

The purpose of this Distance Learning 2020 Alta Public Schools Handbook is to support staff in maintaining all modified protocols due to the CoronaVirus (COVID-19) that temporarily closed our schools in the following cities: Bell, Huntington Park, and Walnut Park.

Per The United States President, Trump, The Governor of California, Gavin Newsomwe, The State Superintendent of Public Instruction, Tony Thurmond, The CDC Director, Robert R. Redfield, MD, Alta Public Schools' Board of Education and our Superintendent, Jamie Valenzuela-Mumau, Ed.D., we have transitioned to Distance Learning. As of March 16, 2020, APS has attempted to maintain the health, safety, and normalcy while attempting to bring transparency to the communities we serve during this fluid time.

It is the intention of Alta Public Schools to create a distance learning environment which promotes rigorous student learning and quality student engagement. As educators statewide are learning how to do this work effectively, we ask for patience and understanding as we are all quickly transitioning into a new way of teaching and learning to meet the health and safety impacts of COVID-19. It's challenging to many educators and our families to learn and communicate in a very new world, but working together we can and will meet this challenge as we have proven to be resilient.

I want to thank the dedicated educators of the Alta Public Schools community for their commitment and dedication to the students and families as we make this transition. They have truly shown that the care they have for the success of our children is paramount.

Further, I would like to acknowledge the resilience of our students and families. It is your partnership in this new adventure that will enable us to meet the needs of all during this global pandemic.

Please be safe, healthy and stay indoors as we move through one of the most trying times in our global history.

Sincerely,

A handwritten signature in black ink that reads "Jamie Valenzuela-Mumau". The signature is written in a cursive, flowing style.

Jamie Valenzuela-Mumau, Ed.D.

Table of Contents

Teacher Expectations	3
Technology and the Use of Zoom	3
ManageBac	4
Parents	5
Parent Compact	6
Classroom Guidelines and Rules (Sample)	7
Digital Learning Expectation	8
Student Grading	9
Standardized Tests	10
Attendance	11
Lesson Plans	13
Office Hours	14
Benefits of Virtual Office Hours	14
Email Etiquette	15
Differentiation	17
Professional Development	19
Communication	20
Expanded Learning	21
IT Support	22

Teacher Expectations

With the transition to distance learning, educators are to adhere to the new distance learning expectations:

- Welcome letter to your new classroom setting
- Syllabus
- Work Hours (8AM to 4:00 PM with exceptions by Principal approval)
- Calling out protocol
- Meeting Participation (As described by your site administration)

Technology and the Use of Zoom and Google Classroom

Alta Public Schools has developed the following terms for scheduling and facilitating online/live sessions with student participants through Zoom, Google Classroom, and Google Hangouts to deliver a virtual classroom experience. The use of virtual platforms must follow COPPA (Children's Online Privacy Protection Act). The purpose of these terms is to create a safe virtual learning environment that replicates a typical classroom environment for Alta Public Schools users of online learning platforms, including students and parents.

Teachers

Please remember your obligation to obtain parental consent, where required, as it pertains to students and their data rests with our educational customers. Zoom and Google Classroom relies on you to obtain consent from parents for their children to use the Zoom and Google Classroom services. The teacher is responsible for securely and confidentially providing meeting information and meeting passwords to the student users to ensure the school can maintain supervision and control over its student users' meeting experiences.

When using online tools for distance learning, ensure appropriate use by enforcing the following:

- Do not instruct students to set up accounts. (Zoom)
- Invite students using a password-protected meeting (Zoom)
- Lock the meeting as soon as all participants arrive (Zoom)
- Disable all Private Chat functions.
- Do not take pictures of the environment or post to social media any pictures with students in them.
- It is acceptable to record the video and keep it posted within the secure classroom environment of Google Classroom.
- If any inappropriate behavior occurs during a live session, the school does have the authority to employ school disciplinary procedures.
- Using another's account password(s) or identifier(s) is not acceptable.
- Interfering with other users' ability to access their account(s), or Disclosing anyone's password to others or allowing them to use another's account(s) is not acceptable.

