

Butte Creek School

Home of the Bobcats

Parent Handbook for Distance Learning



SILVER FALLS
SCHOOL DISTRICT

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Dear Butte Creek Families,

What a profound change we've experienced in such a short time. As we now know that school will not re-open until September, our District is now prepared to implement Distance Learning for all students, starting Wednesday, April 15 and continuing through the remainder of the 2019-20 school year. Distance Learning is defined as instruction in which the student and teacher are in different locations. It's important to note that Distance Learning includes a range of methods and strategies, not limited just to digital/online learning.

Our teachers will connect with each of their students on a regular basis, prioritizing their time together to focus on the most important, relevant learning. For this to be effective, teachers and parents must work as a team to co-facilitate learning, design consistent routines, and establish a learning environment in which students can thrive.

This handbook is designed to provide you with information and resources that will guide our partnership through the end of the school year. Our unique journey together has just begun, so please be ready to keep adjusting in the weeks ahead. We appreciate your patience, support, and grace as we move forward together. Go Bobcats!

Respectfully,

Kevin Palmer
Principal

ODE Guidance for Closure

- Centers on Care, Connection, and Continuity of Learning.
- Recognition that in this time of immense change and transition, what our students and families need most is kindness, compassion and care.
- Additionally, as we all experience social distancing, our students and families need to hear from trusted adults who know and care for them. One of the most meaningful contributions educators can make during this time is to find ways to engage students and families.
- Outreach from a known educator and ongoing connection through phone, paper/pencil communication, online or other means will serve as the heartbeat for distance learning.
- Maintaining undeterred focus to create conditions that foster learning and critical thinking for students will anchor us as we reimagine school through distance learning.
- It is our collective, moral imperative to ensure continuity of learning and access to education. In Oregon, we achieve together--we must keep this as our north star

ODE “Key elements of distance learning for every student” ODE and SFSD application

1. Every student regularly connects with their teacher(s).

- Teachers will connect with each student in each class at least weekly. Connection methods will vary by age of student and family circumstances. Connection methods may include Google Meet, responding to email or text, mailing or dropping off work, responding to Dojo, Remind, Seesaw, Google Classroom, phone connection, or any other expectation classroom teachers have established that allows for monitoring of student engagement and progress.
- If teachers are not able to connect with a student within a school week, teachers will mark them “absent” for the week and submit absence reports through building established process.
- If a student is marked absent, the school office will follow up with each family with safety calls. If the office does not hear back from a family, the absence will be sent on to our school counselors, Ms. Scott and Ms. Zukowski, in order to follow up further and possibly refer to the School Resource Officer for a wellness check.

2. Teachers and students prioritize time together to focus on the most important or relevant learning.

- Teachers are allotted very little Teacher-Led Instruction time for each student per day. Teaching and learning will not resume as it previously existed. Distance Learning looks different. Teachers will determine the most relevant learning for each student each week.

Teacher-Led Instruction time recommendations includes Teacher Instruction (in various forms which can be live or not live) and the tasks assigned to practice and demonstrate that learning.

Recommended times per day for Teacher-Led Instruction:

- Grades K-1: 45 minutes
 - Grades 2-3: 60 minutes
 - Grades 4-5: 90 minutes
 - Grades 6-12: 30 minutes per teacher (Maximum 3 hours in a day)
- In addition to the Teacher-Led Instruction time allotted each day, students are to continue to engage in SEALS daily. Classroom Teachers will direct you or your student to the appropriate SEALS work for them.

Recommended SEALS time for students is:

- Grades K-1: 1-2 hours per day
- Grades 2-3: 2 hours per day
- Grades 4-5: 3 hours per day
- Grades 6-12: 1-2 hours per day

3. Teachers, families, and caregivers work as a team, anchored in partnership. Together, teachers and families co-facilitate learning, design consistent routines, and establish the learning environment.

