



Marin County Schools – Essential Components of Distance Learning – **DRAFT – In Progress**

“Distance learning” means instruction in which the student and instructor are in different locations. This may include interacting through the use of computer and communications technology, as well as delivering instruction and check-in time with their teacher. Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is on-line interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback.

District:	Method of Delivery:		Structure/Schedule of the Day:		Content	Expectations:	Communication Method/frequency	Other:
	Online – Platform	Paper/Packet - Distribution	Session/day	Length of lessons				
Bolinas Stinson	<ul style="list-style-type: none"> Online – and moving away from paper and packet – hoping by the end of next week to be totally online Using a variety – <i>IXL</i>; some using <i>Zoom</i> and <i>Google Classroom</i> Structure for the day varies by class; some are doing Zoom class; <p>Overall: There needs to be something in place – the teachers are doing they are most comfortable using.</p>		TK-1		Common Core aligned lessons	Grading: Grade free (just finished the standards based report card just before all of this happened)	Students: <ul style="list-style-type: none"> Variety; email, app (<i>Apptegy</i>) – push notification capacity; 	Technology supports: <ul style="list-style-type: none"> So far going pretty well
			1-2					
			2-3			Assessments: <ul style="list-style-type: none"> <i>IXL</i> by some if not all 	Families <ul style="list-style-type: none"> All families have the app; email; app automatically posts to website 	Staff/departmental meetings: <ul style="list-style-type: none"> Via Zoom – weekly at least (one for classified and another certificated)
			3-5					
			6-8			Feedback:	Office hours: None at this time.	Other:
			9-12					
			Specialists (PE, VAPA, Counselors, EL?)			Professional development/staff: <ul style="list-style-type: none"> Distance Learning Topics/trainings 		
			Itinerant Special Ed					



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Kentfield	Distance Learning Site: https://distance.kentfieldschools.org/	TK-1				Grading:	Students	Technology supports:
		1-2						
		2-3				Assessments:	Families	Staff/departmental meetings:
		3-5						
		6-8				Feedback:	Office hours	Stakeholder Engagement:
		9-12						
		Specialists (PE, VAPA, Counselors, EL?)				Other:	Other:	Professional development/staff:
		Itinerant Special Ed						



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Laguna Joint	Packets: This includes some written instructions, but also includes materials and supplies for hands on learning that take place during the Zoom and for after – Flipped Classroom approach Daily Zoom – all students Google Classrooms for the upper grades.		TK-1	Daily lessons @ 2 hours – different grade levels fade in at designated times.	All subject areas including music and art. PE via zoom and data collection.	Grading: Grades will remain as is prior to COVID contingent upon participation Participation and learning levels and accountability for completing and participating. Standards based grades	Students: Zoom, Google Classroom, Text, email.	Technology supports: All students given technology to ensure all families have either a Chromebook or iPad to ensure that each family had access.
			1-2					
			2-3					
			3-5	Assessments:		Families: Text, email and meet with parents on Fridays after 1:00 to review the packet/assignments	Staff/departmental meetings: Meet with staff about every other day officially, but connect much more often than that. Meet with Supt and colleague from other Rural School weekly.	
			6-8					
			9-12	Feedback:		Office hours		
			Specialists (PE, VAPA, Counselors, EL?)				Other:	Professional development/staff: Through MCOE – Zoom sessions, Google; How to Support Instruction in the Classroom
			Itinerant Special Ed					



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Lagunitas	<ul style="list-style-type: none"> Variety of platforms <ul style="list-style-type: none"> Teachers are using whatever they are comfortable with. No packets going out; all kids connected to internet; Sessions are through google classroom and email assignments to kids Montessori teachers very much online – google classroom and zoom. 	TK-1		Common Core aligned	Grading; In keeping with current system; Standards based in middle school and the Montessori assessing and providing feedback on the work that is being returned.	Students: 4 days/week – communication with teachers some with groups via zoom, some individual Friday “enrichment day” – Art and language, etc.. Teachers have this as a planning day	Technology supports:	
		1-2						
		2-3			Assessments: Teacher developed – some online tools.	Families: App; email; principal produces community wide email as well as teachers using email to communicate with parents.		Staff/departmental meetings: Via Zoom – Parent program meetings via zoom as well. Conducted all staff/parent meetings – all three programs via zoom.
		3-5						
		6-8			Feedback: email	Office hours: None – see above.		
		9-12						
		Specialists (PE, VAPA, Counselors, EL?)			Other:	Professional development/staff:		
		Itinerant Special Ed						