Parents/Guardian/Supervised Account Creation

Students under the age of 18 should **not** go to www.zoom.us or google classroom to create an account because (i) they should only be joining Zoom or Google Classroom meeting sessions as participants (not separate account holders) through the School Subscriber's account and (ii) minors are not permitted to create an account per Zoom's and Google Classroom Terms of Service.

Student Internet Safety

- Students shall not reveal on the Internet personal information about themselves or other persons. For example, students should not reveal their name, home address, telephone number, or display photographs of themselves or others;
- Students shall not meet in person anyone they have met only on the Internet; and

- Students must abide by all laws, and all of Alta Public School's agreements and policies regarding technology.
- Students must not take pictures or videos, and must NOT make social media postings.

Penalties for Improper Use

The inappropriate use of Zoom, Google Hangouts, or Google Classrooms will result in the restriction or cancellation of the account. Misuse may also lead to disciplinary and/or legal action for both students and employees, including suspension, expulsion, dismissal from employment, or criminal prosecution by government authorities.

NOTE: APS is proud to present Virtual Classroom Instruction to your children. However, should you choose not to participate, please notify the APS by e-mail.

RESOURCES

How to Host a Class on Zoom [How to Zoom Video](#)

Steps for teachers to Host a Class with appropriate settings [Steps for Teachers Hosting a Zoom Class](#)

ManageBac

USE OF MANAGEBAC-ACADEMIA MODERNA

ManageBac is where teachers assess student work and house student report cards.

USE OF MANAGEBAC-PREPA TEC MIDDLE AND HIGH SCHOOL

ManageBac is the single entry point for secondary students for all online learning. Students, parents and teachers all have ManageBac accounts.

Teachers

Teachers plan units, create assignments, grade assignments and communicate with students through ManageBac. Each teacher has a classroom on Managebac where they can link the digital apps, tools and resources they make available for their students.

Classes

Staff can view events, tasks, deadlines, exams, and entire calendars by year group, individual class, or activity group (i.e. Basketball Club). Students also have access to their own calendar, which is populated with their associated items and updated in real-time.

Tasks

Create summative and formative tasks linked to units, custom categories, and resources with support for differentiation (i.e. Phases in Second Languages). Support for task-specific clarification of assessment criteria. Allow for student uploads and plagiarism checking with our Turnitin integration.

Messages

Communicate with teachers and students within year groups, classes, and activity groups. Provide individual student feedback on tasks, which is also visible to their parents to track progress throughout the term.

Calendar

Teachers or administrators can view assignment deadlines, exams, and entire class calendars by year, group (such as Basketball or Drama Club), or by individual class. Students also get a real-time view of their term as calendar items are synced as soon as they are added by their instructors.

Gradebook

5

Submit individual task and term assessments by points and anecdotal feedback with customised category weightings and grade boundaries. Create term rubrics for all or specific subjects. Administrators can track in real-time the progress of term grade submissions by subject or student.

Parents

The Parent Portal provides parents with a local language interface to keep track of their children's performance, view upcoming tasks and portfolio items, submit attendance excusals, and communicate directly with teachers for real time updates about their child's academic standing.

RESOURCES

Parent ManageBac Tutorial in [English](#) and [Spanish](#).
[Login to your ManageBac account here](#).

Parent Compact

Please post this in your digital classroom environment.

Administration

- Establish clear communication channels to all constituencies
- Provide ongoing updates to families and faculty/staff
- Support all constituents in shifting to our continuing learning plan
- Provide guidance, models, and/or examples of strong distance learning units, lessons, feedback, and projects

Teachers

- Collaborate with other members of team and department, as appropriate, to design distance learning instruction for students
- Foster a sense of community and connectedness between and among students.
- Provide students with timely communication and feedback
- Take attendance, record absences, maintain student files
- Create assessments that allow for the ability to gauge student progress during distance learning
- Create ways to continue to collect information and provide feedback that will allow for grades to be reported for report cards/transcripts

Students

- Establish daily routines for engaging in the distance learning experiences
- Identify a space in your home where you can work effectively and successfully
- Identify a space in your home where you can participate in live online learning.
- Sit at a table with a wall behind you, if possible.
- Regularly monitor online platforms
- Engage in all learning with academic honesty
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Comply with school internet safety policies including expectations for online etiquette

Parents/Guardians

- Establishing routines and expectations
- Defining physical space for your child to study
- Monitoring communications from your child's teachers
- Beginning and ending each day with a check-in
- Taking an active role in helping your child process his/her learning
- Establishing times for quiet and reflection
- Encouraging physical activity and/or exercise
- Remaining mindful of your child's stress or worry
- Monitoring how much time your child is spending online
- Keeping your child social, but set rules around their social media interactions

Classroom Guidelines and Rules (Sample)

Please post this within your digital classroom environment.

