Menlo-Atherton High School

Back-to-School Plan

2020-21

Check www.mabears.org for updates
Overview of M-A Fall Learning Plan

Planning for **rigorous distance learning** curriculum combining asynchronous and synchronous platforms following a **schedule** with **safe on campus supports**; and **extra-curricular activities** in small cohorts as health orders allow; leading to phaseable return to in-person teaching & learning when safe.

- A quality online teaching and learning program is a priority for learning
- Safety for students and staff is crucial
- Social emotional well being of our community is paramount

**It’s time to work together - we will get through this!**
Class Time, Live Instruction & Student Support

- Classes include regular synchronous (live) instruction via videoconferencing for a maximum of 140 minutes/week. Classes begin at scheduled time in a live format for the purpose of lesson introduction and attendance recording.
- Teachers record student attendance for both live instruction and asynchronous assignments according to guidelines from Student Services (TBD).
- Classes include live student-to-student interaction daily.
- Teachers are available to students via district-assigned Zoom room throughout the scheduled class period and communicate how to access assistance.
- Teachers offer 40 minutes of office hours daily during the designated time in the school schedule, unless another time frame outside of the student schedule is communicated to students and families.

*(Teachers with a part time schedule will offer office hours on a number of days proportionate to their FTE (0.2 FTE = 1 office hour/week; 0.4 FTE = 2 office hours/week; 0.6 FTE = 3 office hours/week; 0.8 FTE = 4 office hours/week).)*
Coursework

- There will be a minimum of 200 minutes per class of homework, classwork, and live instruction per class per week.
- Use Canvas to post assignments. Include time values for assignments and assessments.
- Use Canvas to collect assignments.
- Assignments are posted in Canvas in a clearly communicated and consistent way (e.g. on the same day/s each week).
- Teachers develop an electronic course syllabus, identifying learning objectives, office hours, synchronous learning sessions and blended learning tools that will be used throughout the year, with links to parent and student resources and tutorials.

Content

- Content is aligned to grade-level standards and is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
- The needs of students with IEPs and Section 504 plans are met with accommodations for distance learning. The needs of students who are learning English are met.
Distance Learning - Student Expectations

- Students will check both Canvas and student SEQ email accounts regularly.
- Students will be mindfully present and engaged during class sessions.
- Students will submit work in a timely manner, as required by the teacher for each assignment.
- Students will actively engage in coursework during synchronous and asynchronous lessons by taking notes, asking questions, participating in discussion, completing assignments, etc.
- Students will communicate with teachers and proactively seek assistance.

Attendance will be taken and engagement monitored for all classes.
Definitions: Synchronous and Asynchronous

**Synchronous Learning**
A learning event in which a **group of students** is engaged in learning at the same time, in person, or on a virtual platform such as Zoom or Google Meet. This allows for **real-time interaction** between the students and with the teacher.

**Asynchronous Learning**
A learning event where **individual students** are engaged in the learning process with no real time interaction between students and **teacher**, however there may still be rich interactions between the students and with the teacher.

*Students are engaged with a variety of activities including assignments, projects, pre-recorded videos, and application of content.*
## Distance Learning Bell Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Synchronous Classes</td>
<td>Synchronous Classes</td>
<td>Asynchronous Classes</td>
<td>Synchronous Classes</td>
<td>Synchronous Classes</td>
</tr>
<tr>
<td>8:45-9:55</td>
<td>Teacher Prep</td>
<td>Teacher Prep</td>
<td>1st-8:45-9:15</td>
<td>Teacher Prep</td>
<td>Teacher Prep</td>
</tr>
<tr>
<td>9:55-10:10</td>
<td>1st</td>
<td>2nd</td>
<td>2nd-9:20-9:50</td>
<td>1st</td>
<td>2nd</td>
</tr>
<tr>
<td>11:20-11:50</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Break</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:00-1:10</td>
<td>5th</td>
<td>6th</td>
<td>4th-10:35-11:05</td>
<td>5th</td>
<td>6th</td>
</tr>
<tr>
<td>1:10-1:25</td>
<td>Break</td>
<td>Break</td>
<td>5th-11:10-11:40</td>
<td>Break</td>
<td>5th</td>
</tr>
<tr>
<td>1:25-2:35</td>
<td>7th Period</td>
<td>0 Period</td>
<td>6th-11:45-12:15</td>
<td>Break</td>
<td>6th</td>
</tr>
<tr>
<td>2:35-3:15</td>
<td>Office Hours*</td>
<td>Office Hours*</td>
<td>Lunch: 12:15-12:45</td>
<td>7th Period</td>
<td>Office Hours*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>0/7th-12:45-1:15</td>
<td>0 Period</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1:30-2:10 Office Hours*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On Monday, Tuesday, Thursday, and Friday, the Synchronous class days, students will be expected to meet online with their teacher during the scheduled class time. Classes will meet through Zoom links which will be found in each Canvas course. The class period on these days will be split into synchronous as well as asynchronous student work time.

