

FOREST RANCH CHARTER SCHOOL

DISTANCE LEARNING POLICY AND PROCEDURES

This Policy sets forth the expectations of students and parents/guardians while students are engaging in distance learning at Forest Ranch Charter School (“FRCS” 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 cmarasco@forestranchcharter.org.

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 FRCS. 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 FRCS will occur as follows:

As our school has a very diverse range of family situations and levels of internet access, FRCS will provide multiple options for students and families. In line with our family centered philosophy, teachers will work with parents to create a positive home learning environment and set goals for student growth. All teachers will provide a daily schedule that includes both synchronous and asynchronous instruction. Synchronous instruction will occur via Zoom with

scheduled whole class lessons and small group instruction. Teachers will also provide virtual tutoring sessions, parent trainings and office hours. Asynchronous learning activity will be provided with and without technology. Students will use on-line programs like i-Ready, Flocabulary, RAZ kids, and Ed Genuity to learn standards. In addition, all classes are using Google Classroom and Class Dojo to post assignments, communicate expectations and build community. Students will be provided with a Chrome Book or Tablet and internet assistance when needed. If unable to access internet or at request, paper packets will be provided. Students who are unable to access internet will engage in daily live interaction via telephone or in person at meal distribution. Pick up of material is available daily (M-F) during meal time (11:30 – 12:00) or additional time by request. Delivery is available on a case by case basis dependent upon need. Many additional activities, extra student support and community engagement activities are being provided through virtual platforms. Our website has links for parents to access additional supports, keep up on communications, and access teachers Google Classroom links. Parent Training/Support is available by request or at regularly scheduled virtual meetings. Teachers/Office Staff are available during regularly scheduled school hours. Administration is available via e-mail to address concerns provide support Monday through Friday and at check ins during meal pick up multiple days a week.

The School has confirmed or provided access for all students to connectivity and devises 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 devises should contact FRCS Executive Director, Christia Marasco at cmarasco@forestranchcharter.org 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: small group or one on one instruction through Zoom, phone call or customized on-line platforms such as i-Ready or Ed Genuity. Students who can't adequately access internet at school or through a provided hot spot will receive phone check ins and customized paper materials. Services will be delivered over the phone when possible. 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 supports. Any student or family who is concerned that they require additional support should contact Christia Marasco 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 Rosie McCulley (CUSD) at rmcculley@forestranchcharter.org for assistance.

English language development, including assessment of English language proficiency shall continue through distance learning as follows: Our ELD Coordinator, Katrina Stearns will provide assessment in person if at all possible implementing all safety guidance recommended by public health guidelines. If she is unable to provide in person assessment she will provide assessment through a live synchronous connection. Services will be provided one on one or in small group by teachers during live synchronous instruction or over the phone with both teacher and student having access to the same print materials. Additionally, print materials will be sent home when live synchronous instruction can not be accessed. Any student or family who has a concern with regard to English language development curriculum or supports or assessment should contact Christia Marasco 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: Kindergarten will meet through Zoom a minimum of once daily. All other grades will hold multiple, daily Zoom sessions. If families are unable to access due to inconsistent or no internet connectivity they may phone in to the Zoom session to engage with the teacher and class. Additionally, teachers will be available at our lunch and material distribution site at least once a week to physically check in following all guidelines at the distribution site.

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. Our schedules have staggered synchronous learning times to maximize internet connectivity for families in Forest Ranch.

100% Distance Learning Model Schedule

Sample – Upper Elementary Schedule

Synchronous-Zoom Asynchronous-Google Classroom (GC) Break

T=Teacher S- Students CD-Class Dojo LA-Language Arts

Science & History will be taught through Google Classroom & may be discussed in morning meeting as needed

