Albert Einstein Academies Distance Learning Plan

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Developed by AEA Administration with input from Teacher Leaders

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1. Introduction

Vision: Through distance learning, all students will have access to academic rigor and social-emotional support within the IB Programs.

Introduction/Overview: The AEA Digital Learning Plan (DLP) may be used for limited or longer periods of time depending on unpredictable world events as well as evolving student needs. This plan will evolve as necessary to meet the changing needs of the AEA community and to acknowledge the reality that the paradigm shift from traditional classroom-based instruction to distance learning may not entirely shift back in the foreseeable future.

Mission: Through adhering to the IB Learner Profile traits, the AEA DLP is focused first and foremost on student needs. The DLP emphasizes teaching through inquiry with a global outlook and a balanced, holistic approach that values social-emotional development and well-being in addition to academic rigor. Of equal importance in the DLP is the input of our entire community; our approach will honor the daily realities that families face which often have a direct impact on distance learning. Similarly, the DLP acknowledges that many AEA teachers and staff are themselves balancing professional and personal/family responsibilities and significant demands on their time, energy and resources; this plan emphasizes the professional expertise of AEA staff in creating a structured and consistent AEA-wide distance learning approach while leaving room for flexibility and responsible autonomy.

In particular, the following ten IB Learner Profile Traits that have long guided our in-person interactions at AEA will also now apply to our online education programs:

As IB learners, whether in traditional face-to-face interactions or digitally through the various forms of distance learning, we strive to be:

Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-minded
Caring
Risk-takers
Balanced
Reflective

2. General Guidelines for Distance Learning Pedagogy

Remote learning offers both possibilities and challenges. It is a time to encourage creativity and balance, but student engagement can easily be compromised by the lack of face-to-face interaction. It is important to note that the affordances of technology and online learning overlap in many ways with the needs of English learners and students with disabilities, so educators must plan with access in mind. Below are guiding principles for AEA Educators as we transition to distance learning.

Guiding Principles	Practices
Be Present As The Instructor: *Instructor presence is a critical factor in the success of distance learning.*	Be sure to make a personal connection with each student weekly via Google Classroom, email, phone, or virtual classroom; reach out to students who are not engaging weekly
Provide both Synchronous and Asynchronous Learning Opportunities	Utilize virtual and video platforms to present content and provide feedback
Promote Student Agency	Allow for student choice and voice when designing learning opportunities, promote and celebrate student action
Focus on Active Learning and Inquiry	Include opportunities for discussion, collaboration, hands-on experiences, and exploration of personal questions and interests
Promote Learning of The Whole Child	In addition to the core subject areas, include lessons/activities that include Physical

	Education, Music, Library, Outdoor Education, and Art and Design
Clearly Communicate Learning Objectives	State objectives to students regardless of whether learning is synchronous or asynchronous
Implement Universal Design Learning Framework Into Teaching and Learning To Provide Equal Access For All Students	Chunk content into smaller pieces [4 Tips for Content Chunking]↗, Avoid lengthy texts/videos, use multiple modalities when presenting information (video/audio), offer scaffolds, graphic organizers, sentence frames, provide text to speech/speech to text options for students, ensure materials and instruction is culturally-responsive
Include Offline Activities	Lessons should include items such as reading, playing games, engaging in discussions with a family member or friend remotely, writing in a journal, taking photos and/or creating a video
Give Multimedia Options For Assignments	Engagement and learning can be enhanced when students are encouraged to create content through the use of slides, videos, podcasts, blogs, photographs, etc
Hold Office Hours	Have regular times for students/parents to check in, consider different times throughout the week to accommodate flexibility, consider the schedules of other teachers to limit overlap
Work As A Group	Share responsibilities with grade levels or subject matter teams

Stay Flexible With Pacing	Work with "windows" of time vs due dates, differentiate dates for students who need extended time, include weekends for students to do work to provide time when parents may be more flexible
Provide Translation	Utilize bilingual staff to make content and directives accessible to learners and families
Monitor The Well-Being Of The Learners	Create time for personal connections, express interest in personal lives, ask about basic needs, encourage participation, respond to parent concerns, share mental health resources
Monitor Own Health and Well-Being	Take breaks, get enough sleep, exercise, step away from your own devices, support your own children's schooling, talk to friends, family, and coworkers, utilize mental health resources include the EASE and other programs that are included with AEA's health insurance plan

3. Developing Safe and Successful Protocols for Online Learning

The safety, health, and well-being of our students and staff are our greatest priority. As we develop platforms for online distance learning the same professional ethics that apply in the traditional classroom in relation to staff-to-student boundaries remain in place.

