

Mary Putnam Henck Intermediate

Mrs. Jennifer Whiteside, Principal



Mr. Reed Mikkelson, Assistant Principal

MPH Distance Learning Plan 2020- 2021

Below is important information for students and families about Distance Learning at Mary Putnam Henck Intermediate School. Please take the time to review the below information to reach out to your classroom teachers, counselors, office staff, or administration team with questions, feedback, and other relevant information. Regular participation in school learning is essential for a student's academic growth.

Distance Learning will begin on Wednesday, August 12th, 2020, with the flexibility the first three days of school to acclimate to the new learning environment, including acquiring your schedule via AERIES, accessing your Rim District student Google email (firstname.lastname@rimsd.k12.ca.us), accessing google classrooms and online curriculum resources associated with all classes.

We will follow the district calendar during this time and will not have distance learning on non-school days.

Student Learning Day

- Rigorous instruction and academic grading will be provided to all students. Daily Learning Plans will be available online by 9:00 AM each day by each teacher, according to the outlined daily schedule. RD = Regular Day Timing. MD = Minimum Day Timing. Minimum days will remain on Thursdays to continue staff PLC and professional development schedules.
- ***Synchronous learning***: Teacher paced - Live interaction with teacher and peers, virtual classroom, live presentations, live text chat, messaging, live audio or video, live quizzes, polling, etc.
- ***Asynchronous Learning***: Student paced - Discussion boards, quizzes, polls, email, digital documents, recorded audio or video, recorded slides with narration, etc. During this time teachers will be available to assist students with questions or concerns via the online platform or scheduled appt.

Attendance:

Attendance will be taken every period of synchronous learning. Students will be marked as follows for attendance:

- P - Present and on time for synchronous learning.
- T - Tardy if signed on after the first 10 minutes of synchronous learning
- A - Absent if not signed into synchronous learning.
- D – Left synchronous learning early.

Please notify our attendance clerk Nathalie_Granger@rimsd.k12.ca.us of an absent by 4:00PM.

SCHEDULE FIRST WEEK OF SCHOOL: 08/12/20 - 08/14/20

<u>P.1 9:10 – 9:25</u>	<u>Synchronous Learning/ Attendance</u>
<u>P.2 9:30 – 9:45</u>	<u>Synchronous Learning/ Attendance</u>
<u>P.3 9:50 – 10:05</u>	<u>Synchronous Learning/ Attendance</u>
<u>P.4 10:10 – 10:25</u>	<u>Synchronous Learning/ Attendance</u>
<u>P.5 10:30 – 10:45</u>	<u>Synchronous Learning/ Attendance</u>
<u>P.6 10:50 – 11:05</u>	<u>Synchronous Learning/ Attendance</u>
<u>Lunch 11:10 – 11:40</u>	
<u>11:45 – 3:33</u>	<u>Asynchronous learning</u>

Distance Learning Schedule Beginning 08/17/20

Regular Day = RD Minimum Day = MD	Monday 9:10 – 3:33	Tuesday 9:10 – 3:33	Wednesday RD: 9:10 – 3:33	<i>Thursday</i> <i>MD: 9:10 – 1:05</i>	Friday Regular Day/ RD 9:10 – 3:33
RD: 8:55 – 9:10	Teacher Prep				
RD: 9:10 – 10:04 54 min <i>MD: 9:10 – 9:41 31 min</i>	Period 1 Synchronous Learning	Period 4 Synchronous Learning	Period 1 Synchronous Learning	Period 1 Synchronous Learning 9:10 - 9:25 -15 min	Period 4 Synchronous Learning

