EUGENE 4J FAMILY ONBOARDING HANDBOOK

FOR DISTANCE LEARNING

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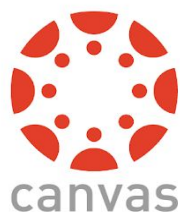
Setting Up Your Student for Success

There is no mistaking the fact that this year is like no other in terms of starting the school year. While families have always been a critical element in a student's support structure, more than ever before your student needs you to be involved in their learning. Providing encouragement, monitoring attendance, establishing and managing the online school daily routine and helping keep track of tasks will help your child succeed no matter the challenges we face. Using the Canvas schedule function will make it easier to plan learning time for each subject while also making time for family and life enrichment activities. If you are not able to act as the primary source of support (Learning Coach) for your student, you may consider asking a trusted family member or friend to help or join a small learning pod where parents share responsibilities. Additionally, it is advised that the person serving as the Learning Coach stays in touch with the student's teachers by phone, email, text or Zoom. You will be contacted by your student's teacher at the beginning of the year to discuss how you will work together to help your student reach their learning goals.
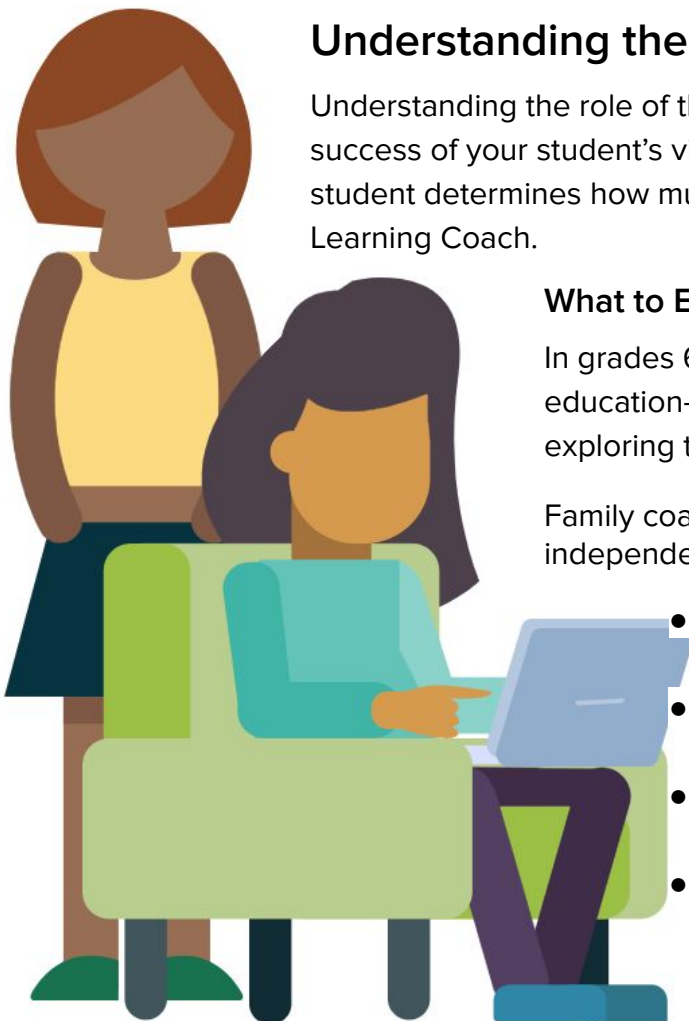
Understanding the Commitment

Understanding the role of the family as a learning coach is key to the success of your student's virtual learning. In general, the age of your student determines how much hands-on time you will spend as a Learning Coach.

What to Expect in Online Learning

In grades 6–12, students really start to take charge of their education—setting goals, working independently, and exploring their future options.

