

Comprehensive Distance Learning

A Guide for Families/Caregivers

Glossary

| Term | Definition | Abbreviation |
|-----------------------------------|---|--------------|
| Comprehensive Distance Learning | Comprehensive Distance Learning is an instructional model consciously selected in advance, with time to plan and make preparations to better ensure quality and accessibility of the learning experience for all students when in person learning is not an option. | CDL |
| Synchronous | Learning in which participants interact in real time in the same space (like in a Google Meet) | |
| Asynchronous | Learning that occurs in elapsed time between two or more people. Examples could include email, online discussion forums, blogs, podcast, viewing videos, etc. | |
| Office Hours | A time when the teacher is available through email and/or Google Meet to meet with students. Meetings during office hours may be scheduled in advance. | |
| What I Need/Interventions/Support | This is specifically designated time in which students receive additional support or learning based on their specific needs. This is likely to happen in small groups via Google Meet. | WIN Time |

Now that we know Hillsboro School District will be implementing CDL until at least November 5, 2020, this document will provide guidance to families and caregivers about supporting the learning of your student(s).

CDL Instruction:

- All teachers will be utilizing Google Classroom with an established district-wide template.
- Announcements will come through the Remind app, Parent Vue, Google Classroom, and HSD email.
- Curriculum in CDL will be teacher paced and based on the state grade level standards.
- Learning will include a mix of synchronous and asynchronous learning opportunities throughout the week.
- Instructional needs of students will be met in a variety of ways including:
 - Curriculum adjustments
 - Opportunities for small group or one-on-one instruction with teachers and paraprofessionals to meet needs
 - Specialists conferencing with counselors

- English learner/Special education teachers
- Acceleration or enhancement options

Expectations of Students:

- Engage in synchronous learning opportunities based on the school schedule as frequently as possible.
- Complete all asynchronous and applied learning assignments (posted in Google Classroom) by their due dates or communicate with their teacher.
- Attend What I Need/Intervention/Support time as designated by teacher(s).

How Families/Caregivers Can Support Student(s):

- Be aware of your student's school schedule and, if necessary and possible, support them in engaging in synchronous learning opportunities.
- Support your student in creating and following positive distance learning habits and routines.
- Frequently engage with your student by asking questions about their learning, like:
 - What are you learning right now in _____?
 - Can you show me some of your recent assignments in Google Classroom?
 - What big projects are you working on?
 - Are you getting all of your questions answered? Do you understand what is expected of you in class?
- Families who speak a language other than the language of instruction (e.g. Spanish or English) are not expected to teach the second language to their students. Families/caregivers should support their students by encouraging them to complete the independent assignment to the best of their ability. Students will benefit from explaining what the activity or skill is in their home language. Encourage your student to attend their teacher's office hour or support time for extra help.

Schedule:

Students will be provided with a school schedule (see example schedules by level at the end of this document) including the specific times they are expected to login to the computer to engage in synchronous learning (times when their teacher is also online to work with them). Asynchronous learning will also be part of this schedule; however, this time is more flexible for students and families to adjust because the teacher is not online at that time and instruction is not happening in real time.

If your student is not able to join the synchronous learning time, please communicate with the teacher so they can support your student in accessing the learning at another time or in another way.

Attendance:

In order for students to be considered "present" for the day, they must have interaction or engagement in learning at least once per 24 hour period for elementary, and once per class period for middle and high school. Interaction can be evidenced by any of the following or reasonable equivalents:

- Participating in a live video class;

- Communicating with the teacher via chat, text message, communication app, or email;
- Posting completed coursework to a learning management system or web-based platform or via email;
- Turning in completed coursework on a given day; or
- A phone call between the teacher or educational assistants/paraprofessionals and the student, or, for younger students, with the parent or guardian of the student.

Grading:

Students will be earning grades during CDL. Parents can stay informed of their student's grades through Parent Vue and regular grade reporting periods.

Family/Parent Communication:

Throughout CDL, schools will be prioritizing frequent communication between school staff and families. This could include:

- Connections through office hours and email.
- A newsletter from your neighborhood school sent weekly to families.
- Phone calls or texts from staff using Google Voice (ES/MS/HS) and Remind (MS/HS).

Sometime between August 31 - September 11, each family will be contacted by your child's classroom teacher (elementary) or advisory teacher (middle and high school) for a Back-to-School Conference. The purpose of this conference is to make individual connections with our students and families to welcome them back to the school year by starting with a personal conversation. Your teacher will also ask if there are any supports and/or resources that might be needed, and can help fulfill those requests.