- Parents, guardians, extended family and others, thank you for working with us as *Learning Partners*! This is nothing new; we've always been partners in educating our young Bobcats. However, because we can no longer be together at school, our partnership is more important now than ever before. We need your assistance in two important areas:
 - Ensure student participation in Teacher-Led Instruction opportunities. The timing and delivery of this instruction varies by teacher, so please become familiar with Butte Creek's building and staff schedules.
 - Access Supplementary Education and Learning Supports (SEALS), either online or in packet form, aiming for about 2 hours of work daily. Please make SEALS math, reading, and writing a priority, and other subjects as time allows.
- Butte Creek teachers, counselors, and learning specialists will be available for communication throughout the normal school day, during regular office hours (**See Butte Creek Student and Staff Schedules**). Teachers may make themselves available beyond these times, at their discretion. Teaching staff can be contacted with questions about schedules, academics, and grading through e-mail, which we will strive to answer within 24 hours. School-wide communication will continue through automated phone calls and emails as needed. Teachers will be interacting with all students at least twice each week.
- The Butte Creek office will be staffed daily by one of our secretaries. If you have general questions or need to reach someone and you aren't sure how, please call 503-829-6803. To contact our teachers directly, please use email, ClassTag, SeeSaw, or whatever other method your child's teacher establishes with you.
- If you have questions about learning or instruction, please contact your child's teacher directly. **Information on how to pick-up or drop-off homework can be found at the top of p. 11.**

4. Teachers continue to monitor, report and record each student's progress towards learning goals and standards, encouraging critical problem solving, collaboration, communication and creativity.

- Progress monitoring will look different. Progress cannot necessarily be tracked through a workflow of assignments and assessments to collect points. Students will have flexible opportunities to demonstrate progress toward standards.
- Grading in distance learning will look different and is explained below:

Spring 2020 Grades in Silver Falls School District will be reported as follows:

K-5

Report Cards will reflect “Adequate Progress” or “Needs Attention” for each content area and X for each subskill area.

6-8

Report cards will reflect P for Pass and NP for No Pass for each course.

9-12

Report cards will reflect P for Pass and NP for No Pass for each course.

Moving to credit/no credit grading will benefit our staff and students without negative consequences for students with collegiate aspirations. Universities across the country have made it clear that students will not be penalized for missing traditional standardized tests or for posting credit/no credit transcripts for this semester. One of the most clear explanations of the assurances our students should expect comes from Harvard University – their complete letter can be found [here](#).

SFSD has created a one-semester change in practice to post accumulated credits without positively or negatively impacting grade point averages. Colleges lean heavily on an official document called the School Profile. School Profiles explain circumstances to colleges, including graduation requirements, grade point average calculations, honors courses, average SAT/ACT scores, and other elements that make schools unique. In this case, the shift to credit/no credit grading in the face of a national pandemic will be described and accepted without penalty. The move is temporary and will be discontinued when students and staff return to school in the fall.

5. Schools provide multiple, flexible opportunities -- for our high school students in particular – to earn credit on their pathway to graduation.

It is expected that SFSD will enable students to complete requirements with needed flexibilities associated with the nature of assignments and mode of grading during any period of school closure.

Butte Creek Student and Staff Schedules

We acknowledge that Distance Learning during the Coronavirus pandemic is not the same as going to school on a daily basis. We want to support our students in their well-being, social-emotional learning, and academic skills as much as possible during this time. Please do your best to follow the schedule and time recommendations below, but we recognize that adaptations may be necessary to meet the needs of your family. Please don't hesitate to reach out to your child's teacher if you need assistance. We're here to help.

