



## **POLICY for @ HOME CONTINUITY OF LEARNING**

**Goals:** The purpose of this document is to provide an overview of expectations for LA Unified during the interim period of @Home Continuity of Learning until we return to educating all students in brick and mortar public schools.

### **GUIDING PRINCIPLES FOR @HOME CONTINUITY OF LEARNING**

- Focus on equity and access - Support those in need the most
- Strive for excellence and high expectations - Find the balance between high expectations and recognizing the wide variations in the circumstances of students, families and staff
- Model mutual respect - Value the input from all stakeholders and assume the best intentions for everyone involved in supporting our students
- Practice collaboration - Accomplish more by working with and caring for one another during these times

### **DEFINITION OF @HOME CONTINUITY OF LEARNING**

@Home Continuity of Learning provides high-quality educational opportunities to students to the extent feasible through, among other options, distance learning and/or independent study. There are many resources for teachers, parents, and students. LA Unified offers a wide range of subscription-based, paid online resources to continue learning, workbooks and other materials available for pick up, as well as a historic partnership with PBS SoCal, KCET, and KLCS to bring over the air television programming aligned to K-12 standards directly into the homes of students without devices.

### **PROFESSIONAL DEVELOPMENT**

- During @Home Continuity of Learning, students will continue to have instructional days as previously scheduled. LA Unified teachers will have a day of professional development on Friday, March 27, 2020, and two hours of virtual professional development on each day between Monday, March 30 through Thursday, April 2, 2020, in order to prepare for a full transition to @Home Continuity of Learning.
- Administrators will hold scheduled (as previously scheduled or subject to change by a school's Local School Leadership Council) banked-time Tuesdays and/or faculty meetings via Zoom, Microsoft Teams, or Schoology Conferencing.

### **RECOMMENDED ONLINE SCREEN TIME FOR STUDENTS PER DAY**

The recommended amount of student online screen time is as follows:

TK-K: 1 hour daily

1-3rd: 2 hours daily

4-5th: 3 hours daily

6-12th: 4 hours weekly per content area



## **GUIDELINES AND EXPECTATIONS FOR TEACHERS-@HOME CONTINUITY OF LEARNING**

- Teachers are expected to continue to work during regular work hours. Teachers should communicate office hours to students and parents for younger students. There should be at least three (1-hour block each) office hours during the week. In this way, students and families know how to reach you during that time, and consider different times during the day to accommodate parents with differing work schedules (morning or afternoon). There can be various modes of communication (e.g. phone call, email, Schoology, or the option of three conferencing methods - Zoom, Microsoft Teams, or GoTo Meetings (for adults) - which are available through Single-Sign On).
- Please continue to encourage students to do visual arts, music, dance, and physical activity or mindfulness during the day. This can be incorporated as part of your lesson or as an added bonus. This is a great opportunity to challenge students to be creative.
- Teachers should connect with students (and parents for our youngest students) regularly, but students should not be expected to be online for six hours a day at this time. Regular communication with a mixture of school assignments which can include watching an assigned video in Edgenuity, a PBS television show, or reading an article is the expectation.
- Beginning the week of March 23, teachers should keep track of their interactions with students, noting if there has been no contact with a student in the last five school days. Some examples of interaction could include phone call, a Zoom conference call, a check in during office hours, a comment on a Schoology chat board, an email from a student, or an assignment submitted by a student.
- If there has been no interaction with students in the last five days, notify a school administrator for additional support for further student outreach. Support staff, if available, can be of assistance in helping to support all students to stay connected.
- Planning and collaboration amongst teachers that assists with monitoring of the amount of work for students is critical because secondary students may interact with multiple teachers and multiple classes. Assignments should be meaningful and incorporate highly engaging content, when possible, that will pique student interest. We encourage teachers to incorporate student choice and variety. Assignments and instruction should be as cohesive as possible, with lessons building upon each other throughout the week.



