

# **NP<sup>3</sup>**

# **Elementary School**

# **Distance Learning**

# **Handbook**

**Quarter 1**

**2020-2021**



## Introduction and Purpose

Covid-19 brought many changes to our NP<sup>3</sup> Learning Community in the last quarter of our 2019-2020 school year. Although it was not the ideal way to end a productive and event-filled year, there was much to celebrate. Our NP<sup>3</sup> Learning Community rallied and worked collaboratively to come out of Crisis Teaching and Learning stronger and better than ever.

This NP<sup>3</sup> Elementary Distant Learning Guide Addendum is designed to provide additional information for the NP<sup>3</sup> Elementary Learning Community about our NP<sup>3</sup> Elementary procedures and best practices as we reopen our school for the 2020-2021 school year.

## Health and Safety

Above all, the health and safety of our students and families is our highest priority. Although we anticipate a need for flexibility, we are confident that the following conditions will allow for a safe, educational environment for students and staff.

NP<sup>3</sup> Schools is committed to following recommendations and guidelines set forth by the Sacramento County Office of Education (SCOE) and the California Department of Education (CDE).

- [\(COVID-19\)](#)
- [NP3 Reopening Plan - COVID-19 Protocols](#)

## Instructional Programs

There have been several considerations taken into NP<sup>3</sup> Elementary's Continuum of Learning and Learning Models. Although our instructional model may look different from the past, we will continue to provide a standards-based curriculum rooted in developing the whole child.

Our philosophies have not changed. Our instructional practices continue to be research-based and tied to student learning. Essential Learning Standards are identified and planned. NP<sup>3</sup> is prepared to offer a rigorous curriculum in any of the learning environments below.

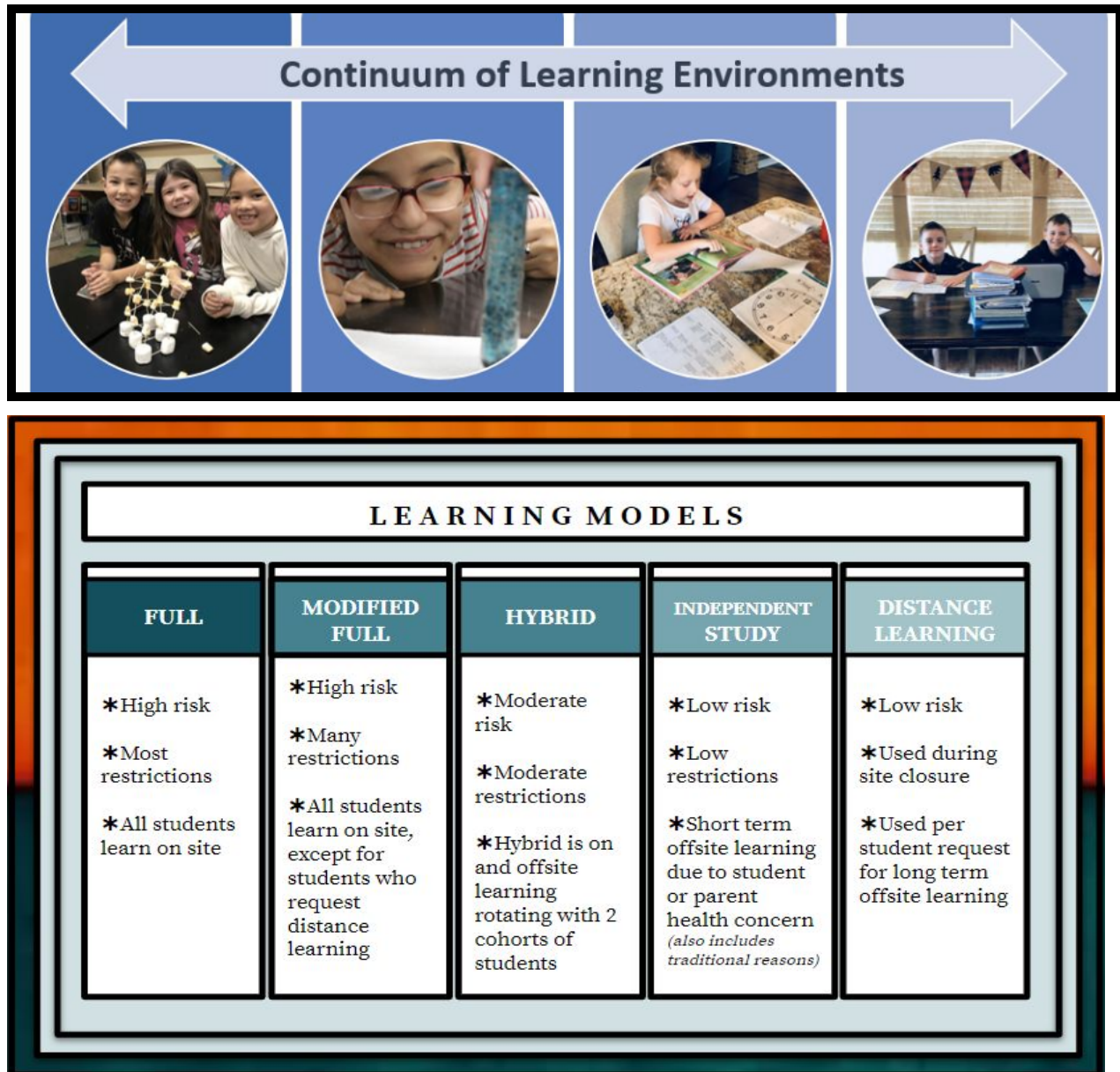
## The goals of NP<sup>3</sup> Elementary's Continuum of Learning Environments and Models of Instruction:

- Articulate our goals for NP<sup>3</sup> Elementary's Continuum of Learning Environments for the 2020-2021 school year
- Provide support and resources for families and students about the different learning environments
- Inform families procedures for 2020-2021 school year

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- Provide families with schedules, information, and rationale behind NP<sup>3</sup> Elementary's Continuum of Learning Environments

### NP<sup>3</sup> Elementary Continuum of Learning Environments and Learning Model



#### Full Instruction:

Full Instruction is a regular school week. Instruction starts at 8:15 am and ends at 2:45 pm. Thursdays are Minimum Days with a 12:45 pm dismissal. Students and teachers are not required to maintain social distancing, PE/STEM Instruction group

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instruction can be resumed, MAP and nonacademic environments do not have to meet physical distancing requirements. This is how our 2019-2020 school year began.

### **Modified Full Instruction:**

Students are part of a grade level “cohort.” Cohorts are required to stay together throughout the day. Students’ schedules are modified with a staggered start and dismissal time, roughly around 8:00 am and 1:00 pm end time daily (no Minimum Day Schedule). Entrances and exits are grade-level specific. MAP will be provided for families and will be required to maintain a cohort.

Below is an example schedule of how this may look at NP<sup>3</sup> Elementary School.

#### **NP<sup>3</sup> Elementary k-5 Modified Full Instruction**

8:00 am arrival (staggered starts)

Intervention/Extension

Morning Meeting

Language Arts/Literacy Block

Math/Science Block

Closing Meeting

\*students will take movement/outdoor breaks while maintaining social distancing

\*students will receive lunch and time to interact with peers from cohort

1:00 pm dismissal (staggered dismissal)

*3 hours 55 minutes (daily instruction)*

### **Hybrid Instruction**

Hybrid Instruction is using a blended approach to teaching and learning. A blended approach at NP<sup>3</sup> Elementary will include both face to face instruction on campus and distance learning. Students would be placed in grade-level cohorts (sibling/carpool cohorts). In-Person instruction would occur on an A/B type schedule. Half of the students would report for in-person instruction on an A Day. The other half (B-Day) would engage in Distance Learning. On the next day, the two groups would swap. Students would engage in face to face instruction two days a week and distance learning 2 days a week. One day of the week will be used as directed by the teacher.