During Wednesday's Asynchronous class time, students will be working online on individual lessons provided in Canvas, as teachers will be in meetings, professional development, and collaborations with their departments.

*Office Hours: Teachers will have 40 minutes of office hours each day, but teachers may choose to hold their office hours at a different time and will post their designated office hour times on their Canvas Home page.

If there is a school holiday, the week's schedule may change to allow four synchronous class days.
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45-8:45</td>
<td>Teacher Prep</td>
<td>Teacher Prep</td>
<td>1st- 8:45-9:15</td>
<td>7:45-8:45</td>
<td>Teacher Prep</td>
</tr>
<tr>
<td>8:45-9:55</td>
<td>1st</td>
<td>2nd</td>
<td>2nd-9:20-9:50</td>
<td>8:45-9:55</td>
<td>1st</td>
</tr>
<tr>
<td>12:00-1:10</td>
<td>5th Period:</td>
<td>6th</td>
<td>5th-11:10-11:40</td>
<td>5th Period</td>
<td>5th</td>
</tr>
<tr>
<td>1:10-1:20</td>
<td>Break</td>
<td>Break</td>
<td>6th-11:45-12:15</td>
<td>6th Period</td>
<td>6th</td>
</tr>
<tr>
<td>1:20-1:50</td>
<td>Tech Training delivered by 5th per. Teacher*</td>
<td>Tech Training delivered by 6th per. Teacher*</td>
<td>Lessons on Wednesday of the first week but will attend Freshmen assemblies instead</td>
<td>1:20-1:50</td>
<td>1:20-1:50</td>
</tr>
<tr>
<td>1:50-2:05</td>
<td>Break</td>
<td>Break</td>
<td>1:30-2:10 Office Hours*</td>
<td>1:50-2:05</td>
<td>1:50-2:05</td>
</tr>
<tr>
<td>2:05-3:15</td>
<td>7th Period</td>
<td>0 Period</td>
<td>2:35-3:15 Office Hours*</td>
<td>2:05-3:15</td>
<td>2:05-3:15</td>
</tr>
</tbody>
</table>

Curriculum for tech training will be provided for 5th and 6th period teachers. 5th and 6th-period will be extended after break time so that we can deliver a tech training for students; teachers will walk students through a slide show. There will be no office hours on Monday and Tuesday.
Finding your schedule and accessing your courses requires two steps:
1. Look up your schedule on Infinite Campus.
2. Log into your classes in Canvas.

The easiest way to access these sites is from the top of www.mabears.org.

Finding Your Schedule on Infinite Campus
1. Log in to https://ic.seq.org/campus/portal/sequoia.jsp (or access from www.mabears.org)
2. Click on the Schedule tab on the left
3. Print your schedule or take a picture of it

Logging into Canvas
1. Log into Canvas at: https://sequoia.instructure.com/login/ldap (or access from www.mabears.org)
2. Follow the school bell schedule and click on the correct course for the period from your Dashboard or Courses menu.
3. On the Home page, teachers will post a zoom link for accessing class instruction.