Google Hangout Rules:

- Show up on time at the scheduled time
- Find a quiet place, free from distractions (pets, television)
- Maintain respect in both speaking, writing, and appearance
- Stay on mute. One unmute yourself if you have a question or something to contribute
- Video needs to remain ON and to focus. Eye contact should be maintained
- Refrain from chewing gum, eating, or drinking in front of the camera
- Remember that this is a class, treat it as one

Rules for Posting Comments (oral and written) on Google Classroom:

- Be kind to each other
- Use respectful language
- Stay on topic
- Treat others online as you wish you to be treated in person
- Stay focused on your learning

Remember that what you post on Google Classroom will be seen by all of your classmates, teachers, and administrators, please make good choices and show PRIDE.

If you choose not to follow our Google Classroom expectations, you will lose your commenting privileges and your parents will be contacted.

General Classroom Google Rules

1. Participate
2. Be Respectful
3. Help Others
4. Follow Directions
5. Turn In Assignments on Time
6. Raise your hand if you want to speak and wait to be called on Option - Ask to speak in the chat box
7. Always Do Your Best

Digital Learning Expectation

Please post within your digital classroom environment

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General Classroom Google Rules

Participate

Be Respectful

Help Others

Follow Directions

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Always Do Your Best

Digital Learning Expectation:

Responsible: Be on Time to Zoom/Google Meetings
 Have Computer and Materials Ready
 Turn Assignments in on Time
 Know Computer Buttons (mute, volume, video)

Respectful: Use Mute Until Asked to Share
 Use Appropriate Language and Gestures
 Avoid Distracting Backgrounds and Noise When Online

Engaged: Be Fully Engaged - Video On, Eye Contact, Nod, Smile
 Minimize Distractions - Close Extra Tabs, No Social Media
 Raise Hands to Indicate You Want to Speak

Student Grading

Academia Moderna (Grades TK-5)

1. Each learning session will have a summative assignment:
 - a. 1st mini session: April 13, 2020-May 1, 2020
 - b. 2nd mini session: May 4, 2020-May 22, 2020
 - c. 3rd mini session: May 25, 2020-June 12, 2020Math-Use of Khan academy specifically for Math-or Quizlet, something where teachers will have math automatically graded for them.
2. Teachers will assess Math per assignment using Khan Academy, and then use the 1-4 scale in ManageBac for these specific standards.
3. Teachers will formally formatively assess two ELA assignments, two ELD assignments and two Math assignments per week for the remainder of the school year.
4. Teachers will set due dates to be 11:59 PM of the day you desire to have the work due as students can access the learning at a time their family desires.

Prepa Tec Middle School and High School-Clarendon Site, Stafford Site and Gage Site (Grades 6-10, 12)

1. Each class will have one learning unit for the remainder of the school year-April 13-June 12, 2020.
2. Teachers will formally, formatively assess one assignment per week over the next nine weeks, based on the high leverage standards selected and 1-2 MYP Assessment Criteria. In keeping with our current expectations, the formative assignments should assess one strand of the MYP Assessment Criteria. This will give the students feedback on their work prior to the summative assessment.
3. The unit will end in one summative assessment, appropriate to the learners and the digital learning platform created.
4. This will count as the semester exam grade if the school determines one is needed.
5. Teachers will set due dates to be 11:59 PM of the day you desire to have the work due as students can access the learning at a time their family desires.

