12:40 pm - 1:10 pm	LUNCH				
1:10 pm- 1:30 pm	Independent work time		1:10pm- 2:00pm Independent work time	Independent work time	
1:30pm - 2:30pm	Tutoring for Science	Small group for ELA	2:00-2:30pm: Science 2:30-3:00pm: History 3:00-3:30pm: Elective	Tutoring for Elective	Tutoring for PE
2:30pm - 3:30pm	Tutoring for History	Small group for Math			

Combination of In-Person Instruction and Distance Learning Model Schedule

When the school has a combination of in-person instruction and distance learning, or hybrid model of instruction, students will attend class in-person two days a week and participate in distance learning the remaining three days. Families not comfortable sending their child(ren) to school in-person will be given the choice to have students participate in 100% distance learning. Students will be scheduled into 2 cohorts of students, cohort 1 and cohort 2. This will ensure there are no

more than 50% of students on campus at any time and allow for social distancing measures to be put into place. Cohort 1 will attend school in-person on Mondays and Tuesdays and participate in distance learning Wednesdays- Fridays. Cohort 2 will participate in distance learning Mondays-Wednesdays and attend school in-person Thursdays and Fridays. All students will participate in distance learning on Wednesdays, as this will allow the school sites a chance to deep clean and allow teachers and staff to participate in professional development to further support them in providing high quality instruction in a hybrid learning environment. The hybrid model will allow for both synchronous and asynchronous learning as well as provide additional opportunities for students to get support via small group instruction and online tutoring. Below is a sample student schedule for the hybrid model for a student in cohort 1.

Sample Hybrid Learning Schedule for Students in Cohort 1

	Monday In-person	Tuesday In-person	Wednesday Distance	Thursday Distance	Friday Distance
8:00 am - 8:30 am	SSR/Advisory	SSR/Advisory	SSR/Advisory Independent	SSR/Advisory Independent	SSR/Advisory Independent
8:30 am - 9:50 am	Period 1 In-person instruction 80 mins	Period 4 In-person instruction 80 mins	8:30-9:30 am: Life Skills/SEL self- guided lesson	Period 1 Independent ELA work 80 mins	Period 4 Independent Science work 80 mins
9:50 am- 9:55 am	BREAK				
9:55am- 11:15am	Period 2 In-person instruction 80 mins	Period 5 In-person instruction 80 mins	9:45-10:15am:Math 10:15-10:45am: ELA 10:45am-11:15am: PE	Period 2 Independent Math work 80 mins	Period 5 Independent History work 80 mins
11:15am - 11:20 am	BREAK				
11:20 am- 12:40 pm	Period 3 In-person instruction 80 mins	Period 6 In-person instruction 80 mins	Independent work time	Period 3 Independent PE work 80 mins	Period 6 Independent Elective work 80 mins
12:40 pm - 1:10 pm	LUNCH				
1:10 pm- 1:30 pm	Independent work time		1:10pm- 2:00pm Independent work time	Independent work time	
1:30pm - 2:30pm	Tutoring	Small group for ELA	2:00-2:30pm: Science 2:30-3:00pm: History 3:00-3:30pm: Elective	Tutoring	Tutoring
2:30pm - 3:30pm	Tutoring	Small group for Math		Small Group ELA	Small Group Math

III. COMPULSORY ATTENDANCE AND DOCUMENTATION

California's compulsory education laws continue to apply for all persons between the ages of 6 and 18 and not otherwise exempted under the law. **A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent by the School** in violation of compulsory education laws. The School's attendance policy and procedures continue to apply. Daily participation in distance learning may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between School employees and students or parents or guardians.

The School has developed the following tiered reengagement strategies for students who are absent from distance learning for more than three (3) schooldays or sixty (60) percent of the instructional days in a school week:

- 1) Verification of current contact information for each enrolled student.
- 2) Daily notification to parents or guardians of absences;
- 3) Outreach from the School to determine student needs including connection with health and social services as necessary and when feasible, transitioning the student to full time in-person instruction.

The School shall document daily participation for each student on each school day, in whole or in part, for which distance learning is provided. The School shall track student daily participation in distance learning as follows:

For synchronous instruction, the School will require students to log in to the interactive session either through google classroom or other virtual platforms to demonstrate Student participation. For asynchronous instruction, the School will require students to complete assignments to demonstrate Student participation.

The School shall ensure that a Weekly Engagement Record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. Additionally, parents/guardians are encouraged to contact the school if there is a planned absence to reduce the impact on student learning and keep lines of communication open with the school regarding any student attendance issue. School's attendance policy can be found at the school website and in the [MPS Student/Parent Handbook](#).