Family coaches encourage their student's growing independence as they:

- Commit at least 1 hour per day to overseeing schoolwork
- Verify that lessons and assignments are completed
- Communicate with teachers, referring their student to teachers for help when needed
- Attend regular teacher conferences

The following terms and definitions will be helpful when thinking about how to support your student as we begin this academic year:

Synchronous Learning: Online learning in which the teacher and students interact at the same time and in the same online space (often using a video conference or e-chat).
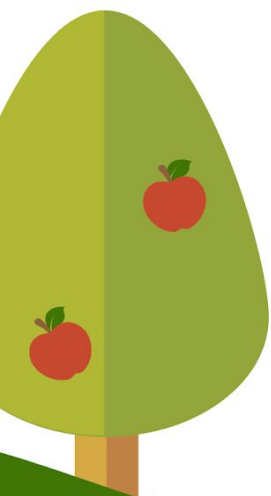
Asynchronous Learning: Learning can be done at a student's own pace and in their own space. Educators may check in and provide feedback and guidance throughout the learning process.

Teacher-Facilitated Learning: An asynchronous or synchronous learning experience planned and guided by a licensed teacher (or, possibly, a registered teacher in a charter school). The experience is structured to develop, deepen, and assess new knowledge and understanding relative to academic content standards. Teacher-Facilitated Instruction includes the tasks assigned to practice and demonstrate learning during applied learning periods.

Academic Intervention Time: Period of instruction that is designed to match student services with student need, driven by data collected from teams of teachers regarding student progress.

Applied Learning: Experiences allow for students to apply knowledge and skills that extend from the teacher-facilitated learning. Students have access to instructional support during applied learning activities, provided by educational assistants, teachers, and/or related service providers.

Finally, teacher teams have spent the summer developing Power Standards and creating a Pacing Guide focused on the most relevant learning for each week in all secondary core content courses. The content highlighted as a result of that work **will** be the focus for students in those grades.

Grading

Unless otherwise noted, most classes will return to a traditional A-F Grading method. Due to ODE requirements last Spring, grades were restricted to Pass/No Pass. This year, as we begin the academic year, we will be returning to the district's formally adopted grading framework. While still an option, Pass/No Pass is not the default grade framework and, if available in a course, must be communicated as an option on the syllabus. If a student/family wish to request a Pass/No Pass option they must choose the P/NP no later than the mid-trimester grading day. If a family chooses to do so, grades that would otherwise warrant an A, B, C or D will earn a P. Grades that would otherwise warrant an F will earn an NP. All other administrative rules from the Graduation Requirements and Awarding Academic Credit (GRAAC) document apply.

IMPORTANT: In accordance to state guidelines schools will provide information and parameters on how teachers will provide opportunities to redo, make up, or try again to complete, show progress, or attempt to complete work without penalty and retaining the highest earned grade.

Attendance

As we begin this year's Comprehensive Distance Learning experience, it is important to note that ***attendance procedures are different than was the case in the Spring of the 2019 - 2020 school year.*** Namely, attendance will be taken in each of the day's classes throughout the day.   Attendance includes both participation in class activities and interaction with a teacher or with an educational assistant through teacher-designed and facilitated activities. Interaction can be evidenced by any of the following or reasonable equivalents.

- Participating in the day's real-time video class;
- Communication from the student to the teacher via chat, text message, communication app or email;
- A phone call between the teacher or educational assistant and the student, or, for younger students, with the parent or guardian of the student;
- Posting completed coursework to a learning management system or web-based platform or via email;
- Turning in completed coursework on a given day.

When there is no evidence of student interaction during a 24-hour period surrounding a scheduled school day as described, students are reported as absent for the class that particular day. Phone calls notifying families of their student's attendance will be made on Mondays for the previous week.
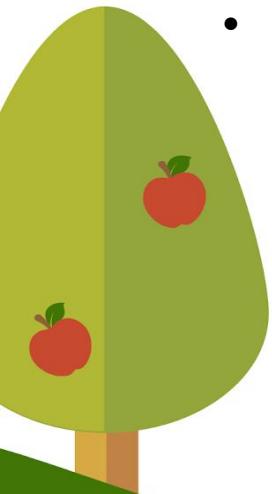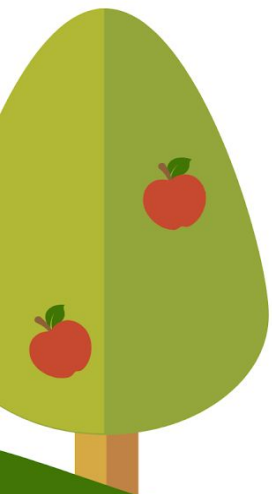
Making the Most of Office Hours

