

PLACER ACADEMY CHARTER

DISTANCE LEARNING POLICY AND PROCEDURES

This Policy sets forth the expectations of students and parents/guardians while students are engaging in distance learning at Placer Academy Charter (“PAC” 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 jgodtland@placeracademy.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 PAC. 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 PAC will occur as follows:

Overview

The Placer Academy Charter Distance Learning Guide outlines actions and expectations for students' learning during school closures and provides guidance and support to families who are supporting their child's learning at home. The primary goals of the Distance Learning Plan are to:

1. Allow students to progress toward academic standards.
2. Sustain the Placer Academy Charter community through support, connection, and care.

Program	School Structure	Special Education	Lunch	Recess
<p>Students attend distance learning via videoconference.</p> <p>Monday - Thursday – 8:10 am – 3:00 pm</p> <p>Friday – 8:10 am - noon</p>	<p>All students attend instruction virtually.</p> <p>Teachers shift to 100% distance learning and all instruction commences via daily video conference with core teachers.</p> <p>Teachers maintain weekly student engagement logs with live instructional minutes and time value of tasks.</p>	<p>Special education services are provided virtually.</p>	<p>Grab-and-go lunches are provided for pick up at the school.</p>	<p>N/A</p>

The School 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 Jill Godtland, Executive Director, jgodtland@placeracademy.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: Students will be identified through at SST process. Targeted intervention will be provided in small groups or one on one via videoconference. 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 their child’s homeroom teacher 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 Jill Godtland, Executive Director at jgodtland@placeracademy.org for assistance.

English language development, including assessment of English language proficiency shall continue through distance learning as follows: Students will be scheduled for a one on one assessment utilizing all safety procedures and precautions. Any student or family who has a concern with regard to English language development curriculum or supports or assessment should contact Jill Godtland, Executive Director at jgodtland@placeracademy.org 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:

Zoom for Education

The Zoom for Education platform allows us to monitor our meetings in a much more controlled way:

- Each student participating in a Zoom meeting with an Education Host will have to be approved to enter the meeting and verified within the platform.
- The admin portal of the Zoom for Education platform allows us to place school-wide precautions in place for all of our licensed users and embeds safety measures directly into the clickable links.
- When Education Hosts (your teachers or administration) create a meeting and offer you the link to click in, they are monitoring who clicks that link and will only permit verified users. The link created within the licensed account requires verification measures.

Grade TK-8 - Zoom Video Conferencing for Whole-Class and Small-Group Instruction

- Students will use Zoom video conferencing to participate in virtual classes with their teacher and classmates. Each student will need access to sufficiently fast internet and a device with a camera compatible with Zoom (e.g. Chromebooks, computers, newer smartphones such as iPhone and Android, and iPads).
- TK-8 teachers will share these Zoom Conference links with students and parents.
- It is mandatory that students login using their first and last name only as the participation log will be used for attendance purposes.

Grade TK-8 - Zoom for Targeted Intervention

- Grade TK-8 students may use Zoom to video conference with their teachers and/or aides one-on-one.
- Teachers and/or aides will send out video conference sign-ups via Google Forms to parents through the Distance Learning Portal. Please write down your student's conference time slot and be sure they log on to Zoom at the appropriate time.
- One-on-one meetings will not be recorded.

Google Classroom

Grades 3-8 - Google Classroom for Accessing Materials and Turning in Completed Work

- Grade 3-8 students will use Google Classroom to access online learning materials from their teachers (e.g. videos, documents, links, etc.). Students will also be able to turn in scanned copies of their completed work packets to the class Google Drive folder.

SeeSaw

Grades TK-2 will be using SeeSaw to collect work completed by students. Information on this platform will be available from your child’s teacher.

Aeries

Grades TK-8 - Aeries for student information

Aeries is used to record student grades and attendance. It is also where parents go to make sure student contact, health, and emergency information is current and up-to-date. Click link for [Aeries Portal](#).

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

Sample Primary Academy Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:10 - 8:25	Morning Meeting - SEL Curriculum – Announcements (15 minutes)				
8:30 - 9:30	A combination of Math Lesson (40 minutes): Participate in whole class instruction Asynchronous Assigned Work (20 minutes): Zearn, Edulastic, Workbook Pages, Videos				
9:30 - 10:00	Snack PE Minutes (20 minutes)				
10:00 - 11:00	A combination of ELA Lesson (40 minutes): Participate in whole class instruction Asynchronous Assigned Work (20 minutes): Lexia, RAZ Kids, CAPIT, Rosen Light-Sail, Rosen Level-Up				
11:10 - 11:45	A combination of Writing Lesson (20 minutes): Participate in whole class instruction				

