



**Distance Learning Update**  
**Board of Education Meeting 4/30/2020**

**Rancho Santa Fe School District**  
**School Closure Due to COVID 19**





# Distance Learning Plan/Principles



## ■ Curriculum and Instruction

- Launch quickly to minimize learning gaps
- Not a replacement for in school instruction/not possible to mirror instruction of the classroom on line
- Structured learning happens every day
- Determine essential concepts and skills to meet standards through the end of the year in core subjects
- Rewrite our instructional units for remote learning versus in school instruction
- Determine the materials needed to teach the lessons and concepts and how to provide them
- Determine assignments that most students can do independently
  - Total amount of instructional time for students -- approximately one hour per subject
  - No grading - complete/incomplete on submissions

## ■ Technology

- Rapid deployment/Ensure “all hands on deck” with support to families and teachers
- One-on-one iPads – sent home to all students
- Teacher computers/iPevos sent home
- Learning management system, Canvas, utilized by 5-8, could be utilized K-4
- Wait on interactive component until the platform could be researched, privacy and security issues worked out

## ■ Teacher training and support

- Canvas -- teachers given brief technology training on utilizing the video/audio components (and the features of Canvas for K-4 teachers)
  - The remainder of the two days to plan with their teams for opening weeks
- Canvas submissions - second week morning training on submitting assignments/feedback
- Zoom – training for all teachers – four sessions for flexibility after spring break
- Weekly meetings with teachers – all administrators, Director of Technology
- Technology support from Director and team



# Distance Learning Plan/Principles



## ■ **Structure/Support**

- Schedules for elementary students
- A/B Schedule for middle school
- RSF Online – resources for enhancements to the program
- SEL resources
  - Dr. Susan Wais, CARE Solace, resources on RSF online page
- Student Expectation Letter – approach, expectations of time and independence, questions to ask students

## ■ **Communication to Families**

- Superintendent, Assistant Principal, Director of Technology letters
- E-Newsletter
- Emails/calls
- Parent Conversations via Zoom
- Megan, John, and teachers have reached out to families if we see students are not consistently viewing lessons and submitting work



# Distance Learning Plan/Principles



## ■ **Balanced Approach to Instruction**

### ■ **Asynchronous Components**

#### ■ **Lessons**

- Can be viewed when convenient for families.
- Can be reviewed when needed by students – second and third time if a concept or skill needs to be reinforced.
- Can be stopped and started if students need to take a break.
- If revisions are needed on assignments, students can review the lesson for guidance.
- Lessons through Zoom can not be recorded due to privacy issues with students in the “Zoom room” and would not be in the right format for students who did not attend.
- Teachers can create lessons when they have blocks of time to devote to planning and taping.

#### ■ **Educational Software** – iReady, ST Math, Zingy learning, RSF Online resources

### ■ **Offline learning**

- **Assignments** that are not done on the computer
  - Reading, writing, math journals
  - Students can work at their own pace

### ■ **Synchronous Components**

#### ■ **Zoom rooms**

- Elementary
  - SEL - Class meetings
  - Supplemental Instruction: small group, large group, individual, office hours
- Middle School
  - Office hours: Reteaching, questions, check in on projects, etc.
- Science, PE/Fitness break, Lunch Clubs (math challenge)



# Distance Learning Plan/Principles



## ■ **Student Connections**

### ■ **Goal is personal connections**

- Students to teachers
- Students with each other

### ■ **Purpose:**

- Decreasing feelings of isolation
- Increasing belonging
- Collaboration
- Deepening the work/meaning making

### ■ **Synchronous Components**

#### ■ **Zoom rooms**

- Elementary
  - SEL - Class meetings

#### ■ Middle School

- First 6<sup>th</sup> grade “meetup” this week, 7<sup>th</sup> and 8<sup>th</sup> grade planned to begin next week

### ■ **Connections with School**

- Talent Show
- Spirit Days
- Megan Loh’s Read Aloud



# Distance Learning Plan/Elementary



## ■ Elementary School Components

- Reading, Writing, Mathematics Video/Audio Lessons
  - Raz Kids and Epic used to provide leveled books for independent reading and some lessons/assignments
  - Collaboration at each grade level – teachers generally taking on the expert role of one subject
  
- Daily assignments
  - Questions from parents/students – Canvas messaging and email
  - Student submissions and feedback where appropriate
  - Consistent expectations at a grade level
  