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Larkspur/CM	Philosophy and Purpose <ul style="list-style-type: none"> Continue pedagogical commitments in Readers & Writers Workshop and CGI <ul style="list-style-type: none"> Shifting the direct instruction from the parent to the teacher Use workshop structure including mini-lessons, independent practice, conferring Continue progressing through curriculum maps Continue fostering student-teacher-parent connections and engagement <ul style="list-style-type: none"> Live sessions & real-time interactions Regular communication to parent and student Office hours Small group/individual sessions Efficiency and Teamwork- Working smarter not harder <ul style="list-style-type: none"> Alignment of grade level and department teaching points, objectives, and/or assignments Sharing of resources (ex: videos) Regular grade-level and department collaboration Setting formalized individual planning times, grade level/department collaboration, and “offline” hours Sustainability - common planning is key to reduce duplication of efforts and cover each other in case of illness or family/personal needs 		TK-1	<ul style="list-style-type: none"> TK-2 provides a combination of weekly packets for parents to pick up and digital lessons. Teachers email their weekly lesson plans to parents. Teachers use Zoom or Google Meet for sessions with the entire class, small groups and individually. Teachers also use Loom or other tools to record lessons. Many teachers use SeeSaw to share information and allow students to share their work with them. Some second grade teachers are using Google Classroom to assign and collect work. Teachers have office hours every day to work with students and/or parents. 3-5 grade is a pure digital distance model. Many teachers use Google Classroom to assign and collect work, Zoom or Meet for direct instruction and small group sessions, Loom and other tools to record lessons. Teachers have office hours every day 	<ul style="list-style-type: none"> Curriculum Delivery: Live and/or recorded sessions Community-Building and Student Engagement: Class meetings Student Support: Office hours <ul style="list-style-type: none"> Clarifying assignments Small group Conferring Personalized learning Student Application of Skills and Practice: Student independent work Specials scheduled throughout the week 	Grading:	Students	Technology supports: The district has made Chromebooks (3-8), iPads (K-2) and mobile hotspots (K-8) available to families who need them. Technical assistance is provided to staff and families through the district technology department.
			1-2					
			2-3					
			3-5					
					Assessments: K-5 grade level teams are creating the Progress Reports for the third trimester. This is part of the MOU with the district. These are still in development. Middle school teachers are using the newly implemented standards-based grading system to report student progress.	Families	Staff/departmental articulation <ul style="list-style-type: none"> Grade level teams continue to meet weekly. Staff meetings occur every other week. Lead Team meets every other week. Department meetings at the middle school occur every two weeks. Elementary grade level teams also meet as a district team to align instruction and design the progress report for their grade level. A Distance Learning Leadership Team has been organized. It is an advisory team that includes teachers and administrators from all three schools. The team brainstorms solutions and shares strategies for distance learning. 	



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			to work with students and/or parents.	<p>Engagement: Advisory</p> <ul style="list-style-type: none"> • Student Support: <ul style="list-style-type: none"> ○ Office hours ○ Clarifying assignments ○ Small group ○ Conferring ○ Personalized learning • Student Application of Skills and Practice: <ul style="list-style-type: none"> ○ Independent work 			
	6-8		<ul style="list-style-type: none"> • 6-8 grade is a pure digital distance model. Nearly all teachers use Google Classroom to assign and collect work. Canvas is also in use. Teachers have office hours every day to work with students and/or parents. Teachers use Zoom or Meet for direct instruction and small group sessions. Middle school students follow a live class schedule: 			Feedback:	Office hours
	9-12						
	Specialists (PE, VAPA, Counselors, EL?)					Other:	Other:
Itinerant Special Ed:			Specialists provide a combination of recorded and live learning sessions. Classroom teachers share the specialist schedule with parents			The Momentum in Teaching coaching sessions were conducted virtually. The district EL/Literacy Specialist continues to support teachers in effectively implementing Readers and Writers Workshop in a distance learning model. District ELA Coaching Cadre teachers also provide coaching support to teachers across the three schools.	