Prepa Tec High School- Gage Site (Grade 11)

1. Each class will have one learning unit for the remainder of the school year-April 13-June 12, 2020.
2. Teachers will formatively assess the IA (Internal Assessment), (or if another DP course component can be assessed appropriately this course component), three times over the next nine weeks, based on the IB provided rubric to allow students the time and feedback to complete this portion of their DP course. Teachers need to ensure they are following DP protocol with feedback and assessment for their IAs.
3. The IA will count as the summative assessment, appropriate to the learners and the digital learning platform created. The guidelines for this assessment are forthcoming.
4. This will count as the semester exam grade if the school determines one is needed.
5. Teachers will set due dates to be 11:59 PM of the day you desire to have the work due as students can access the learning at a time their family desires.

Standardized Tests

Although the 2020 standardized testing season has been suspended, it is important to remember that we are still accountable for student learning and growth. To that end, teachers are preparing to teach the most foundational standards for their grade level over the course of the next nine weeks to ensure students have access to and become proficient in the most important skills to help them as they move to the next grade level. By doing this, educators are keeping students prepared for future statewide assessments.

Please note the PFT will continue to be mandated, if we return to school sites.

Resources

Online Practice and Training Test Portal: <http://www.caaspp.org/practice-and-training/index.html>

Interim Assessment Administration Resources: <http://www.caaspp.org/ta-resources/interim.html>

Digital Library Resources: <http://www.caaspp.org/ta-resources/digital-library.html>

Digital Library Playlist: <https://www.cde.ca.gov/ta/tg/sa/dlplaylists.asp>

Attendance

STUDENT ATTENDANCE

Student attendance during our distance learning is defined as active participation in the class as described in the communication with your students. Classes will, at a minimum, have daily (per scheduled period meeting days at secondary) mechanisms for student participation, which can be documented by any or all of the following methods: Discussion board postings, Assignments/Exams/Quizzes, Zoom Meetings, Google classroom, Class dojo

School Attendance Procedures for Teachers

Beginning April 13th, 2020

- Teachers will continue to record attendance on the [Student Contact Sheets](#) by 11:59pm each day.
- Mark student **Present** by using the code **PDL on the [Student Contact Sheets](#)** if daily contact has been made through email, google classroom, Remind, class dojo, or any other means with students. All forms of communication are to be captured by the end of the day (11:59pm)
- Any corrections to attendance may be made no later than noon on the following day. For example: Monday's attendance should be corrected by Tuesday at noon (the following day), and Friday's attendance to be corrected by noon on Monday.
- For attendance purposes the school day will be considered between 12:00 am to 11:59 pm.
- Attendance is to be maintained on all days in which the school is open for on-line instruction. This does not include holidays or spring break.
- For attendance already recorded from March 18th to April 3rd, create a clear attendance code key that defines what is absent and what is present, ie. highlighted = present OR * = Present OR @ = absent ---whatever system you used is fine as long as we understand what each marking signifies.
- If you made a copy of the original google sheets to take attendance, please drop in the correct "Attendance" folder [here](#). If unable to drop, please share with your attendance clerks and administrator in **VIEW ONLY**.
 - i. (AMCS) Stacy Bletran: s.juarez@academiamoderna.org
 - ii. (Clarendon) Mayra Henriquez: m.henriquez@altaps.org
 - iii. (Stafford) Marcie Meza: m.meza@prepatec.org
 - iv. (Gage) Priscilla Hernandez: p.hernandez.hs@prepatec.org

School Attendance Procedures for Attendance Clerks

Beginning April 13th

- Mark any student **Absent (ADL)** on **PowerSchool** as indicated by teacher on [Student Contact Sheets](#)
- Any student who is marked **Absent (ADL)** for the previous day will be contacted by phone to find out why the student is not communicating with teachers. For example parents will be contacted on Tuesday for students who were marked absent on Monday.
- Document and log parent response in PowerSchool. If unable to communicate with the parent document every attempt made.
- No change will be made to attendance codes within Powerschool to reflect excused or unexcused
- Any questions parents have regarding class assignments should be emailed to the corresponding teacher. Parents can also be provided the teacher and principal email address. Alta Staff Contact List can be found on link [Alta Staff Contact 2019-2020](#)
- Technology issues can be emailed to: ITD@altaps.org