				Asynchronous Learning 9:25 - 9:41 -16 min	
RD: 10:08 – 11:01(53 min) MD: 9:45 – 10:15 30 min	Period 2 Synchronous Learning	Period 5 Synchronous Learning	Period 2 Synchronous Learning	Period 2: Asynchronous learning	Period 5 Synchronous Learning
RD: 11:05 – 11:58 53 min MD: 10:19 – 10:49 30min	Period 3 Synchronous Learning	Period 6 Synchronous Learning	Period 3 Synchronous Learning	Period 3: Asynchronous learning	Period 6 Synchronous Learning
RD: 12:02 – 12:42 (40 min) MD: 10:53 – 11:23 (30 min)	Lunch				
RD: 12:46 - 1:39 (53 min) MD: 11:27 - 11:57 (30 min)	Flex/Prep			Period 4: Asynchronous learning	Flex/Prep
RD: 1:43 – 3:33 (min) P.5 MD: 12:01– 12:31 (30min) P.6 MD: 12:35 - 1:05 (30 min)	Periods 1,2,3 Asynchronous Learning	Periods 4,5,6 Asynchronous Learning	Periods 1,2,3 Asynchronous Learning	Period 5: Asynchronous learning	Periods 4,5,6 Asynchronous Learning
	Office Hours, Small Group Support, Differentiation, Remediation			Period 6: Asynchronous learning	
RD: 3:33 – 3:48 (15 min) MD: 1:30 – 2:30 (60 min)	RD: Teacher prep time MD: Staff Meeting/ Department Meeting/ Grade Level Meeting/ PD				

Synchronous Instructional Minutes - M,T,W,F = **160 min**

Asynchronous Instructional Minutes - M,T,W,F = **110 min**
week

Synchronous Instructional Minutes - Th = **15 minutes**

Asynchronous minutes – Th = **165 minutes**

TOTAL Synchronous minutes = 655 min per

TOTAL Asynchronous minutes = 605 min per week

TOTAL instructional time = 1260 minutes per week

- **Amount of Learning Time**

- Grades 6-8: *During the first week of distance learning, we will be connecting with new systems for teaching and learning. The focus for the first week will be on relationships, checking in with students, establishing procedures and expectations, resolving issues, and making sure they have the needed support. Once we begin, student learning will commence for 160 minutes of synchronous learning and 110 minutes of asynchronous learning on Monday, Tuesday, Wednesday and Friday each week. On Thursdays, students will have 15 minutes of synchronous learning and attendance check in during their first period at 9:10 AM, followed by asynchronous learning by period on our minimum day schedule as outlined in the plan below.*
- **Continuity of Instruction/ Learning Platforms:**
 - *Distance Learning at Mary Putnam Henck Intermediate School will be through **Google Classroom, Zoom, AERIES** and **district-provided online curriculum**.*
 - *All assignments will be posted in Google Classroom. Teachers will utilize a variety of tools and online resources to share lessons and connect with students.*
- **Student Expectations:**
 - *Students must reply to their teachers' email promptly or check into their teachers' Google Classroom Monday through Friday during school hours. A full description of the attendance process is below.*
 - *Attendance will be taken live during synchronous learning where they will be able to see and interact with the teacher and other students to ensure they are present.*
 - *Students need to actively participate, follow teacher directions, and expectations including online conferencing guidelines, as well as actively respond to communication. Students must complete coursework within the timeframe determined by their teacher.*
 - *Students are expected to have their camera on for the duration of synchronous learning.*
 - *Students must follow all school rules and expectations while engaged in synchronous and asynchronous learning.*
 - *School rules apply for anything within the visual scope of the student camera.*
- **Digital Citizenship and Etiquette/ Student Video Conferencing Guidelines**
 - *Find a common space in the house with a blank wall or background.*
 - *Be on time for the session.*
 - *Mute yourself when you are not speaking.*
 - *Use headphones with a microphone when possible (not required, but helpful if available).*
 - *Speak clearly when sharing your thoughts.*
 - *Follow the expectations determined by your teacher.*
- **Parent/Guardian Expectations:**
 - *Parents/ Guardians should support students to actively participate, follow teacher directions and expectations, which includes online conferencing guidelines.*