- All certificated staff should regularly check the District website [www.lausd.net](http://www.lausd.net) and Schoology for curriculum and instructional resources and updates.
- When conducting online conferencing with students, teachers should maintain the same dress code as if they were physically going to work.
- The Code of Conduct with Students should be observed virtually as it would be in a physical setting (e.g. always have two or more students in a virtual chat room).
- Mandated child abuse reporting is still in full effect.

### **GUIDELINES AND EXPECTATIONS FOR ADMINISTRATORS-@HOME CONTINUITY OF LEARNING**

School administrators are welcome to integrate portions of this document into the information that they share with school staff to communicate their school's @Home Continuity of Learning plan. Principals should modify, supplement and customize this information for their school's context and share their school's @Home Continuity of Learning plan with their supervisor.

- The administrator's role continues to be consistent with the previous roles.
- Principals should issue school expectations consistent with this document that they share with school staff, similar to an opening bulletin. Supervisors should preview this prior to it being shared.
- Administrators should hold regular faculty meetings via Zoom, Microsoft Teams, or Schoology Conferencing. During online faculty meetings, principals should check in with school staff. In addition, principals should remind school staff that students and their families are going through a lot at this time, and refer to the Social Emotional Support resources noted below. In addition, principals can do a needs assessment while providing updates on online learning and receiving feedback about teacher needs. At larger schools, the faculty could be divided by grade level or subject area amongst other school administrators.
- Students should experience regular interaction with a teacher every week. Principals should put systems in place to monitor and be aware of students who are not accessing learning through contact with teachers as well as students who may need additional support to access the internet and the online learning platforms.
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- Administrators should regularly check the District website and Schoology for curriculum and instructional resources and updates. Schools will reference and utilize the vetted resources provided on the District website in order to ensure instruction is aligned with state standards.
- Many teachers are learning to teach on these online platforms. Be sure to assess the professional development needs of your staff and utilize school-site, Local District, and Division of Instruction resources to provide differentiated learning opportunities for your teachers.
- Planning, collaboration, and monitoring of the amount of daily work for students is key because students may interact with multiple teachers and multiple classes. Assignments should be meaningful and incorporate highly engaging content, when possible, that will pique student interest. We encourage teachers to incorporate student choice and variety. Assignments and instruction should be as cohesive as possible, with lessons building upon each other throughout the week.

### **FREQUENTLY ASKED QUESTIONS TEACHING AND LEARNING DURING @HOME LEARNING**

- **Do I need to log on to Schoology? How often?**  
To the extent possible, teachers should log into Schoology regularly to assign and give feedback to students. This may vary from elementary to secondary levels during this interim period, but teachers should use this time to become familiar with Schoology, the District's Learning Management System and other digital learning platforms. Additional professional development is available in MyPLN.
- **Can I go to my school to pick up stuff? And will the school be open?**  
Yes, permission for school access can be granted by a school administrator. Please contact your school administrator for more information. Schools should be open to teachers that want to pick up their materials on Tuesday, March 24, and Wednesday, March 25, but social distancing protocols must be observed.
- **What is the role of special education teachers to support @Home Learning?**  
Special education teachers should be in regular contact with their students (and parents in the younger grades) to ensure students are maintaining progress with instruction.



- **What is the role of out of classroom teachers (e.g., coaches, coordinators) to support @Home Learning?**

These staff members can assist with contacting students, parents, and ensuring that faculty and staff are supported.

- **I want to come in and make packets for my students. Is that possible?**

Copy quotas for teachers were to be lifted as of last week, and each school site should make a plan for parents to pick up additional work if necessary (or use U.S. mail).

Alternately, schools may opt to allow parents to pick up packets of additional materials between certain hours so long as social distancing protocols are followed. Please see Principal Toolkit #2 in the [Principal's Portal](#) for Device Distribution Tips (which also apply for any sort of distribution of materials, school supplies, etc.)

- **Is there social emotional support available to me and my students?**

For employees that are staying home, be sure to stay connected to friends and family, and get into a new routine. Times of transition can be difficult and the best thing to do is to reach out to a colleague, supervisor, or medical professional if you feel stressed. Hotline numbers for support for our families and employees are listed toward the end of this document.