For attendance from March 18 - April 3, 2020

- **Backdating Attendance:** Please update student attendance from 3/18/20 to 4/03/20 within Powerschool by *Friday, April, 24th, 2020*. Teachers will share student contact google sheets with site specific attendance clerks (Google forms are by teacher and class period)

School Attendance Procedures for Students

Beginning April 13th, 2020

- Teachers will continue to record attendance on the [Student Contact Sheets](#) by 11:59pm each day.
- For attendance purposes the school day will be considered between 12:00 am to 11:59 pm.
- Attendance is to be maintained on all days in which the school is open for on-line instruction. This does not include holidays or spring break.
- Students must check in with their teacher each day their class typically meets. Students will check in with their A day teachers and B Day teachers on those respective days, at the scheduled and communicated office hours for those teachers.
- Students may check in with their teachers via email, ManageBac, Google Classroom or Zoom.

Lesson Plans

All paper based lesson plans are due to the school administration on or before the close of business Thursday afternoons. All digital learning lessons are to be completed by Fridays close of business. Teachers will create their weekly learning engagements and upload these to their ManageBac classrooms.

Academia Moderna

Lesson plans are created each day for students. Parents are encouraged to assist their students when possible. Alta Public Schools has created a schedule that families may find helpful in completing the school work assigned through the daily lesson plan. This is the daily schedule:

8:00am Morning Routine

Wake up, make your bed, eat breakfast and get ready for an awesome day!

8:30-10:30 Academic Time ELA/SS Inquiry (See Schedule)

10:30-11:00 Free Play

Creative Legos, magnetiles, drawing, crafts, make a fort, dramatic play, Playdough, doll house, Collage, cardboard box creation

11:00-12:00 Lunch and Physical Activity

Take this opportunity to teach your child about recipes and do some physical activity or exercise.

12:00-12:30 Quiet time/Story Time Reading, retell stories, puzzles, naps, Puppet show [Scholastic](#)

12:30-2:00 Academic Time

Math and ELD Inquiry, IB Learner Profile Reflection Extension Activities, (See Schedule)

2:00-2:30 Specials

2:30-4:00 Chores and Family Time

Put toys away, wipe down table and chairs. Board games, Simon Says, Ispy, Hide and Seek, Bubbles. Shower

Secondary Schools-Prepa Tec Middle School and High School

A Day Classes will have the weekly expectations posted on each Monday, with the due date on each Thursday, unless otherwise determined by the teacher and their campus principal.

B Day Classes will have the weekly expectations posted on each Tuesday, with the due date on each Friday, unless otherwise determined by the teacher and their campus principal.

Lesson Plans can be viewed by student account, parent account, teacher account and administrator account through their ManageBac accounts. [Login to your ManageBac account here.](#)

Because the method of delivery for instruction is distance learning, the following students are the only students who have access to paper based lessons:

- Students without access to WiFi
- Students receiving accommodation/modification through Special Education or §504

Google shared folders will be the way in which lessons are submitted. Please click here for your school's methodology for collecting lessons.

Prepa Tec Los Angeles High School: [PTHS Unit Drop Box Folder](#)

Prepa Tec Los Angeles Middle School *in process*

Academia Moderna Elementary School [AMCS Distant Learning Lesson Plans](#)

Office Hours

Teachers will be dedicating two hours a day to have Office Hours to meet students and families. Each teacher will determine their own schedule for Office Hours and communicate it out to their students and families. Teachers may use Zoom or Google Hangouts to meet with students individually, small groups, or the whole class for instruction. Teachers may also use their Office Hours to specifically provide targeted interventions and send out invites for students to attend. At times, teachers may use their Office Hours to conference with parents/guardians about student performance. Please ensure your office hours are communicated through your Google Classroom, Managebac, Class Dojo, Remind, and any other forms of communication to your families.

Benefits of Virtual Office Hours

- Virtual office hours can take place at times that are convenient for you and more viable for your students.
- Students can “pop” online during your online office hour, ask a quick question, and go back to work. This saves time for both you and your students.
- Small groups of students can participate in the same office hour conversation: fun for them and a time-saver for you.
- Online hours can reduce the number of individual emails on the same topic.
- Differentiation can be accomplished during Office Hours
- Shy students might be more willing to participate if they can do so online, rather than in person.
- The whole class has a chance to see what types of questions individual students are asking.

