

Sumner High School Student & Family Distance Learning Guide



2020 - 2021

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Distance Learning Weekly Schedule & Calendar

Student Weekly Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
Asynchronous lessons	7:30 - 8:20 Zero Period		7:30 - 8:20 Zero Period	
Independent Learning (270 Minutes)	8:30 - 9:20 Period 1	8:30 - 9:20 Period 2	8:30 - 9:20 Period 1	8:30 - 9:20 Period 2
	9:30 - 10:20 Period 3	9:30 - 10:20 Period 4	9:30 - 10:20 Period 3	9:30 - 10:20 Period 4
	10:30 - 11:20 Period 5	10:30 - 11:20 Period 6	10:30 - 11:20 Period 5	10:30 - 11:20 Period 6
		11:30 - 12:00 *Advisory		
	Lunch Pick Up 11:30 - 1:00			
	Asynchronous Learning (215 min.)			
Office Hours: Tuesday - Friday English: 1:00PM - 2:00PM Social Studies & Leadership: 1:15PM - 2:15PM Math: 1:30PM - 2:30PM Science & Special Education: 1:45PM - 2:45PM Art & CTE: 2:00PM - 3:00PM PE & World Lang: 2:15PM - 3:15PM				
*Reference school calendar for Advisory dates				

Summer High 2020 Student Distance Learning Calendar																																																																
Periods 1,3,5	Periods 2,4,6 & Advisory																																																															
Period 2,4,6	No School																																																															
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Sept. 8th - First Day of School October 9th - No School (State Prof. Development) October 12th - No School (Staff Training) November 11th - No School (Veterans Day) November 25th - 27th - No School (Thanksgiving Break) December 21 - January 1 - No School (Winter Break)																																																																

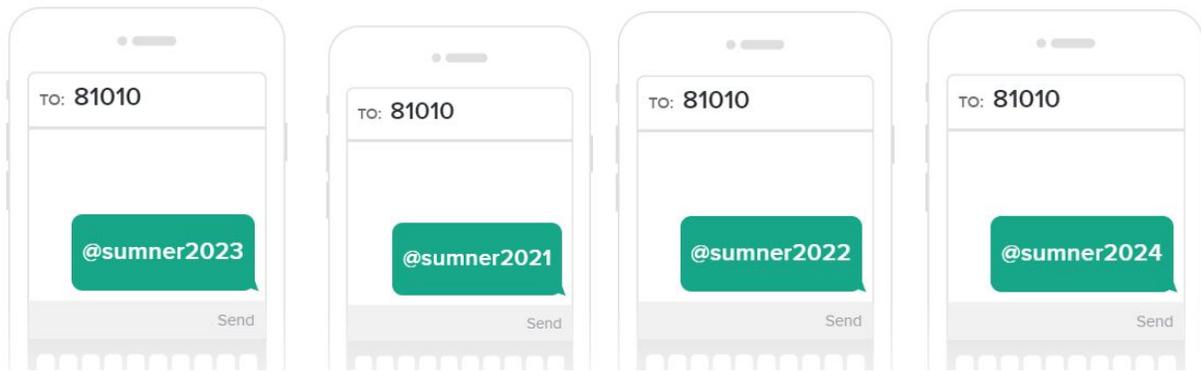
Accessing First Day of Class Zoom Links

Students will receive a message in Skyward, student email, & Google Classroom from each of their teachers with the link for their scheduled zoom class. If you

Communication & Remind

Staff Email: `FirstName_LastName@Sumnersd.org`

Please join your class specific Remind to updates via text. We encourage both parents and students to join.



Monday Lessons & Friday Teacher Communication

Teaching and learning that is delivered on Mondays will occur asynchronously (student works independently). However, there will be an opportunity for students to receive support during teacher's office hours. Teacher's office hours are not necessarily the same as Tuesday - Friday. Confirm with your teacher on when Monday's office will occur.

Each Friday will be an Assignment Drop by 3:45pm in Google Classroom for students/families including:

- Agenda/overview for following week
- Learning targets/standards for upcoming week
- All asynchronous work for Monday including any instructional videos needed
- Major assignments for upcoming week

Meal Service

When Distance Learning begins **September 8th**, our [Grab and Go Curbside meal service](#) will be available Monday through Friday on scheduled school days. Meal pickup will be from 11:30 a.m. to 1:00 p.m. One lunch and one breakfast will be packaged together. Here are some details:

- Meal service is available for **FREE to all children aged 18 or under**. The child does NOT need to be an enrolled student and names do not need to be provided.
- Parents and guardians may pick up meals without children present. They simply need to let the Child Nutrition staff distributing the meals know that they are picking up for children at home.
- Meals can be picked up from any site below.