IV. GRADING POLICY

The School will regularly communicate with parents and guardians regarding their child's academic progress. All MPS schools continue to follow the grading policy as has been adopted in the MPS student-parent handbook. School's grading policy can be found at the school website and in the [MPS Student/Parent Handbook](#).

V. STUDENT AND PARENT/GUARDIAN EXPECTATIONS

1. **STUDENT SUPERVISION:** Students are under the immediate supervision and control of their parent/guardian or a responsible adult caregiver while the student is participating in distance learning. Although MPS is not responsible for the immediate supervision or control of any student while the student is participating in distance learning, during synchronous instruction, students will be interacting directly with the teacher and attendance and engagement will be documented.

A parent/guardian or a responsible adult caregiver can attend one on one virtual meetings between MPS instructors, employees, and/or contractors and the student, with the exception of confidential counseling services to the student.

Parents/guardians must provide the names of any adult caregiver other than the student's parent/guardian to the student's teachers before that individual may serve as the adult caregiver responsible for any interaction required by this Policy and/or sharing of student information. By providing the name of this individual or individuals parents/guardians are agreeing that MPS may interact with them and share confidential student information with them as necessary to provide the student with the educational opportunities contemplated by this Policy.

2. **STUDENT WORK AREAS:** To the greatest extent possible, Student work areas should be conducive to learning, reasonably quiet, free of distractions and any material that violates the law or School policy, and capable of immediate supervision at all times by a parent/guardian or responsible adult caregiver.
 - a. Students must have all materials and equipment (e.g., tablet/laptop, pencil, paper, etc.) ready for their use before the start of any scheduled distance learning. Contact the School office for any necessary materials.
 - b. Please keep all pets, siblings not engaging in learning, cell phones or personal electronic devices and food away from the student work area.
 - c. Students must promptly comply with any teacher request to mute or unmute their device microphone or remove an item, individual, or pet from their work area.
 - d. It is recommended device cameras point away from a door, hallway, bathroom or other areas where other household members may be dressing and that all household members be made aware of when distance learning is occurring.
3. **STUDENT DRESS CODE:** Students, the parent/guardian, and/or responsible adult caregiver must be dressed in clothes that comply with the MPS dress code, refer to the free dress code section, at all times during distance learning and other virtual school-related activities that occur over video.

4. **STUDENT PREPARATION FOR LEARNING:** Students should be well rested, fed and ready to learn promptly for scheduled distance learning instruction, meetings, or other virtual, online, or telephonic school-related activities. Nutritionally adequate meals are available for pupils who are eligible for free and reduced priced meals whether engaged in in-person instruction or distance learning. For information on free and reduced priced meals contact your School's office.
5. **STUDENT LOG IN/ PARENT TECHNICAL SUPPORT:** Students will be provided with personal login credentials for distance learning for their own use. Students are not to share their login information with any other person except their parents/guardians or responsible adult caregivers as necessary for the parent/guardian or responsible adult caregiver to assist the student in troubleshooting login issues or other technical difficulties. A parent/guardian or responsible adult caregiver must be available to assist the student with any login processes and troubleshooting of technical challenges. If a parent/guardian, responsible adult caregiver or the student experiences technical difficulties while participating in school-related activities, please contact the school principal or office manager as soon as possible. Sharing student login information with another person will subject Student to the School's discipline policy.
6. **PARENT ENGAGEMENT IN INSTRUCTION:** Parents/guardians and responsible adult caregivers should not interfere, disrupt or directly participate in distance learning lessons unless requested by the teacher or without teacher written permission. Parents/guardians and responsible adult caregivers are not permitted to log into or attend distance learning instruction, meetings, or other school-related activities unless specifically requested by a teacher or MPS employee or contractor.
7. **CONFIDENTIALITY: There is no expectation of privacy during distance learning.** When logging in to distance learning, Parents/Students are acknowledging their understanding that anything that they say, write, or do while on video or audio might be viewed by others.
 - a. Parents/guardians and responsible adult caregivers must maintain strict confidentiality of any information they obtain or observe regarding other students (e.g., academic performance, medical conditions, disabilities, behavior, etc.) while supervising a student's distance learning.
 - b. Students, parents/guardians, responsible adult caregivers and any other individual who may be in or around a student's work area are not permitted to photograph, video or audio record, or screenshot any distance learning without express written permission from MPS.
 - c. The School may record distance learning synchronous instruction for use by other students who might benefit from accessing the instruction at a later time. No counseling or special education services provided in a group session will be recorded.
 - d. If a student is receiving virtual, online or telephonic counseling services from a MPS employee or contractor, no other individual, including but not limited to

parents/guardians, responsible adult caregivers, or siblings are allowed in the room or within seeing or hearing distance of the room or place in which the student is receiving the counseling services for confidentiality purposes.