Resources

- Setting up Office Hours in Google - [Here](#)
- Setting up Office Hours in Zoom - [Here](#)

Email Etiquette

For our educators, our response time expectation is that responses be made within 24 hours. In your signature, please include your office hours. We also hold our students and parents/guardians to follow the sample below:

Dear Human,

As a Human, ensure you are representing yourself in a professional manner due to this setting such as teacher-student communication.

In part, because only a click or swipe or two separate emails from Facebook, Twitter, Instagram and texting, the lines between professional emails and more informal modes of writing have become blurred, and many students find the conventions of professional emails murky. We think we can help sort things out.

In the age of social media, many students approach emailing similar to texting and other forms of digital communication, where the crucial conventions are brevity and informality. But most teachers consider emails closer to letters than to text messages. This style of writing calls for more formality, more thoroughness and more faithful adherence (sometimes bordering on religious adherence) to the conventions of Edited Standard Written English -- that is, spelling, punctuation, capitalization and syntax.

These different ways of writing are just that -- different ways of writing. The letter approach to emails is not always and forever better (or worse) than the texting approach. Knowing how and when to use one or the other -- based on why you are writing and whom you are writing to -- makes all the difference. So, if you use emojis, acronyms, abbreviations, etc., when texting your friends, you are actually demonstrating legitimate, useful writing skills. But you aren't if you do the same thing when emailing professors who view emails as letters.

Effective writing requires shaping your words according to your audience, purpose and genre (or type of writing, e.g., an academic email). Together these are sometimes called the rhetorical situation. Some of the key conventions for the rhetorical situation of emailing a professor are as follows:

1. **Use a clear subject line.** The subject "Rhetorical Analysis Essay" would work a bit better than "heeeeelp!" (and much better than the unforgivable blank subject line).
2. **Use a salutation and signature.** Instead of jumping right into your message or saying "hey," begin with a greeting like "Hello" or "Good afternoon," and then address your professor by appropriate title and last name, such as "Prof. Xavier" or "Dr. Octavius." (Though this can be tricky, depending on your teacher's gender, rank and level of education, "Professor" is usually a safe bet for addressing a college teacher.) Similarly, instead of concluding with "Sent from my iPhone" or nothing at all, include a signature, such as "Best" or "Sincerely," followed by your name.
3. **Use standard punctuation, capitalization, spelling and grammar.** Instead of writing "idk what 2 rite about in my paper can you help??" try something more like, "I am writing to ask about the topics you suggested in class yesterday."
4. **Do your part in solving what you need to solve.** If you email to ask something you could look up yourself, you risk presenting yourself as less resourceful than you ought to be. But if you mention that you've already checked the syllabus, asked classmates and looked through old emails from the professor, then you present yourself as responsible and taking initiative. So, instead of asking, "What's our homework for tonight?" you might write, "I looked through the syllabus and course website for this weekend's assigned homework, but unfortunately I am unable to locate it."
5. **Be aware of concerns about entitlement.** Rightly or wrongly, many professors feel that students "these days" have too strong a sense of entitlement. If you appear to demand help, shrug off absences or assume late work will be accepted without penalty because you have a good reason, your professors may see you as irresponsible or presumptuous. Even if it is true that "the printer wasn't printing" and you "really need an A in

this class,” your email will be more effective if you take responsibility: “I didn’t plan ahead well enough, and I accept whatever policies you have for late work.”

6. **Add a touch of humanity.** Some of the most effective emails are not strictly business -- not strictly about the syllabus, the grade, the absence or the assignment. While avoiding obvious flattery, you might comment on something said in class, share information regarding an event the professor might want to know about or pass on an article from your news feed that is relevant to the course. These sorts of flourishes, woven in gracefully, put a relational touch to the email, recognizing that professors are not just point keepers but people.

We hope that these rules (or these and these) help you understand what most educators want or expect from academic emails. Which brings us back to the larger point: writing effectively does not simply mean following all the rules. Writing effectively means writing as an act of human communication -- shaping your words in light of whom you are writing to and why.

