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| <p>Bridges Charter School</p>  | <p>Board Policy-</p> <p style="text-align: center;"><b>Distance Learning</b></p> |                 |
| <p>Policy Number:</p> <p style="text-align: center;"><b>BP 6157</b></p>   | <p>Adopted:</p> <p style="text-align: center;"><b>10/19/20</b></p>               | <p>Revised:</p> |

**PURPOSE:**

The goal of Bridges Charter School “Bridges” is to follow all mandates issued by the state of California, the California State Superintendent, California Department of Public Health, Ventura County Public Health, and Ventura County Office of Education in regards to distance learning (also referred to as Virtual Learning) due to the coronavirus (COVID-19) pandemic. The Bridges Distance Learning Policy and Procedures provides direction for the Bridges Board of Directors (“Board”), Director, and involved employees, consistent with the Bridges charter.

**SCOPE:**

This policy applies to all Bridges Board Members and Personnel tasked with Distance Learning.

**GENERAL POLICY STATEMENT:**

This Policy sets forth the expectations of students and parents/guardians while students are engaging in distance learning at Bridges Charter School (“Bridges” or the “School”) during the coronavirus (COVID-19) pandemic. This Policy shall supersede any conflicting language in existing School policies until the Board determines that the need for this policy no longer exists. The Board acknowledges that, due to the evolving nature of the pandemic, federal, state, and local orders impacting School operations are subject to change without notice. In the event that any federal, state, or local order may conflict with this policy, the applicable order shall be controlling.

Distance learning (also referred to as Virtual Learning) is not the same as independent study. A complete copy of the School’s Independent Study Policy can be located on the School’s website.

**POLICY DETAILS:**

1. **DEFINITIONS AND MINIMUM REQUIREMENTS OF DISTANCE LEARNING**

1.1 “***Distance learning***” means instruction in which the student and instructor are in different locations and students are under the general supervision of a

certificated employee of Bridges. Distance learning may include, but is not limited to, all of the following:

1.1.2 Interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology.

1.1.3 Video or audio instruction in which the primary mode of communication between the student and certificated employee is online interaction, instructional television, video, tele courses, or other instruction that relies on computer or communications technology.

1.1.4 The use of print materials incorporating assignments that are the subject of written or oral feedback.

1.2 ***“In-person instruction”*** means instruction under the immediate physical supervision and control of a certificated employee of the School while engaged in educational activities required of the student.

1.3 **Distance learning** must include all of the following:

1.3.1 Confirmation or provision of access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work.

1.3.2 Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

1.3.3 Academic and other supports designed to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with exceptional needs, students in foster care or experiencing homelessness, and students requiring mental health supports.

1.3.4 Special education, related services, and any other services required by a student’s individualized education program, with accommodations necessary to ensure that the individualized education program can be executed in a distance learning environment.

1.3.5 Designated and integrated instruction in English language development for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning.

1.3.6 Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school

connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders.

1.4 **Distance learning** may be offered by the School under either of the following circumstances:

- 1.4.1 On a schoolwide level as a result of an order or guidance from a state or local public health officer; or
- 1.4.2 For students who are medically fragile or would be put at risk by in-person instruction, or who are self-quarantining because of exposure to COVID-19.

Per COVID-19 Guidance from the California Public Department of Health released July 17, 2020, the School may not re-open for in-person instruction until the school has not been on the California Department of Health monitoring list within the prior 14 days. The School will open with 100% distance learning until that time after which the School will open with a combination of in-person instruction and distance learning as described below. Later schoolwide or classroom-wide 100% distance learning schedules may be necessary in response to a student, teacher, or staff member testing positive for COVID-19.

2. **DISTANCE LEARNING PLAN AND SCHEDULES**

Distance learning at Bridges will occur as follows:

2.1 As described in Education Code Section 43503(b):

2.1.1 The Bridges instructional model will focus on ensuring student learning and competency development while also considering a student's social-emotional well-being.

2.1.2 Includes interaction, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology.

2.1.3 Includes the use of print materials incorporating assignments that are subject of written or oral feedback.

2.1.4 Includes delivery of content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

2.1.5 Includes daily **live** interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness.

2.1.6 Daily participation will be documented.

2.1.6.1 Any pupil who does not participate in distance learning on a school day shall be documented as absent for that school day.

