



EWMS Learning Guide for Students

Thank you for your patience and understanding as we change the way we do “schooling” for our district middle school students. As we transition to the next phase of our distance learning plan, we will continue to communicate directly with our families if there are substantive changes to this plan.

Transition to Distance Learning

- **Priorities of Distance Learning for SDUHSD Middle Schools:**

- The health and welfare of our students, families, and staff is our highest priority.
- We aim to engage our students in a high-quality distance learning environment with a focus on essential standards mastery for each course. Courses will be pared down from what would normally be taught and learned as we focus on what is most important for our students to know and be able to do.
- With a focus on these essential learning outcomes, students will be engaged in up to 50-60% of the normal academic learning load. We know that the learning environment has changed 100% for our teachers and students, so we will be sensitive to striking a balance between the well-being of our students and the academics necessary to be successful in the following grade level course.
- We want to make sure our students have access to the learning, which is why we have implemented a framework for learning windows that resolves conflicts between classes, particularly in electives.

- **Access to Curriculum:**

- Teachers may provide students access to the curriculum in a variety of ways, including but not limited to:
 - Google Classroom
 - Google Hangouts Meet and/or Google Chat for interactive discussions and tutorials
 - Office hours
 - Flipped lessons (Teachers prepare a digital lesson [ex/ Screencasting] for students to view and then discuss and check for understanding later)
 - Emailed learning activities
 - Project-based learning
- **In a Distance Learning environment, instructional delivery is going to be *different* than in a traditional setting.** Supports will continue for [English Learners](#), and those students receiving [Special Education](#) and [Section 504](#) services (see *Student Support Services* section for more detail).

- **Grades:**

- SDUHSD has elected to grade all students **Credit / No Credit for the second semester**. More information will be forthcoming to students and staff about this way of evaluating student progress for a grading period. This change in our grading policy will only apply to the 2019-20 school year.
- The [UC/CSU system](#) has issued a policy statement on grades that impacts high school courses.

- **Update on Standardized Assessments:**

- The 2020 administration of the California Assessment of Student Performance and Progress and English Language Proficiency Assessment for California (ELPAC) for 7th and 8th graders [CAASPP](#) has been suspended.

- **Resources to support students transitioning to online learning:**

- [Distance Learning Expectations for Students](#)
- [Virtual Meeting Etiquette Video for Students](#)
- [Student Self-Care Tips for Virtual Learning](#).
- [10 Self-Care Strategies for Teens](#)
- caresolace.com/sduhsdfamilies
- [Wide Open School by Common Sense Media](#)



Framework for Distance Learning

Goals:

- This framework *protects learning* so **all** students have **access** to their class learning activities, including Google Hangouts Meet opportunities, flipped classes, and/or Office Hours.
- This framework supports teachers so that they can engage their students without conflicting with other classes, and it gives teachers flexibility in how they lay-out their learning activities for the week.
- The framework allows for Balance and Social Emotional consideration.
- Teachers do **not** have to teach *live* each day of the week / learning activities should vary as per teacher discretion. Some learning activities may be synchronous and some may be asynchronous. See Key Terms for Online Instruction (below).
- The windows provide for 50 - 60% of the normal learning load for students for the week.
- Teachers will focus on Essential Standards and Learning Outcomes for their curricular area.

Key Terms: Online Instruction



A new way of teaching comes with new vocabulary. Meet two new friends, **Synchronous** and **Asynchronous** Learning.

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 online learning in which students learn from instructors, or peers in real time, but not in person. For example, live Google Hangouts Meets, chat-based online discussions, or live Twitter chats would be considered forms of synchronous learning.

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 using Screencastify, email exchanges between teachers and students, online discussion boards, and using Google Classroom to organize instructional materials and related correspondence would all be considered forms of asynchronous learning.

From EdSource [Synchronous Learning](#) 8/29/13, retrieved on 3/30/20.

