Remote Learning - Guidelines

With the onset of school closures due to the COVID-19 global pandemic, Pasadena Unified School District has transitioned to remote learning to serve its students. This transition occurs across three stages, outlined in the Remote Learning - Timeline 2020 document (Appendix A), along with a glossary of terms. What follows here are Guidelines that will steer our structures and expectations within this new setting. Additionally, recommendations that frame our Guidelines can be found in this resource from Teaching Tolerance and this teacher-to-teacher advice from Proficiency Talks.

The transition to remote learning requires a significant shift in how we relay academic content, and more importantly, how much of that content we can reasonably expect a student to absorb. Given the suddenness of the transition, we do not define this situation as homeschooling, but rather teaching through unforeseen events. Homeschool, by design, has a designated homeschool teacher and planned pacing. Our remote learning situation takes into account the limited preparation time families and educators alike have had in establishing such structures. PUSD’s Remote Learning - Guidelines aim to create a manageable partnership for all involved.

Goals & Guiding Principles:

- To maintain relationships within our learning community - Relationships first
- To reinforce learning and minimize skill regression - Be patient with yourself and your students
- To connect all students to the most essential learning - Less is more

Components:

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2. Recommended Instructional & Planning Time  page 3
3. Online Classroom Design  page 4
4. Instructional Practices  page 5-6
5. Student Work Collection & Grading  page 7-8
6. Support for Teachers  page 9
7. Appendices  page 10-11
**Communication**

In remote learning environments, communication is key. Keep relationships at the forefront of your communication, as this is a time of adjustment for all and potential stress and hardship for some. Empathy and understanding will strengthen the connections across our learning community at this time.

**Internal Communication**
- Maintain routine and timely communication with:
  - your principal, instructional coach and / or #techleader innovator for updates and support.
  - grade level and/or departmental colleagues for calibration on lessons and assignments.
  - your principal and office manager for any absences should you have a personal necessity leave or illness.

**External Communication**
- Respond to PUSD email and communications in a timely manner.
- For student privacy and security, do not record live meetings or use apps that have not been approved by PUSD, as they may collect or share students' information (photographs, videos, or audio files, where such files contain a child's image or voice).
- Create predictable, routine schedules for communication. For example, post new lessons or assignments at the same time each week.
- Remind parents to login daily to their students' PowerSchool Learning pages at gopusd.com/remote, so they can access critical announcements.
- If needed, Google Translate functions have been enabled on PUSD student chromebooks for home language needs. This video has directions in Spanish.
- Connect with students via PUSD-secured apps: Google Docs, Google Hangouts, Google Meet, and PUSD email (now open for K-12 students).
- Provide Office Hours to connect with and support students as needed:
  - Set Office Hours at a routine time to maintain student/teacher relationships, keep students motivated while working independently, and clarify content.
  - If students share multiple teachers, coordinate Office Hours with other teachers.
- Make time for social/emotional connections with students:
  - Find ways to build relationship and community across remote environments.
  - Here is a sample check-in survey to make a copy and edit for your needs, if desired.
Recommended Instructional & Planning Time

Content and learning will focus on the most essential items only. Anticipate covering significantly less content than would normally be accomplished in an in-person setting.

- The amount of time students should spend daily on remote lessons and assignments should fall within the following ranges. Please note that this is a daily total spent in remote learning:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Total Instructional Time (Recommended Minutes, Total All Learning Activities)</th>
<th>Length of Sustained Attention (Recommended Minutes, Each Learning Activity)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK-1</td>
<td>40 - 70 minutes</td>
<td>3 - 5 minutes</td>
</tr>
<tr>
<td>2-3</td>
<td>80 - 100 minutes</td>
<td>5 - 10 minutes</td>
</tr>
<tr>
<td>4-5</td>
<td>120 - 140 minutes</td>
<td>8 - 12 minutes</td>
</tr>
<tr>
<td>6-8</td>
<td>160 - 200 minutes</td>
<td>12 - 30 minutes</td>
</tr>
<tr>
<td>9-12</td>
<td>220 - 280 minutes</td>
<td>12 - 45 minutes</td>
</tr>
</tbody>
</table>