- Parents/ Guardians should support students to complete coursework within the time frame determined by the teacher.
 - Parents/ Guardians should share the responsibility of logging into AERIES to view student progress.
 - Parents/ Guardians will excuse students due to illness or other absence by contacting our MPH attendance clerk by 4:00 PM.
 - MPH Attendance Clerk: Nathalie_Granger@rimsd.k12.ca.us
 - Students will be marked absent if they do not reply by 4:00 PM each day to each teachers' prompt, online conferencing, or Google Classroom.
 - Parent/Guardian communication with teachers is during office hours, not during synchronous instruction.
- **Communication**
- **Student Communication:** Communication with students will be through their school district email and through Google Classroom. Teachers will communicate with students about alternative communication tools.
 - **Family Communication:** Communication with families is through the email addresses provided in the student's AERIES parent portal. Please make sure you have updated your AERIES data confirmation with any updates to family/parent/guardian emails. More information on the AERIES parent Portal can be found on our district website.
<https://www.rimsd.k12.ca.us/domain/530>
 - All MPH teachers can be reached through email. Teacher's emails can be found on the MPH website as well as via the AERIES Parent Portal. The first step to acquiring support is to reach out to your MPH teachers. Our highly qualified staff is eager to assist our students, parents/guardians and families with success.
<https://www.rimsd.k12.ca.us/site/Default.aspx?PageType=1&SiteID=9&ChannelID=99&DirectoryType=6>
 - If you have questions or concerns regarding academic support, scheduling, enrollment, mental health and wellness, please contact our counseling department. Our Counselors are available for students and families to reach out through email and phone calls during school hours. The following MPH staff are ready to answer questions, support learning and advocate for students and families.
 - Mrs. Amanda Wharrie - Counselor - Amanda_Wharrie@rimsd.k12.ca.us
 - Mrs. Christina Gomes - Counselor - Christina_Gomes@rimsd.k12.ca.us
 - Mrs. Claudia Marsh - Guidance Technician - Claudia_Marsh@rimsd.k12.ca.us
 - For remaining questions and support, please contact your MPH Administration Team. We are here to support our students and families with success.

- Jennifer Whiteside - Principal - Jennifer_Whiteside@rimsd.k12.ca.us
- Reed Mikkelson - Assistant Principal - Reed_Mikkelson@rimsd.k12.ca.us

Stakeholder Engagement

- *A minimum of monthly communication will be provided to MPH educators, families, students, and other stakeholders in English and Spanish through the all-call system including voice message, email, Rim application, Twitter, Facebook, and text. Weekly information will also be posted on the school website.*
- *Stakeholders will be encouraged to provide feedback to their PTA, SSC, ELAC, Classroom Teachers, Counselors, and Administrators.*

Pupil Engagement and Outreach:

- *MPH teachers, attendance clerk, counselors, and administration will reach out to students and families who are not engaged in distance learning to provide supports and information to students and families.*

Access to Devices and Connectivity

- *The Rim of the World Unified School District communicated the option to acquire a Chromebook and/or internet connectivity through a hotspot to all families through our all call system. The parent survey provided parents with the option to check out a Chromebook from their school site on readiness day – August 11th, 2020.*

Acceptable and Responsible Use of District Technology:

- *Students must review and sign both the Acceptable Use and Responsible Use policies.*

Pupil Participation and Progress

- *MPH Teachers will utilize Zoom or Google Meets to provide synchronous direct instruction via the outlined schedule.*
- *MPH teachers will take attendance daily on AERIES during synchronous learning time.*
- *MPH Teachers will provide rigorous instruction and measure participation and evaluation of instructional activities to provide grades to all students.*

- Accommodations and Modifications:

- *Questions for students with IEPs should be directed to the student's case carrier. Questions for students with 504 plans should be directed to the student's counselor.*
- *Small groups instruction, differentiated support, and individualized instruction will be provided to students with unique learning needs during asynchronous learning time.*

- Supports for Pupils with Unique Needs

- *MPH Teachers will provide differentiated support to English Learners, pupils with special needs, foster and homeless pupils that are aligned to state standards, and appropriate to student learning needs both during synchronous and asynchronous learning times. Teachers will facilitate small group instruction and support during asynchronous time.*

- **Pupil Learning Loss: Assess and Address**

○ **Pupil Learning Loss Strategies**

▪ **ELA:**

- *Address learning loss for all learners:*
 - *re-teach targeted/missing skills*
 - *frequently review skills*
 - *put students in learning groups based on degree of learning loss and skills needing to be taught*
 - *review key concepts such as citing textual evidence, important spelling and grammar conventions, reading comprehension strategies, significant academic vocabulary terms*
- *Assess Learning Loss for all Learners:*
 - *benchmarks*
 - *pre-assessments*
 - *exit tickets*
 - *surveys and polls*
 - *writing sample assignments*
 - *compare assessment results through time*