Even in the best of circumstances, making use of Office Hours has enormous benefits for students' academic success. During Comprehensive Distance Learning, taking advantage of Office Hours is critical to your student's success. Teachers will have Office Hours daily with times posted on the course syllabus and Canvas page. These sessions will take place via Zoom. This is an excellent time for students to connect with teachers and receive more individualized responses to their questions, get clarity in areas of confusion and establish the habit of monitoring their own learning progression. We find that, while some students readily take advantage of office hours, many are reluctant to do so and feel somewhat uncomfortable reaching out to a teacher in this way. You can help your student by working with them to schedule specific times throughout the week where they will check in with their teachers through office hours. While they may not have pressing questions immediately, doing so will help them get into the habit of thinking about office hours as a resource and be better prepared when questions arise. Families can also take advantage of office hours in the event they have questions or need additional information about how to best support their student's learning.

Monitoring Your Student's Progress

Last Spring we heard from many students and families that progress was difficult to track through Google Classroom. This is one of the reasons that we migrated to Canvas as our Learning Management System. Beyond having consistent conversations about attendance, there are a number of ways we recommend families engage with their student about learning routines that include:

- Consistently spend 30 minutes to 1 hour each day reviewing course work;
- Check the Canvas course calendars to help plan for upcoming assignments;
- Become familiar with the classroom activities and layout of the teachers' Canvas course. Also click on View Course Stream and Course Notifications for information about all course related activities.
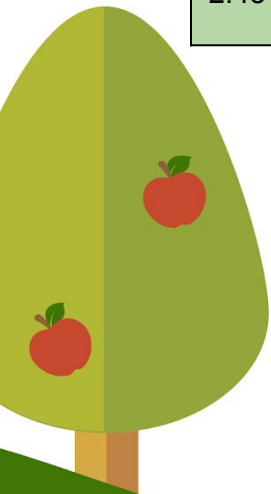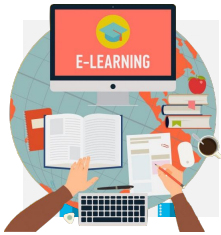- Twice weekly reviews of the missed and submitted assignments for that week;

Synchronous	("Live") Learning
Asynchronous	("On-Demand") & Applied Learning

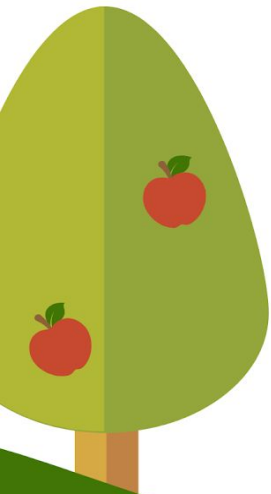| MOST DAYS Thursday)	A days: Period 1,2,3 (usually Monday & B days: Period 4,5,6 (usually Tuesday & Friday)
9:00–9:35	Period 1 or 4 asynchronous learning time (teacher-designed learning assignments, not real-time class meetings)
9:35–10:10	Period 2 or 5 asynchronous learning time
10:10–10:45	Period 3 or 6 asynchronous learning time
10:45–12:00	Lunch and break
12:05–12:30	Advisory (synchronous online interaction)
12:35–1:35	Period 1 or 4 class time (combination of online interaction and independent work)
1:40–2:40	Period 2 or 5 class time
2:45–3:45	Period 3 or 6 class time