### **Distance Learning:**

Distance Learning is used when NP<sup>3</sup> Elementary must engage in a Short-Term and/or Sporadic Closure. This would occur if the risk of COVID 19 outbreaks or danger to the students outweighs the risk to face to face instruction. This would be a quick shift and may not be predicted.

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This model is similar to what students experienced during quarter 4 of the 2019-2020 school year. It can also be described as 100% remote learning. NP<sup>3</sup> Elementary Staff is required to provide live instruction opportunities between the hours of 9:00 am and 12:00 pm. Recorded learning lessons are uploaded for later use. NP<sup>3</sup> Elementary maintains a Youtube Channel for teachers to post recorded lessons. NP<sup>3</sup> Elementary (grades 1-5) uses Google Classroom as a platform to organize student materials. Kindergarten and first grade may use a platform that is developmentally appropriate for the age and maturation of their learners.

**NP<sup>3</sup> Elementary Distance Learning Teaching Schedule**  
*approximate times, lessons will vary in length*

Grade Level and Minutes	9:00 am	10:00 am	11:00 am	12:00 pm
kindergarten 180 minutes	Morning Meeting*	English Language Arts or Math*	English Language Arts or Math*	
1st-3rd Grades 230 minutes	Morning Meeting*	English Language Arts or Math*	English Language Arts or Math*	Small group instruction, content, individual assignments
4th-5th Grades 240 minutes	Morning Meeting*	English Language Arts or Math*	English Language Arts or Math*	Small group instruction, content, individual assignments

*\*elementary instructional blocks include time for breaks and independent student work, student screen time will be monitored for effectiveness*

*\*teachers will monitor student eye strain: [Happy eyes in 20/20/20 | Prevent | Healthy Set Go](#)*

***Attendance and work completion is mandatory during Distance Learning.***

Should we open full instruction or modified full day, parents may opt for Distance Learning if they feel the risk of COVID 19 to their family outweighs the ability to engage in face to face instruction. Please contact Natalie Johnson at 1-717-NP3-TECH

**Independent Study**

Independent study is reserved for students who require a long term absence from any of the learning continuums explained above. Please contact the school counselor, Allyson Baker to see if your child qualifies for Independent Study.

***State of California Guidebook for Reopening Schools***

<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>

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## Quarter 1: August-September, 2020

### Distance Learning Protocols

One way we can support our families is in how we approach our Distance Learning Model. Although we would like to meet the academic needs and desires of all families, we will prioritize safety and a family's well being above all.

Unfortunately, we cannot predict how our 2020-2021 school year will continue, but we are confident that the focus on creating new partnerships and maintaining strong relationships with students and families will continue to guide much of what we do at NP<sup>3</sup> Elementary School.

Whether we have a student who is attending in person or through distance learning, we will continue our best practices which include, but are not limited to:

- A full-time counselor
- Daily Morning Meetings
- Leader in Me framework (empowering students to be leaders of their lives in/out of the classroom)
- Restorative Justice practices
- Quarterly conferences and student-led conferencing
- Matey Message-weekly communication home from school and teacher
- Student goal setting-academic and personal

A couple of great resources for families:

- [LEVERAGING THE](#)
- [OPTIMISTIC THINKING](#)
- [What Teachers Need to Know About Restorative Justice](#)
- [What is Leader in Me? - About Us](#)

### Student Expectations:

- Students are present for live instruction
- Students complete classroom assignments
- Students are up and engaged in learning
  - Families communicate with NP<sup>3</sup> if they need support with Distance Learning

## Morning Meeting

Each teacher will communicate the time for their Morning Meeting. During Distance Learning, Morning Meetings may start or end the school day. Morning Meetings are held daily and they are live.

## Best Practices in Distance Learning

Many of us feel like we can't control much in our lives right now due to the threat of this powerful virus, but you can control how you support, help, and navigate your student's learning.

Approach Distance Learning the same way you approach going to school in-person. Get your student on an academic routine and offer support when it is needed.

- [22 Remote Learning Tips For Parents Helping At Home -](#)
- [20 Best Online Creation Tools for Students](#)

## Distance Learning Instruction and Assessment-English Language Arts and Math

### Trailer Bill AB77 ([2020-21 GB Education Omnibus Trailer Bill \(Master\)](#))

Students will engage in live instruction as much as possible. If live instruction is missed or a student needs extra time, families can still access information and materials. All new learning lessons are uploaded to the teacher's Google Classroom. K-12 Classrooms will use the platform, Zoom for their live instruction. K-12 Teachers may use Go Guardian to push out information. Go Guardian is a software platform that allows teachers the ability to monitor a student's screen usage.

## Zoom Links for Instructional Blocks

Due to safety concerns for students, families, and teachers, NP<sup>3</sup> Schools is asking teachers to use:

- One Zoom link per classroom
- Use waiting room (no passwords)
  - Admit students one at a time
- Students name themselves as First Name and Last Initial
- Turn off chat unless it is monitored by a teacher
- Student cameras on whenever possible

- Go Guardian offers features that allow teachers to monitor student screens (in real-time)

Morning Meeting, English Language Arts lessons, and Math lessons will take place daily.

Formative, summative, and multiple measures of assessment will drive instruction and differentiation. Assessment data will guide teaching and student learning. Think of student data as “proficient” or “not yet.” Rubrics will reflect that verbiage.

## **Distance Learning Attendance Policy**

The 2020-21 state budget education finance “trailer bill” contains new laws that govern the provision of instruction via “in-person” and “distance learning.” The trailer bill is designed to ensure all schools maintain compliance in aspects such as:

- All pupils have access to connectivity and devices adequate to participate in the educational program and complete assigned work.
- Deem students “absent” on days they do not participate in distance learning activities
- Use absent data to report chronic absenteeism
- Implement procedures for tiered re-engagement strategies for pupils who are absent for more than three days, and/or 60 percent of days in a given school week
- Provide daily live instruction
- Document daily participation for each student and,
- Provide regular communication with parents/guardians about each student's academic progress.

In accordance with these State mandates, NP<sup>3</sup> has adjusted its attendance policy during distance learning.

### **Daily Attendance**

- Attendance will be taken every day for each period of live instruction.
- A student will be considered “present” if the student has logged in to live instruction, **with the camera on, for the entire duration of live instruction.**
- A student who does not log on or keeps the camera off for the majority of live instruction will be considered absent.
- A student who is absent for three (3) consecutive days for a given class or misses 60 percent of a given week of instruction, will be subject to the tiered re-engagement strategies to reenter class.
- Students will be marked tardy if they are late for live instruction.

Reengagement strategies shall include:

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- Verification of current contact information,
- Daily notification of parents/guardians of absences,
- A plan for outreach to determine pupil needs, including health/social services and transition to full-time in-person instruction if feasible.

If a student does exhibit chronic absenteeism, parents will be contacted by the student's advisor/teacher. If the parent contact does not result in a change, the student's counselor will make contact with the student and parent. If the counselor's contact does not result in a change, the matter will be forwarded to the Dean of Students or Principal for disciplinary action.

## **Absence Reporting**

If a student is going to be absent from live instruction:

- Parents must contact NP<sup>3</sup> to report the absence.
- To report an absence to NP<sup>3</sup> Middle/High, please contact (916) 567-5740
- To report an absence to NP<sup>3</sup> Elementary, please contact (916) 575-7557

\* Please avoid scheduling appointments in the morning during live instruction.

California Education Code 48205 states that a student may be excused legally from school when the absence is due to:

- Personal illness or injury.
- Quarantine under the direction of a county or city health office.
- Medical, dental, optometric, or chiropractic services.
- Attendance at funeral services for a member of the immediate family.
- Justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, or attendance at an employment conference, when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative.
- For the purpose of serving as a member of a precinct board for an election.

## **Student Expectations During Distance Learning**

NP<sup>3</sup> believes in supporting the safe and responsible use of all online and digital technologies for teaching and learning. During this period of distance learning, all students are responsible for continuing to practice positive digital citizenship by protecting and respecting their peers and teachers. We all must understand, practice, and model positive and productive behaviors when we are online. Because a remote learning environment is still a classroom, school behavior norms and rules are to be followed just as expected in the regular educational setting/classroom.

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## Be Respectful

- Choose a distraction-free workspace and be mindful about keeping distractions to a minimum, remembering that everyone can see you.
- Make respectful comments, showing respect for all cultures, opinions, and viewpoints.
- Think before posting, always using appropriate language in all electronic communications, including, email, social media posts, audio recordings, and/or video conferencing.
- If you would like to speak or answer a question, use the on-line class participation features (e.g., Raise Hand feature in Zoom) or other procedures established by the teacher.
- Displaying or sharing material that is hate speech, sexually explicit, or violent will not be tolerated.
- Bullying in any form, including cyberbullying, will not be tolerated.
- Sending discriminatory or harassing digital communications will not be tolerated.

## Be Responsible

- Just as students are required to be on time and present at school, students are expected to be on time and virtually present via video and audio. Attendance is critical to every student's success. Teachers will be documenting daily attendance and all students must comply with the NP<sup>3</sup> attendance and tardy policy.
- A student's school day includes both live and non-live instruction. While live instruction is with a student's teacher, non-live instruction mirrors work typically done in class, such as lectures, daily assignments, assessments, projects, etc. Both live and non-live work is required as they are considered part of a student's school day. Non-live work is not the same as, nor does it include homework.
- Have materials ready.
- **Keep your camera on during live instruction. It is important to be "present" and engaged during live instruction. Student attendance is based on a student having their camera on during live instruction.**
- Use the chat feature to contribute and show engagement.
- Help others who might need assistance.
- **Wear appropriate clothing following your school dress code while on video conferencing.**
- Students should only join classes they are enrolled in.

## Be Safe

- Make sure to practice cyber safety! Be mindful to avoid making your profile public, speaking to strangers, sharing personal information, and sharing your camera or photos.
- If you would like to use a chat feature, remember that it is public, and a record of the chat can be saved.
- Follow all NP<sup>3</sup> Technology Use Guidelines (Administrative Regulation 6143.1).
- Audio or video-recording with any technology (i.e., cellphones, cameras, recorders, and/or computer features) is prohibited unless there is prior approval from everyone involved as per California Education Code 51512.

NP<sup>3</sup> is committed to the maintenance of a safe and orderly learning environment. In order to ensure student success, NP<sup>3</sup> recognizes that the same practices used in physical classrooms can be used to create safe, predictable, and positive online learning environments. Bullying, explicit or discriminatory (including hate and bias) language or actions will not be tolerated. Any student violating NP<sup>3</sup>'s behavior expectations shall be subject to appropriate disciplinary action.

## Student Services

### Counseling Services

Counseling services will continue to be provided as needed. Mrs. Baker has a website for students and families to access that can be found [here](#). She will continue weekly check-ins for both in-person and distance learners. Families can email or call the school to get a hold of Mrs. Baker at 916-575-7557 or [abaker@natomasunified.org](mailto:abaker@natomasunified.org).

Mrs. Dart is also available for weekly check-ins or support. Families can email or call the school at 916-575-7557 or [mdart@natomasunified.org](mailto:mdart@natomasunified.org).

### Special Education Services

Our Special Education Team is working with our SELPA, Natomas Unified School District, to ensure our students who qualify for IEPs receive appropriate services. Each student's case has been reviewed. If an amendment to IEPs is needed the case manager will reach out to parents to schedule a meeting. This meeting may or may not include you, SpEd Teachers will include teachers (when appropriate). The purpose of the meeting is to discuss how implementing the student's IEP will look. (All meetings, until notified otherwise, will be virtual.)

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Our RSP teacher (Ms. Barrett), school psychologist (Mr. Green), and speech therapist (Mr. Pugh) will work with teachers and instructional assistants to provide support.

*The following NUSD resource will assist staff and families: [NP3 School Special Education Information](#)*

*From CDE: [California Department of Education Special Education Recommendations](#)*

## **English Language Development/English Language Learners**

English Language Learners (ELLs) will continue to receive support within their classroom and from their classroom teacher.

*The following resources can be posted/helpful for ELLs: [CDE Resources for English Language Development](#)  
[Free Online Enrichment Resources](#)*

## **Communication with Students and Families**

### **Matey Message**

The Matey Message will be sent out on Monday morning from your classroom teacher. In the emailed with Matey Message will be grade-level announcements and teaching plans for the week. Please allow 48 hours for teachers to respond to email communications.

We have asked that teachers check-in with families and their students regularly. Personal communication can come in the form of a zoom meeting/google hangout and/or a telephone call. You may not use email to regularly make your personal communication.

### **Technology Support**

On NP<sup>3</sup> Elementary School's Distance Learning Website ([NP3 Elementary Distance Learning Google Site](#)) students and families have the ability to submit a technology support form by clicking on "Tech Support" or using [this link](#). If at any time a student or family needs support immediately, please call our tech support number at 717-NP3-TECH (717-673-8324).

### **Conferences**

Quarter 1 conferences will all be virtual. The classroom teacher will schedule and host conferences for the students on their roster. The teacher will send information on how to sign up for a conference at the beginning of September.

- Verification of current contact information,

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- Daily notification of parents/guardians of absences,
- A plan for outreach to determine pupil needs, including health/social services and transition to full-time in-person instruction if feasible.

If a student does exhibit chronic absenteeism, parents will be contacted by the student's advisor/teacher. If the parent contact does not result in a change, the student's counselor will make contact with the student and parent. If the counselor's contact does not result in a change, the matter will be forwarded to the Dean of Students or Principal for disciplinary action.

### **Plagiarism**

Unfortunately, the risk of students engaging in plagiarism is more prevalent during distance learning. NP<sup>3</sup> High School staff will continue to follow the NP<sup>3</sup> Academic Dishonesty Policy. NP<sup>3</sup> Middle and NP<sup>3</sup> Elementary school staff will continue to refer any students who commit academic dishonesty to the Dean of Students or Principal.

- The teacher must contact the Dean of Students or Principal if he/she suspects a student has committed academic dishonesty. The administrator will then make contact with the student and parent to discuss the issue.
- (High School) If a student has committed academic dishonesty, the student will receive a 50% on the assignment (please refer to the academic dishonesty policy).
- (Middle School/Elementary School) If a student has committed academic dishonesty, the administrator will make student and parent contact and initiate disciplinary action.
- The administrator will follow up with the teacher and counselor with the disciplinary action the student has received and made all parent contact.

### **Cyberbullying**

NP<sup>3</sup> will continue to follow the Cyberbullying Policy. Any information on cyberbullying should be immediately referred to the Dean of Students or Principal for disciplinary action.

- The disciplinary action may vary depending on the severity of the infraction or if this is a repeat offense.
- The administrator will make contact with the student(s) involved and their parents to discuss the issue.
- The administrator will follow up with the counselor and advisor with the result of the disciplinary action.
- Staff should immediately contact a counselor if they have information that a student has been the victim of cyberbullying. The counselor will make contact with the student and follow up with the student's advisor with appropriate information that can be shared.

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