- Teachers should plan lessons and assignments that can reasonably be accomplished within the time ranges above. If students have multiple teachers, please take this into account when planning, so time is shared; content areas can be staggered or rotated by days, if preferred. If accommodations are required for students with disabilities, general education and special education teachers must collaborate. For co-teaching classes, ensure adequate collaboration is embedded within the daily schedule.

- Likewise, teacher schedules should be flexible for the unique tasks of remote learning. Some guiding questions include:
  - How will I plan asynchronous content, for all students to access anytime?
  - For which purpose(s) might I plan to be “live” / synchronous with students?
    - How might I utilize this for small group or individualized instruction?
  - How might I review student work and provide feedback in a manageable manner?
  - How might I collaborate with colleagues?
  - How will I communicate with my students and families?

- See Remote Learning - Sample Schedules (Appendix B) and Activities for more details.
Online Classroom Design

How much content should be posted on a page?
- Simplicity is key, so consider the mantra, "less is more," when selecting which content to cover, and how to display it.
  - If students need to scroll more than twice, the content might overwhelm them.
- Balance text and visuals / video, keeping in mind that reading is more cognitively demanding on students and takes more time to process.
- Special considerations for TK-2 primary grade levels:
  - Content should be embedded in the page, limiting the number of pages or tabs they have to open.
  - Be aware that families may have to read directions to students (see Component 1: Communication for home language supports).
  - Less text and more visuals / video are highly recommended for this age group.

How should content be organized?
- Provide lessons and assignments by week to support students in task and time management.
- Embed content on the page to reduce external links and redirects to a new tab.
- Use page navigation (left hand menu in PowerSchool Learning) to organize multiple content areas or multiple units.
- Use blocks to organize content within a lesson.
- Consider “unpublishing” pages that are no longer needed to reduce confusion.

What additional tools can help in an Online Classroom?
- Use the “Announcements” block for updated information or reminders for students
  - This message will pop up on their screens when on your class page on PowerSchool Learning.
- Use Rules for Online Meetings or Google Meet Student Expectations (Appendix C) for suggested norms for students if you conduct a “live” / synchronous online meeting.
Instructional Practices

As stated in Component 2: Recommended Instructional and Planning Time, content and learning will focus on the most essential items only. Anticipate covering significantly less content than would normally be accomplished in an in-person setting.

General Instructional Practices

- Ensure the most essential items are selected from the standards-based curriculum, aligned to your course's Scope & Sequence.
- Post new lessons and/or assignments at a routine time that is known to families and students. For example, post on Monday morning by 9:00am.
- Assignment(s) with review content can be posted without a lesson.
- Assignment(s) with new content must be accompanied by a lesson. Keep lessons “mini”, focusing on most essential items.
- Leverage familiar online programs for differentiation, such as iReady and STEMscopes.
- Do not introduce too many new “things” at the same time. For example, use familiar applications when introducing new content; or use familiar content when trying a new application or format.
- Above all, avoid overwhelming students, families, or yourself with too much content and/or technology. Empathy and understanding apply here as well.

Daily Work Recommendations

- Consider that parent support may not be available, and that older siblings may be supporting younger siblings.
- Students should be given assignments that can be done asynchronously and able to be accessed for repeated review.
- TK-5 teachers can consider assigning only 2-3 content areas per day. 6-12 teachers may rotate content (both synchronous and asynchronous) based on day - see sample secondary schedule (Appendix D).
- Teachers can conduct small groups synchronously to keep instruction manageable, and also help with differentiation.
- Teachers can conduct class check-in for 10 - 30 min or Office Hours twice a week via Google Hangouts Meet, with increased time based on the age of students.
- Thoughtfully use instructional technology applications (apps):
  - TK-3, limit the number of apps used.
  - 4-12, introduce new apps gradually, and include tutorials or non-academic content for practice before using it as an academic tool.
- Special education teachers and related services providers will also be working with students daily. Please consider how teams can work and collaborate for student success.
Asynchronous Learning Options