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Lincoln	Weekly packets Zoom session 4 days/week Friday visits – as needed		TK-1	1-2 hours each	Language Arts, Math, History, Science PE everyday – Morning Movement Dynabands, foam rollers, squishy balls, tennis balls and yoga mats sent home Art and art supplies sent home weekly School garden – yielding vegetables that are sent home for students to both eat and complete their learning on the growth cycle.	Grading: Maintaining grades from prior COVID as long as they participate in the sessions and complete packets.	Students: Zoom	Technology supports: Sent home iPads to all students Access to IXL Handwriting without Tears Hyperlinks sent weekly in packets for virtual field trips – new each week.	
			1-2						
			2-3						
			3-5						
			6-8			Assessments: Through zoom: Math, site words, etc.	Families: Friday check ins – also text and email.		Staff/departmental meetings: Meet to collaborate with other Rural teacher as needed in addition to meeting weekly with Supt and Principal from Laguna. Meet every Friday with staff.
			9-12						
			Specialists (PE, VAPA, Counselors, EL?)						Other:
			Itinerant Special Ed						



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Marin COE	Marin’s Community School and Phoenix Academy Students all use our learning management system, Powerschool, to access projects and assignments. We hold “live sessions” and “office hours” through Google Meet each week for each section and course. We also provide paper packets for our Oracle students and MCS/PA students who prefer that option.		TK-1		Common Core, NGSS, CA History Standards, CA ELD Standards and the My Ways Framework.	Grading: “Universal Credit” -Core classes: 2.5 Credits per quarter, plus opportunity to earn more as concepts are mastered. -Electives: 1.25 Credits with the opportunity to earn more as learning is demonstrated.	Students: Each student is assigned a point person to support communication/check in on them. We primarily use phone calls, texting and email to communicate.	Technology supports: All MCS and PA students have Chromebooks and access to Wifi. We recently distributed Kajeet hotspots to families who need it. We are crossing our fingers that the CDE may be able to donate additional Chromebooks to support our Independent Study students. We are beginning to use Nepris and Imblaze to support students with College and Career interests.
			1-2					
			2-3			Assessments: We use a wide variety of assessments to give feedback on learning. Teachers use SCALE skills rubrics , and learning progressions for NGSS content science (from Marzano) and in-house history learning progressions.	Families: Family Empowerment Specialist connects regularly with families to assess their needs and remove barriers to help students learn.	Staff/departmental meetings: We have had several all teacher meetings to assess needs, coordinate schedules, and develop our grading/teaching/assessment plan. We have had several all teacher meetings to assess needs, coordinate schedules, and develop our grading/teaching/assessment plan.
			3-5					



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		6-8				Feedback: We provide feedback using Google Suite, via Google Meet on “live” and “drop in” sessions and through Powerschool.	Office hours: Please see a link to our schedule here.		
		9-12		Please see a link to our schedule here.					
		Specialists (PE, VAPA, Counselors, EL?)		Learning Coaches provide additional bilingual SEL and academic support throughout the day.		Other:	Other:		Professional development/staff: We also provide weekly instructional coaching sessions for all our teachers. We also hold meetings twice per week to discuss student support and continually improve.
		Itinerant Special Ed		Our SPED teacher and paraeducator are providing individual supports as necessary remotely and pushing in to online classes.					



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Miller Creek	Remote Learning Site: https://www.millercreeksd.org/remoteteaching		TK-1				Grading	Students	Technology supports:	
			1-2					Assessments:	Families	Staff/departmental meetings:
			2-3							
			3-5							
			6-8					Feedback:	Office hours	
			9-12							
			Specialists (PE, VAPA, Counselors, EL?)					Other:	Other:	Professional development/staff:
			Itinerant Special Ed							



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Mill Valley	Remote Learning Site: https://www.mvschools.org/Page/8332		TK-1			Grading	Students	Technology supports:	
			1-2						
			2-3				Assessments:	Families	Staff/departmental meetings:
			3-5						
			6-8				Feedback:	Office hours	
			9-12						
			Specialists (PE, VAPA, Counselors, EL?)				Other:	Other:	Professional development/staff:
			Itinerant Special Ed						