- Schedules at each grade level to provide structure and link to suggested enrichment activities and brain breaks
  - Added Zingy Learning – Science – Grades 3-5
  - Enrichment teachers providing lessons – art, music, computer science, drama
  
- Interactive learning/Zoom
  - Class meetings: Connect with teacher and class, SEL instruction
  - Instruction: small group, book discussions, read aloud, break out rooms
  - PE, Science, Math Challenge "lunch club"

Sample Third Grade Schedule 4/27-5/1					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	Math	Math	Math	Math	Math
9:00-9:15	<a href="#">Get Moving!</a>	<a href="#">Movement Break</a>	<a href="#">Energizing Movements</a>	<a href="#">Try Yoga today!</a>	<a href="#">Dance Party:</a>
9:15-10:00	Reading	Reading	Reading	Reading	Reading
10:00-10:30	Snack/Movement Break	Snack/Movement Break	Snack/Movement Break	Snack/Movement Break	Snack/Movement Break
10:30-11:30	Writing	Writing 10:30-11:00 Girls Zoom 11:00-11:30 Boys Zoom	Writing	Writing Zoom Office Hours	Writing
11:30-12:30	PE CANCELLED, Today	Lunch	12:00 Lunchtime Fitness Break with Coach Green	Lunch	12:00 Lunchtime Fitness Break with Coach McClurg
12:30-1:00	Art with Ms. Dabney: <a href="#">The Getty Museum</a>	Music with Mr. Haus: <a href="#">Piano Practice</a>	Virtual Field trip: <a href="#">Kenai Forest in Alaska</a>	Read Aloud with Mrs. Loh: <a href="#">The Word Collector</a>	Ready/Typing Practice
1:00-1:30	PE (Canvas)	<a href="#">Drama with Ms. Callaway</a>	<a href="#">MATH CHALLENGE CLUB: ZOOM with Ms. Hansen!</a>	PE (Canvas)	Science: <a href="#">Magnetism</a>
1:30-2:00	Science: <a href="#">Zingy Learning</a> Unit 2: Magnetic and Electric Forces Lesson 1-2	Candle Science Experiment: <a href="#">ZOOM with Ms. Kay</a>	Typing/iready Practice	Can Crushing Science Experiment: <a href="#">ZOOM with Ms. Kay</a>	Journal Reflection: Write about a highlight from your week of online learning!
2:00-2:30	Continue the story: "Welcome to our new school!" said the voice over the loud speaker...	Journal Prompt: Name three things you love about yourself and say why you love them.	Continue the story: "Get a grip, would ya?"	What is your favorite thing to do? How do you feel when you work on this activity?	Fun Friday!



# + Distance Learning Plan

## ■ Middle School Components

- Video/audio lessons for all core subjects and electives
- Structure provided through A/B Schedule
- Assignments and thorough feedback
- Interactive learning/Zoom – Office hours daily on A/B Schedule





# + Distance Learning Plan

## ■ Teacher, Parent, and Student Roles

### ■ Teacher

- Provide content
- Create learning opportunities
- Provide feedback
- Provide opportunities to connect with students
- Be accessible to answer parent/student questions

### ■ Parent

- Ensure student participation and access
- Support learning
- Communicate with teacher

### ■ Student

- Regular and consistent participation
- Complete and submit assignments mostly independently
- Communicate areas of need to teachers and parents
- Attend office hours where needed
- Attend Zoom sessions provided
- Adhere to digital citizenship rules



# + Distance Learning Plan

## ■ **Support Services**

- Intervention teachers/Special Education Instructional Aides
- Teachers identified students who would benefit from additional support – academics/distance learning (work habits, structure)
- Parents contacted
- Started last week at elementary, next week for middle school

## ■ **Students without internet access**

- Supplied MiFi
- School library, hot spot in front of school



# + Distance Learning Plan

## ■ **Special Education students**

- Case managers have contacted each family
- Set up schedules of services delivered via Zoom, video lessons, office hours, packets, etc.
- Related service providers also providing instruction/activities
- IEPs held via Zoom
- No initial assessments or assessment component of the triennials
- Daily Director Briefings with NCCSE
- Extended School Year – July –August or distance learning