If we find your student(s) is struggling with any of the schoolwork and/or not attending frequently, school staff will be reaching out to families in order to collaborate on providing support for the student and family/caregiver.

Connection to Support & Resources:

- Technology Support: Students and families can receive technology support by calling the help desk at 503-844-1562 (503-844-1568 for Spanish) between 7:30 a.m. and 4 p.m. Monday through Friday. Help can also be accessed by emailing techhelp@hsd.k12.or.us
- Supplies & Resources to Support Learning: If you are in need of school supplies or resources for your student's learning please complete this form: [HSD Google Form for Student/Family Resources](#)
- Family & Community Engagement Liaison Support: If you are in need of additional resources to support your family and student, you can reach out directly to one of our Family and Community Engagement Liaisons. Visit this page of our district website to find a list of our district and school based liaisons: <https://www.hsd.k12.or.us/Page/712>

Elementary School Student Sample Schedule

*SAMPLE Student Schedule. The subject may not necessarily be in this order.

| Q.1 Sept - Nov | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------------------|---|---|--|---|---|
| 8:00-8:30 | Students may use this time for Asynchronous and/or Applied Learning as well as breakfast and wellness | Students may use this time for Asynchronous and/or Applied Learning as well as breakfast and wellness | Students may use this time for Asynchronous and/or Applied Learning as well as breakfast and wellness | Students may use this time for Asynchronous and/or Applied Learning as well as breakfast and wellness | Students may use this time for Asynchronous and/or Applied Learning as well as breakfast and wellness |
| 8:30-9:00 | Morning Meeting Synchronous | Morning Meeting Synchronous | Morning Meeting Synchronous | Morning Meeting Synchronous | Morning Meeting Synchronous |
| 9:00 - 10:30 9:00-9:30 (W) | Language Arts Synchronous (30) | Language Arts Synchronous (30) | WIN: Math/ LA Synchronous | Language Arts Synchronous (30) | Language Arts Synchronous (30) |
| 10:45-11:45 9:30-10:00 (W) | Math Bridges/ CPM Synchronous(30) | Math Bridges/ CPM Synchronous(30) | WIN: Math/LA Synchronous | Math Bridges/ CPM Synchronous(30) | Math Bridges/ CPM Synchronous(30) |
| 11:45 - 12:15 | Lunch | Lunch | Support Classes Synchronous Music/PE On-line Schedule of these courses determined by class & communicated by school. | Lunch | Lunch |
| 12:15 - 12:30 | Math Synchronous (15) | Math Synchronous (15) | | Math Synchronous (15) | Math Synchronous (15) |
| 12:30 - 1:00 | WIN Synchronous | WIN Synchronous | | WIN Synchronous | WIN Synchronous |
| 1:00 - 2:00 | Asynchronous and/or Applied learning Students may also be supported in small groups at this time depending on need. As well as on-line options for Music/PE. | Asynchronous and/or Applied learning Students may also be supported in small groups at this time depending on need. As well as on-line options for Music/PE. | | Asynchronous and/or Applied learning Students may also be supported in small groups at this time depending on need. As well as on-line options for Music/PE. | Asynchronous and/or Applied learning Students may also be supported in small groups at this time depending on need. As well as on-line options for Music/PE. |
| 2:00 - 2:30 | Office Time* | Office Time* | Office Time* | Office Time* | Office Time* |

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| Synchronous Learning | Students meet in class for virtual instruction with a teacher. This is teacher-facilitated learning that is done virtually. |
| Office Time* | Each day teachers are available for additional office time so that students are able to check for understanding and receive additional support. *Office Time may be adjusted for later opportunities for support. At least 30 mins. |
| Asynchronous and/or Applied Learning | Teachers may post learning opportunities including videos, reading, practice and application connected to the synchronous learning sessions. The student may also build off the learning and can make connections to this learning individually or in collaboration with others. This time is flexible for students and does not necessarily have to be done in this time frame. |
| Advisory | This time is intended to provide a synchronous opportunity of support for the social and emotional well being of students, including community building and checking in. |

Middle School Student Sample Schedule

*SAMPLE Student Schedule. The subjects may not necessarily be in this order.

