

Mountain View Los Altos High School District

# Distance Learning Plan

Spring 2020



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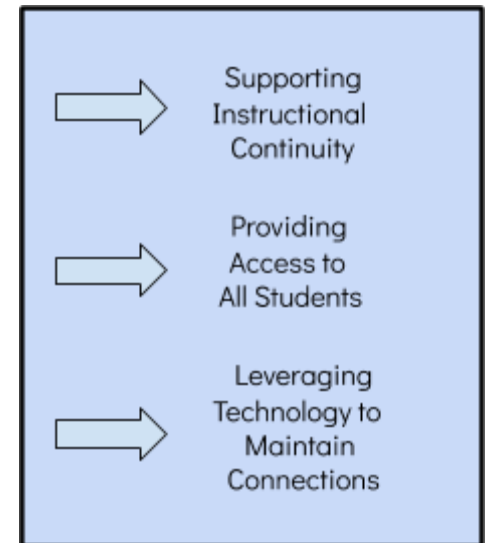
# I. Distance Learning Plan Overview

We empathize with everyone who has been impacted by COVID-19 pandemic and want to reiterate that the safety of the MVLA community is our top priority. In response to the mandated school closures, the Mountain View Los Altos High School District (MVLA) has created a Distance Learning Plan (DLP) to provide guidance and support to students, families and staff. Consistent with California Department of Education recommendations, *distance learning* means that students are completing and submitting assignments online, and interacting with teachers and peers using the online tools recommended by the District. Learning will be designed with equity, flexibility, and innovation at the center while recognizing the limitations of the current circumstances.

MVLA continues to be committed to providing high-quality learning experiences for all of our students during school closures. The plan provides opportunities for students to acquire the knowledge and skills needed to succeed at the next grade level/subsequent course, while building in flexibility to accommodate the unique situation of every student.

The guiding principles of this plan include:

- ❖ Supporting instruction in a distance learning environment by focusing coursework on new content, more in-depth projects, and/or preparation for Advanced Placement tests.
- ❖ Providing a variety of support resources in order for instruction and material to be accessible to all students, including our special education population, students with 504 plans, English Learners, students with social-emotional support needs, and students who are in need of access to technology and essential services.
- ❖ Leveraging technology to maintain connections within our learning communities.



## II. Best Practices for Distance Teaching and Learning

The delivery of instruction in an online environment is a unique challenge for teachers and administrators during this unprecedented time. In particular, when regular school is occurring on campus the staff are able to ensure that all students are benefiting from the same learning conditions throughout the school day. Because that is no longer possible, significant variability in the current learning conditions has to be carefully factored into expectations and thus, instruction.

Even with the substantial efforts to provide a seamless transition from classroom instruction to home-based instruction, distance learning will not replicate students' interactions in the classroom or with a teacher, administrator or support staff member. It is fundamentally different from face-to-face instruction and, as a result, will look different from what all of us have grown accustomed to during a typical school year. However, by using distance learning best practices and seizing the opportunities afforded by the present circumstances, MVLA will continue to make it possible for students to advance their academic pursuits.

The MVLA DLP is based on research in best practices for distance teaching and learning<sup>1</sup> including:

- Using technology to foster teacher-student and student-student connections.
- Creating clear, specific learning outcomes.
- Developing learning opportunities that provide students with choice in mode and pace.
- Providing multiple opportunities for student questions and ongoing feedback, including self-assessment.

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<sup>1</sup> [CDE](#)

### III. Distance Learning Plan: Curriculum Content and Delivery

The DLP provides both scheduled and flexible times for students and staff to engage in varied learning activities. These activities will focus on new content with an emphasis on the essential standards a student needs to know in order to be successful in the next grade level or course. As during the typical school year, teachers will use the frameworks and standards appropriate to their discipline to guide the development and implementation of independent learning opportunities for students.

Teachers and students will use this [Student Schedule](#) to provide teaching and learning opportunities. On Monday, teachers will provide students with a weekly “slate” of activities; the slate is a weekly planner for students. Each week teachers will provide synchronous and asynchronous learning opportunities, and virtual office hours.

- *Synchronous* learning refers to real-time instruction, where all students engage in a learning experience. A live lesson using a video conferencing platform is an example of a synchronous learning experience. Parents may opt their students out of participating in a live lesson by submitting this [form](#).
- *Asynchronous* refers to learning experiences that do not occur at the same time or place. Asynchronous learning provides more flexibility for students. In an asynchronous learning environment, participation in courses is monitored through students submitting assignments online within the teacher designated timeframe.