Signatures

We will all need to be uniform in our signature as we move forward. Please include the following in your signature:

Your Name
 Your Position
 Your Distance Learning Office Hours
 Your School Site Name
 School Site’s Physical Address
 School Site’s Distance Learning Office Number
 School Site’s Website
 Alta Public Schools
www.altapublicschools.org

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Example

I am A teacher
 Second Grade
 Distance Learning Office Hours 8-10 AM Monday through Friday
 Academia Moderna Elementary School
 2410 Broadway Avenue
 Walnut Park, CA 90255
 (323) XXX-XXXX
www.academiamoderna.org
 Alta Public Schools
www.altapublicschools.org

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Differentiation: Special Education/English Learners

At Alta Public Schools, our staff differentiate lessons as defined to separate out two or more things, or to look at and understand what makes things different or distinctive. The Special Education Team from each site are expected to attend their site's professional development sessions to collaborate with their teachers. Site Special Education Teams will work with teachers to determine the support they will provide and develop a schedule. Each site team will meet with site administration regularly to update the delivery of services, parent meetings, and any changes that need to take place to meet the needs of students. Weekly, the entire Special Education Team meets with the Coordinator of Special Education to get professional development, updates, and discuss concerns and/or questions they might have.

APS understands that we all have a way in which we best learn. It is clear that in serving our students, every student in our class has a different preferred learning style. However, by trying to incorporate various methods into teaching, you may be able to reach the majority of your students. See below for the three major learning styles and ways in which they are implemented to accommodate all learners by providing inclusivity.

Learning Style	Characteristics	Tips for Accommodating
Visual	Someone with a Visual learning style has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. These people will use phrases such as 'show me', 'let's have a look at that' and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions.	<ul style="list-style-type: none"> ● Use maps, flow charts, or webs to organize materials ● Highlight and color code books/notes to organize and relate material ● Have students pick out key words and ideas in their own writing and highlight them in different colors to clearly reveal organizational patterns ● Write out checklists of needed formulas, commonly misspelled words, etc. ● Write out and use flash cards for review of material ● Draw pictures or cartoons of concepts ● Write down material on slips of paper and move them around into proper sequence. (Can be done on PC too) ● Use the chalkboard (them and you) to note important information ● If using the computer, have the student experiment with different font sizes and styles to enhance readability.

Auditory	<p>Someone with an Auditory learning style has a preference for the transfer of information through listening: to the spoken word, of self or others, of sounds and noises. These people will use phrases such as 'tell me', 'let's talk it over' and will be best able to perform a new task after listening to instructions from an expert.</p> <p>These are the people who are happy being given spoken instructions over the telephone, and can remember all the words to songs that they hear!</p>	<ul style="list-style-type: none"> ● Engage the student in conversation about the subject matter ● Question students about the material ● Ask for oral summaries of material ● Have them tape lectures and review them with you ● Have them tape themselves reviewing material and listen to it together ● Read material aloud to them ● Use a talking calculator ● Have them put material to a rhythm or tune and rehearse it aloud
Kinesthetic	<p>Someone with a Kinesthetic learning style has a preference for physical experience - touching, feeling, holding, doing, practical hands-on experiences. These people will use phrases such as 'let me try', 'how do you feel?' and will be best able to perform a new task by going ahead and trying it out, learning as they go.</p> <p>These are the people who like to experiment, hands-on, and never look at the instructions first!</p>	<ul style="list-style-type: none"> ● Write out checklists of materials to be learned or looked for. ● Trace words and diagrams on paper ● Use textured paper and experiment with different sizes of pens, pencils, and crayons to write down information ● Use role play or dramatize concepts. Students can move objects around to dramatize a concept or act out the concept themselves.

<https://www.umassd.edu/>

English Learners

In order for English language learners (ELLs) to become successful students, they need to learn grade-level content as well as the English language skills needed to access that content. The strategies in this section suggest ways in which you can provide your ELLs with additional language support in learning content areas such as math, science, social studies, and language arts.

There are a number of ways to support the language and literacy development of English language learners (ELLs) that also allow students to participate more fully in classroom activities and lessons. This section provides specific ideas and strategies, such as tips for planning lessons and the use of language objectives, as well as broader approaches such as using informal assessment and differentiation for varying language levels. You may already be doing some of these things without realizing it!