Time	<u>Instructional minutes</u>	Monday	Tuesday	Wednesday	Thursday	Friday

8:00-8:30		Healthy Breakfast	
8:30-9:30	60	8:30-9:00 All School Assembly Facebook Live	
		T-Checking/responding to messages on CD/GC, Zoom set up S-GC: Question of the Day, Pre Zoom LA videos, other GC assignments 20 min. I-ready Reading Tues. & Thurs.	
9:30-10:00	20	Zoom-Whole Group Morning Meeting 10 min. break*not logging out of zoom (snack, drink, bathroom, supplies)	
10:00-10:45	45	Zoom-Whole Group Language Arts with Breakout Rooms for small group work	LA & Math Wrap up
10:45-11:00		Log Out of Zoom 15 Minute Break	
11:00-11:30	30	GC: Prepare for Math with Pre-Zoom Videos, Math Fact Practice, (work time on other GC assignments.)	VAPA
11:30-12:15	45	Zoom Whole Group Math with Breakout Rooms for Small Group Work	
12:15-12:45		LUNCH	
12:45-1:15	30	DEAR Reading Time (Real Books or other reading platforms)	S-Complete all GC assignments by 5pm on Fridays to earn maximum Class Dojo Points
1:15-2:00	45	Zoom Office Hours for 1-1 or small group intervention/meetings Drop in or pre-scheduled Students work on GC/i-Ready if extra help is not needed	

2:00-4:00		Teacher Grading/Prep/Communication
-----------	--	------------------------------------

Combination of In-Person Instruction and Distance Learning Model Schedule

When FRCS's physical campus is open FRCS will provide in-person instruction or distance learning for those remaining at home. Teachers will continue to meet daily with their students at home through Zoom meetings and/or phone calls. They will coordinate weekly with parents of students remaining in a Distance Learning Model to provide support with scheduling, instruction, and collection of assignments not turned in via Google Classroom. Students will continue to utilize Google Classroom and other resources that were available when the whole school was involved in distance learning. Students will be able to engage in projects and supervised group work with peers on campus.

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 attend unless they have phoned in an excused absence or other arrangements have been made with the teacher due to poor connectivity. During synchronous instruction students should remain active and engaged for the

entire session following teacher procedures for engagement. For asynchronous instruction, the School will require students to complete daily on-line learning modules or paper packets to demonstrate Student participation. Packets must be returned weekly for grading. Families who are unable to return materials due to transportation should contact Christia Marasco or their student's teacher to make alternate arrangements.

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.

IV. GRADING POLICY

The School will regularly communicate with parents and guardians regarding their child's academic progress. Report cards will be delivered each trimester and will provide detailed information surrounding student's progress towards meeting standards. In addition, FRCS teachers will also provide grades for students in 5-8th grades if practicable during the Covid-19 pandemic. FRCS will communicate in a timely manner if any changes become necessary to the grading policy for 5-8th grades.

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. FRCS is not responsible for the immediate supervision or control of any student while the student is participating in distance learning.

A parent/guardian or a responsible adult caregiver shall attend one on one virtual meetings between FRCS 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 individuals parents/guardians are agreeing that FRCS 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 for any necessary materials and equipment at officemanager@forestranchcharter.org.
 - 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 FRCS dress code at all times during distance learning and other virtual school-related activities that occur over video.
 4. **STUDENT PREPARATION FOR LEARNING:** Students must 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: Office Manager, Christy Howell at officemanager@forestranchcharter.org.
 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 Christy Howell at officemanager@forestranchcharter.org 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 FRCS 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 FRCS.
 - 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 FRCS 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 FRCS 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, parent/guardians and responsible adult caregivers must comply with the FRCS Student Technology Policy and Acceptable Use Agreement at all times when utilizing School technology to access distance learning.
 - a. FRCS technology and equipment includes but is not limited to FRCS electronic mail, servers, online accounts and platforms, computers, laptops, tablets, or other digital, electronic or multimedia hardware, software or other applications. FRCS technology and equipment may only be used for educational purposes in accordance with the FRCS Student Technology Policy and Acceptable Use Agreement.
 - b. Students and parents/guardians acknowledge that FRCS technology and equipment are owned by FRCS. By logging into or accessing FRCS technology or equipment, users acknowledge that they have no expectation of privacy in the use

of FRCS technology or equipment, even if such technology is used on a personal device. FRCS reserves the right to access communications, files, and other data stored on or sent over FRCS technology or equipment.

- c. Technological resources provided by FRCS must be used in a safe, responsible, appropriate, and legal manner in accordance with FRCS policies and in support of its instructional program for the advancement of student learning.
 - 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 FRCS online or virtual classrooms, meeting spaces, or chat forums unless authorized to do so.
 - f. Students may not access personal electronic devices or any software, applications or websites during FRCS 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 FRCS 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.
- a. Any student who believes they have been subject to misconduct prohibited by the FRCS Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Title IX Coordinator, Christia Marasco.

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 FRCS. By participating in the Distance Learning, students and parents/guardians are acknowledging and agreeing to the terms expressed herein.