Synchronous	("Live") Learning
Asynchronous	("On-Demand") & Applied Learning

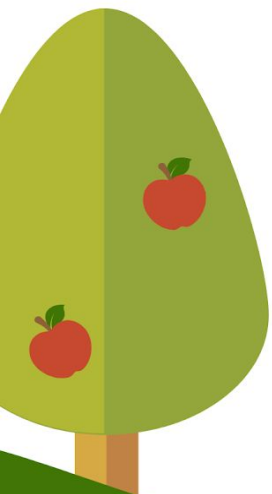| FLEX DAYS	Wednesdays in 5-day and 3-day weeks
9:00–10:45	Period 1-6 ~15-20 minutes each class of asynchronous learning time (teacher-designed learning assignments, not real-time class meetings)
10:45–12:30	Lunch and break
12:30–4:00	Each school will schedule this afternoon block where each teacher provides 1 hour of office hours and 90 minutes of synchronous learning extension and intervention time. All students will be able to access office hours. Students will be assigned blocks of time in the afternoon by teachers to attend intervention and extension blocks.

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GUIDE FOR STUDENTS & FAMILIES
High School Schedule

Synchronous	("Live") Learning
Asynchronous	("On-Demand") & Applied Learning

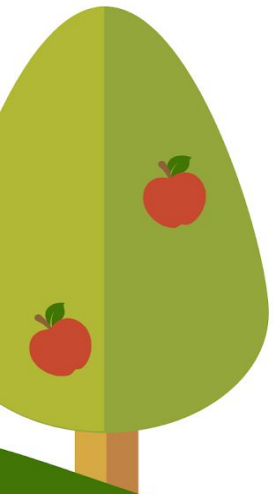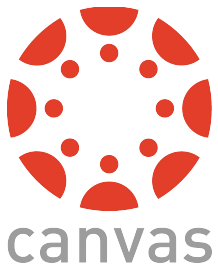| **MOST DAYS**	**A days: Period 1, 2, 3 (usually Monday & Thursday)** **B days: Period 4, 5, 0 (usually Tuesday & Friday)**
8:30–9:50	Period 1 or 4 class time (combination of online interaction and independent work orchestrated by the teacher)
10:00–11:20	Period 2 or 5 class time
11:30–12:50	Period 3 or 0 class time
12:50–1:30	Lunch break
1:30–4:00	Periods 1–5 & 0 Asynchronous Learning Time (teacher-designed learning assignments, not real-time class meetings. Office Hours available as posted on course syllabus.)

Synchronous	("Live") Learning
Asynchronous	("On-Demand") & Applied Learning

| FLEX DAYS	Wednesdays in 5-day and 3-day weeks
8:30–10:10	Periods 1–5 & 0 Asynchronous Learning Time (teacher-designed learning assignments, not real-time class meetings)
10:15–11:00	Advisory (synchronous online interaction)
11:00–3:30	Lunch break and Periods 1–5 & 0 Continuation of Asynchronous Learning Time Can include learning extensions and supports for specific students (such as special education, English language learning, completing incomplete grades)

So Why Canvas?

- Provides a Common Place for Learning
  - Canvas allows teachers to seamlessly integrate the content with many of the learning applications we use
- Streamlines Communication for All
  - Canvas is designed to provide parents with visibility into their child's education at a glance. Canvas allows parents to:
    - View assignment descriptions and due dates
    - Set reminders for assignments
- Enhanced Learning Opportunities
  - Canvas is a robust tool that will allow teachers to provide instruction, share content, create assessments and provide meaningful feedback.