All members of the AEA community engaging with online learning must clearly understand the difference between appropriate and inappropriate interaction and focus on best practice.

The goal of distance learning is to create safe learning environments where AEA community members can continue to be connected academically, socially, and maintain positive relationships with their teachers and peers.

Best Practices

Environment: While recording a lesson or engaging in live teaching and learning, being mindful of the visual background is essential. Just as in the traditional classroom, rules of professionalism apply to all learning environments. Please be careful not to have backgrounds which may have reference to alcohol, drugs, political statements, vulgar and abusive language and or sounds, inappropriate music, and interference from personal family or friends. Choose a quality space from home to conduct your videos, one that would be considered professional and respectable. Dress respectfully and professionally.

Structure: Developing the norms and expectations for your lessons is a must. Understanding the technological tools that you are utilizing will ensure a safe space for teaching and learning. Knowing how to mute the volume and properly control the camera is necessary in order to establish structure, process, responsibility and accountability for online lessons. Please make sure you have practiced and are confident in using your chosen applications prior to engaging in live sessions online.

Guidelines and Suggestions

Do:
- Focus on positive, professional communication with all stakeholders
- Ensure that parental consent is given when needed
- Provide communication opportunities during flexible yet appropriate hours
- Protect login and password information
- Report incidents that may require psycho-social intervention and support to administrator, counselor, or psychologist

Do Not:
- Take screenshots of students' faces or names
- Engage with social media platforms with your students
- Record students' voices or videos without specific written parent consent (See waiver below)
- Create opportunities for side-bar commentary which can be distracting
- Introduce any other individual into your online session

Parents/guardians agree to the following DLP protocol unless they choose to OPT-OUT through a waiver.

Your child's participation in AEA's distance learning plan may include live virtual sessions, including but not limited to Zoom video meetings. Please note that no student images, likenesses nor identifying information (including but not limited to video, still photograph, voice, etc) will be recorded by AEA staff <u>except</u> under limited circumstances such as scheduled one-on-one student support video conferences; in such cases specific prior parent written consent will <u>always</u> be required.

AEA highly recommends that students aged 11 and under have a parent or guardian present during all live online distance learning, including but not limited to Zoom video sessions.

As part of AEA's distance learning plan, students may be asked to create and upload educational content directly to their teacher in video, audio, or photographic formats.

AEA is committed to safe, responsible digital citizenship. As partners in the learning process, we ask that families refrain from recording any online distance learning produced by AEA staff if it contains any student identifying information such as video, still photographs, or other information.

Accountability

Whether it be the traditional school setting or online distance learning, all AEA employees must adhere to **mandated reporter** protocols and **(CIPA) Children's Internet Protection Act.** Educators are responsible to protect students from inappropriate content on the internet https://www.fcc.gov/consumers/guides/childrens-internet-protection-act

All of Aea's policies regarding discipline, descrimination, harassment, are applicable to online distance learning.

4. Roles and Responsibilities for Distance Learning

School Personnel Roles & Responsibilities for Distance Learning	
Leadership Team	● Create and distribute a distance learning plan ● Establish clear channels of communication between faculty, staff, families, students, Board of Trustees and where applicable charter school authorizer (SDUSD) ● Support faculty and families in shifting paradigm to distance learning
Office Staff	● Monitor, read and respond to email daily ● Monitor and respond to voicemail when applicable. ● Communicate and route any questions or concerns to their Principal as necessary ● Complete any tasks requested by their direct supervisor ● Support staff and clerical staff may be asked to report and assist in emergency functions as deemed necessary by their Supervisor ● Virtual administrative meetings may be necessary and will be determined by your Supervisor and/or Principal ● Continue working on scheduled assignments
Classroom Teachers	● Collaborate with other members of team to design distance learning experiences for all students ● Establish a Google Classroom for each class ● Communicate daily/weekly via Google Classroom ● Create and monitor systems for student accountability ● Provide timely feedback to support all students in their learning ● Work with Leadership Team to identify students requiring additional support
Specials (k-5)	● Collaborate with classroom teachers on how to integrate respective discipline's learning experiences with distance learning ● Develop a bank of learning experiences for each grade