Butte Creek Primary Grades Schedule (Monday-Friday unless noted below) <i>45-90 minutes per day Teacher-Led Instructional Activities + 1-3 hours per day SEALS</i>	
Teacher Prep	7:30 – 8:00am
Staff and Team Meetings	8:00 – 9:00am
<p style="text-align: center;">Teacher-Led Instruction</p> <p>(Monday and Wednesday) 2nd Grade Mrs. Blair and Mrs. Bolduc: 9:00-9:30 4th Grade Ms. Barkett: 9:30-10:00 5th Grade Ms. Fuerst: 10:00-10:30</p> <p>(Tuesday and Thursday) 3rd Grade Mr. Brady: 9:00-9:30 1st Grade Mrs. Thompson: 9:30-10:00 Kindergarten Mrs. Kuenzi and Mrs. Zollner: 10:00-10:30</p>	9:00 – 10:30am (M-Th)
Teacher Office Hours/Student Support	9:00 – 10:30am (Fri)
Intervention/Counseling	10:30am – 12:00pm
Lunch	12:00 -12:45pm
<p style="text-align: center;">Student SEALS + Movement/Music</p> <p style="text-align: center;">Teacher Office Hours/Student Support</p>	12:45 - 2:30pm
Teacher Collaboration and Prep	2:30 - 3:30pm

Butte Creek Middle School Schedule

(Monday-Friday, unless noted below)

3 hours per day Teacher-Led Instructional Activities + 1-2 hours per day SEALS

Teacher Prep	7:30 - 8:00am
Staff and Team Meetings	8:00 – 9:00am
Students: SEALS/Independent Work/Movement Teachers: Office Hours/Student Support	9:00 - 11:00am
Homeroom Contact/SEL	11:00 – 12:00pm (M/F)
Content Classes for Students Tuesday – Period 1 (5 LA, 6 Sci, 7U Math, 7S LA, 8 PE) Wednesday – Period 3 (5 Sci, 6 LA, 7U LA, 7S Math, 8 SS) Thursday – Period 5 (5 Math, 6 SS, 7U PE, 7S Sci, 8 LA)	11:00am -12:00pm (T/W/Th)
Lunch	12:00-12:45pm
Content Classes for Students Tuesday – Period 2 (5 LA, 6 PE, 7U SS, 7S LA, 8 Math) Wednesday – Period 4 (5 PE, 6 LA, 7U LA, 7S SS, 8 Sci) Thursday – Period 6 (5 SS, 6 Math, 7U Sci, 7S PE, 8 LA)	12:45-1:45pm
Students: SEALS/Independent Work/Movement	1:45 – 2:30pm (T/W/Th) 12:45 – 2:30pm (M/F)
Intervention/Counseling	12:45 – 2:30pm (M/F)
Teacher Collaboration and Prep	2:30 – 3:30pm
Office Hours are specific times set aside for you to contact the teacher via email or phone. Please request appointments as needed. Additional times may be available upon request.	

Examples of Tools Students and Teachers can use to Demonstrating Learning

- Traditional Papers and Reports
- Traditional Quizzes and Tests
- Slide-Based Presentations
- Multimedia and Presentation Tools
- These can be presented in real time or recorded.
- Students may include talking points or presentation scripts on slide notes.
- Separate document or drawing tool could be used to support the project.
- Video Recordings
- Posters, Tri-Folds, Models, and Dioramas
 - These can be presented using a video (live or pre-recorded) or digital photographs with an attached verbal or written narrative explanation.
- Audio Recordings and Podcasts for performance-based courses like band/music, choir, theater, or speech and debate.
- Illustrations (flow charts, diagrams, collages, comic strips, infographics and other visual presentations) completed digitally using illustration software or can be scanned or photographed and uploaded. The Google Drive App can be used to scan and upload a smartphone camera.
- Infographic Tools
- Dialogue, Monologue, or Other Performance can be submitted in writing or recorded and submitted digitally.
- Discussion Threads, Journaling, or Interactive Notebooks through a shareable platform like Google Docs or through Google Classroom

Further Guidance on Grading

Can Teachers require graded work from distance learning students?

Yes. Teachers should weigh their policies with the lens of equity and with the primary goal of first, doing no harm to students.

For students with disabilities, any changes to learning strategies or grading policies should, as appropriate, be done in conjunction with the student's Individualized Education Program (IEP) to ensure that the changes respond to their learning needs. Grading policies will likely differ for alternative schools, such as continuation schools and schools serving incarcerated youth, who may also need differentiated learning and grade strategies.

How is dual enrollment impacted by credit/no credit grading?