Earl Warren MS Framework for Synchronous Learning

Monday	Tuesday	Wednesday	Thursday	Friday
English Science Electives	Math Social Science World Language Physical Education Counseling	English Science Electives	Math Social Science World Language Physical Education Counseling	Student Support and Outreach (Education Specialists/Case Managers and related Service Providers)

EWMS Distance Learning “Office Hours”

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 – 10:00	Austin Roskopf	Parrington (8:30-9:30) Geaslin (8:30-9:30) Noonan Barr Nesseler	Austin Roskopf	Parrington (8:30-9:30) Geaslin (8:30-9:30) Noonan Barr Nesseler	Dekker
10:00 – 11:00	Yoshida Williams Shope Vellone (ENG 7H)	Banuelos Godebu	Yoshida Williams Shope Vellone (ENG 7H)	Banuelos Godebu	Dekker Halling Emberger
11:00 – 12:00	Yoshida Ruecker Baldwin Schaller	Brown Cerny Oehler Vellone (World History)	Yoshida Ruecker Baldwin Schaller	Brown Cerny Oehler Vellone (World History)	Emberger
12:00 – 1:00	Baldwin		Chowdhury Baldwin		Emberger Chowdhury
1:00 – 2:00	Olson (Science) Lowe Halling McDade	Robson Craven (1:30-2:30)	Olson (Science) Lowe Halling	Robson Craven (1:30 – 2:30)	Emberger Craven (1:30-2:30)
2:00 – 3:00	DeFoney	Naraghi Shannon Dekker Olson (STEM)	DeFoney	Naraghi Shannon Dekker Olson (STEM)	DeFoney

Student Support Services

Student wellness continues to be at the center of all decisions made around student learning and our student support teams at each school will be available to respond to inquiries about non-emergency social and emotional support and academic questions in a distance learning environment. While we know this will not replicate the services you would ordinarily have at school, our school teams of counselors, student support specialists and school psychologists are ready to support in this ever-changing environment.

[Student Self Care Tips for Virtual Learning](#)

[Self Care Strategies for Teens](#)

Special Education and Section 504 Services

Special Education and Section 504 Services Specific to students served through an individualized education or Section 504 plan, district staff and case carriers are working together to ensure equity and accessibility for each student in a distance learning environment. IEP Case Managers are working directly with their students. For specific details, please refer to the letter ([English/Spanish](#)) and contact your case manager with specific questions. IDEA Procedural Safeguards ([English/Spanish](#)) and 504 Procedural Safeguards ([English/Spanish](#)).

English Learners

English Learners will continue to receive academic support through their designated English learner classes as well as through integrated instruction in their academic classes. The English Learner Lead and support staff will be collaborating with teachers to provide appropriate support to students as needed. If you have specific questions or would like to communicate with someone regarding English Learner support, please contact Assistant Principal Kaitlin Wood.

Distance Learning Student Expectations



Take care of yourself

Eat healthy, exercise daily, check-in with family and friends, and find ways to help others. Be positive. Be kind to yourself and others. Be grateful.



Set a schedule

Have a routine each day that includes time for schoolwork, breaks, exercise and family time. Here is a [sample](#) schedule.



Create a daily check-list

Check Google Classroom at 8:30 am each morning. Write down your daily "To-Do List" in your agenda.



Check your school email daily

Teachers will communicate via your school email. You can access your school email from my.sduhsd.net



Collaborate

Find study buddies and work together to help each other. Schedule a Google Hangout to study or complete assignments together. Ask your teachers for help when needed.



Digital Citizenship

Be a good digital citizen and follow SDUHSD Acceptable Use Policy. Remember everyone online leaves a digital footprint.



Create a workspace

Find a quiet space where you can focus on both online and offline learning. Get headphones to help limit distractions.



Visit Teacher Office Hours

Teachers are available to you 2 days every week. If you have questions, need help or just want to check in visit your teacher's optional office hours.



Complete and turn in all posted assignments on time

Teachers are monitoring assignment completion and communicating with parents regularly. Students concerned about meeting assignment deadlines should email teachers ASAP.



Ask for help when you need it - Who should you talk to?

Teachers

Can help with assignments, questions about feedback

Counselor

Personal and social-emotional concerns

Principal and AP

Help with access to technology, questions you are unable to resolve with your teachers