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Nicasio	<ul style="list-style-type: none"> Combination of hardcopies (using board-adopted textbooks and materials) and online activities via Google Classroom 		TK-1		Staff continues to use grade-level content and adopted curriculum (Wonders, My Math, etc). Modified curriculum maps to focus on “must have” learning objectives.	Grading: Student work submitted and graded either via Google Classroom or dropped off to campus on Fridays	Students: Daily emails with learning plan/expectations; students contacted every 2 days (min). Zoom class meetings 2x per week.	Technology supports: Each student provided a Chromebook by request. Families provided hot spots (from MCFL) by request		
			1-2							
			2-3			Assessments: Some given online (grades 3-8). K-2 TBD	Families: See above		Staff/departmental meetings: Mon/Wed/Fri staff meetings via Zoom	
			3-5							
			6-8			Feedback:	Office hours			
			9-12							
			Specialists (PE, VAPA, Counselors, EL?)			Other:	Other:			Professional development/staff: Staff received training in Google Classroom/Meet (March 19 th)
			Itinerant Special Ed							



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Novato	Distance/Remote Learning: https://nUSD.org/resources/ TK-2 Hybrid Paper/Online Learning – 3- 5 : Google Classrooms 6 – 12 Google Classrooms		TK-1		TK – 2: Essential Standards taught during April – June will be identified along with Proficiency Scales 3- 5: Essential Standards taught during April – June will be identified along with Proficiency Scales 6- 12: Essential Standards taught during April – June will be identified along with Proficiency Scales	Grading: 6-12: Teachers will issue credit/no credit Students with A,B,C,D grade will receive credit Teachers will report on each student’s learning progression using Proficiency Scales as deemed appropriate within each department	Students	Technology supports: Tech site: https://nUSD.org/remote-learning-staff/
			1-2					
			2-3		Standards taught during April – June will be identified along with Proficiency Scales for optional use in appropriate courses.	Assessments: Tk – 2: Teachers will report on the student's engagement and participation with learning activities. 3-5: Teachers will continue to assess student learning activities and give feedback	Families	Staff/departmental meetings:
			3-5					



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					where appropriate. Teachers will report on each student's learning progression as identified as an addendum with the Proficiency Scale Teachers will report on the student's engagement and participation with learning activities April-June 6-12: Teachers will continue to assess student learning activities and give feedback where appropriate.			
		6-8				Feedback:	Office hours	Staff/departmental articulation
		9-12				TK – 2: Teachers will ensure learning activities are available and give feedback where appropriate.		



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						3-5:		
	Specialists (PE, VAPA, Counselors, EL?					Other:	Professional development/staff: April 13, 2002 – Distance Learning PD day. Professional Learning Opingin in School Teams Live Zoom Professional Development Options	
	Itinerant Special Ed							