Login Format
Username: ID Number
Default Password: Lowercase initials and 6 digit date of birth

Example
Name: Anthony Anderson
ID Number: 123456
Birthday: 10/3/2001

Username: 123456
Password: aa100301

If you are a returning student and you forgot your username or password, go to this link to reset your password: Student Password and Recovery

Tips for Navigating Day 1:
- Access the bell schedule on M-A's homepage: https://www.mabears.org
- Get ready, eat well, get a good night sleep, set your alarm early. Log in and make sure you can find your courses BEFORE 8:45 AM.
- Be ready to log in to your first class at 8:45 AM on Monday, August 17th.

Help: Call M-A at 650-322-5311
District Tech support Link: District tech Support
Student Instructions: Logging into Zoom SEQ Account

1. https://zoom.us and sign in

2. Sign in with Google
   ○ *If you have never done this before, follow these steps:*
## Sample Distance Learning Week - English

<table>
<thead>
<tr>
<th>Monday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>background information, such as the effect of the Harlem Renaissance</td>
<td>2. Students apply lessons from Monday to the reading through guided reading questions that</td>
<td>2. Students join Zoom 15 minutes into class and teacher poses a paragraph from page 2 with</td>
</tr>
<tr>
<td>on literature.</td>
<td>target application of material and synthesis of multiple pieces of evidence.</td>
<td>targeted questions linking background lecture to reading. Teacher models analysis.</td>
</tr>
<tr>
<td>2. Students work in groups in Zoom breakout rooms to apply information</td>
<td></td>
<td>3. Students are broken into groups of four with each group receiving a passage to analyze in a</td>
</tr>
<tr>
<td>from background information to a short reading passage.</td>
<td></td>
<td>one-page document template. Students work on this passage for 15 minutes.</td>
</tr>
<tr>
<td>3. Students rejoin full group for recap with teacher and teacher poses</td>
<td></td>
<td>4. Students rejoin Zoom and each group gets 3 minutes to present their findings.</td>
</tr>
<tr>
<td>additional synthesis questions for discussion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework: Reading set part 1 based on lessons from the day</td>
<td>Homework: Students respond to a discussion post on Canvas articulating their findings and</td>
<td>Homework: Read pages 6-20 and perform one analysis in the style of today’s practice.</td>
</tr>
<tr>
<td></td>
<td>must respond to two peers.</td>
<td></td>
</tr>
</tbody>
</table>
## Sample Distance Learning Week - History

<table>
<thead>
<tr>
<th><strong>Tuesday</strong></th>
<th><strong>Wednesday</strong></th>
<th><strong>Friday</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students meet in Zoom and teacher assigns a presentation project for the causes of the Civil War.</td>
<td>1. Students take the research they did for homework and create a thorough presentation in the slides from yesterday.</td>
<td>1. Students record their presentations in groups and upload them to a Canvas discussion post within the first 20 minutes of class.</td>
</tr>
<tr>
<td>2. Students decide which facet of their assigned cause they will research independently and begin research answering a list of teacher-prepared questions for 30 minutes.</td>
<td>Homework: Students meet in groups to practice the presentation aloud. Presentation should be ~5 minutes in length.</td>
<td>2. All students watch the other presentations and complete a rubric.</td>
</tr>
<tr>
<td>3. Students meet with each other virtually and put together a Google Slide skeleton for their presentation of which information should go where.</td>
<td></td>
<td>3. Students join Zoom for the last 10 minutes of class and the teacher takes a vote as to which two causes students think are most influential to the start of the Civil War. Teacher assigns homework.</td>
</tr>
<tr>
<td>Homework: Finish research of individual task</td>
<td></td>
<td>Homework: Write two-paragraph mini-essay outlining two major causes of the Civil War and the impact of these causes in America in the 1860s. Make sure to include <strong>why and how</strong> these causes are important to the start of the Civil War. Refer to student videos as necessary.</td>
</tr>
</tbody>
</table>
# Geometry Weekly Planner

**Unit 5: Volume - Week #11**

**Unit Goals:**
- Students will explore and define many 3-D solids
- Visualize relationships between 2-D and 3-D objects
- Use Volume formulas to solve problems

The Chart below is to help you plan your week and check off your progress.