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1 GO TO

https://www.4j.lane.edu/canvas/
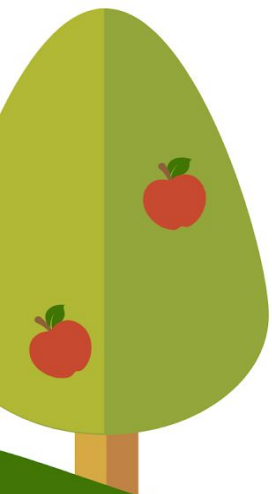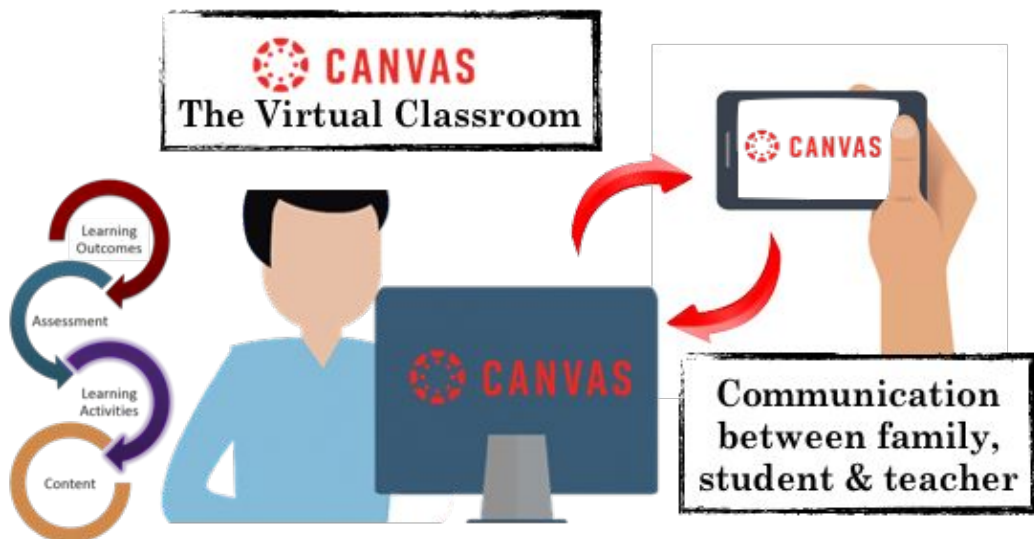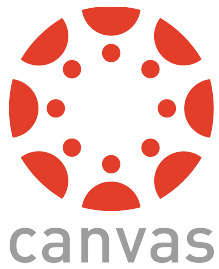
Canvas
For
Students
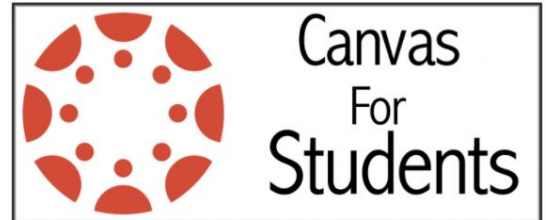
2 LOG IN

Students will log in to Canvas accounts using their 4J username and password (same as Google for Education account and/or Student Emal). If a student forgets their password, they should contact one of their teachers to assist.

3 ACCESS YOUR CLASS

Courses should be published and viewable in the Dashboard. If a student does not see courses, contact the teacher of the missing course.

Keep yourself accountable

Set daily goals for studying

Do one thing at a time

Tips for Effective Online Learning

Create a dedicated study space

Take breaks

Join the discussion

Actively take notes

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GO TO

https://www.4j.lane.edu/canvas/

Canvas For Families
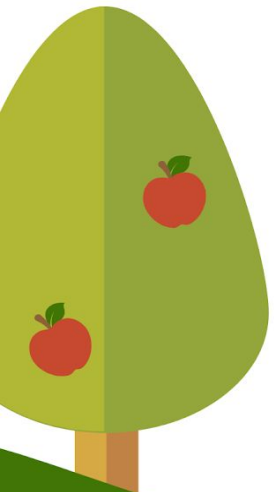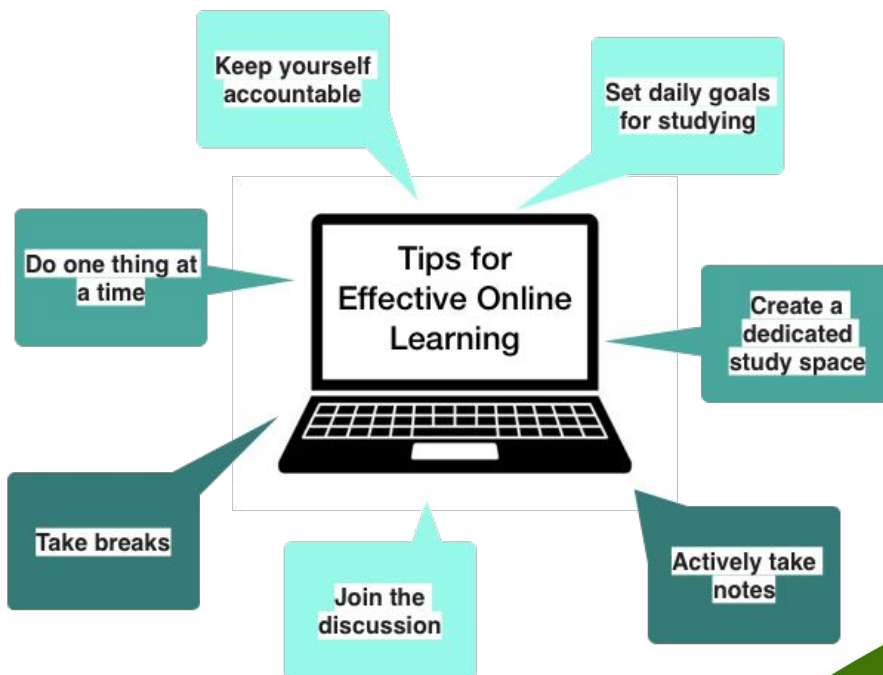
LOG IN

Parents can sign up as an observer in Canvas. Observers can link their Canvas account to their student's account so they can see assignment due dates, announcements, and other course content. Observers can view the course content but cannot participate in the course.

PAIRING CODE

Students can generate pairing codes from their User Settings or contact an authorized staff member at your students school. Pairing Codes – Frequently Asked Questions PDF.

CANVAS
Learning Management System

SYNERGY
Student Information System

CANVAS

Student Data

Parent Portal

Daily Progress
Evidence of Learning
Announcements
Calendar
Due Dates
Email

Parent Vue

Final Grades
Fines & Fees
Online Registration
(future)

canvas
BY INSTRUCTURE

PARENTS

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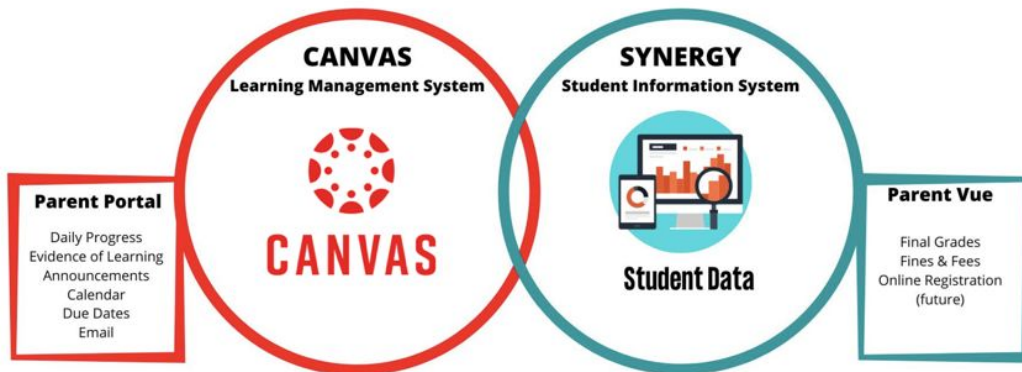
Students

Once you have accessed the class, you will be taken to the home page where you will find information about the course and the teacher. Feel free to click on different icons to explore the course home page or class module. If for some reason you find yourself in need of assistance, please start by contacting the teacher of the course. To send a message to the teacher: On the left side you will see a button called "inbox". Click this. Look for a leaf icon in the top right corner and hover over it; you will see "Compose a Message" pop up. Find your course and the correct teacher to send it to. Type your message and then hit send. If you are in need of technical assistance or cannot access your teacher, please see the instructions below for parents.

Parents, NEED HELP???

Go to https://technologysupport.4j.lane.edu/
We have provided resources in both English and Spanish to help you with most common issues.