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Reed	<p>Reed :</p> <ul style="list-style-type: none"> A family website, delineated by grade level, is updated daily. Website includes tabs for: Grade level core instruction, Tech Help, Enrichment, and Specialists (Intervention, Art, Counseling, Spanish, PE, Library). Website is password protected. Daily schedule of lessons and activities are posted by 8:00am. All previous lessons are archived and available. Lessons are supported w/recorded instructions. Lessons are categorized as independent or support needed to guide adult scheduling Student work is submitted via Seesaw to the classroom teacher. Student work also is emailed to teacher if needed <p>Bel Air:</p> <ul style="list-style-type: none"> Family website with resources Live google doc per grade level with the day's required and optional materials clearly delineated Required assignments are always reading, writing, math and PE on M, T, Th, F <p>Del Mar:</p> <ul style="list-style-type: none"> Google Hangout Active learning time between 8:00 – 1:30; then 1:30 through end of day work time for students. 		<p>TK-1</p> <p>Core & PE (M,T,TH,F)</p> <p>Specials (W)</p>	<p>Core instruction = 4 hours</p> <p>Extension and optional work provided = 6 hours</p> <p>Lesson Duration =15-30 mins</p>	<p>Reed:</p> <p>K-2: M T TH F</p> <p>Core: math, reading, writing, p.e.</p> <p>K-2: 1-3 times weekly</p>	<p>Grading:</p> <p>Reed:</p> <p>Meets expectations/ approaching expectations</p> <p>Bel Air:</p> <p>Credit/no credit</p> <p>Del Mar:</p> <p>Standards based can continue to give feedback.</p>	<p>Students:</p> <p>Reed:</p> <p>K-2 Students</p> <p>80% of students have district issued personal iPads. Remaining 20% of students use personal devices.</p> <p>Students participate in daily 2-way communication with teacher through Seesaw app.</p> <p>Students/families may communicate with teacher during daily live email office hours.</p> <p>Teachers and support staff holding Google Meets for whole group, small group, and individual check in and SEL meetings with students</p> <p>Bel Air:</p> <p>Daily – via email, Seesaw, Google Classroom</p> <p>Daily: Live grade-level Google Doc with current and</p>	<p>Technology supports:</p> <p>Reed:</p> <p>K-2 apps and adaptive apps available to all students to support core instruction</p> <p>Lexia, Dreambox, Todo Math, Reading A-Z, Mystery Science</p> <p>Additional apps used as supplementary: Zearn, TBD</p> <p>Bel Air:</p> <ul style="list-style-type: none"> Student iPads (or other device at home) teacher iPads teacher laptops IT department adaptive apps (Dreambox, Lexia, Zearn) <p>Del Mar:</p> <ul style="list-style-type: none"> 1:1 iPad; we are good; no gaps in our program at all.
			<p>1-2</p> <p>Core & PE (M,T,TH,F)</p> <p>Specials (W)</p>	<p>Core instruction = 4 hours</p> <p>Extension and optional work provided = 6 hours</p> <p>Lesson Duration =15-30 mins</p>	<p>science, SEL, social studies</p> <p>Mon-Fri Discretionary:</p> <p>Enrichment & choice lessons</p> <p>K-2 Wednesday:</p> <p>Music, PE, Art, Library, Spanish</p> <p>Bel Air:</p> <p>*M, T, Th, F – writing, reading math PE</p> <p>Plus optional science</p> <p>Social Science</p> <p>Enrichment</p> <p>Special (music, art, Spanish)</p> <p>*Wednesday – all specialists</p>			



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				Del Mar: Planned trimester 3 at Del Mar – same standards, work.		archived assignments Daily: RUSD at Home website for families.	
	2-3			Able to offer all elective classes online as well.	Assessments: Not sure we will have accurate data. Current system has IE	Families: Bel Air: Families as needed: email teacher to parent 1x/week: Constant contact principal to parent Daily: live grade-level Google Doc with current and archived assignments Daily: RUSD at Home website for families Del Mar: Podcast 3x/week by BL – for students/families Website with centralized news and information; trying to centralize the communication.	Staff/departmental meetings: Bel Air: <ul style="list-style-type: none"> Daily grade-level meetings bi-weekly teacher leader meetings weekly leadership meetings weekly classified staff meetings weekly special ed meetings weekly specialist meetings Del Mar: <ul style="list-style-type: none"> First staff meeting today Grade level team meeting minimum once a week. Google Hangout
	3-5	3 mandatory sessions 1 mandatory PD Optional enrichment activities	75 min each 20 min 20-90 min/each				



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						Students have school emails to communicate	
	6-8		<p>Teachers provided two pre-recorded lessons week/ one office hour per subject. ~45 min/lesson</p> <p>Starting 3rd week of April will be doing two “classes” focus on social emotional and well-being – connectedness. Want to maintain relationships. This mirrors what would be occurring at school.</p>		<p>Feedback:</p> <p>Bel Air: varies but includes live doc comments, email communication, Google Hangout meetings, phone calls</p>	<p>Office hours:</p> <p>Reed/Bel Air: k-5 10:00 to noon.</p>	<p>Staff/departmental articulation:</p> <p>Bel Air:</p> <ul style="list-style-type: none"> • grade-levels are completely aligned in daily assignments M, T, Th, F • specialists design all Wednesday lessons <p>Del Mar:</p> <ul style="list-style-type: none"> • Google Hangout/email. • WE have prep periods so easy communicate and handle the transition.
	9-12						
	Specialists (PE, VAPA, Counselors, EL?)	Bel Air: PE daily others daily as optional				<p>Other:</p> <p>WE built in internal office hours structure. Ex. <i>From 9 – 9:30 is math so no other teacher will miss out on this</i></p>	<p>Professional development/staff:</p> <p>Reed/Bel Air:</p> <p>K-5 Wednesday is ½ PD and ½ teacher workday (students receive all lessons from specialists)</p>