Curbside Grab and Go Meal Sites (Monday – Friday, 11:30 a.m. – 1:00 p.m.):

Bonney Lake Elementary	Daffodil Valley Elementary	Donald Eismann Elementary
Emerald Hills Elementary	Liberty Ridge Elementary	Lakeridge Middle
Mountain View Middle	Sumner Middle	Sumner High

Free or Reduced-Price Meal Applications:

Although qualification for Free or Reduced-Price meals is not needed to obtain free meals when school begins, that could change later this fall so it is a good idea to update your application from last year or apply if you feel your family would qualify. It also may provide your children reduced fees or other benefits. Please apply online through Family Access or pick up an application at a meal service site.

Pandemic EBT:

Did your child/children qualify for free or reduced-price meals in the 2019-2020 school year? If so, you are eligible for up to \$399 per child through the Pandemic EBT program. Those who have existing EBT cards would have already received this benefit, but those without an EBT card can apply at: <http://washingtonconnection.org> or by calling (877) 501-2233. The application deadline is September 11, 2020.

Questions? Call the Child Nutrition office at (253) 891-6450.

Attendance

"Attendance is a critical building block for student learning. If students are not present, they cannot engage in learning. Attendance is a leading indicator of equity that signals when students might need additional support and areas for system and school improvement. Attendance practices are not punitive in nature and should not be used as such."

- **Office of Superintendent of Public Instruction**

Monday: Completion of asynchronous work, evidence of progress or communication with each teacher.

Tuesday - Friday: Teachers will take attendance during synchronous zoom lessons. Robo calls will be made, starting on the 2nd week of school, to communicate to families that their student was not present for live class. However, if the student makes contact with the teacher and/or shows evidence of participation in a task or assignment on the same day as the live class the student's absence will be corrected to present.

For the 2020-21 school year, school districts are required per OSPI guidelines to take attendance as normally required by law. Whether instruction is 100% remote, face-to-face, or in a hybrid model, **attendance will need to be taken daily**. Per OSPI guidelines, a student will be considered present if there is engagement shown by the following:

- Daily interactions with the teacher to acknowledge attendance (including messages, emails, phone calls or video chats); or
- Evidence of participation in a task or assignment.

SBLSD expectations are that students attend synchronous Zoom sessions. If a student cannot meet this expectation, **they will not be penalized**. This expectation is simply to convey our belief that students will get the most benefit from having the opportunity to interact with teachers and peers in real time. We recognize that there are multiple external factors that could necessitate that a student completes the work at a different time. Students who miss synchronous instruction should be provided access to an asynchronous learning opportunity such as recorded lessons or materials posted in Google Classroom that is an equal alternative. Sumner High will work with families to proactively support student re-engagement.

Textbooks/Material Pick-Up (First Semester 2020)

9/24- 12:00-3:30pm (9th grade)

9/25- 12:00-3:30pm (10th grade)

9/28- 8:00-11:00am (11th grade)

9/28- 12:00-3:30pm (12th grade & all grades)

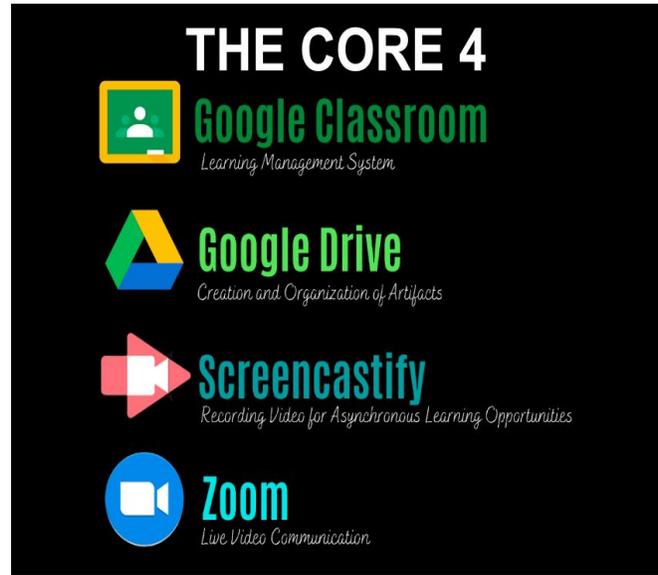
*Logistics/Details to be communicated before Pick-Ups

Core 4

What is the Core 4?