2.1.6.2 Any pupil absent from distance learning for more than three school days or 60% of the instructional days in a school week shall be deemed a chronic absentee.

2.1.7 Pupils will be assessed to measure learning status.

2.2 Bridges will provide age-appropriate daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness.

2.2.1 Bridges will provide video or audio instruction in which the primary mode of communication between the student and certificated employee is online interaction, instructional television, video, tele courses, or other instruction that relies on computer or communications technology.

2.2.2 Bridges will also use print materials incorporating assignments that are the subject of written or oral feedback. Bridges will use project based materials.

2.3 The School will offer the following instructional minutes daily for a minimum of 175 days of instruction:

| <b>Grade Level</b> | <b>Daily Minutes of</b> |
|--------------------|-------------------------|
| Kindergarten       | 180                     |
| 1-3                | 230                     |
| 4-5                | 240                     |

The model schedules, listed below, describe how these daily instructional minutes will be offered by the School.

#### Kindergarten

8:40 - 9:10 WHOLE GROUP ZOOM Morning Meeting: Attendance/  
Social Emotional Learning - Community time

9:10 - 9:40 Instructional Block

9:40 - 10:15 Movement Break and Snack

10:00 - 11:30 Instructional Block

11:30 - 12:00 lunch

30 minutes Asynchronous Home practice

### First Grade – Third Grade

8:30 - 9:00 WHOLE GROUP ZOOM Morning Meeting/Social  
Emotional Learning - Community Time  
9:00 - 10:00 Instructional Block  
10:00 - 10:30 Movement Break and Snack  
10:30 - 11:30 Instructional Block  
11:30 - 12:00 lunch  
80 minutes Asynchronous Home Practice

### Fourth - Fifth Grade

8:45 - 9:30 WHOLE GROUP ZOOM Morning Meeting: Attendance/  
Social Emotional Learning - Community time  
9:30 - 10:30 Instructional Block  
10:30 - 10:50 Movement Break and Snack  
10:50 - 12:20 Instructional Block  
12:20 - 12:50 Lunch  
45 minutes Asynchronous Home Practice

### Sixth – Eighth Grade

#### Monday - Thursday

9:00 - 9:50 WHOLE GROUP ZOOM Morning Meeting: Social  
Emotional Learning - Community time  
9:50 - 10:05 Break  
10:05 -11:10 Instructional Block  
11:10 -11:25 Break  
11:25 – 12:30 Instructional Block  
12:30 – 1:00 Lunch  
60 minutes Asynchronous Home Practice

#### Friday

9:00 – 9:45 Instructional Block  
9:45 – 10:00 Break  
10:00 – 10:45 Instructional Block  
10:45 – 11:00 Break  
11:00 - 11:45 Instructional Block  
11:45 – 12:00 Break  
12:00 – 12:45 Instructional Block  
12:45 – 1:15 lunch  
60 minutes Asynchronous Home Practice

2.4 Bridges has confirmed or provided access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work. Any student or family who is unable to participate due to a lack of connectivity or device should contact Cindy McCarthy, Assistant Director (cindy.mccarthy@bridgescharter.org) for assistance. All distance learning content shall be aligned to grade level standards and at the same level of quality and intellectual challenge substantially equivalent to in-person instruction,

2.5 Additional supports for students who are not performing at grade level shall be provided as follows:

2.5.1 Differentiated curriculum through small group instruction.

2.5.2 Individualized Instruction

2.5.3 Teachers will refer students for additional support if they are not performing at grade level or if they need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health supports. Any student or family who is concerned that they require additional support should contact Kelly Simon, Director (kelly.simon@bridgescharter.org) for assistance.

2.6 Special education and related services shall be provided as required by a student's individualized education program ("IEP"), either in-person or through a live synchronous virtual connection. As applicable, accommodations, both in an IEP, or in a student's Section 504 Plan, shall be implemented during distance learning. Any student or family who has a concern with regard to the School's implementation of an IEP or a Section 504 Plan should contact Kelly Simon, Director (kelly.simon@bridgescharter.org) for assistance.