<table>
<thead>
<tr>
<th>Monday &amp; Tuesday</th>
<th>Wednesday</th>
<th>Thursday &amp; Friday</th>
</tr>
</thead>
</table>
| **Explore** (before class begins) | Watch the following videos before class zoom. Record answers in EdPuzzle.  
- Video Lesson 11.1 - Let's Solve together  
- Video Explore Solids | Watch the following videos before class zoom. Record answers in EdPuzzle.  
- Video Lesson 11.3 - Let's Solve together  
- Video Volume or SA - 11.5 |
| Classroom Lesson | Independent Lesson | Classroom Lesson |
| **Engage** (vonder) | Complete Delta Math progress quiz (7 questions)  
Complete Quiz Reflection | Solve Together - (Open Middle) |
| **Explain** (practice) |  
- Lesson 11.2 | Group Task Girl Scout Cookies |
| **Elaborate & Evaluate** (What did I learn?) |  
- Desmos Activity Cylinders - deriving the formula |  
- Flip grid Video: Make your own Cross section  
- Lesson Quizlet Volume practice |
| Independent Practice | Independent Practice |  |
| **Exercise** |  
- WS 11.1/11.2  
- Lesson Delta Math Online practice problems |  
- IM application problems  
- WS Clown Sharks (11.1-11.5) |
## Sample Weekly Plan - Science (Biology)

<table>
<thead>
<tr>
<th>Monday/ Tuesday</th>
<th>Wednesday</th>
<th>Thursday/ Friday</th>
</tr>
</thead>
</table>
| 1. Students complete some pre-work around a topic, with choice in how they do it. They may be reading, watching a video, or listening to a podcast. | 1. Students will design an investigation in an online lab.  
2. They will share their results, perhaps through Flip Grid and then receive feedback on their work as well as provide feedback for the work of their peers. | 1. In Zoom Breakout Rooms, students will work in teams to test another aspect of the online lab they worked on. They will then collaborate to write a conclusion of what they have learned.  
2. Students will return to the main Zoom Room where they will share their findings.  
3. Next students will work independently, perhaps offline, to solidify their own understanding of the material of the week. |
| 2. Students join online class through Zoom where they will work in teams in breakout rooms after getting some instruction from their teacher. | | |
| 3. Students will return to the main room and share out their work to the class to inspire discussion and receive feedback. | | |
| 4. Students are then provided an intro and instructions on how to complete work for Wednesday, which will oftentimes be an online lab. | | |
Your Guidance Counselors Are Here To Help!

<table>
<thead>
<tr>
<th>Counselors</th>
<th>Caseload Assignments</th>
<th>Extensión</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erica Cerles</td>
<td>A - Cap (10th-12th)</td>
<td>50140</td>
<td><a href="mailto:ecerles@seq.org">ecerles@seq.org</a></td>
</tr>
<tr>
<td>Karina Escobar-Weaver*</td>
<td>Car - Fa (10th-12th)</td>
<td>50120</td>
<td><a href="mailto:keweaver@seq.org">keweaver@seq.org</a></td>
</tr>
<tr>
<td>Silvia Torres-Garza* (Head Counselor)</td>
<td>Fe - Go (10th-12th)</td>
<td>50139</td>
<td><a href="mailto:sgarza@seq.org">sgarza@seq.org</a></td>
</tr>
<tr>
<td>Leticia Gutierrez*</td>
<td>Gr - K (10th-12th)</td>
<td>50182</td>
<td><a href="mailto:lgutierrez@seq.org">lgutierrez@seq.org</a></td>
</tr>
<tr>
<td>Ming Hsu</td>
<td>L - Mi (10th-12th)</td>
<td>50114</td>
<td><a href="mailto:mhsu@seq.org">mhsu@seq.org</a></td>
</tr>
<tr>
<td>Lara Sandora</td>
<td>Mo - Ra (10th-12th)</td>
<td>50125</td>
<td><a href="mailto:lsandora@seq.org">lsandora@seq.org</a></td>
</tr>
<tr>
<td>Francine Andrade*</td>
<td>Re - S (10th-12th)</td>
<td>50181</td>
<td><a href="mailto:fandrade@seq.org">fandrade@seq.org</a></td>
</tr>
<tr>
<td>Jason Kubo</td>
<td>T - Z (10th-12th)</td>
<td>50185</td>
<td><a href="mailto:jkubo@seq.org">jkubo@seq.org</a></td>
</tr>
</tbody>
</table>

