

Distance Learning Update

Ravenswood City School District
March 26, 2020



Timeline



March 6 - Learned of the possibility of Student Dismissal or School Closure due to COVID-19 from SMCOE; began planning for Distance Learning

March 9 - Formulated a plan overview with Cabinet

March 10 - Convened Literacy Coach Team and Instructional Leads for RMS to draft student-facing Distance Learning docs - packets for TK-5 and student directions for 6-8

March 12 - TK-5 student packets completed and translated to Spanish; 6-8 student survey conducted re: technology access

March 13 - Student Dismissal announced by San Mateo County Health; materials and packets handed out to students, and Chromebooks to 6-8 surveyed students, prior to end of school day at 1:10 pm

Timeline (continued)



March 16 - Student Dismissal begins; RCSD Staff Report to Work; Shelter In Place announced by all 7 Bay Area counties

March 17 - Plan finalized for Work From Home for as many RCSD staff as possible

March 16-20 - Daily District & Site COVID Response Team (CRT) Meetings; Daily Staff Meetings for teachers via Zoom to check in with their school sites; teacher collaboration meetings held via Zoom; translation/interpretation volunteer sign up gathers 127 volunteers who want to support our teachers to maintain contact with Spanish speaking families

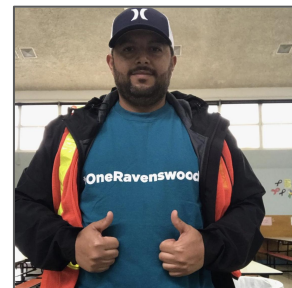
Meal Distribution

School Site Distribution - Weekdays from 10 am to 1 pm

Delivery - Weekdays for families in need

Second Harvest - Food distribution at CC RMS Saturdays, 9:00-1:00

BGCP hot meals - Served in EPA & RWC weekdays at 6 pm



Cleaning

School sites and district office undergoing cleaning

Focus on surfaces in all classrooms and common spaces



Phase 1: March 16 - March 26

Goals & Priorities

- Contacting Families to check in, offer support, get vital information
- TK-5 paper/pencil work provided with a packet of 4 weeks of activities and a book bag
- 6-8 daily assignments via Google Classroom and Summit
- 6-8 technology distribution - laptops & hotspots

3rd Grade Distance Learning Packet

	Monday	Tuesday	Wednesday	Thursday
Reading	Read for 30 minutes from a book in your book bag or Raz-Kids. Write one jot and story elements.	Read for 30 minutes from a book in your book bag or Raz-Kids. Write one jot and story elements.	Read for 30 minutes from a book in your book bag or Raz-Kids. Write one jot and story elements.	Read for 30 minutes from a book in your book bag or Raz-Kids. Write one jot and story elements.
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Flowers

This problem gives you the chance to:
• apply numbers in a practical situation

1. On Monday, Lucy plants 3 rows of flowers in her garden. In each row she plants 8 flowers. The picture below shows her garden after she has planted some of the flowers.

How many flowers will she plant in all?
Show how you figured it out.

Row 1							
Row 2							

None

Sixth Grade Distance Learning Plan: Daily Assignments

If you have any questions about your assignments please email your teacher. Email addresses are listed below.

English Language Arts		Mon (✓)	Tues (✓)	Wed (✓)	Thurs (✓)	Fri (✓)
20 min	Read Current Literature Book Class Set Novel: George					
20 min	Journaling (embedded in platform/ student notebook)					
20 min	Study for Power Focus Area for 20 min					
20 min	Read for Fun					

Social Studies		Mon (✓)	Tues (✓)	Wed (✓)	Thurs (✓)	Fri (✓)
20 min	Document Set (Medium) Complete two sections					
20 min	Study for Power Focus Area Complete 2 sets of notes					

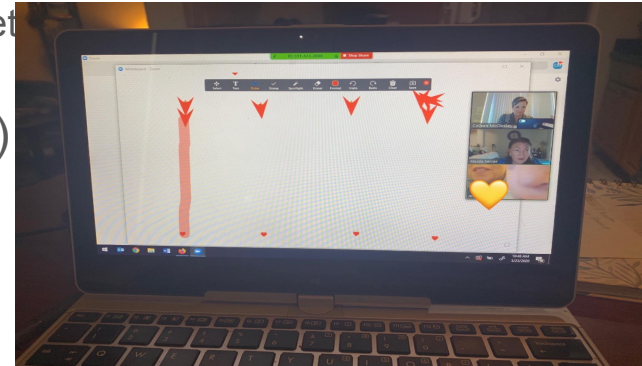
Special Education

Friday March 13th

- 20 days worth of differentiated was sent home in packets before students left for the day (in addition to the work sent by general education teachers)

March 15 - March 16

- First Task - Connect with families
 - Phone number, email, access questions (do you have internet, do you have a device etc)
 - Preferred mode of contact (remind app, phone calls, emails etc)
 - Asking if they had urgent needs
- Second Task - Deliver instruction (any way possible)
 - Zoom Calls
 - Phone Calls
 - FaceTime
 - Emails



Phase 2: April 6 - May 1

Timeline

April 6 - Prepare 3-5 Chromebooks for distribution

April 7 - Staff pick up materials from Classrooms

April 8-10 - 3rd-5th Grade students pick up Chromebooks from school sites;

April 6-10 - Teachers prepare lessons for Phase 2 of Distance Learning Plan implementation



Goals & Priorities

- Continue Grade Level Learning: students will have clear instructional goals & expectations in core content areas for a set time period
- Maintain contact between teachers, students & families

TK-5

Blended Learning Platforms:

- TK-2: Seesaw
- 3-5: Google Classroom

Daily & Weekly Student Learning Opportunities:

- Connecting with teacher 2 times per day on Zoom
- Reading & Writing
- Math
- Science
- Art/Music/Making/PE



6-8

Blended Learning Platforms

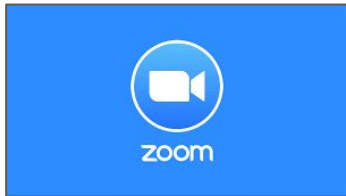
- Summit Learning
- Google Classroom
- IXL for math practice

Daily Student Learning Opportunities

- Connect with teachers twice per day (office hours format)
- Core Content Areas: ELA, Math, Science, Social Studies
- Electives

Additional Support

- Biweekly Mentor Meetings
- Support team - ongoing connection with students on their caseloads



Special Education - Prior Written Notice and Compliance

Yesterday, March 25th, we sent home **Prior Written Notice & Procedural Safeguards** (English and Spanish) **PWNs** are a required written notification for any proposed change to a student's educational plan.



PWNs were written, supported by County Council to address the following

- The need to move to Distance Learning
- That we will be aligning distance learning with students current IEPs
- Service Providers will be contacting parents
- IEP meetings will be continuing via Zoom and Phone
- Only assessments that can be done remotely will continue at this time and we will resume in person assessments when we return to school from shelter in place

Special Education - Instruction

Student Contact/Student Connection

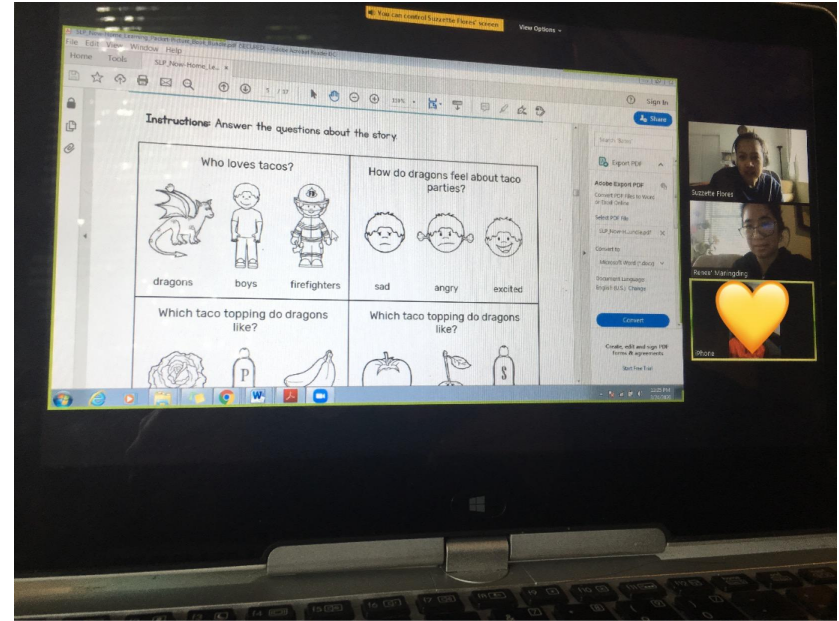
- Teachers will establish ways appropriate for their particular student to connect (via zoom, via seesaw, via google classroom, youtube videos etc.)
- Create a schedule for when they will see students
- Provide services in accordance with the students IEP for example:
 - 30 minutes of speech per week may look like 15 minute zoom session and 15 minutes of practice activities at home
 - Differentiated for each child and their particular need

Parent Connections

- One check in per week via the parents preferred method (email, remind, text, call etc.)
- Respond to all parent emails within 1 business day

Special Education - Instruction (Zoom + Phone)

One SpEd teacher, one SLP and one student



Special Education - Instruction (Zoom + Phone)

One SpEd teacher and two students

This past July, an urgent call came in to the Marine Mammal Center in Sausalito, California. A young southern sea otter had washed up on the beach at nearby Half Moon Bay, and he didn't look good. When rescuers arrived, the otter was starving, weak, and disoriented. They rushed him to the Marine Mammal Center to try to

PACIFIC OCEAN
California
U.S.
ATLANTIC OCEAN
Half Moon Bay

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 $1 + 12 = 13$
 $1 + 18 = 19$
 $1 + ? = ?$

$13 - 4 = 9$

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