2.7 English language development, including assessment of English language proficiency shall continue through distance learning as follows: Students identified as English Learners will receive both integrated and designated instruction in English language development via both whole group and small group instruction. English language development will be assessed via the ELPAC assessment as feasible under public health guidelines. Any student or family who has a concern with regard to English language development curriculum or supports should contact Laura Rank, Intervention Coordinator (laura.rank@bridgescharter.org) for assistance.

2.8 Combination of In-Person Instruction and Virtual Learning Model Schedule

2.8.1 When permitted by Ventura County Public Health, Bridges will provide classroom-based instruction and virtual learning simultaneously using the following schedule:

2.9

|             | Monday                     | Tuesday                    | Wednesday                  | Thursday                   | Friday                     |
|-------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 8AM-9AM     | Staggered Drop Off         | Staggered Drop Off         | Staggered Drop Off         | Staggered Drop Off         | Staggered Drop Off         |
| 9AM-10AM    | On Campus/Virtual Learning | On Campus/Virtual Learning | On Campus/Virtual Learning | On Campus/Virtual Learning | On Campus/Virtual Learning |
| 10AM - 11AM |                            |                            |                            |                            |                            |
| 11AM - 12PM |                            |                            |                            |                            |                            |
| 12PM - 1PM  | Staggered Pick Up          | Staggered Pick Up          | Staggered Pick Up          |                            |                            |
|             |                            |                            |                            |                            |                            |

The instructional minutes and schedules will continue as shown in section 2.3

2.9 When the School receives clearance from the Public Department of Health to re-open for in-person instruction, Bridges may implement a tiered re-opening plan in the following manner for dates that are approved by the Bridges Governing Board:

2.9.1: Tier 1: Credentialed teachers or support staff overseen by a Credentialed Teacher can lead outdoor social groups, extracurricular activities, or academic lessons outdoors that follow all protocols set forth by the County Health Department.

2.9.2: Tier 2: Students who need additional support in accessing Distance Learning curriculum as identified through the Student Study Team process during Distance Learning, or students who have been identified as a foster or homeless youth, or students who have been chronically absent, or students who have been identified as an English Learner, or students with an Identified Disability, or students who have classroom accommodations as outlined in a 504 plan, can come to school to engage in Distance Learning in a classroom with the support of a Bridges employee with all protocols in place as outlined by the County Health Department for the blocks of synchronous academic time as outlined in the board adopted bell schedule. Exceptions may be made at the discretion of the Directors.

2.9.3: Tier 3: All other students who wish to return to the school site in a hybrid form will be given the opportunity to learn on site or continue to learn through Distance Learning.

### 3. **COMPULSORY ATTENDANCE AND DOCUMENTATION**

California’s compulsory education laws continue to apply for all persons between the ages of 6 and 18 and not otherwise exempted under the law. **A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent by the School** in violation of compulsory education laws. The School’s attendance policy and procedures continue to apply. Daily participation in

distance learning may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between School employees and students or parents or guardians.

3.1 The School has developed the following tiered reengagement strategies for students who are absent from distance learning for more than three (3) school days or sixty (60) percent of the instructional days in a school week:

- 3.1.1 Verification of current contact information for each enrolled student.
- 3.1.2 Daily notification to parents or guardians of absences;
- 3.1.3 Outreach from the School to determine student needs including connection with health and social services as necessary and when feasible and allowed by the Ventura County Public Health, transitioning the student to full time in-person instruction.

3.2 Bridges shall document daily participation for each student on each school day, in whole or in part, for which distance learning is provided. The School shall track student daily participation in distance learning as follows:

3.3 For synchronous instruction, the School will require students to participate via video conferencing to demonstrate Student participation. For asynchronous instruction, the School will require students to complete and return assignments deemed equivalent to in-class work production by a credentialed teacher to demonstrate Student participation.

3.4 Bridges shall ensure that a Weekly Engagement Record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

#### 4. **GRADING POLICY**

The School will regularly communicate with parents and guardians regarding their child's academic progress.