- This is recommended for content that must be provided to all students.
- Direct instruction via a mini-lesson can be done in video form, using the following PUSD recommended apps. Tutorials for each are available in Kyte Learning (access via Clever): Google Suite; Screencastify; Flipgrid; Nearpod; Jamboard
- Speak at a moderate pace, and provide wait time for students to process.
- Video lessons do not have to show your face or setting. The recommended apps allow for audio voice-over as you guide students through a lesson.
- If you refer students to external instructional videos, consider how you can personalize directions so it is connected to your instruction.
- Video lessons can be created collaboratively, if content is the same.

Synchronous Learning Options

- This is recommended for office hours, small group, and/or individual support.
- Whole class is optional. Please make sure to teach new norms (see Rules for Online Meetings or Google Meet Student Expectations), just like you would in the classroom.
- Using Google Meet, teachers can conduct either a:
  - Live stream (teacher presents without student participation)
  - Live video meeting (all participants can interact via video, audio, and/or chat)
- For best practices for teachers using Google Meet, use gapusd.com/Meet (Appendix E).

Considerations for Special Education

- See this comprehensive Memo 3.25.20 from the Department of Special Education.
- A letter from the Special Education Department was sent to all families stating special education services (i.e. specialized academic instruction, related services, etc.) will be provided to the greatest extent possible. Please make sure to reach out to every family and create a schedule to service all students. Parent Letter
- Please refer to the Special Education Department Resource Guide v 1.2 Considerations for Service Provision (Appendix F) that can be used for considerations in providing services. As part of the Resource Guide, we will provide a template to document the services we will be providing. It is essential that we document the provision of services (or the lack thereof.)
- There are Curriculum Resources on the Special Education Shared Team Drive. Please email Matthew Roper at roper.matthew@pusd.us for access.
- The team has created a Resource Guide for holding IEP meetings. You can access it here: Resource Guide v. 1.0 Virtual IEPs (Appendix F)

Social/Emotional Learning

Make sure students feel your presence in their learning
- Provide constructive individualized feedback
- Personalize your content or videos
- Use non-academic prompts
Student Work Collection & Grading

Student Work

● Workload should be manageable for student completion and teacher review.
  ○ Refer to Component 2: Recommended Instructional and Planning Time to consider student work time in a remote environment.
● Clearly outline assignment expectations, using rubrics if possible.
● While not an exhaustive list of options, the following options for student work collection are recommended and will be supported through training:
  ○ Nearpod
  ○ Screencastify (”Screencastify Submit” is great for K-2 students)
  ○ PowerSchool Assessments
  ○ PowerSchool Assignments (recommended for grades 4+)
  ○ Flipgrid
  ○ Google Docs/Forms & Forms (for assessment and feedback) /Sheets

Grading

● In accordance with the UTP Memorandum of Understanding dated March 24, 2020, grading is at the discretion of the teacher. This discretion will abide by PUSD Grading Policy, updated for this current time as follows:

In an effort to ensure staff and students are equitably supported and set-up for success during COVID19, the following emergency grading guidelines will be adhered to for the duration of the Extended Distance Learning time frame. The guidelines have been written in alignment with CDE’s guidance that no student shall be harmed through grading during this time. The detailed PUSD, Administrative Regulation AR 5121 is temporarily suspended.

Beginning on March 16, 2020 and ending on May 28, 2020, teachers in grades K-5 will utilize pass/no pass marks and teachers in grades 6-12 will utilize an A-D scale. The option to lower students’ grades from the last marking period will be forfeited during this time period in order to account for opportunity and access limitations that may be faced by both teachers and students.