# + Distance Learning Plan/Board Priorities

- More (maximize) synchronous interaction for students with teachers
- More regular daily structure for all grades
- Optimized approaches for different grades (what works for middle school may not work for K-2)
- Weekly visibility of principals with parents (and students?)
- Incorporate ways to address the SEL needs of children
- Conduct parent feedback sessions to monitor progress of distance learning
- Develop a recommendation on evaluation/grading that is grade level appropriate
- Continue to provide timely responses/feedback to students (and parents)
- Encourage collaborative (online) projects





# Parent Feedback

## ■ What's Going Well


- Got the program up quickly
- Understand how hard the teachers are working on providing substantive curriculum
- Tech support for teachers and families
- Teachers/administrators have been responsive to students and parents
- Middle school teachers report students are handing in quality work and really using their revisions to elevate their work
- Most students in both schools are online and submitting assignments – teachers and administrators have been reaching out to support students not completing work
- Expectations for amount of time students should work, amount of independence they should have when completing assignments.
- What questions should parents ask students to monitor their understanding of concepts and level of work performed
- Working on streamlining submissions
- Supplies listed before the lesson
- Streamlining information sharing
- **Streamlined Zoom access – classroom and enrichment on teachers Canvas homepage (see next slide)**
- Intervention support/Special Education
- Behavior supports provided in E-Newsletter
- Interactive learning – students are really enjoying the new Zoom interactions – good attendance for meetings, office hours lower attendance
- Teachers experimenting with different uses of Zoom – Book discussions, supplemental instruction, small group instruction
- Parent virtual chats





# 3rd Grade - Klaus

Jump to Today

 Edit

## **Mrs. Klaus' Zoom Room:**

<https://us02web.zoom.us/j/81084663412?pwd=U3k0bC81RzF3MFEzYkhVMm9NVE9Hdz09>

## **Fitness lunchtime break Zoom Room: Wednesdays/Fridays 12pm**

<https://us02web.zoom.us/j/84315774285>

## **Math Challenge Club with Ms. Hansen: Wednesdays 1pm**

<https://us02web.zoom.us/j/86139852367>

## **Science Experiments with Ms. Kay: Tuesdays/Thursdays 1:30**

<https://zoom.us/j/96180601262?pwd=SjVqNDBOMXk0YURtV05XZEhKZTIOdz09>

# + Distance Learning Plan/Future Enhancements



- More opportunities for Zoom sessions
- Consistent schedule so families can plan
- More opportunities for collaboration
  - Projects, chats, etc.
- Staying curious, listening to feedback from parents, teachers, and students and continuing to evolve the program responding to needs of students and families
- John is going to do a daily 8:00 a.m. Zoom Club for students to motivate them to start their day early and engage them in some dialogue/Q & A

# + Distance Learning Plan

## ■ **Assessment**

### ■ **Elementary**

- Work submissions
- End of unit assessments in math
- Individual reading

### ■ **Middle School**

- Work submissions
- Self-reflection







# Grading



- State suggest that grading should hold students harmless for the following reasons:
  - Students may not have good internet access
  - Student may not have home support to set up structures, monitor student work, etc.
  - Stress due to the pandemic
  - Possible illness
  - Students may have help with assignments
  
- All students will be promoted to the next grade
  
- Elementary Suggestions
  - Feedback on submissions and tests
  - **End of year report cards will only reflect comments and feedback from teachers. No grades will be reported.**
  - Districts: Carlsbad, Del Mar, Solana Beach, Encinitas, Cardiff, San Marcos
  
- Middle School Suggestions
  - Feedback on submissions and tests
  - Mid-semester progress checks for students who have not submitted an acceptable amount of work
  - **Credit/No credit**
  - Carlsbad, San Dieguito, San Marcos



# Timelines



- "Plan and prepare for everything."
  - Dr. Paul Gothold, San Diego County Superintendent
  
- Concerns:
  - **Safety of students and staff our highest priority**
    - Social distancing – number of students in a room/schedules
    - Social gatherings – group size
    - Hygiene Practices – handwashing, facial coverings
    - Cleanliness of Facility/Disinfecting
    - Symptomatic individuals
    - High risk individuals
    - Distance learning option
    - Availability of teachers
    - Addressing learning gaps due to closures
    - Planning for potential interruptions during the school year – lms from the beginning of the year
  
- May 14 – our initial hope, but seems unlikely that we can open before the end of the year
  
- July – beginning, end
  
- August – regular school opening
  
- Summer school
  - Distance learning or on site for Special Education
  
- Re-entry Process and Planning
  - Will need a task force/committee for planning