SCVUHS DISTANCE LEARNING

Parent and Student

Resource Guide

2020-2021

Created by Dr. Oranté Jenkins, Principal   *August 2020*

Introduction

We are excited to welcome our students back to school in a distance learning setting. Over the summer months, multiple planning meetings have taken place with teachers, school and district leaders to develop the expectations, supports, and resources for teaching and learning in a remote setting.

The purpose of this resource guide is to provide supplemental resources to parents and students to engage in learning in a distance setting. It is important in a distance learning setting to build intentional times into daily and weekly school schedules to connect with our students and families. Students will have access to a high quality curriculum as well as engaging instructional activities. Teacher and student collaboration will be critically important to maximize learning in a distance learning environment. It is important for all stakeholders to understand their roles and responsibilities as well as share information with each other in a timely manner. It is important that we engage in consistent practices to ensure efficiency and effectiveness.

Table of Contents

This resource guide is intended to be a supplement to all policies and practices outlined in the SCVUHS District Handbook and SCVUHSD Governing Board Policies.

Section 1: Student Expectations

Student Participation During Distance Learning
- Distance Learning attendance will be tracked via Daily Attendance Forms. Each teacher will distribute an electronic form to their classes. Students are responsible for submitting these attendance forms every day for every class period. Students should complete this in the first ten minutes of class, Monday through Thursday.
- Academic engagement will be determined by participation in Zoom sessions and/or the submission of assigned work products.
- Students should actively participate in scheduled Zoom collaboration sessions. These sessions will offer interaction with peers, whole group collaboration and breakout sessions to help students engage in learning activities. If a student misses or is unable to attend a Zoom session, the student should connect with the teacher to determine if there is make-up work.
- Students should check their assigned Google Classrooms each day for new assignments, announcements and review work with feedback. Students are expected to read all of the material provided and access links in order to complete assigned items.
- Students should check their Gmail account throughout the school day.
- Students should utilize links set up by teachers to ask questions during Zoom sessions.
- Students are expected to exhibit behavior consistent with site behavioral expectations as well as the SCVUHS Discipline Matrix.

Technology/Equipment:
- Students should use Chromebooks issued by the Santa Cruz Valley Union High School District when engaging in distance learning to ensure student safety.
- Students are expected to engage in ethical and legal use of devices for learning. Students who violate the rules are subject to disciplinary action, including but not limited to suspension from participating in school activities. This could result in zeros being issued for the duration of the suspension.
- Students should not share logins or passwords with anyone except parents or guardians and follow internet safety and digital citizenship guidelines.
- Students will handle their Chromebooks with care and should make sure that their device is charged and ready for use each day.
- Students/parents need to communicate with the school/district if a problem arises with technology and/or internet needs.
- SCVUHS utilizes SECURLY to keep students safe online and monitor their online activity at school and home. Administration and parents can view student's recent searches, sites visited, and videos watched on their school-owned device.

<center>Technical Support Telephone: (520) 466-2210
Technical Support Email: technicalsupport@scvuhs.org</center>

Section 2: Student Schedules and Learning

School Schedules

Students will follow the Daily Bell Schedule as they experience the following key elements of instructional delivery during remote learning. These elements are balanced across the week so that students have access to learning in a variety of ways.

SANTA CRUZ VALLEY UNION HIGH SCHOOL: Distance Learning Plan

PERIOD	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
0	7:02-7:55AM	Synchronous	Asynchronous	Synchronous	Asynchronous
1	8:00-8:53 AM	Synchronous	Asynchronous	Synchronous	Asynchronous
2	8:58-9:51 AM	Synchronous	Asynchronous	Synchronous	Asynchronous
3	9:56-10:49 AM	Synchronous	Asynchronous	Synchronous	Asynchronous
4	10:54-11:47 AM	Synchronous	Asynchronous	Synchronous	Asynchronous
Lunch	11:47-12:17 PM				
Enrichment	12:22-1:15 PM	Synchronous	Asynchronous	Synchronous	Asynchronous
5	1:20-2:13 PM	Synchronous	Asynchronous	Synchronous	Asynchronous
6	2:18-3:11 PM	Synchronous	Asynchronous	Synchronous	Asynchronous

Synchronous:

Synchronous learning is a general term used to describe forms of education, instruction, and learning that occur at the same time, but not in the same place. The term is most commonly applied to various forms of televisual, digital, and online learning in which students learn from instructors, colleagues, or peers in real time, but not in person. For example, educational video conferences, interactive webinars, chat-based online discussions, and lectures that are broadcast at the same time they delivered would all be considered forms of synchronous learning.

Students and teachers will log in and follow the daily schedule; direct instruction will be provided.

Asynchronous:

Digital and online learning experiences can also be *asynchronous*—i.e., instruction and learning occur not only in different locations, but also at different times. For example, prerecorded video lessons, email exchanges between teachers and students, online discussion boards, and course-management systems that organize instructional materials and related correspondence would all be considered forms of asynchronous learning.

Students will complete activities as assigned. Teachers will be available for office hours to provide student support.