Grades marked on March 13, 2020 are the lowest grade any student can receive during this time. Students who received an “F” as of March 13 will be given additional opportunities to increase their grade if afforded access to their classes and teachers. Students will not be assigned “incomplete,” “F” or “NG” grades if they are unable to increase their grade during the Extended Distance Learning time due to their inability to access their education for technology and/or social emotional reasons.
Special circumstances for Rose City Continuation High School take into account that March 13 was the close of their Quarter 3, and the commencement of remote learning on March 16 coincided with their start of Quarter 4. Therefore, students will receive a grade no lower than “C” for this Quarter, and receive five full credits per course.

The Pass/No Pass for students in grades K-5 and the A-D scale for students in grades 6-12 during this time period may be extended by the Superintendent or his designee in the event summer school and/or extended school year (ESY) continue an Extended Distance Learning schedule beyond May 28, 2020.

- Given the varying differences in home access and support, please be communicative and aware of your student’s situation in this unconventional remote environment. For example, consider this secondary perspective from a PUSD educator.
- If you have adjusted your grading criteria, communicate these changes to your principal, parents and students prior to any grading decision.
- Remember that frequent, personalized feedback is an important way to advance student learning in a remote classroom environment, even if the feedback is not associated with a grade.
Support for Teachers

Remember: relationships first, be patient with yourself and your students, and less is more

- Resources and trainings are available at gopusd.com/remoteHUB
- Tutorials are available on-demand at Kyte Learning
- Tech-Integration workshops will be available every Tuesday. Register Here
- Utilize the expertise of Principal/AP, Instructional Coach, Department Chair or #TechLeader Innovator
- Further questions can be directed to:
  - cipd@pusd.us for content-related support
  - edtech@pusd.us for instructional technology support
  - helpdesk@pusd.us or gopusd.com/helpdesk for technical support
Appendices A-F: click on image to view full document

Appendix A: Remote Learning - Timeline 2020

<table>
<thead>
<tr>
<th>Stage</th>
<th>What are students doing?</th>
<th>What are teachers doing?</th>
<th>Technology Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1: March 16 - 27</td>
<td>Participating in reinforcement of learning / general content</td>
<td>Checking in on students to maintain relationships (possibly via email or posting notes on class page)</td>
<td>Communication:</td>
</tr>
</tbody>
</table>

Appendix B: Remote Learning - Sample Schedules

Sample Student Schedule
Remote Learning 2020

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Logged In to Powerschool</td>
<td>5</td>
</tr>
<tr>
<td>Accessing and Completing Teacher Created Content</td>
<td>15</td>
</tr>
<tr>
<td>Snack and Exercise</td>
<td>10</td>
</tr>
<tr>
<td>Accessing and Completing Teacher Created Content</td>
<td>15</td>
</tr>
</tbody>
</table>

Appendix C: Rules for Online Meetings and Google Meet Student Expectations

Rules for Online Meetings

The Pasadena Unified School District's purpose for a video conference is to connect students with teachers synchronously in an online meeting, to conduct conversations and transfer educational material when the ability to do it in-person is unavailable. Behavior in a video conference is...
Appendix D: Sample Secondary Schedule

Sample Secondary Schedule

<table>
<thead>
<tr>
<th>WEEKLY SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MON</td>
</tr>
<tr>
<td>9-9:35 AM</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

Appendix E: Best Practice for Teachers Using Google Meet

Google Meet

Best Practice
- Create nicknames to hold your Google Meets
- Don’t use calendar invites or Meet urls

Appendix F: Special Education's Resource Guides - v 1.2 Considerations for Service Provision and v 1.0 Virtual IEPs

RESOURCE GUIDE FOR COVID-19 SCHOOL CLOSURE

CONSIDERATIONS FOR SERVICE PROVISION

RESOURCE GUIDE FOR COVID-19 SCHOOL CLOSURE

VIRTUAL IEPs