

SSD Distance Learning for All

April 6, 2020

Finish the Sentence

The thing that will be different about me when this is over is ...

Objectives

- Understand Our Philosophy
- Understand Our Plan
- Know What to do to Prepare for Next Week

Key Elements of Distance Learning

- Every student regularly connects with their teacher(s).
- Teachers and students prioritize time together to focus on the most important or relevant learning.
- Teachers, families, and caregivers work as a team, anchored in partnership. Together, teachers and families co-facilitate learning, design consistent routines, and establish the learning environment.
- Teachers continue to monitor, report and record each student's progress towards learning goals and standards, encouraging critical problem solving, collaboration, communication and creativity.
- Schools provide multiple, flexible opportunities -- for our high school students in particular – to earn credit on their pathway to graduation.

As a foundation for successful Distance Learning for All

- Continue to focus on student belonging, care, connection, well-being and mental and social-emotional health.
- Actively engage and nurture relationships with students, families, and community.
- Center equity in all outreach and communication efforts with parents and caregivers.
- Encourage, support and provide opportunities for active collaboration and communication between school leaders, teachers and all school staff.

As we embark on a new pathway to educate our students during this school closure, we hold an aspirational vision for distance learning that ensures educator efficacy, student efficacy and system capacity for delivering a quality learning experience while we maintain social distancing for health and safety

Distance Learning for All Guiding Principles

- **Ensure safety and wellness.** Students need food, clothing, a safe place to learn and shelter, as well as a sense of care and connection, in order to engage in challenging intellectual work.
- **Cultivate connection and relationship.** Student connections and relationships with trusted adults promote belonging, which is especially important as learning takes place outside of the school setting.
- **Center in equity and efficacy.** Prioritize equity in every decision; build on cultural and linguistic assets to inspire learning and promote student efficacy. Consider how decisions and actions attend to racial equity and social justice ([Oregon Educator Equity Lens](#)). Consider the assets of students who experience disability.
- **Innovate.** Iterate through complex change with a spirit of possibility, centering in deep learning, student agency, and culturally sustaining practices.

Guidelines

The following guidelines are for consideration, and should be adjusted as needed by educators, families, and others to meet the individual student's needs. Suggested times do not need to be continuous; they may be chunked into shorter time frames as needed. It is recommended that students have ample time for brain breaks and stretching. For a more comprehensive list of resources for distance learning, please visit ODE's [Distance Learning for All Family and Educator Resources](#).

Guidelines Continued

Social, Emotional and Mental Health: Ensure safety, belonging and mental health as a foundation for learning. Prioritize care and connection. Apply a trauma-informed lens when providing services.

Partnering with Parents, Families, and Caregivers: Center equity in all outreach and communication efforts with parents, families and caregivers. This includes honoring home language and culture and considering the strengths and needs of students. As educators, we have now become guests in the homes of the students and families we serve.

Guidelines Continued

Instructional Time: Establish routines, expectations and priorities to facilitate instruction. Consider the environments and ages of the learners when planning instructional time, activities and connections.

Teaching and Learning: Focus on essential learning, leveraging formative assessment and student assets to inform differentiation and extensions. Guarantee learning to support students on their path to college and career.

Operational and Administrative Logistics:

Attendance: Every student is assigned to and regularly connects with a licensed teacher.

Report Progress: Provide and report on grades and/or progress marks.

Provide Credit-Earning Options: Offer a variety of opportunities to earn high school credits.

Partnering with Parents, Families and Caregivers

If the student is under the age of 18, any calls, or other means of contact, should be made to the parents or caregivers who are in the parental relationship to students. Norms and agreements for interaction between educators and students need to be first established with them.

Instructional Day Guidelines

Grade Level	Teacher-Led Learning	Learning and Supplemental Activities	Meeting Nutritional and Wellness Needs
K-1	45 Minutes Maximum	1-2 Hours Recommended	2 Hours Recommended
2-3	60 Minutes Maximum	2 Hours Recommended	2 Hours Recommended
4-5	90 Minutes Maximum	3 Hours Recommended	2 Hours Recommended
6-8	30 Minutes per Subject - 3 Hours Maximum	3 Hours Recommended	2 Hours Recommended
9-12	30 Minutes Per Subject - 3 Hours Maximum	3 Hours Recommended	2 Hours Recommended

Approved Platforms

- Class Dojo
- Remind
- Screencastify
- Google Classroom
- Google Docs
- Zoom
- Google Hangouts
- Google Meets

Instruction

- Build a partnership with the family
- Relationships first
- Go slow and build slowly (age appropriate)
- Focus on key concepts
- The recommendations in the table are maximums (remember no one has done this before under these circumstances)
- Flipped Classroom - A-synchronous Learning
- Office Hours -

Graded Work

- Focus on Key Learnings
 - Proficiency
 - Are Students Engaging with the Learning
- Work with Parents
- Slow Down and Don't Overwhelm Students or Parents
- Report Progress May 15
- Grades 6-12 Pass/No Pass (Quarter Credits?)
- Graduation Requirements (waiting on ODE)
- Provide Feedback and Assistance

Graded Work Continued

- Students Without Access will be Mailed Packets
- Return Packets, via Mail, Email Pictures of their Work or Return it to School
- Yamhill County Health - Virus Lives 24 Hours on Paper
 - Quarantine Returned Work for at Least 24 Hours
 - Scan or Take Pictures and Send to Teacher

Attendance

- Two - Two-Way Interactions Per Week
 - Work With Admin To Document
 - Post Warmups in Google/Classroom or Class Dojo
- If you can not get in contact with a student or their family - Let your administrator know

This Week April 6 Through 10

- Take a Breath - We've Got This
- Connect with Families and Students
- Prepare for Week 1 - Easy Does It - Think of it as the first week of school.
- Wednesday and Thursday are Chromebook Checkouts
 - Wednesday 9 to 1
 - Thursday 12 -6
 - Help if you can (Sign Up with Dave or Dean)
- Friday is Non-Contract Day - Those involved in Meal Service will be Paid for Time.

Our Goal

SSD's goal is that all students will maintain a connection to their teacher(s), feel grounded in their sense of well-being and mental health, feel connected and valued as important members of their learning communities, and, once the conditions for reinforcing learning are present, continue to read, write, communicate, think critically, problem-solve, and engage in varied learning experiences during this school closure period. Educators play a critical role in maintaining connection with students, while schools are closed. Activities will be available across all instructional areas, so each child may choose activities that suit their interests.

Resources

[ODE Distance Learning for All](#)

[Oregon Open Learning](#)

Remember

We will get through this together. Support each other, students and families.

- It will not be perfect at first and we will improve.
- Give yourself, colleagues, students and families grace to learn this new reality.
- Start slowly and build from there.
- Work with families and students to ensure connections and care.
- Questions