Google Classroom is the platform for distance learning:

- Teachers use Google Classroom as their lesson management platform. Teachers will share calendars, assignments and feedback with students through Google Classroom.
- Students will use Google Classroom to submit assignments, ask questions, participate in classroom discussions, and share feedback with teachers.
- Linked here is an [Introduction to Google Classroom](#) for new users.

## IV. Distance Learning Plan: Student, Parent, and Teacher Responsibilities

Student Responsibilities	Parent/Guardian Responsibilities	Teacher Responsibilities
Follow the <a href="#">Student Schedule</a> (to the extent possible) to create a schedule that balances your school work with personal life and family obligations. In other words, take care of yourself.	Work with your child to set up a routine to distinguish “school time” from being at home time, being mindful of <a href="#">Student Schedule</a> .	Foster community and connection while also teaching the subject area standards.
Create an organized workspace that is free of distractions to the extent possible.	Support your student in creating an organized workspace that is free of distractions to the extent possible.	Use professional expertise to deliver online learning experiences to benefit all students.
Check your email and your teachers’ Google Classroom page on a daily basis.	Support your student in fulfilling each school day’s expectations. In the event of student illness or family emergency, communicate with the school’s attendance office.	Use Google Classroom and email to communicate information.
Use the weekly slates to determine when your teachers are offering virtual office hours. This is a great time to check in with your teachers and classmates.	Recognize that students are not used to learning in a completely online environment. Check in with your student about what they are finding challenging or confusing. Encourage them to reach out to teachers and counselors if they are struggling.	Provide virtual office hours to answer students’ questions, support small group interaction, and provide opportunities to foster a sense of connectedness.
When using technology, follow the school’s Code of Conduct and the MVLA Technology Acceptable Use Policy. Be sure to understand <a href="#">Virtual Meeting Etiquette</a> .	Check in with your child regularly to engage them in a discussion of their coursework. Work with your child to help them understand the virtual learning environment. Refer to this <a href="#">notice</a> for specific information about live conferencing, recording permission, and expectations. Monitor your student’s online time and presence.	Provide weekly communication regarding expectations, assignments, due dates and virtual office hours.

<p>Complete tasks and assignments with the highest level of effort possible.</p>	<p>Help maintain student motivation by reminding them that the “credit/no credit” environment presents an opportunity to learn without the burden of a grade.</p>	<p>Assess student learning and communicate information to students and parents.</p>
<p><b>Attendance:</b> Each Monday, you will be marked as “Engaged” or “Not Engaged” for the prior week’s participation in distance learning.</p> <p>You will be marked “Engaged” when you do the following each week:</p> <ul style="list-style-type: none"> <li>● Submit at least 75% of all assignments</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>● Actively participate with each teacher a minimum of one (1) time per week <ul style="list-style-type: none"> <li>○ <i>For example, attend virtual lesson/office hours, respond on Google Classroom <u>or</u> email teacher with questions</i></li> </ul> </li> </ul>	<p><b>Attendance</b> will be based on a combination of completion of assignments and student engagement with the teacher. Encourage your child to take advantage of both class times and office hours in order to connect with teachers.</p> <p>Automated phone calls will be going home on Monday night for the prior week if a student is marked “Not Engaged-N.”</p> <p>If your student is sick, please email your student’s teachers <b>AND</b> contact the Attendance Office. Provide the following information:</p> <ul style="list-style-type: none"> <li>● Student name</li> <li>● Student ID#</li> <li>● Date of absence</li> <li>● Reason for absence</li> <li>● Parent/guardian contact information</li> </ul>	<p><b>Attendance:</b> Each Monday, teachers will mark students as “Engaged” or “Not Engaged” in the SIS portal for the prior week’s participation in distance learning.</p> <p>Students will be marked as “Engaged-E” when they do the following each week:</p> <ul style="list-style-type: none"> <li>● Students submit 75% of all assignments</li> <li>● Students actively participate with each teacher a minimum of one (1) time per week <ul style="list-style-type: none"> <li>○ <i>For example, attend virtual lesson/office hours, respond on Google Classroom <u>or</u> email teacher with questions</i></li> </ul> </li> </ul> <p>Students will be marked as “Not Engaged-N” if they do not fulfill the above criteria.</p>

## V. Distance Learning Plan: Grading and Assessment

Assessment of Student Learning. Because students need feedback in order to understand what they need to improve on, assessment will continue to be an essential component in the teaching and learning process. However, assessment may look different in distance learning environments. For example, teachers may choose to do smaller assessments more often as they increase their familiarity with online learning.