You can also submit a ticket to ask for specific help at:
https://technologysupport.4j.lane.edu/student-support/

If unable to get online, the phone numbers are:
Help Desk Voicemail 541-790-7770
Español 541-790-7531

HOW TO

Change notification settings: To change your notification settings you will need to click 'Account' on the left-hand side, then click 'Notifications'. This will take you to a screen that gives you the preference of how the notification is sent.

Using the Dashboard: A dashboard is a place where you will see all of the courses your child is enrolled in. Simply click on the course and begin working!

View Announcements: To view announcements for a course from the Dashboard: click the "Microphone" button on the course card. To view announcements while you are in a course: click the Announcements button on the left-hand side of your screen.

Opening Assignments: On the left-hand side of your screen you will click the button that says "Assignments" and this will take you to the assignments needing to be completed. Here it will show you what is overdue, upcoming, and from the past. Your due date will also be visible here.

GUIDE FOR STUDENTS & FAMILIES

To Complete an Assignment: Follow the directions that your teacher has provided. Once you are finished, click Submit Assignment and it will guide you through how to submit the assignment.

Using the Calendar: To access the calendar look on your left-hand side then click the Calendar button. The calendar will show you your assignments for each course (this will be color-coded).

Find Appointments: To schedule an appointment please click the "Find Appointments" button under the calendar sidebar.

How to use Conferences: To open a conference, go to the left hand side of your screen and click "Conferences". This will show you details about new and previous conferences that have or will be held. To join a session in progress, click the blue button on the right side that says 'Join'. To view an old conference, a link will be posted on the bottom of the conference box.

How to use the Syllabus: To open the syllabus, click the Syllabus button on the left-hand side. This will take you to a screen that allows you to view the Syllabus. The syllabus will show you and your student the description of the course, list of assignments, and a grading scale.

How to Use a Discussion Board: To open discussion board, look on the left-hand side of your screen and click on the button "Discussions". This will take you to the Discussion Board.

Discussions: These are current discussions within the class. You will only see the heading. Pinned Discussions: These are discussions that the teacher wants you to pay close attention to. THEY ARE IMPORTANT!!! Closed for Comments: This means this discussion has passed the due date and is turned off by the teacher.

Viewing Grades: To see your grades, click the Grades button on the left-hand side of your page.

Taking a Quiz: Quizzes are marked with a rocket ship icon.1.Click "Quizzes" on the left side. 2. Click the name of the quiz you want to take. 3. Click "Take Quiz" 4.When finished, click "Submit Quiz".

How to use Modules: 1. Click on the Module button on the left-hand side. 2. Click the module that you want to complete. 3. Follow your teacher's instructions to complete the module. 4. Click next or previous to move from page to page within the module.

Click on the red links to go to video tutorials.

WELLNESS & SOCIAL-EMOTIONAL LEARNING

Psychological science tells us that social context, interpersonal relationship, and emotional well-being are important to student learning. Psychology can also offer guidance to parents and caregivers who may be facing challenges fostering social-emotional learning as they adapt to virtual or home education during the COVID-19 pandemic.

It can be particularly difficult for parents and caregivers to foster their children's interpersonal relationships and social-emotional development while practicing physical distancing. Having limited access to peers and classmates can affect children's emotional well-being, which can in turn affect their educational performance, learning and development.

The resources below can help children's social-emotional learning during this unusual time by supporting the following psychological principles:

- Learning is situated within multiple social contexts.
- Interpersonal relationships and communication are critical to both the teaching–learning process and the social-emotional development of students.
- Emotional well-being influences educational performance, learning and development.

Resources

- Helping Children Cope With Changes Resulting From COVID-19 (NASP)
- How Mindfulness Can Help During COVID-19 (Child Mind Institute)
- The Power of the Pause: Helping Your Child Learn About Mindfulness in This Stressful Time (APA's Magination Press) Helpful tips for teaching mindfulness to children and teens.
- What to Do (and Not Do) when Children are Anxious (Child Mind Institute) How parents can respect feelings without empowering fears.
- Whitebird Clinic CAHOOTS - mobile crisis intervention 24/7 in the Eugene-Springfield Metro area