▪ **Math:**

- *Address learning loss for all learners:*
 - *Diagnostic test initially, review of prior concepts in the beginning of the textbook, mixed review in assignments, spiraling concepts throughout the year, instructional videos available – so students can review multiple times as reference, EL – Google Translate, special Needs, low-income, pupils with exceptional needs – instructional videos, teacher office hours*
 - *Learning loss – Review within the curriculum*
 - *Accelerated learning – Addition of concepts into the curriculum*
- *Assess learning loss for all learners:*
 - *Assessments during Asynchronous Learning time – I/O Assessments, IAB's, Quizizz, assignments that will be turned in and graded – weekly, guided practice and group breakouts with answers shared with the class during Synchronous Learning.*

▪ **Social Studies:**

- *Address learning loss for all learners:*
 - *Teachers will review our non-negotiables and historical skills: Latitude/Longitude, identifying primary and secondary sources, citing textual evidence, identifying bias, cause/effect, fact vs. opinion. Strategies utilized: videos, images, audio, animation, and offer small group support during our asynchronous time.*
- *Assess learning loss for all learners:*
 - *Frequent formative assessments using exit tickets, online quizzes, live polls or surveys during synchronous time. Summative assessments may be in the form of a test, project, or essay and will be given at the end of each unit.*
- **Science:**
 - *Address learning loss for all learners:*
 - *re-teach targeted/missing skills*
 - *frequently review skills*
 - *put students in learning groups based on degree of learning loss and skills needing to be taught*
 - *Emphasize and reinforce performance expectations of science and engineering practices, disciplinary core ideas, and crosscutting concepts.*
 - *Address learning loss for all learners:*
 - *Common assessments*
 - *Labs, projects, and virtual assignments*
 - *Thinking maps*
 - *Daily exit assignment*
 - *Lab write ups*
- **ELD:**
 - *Address learning loss for all learners:*
 - *Teachers will incorporate review of prior learning into daily lessons, with checks for understanding to ensure foundational skills continue to be addressed and incorporated into standards-based instruction.*
 - *Assess learning loss for all learners:*
 - *Diagnostic assessments and ELPAC (if available) will be utilized to assess current levels and support students through daily instruction aligned to*

the ELD framework, along with teacher-provided common formative assessments.

- **SPED:**
 - *Strategies: The Special Education Department will utilize various forms of assessments to obtain a baseline level for our students. The assessments will align with the areas of their Disabilities as indicated on their IEP. Students will be grouped according to their Learning Loss needs and provided individualized interventions. Some programs currently used are: Lexia, Renaissance Learning, ALEKS math, and Moby Max. Data will be collected from student work and teacher observations. Students will receive extra support in their Mainstream classes with Paraprofessionals. Special Ed Teachers and Service Providers will collaborate and consult with the General Education Teachers.*

Mental Health and Social-Emotional wellbeing:

- **Monitoring plan:**
 - *Social-emotional wellbeing for staff will be monitored by colleagues and administration during the built in collaboration and staff meeting times in the distant learning schedule.*
 - *Social-emotional wellbeing for students will be monitored by teachers through daily synchronous engagement, attendance, and check-ins with the counselors. In addition, the first few weeks of learning will be focused on building relationships and checking in with students and families to help monitor social-emotional wellbeing.*
 - *Social-emotional wellbeing and support for students will also be referred to Counselors as needed.*
 - *School Counselors shall provide individual and/or group supports for students for social, emotional and/or behavioral needs, as well as communicate with families to provide support. Any appointments scheduled can be conducted virtually, by phone, or email, so long as it meets all legal thresholds.*
- **Professional Development:**
 - *Weekly lessons provided by MPH Counseling staff to both staff and students.*
 - *Staff weekly lessons and information will be provided in the staff meetings and followed up in the email.*
 - *Student weekly lessons and information will be placed on the MPH website under the guidance tab.*
- **Resources:**
 - *MPH Counseling Staff Contacts:*
 - *Counselors:*
 - [Amanda Wharrie@rimsd.k12.ca.us](mailto:Amanda_Wharrie@rimsd.k12.ca.us)
 - [Christina Gomes@rimsd.k12.ca.us](mailto:Christina_Gomes@rimsd.k12.ca.us)
 - *Guidance Technician:*

o [Claudia Marsh@rimsd.k12.ca.us](mailto:Claudia_Marsh@rimsd.k12.ca.us)