### Grading of Student Learning.

- Universities and colleges in California and private schools stated on April 1, 2020 that they will not penalize students if they receive a Credit/No Credit grade in the second semester. On April 6, 2020, the MVLA School Board voted to approve a “Credit/No Credit” system for Spring 2020 for both the fourth quarter and the second semester.
  - A Credit will be awarded based on participation (attendance/engagement) and proficiency on the subject matter.
  - A No Credit means that they do not receive credits for the course.
- A Credit/No Credit system was chosen for the following reasons:
  - Stress from the COVID-19 global crisis has the potential to negatively impact academic performance. Our goal is to hold students harmless during these unprecedented times.
  - Transitioning to online learning in a short period of time has the potential to increase current inequities that exist.
  - Colleges and universities from across the country, including the University of California and California State University systems, have indicated that they will accept non-letter grades for A-G requirements and that a Pass/No Mark system will not penalize students.
  - The California Department of Education (CDE) has indicated that schools need to hold students harmless during the COVID-19 school closures.
  - The vast majority of high performing districts across the Bay Area, the state of California, and the country are using Pass/No Mark (or fail) grading systems during the school closures.



## VI. Supporting ALL Learners

Supporting ALL students is an integral component of the DLP.

- General education and Special education teachers will continue to provide accommodations as outlined in their Section 504 Plans or Individualized Education Plan (IEPs) as appropriate to allow students to access educational opportunities.
  - Special education teachers and specialists will provide direct and consultative services during Distance Learning as outlined in each student's Individualized Student Learning Plans to support students with instruction and activities to meaningfully access learning opportunities and make progress on IEP goals
  - To learn more about MVLA's plan for students with disabilities, refer to [Distance Learning Plan for Special Education](#).
  - Additional information regarding IEPs and IEP meetings will be provided the week of April 13th.
- Lessons will include specific considerations to address supports for English learners.
  - Read/Write for Google, Actively Learn and Newsela all offer specific curriculum and instruction supports for language learners.
- All MVLA employees have access to a phone interpreting resource that staff can use to verbally communicate with families who may have limited English proficiency.
- Counselors will continue to support students' academic and social emotional wellbeing. Students and parents are encouraged to reach out to them for support.
- Instructional Associates will continue to work alongside certificated staff to support all students.
- A variety of additional resources, such as social services and food service, can be found on the [MVLA website](#).

## VII. Wellness Support Services

The recent changes to distance learning can have an impact on the levels of stress and anxiety we're all experiencing. We want to reassure our MVLA students that counseling services will remain available. For MVLA students who currently receive school-based counseling services on campus, we will be contacting them directly to offer optional continuity of care check-ins. This also applies to students receiving services through IEPs.

MVLA will also be offering support for community agency referrals on a check-in basis from the hours of 9 a.m. to 12 p.m. and 1 p.m. to 3 p.m. via Zoom.

Interested students should fill out [this form](#) to schedule a session. If you or someone you know are in crisis or have a mental health emergency, DO NOT complete this form. **Please call 911 or reach out to a crisis support referenced below.**

We have additional details on our MVLA support services, along with a list of local agencies and resources offering crisis support and mental health services to all members of our community available on our COVID-19 information webpage in [English](#) and [Spanish](#).

Crisis Lines	Local Counseling/Telehealth	Intensive Outpatient Programs
<ul style="list-style-type: none"> <li>● 24-hour Suicide &amp; Crisis: 855-278-4204</li> <li>● Bill Wilson Youth Hotline: 408-850-6125</li> <li>● National Suicide Prevention Lifeline: 800-273-8255 / 888-628-9454 (Esp.)</li> <li>● California Youth Hotline: 800-843-5200 (call or text)</li> <li>● Crisis Text Line Text HOME to 741741</li> <li>● Uplift Mobile Crisis Team: 408-379-9085 (English/Español)</li> </ul>	<ul style="list-style-type: none"> <li>● CHAC: (650) 965-2020</li> <li>● Gronowski Clinic: 650-961-9300</li> <li>● CHC: 650-688-3625</li> <li>● Stars Behavioral Health Group: 510-635-9705</li> <li>● Teen Therapy Center of Silicon Valley: 408-389-3538</li> <li>● Los Gatos Therapy Center: 408-559-3403</li> </ul>	<ul style="list-style-type: none"> <li>● ASPIRE: 866-789-6089</li> <li>● BACA (Bay Area clinical Association): 408-996-7950 (San Jose) 650-304-3906 (Menlo Park) <a href="http://baca.org">baca.org</a></li> <li>● CHC IOP: 650-688-3625</li> </ul>