	level, to be linked to each teacher's Google classroom
Learning Support Teachers	● Communicate regularly with the subject or classroom teachers who teach the students on your caseload ● Scaffold, modify or differentiate assignments, as necessary, for students according to IEP, 504, etc ● Communicate regularly with students on caseload and/or their parents to ensure success with distance learning ● Provide supplementary learning activities for students on your caseload who may benefit from additional practice to close academic and curricular gaps
Psychologist, Counselor, Social Worker, and Education Specialists	● Maintain responsibility for student caseloads ● Maintain IEPs in system in accordance with guidelines from EL Dorado SELPA ● Contact families via email/text or phone to inquire about health, academic progress and inquire about any additional needs ● Contact families via email, text or phone to inquire about student online attendance/academics
IB Coordinator	● Provide targeted support to staff and administration ● Stay up-to-date on IBO communications ● Continue ongoing accreditation processes as applicable
Teaching Assistants	● Coordinate with your supervisor/classroom teacher regarding daily assignments and support as needed
Tech Support	● Review and develop how-to tutorials, ensuring teachers, students, and parents are able to effectively use the various distance learning technology applications ● Continually monitor needs of teachers, students, and parents ● Be available for on-demand tech support help for students and staff
Finance and Operations, Payroll, Human Resources	● Continue normal work duties remotely, only accessing campus on an "as needed"basis, to complete essential and integral duties to the organization.

and Accounts Payable/Receivable:	● Employee may be assigned additional tasks as per Principal or Supervisor
Custodial and Maintenance Staff	● Maintain campus cleanliness specifically bathrooms, break rooms and common areas cleaning with the CDC guidance using proper dilution of Lemon Quat disinfectant ● Ensure all daily essential campus functions are completed. Maintain checks on HVAC, water, electrical and structure related items that no breakdowns have occurred ● Accept deliveries and meet with vendors as needed. ● Please ensure that you are readily available when contacted at home or via cell phone ● Employee may be assigned additional tasks as per Principal or Supervisor

Student Roles & Responsibilities for Distance Learning

- Keep a daily routine for engaging in learning experiences
- Identify a comfortable, quiet space in your home where you can get your work done
- Complete assignments with academic honesty and do your best work
- Do your best to meet timelines and commitments
- Communicate proactively with your teachers and parents/guardians about the support you might need
- Participate in both online and offline activities
- Get physical exercise
- Be a respectful, kind, and responsible digital citizen
- Follow the IB Learner Profile Attributes

Parent/Guardian Roles & Responsibilities for Distance Learning

- Establish routines and expectations for distance learning and home life
- Define the physical space for your child's study

- Monitor communications from your children's teachers
- Begin and end each day with a check-in
- Take an active role in helping your children process their learning
- Establish times for quiet and reflection
- Encourage physical activity and/or exercise
- Monitor how much time your child is spending online
- Monitor your child's behavior online and ensure adherence to digital citizenship expectations
- Remain mindful of your child's stress or anxiety

5. Approximate Time Frames for Distance Learning

AEA recognizes the need for flexibility and choice during this time and is therefore recommending ranges of appropriate time spent on distance learning time versus specific schedules. We understand that there are different developmental ages to consider and that the amount of parent support varies depending on the needs of every student. We are recommending weekly time frames rather than daily, so parents and students can determine which days and times of the week are best for each family. Synchronous learning times and teacher office hours will vary according to individual teachers and their determinations of what is best for their classes. All recommended times include both online and offline activities. It is our belief that screen time needs to be monitored and balanced with offline learning experiences and physical activity. We also recommend creating a schedule that best works for your family that includes, to the extent possible, consistent routines, predictable working hours, clear expectations, and the recommended hours of sleep for school aged children (6-12 years) 9-11 hours and for teens (13-18 years) 8-10 hours nightly.

Kinder, First, and Second	
Recommended Time Weekly:	5-15 hours
Possible Time Daily:	1-3 hours
Online Activities:	Assignments from Google Classrooms, live whole group or small group meetings and/or instruction, pre-recorded lessons,

	research, online learning platforms such as Raz Kids, Antolin, Math Central, IXL, Typing.com, Starfall, etc.
Offline Activities:	Reading, journaling, playing games, pencil and paper work, listening or creating music, dance, building, performing science experiments, physical exercise, gardening, cooking/baking etc.
Suggested subjects to include daily:	Reading, Writing, Math, PE, German (when in German week) *Immersion classes will still rotate weekly between teachers and languages
Suggested subjects to include weekly:	Science, Outdoor Education, Music, Art, assignments related to Units of Inquiry

Third, Fourth, and Fifth

Recommended Time Weekly:	10-20 hours
Possible Time Daily:	2-4 hours
Online Activities:	Assignments from Google Classrooms, live whole group or small group meetings and/or instruction, pre-recorded lessons, research, online learning platforms such as Raz Kids, Antolin, Math Central, IXL, Typing.com, Starfall, etc.
Offline Activities:	Reading, journaling, playing games, pencil and paper work, listening or creating music, dance, building, performing science experiments, physical exercise, gardening, cooking/baking, crafting, etc.
Suggested subjects to include daily:	Reading, Writing, Math, PE, German (Immersion classes in German week) *Immersion classes will still rotate weekly between teachers and languages
Suggested subjects to include weekly:	Science, Outdoor Education, Music, Art, assignments related to Units of Inquiry, German (Non-Immersion)