Resources:

Subject area: <https://www.colorincolorado.org/content-instruction-ells>

Videos: <https://larryferlazzo.edublogs.org/2017/07/14/the-best-videos-for-content-teachers-with-ells-in-their-classes-please-suggest-more/>

Strategies and Best Practices <https://www.colorincolorado.org/ell-strategies-best-practices>

Professional Development

Each Wednesday afternoon will be dedicated to Professional Development. As we move into a Distant Learning Model, we want to increase the skills and effectiveness of our teachers for the purpose of improving student achievement. Professional development sessions are designed to benefit the students and teachers through new strategies, knowledge, technologies, or techniques that can be utilized in the classroom.

Current Professional Development Milestones

1. Google Educator Certification, Level 1
2. Trauma Informed Resilient Schools Training

Milestones after Spring Break 2020

1. Zoom Training
2. Other engagements to be determined after Spring break, based on campus needs and principal determination.

Professional Development Playlist

See the [Professional Development Playlist Here](#)

Communication

Communication to Students

Teachers will be available every school day during their posted and communicated office hours. Teachers are encouraged to communicate with their students over a variety of formats, including:

- Zoom Conferencing: (Be available on Zoom and give students the conference phone number so they can call in)
- Zoom Meeting, pre-scheduled: Have a regular check in with your students during this time.
- Google Chats: Create a Google Chat with your students by grade level, A/B Day, level of understanding of material based on formative assessments, etc.
- ManageBac messaging
- Email communication
- Phone calls and Text Messages
- Apps such as Remind, Class Dojo, ParentSquare, PowerSchool Robo Calls

Communication to Parents (i.e. students not completing assignments)

Teachers will be available every school day during their posted and communicated office hours. Parents may contact teachers during their posted office hours.

Teachers should respond to parent emails within 24 hours, as stated in the email expectations above. Teachers can communicate with parents using many of the applications and platforms indicated above.

Communication For Teacher Use Only: [Teacher Protocols for Zoom & Google Classroom Use](#)

Teachers will communicate directly with students via google classroom and zoom.

Expanded Learning

- Virtual Activities will be offered in one of the following formats from 4pm-6pm Monday-Friday.
 - Zoom Clubs (30 min duration)
 - Academic Support Drop In Sessions
 - Pre-recorded Activities (10-15 min duration)
- Program Schedule for each site will be uploaded to school websites with live links to scheduled activities.
- Expanded Learning Program staff will maintain a student attendance spreadsheet for their respective virtual club to track student participation daily.
- Expanded Learning Program Staff will continue to engage in Professional Development activities in the event they are not scheduled to engage with students for the day.

Expanded Learning Program Support Contacts:

Alta Schools Expanded Learning Program Coordinator, Marissa Rascon m.rascon@altaps.org

Academia Moderna:

Site Coordinator, Kimberly Rivas k.rivas@academiamoderna.org

Assistant Site Coordinator, Maria Lizarraga m.lizarraga@academiamoderna.org

Prepa Tec Middle School:

Site Coordinator, Alma Aviles a.aviles@prepatec.org

Prepa Tec High School:

Site Coordinator, Berline Romero b.romero.hs@prepatec.org

IT Support

Student Tech Support

Live Support:

School Site: 2665 Clarendon Ave, Huntington Park, CA 90255

Tech support for laptop issues (HDD Crash, missing keys, damage screen,...etc.)

8am-11:00a Monday-Thursday

Phone support for medium software issues

Walter Resendiz Cell# (323) 519-7466

Eduardo Diaz Cell # (323) 439-5018

(Login issues, gmail. Zoom, Managebac, google apps,...ect)

12pm-3pm - Monday - Friday

Educator Support

Live Support:

School Site: 2665 Clarendon Ave, Huntington Park, CA 90255

Tech support for laptop issues (HDD Crash, missing keys, damage screen,...ect.)

8am-11:00a Monday-Thursday

Phone support for medium software issues

Walter Resendiz Cell# (323) 519-7466

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(Login issues, gmail. Zoom, Managebac, google apps,...ect)

12pm-3pm - Monday - Friday

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