- e. The identity of all students participating in any small group counseling session with a MPS employee or contractor and other student(s) and all the statements made or discussions occurring during such counseling sessions are confidential and may not be disclosed to any individual.
 - f. Teachers may record one to one student communications, with parent/guardian/adult student consent. Counseling sessions will not be recorded under any circumstance.
8. **TECHNOLOGY POLICY:** Students, parents/guardians and responsible adult caregivers must comply with the MPS Student Technology Policy and Acceptable Use Agreement at all times when utilizing School technology to access distance learning. The policy can be located at the school website and in the [MPS Student/Parent Handbook](#).
- a. MPS technology and equipment includes but is not limited to MPS electronic mail, servers, online accounts and platforms, computers, laptops, tablets, or other digital, electronic or multimedia hardware, software or other applications. MPS technology and equipment may only be used for educational purposes in accordance with the MPS Student Technology Policy and Acceptable Use Agreement.
 - b. Students and parents/guardians acknowledge that MPS technology and equipment are owned by MPS. By logging into or accessing MPS technology or equipment, users acknowledge that they have no expectation of privacy in the use of MPS technology or equipment, even if such technology is used on a personal device. MPS reserves the right to access communications, files, and other data stored on or sent over MPS technology or equipment.
 - c. Technological resources provided by MPS must be used in a safe, responsible, appropriate, and legal manner in accordance with MPS policies and in support of its instructional program for the advancement of student learning. MPS has adopted online services provided by GoGuardian, a web-activity monitoring tool. Please refer to the Parent Technology Guide for Distance Learning for more information.
 - d. Downloading, uploading, viewing, posting or sharing inappropriate content, including pornographic, defamatory, discriminatory, harassing, bullying or otherwise offensive material is prohibited.
 - e. Students must not access MPS online or virtual classrooms, meeting spaces, or chat forums unless authorized to do so.
 - f. Students may not access any software, applications or websites during MPS distance learning instruction or school-related activities unless specifically instructed to do so by the teacher.
9. **DISRUPTION OF DISTANCE LEARNING:** Any parent, guardian, or other person whose conduct in any online/virtual distance learning class materially disrupts classwork or extracurricular activities or involves substantial disorder is guilty of a misdemeanor. Upon the first conviction for either of these offenses, this individual may be fined up to

one thousand dollars (\$1,000), or by imprisonment in a county jail for up to one year, or by both the fine and imprisonment. It is also illegal for a person to “intentionally access a computer without authorization,” such as entering an online/virtual distance learning class in which the person is not a student, and any individual who does this may be civilly or criminally liable under the Federal Computer Fraud and Abuse Act.

10. APPLICATION OF DISCIPLINARY RULES/POLICIES: All other MPS rules and policies regarding student behavior and discipline including but not limited to the Suspension and Expulsion Policy and the Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy continue to remain in effect. Students who fail to adhere to the above requirements may be subject to legal action including but not limited suspension or expulsion. Corresponding policies can be located at the school website and in the [MPS Student/Parent Handbook](#).

- a. Any student who believes they have been subject to misconduct prohibited by the MPS Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator.

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This Policy is subject to change without advance notice as the Distance Learning program develops, and all students and parents/guardians must immediately read and comply with any amendments or modifications to this Policy issued by MPS. By participating in the Distance Learning, students and parents/guardians are acknowledging and agreeing to the terms expressed herein.

Distance Learning Classroom Recording**CONSENT FORM**

Student's Name: _____ DOB: _____

I am the legal parent/guardian of the child named above. I have received and read Magnolia Public Schools' ("MPS") Distance Learning Policy and acknowledge the limitations on my child's expectations of privacy during remote learning. I understand and consent to the below.

- 1) MPS may record distance learning synchronous instruction for use by other students and staff who might benefit from accessing the instruction at a later time. My child's name, voice, personal image, student work/presentations, or other personally identifiable student information may appear in these recordings.

- 2) No counseling or special education services provided in a group session will be recorded.

- 3) MPS shall make the classroom instruction recordings available until the end of the semester following the day of recording. MPS shall remove and delete the recordings at the end of each semester.

- 4) The recordings will only be accessible via a secure MPS portal with student login/password information. The recordings will not be posted for general public access.

Parent/Legal Guardian Printed Name: _____

Parent/Legal Guardian Signature: _____

Date: _____