For students, please continue to reassure them and find ways to focus on social emotional learning and supports virtually.

<https://achieve.lausd.net/Page/16559#spn-content>

Please also see additional information below, under Social Emotional Support.

### Assessment

- **How can teachers give student assessments?**

Teachers have the ability to create assessments and assign assessments within Schoology. A variety of assignments and assessments are available through the many online platforms that the District offers.

- **Do teachers have to give grades?**

Students should receive specific and timely feedback on the work that they complete. Feedback should emphasize the revision process with opportunities for students to correct and redo work to show evidence of their learning. Any work a student completes at home should be acknowledged by the teacher when submitted.



The secondary 10-week grading period has been extended until April 1, 2020. Teachers should continue to grade and give timely feedback to students.

A student unable to access instruction shall be allowed to complete all missed assignments and tests that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit for the submitted work. The teacher shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed.

### **What is the status of state standardized testing?**

Governor Newsom signed an Executive Order, pending federal approval, canceling all standardized testing this year. However, when the point is reached that the District has one device for each student, interim assessment blocks should continue to be used.

- **Are Advanced Placement (AP) exams being postponed?**

For additional information about AP exams, please visit:

<https://apcentral.collegeboard.org/about-ap/news-changes/coronavirus-update>

- **Are the SAT and ACT assessments being postponed?**

The March 14th and May 2nd SAT has been cancelled. For additional information about the SAT, please visit: <https://pages.collegeboard.org/natural-disasters>

For additional information about the ACT, please visit:

<https://www.act.org/content/act/en/covid-19.html>

- **Are the International Baccalaureate Assessments being postponed?**

The IBO has provided direction that they will make a determination regarding May testing no later than March 27, 2020.

### **Other Questions:**

- **Will I still be evaluated this year, if I was being evaluated?**

Yes. The contractual deadline for the final evaluation report is May 13, 2020. Teachers will be evaluated based on formal observations and any other informal observations conducted previously in the year. There will be more information forthcoming.

- **What should counselors be responsible for during this time?**

Any students with little/no online participation as reported by teachers should receive support from counselors to ensure that students receive a phone call and have a device and online access, if applicable. (Class of 2020 has priority for available devices and then Class of 2021, and so on and so forth.)



- **What should out-of-the-classroom teachers/support staff (e.g., coordinators, paraprofessionals, special education aides) be responsible for during this time?**

Support staff should be required to interact with their student caseload regularly to ensure that students receive support to access their learning assignments. English learner coordinators and teachers should reach out to English learner students to ensure they have support to complete their learning assignments. When applicable, additional professional development is available on MyPLN for professional growth.

### **Social Emotional Support**

- During this time of school closures, any calls for support or consultation should be made to any of the following two numbers for general questions and assistance related to this crisis:
  - LAUSD COVID-19 hotline for families: (213) 443-1300
  - LAUSD COVID-10 hotline for employees: (213) 241-2700
- For students who may require additional support, school staff should refer students to a School Site Administrator and/or a member of the School Site Crisis Team. In cases related to suicidal and self-injurious behaviors, please refer to [LAUSD Policy Bulletin 2637.4](#).
- If a student is in crisis and is in need of immediate emergency assistance, call 911. For mental health consultation, Administrators and Crisis Team Members are encouraged to contact the LAUSD Hotline number: (213) 241-2700. Any mental health related calls will be routed to LAUSD School Mental Health professionals.
- If a student requests or appears to need social emotional support, connect with the parent and share resources from the [SHHS website](#). There you will find specific information related to [COVID-19 Response and Recovery](#) with numerous resources including Emergency Hotlines and tips to administer Psychological First Aid.
- Please remember, the best person to respond to the mental health and social emotional needs of a student is a caring adult that they are familiar with. For many of our students, you may be that person: Listen, Protect, Connect, Model, and Teach when checking in with your students. For your reference: [Psychological First Aid](#)