Suggested Middle School Schedule for Parents, Students and Teachers		
Time	**Monday**	**Tuesday**
	All Grade Levels	All Grade Levels
9:00-9:20		
9:30:-10:20	English	Math
10:30:11:20	History	Science
11:30-12:20	*Learning Labs*	*Learning Labs (Other office Hours)*
1:00-1:50pm	Language or Learning Lab	PE
2:00-4:00pm	Office Hours (Coordinate With Teacher)	Office Hours (Coordinate With Teacher)

Time	**Wednesday**	**Thursday**	**Friday**
		All Grade Levels	**All Grade Levels**
9:00-9:20			
9:30:-10:20	Grade level	English	Math
10:30:11:20	Content	History	Science
11:30-12:20	*Learning Labs*	*Learning Labs*	*Learning Labs (Other office hours)*
1:00-1:50pm		Language or Learning Lab	PE
2:00-4:00pm	Professional Development	Office Hours (Coordinate With Teacher)	Office Hours (Coordinate With Teacher)

6. AEA Distance Assessment/Grading

The DLP recognizes that distance learning presents both challenges and opportunities for assessing and grading student work. While the AEA DLP holds students harmless for

interruptions to the learning process due to unforeseen circumstances such as the COVID-19 pandemic, we remain committed to student academic accountability.

The DLP modifies student grading for grades 3-8 as follows:

Promoted with Distinction: students who exceed the expected completion of self-paced academic activities and participate regularly, actively and productively in live sessions. These students demonstrate exemplary adherence to all IB Learner Profile attributes.

Promoted: students who meet the expected completion of self-paced academic activities and participate in live sessions. These students demonstrate adherence to IB Learner Profile attributes.

Promoted with Support Recommended: students not meeting the normal completion of self-paced academic activities and participation in live sessions. These students may not demonstrate adherence to IB Learner Profile attributes. Additional supports may include summer school and other academic interventions.

The DLP modifies student grading for grades K-2 as follows:

K-2 students will not receive grades, but are expected to adhere to the recommended approximate time frames for distance learning in Section 5 of this plan.. Students will be promoted to the next grade unless retention is mutually agreed upon between AEA and the family.

7. Special Education

In this COVID-19 pandemic and stay-at-home order we are all in unchartered territory. Considering the limitations of the current public health crisis, we are committed to maximizing every resource we have to ensure that each of our students' academic as well as psycho-social needs are met.

To the best of our ability and to the extent possible in this virtual world, we are striving for:

- Access - to technology, internet, and instruction
- Equity of programming
- Individualization of services provided to each student

Given the unprecedented situation created by the threat of COVID-19, exceptional circumstances may affect how a particular service is provided. In such a situation, the IEP team will need to make individualized decisions regarding whether compensatory services are required when the regular provision of services resumes.

Currently AEA is developing norms around the following:

- Creating IEP amendments in relation to distance learning
- Establishing protocols for IEP meetings
- Managing current mandated timelines
- Determining and coordinating services
- Scheduling to ensure a personalized approach to online learning
- Sharing best practices between Education Specialist and General Education teachers in the development of online curriculum which is accessible to all students

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Additional translation items:

Your child's participation in AEA's distance learning plan may include live virtual sessions, including but not limited to Zoom video meetings.

I OPT-OUT of my child's participation in AEA's Distance Learning Plan

Typing in your name below will serve as your signature to confirm your opt-out

AEA Live Virtual Learning Participation Opt-out Waiver

Please complete this form if you would like to opt out your child from the AEA Distance Learning Plan. Please complete one form per child.

Dear AEA Families:

ALBERT **EINSTEIN** **E** A C A D E M I E S

I hope you and your family, friends and neighbors are well in the midst of this COVID-19 pandemic. As we return from Spring Break on Monday, April 13 we will officially transition to online teaching and learning for all students. This will look very different from what we are accustomed to, and will require all of us to be patient and flexible as we adjust to this new reality.

Please see the attached AEA Distance Learning Plan for more details, including expectations for students depending on grade level. If you would like to opt your child out from the AEA Distance Learning Plan, please complete this waiver form.

Additionally, we are continuing free food and technology distribution efforts on the AEACMS campus—see our website www.aeacs.org for more details. Also please keep an eye out for a confidential survey where you may let us know if you have any additional needs that we can support you with.

Stay safe and healthy during these challenging times. Please follow my Superintendent's blog for updated information.

Dr. Sciarretta

Superintendent