



## **1.0 Purpose**

- 1.1 The Governing Board of Nord Country School recognizes that distance learning can be a viable alternative instructional strategy to support student achievement of academic goals. Distance learning opportunities may be offered to students participating in independent study, enrichment courses, in the event of a physical school closure due to widespread illness, natural disaster, or other emergency, or other opportunities identified by the Administrator.

## **2.0 Definitions**

- 2.1 Distance learning is instruction in which the pupil and the instructor are in different locations and pupils are under the general supervision of a certificated employee of the school. Distance learning may include, but is not limited to:
  - 2.1.1 Interaction, instructions, and check-ins between teachers and pupils through the use of a computer or other communications technology.
  - 2.1.2 Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
  - 2.1.3 The use of print, video, and audio materials incorporating assignments that are the subject of written or oral feedback.
- 2.2 In-person instruction is instruction under the immediate supervision and control of a certificated employee of the school while engaged in educational activities required of the pupil.
- 2.3 Daily live interaction is two-way communication between a certificated employee and a student each instructional day.
- 2.4 Daily participation is when a student engages in either daily live interaction, online activities, completion of assignments, or contact between a certificated or classified employee of the school and the pupil or a parent/guardian.

## **3.0 Appropriate Use of Distance Learning**

- 3.1 The school shall offer in-person instruction to the greatest extent possible. However, in some instances, the school must offer distance learning and/or hybrid models of learning.
- 3.2 Distance learning or another hybrid model of learning can be offered as a result of an order or guidance from a state or local public health official.
  - 3.2.1 A directive from a public health official is not required for the school to offer distance learning, but rather the school should work

in consultation and collaboration with public health officials to determine whether to offer distance learning.

- 3.2.2 The school shall follow all other public health guidance, directives, and orders, including those not specific to schools, which impact school indoor and outdoor facilities and activities.
- 3.3 Distance learning can be offered for students who are medically fragile, students who are self-quarantining because of exposure to COVID-19, or for students who would be put at risk by in-person instruction.
  - 3.3.1 The school may consider the unique circumstances of each student when determining their individual need for distance learning. The school is not required to verify or make a determination that a request for this allowance meets a specific standard.
- 3.4 Distance learning requirements are in place for the 2020-21 school year.
- 3.5 The school must offer instruction through distance learning if it is unable to offer in-person instruction in part or fully pursuant to a state or public health order.
- 3.6 The Administrator or designee shall assess students' access to technological devices and the Internet. Consistent with the school's budget, devices may be loaned to students to use at home and assistance may be rendered to families in identifying free Internet service providers. Students are expected to use school technology responsibly and in accordance with the school's Internet Use Agreement.
- 3.7 The School shall incorporate designated and integrated English Language Development (ELD) as part of the core instruction during distance learning. Students will continue to be assessed via distance learning for progress in ELD.
- 3.8 Students with Individualized Education Programs (IEPs) will have their plans amended to include a description of the means by which the IEP will be provided under emergency conditions.
  - 3.8.1 Conditions include the inability to provide instruction or services, or both, to the pupil either at the School or in person for more than 10 school days.
  - 3.8.2 This description must be included in the development of each initial IEP or addressed during the regularly scheduled revision of an IEP, and must take public health orders into account.

#### **4.0 Types of Distance Learning**

- 4.1 The School has flexibility to determine the best model of distance learning delivery so long as it ensures the safety of students and staff.
- 4.2 The chosen model shall be designed to build continuity, routine, and regular connections with students.

- 4.3 The chosen model must take into account the needs of students and staff, as well as the infrastructure available to the school.
- 4.4 The chosen model must adhere to the applicable state or local public health orders or guidance and include all necessary academic and other supports designed to address the needs of pupils who are not performing at grade level, or need support in other areas.
- 4.5 The chosen model will incorporate all the requirements for distance learning as outlined in Education Code Section 43503.

## **5.0 Daily Live Interaction**

- 5.1 Daily live interaction is required for every student with both a certificated employee **and** their student peers.
- 5.2 In particular, English learners and students with special needs benefit from daily oral language development opportunities and will be exposed to daily live interaction.
- 5.3 Examples of daily live interaction include in-person and virtual communications or interactions, such as:
  - 5.3.1 Synchronous online instruction
  - 5.3.2 Phone calls where both parties communicate at the time of occurrence
- 5.4 One-way communication, including voice mails, emails, or print materials, is not considered live interaction.
- 5.5 If daily live interaction is not feasible as part of regular instruction, the Administrator, the certificated instructor of the student, and the parents/guardians of the student shall, using the board-adopted framework, determine an alternative plan that provides a comparable level of service and school connectedness. Print materials may be a significant component of this alternate plan.
- 5.6 Daily participation is used to track attendance and ensure daily engagement by all students. This is not the same as daily live interaction. While daily participation can be documented through daily live interaction, it can also be documented through participation in online activities, completion of regular assignments, and contacts between employees of the school, including those other than teachers, and pupil or parents or guardians.

## **6.0 Independent Study and Distance Learning**

- 6.1 For the 2020-21 school year, students in our existing independent study program are also subject to the requirements of distance learning. As such, the independent study program shall:
  - 6.1.1 Be subject to the adopted learning continuity plan and attendance plan which includes plans for distance learning,
  - 6.1.2 Track and report daily attendance,

- 6.1.3 Maintain a weekly engagement record for each student documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments,
- 6.1.4 Schedule students for a minimum days' worth of assignments each day as certified to by a certificated employee,
- 6.1.5 Follow the written procedures for tiered reengagement strategies for all pupils who are absent for more than three school days or 60% of the instructional days in a school week, and
- 6.1.6 Provide either daily live interaction or follow the alternative plan for frequent live interaction.

6.2 Nord Country School shall not open a virtual school or a separate independent study school during the 2020-21 school year.

## **7.0 Attendance and Absences**

- 7.1 Written procedures shall be developed for tiered reengagement strategies for all pupils who are absent from distance learning for more than three school days or 60% of the instructional days in a school week.
- 7.2 Procedures shall include, but are not limited to, verification of current contact information for each enrolled pupil, daily notification to parents/guardians of absences, a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary, and when feasible, transitioning the pupil to full-time in-person instruction.
- 7.3 Data on absences shall be collected in the Student Information System and reported through the California Longitudinal Pupil Achievement Data (CALPADS) system.

## **8.0 Parent/Guardian Input and Notification**

- 8.1 Parent/guardian input shall be sought and considered when determining whether to offer distance learning or in-person instruction.
- 8.2 Parents/guardians shall be informed of how instruction will occur, in a language understandable to the parent.
- 8.3 Parents/guardians shall be periodically informed of student academic progress. The frequency of communication may differ based on student participation, progress and needs.

## **9.0 Adoption and Review**

- 9.1 Originally Adopted: August 26, 2020
- 9.2 Most Recent Review: January 27, 2021