| Q1. Sept - Nov | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------|---|---|--|---|---|
| 8:30 - 9:30 | Students may use this time for Asynchronous and/or Applied Learning | Students may use this time for Asynchronous and/or Applied Learning | Students may use this time for Asynchronous and/or Applied Learning | Students may use this time for Asynchronous and/or Applied Learning | Students may use this time for Asynchronous and/or Applied Learning |
| 9:30 - 10:00 | Math Synchronous | Math Synchronous | PE/Health, Electives and/or Support Classes Synchronous Schedule of these courses determined by class & communicated by school. (Each student will have up to two 30 minute classes) | Math Synchronous | Math Synchronous |
| 10:15 - 10:45 | Science Synchronous | Science Synchronous | | Science Synchronous | Science Synchronous |
| 11:00 - 11:30 | Language Arts Synchronous | Language Arts Synchronous | | Language Arts Synchronous | Language Arts Synchronous |
| 11:45 - 12:15 | Social Studies Synchronous | Social Studies Synchronous | | Social Studies Synchronous | Social Studies Synchronous |
| 12:30 - 1:00 | Advisory Synchronous | Advisory Synchronous | | Advisory Synchronous | Advisory Synchronous |
| 1:00 - 1:30 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 1:30 - 2:30 | Asynchronous and/or Applied learning. Students <i>may</i> also be supported in small groups at this time depending on need. | Asynchronous and/or Applied learning. Students <i>may</i> also be supported in small groups at this time depending on need. | Asynchronous and/or Applied learning. Students <i>may</i> also be supported in small groups at this time depending on need. | Asynchronous and/or Applied learning. Students <i>may</i> also be supported in small groups at this time depending on need. | Asynchronous and/or Applied learning. Students <i>may</i> also be supported in small groups at this time depending on need. |
| 2:30 - 3:00 | Office Time* | Office Time* | Office Time* | Office Time* | Office Time* |

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|--------------------------------------|--|
| Synchronous Learning | Students meet in class for virtual instruction with a teacher. This is teacher-facilitated learning that is done virtually. |
| Advisory | This time is intended to provide a synchronous opportunity of support for the social and emotional well being of students, including community building and checking in. |
| Office Time* | Each day teachers are available for additional office time so that students can check for understanding and receive additional support. Attendance is optional for students. *Office Time may be adjusted for later opportunities for support. |
| Asynchronous and/or Applied Learning | Teachers may post learning opportunities including videos, reading, practice and application connected to the synchronous learning sessions. The student may also build off the learning and can make connections to this learning individually or in collaboration with others. This time is flexible for students and does not necessarily have to be done in this time frame. |

High School Student Sample Schedule

Mondays, Tuesdays, Thursdays, and Fridays will follow the schedule below with synchronous learning opportunities for each class period.

Wednesdays will follow the same schedule, but will consist of asynchronous learning, with possible one-on-one or small group sessions during designated class periods. Wednesdays will also include weekly Academic Seminar time.

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|---|---|---|---|---|
| 9:00-9:50 | Office Hours and/or Students may use this time for Asynchronous and/or Applied Learning | Office Hours and/or Students may use this time for Asynchronous and/or Applied Learning | Students may use this time for Asynchronous and/or Applied Learning | Office Hours and/or Students may use this time for Asynchronous and/or Applied Learning | Office Hours and/or Students may use this time for Asynchronous and/or Applied Learning |
| 9:55-10:55 | Period 1 | Period 1 | Period 1 Support | Period 1 | Period 1 |
| 11:00-12:00 | Period 2 | Period 2 | Period 2 Support | Period 2 | Period 2 |
| 12:05-12:40 | lunch | lunch | lunch | lunch | lunch |
| 12:45-1:45 | Period 3 | Period 3 | Period 3 Support | Period 3 | Period 3 |
| 1:50-2:50 | Period 4 | Period 4 | Period 4 Support | Period 4 | Period 4 |
| 2:55-3:20 | Advisory | Advisory | Students may use this time for Asynchronous and/or Applied Learning | Advisory | Advisory |
| 3:20-4:00 | Office Hours and/or Students may use this time for Asynchronous and/or Applied Learning | Office Hours and/or Students may use this time for Asynchronous and/or Applied Learning | | Office Hours and/or Students may use this time for Asynchronous and/or Applied Learning | Office Hours and/or Students may use this time for Asynchronous and/or Applied Learning |

*Students should join live lessons daily at the top of each class period and advisory M-T-Th-F. Students may also access live support by their teachers during daily open office hours and targeted support on Wednesdays. Students and families should let the teacher know if they are in need of support.

SPANISH: