



SMFCSD DISTANCE LEARNING

Board Update APRIL 02, 2020

Distance Learning Phase 2 Priorities

- ❑ Stay connected with students & families
- ❑ Clarify our expected outcomes for Distance Learning
- ❑ Strengthen and make equitable the digital delivery of Distance Learning
- ❑ Stay patient with ourselves and each other as we all get better at this!

Distance Learning in SMFCSD

Distance Learning in SMFCSD may include **enrichment, engagement, review, and exposure to new material** through **Google Classroom and/or hard-copy materials**.

The District's preferred method of instruction is online. However, if any students require printed materials, the District will provide and distribute an instructional menu ("placemat"). Teachers may provide additional printed materials for students to their site administrator and the District will be responsible for distributing such materials.

District Support

Equitable Instructional Access & Use

- ❑ Students with limited/no access will have Chromebooks (starting April 15). Hotspots are ordered and will be distributed asap.
- ❑ Written/Video guidance and PD to support Google Classroom, Google Meet, and Google Suite tools
- ❑ Written/Video supports for instructional content
- ❑ Technology “trouble-shooting” resources
- ❑ Expanded translation services to support communicating with families
- ❑ Hard-copy menu of learning tasks (“placemats”) that are age-appropriate and content rich

TK - 5 Teacher Weekly Expectations

- ❑ Provide students with daily learning activities that may include enrichment, engagement, review and exposure to new material
 - ❑ TK - K: 1-2 hours* / day
 - ❑ 1st - 5th Grades: 2-3 hours* / day
- ❑ Activities may include reading, assigned work across all content areas, social-emotional lessons, screen time, physical education, and independent student activities.
- ❑ Inform families & students of your availability to provide support
- ❑ Check-in with each student/family at least 2 times per week
- ❑ Keep a record of completed student work
- ❑ Check in with principal and staff on scheduled meeting times
- ❑ Collaborate with other teachers and support staff as needed

6 - 8 Teacher Weekly Expectations

Content Teachers

- Provide students with 3-4 hours* of learning activities each day (recommendation is 30 minutes per content area)
- Inform families & students of your availability to provide support
- Keep a record of completed student work

Homeroom/1st Period Teacher

- Provide social-emotional learning activity each week
- Check-in with each student/family at least 1 time per week
- Log your communication

- Check in with principal and staff on scheduled meeting times
- Collaborate with other teachers and support staff as needed
- Coordinate across the site to ensure any live google meets, scheduled by different teachers, do not conflict

**These hours will be reviewed on May 1 to determine whether this range of hours is sustainable.*

Special Education Staff Expectations

RSP/SDC/Preschool/Related Services/Psychologists

- ❑ Provide phone consultation to families at least 1 time/week.
- ❑ Collaborate with other service providers and general education teachers at least once a week as needed.
- ❑ Post documentation on Google Classroom weekly.
- ❑ Continue to hold virtual IEPs.
- ❑ Provide direct instruction, per student's need:
 - ❑ **RSP** - at least 2 times/week (at least 15 minutes per session)
 - ❑ **SDC** - 1-4 hours of instruction/activity each day
(**K** = 1-2 hours, **1st-5th** = 2-3 hours, **6th-8th** = 3-4 hours)
 - ❑ **Preschool-SDC** - 1-2 hours of instruction/activity each day.
 - ❑ **Related Services** - at least once/week
 - ❑ **Psychologists** - ERMHS as arranged with the families

TK-5 Student Expectations

Grades TK-K: 1-2 hours/day
1st - 5th Grades: 2-3 hours/day

- Read and write daily
- Complete the learning activities provided in Google Classroom and/or hard-copy materials
- Play inside or outside and complete PE assignments for at least 30 minutes
- Attend your teacher's Google Meet check-ins
- Watch the instructional videos your teacher provides

6-8 Student Expectations

Grades 6-8
3-4 Hours/Day

- ❑ Read and write daily
- ❑ Complete the learning activities provided in School Loop and/or Google Classroom
 - ❑ 30-45 minutes each for English/Language Arts/English Language Development, Math, Science, and Social Studies
 - ❑ 30 minutes daily for Physical Education and Electives
- ❑ Participate in weekly check-in with homeroom teacher
- ❑ Attend your teachers' Google Meet sessions
- ❑ Watch the instructional videos your teacher provides

Family Expectations to Support Distance Learning

- ❑ Read your teacher's Weekly Message
- ❑ Follow the student schedule that your teachers provide
- ❑ Communicate with your child's teacher if your family needs support.
- ❑ Create a consistent routine that balances Distant Learning and your own work and family needs.
- ❑ Provide an environment that is conducive to learning.
- ❑ Monitor time spent engaging in online and offline learning.
- ❑ Encourage attendance to any live or recorded teaching (Google Meetings, assigned videos etc).
- ❑ Ensure the privacy of all students is protected.