#### 5. **STUDENT AND PARENT/GUARDIAN EXPECTATIONS**

5.1 **STUDENT SUPERVISION:** Students are under the immediate supervision and control of their parent/guardian or a responsible adult caregiver while the student is participating in distance learning. Bridges is not responsible for the immediate supervision or control of any student while the student is participating in distance learning.

5.1.1 Parents/guardians must provide the names of any adult caregiver other than the student's parent/guardian to the student's teachers before that



individual may serve as the adult caregiver responsible for any interaction required by this Policy and/or sharing of student information. By providing the name of this individual or individual's parents/guardians are agreeing that Bridges may interact with them and share confidential student information with them as necessary to provide the student with the educational opportunities contemplated by this Policy.

**5.2 STUDENT WORK AREAS:** To the greatest extent possible, Student work areas should be conducive to learning, reasonably quiet, free of distractions and any material that violates the law or School policy, and capable of immediate supervision at all times by a parent/guardian or responsible adult caregiver.

5.2.1 Students must have all materials and equipment (e.g., tablet/laptop, pencil, paper, etc.) ready for their use before the start of any scheduled distance learning. Contact the School for any necessary materials and equipment at (805) 492-3569.

5.2.2 Please keep all distractions such as pets, and siblings not engaging in learning, cell phones or personal electronic devices and food away from the student work area.

5.2.3 Students must promptly comply with any teacher request to mute or unmute their device microphone or remove an item, individual, or pet from their work area.

5.2.4 It is recommended device cameras point away from a door, hallway, bathroom or other areas where other household members may be dressing and that all household members be made aware of when distance learning is occurring.

**6. STUDENT DRESS CODE:** Students should be dressed in clothes that comply with the Bridges dress code at all times during distance learning and other virtual school- related activities that occur over video.

**7. STUDENT PREPARATION FOR LEARNING:** Students must be well rested, fed and ready to learn promptly for scheduled distance learning instruction, meetings, or other virtual, online, or telephonic school-related activities. Students should reserve eating during these scheduled school-related activities as it disrupts the student, the teacher and the other students participating in the activity. Nutritionally adequate meals are available for pupils who are eligible for free and reduced priced meals whether engaged in in-person instruction or distance learning. For information on free and reduced priced meals contact: Libby Stolper, Food Services Supervisor ([libbystolper@bridgescharter.org](mailto:libbystolper@bridgescharter.org)).

**8. STUDENT LOG IN/ PARENT TECHNICAL SUPPORT:** Students will be provided with personal login credentials for distance learning for their own use. Students are not to share their login information with any other person except their parents/guardians or responsible adult caregivers as necessary for the parent/guardian or responsible adult caregiver to assist the student in troubleshooting login issues or other technical difficulties. A parent/guardian or responsible adult caregiver must be available to assist the student with

any login processes and troubleshooting of technical challenges. If a parent/guardian, responsible adult caregiver or the student experiences technical difficulties while participating in school-related activities, please contact: Cody Evans, Bridges IT, at: ([techsupport@bridgescharter.org](mailto:techsupport@bridgescharter.org)) as soon as possible. Sharing student login information with another person will subject Student to the School's discipline policy.

**9. PARENT ENGAGEMENT IN INSTRUCTION:** Parents/guardians and responsible adult caregivers should not interfere, disrupt or directly participate in distance learning lessons unless requested by the teacher or with teacher written permission. Parents/guardians and responsible adult caregivers are not permitted to log into or attend distance learning instruction, meetings, or other school-related activities unless specifically requested by a teacher or Bridges employee.

**10. CONFIDENTIALITY: There is no expectation of privacy during distance learning.** When logging in to distance learning, Parents/Students are acknowledging their understanding that anything that they say, write, or do while on video or audio might be viewed by others.

10.1 Parents/guardians and responsible adult caregivers must maintain strict confidentiality of any information they obtain or observe regarding other students (e.g., academic performance, medical conditions, disabilities, behavior, etc.) while supervising a student's distance learning.

10.2 Students, parents/guardians, responsible adult caregivers and any other individual who may be in or around a student's work area are not permitted to photograph, video or audio record, or screenshot any distance learning without express written permission from Bridges.