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		Itinerant Special Ed		continuing to provide services to best of ability		Del Mar: Student work day on Friday. Teachers accessible but the idea will be that teachers will be designing lessons.
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ROSS			TK-1			Grading	Students	Technology supports:		
			1-2							
			2-3				Assessments:	Families	Staff/departmental meetings:	
			3-5							
			6-8				Feedback:	Office hours	Staff/departmental articulation	
			9-12							
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Ross Valley	Continuity of Learning site: https://sites.google.com/view/rvsdcontinuityoflearning and: https://sites.google.com/view/rvsdcontinuityoflearning/tk-5th-grade-level-packets		TK-1			Grading	Students	Technology supports:
			1-2					
			2-3			Assessments:	Families	Staff/departmental meetings:
			3-5					
			6-8			Feedback:	Office hours	Staff/departmental articulation
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San Rafael High			TK-1			Grading	Students	Technology supports:
			1-2					
			2-3			Assessments:	Families	Staff/departmental meetings:
			3-5					
			6-8			Feedback:	Office hours	Staff/departmental articulation
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Sausalito Marin City	<ul style="list-style-type: none"> TK/K - Dreambox Math, Smarty Ants Reading, Epic! Reading, Misc. <ul style="list-style-type: none"> Worksheets on handwriting, etc. 1st-2nd - Dreambox Math, iRead, Epic! Reading, Big Ideas Math <ul style="list-style-type: none"> Lessons/Worksheets with Khan Academy 3rd - Dreambox Math, System 44, Epic! Reading, Big Ideas Math <ul style="list-style-type: none"> Lessons/Worksheets with Google Classroom 4th-8th - Dreambox Math, Read 180, Epic! Reading, Big Ideas Math <ul style="list-style-type: none"> Lessons/Worksheets with Khan Academy, Mystery Science (4-5), Green Ninja Science (6-8), History Alive (6-8) with Google Classroom 		TK-1	3	30 minutes	Math, Reading, Science, History, Misc. Worksheets (depends on grade level - See column 2).	Grading: Same grading system - 1/2/3 in TK-5 and A-F in 6-8	Students: Phone, Facetime, Zoom, Home Visits	Technology supports: We have office hours for tech support (M, W, F from 11-1 at the school). We also send tech support to homes to problem solve when necessary.
			1-2	4	30-45 minutes				
			2-3	4	30-45 minutes		Assessments:	Families: Phone Home Visits	Staff/departmental meetings: Weekly staff meetings from 2-3pm on Wednesday. TK-2, 3-5, 6-8 grade level meetings will commence in the next 1-2 weeks.
			3-5	4	30-45 minutes				
			6-8	5	30-45 minutes		Feedback: Teachers and Paras are communicating with students all day long - every day.	Office hours: N/A	Staff/departmental articulation: Weekly staff meetings from 2-3pm on Wednesday. TK-2, 3-5, 6-8 grade level meetings will commence in the next 1-2 weeks.
			9-12						
			Specialists (PE, VAPA, Counselors, EL?)		1 session per week - some 1:1 and some independent		Other: Tier III Support for Students who are not engaging in online coursework Students will be awoken each morning and will work at school for approximately two hours per day under the supervision of a Para.	Professional development/staff: TBD	
			Itinerant Special Ed		Based on IEP needs				



Marin County Schools – Essential Components of Distance Learning – **DRAFT – In Progress**