Key Elements of Instructional Delivery During Distance Learning

Collaborative Zoom	An engaging session delivered virtually and facilitated by the teacher for whole group or breakout group collaboration with the teacher and other learners
Asynchronous Learning	A supported task done by the learner with scaffolding provided by the teacher: videos and prompts, read and respond, collaborative group projects on a padlet to share the next day, etc.
Academic Support	Teacher available for tutoring, individual or small group support. Students may select into this, or the teacher may invite the student to attend for additional help
Teacher Choice	Teachers can assign Asynchronous Learning, Collaborative Zoom or Assessment sessions as needed. Students will have opportunities to submit an assignment or participate in an online session

Teaching and Learning Materials
Teachers will make classwork and learning material aligned with the SCVUHS curricular units and professional practices available through Google classroom for students to access during their scheduled instructional day.
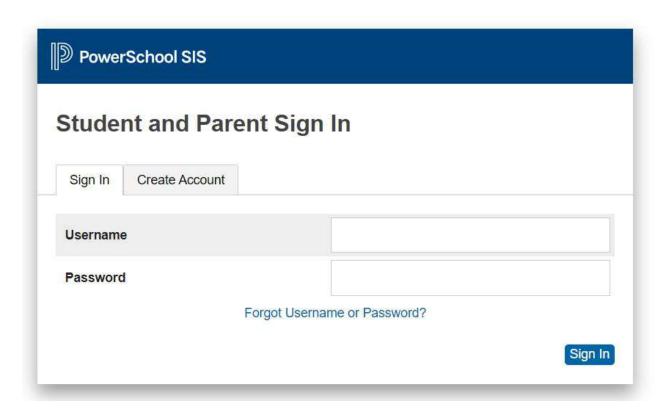
Section 3: Communication with Families

Communication with Families
During Distance Learning, it will be important for students, parents, faculty and staff to establish and maintain effective communication. Teachers will organize Google Classrooms to share instructional access with students. If parents have questions about their student's Google Classroom content and functions, they should contact their teacher first. Administration is available to answer questions relative to distance learning.

Student attendance and grade information is available via PowerSchool. Login information is available via the front office staff at (520) 466-2200.

The PowerSchool Portal can be accessed via our SCVUHS Website www.scvuhs.org or directly at https://scvuhs.powerschool.com/public/ .

Section 4: Student Attendance

Student Attendance

Students are expected to complete learning activities and participate in Zoom sessions in the Distance Learning setting.

- Teachers will take attendance for each class period ten minutes after the class begins. *i.e. 1st period begins at 8:00 am; attendance will be submitted at 8:10 am*
- During distance learning, teachers will not mark students tardy.
- Teachers will distribute electronic Attendance Forms to all students
- Students will be expected to submit their attendance every class period, Monday through Thursday.
- Teachers will be expected to update student attendance by 3:30 pm daily if needed.

If a student is unable to participate in a Zoom session, the student should contact the teacher for a possible make-up assignment for that session. Teachers may provide an appropriate alternate learning activity for missed Zoom sessions.

Section 5: Feedback and Grading

Assignments will be completed and submitted through Google Classroom. Teachers will provide regular feedback to students on learning activities and work products. Assignments and work products may also be used to assess student mastery of standards. Grades for these assignments and work products will be entered into PowerSchool.

Section 6: Student Assessment

Teachers will use multiple forms of assessment in the distance learning setting to gauge student mastery of standards. In addition, teachers may also use programs and supports to promote academic integrity during assessment settings, which can include secure browsers and other technology tools to monitor student accounts/devices.

Teachers may also request that parents actively monitor their child's learning environment.

Section 7: Zoom Guidelines

Students will follow a designated schedule, honoring the start and end times for each class. Zoom sessions will be scheduled for students to interact with their teacher and peers while participating in distance learning. These meetings are set up for specific times and a link will be provided for access to the sessions.

<u>Zoom Norms:</u>

- Be on time
- Video must be on at all times
- Entire face must be visual on the screen
- Dress appropriately
- Computer should be on a desk or table
- Be aware of your surroundings, including background noise
- Learning area should maintain appropriate lighting
- Come to all meetings prepared; Have notes and texts ready to use
- Mute your microphone at all times unless you are speaking
- When speaking, speak clearly
- Stay seated and engaged in the class
- If the chat box has been enabled, all dialogue should be professional in nature

<u>Violation of Zoom Norms and Use of Technology Agreement:</u>

- Students who violate these terms will receive a warning.
- Students who repeat violations will have their student accounts disabled; all assignments missed during this time will result in a zero. Student accounts will be disabled for varying days depending on the infraction.

Section 8: Google Classroom

Classwork will be posted to Google Classroom on the day it is assigned with a due date. Written and audio/video feedback can be provided in Google Classroom; however, the final grade will be recorded in PowerSchool. Students will access learning through Google Classrooms (i.e. lesson materials, assignments, web links, etc.)

Section 9: Meeting the Needs of Students with IEPs or Section 504 Plans

Students with disabilities will be provided services that mirror what would be provided in a face-to-face situation during distance learning.

- Students who have Section 504 plans will continue to be provided their accommodations.

- Special Education teachers will be available for students who may need one-on-one or small group support time to access content or complete assignments.

- Related Services such as speech therapy, occupational therapy, physical therapy and mobility will be provided remotely until we can return to school.

- Accommodations included on an IEP or Section 504 are part of a legally binding agreement.

Who to ask for help?

- For questions or concerns, please contact Esther Cazares in the Special Education Department (520) 466-2200 ext. 2218.