* Habla español

Left to right (Back Row): Karina Escobar-Weaver, Ming Hsu, Silvia Torres-Garza, Lara Sandora; (Front Row) Jason Kubo, Leticia Gutierrez, Francine Andrade, Erica Cerles
Academic Support for Students

Academic (Tier 1):

- Freshman Transition Program
- Teacher Office Hours (by appointment only)
- Planners for all 9th Graders
- Guidance Counselors
- M-A Library Website
- Student Support Center (B20) - Lilly Quinonez
- Inclusion Model for students with IEP's

Academic (Tier 2) - all virtual, logistics are TBD

- Intervention Tracker
- 9th & 10th grade Tutoring Center
- 11th & 12th grade Homework Center
- Community Liaison (B20) - Marisela Torres
- Writing Center

Academic (Tier 3)

- 504's - Intervention Counselor - Jennifer Hettel
- Study Skills for all students with IEP's
- Student Study Teams
- Sequoia Aspirations Advocate Case Management
Social Emotional Support for Students

Social-Emotional (Tier 1):
- Freshman Transition Program
- Freshman Buddy System (student-led)
- Leadership Class is creating community-building virtual events/challenges
- Student-Led Clubs
- 9th Grade Arena Check-In

Social-Emotional (Tier 2) - all virtual, logistics are TBD
- Intervention Tracker
- Star Vista Drop-In Supports - [Mental Health Reference Page](#)

Social-Emotional (Tier 3)
- Case Managers/Psychologists for students with IEP’s
- Acknowledge Alliance
- Star Vista
- SST’s and SRAT
- Sequoia Aspirations Advocate Program Case Management
- 49er Academy/Boys and Girls Club
Technology Tools for Distance Learning

Directions - Single Sign on for Accounts: SUHSD Electronic Student Accounts

We will provide unlimited GB hotspots to students who need them (during 9th arena check in; schedule for 10th-12th coming)

SUHSD is enrolling in the Comcast Internet Essentials program and will be making this available to our school community.

Chromebooks will be issued to students needing a device. Students issued a device last year still have them; hotspots will be upgraded.

SUHSD is enhancing wifi access on the M-A campus

All students will get online onboarding training during the first week of school
**Essential Service Hours:** Campus is open for essential services from 8am-3:30pm

**Families must make an appointment:** We are encouraging virtual as much as possible, families are encouraged to make an appointment prior to visiting campus.

**Health & Safety Protocols:** Students and families will be following the 3 W's.

**Internet Connectivity onsite for Students:** Detailed plan is forthcoming!

-We are thinking.... designated outdoors spaces throughout campus where students can connect to the internet (pending health orders).

**Food Services:** Monday and Wednesday Drive-thru service at front of school, 10am to 1pm.
Health & Safety During Distance Learning

1. Wear a Face Covering:
   a. To school
   b. While walking across school grounds
   c. In common areas on campus
   d. In classrooms/indoors

2. Wash/Sanitize your Hands regularly

3. Watch your distance - remain at least 6 feet apart from other people on campus
   a. To the extent necessary and possible, safe distances will be marked, appropriate signage will be posted
   b. Students will be asked to follow all directional arrows and instructions on campus, especially in hallways and classrooms.

Link: M-A Health and Safety
Bears 3 W’s Campaign: Do your part now!

We all want to be back at school! Help get us there!

- WASH your hands
- WEAR your face covering
- WATCH your distance (6 ft.)
Parents and Caregivers - You can help!

- Get student(s) used to a daily school schedule beginning at 8:45 a.m.
- Distinguish school time (schedule) from home time; set up a routine together
- If there are other household members at home, establish expectations for protecting “school time” for your students and minimizing distractions or interruptions.
- Check in with your student about what they are finding challenging or confusing about their online work.
- Encourage students to reach out to teachers and counselors if they are struggling.
- Monitor stress levels, participation in class, and ability to complete assignments.
- Encourage involvement in virtual opportunities to connect via clubs, academic supports, teacher office hours.
- Encourage your student to reach out to friends by phone or online so they have opportunities to stay connected.