

Synchronous Learning Model at the Mountain View School District April 2021

SYNCHRONOUS LEARNING is the educational opportunity for students to learn through live instruction outside the traditional classroom. Through the use of several virtual tools, including Google Classroom and Google Meet, a teacher will provide each student with a full educational experience.

THE SYNCHRONOUS LEARNING model is available for students who have elected this learning option. Students will have access to the same tasks/assignments for **SYNCHRONOUS LEARNING** for each class/course that they would have if they were physically in classrooms on that day. Such tasks/assignments may be done using technology, but do not have to be done using technology.

Students are expected to follow their student schedule. Students will be expected to be online from 8:15 am to 3:00 pm, Monday through Friday when school is in session based on the district calendar. Attendance will be taken for students learning from home. All students are expected to be online for the full school day in order to be considered present.

Attendance

Students are expected to be in their Google Classroom and available to join Google Meets. Teachers will report attendance no later than the following school day in our attendance system (Sapphire). Teachers will report all absences for synchronous students to the main office (elementary) and attendance office (high school).

Some additional information related to Daily Attendance:

- For elementary students, attendance will be taken during homeroom and during each subject. Student attendance will be reported as “daily attendance”.
- For high school students, attendance will be taken during homeroom and during each class. Student attendance will be reported as “daily attendance” and “by class”.
- Attendance will be recorded every period, including homeroom (at the high school)
- Students that do not attend their synchronous for the entire period, will be marked as absent for that period.

The connection between our faculty/staff and our families is invaluable during this time of uncertainty. Using our human resources in a manner to support all aspects of the child will help build and deepen relationships.

Our **GOALS for SYNCHRONOUS LEARNING** are for students to

- Access quality instruction in a digital environment, using live instruction, recorded instruction, See Saw, and/or Google Classroom,
- Be given a variety of opportunities for educational practice,
- Have access to digital instruction through the use of several Google tools such as Google Classroom, Google Meet, SeeSaw, ScreenCastify, YouTube, TeacherTube,
- Have the opportunity to explore new concepts to further their learning,
- Have the opportunity to enrich student learning and provide opportunities for independent study,
- Provide standards-based instruction from district teachers at the same level of rigor as the traditional classroom.

For **SYNCHRONOUS LEARNING** to be successful, teachers need to

- Assign specific tasks/assignments for students to do virtually,
- Set a clear purpose for the tasks/assignments (see GOALS above),
- Provide clear, written expectations and directions for the work to be completed,
- Provide a venue for parents/students to ask questions,
- Provide feedback to students on work completed virtually,
- Hold the students accountable for the work assigned to be done virtually,
- Utilize provided laptops or appropriate technology with access to a camera to assist in the delivery of live instruction,
- Follow their assigned daily teaching schedule and follow a schedule designated to:
 - * Engage students in synchronous (live) instruction
 - * Prepare additional recorded lessons (as needed) or direct students to additional learning resources
 - *Communicate with parents/guardians and/or students.

During **SYNCHRONOUS LEARNING**, parents/guardians are encouraged to

- Oversee their child's learning,
- Provide a safe learning environment for their child(ren),
- Check their child's work for completion (or best effort),
- Use needed supplies/manipulatives to complete assignments,
- Communicate with their child's teacher,
- Answer their child's questions about their assigned tasks/assignments, if possible,
- Talk to their child about their education and assist in preparing students for the acquisition and retention of knowledge and skills,
- Ensure that their students are engaged during live instruction (if/when possible) or recorded instruction.

Additional resources needed for **SYNCHRONOUS LEARNING** include, but are not limited to

- Technology for both the teacher and student to have the best possible access to the Internet,
- Programs for teachers to record lessons that may be viewed and completed virtually,
- School supplies for students to use at home to complete tasks/assignments upon request.

Changing Learning Model

- If a student needs to transition to another option, the child's parent must submit their request in writing to their child's building principal. If a student attends in-person learning and is absent from school for any reason, the student will not be able to log in from home. The **SYNCHRONOUS LEARNING** option is only for approved students.
- Students who are in quarantine or have an extended illness may be permitted to temporarily move to **SYNCHRONOUS LEARNING**. Temporary requests to move in and out of the **SYNCHRONOUS LEARNING** will not be honored.

Use of Cameras

- All **SYNCHRONOUS LEARNING** students must turn on their cameras to interact with the class and to verify their attendance. Anything visible in their background must comply with school guidelines.
- Students can participate at times in class with their cameras off. All direction will be at the discretion of the classroom teacher especially related to quizzes and tests.
- Teachers may record lessons as well to post later, but are not required. Recording essential content may help students revisit more difficult content after the live lesson. .

Synchronous Classroom Rules and Etiquette

1. This on-line learning environment is considered a classroom. All school rules for behavior and dress code apply while students are in a synchronous lesson.
2. Attendance is mandatory. Students should log into each class before the start of each class. Absence from a Google Meet is an absence from class.
3. Students should use the Google Meet tools available to raise their hand and interact with the teacher.
4. Students are not permitted to record any portion of the live lesson.
5. All students must follow the [Mountain View's Acceptable Use Policy](#) at all times.
6. All students should participate in a quiet, environment free of distractions including cell phones, televisions, and other devices during class. A teacher may ask you to mute your volume to limit any background noise.
7. When using the chat feature, all comments must be school appropriate and respectful. Students will be subject to discipline for any use that is considered inappropriate.
8. The link that your teacher provides to join a Google Meet is intended for invited students only. Please do not share the link.

9. All absence excuses must be emailed or sent to the main office if a student can not attend due to illness or other type of appointment. Students should contact their teacher **before** the absence, whenever possible.

Role of School Counselors

The school counselors will address students' well-being through communication with students and families and provide a venue for students to voice their academic and/or social/emotional needs. For those students who are at risk, virtual counseling will be offered via Google Meet, and/or a follow up phone call when the student is doing **SYNCHRONOUS LEARNING**, if needed. Parents will be notified of any counseling services provided.

Role of Special Education Teachers

Special education teachers must continue to meet the goals listed in a student's IEP during **SYNCHRONOUS LEARNING**. Progress monitoring will be completed virtually when appropriate based on student specific goals. In person progress monitoring may be offered by the district at an agreed upon time between the parent and the special education teacher. Modifications and adaptations must be made as listed in a student's IEP as they apply to the virtual learning environment. If additional modifications and adaptations are needed based on the virtual learning environment the IEP team will meet to revise the IEP as necessary. The tracking teacher for an IEP student needs to be the contact person for the parents/guardians.

Role of Title I Teachers

Title I students will have access to the same tasks/assignments for **SYNCHRONOUS LEARNING** that they would have if they were physically in classrooms on that day. Such tasks/assignments may be done using technology. Title I teachers will communicate with parents on how to work with their child in addition to the services provided. Progress monitoring should be completed when the student is in the building. Progress monitoring can be done via technology or when students are physically in school.

Role of Paraprofessionals

Paraprofessionals can be used in a multifaceted way during the time of **SYNCHRONOUS LEARNING**. Specific programmatic paraprofessionals can support the teacher during a Google Classroom or Google Meet as well as reaching out during "resource time" to read material, further explain and provide remediation of skills. Individual paraprofessionals can be utilized to support one and one students via online remediation.