Instruction and Activities: **SIMPLE! SUSTAINABLE!**

Embrace: Our best practice suggestions

- ❑ Plan instruction in new concepts/skills no more than twice a week
- ❑ Design activities for students that require minimal parent support
- ❑ Use Google Classroom or School Loop (grades 6-8) to assign and collect work.
- ❑ Recorded lessons and live instruction are options and not a requirement
- ❑ Use Google Meet (rather than Zoom) as it complies with internet regulations for students under 13 and is supported by SMFCSD
- ❑ Plan in week-long “chunks” of instruction/activities
- ❑ Emphasize offline activities (reading, writing, PE, art, music, etc.)

Instruction and Activities: SIMPLE! SUSTAINABLE!

Avoid: Our best practice suggestions

- ❑ Do not teach long lessons
- ❑ Do not *require* students to collaborate
- ❑ Do not expect parents/guardians to spend more than 15-20 minutes a day to support their child's learning
- ❑ TK-3 teachers: consider how Google Classroom might create additional demands on some parents/guardians
- ❑ Live engagements should be limited to check-ins and should be prepared with clear norms and expectations of privacy for students and teacher

Student Check-in: **SIMPLE! SUSTAINABLE!**

Embrace: Our best practice suggestions

- ❑ Your students miss you! Consider showing your face in Google Meet (just a few seconds or a photo works)
- ❑ See each student's face or hear their voice at least 1 time/week.
- ❑ Log your efforts and connections in the tool agreed on at your school.
- ❑ For students/families whose home language is not English, ask your principal about our new On-Demand Translation Services system.
- ❑ Notify your principal if you haven't heard back after 2 attempts and they will contact Student Services for additional support to reach the student/family.
- ❑ Be sure to let parents/guardians know ahead of time when you planning live meetings or phone calls

Student Well-being

Concerns, Continued Supports and Referrals

The well-being of our students and families are a top priority.

For information about continued counseling supports, referral processes or if there is a concern about a student's well-being following an interaction with them, please review this [information and guideline document](#).

SMFCSD On Grading and Feedback

San Mateo County Office of Education: SMCOE

“It is more difficult for students who are struggling academically to improve their academic performance through distance learning. Further, some students must now work to help their family, or watch younger siblings while parents work, or face any number of other disadvantages created or heightened by the modified school operations and shelter in place public health orders.”

SMFCSD

The coursework provided to students shall have the intention of promoting continuity of learning while students are not in school. This may include enrichment, intervention, and/or exposure to new material. The pace of instruction shall be at the discretion of the teacher based on the needs of one’s students. The work provided will not require summative assessments or grading. **Student work at elementary and middle school will continue to be collected through Google Classroom or through other electronic means and recorded for completion until further notice.**

Middle school grading policy is intended to align with high school policy as much as is feasible and will be reviewed by May 1.

SMFCSD Distance Learning Website Link

Website

- ❑ Our District TOSA Team has created a resource for all staff
- ❑ Teachers can start using this resource now for planning and professional Learning.
- ❑ Keep checking back for updates

Distance Learning PD and Planning Days

- ❑ Two days without students will be provided to receive professional development and prepare instructional activities for distance learning after Spring Break.
- ❑ April 20 will be “distance” professional development, using centrally-created resources and site supports. April 21 will be used for teacher planning.
- ❑ Instruction of students will resume on April 22 until the end of the school year.
- ❑ At this time, the District is planning to allow staff onto work sites on April 20 and/or April 21 for limited periods of time to gather materials and resources required for planning unless there is a State or county health order that limits access.
- ❑ All sites will be cleaned and disinfected prior to the end of spring break.

Family Communication & Feedback for Phase 2 Distance Learning

- ❑ Friday, April 3
- ❑ Over Spring Break, in preparation for Phase 2
- ❑ During Phase 2 (following Spring Break)



Remember: Working from home can be emotionally, mentally, and physically exhausting.



It is important for you to take care of yourself first!

While all individuals will adapt to their own biological clocks and household restrictions (homeschooling your own children, sharing space with others who are working from home, etc.), it is important to establish a routine that works for yourselves.