▪ **Care Solace**

- *CareSolace is a care navigation and coordination system that makes it simple and easy for students to get the right help in seconds. The Care Concierge is a 24x7 service for parents and staff.*
- <https://www.rimsd.k12.ca.us/domain/753>

- **Distance Learning Professional Development (PD)**

- o *MPH Staff will participate in weekly staff meetings, leadership meetings, department meetings, grade-level meetings, and professional development as identified in the PD plan for the school year. Department meetings, Grade-Level meetings, and professional development will continue on the weekly schedule, on Thursdays from 1:30 PM – 2:30 PM via Zoom or Google Meets.*
- o *Flex/Prep time is scheduled Monday, Tuesday, Wednesday and Friday to provide teachers with time to work with TOSAs, collaborate with colleagues and administration on learning new distant learning strategies and tools.*
- o *MPH staff will also be provided information for online training provided by google education, AERIES, and other educational platforms to give them the tools to meet the needs of students.*

- **Staff Roles and Responsibilities**

- o *MPH Teachers will maintain regular contract hours of 8:55 AM – 3:48 PM.*
- o *MPH Teachers will provide instruction through synchronous and asynchronous learning, offering opportunities for support through the above agreed-upon schedule.*
- o *MPH teachers will be responsible for communicating with and responding to students and families in a timely manner*

- **MPH Hybrid Plan (In the event it is needed):**

- **Group 1 - Last Name A – M:** *In Person Mondays and Wednesdays. Synchronous Learning Tuesdays and Fridays. Synchronous and Asynchronous learning by minimum day schedule on Thursdays with no in person learning.*
- **Group 2 - Last Name N – Z:** *In Person Tuesdays and Fridays. Synchronous Learning Mondays and Wednesdays. Synchronous and Asynchronous learning by minimum day schedule on Thursdays with no in person learning.*

	M/T/W/F	Thursday MD Schedule
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1st Period:	RD: 9:10 – 10:04 <i>In Person or Synchronous learning based on group</i>	<i>MD: 9:10 – 9:41</i> Synchronous Learning 9:10 - 9:25 (15 min) Asynchronous Learning 9:25 - 9:41 (16 min)
2nd Period:	RD: 10:08 – 11:01 <i>In Person or Synchronous learning based on group</i>	<i>MD: 9:45 – 10:15</i> Asynchronous learning 9:45 - 10:15 (30 min)
3rd Period	RD: 11:05 – 11:58 <i>In Person or Synchronous learning based on group</i>	<i>MD: 10:19 – 10:49</i> Asynchronous learning
Lunch	RD: 12:02 – 12:42 <i>In Person or Synchronous learning based on group</i>	<i>MD: 10:53 – 11:23</i> 30-minute lunch break
4th Period	RD: 12:46 – 1:39 <i>In Person or Synchronous learning based on group</i>	<i>MD: 11:27 – 11:57</i> Asynchronous learning
5th Period	RD: 1:43 – 2:36 <i>MD: 12:01 – 12:31</i>	Period 5: Asynchronous learning 12:01 - 12:31 (30 min)

6 th Period	RD: 2:40 – 3:33	<i>MD: 12:35 – 1:05</i> Asynchronous learning
RD: 3:33 – 3:48 <i>MD: 1:30 – 2:30</i>	Teacher Prep Time / Student Support Time	PLC/ Professional Development

In person Instructional Minutes MTWF per student = 638 minutes

Synchronous Instructional Minutes per student = 653 minutes

Asynchronous Minutes per student = 166 minutes

Total Instructional minutes per student, per week = 1457 minutes