## VIII. Technology/Digital Resources

In order to engage in distance learning, students need access to a digital device with an internet connection and the capability of logging into their MVLA Google account. MVLA is making every effort to provide internet connections and Chromebooks to students who do not have regular access to such technology. *If a student does not have access to a device or an internet connection, please contact your school administration.*

While using the technology tools below, students must follow the [MVLA Acceptable Use and Agreement for Technology Policy](#) and should consider [Online Discussion Etiquette](#) and [Virtual Meeting Etiquette](#):

Lesson Management Platform	Synchronous Learning	Asynchronous Learning
<ul style="list-style-type: none"> <li>● Teachers use <b>Google Classroom</b> as their lesson management platform</li> <li>● Google Classroom supports teachers sharing calendars, assignments and feedback to students</li> <li>● Students use Google Classroom to submit assignments, ask questions, find video conference links and share feedback with teachers</li> <li>● Teachers and students use the comment, post and question features provided by Google Classroom to simulate classroom discussions</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers use <b>Zoom, Gmail, Google Classroom</b> and various other platforms for synchronous engagement with students</li> <li>● Teachers will be working 1:1 or with small groups of students during Virtual Office Hours held on Mondays and/or during specified block periods</li> <li>● A minimum of one of the two class periods per week will consist of a synchronous activity during which students engage with the teacher and perhaps other students</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers post learning activities for students to complete at their own pace</li> <li>● Some of the digital platforms being used for asynchronous activities are <b>Google Classroom, Actively Learn, Newsela, Listenwise, Quizlet, and Study.com</b></li> <li>● Enrichment and enhancement activities may be available for students to work on at their own pace</li> </ul>

## IX. Contact Information

<ul style="list-style-type: none"> <li>● MVLA employee email (<a href="mailto:firstname.lastname@mvla.net">firstname.lastname@mvla.net</a>)</li> <li>● MVLA website: <a href="http://www.mvla.net">www.mvla.net</a></li> <li>● MVLA School websites:             <ul style="list-style-type: none"> <li>○ AVHS - <a href="http://avhs.mvla.net">avhs.mvla.net</a></li> <li>○ LAHS - <a href="http://lahs.mvla.net">lahs.mvla.net</a></li> <li>○ MVHS - <a href="http://mvhs.mvla.net">mvhs.mvla.net</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Attendance Office             <ul style="list-style-type: none"> <li>○ AVHS (650) 691-2433 X3011</li> <li>○ LAHS (650) 960-8611 X2024</li> <li>○ MVHS (650) 940-4600 X1024</li> </ul> </li> <li>● Bilingual Community Liaisons             <ul style="list-style-type: none"> <li>○ Alba Garza (AVHS) at (650) 356-8049</li> <li>○ Maria Hoerni (LAHS) at (650) 618-9314</li> <li>○ Alma Ruelas (MVHS) at (650) 618-9323</li> </ul> </li> </ul>
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If you need support with ...	Contact:
Your child's academic progress & well-being	Your child's teacher and/or school counselor
Requesting therapeutic services	<a href="#">Telehealth</a>
District Technology Services	<a href="#">MVLA Union High School District - Information Technology Services</a> To request tech support (laptop, wi-fi access) <ul style="list-style-type: none"> <li>● <a href="#">Bill Pierce</a> at AVHS</li> <li>● <a href="#">Galen Rosenberg</a> at LAHS</li> <li>● <a href="#">Daniella Quiñones</a> at MVHS</li> </ul>
School closure updates, resources, policies, and procedures	<a href="#">COVID-19 Information</a>
Food resources	<a href="#">MVLA Meal Services</a> <a href="#">Flyer</a>
Work permits	Contact <a href="#">Grace Icasiano</a> (650) 618-9311
College Board updates	<a href="#">AP Updates for Schools Affected by Coronavirus (COVID-19)</a>

Some sections of this MVLA DLP were adapted from the San Ramon USD Remote Learning Continuity Plan.