Choosing the fewest number of tools to get the job done is the principle of practice behind the Core 4. There is no shortage of apps and tools that can be used for distance learning. We have chosen a few to focus on, ensuring that staff, students, and families have a consistent experience. We aim to reduce the cognitive load required for figuring out how the technology works so that we can focus on content.

The Core 4 are essential tools that are used across all grade levels, schools and content areas in SBLSD. Mastering these tools is our first priority because they are the infrastructure for distance/hybrid learning. Everyone should be proficient in these tools.



Additional Tools - Beyond the Core 4 we have identified a small number of additional tools that represent the next set of tools that an educator might find helpful. These tools were selected because they are utilities that can be generalized across grade levels and content areas. Many of these are multiple-purpose tools and offer more than one feature to support engagement and learning. An example is Nearpod. It allows staff to integrate Google Slides, has a collaborative discussion board (similar to Padlet), a video annotation tool similar to Edpuzzle, polling (like Poll Anywhere), Open-Ended Responses, and quiz features (and more!).

Administration & Guidance Teams

Kassie Meath	Principal	Alec Simmons	Counselor for A - C
Kell Garrison	Administrator for 9th Grade	Diana Herrera	Counselor for D - He
Josh Agpalza	Administrator for 10th Grade	David Sandberg	Counselor for Hi - Mc
Robin Furlan	Administrator for 11th Grade	Amanda Paulson	Counselor for Me - R
Brian Scheerer	Administrator for 12th Grade	Cynthia Cuellar	Counselor for S - Z
Kelly Kirk	Dean & Athletic Director	Ariana Judson	Behavior & Family Support

Schedule Change Request

If you want to inquire about a schedule change please review the [linked document](#) & follow the directions to submit a schedule change request.

The Successful Distance Learner

Good Study Habits

One of the best ways to be a successful distance learner is to develop and execute good study habits including:

- attend zoom classes everyday & office hours when I need to
- checking your email account and google classroom at least once a day
- time management - don't let assignments go until the last day
- use all available resources
- work in a quiet, uninterrupted area as much as possible
- communicate frequently with your instructor and peers
- reach out to your teachers right away, when you need help.

Learners who have a strong sense of self-awareness and good study habits usually have better strategies for understanding new information and are typically more successful in an online environment.

Self-Discipline and Motivation

Another characteristic shared by successful distance learners is self-discipline. This distinguishing feature is usually seen in the learner's ability to stay current with class assignments, participate on a regular basis in online discussions, and adhere to assignment due dates.

One way to promote self-discipline is to organize your time using a calendar. Schedule an appointment time on the calendar to study for an exam, work on assignments, and complete assigned readings. Be sure to arrive at your classes on time and stay for the full allotted time. Select an area that is quiet and has enough light and space for you to work properly.

Distance learners need to be self-motivated. Unlike traditional courses in which the students and instructor meet face-to-face, learning activities and communication in DL courses are remote. This arrangement allows you some flexibility to work when it is most convenient for you. During asynchronous time you have the responsibility to remain motivated and engaged.

Time Management

Time management is a commitment; you must set aside a significant amount of time each week for class work. Distance learning classes require as much time and effort as traditional seated classes, if not more. It is important not to leave assignments until the last minute. Plan your time to include any potential technical difficulties in software, hardware, or internet connections.

Class Communication

Successful distance learners interact frequently with instructors and fellow students during course activities. As an online student, effective communication is key, but can be difficult. Without the face-to-face contact of a traditional classroom, written communication becomes paramount. Since written communication lacks the facial expressions, tone of voice and other non-verbal cues seen or heard during face-to-face communication, the following tips are recommended:

- **identify course and section in the subject line**
- **when asking a question, be specific and provide details about what you are trying to figure out and what you don't understand**
- **always identify yourself in the message**
- **keep it simple - be clear and concise**
- **avoid using jargon and overusing "big" words**
- **use concrete, specific words rather than general words**
- **write professionally, but as you would talk**
- **avoid "texting" language, foul language or slang**
- **avoid very long (run-on) sentences**
- **write in a positive tone**
- **do not respond in anger**
- **always edit and proofread your work before sending it**