Dual enrollment policies, including grading, will be determined based on the agreement between the educational agencies (usually between a high school and a community college). SFSD is working with partner colleges to make any necessary modifications.

What constitutes “gradable” work in distance learning??

Assigning a grade in a distance learning context will require teachers to reconsider the kinds of materials they provide to and accept from students. Online resources, mobile applications, and web platforms can help teachers provide flexible means of furthering instruction. When students are working at home from other materials, these can be shown or displayed by photographs attached to text messages where computers are not used or accessible. SFSD will be using school buses to drop off and pick up hard copy work in cases where packets of work are the norm, or having work delivered to and picked up from the school using car line processes.

School/Community Activities

Our Butte Creek staff has been brainstorming ways to adapt typical school events to online formats over the next two months, as well as new ideas to connect with our students and families, such as Virtual Spirit Week. We will hold Site Council and PTT meetings via Google Meet (or other apps), and we're working on ideas for Kindergarten Roundup, student recognition, and even end-of-year traditions such as Kindergarten Promotion and 8th Grade Graduation. We'd welcome any suggestions you might have!

Resources for Parents and Students

****Turning in and picking up assigned work****

Teachers will send assigned class work to students electronically whenever possible, and we ask that you return it that way if you can. If you have requested printed learning packets, you may pick those up at school every **Thursday between 8am – 4pm** for the following week. If possible, please scan or take photos of your completed work and email them directly to your teacher. If that is not possible, you may return the packet to school, also on **Thursday, from app. 8am – 8pm**. A container will be placed near the front doors for your convenience. Any printed packets that are dropped off at school must be quarantined for 3 days (Friday-Sunday) so that teachers may safely handle them beginning Monday morning. Thanks in advance for helping us minimize the amount of material turned in physically to the school.

SFSD CLOSURE SITE

<https://seals.silverfallschools.org>

ODE PARENT LINK

<https://www.oregon.gov/ode/educator-resources/standards/Pages/Distance-Learning-for-All.aspx>

Food, Shelter, Crisis Services, and Counseling Resources

<https://sites.google.com/silverfalls.k12.or.us/covid19-counseling-resources/home>

Guidance Using Technology to Connect Teachers and Students

Google Meets for Parents Video: <https://youtu.be/HLQ0ZwSBOZ4>

Two-Way Communication Tools

- District Email
- Phone Calls *67 to will mask teacher numbers
- Google Classroom, Class Tag, Remind, Seesaw, or Class Dojo
- Google Voice (Teachers will share their Google Voice #)
- Google Meet Video Conference

One-Way Communication Tools

- District Email and Edulink
- Google Classroom, Remind, Seesaw, or Class Dojo
- Short Video Recording with Screencastify
- Video Recording with Google Meet or live via Google Meet Live stream

Building and District Communication Tools

- Website
- YouTube
- Facebook
- Edulink

Tech Support Resources (Shared Folder with a variety of helpful documents):

<https://drive.google.com/drive/folders/1dlBQdJ1kYqwdwZ5XgdB5u9qdtYKcPtU?usp=sharing>

Chromebook Troubleshooting:

“Fixing Chromebook Issues” – feel free to copy and paste wording into your Family Distance Learning Handbook

https://docs.google.com/document/d/1EBUTdQ_eDjaqqXbXmFbLlMqj0fgVT9GwFreWRim1s/edit?usp=sharing

Internet Connectivity Help:

Here is the link <https://docs.google.com/document/d/1AMbBtHta3yxyXQIHoz20JAjd2ygPIEGfm9ezOJnuRC4/edit?usp=sharing>

Additional Resources

Scholastic Learn at Home: <https://classroommagazines.scholastic.com/support/learnathome.html>

STEMscopes How-to Video (Middle School Science)

Parents, watch the video or download the guide to learn how to access your student’s STEMscopes account and continue STEM learning at home. From teacher assignments and extra credit activities to reading resources and science games, there are plenty of learning opportunities to keep your student having fun with science!

[Parent E-Learning Support \(English\) - DOWNLOAD](#)

[Parent E-Learning Support \(Spanish\) - DOWNLOAD](#)