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Memo

To Board of Education

From James Harris, Board Member

Board Meeting Date September 23, 2020

Subject Proposed Board Policy 6007 (Distance Learning)

Action Approved proposed Board Policy 6007 (Distance Learning), as amended

Background Faced with awareness of the inequity that many of our students suffer—no internet at home and no device to connect to an online learning platform—the District is confronted with the stark reality that many students it serves are disconnected from learning. It is the Board of Education’s responsibility to ensure that the District helps meet the needs of students by working to provide technology devices and addressing the needs of internet connectivity so that quality distance learning instruction and an equitable, quality education are available for all students.

The primary purpose for proposing a Distance Learning Policy is to ensure adequate resources and sufficient support for all students and staff so that all students can learn grade-level content. The policy addresses online needs during sheltering and/or quarantine orders during pandemics or crisis and includes the idea of distance learning when normal in-person instruction resumes.

Discussion Proposed Board Policy 6007 (Distance Learning) addresses the need for a distance learning policy. The proposed policy provides a structure to implement distance learning in a variety of contexts and directs the Superintendent or designee to develop a distance learning master plan, with input from key stakeholders. It also requires the regularly

assessment of the student access to technological devices and to their home Internet access.

The attached version of the policy includes amendments based on the Board discussion on September 9.

Fiscal Impact

Dependent on the details of the distance learning master plan.

Attachment

Proposed Board Policy 6007 (Distance Learning) – Redline
Proposed Board Policy 6007 (Distance Learning) – Clean

OAKLAND UNIFIED SCHOOL DISTRICT

Board Policy

Instruction

BP 6007

Distance Learning

The Governing Board recognizes that distance learning can be a viable alternative instructional strategy that supports student achievement of academic goals. Distance learning opportunities will be offered to students participating in independent study, credit recovery courses, enrichment courses, or other courses identified by the Superintendent or designee, or in the event that a school site is physically closed due to widespread illness, natural disaster, or other emergency.

Where consistent with our budget policies, the Superintendent or designee shall work with public agencies, public utilities, sponsors, and OUSD Partners to ensure that all TK through 12th grade students possess sufficient technological device and Internet connectivity that will allow them to connect with their instructor as a part of the delivery of everyday instruction and student teacher interaction. [Any purchases of devices or equipment shall be consistent with Board Policy 7115 - Capital Program/Construction Related Local, Small Local and Small Local Resident Business Enterprise Program.](#)

Even when in-person instruction is occurring, the District shall seek to embed distance learning in its ongoing academic practices and to leverage opportunities to accelerate students' digital learning experience and students' access to and comfort with technology. The District shall also seek ways to use distance learning practices to allow teacher and educator collaboration as well as student academic exploration.

The District may offer distance learning through a variety of delivery methods as appropriate for the grade level and subject matter. Distance learning opportunities may include video, audio, and/or written instruction in which the primary mode of communication between the student and teacher is online interaction, instructional television, live or prerecorded video, tele-courses, and other instruction that relies on computer or communications technology. They may also include the use of print materials with written or oral feedback. The District shall take steps to ensure that distance learning opportunities are available to all students, including economically disadvantaged students, students with disabilities, and English learners. Teachers may use multiple methods of providing instruction to meet student needs. All online programming and Internet content shall meet accessibility standards for students with disabilities, including compatibility with commonly used assistive technologies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 6159 - Individualized Education Program)

(cf. 6174 - Education for English Learners)

When in-person instruction is occurring, the Superintendent or designee shall review and select distance learning courses that are of high academic quality and are aligned with district standards and curricula. Using data to assess all students' disaggregated academic needs, all classes needed will be available on a free, accessible platform. The District shall provide assessment and immediate intensive support for needs disaggregated by key demographic categories such as race, income level, and neighborhood.

As appropriate, courses may be self-directed to allow students to complete assignments at their own pace; any self-directed work must ultimately involve real-time interaction between the teacher and students in order to receive academic credits. Courses must include student monitoring and evaluation to ensure academic and positive Social Emotional Wellness (SEW) growth.

The Superintendent or designee shall, in collaboration with teachers, plan for schoolwide or long-term distance learning. In developing the plan, the Superintendent or designee shall analyze a course sequence, prioritize content, and standards to be completed, and recommend the grading criteria. In such circumstances, teachers and students' social-emotional wellness shall be taken into account, and schedules and learning experiences shall be designed to build continuity, routine, and regular connections with students.

Grading of distance learning assignments and assessments of end-of-course knowledge and understanding of the subject matter shall be consistent with District policy on grading for equivalent courses.

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6146.3 - Reciprocity of Academic Credit)

(cf. 6146.11 - Alternative Credits Toward Graduation)

As needed, the Superintendent or designee shall provide teachers and other instructional staff with training and ongoing support, including technological support and guidance, to effectively implement distance learning. Any contracts with entities to provide training an ongoing support shall be consistent with Board Policy 7115 - Capital Program/Construction Related Local, Small Local and Small Local Resident Business Enterprise Program. The District shall also provide opportunities for teachers and other instructional staff to communicate and collaborate with each other to exchange information on effective practices.

Terms of Use and School Community Expectations

Families will have access to school site distance learning support or a help desk contact (specifically designed to address families' needs for technical support).

Students are expected to use district technology responsibly in accordance with the District's Acceptable Use Agreement or other conditions as prescribed by the Superintendent or designee. Students must also adhere to terms of use and standards for which websites can be accessed using District technology.

Staff shall comply with all copyright regulations in developing materials to be used in distance education courses.

Distance Learning Master Plan

The Superintendent or designee shall develop a distance learning master plan and regularly assess the student access to technological devices and to their home Internet access.

In the development of the distance learning master plan, the Superintendent shall consider the following:

1. Input from key stakeholders such as teachers and other instructional staff, principals students, and families
2. Opportunities for and drawbacks to all components of the educational experience, including career technical education programs, alternative education programs, and student internships
3. Ongoing costs given the need for regular replacement of devices
4. The social-emotional wellness of students, families, and staff
5. Facilities capacity
6. The need to monitor and evaluate impact of distance learning in order to refine
7. Needs of students who need additional and/or intensive support

The master plan shall include a regular audit to determine whether the District is contracting with vendors consistent with Board Policy 7115 - Capital Program/Construction Related Local, Small Local and Small Local Resident Business Enterprise Program.

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Board Policy

Instruction

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