10.3 The School may record distance learning synchronous instruction for use by other students who might benefit from accessing the instruction at a later time. No counseling or special education services provided in a group session will be recorded.

10.4 If a student is receiving virtual, online or telephonic counseling services from a Bridges employee or contractor, no other individual, including but not limited to parents/guardians, responsible adult caregivers, or siblings are allowed in the room or within seeing or hearing distance of the room or place in which the student is receiving the counseling services for confidentiality purposes without prior written consent and approval from Administration.

10.5 The identity of all students participating in any small group counseling session with a Bridges employee or contractor and other student(s) and all the statements made or discussions occurring during such counseling sessions are confidential and may not be disclosed to any individual.

10.6 Teachers may record one to one student communications, with parent/guardian/adult student consent. Counseling sessions will not be recorded under any circumstance.

**11. TECHNOLOGY POLICY:** Students, parent/guardians and responsible adult caregivers must comply with the Bridges Student Acceptable Use and Internet Policy at all times when utilizing School technology to access distance learning.

11.1 Bridges technology and equipment includes but is not limited to Bridges electronic mail, servers, online accounts and platforms, computers, laptops, tablets, or other digital, electronic or multimedia hardware, software or other applications. Bridges technology and equipment may only be used for educational purposes in accordance with the Bridges Student Acceptable Use and Internet Policy.

11.2 Students and parents/guardians acknowledge that Bridges technology and equipment are owned by Bridges. By logging into or accessing Bridges technology or equipment, users acknowledge that they have no expectation of privacy in the use of Bridges technology or equipment, even if such technology is used on a personal device. Bridges reserves the right to access communications, files, and other data stored on or sent over Bridges technology or equipment.

11.3 Technological resources provided by Bridges must be used in a safe, responsible, appropriate, and legal manner in accordance with Bridges policies and in support of its instructional program for the advancement of student learning.

11.4 Downloading, uploading, viewing, posting or sharing inappropriate content, including pornographic, defamatory, discriminatory, harassing, bullying or otherwise offensive material is prohibited.

11.5 Students must not access Bridges online or virtual classrooms, meeting spaces, or chat forums unless authorized to do so.

**12. DISRUPTION OF DISTANCE LEARNING:** Any parent, guardian, or other person whose conduct in any online/virtual distance learning class materially disrupts classwork or extracurricular activities or involves substantial disorder is guilty of a misdemeanor. Upon the first conviction for either of these offenses, this individual may be fined up to one thousand dollars (\$1,000), or by imprisonment in a county jail for up to one year, or by both the fine and imprisonment. It is also illegal for a person to “intentionally access a computer without authorization,” such as entering an online/virtual distance learning class in which the person is not a student, and any individual who does this may be civilly or criminally liable under the Federal Computer Fraud and Abuse Act.

**13. APPLICATION OF DISCIPLINARY RULES/POLICIES:** All other Bridges rules and policies regarding student behavior and discipline including but not limited to the Suspension and Expulsion Policy and the Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy continue to remain in effect. Students who fail to adhere to the above requirements may be subject to legal action including but not limited suspension or expulsion.

Any student who believes they have been subject to misconduct prohibited by the Bridges Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”): Cindy McCarthy, [cindy.mccarthy@bridgescharter.org](mailto:cindy.mccarthy@bridgescharter.org) 805-492-3569.

This Policy is subject to change without advance notice as the Distance Learning program develops, and all students and parents/guardians must immediately read and comply with any amendments or modifications to this Policy issued by Bridges. By participating in the Distance Learning, students and parents/guardians are acknowledging and agreeing to the terms expressed herein.

When returning to site, students must adhere to school policies and norms for the health and safety of other students and staff. Students who are unable to comply with school policies when returning to site will not be able to learn on site and will be required to engage in virtual learning from their home or an alternative setting. Non-compliance to this policy by a student will result in the disciplinary actions defined in the Bridges Student Code of Conduct and Discipline and the Student Attendance policy.

### **GOVERNANCE:**

Bridges staff shall enforce the Distance Learning Policy fairly and consistently among all students.