	Asynchronous Assigned Work (15 minutes): Writing, Grammar, Recorded Lessons
11:45 - 12:30	Lunch Activity break
12:30 - 1:30	A combination of Reading Groups (20 minutes): Participate in small group instruction or discussion groups with teacher and/or aide Asynchronous Assigned Work (40 minutes): Book Reading, Annotations, Grammar, Reading Assignment
1:30 - 2:00	Science or Social Studies Lesson (30 minutes): Participate in whole class instruction
2:00 - 3:00	Enrichment (30 minutes): Recorded Art Lessons, STEM Activities, Optional Recorded Music or Spanish Lessons Targeted Intervention (20 minutes): Participate in pre-scheduled intervention as needed Asynchronous Assigned Work (10 minutes): Lexia, Zearn, RAZ Kids, CAPIT, Rosen Light-Sail, Rosen Level-Up, Moby Max, or others as assigned

Sample Upper Academy Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:10 - 8:20	Morning Meeting - SEL Curriculum – Announcements (10 minutes)				
8:20 - 9:05	A combination of Math Lesson (35 minutes): Participate in whole class instruction Asynchronous Assigned Work (10 minutes): Zearn, Edulastic, Workbook Pages, Videos				
9:15 - 10:00	A combination of Science Lesson (30 minutes): Participate in whole class instruction Asynchronous Assigned Work (15 minutes): Lab Reports, Reading, Amplify				
10:10 - 10:55	A combination of ELA Lesson (30 minutes): Participate in whole class instruction Asynchronous Assigned Work (15 minutes): Reading, Annotations, Writing, Grammar				

11:05 - 11:50	A combination of History Lesson (30 minutes): Participate in whole class instruction Asynchronous Assigned Work (15 minutes): Reading, Annotations, Writing, TCI	
11:50 - 12:40	Lunch Activity break	
12:40 - 1:15	Enrichment (35 minutes): Recorded Art Lessons, Spanish Lessons	
1:25 - 2:00	PE Minutes (35 minutes)	
2:10 - 3:00	Targeted Intervention (50 minutes): Participate in pre-scheduled intervention as needed	

Combination of In-Person Instruction and Distance Learning Model Schedule

Program	School Structure	Special Education	Lunch	Recess
Students attend school in-person via tracks with 33% class size reduction. Track A: Monday/ Wednesday - 8:10 am – 3:00 pm Track B: Tuesday/ Thursday -8:10 am – 3:00 pm Friday -8:10 am – 12:00 pm	On track students focus on math and language arts within the classroom with teacher. Off-track students focus on science and social studies through readings, videos, packets, and projects. Targeted intervention on Fridays through videoconference.	Special education services are provided in a hybrid format based on student attendance that day.	Lunch occurs in classrooms with use of individual trays that have been sanitized. Hot lunches are individually plated or boxed. No shared food (birthday treats, etc.)	Structured and scheduled recesses to ensure proper social distancing. Limited number of students on the playground at a time.

	15 students maximum per class.			
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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.
- 4) If necessary, a meeting with administration will be scheduled.

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 be in attendance of the videoconference and be seen on camera to demonstrate Student participation. For asynchronous instruction, the School will require students to complete and turn in assigned work 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.

IV. GRADING POLICY

The School will regularly communicate with parents and guardians regarding their child’s academic progress.

Grading

- For consistency, PAC will adhere to the same grading policy for distance learning as for in-classroom instruction.
- Teachers are grading assignments and administering assessments during distance learning.
- Details regarding grading will be distributed by your student's teacher(s).
- Measures for academic intervention remain in place.
- Teachers retain the autonomy to offer students opportunities for improvement.
- The expectation is that your student will be completing his/her work in a timely manner.
- Teachers will track participation through a daily attendance as well as through work completion and assessments.

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. PAC 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 PAC 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 PAC 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 Rachel Todd, rtodd@placeracademy.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 PAC 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. Students are not permitted to eat during these scheduled school-related activities as it disrupts the student, the teacher and the other students participating in the activity. 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: Rachel Todd, rtodd@placeracademy.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 Tasha Raddigan at: traddigan@placeracademy.org or (916)259-1688 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 PAC 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 PAC.
 - 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 PAC 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 PAC 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 PAC Student Technology Policy and Acceptable Use Agreement at all times when utilizing School technology to access distance learning.
- a. PAC technology and equipment includes but is not limited to PAC electronic mail, servers, online accounts and platforms, computers, laptops, tablets, or other digital, electronic or multimedia hardware, software or other applications. PAC technology and equipment may only be used for educational purposes in accordance with the PAC Student Technology Policy and Acceptable Use Agreement.
 - b. Students and parents/guardians acknowledge that PAC technology and equipment are owned by PAC. By logging into or accessing PAC technology or equipment, users acknowledge that they have no expectation of privacy in the use of PAC technology or equipment, even if such technology is used on a personal device. PAC reserves the right to access communications, files, and other data stored on or sent over PAC technology or equipment.
 - c. Technological resources provided by PAC must be used in a safe, responsible, appropriate, and legal manner in accordance with PAC 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 PAC 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 PAC 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 PAC 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 PAC Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Executive Director, Jill Godtland at jgodtland@placeracademy.org.

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