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Shoreline	Paper/packet: <ul style="list-style-type: none"> Sent out paper packets that teachers had been working on - math, ELA; all subjects and books provided; Teachers have identified if more is needed secondary to no internet. Most going to online. Trying to identify if we can give those that don't have the access. Hotspots Will continue to send out packets Emphasizing the quality of the interaction and not the quantity of work. Online: <ul style="list-style-type: none"> SeeSaw – prim; 4-8 Google Classroom; Zoom sessions or Google meet for live interaction All students have a device or are in the process of getting a device. Pick up day April 15 for families to pick up devices High school: <ul style="list-style-type: none"> Primarily online – 1:1 Chromebook. Mailing on the 26th packet work – books, novels, etc. Also work for kids that cannot access the internet (about 13). Working on getting hotspots for those that cannot access. Some are coming to the school to get packets; 		TK-1		Common Core	Grading: Not solidified yet. High School <ul style="list-style-type: none"> Message is to complete the work; 75-80% of staff leaning toward “hold harmless” – students grade will not go down from where is was at the end of the quarter; Looking at accountability around communication Most are on board with the credit/no credit model – harm to those that have been on the high achieving Elem: not discussed grading at this point. This is still a work in progress – middle school will more than likely follow	Students	Technology supports: iExcel being expanded to all subject matters across all schools. Devices being distributed as needed.
			1-2		Forthcoming: <ul style="list-style-type: none"> All district memo that will reflect the direction of the curriculum and the skills that have been going in and how we will continue. This will identify our focus areas and what is important in this period. Essentially a focus on increasing the comfort level with the medium and then how moved to the development of lessons, etc.. 			



Marin County Schools – Essential Components of Distance Learning – **DRAFT – In Progress**

	<ul style="list-style-type: none"> Another mailing on the 15th that will provide work through May 1 <p>Medium:</p> <ul style="list-style-type: none"> Google Classroom, FlipGrid; Subject matter teachers participating in synchronous learning sessions – not yet structured and comprehensive By the end of the week of the 16th have a schedule of what will be due, etc..here are the lessons 					what high school does		
		2-3				<p>Assessments:</p> <p>None thus far</p> <p>Staff not leaning toward this right now – we are pretty project based – no tests per se.</p> <p>IXL– within there exist assessments;</p>	<p>Families:</p> <p>All – outreach to families twice a week using district platform; phone, text and email components. Doing phone and email;</p> <p>Adam: email and following up with hard copy to the mail;</p> <p>Beth: Monday/Thursday and hard copy</p> <p>Communications also up on the website.</p>	<p>Staff/departmental meetings:</p> <p>All Schools: 2/week - zoom</p> <p>Grade/department:</p> <p>Principal meets with middle school team and special ed team and individual teachers</p> <p>k-3 grouped together and then 4-8 to keep things aligned. They meet weekly; Beth meets with the special education team 1/week.</p> <p>High School: doing smaller team and grade and departmental as needed – teachers organize/govern.</p> <p>Staff has created office hours available every day at a defined time.</p> <p>TK- 12 times earmarked in the day where students can access the teacher</p>
		3-5						
		6-8						
		9-12						
		Specialists (PE, VAPA, Counselors, EL?)		Cases managers reaching out to families; paras doing direct outreach				
		Itinerant Special Ed						
					<p>Feedback:</p>	<p>Office hours</p>		
					<p>Other:</p>		<p>Professional development/staff:</p> <p>Toward distance learning expectation</p> <p>Staff providing in online lessons</p>	



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Tam Union			TK-1			Grading	Students	Technology supports:
			1-2					
			2-3			Assessments:	Families	Staff/departmental meetings:
			3-5					
			6-8					
			9-12			Feedback:	Office hours	Professional development/staff:
			Specialists (PE, VAPA, Counselors, EL?)					
			Itinerant Special Ed					
Other:								



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District:	Method of Delivery:		Structure/Schedule of the Day:		Content	Expectations:	Communication Method/frequency	Other:
	Online – Platform	Paper/Packet - Distribution	Session/day	Length of lessons				
			TK-1			Grading	Students	Technology supports:
			1-2					
			2-3			Assessments:	Families	Staff/departmental meetings:
			3-5					
			6-8			Feedback:	Office hours	Staff/departmental articulation
			9-12					
			Specialists (PE, VAPA, Counselors, EL?)			Other:	Other:	Professional development/staff:
			Itinerant Special Ed					



Marin County Schools – Essential Components of Distance Learning – **DRAFT – In Progress**

Kentfield							
Laguna Joint							
Lagunitas							
Larkspur/CM							
Lincoln							
Marin COE							
Miller Creek							
Mill Valley							
Nicasio							
Novato							
Reed							
Ross							
Ross Valley							
San Rafael Elem							
San Rafael High							
Sausalito Marin City							
Shoreline							
Tam Union							