Student Organizer

My Weekly Schedule					
Mondays					
35 min of asynchronous learning for periods 1 - 6 (all classes)			Afternoon Office Hours (excluding holidays): Teacher determined		
Tuesday and Thursday Classes					
Class Period	Subject	Teacher	Zoom Class Time *Required*	Office Hours (Optional)	Zoom link
1			8:30 - 9:20 am		
3			9:30 - 10:20 am		
5			10:30 - 11:20 am		
Asynchronous Learning in Per. 1, 3 and 5: In addition to 50 minutes of Zoom for each class, you are responsible for learning outside of class for approximately 70 minutes per class					
Wednesday and Friday Classes					
Class Period	Subject	Teacher	Zoom Class Time *Required*	Office Hours (Optional)	Zoom link
2			8:30 - 9:20 am		
4			9:30 - 10:20 am		
6			10:30 - 11:20 am		
Asynchronous Learning in Per. 2, 4 and 6: In addition to 50 minutes of Zoom for each class, you are responsible for learning outside of class for approximately 70 minutes per class					
Adv	* Advisory				

* We will get more details out to you about advisory times and dates as that information becomes available.

Student & Parent Technology Resources

District Technology Support: (253) 891 - 6055

[General Technology](#)

[Google Classroom](#)

[Zoom](#)

[Logging into Chromebooks \(Spanish\)](#)

Glossary

Asynchronous - Not existing or not happening at the same time. Blended learning is not considered "live learning". Asynchronous learning involves media or text learners access in their own space and time.

Blended learning - [Blended learning](#) is a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching and instruction.

Core 4 - The 4 "Core" tools every educator will utilize to deliver quality instruction. The Core 4 consists of: Google Classroom, Google Drive, Screencastify, and Zoom. [Core 4 Quick Reference](#)

Digital Learning - Digital learning is any instructional practice that effectively uses technology to strengthen a student's learning experience. It emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment, opportunities for learning anytime and anywhere, and individualized instruction to ensure all students reach their full potential to succeed in college and a career.

Distance Learning (also called remote learning) - learning scheduled to occur when the student and the educator, or information source, are not physically present in a traditional classroom environment. Information is relayed through technology, such as discussion boards, video conferencing, and online assessments. Distance learning may also include unplugged activities (not involving technology).

Choice board - A choice board is a graphic organizer that allows students to choose different ways to learn about a particular concept. Choice boards are set up in a grid, generally with 9 squares.

Flipped Learning - Flipped Learning is an approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

Google Classroom - a Learning Management System (LMS), developed by Google for schools, that aims to simplify creating, distributing, and grading assignments in a paperless way. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students.

G Suite - a suite of cloud computing, productivity and collaboration tools, software and products developed by Google. The G-Suite for education includes applications like Google: Docs, Slides, Sheets, Jamboard, Classroom, etc.

Hybrid learning - [Hybrid learning](#) is a way of combining traditional classroom experiences, experiential learning objectives, and digital course delivery that emphasizes using the best option for each learning objective.

Learning Management System - A learning management system is a software application for the administration, documentation, tracking, reporting, automation and delivery of educational courses, training programs, or learning and development programs.

Learning pathway - the chosen route, taken by a learner through a range of e-learning activities, which allows them to build knowledge progressively. With learning pathways, the control of choice moves away from the teacher to the learner.

Nearpod - an instructional platform that merges formative assessment and dynamic media for collaborative learning experiences. Make digital learning dynamic and collaborative with immersive activities and formative assessments like virtual reality and game-based quizzes delivered through one seamless learning experience.

Personalized learning - an educational approach that aims to customize learning for each student's strengths, needs, skills and interests.

Priority Standards - a carefully selected subset of the total list of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared for the standards at the next grade level or course.

Screencastify - Video recording tool that allows teachers and students to edit and share those recordings.

Synchronous - Existing and happening at the same time. Synchronous learning refers to "live learning" in real-time. This could be online or face-to-face.

Universal Design for Learning (UDL) - [Universal design for learning \(UDL\)](#) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. UDL is considered best practice for teaching students in an inclusive environment.

Unplugged - Not involving any technology

Wayfinder - A consistent location in your classroom or pieces of digital lesson design that help students locate important material and anchor activities. Examples of a "Wayfinder" in the classroom include anchor charts, posted learning targets, and agendas. Examples in a digital setting include "How to videos" before an activity, posters with routines, and icons or keys.

Zoom - A video conferencing tool.