

Doyle
Elementary
School
Parent
Afternoon Tea
May 7, 2020

WE MISS YOU!



Doyle Elementary's Transition to Distance Learning

Phase One:

- ◎ Connection
- ◎ Communication
- ◎ Staff
Connectivity
- ◎ Professional
Growth

Phase Two/Soft Launch:

- ◎ Staff Training
- ◎ Student
Connectivity

Phase Three/ Full Launch:

- ◎ Resume Graded
Instruction
- ◎ Resume Special
Education Timelines
- ◎ Reimagine School
Events

A Day in The Life of an Elementary Student

Instruction

- ❑ **Class Meeting:**
 - ❑ I connect with my teacher, support staff and peers
 - ❑ I prepare for the day of learning
- ❑ **Distance Learning:**
 - ❑ I understand the learning objective for the day
 - ❑ I learn content with the support of my teacher and peers
 - ❑ I practice the new learning with my peers or independently
 - ❑ I demonstrate my understanding of the daily objective
- ❑ **Visual and Performing Arts/Health**
 - ❑ I engage in health and VAPA lessons with my peers
- ❑ **Small Group:**
 - ❑ I work with my teacher and peers practicing strategies
 - ❑ I engage in daily language instruction

Enrichment and Wellness

- ❑ I independently work on tasks and assignments provided by my teacher
- ❑ I put forward my best effort every day
- ❑ I prepare for the next day of learning
- ❑ I take frequent breaks and engage in physical activity
 - ❑ Walks
 - ❑ Dancing
 - ❑ Exercise
- ❑ I help and support with family obligations
- ❑ I am an advocate for my own learning and communicate to my teachers when I need help



A Day in The Life of an Elementary Teacher

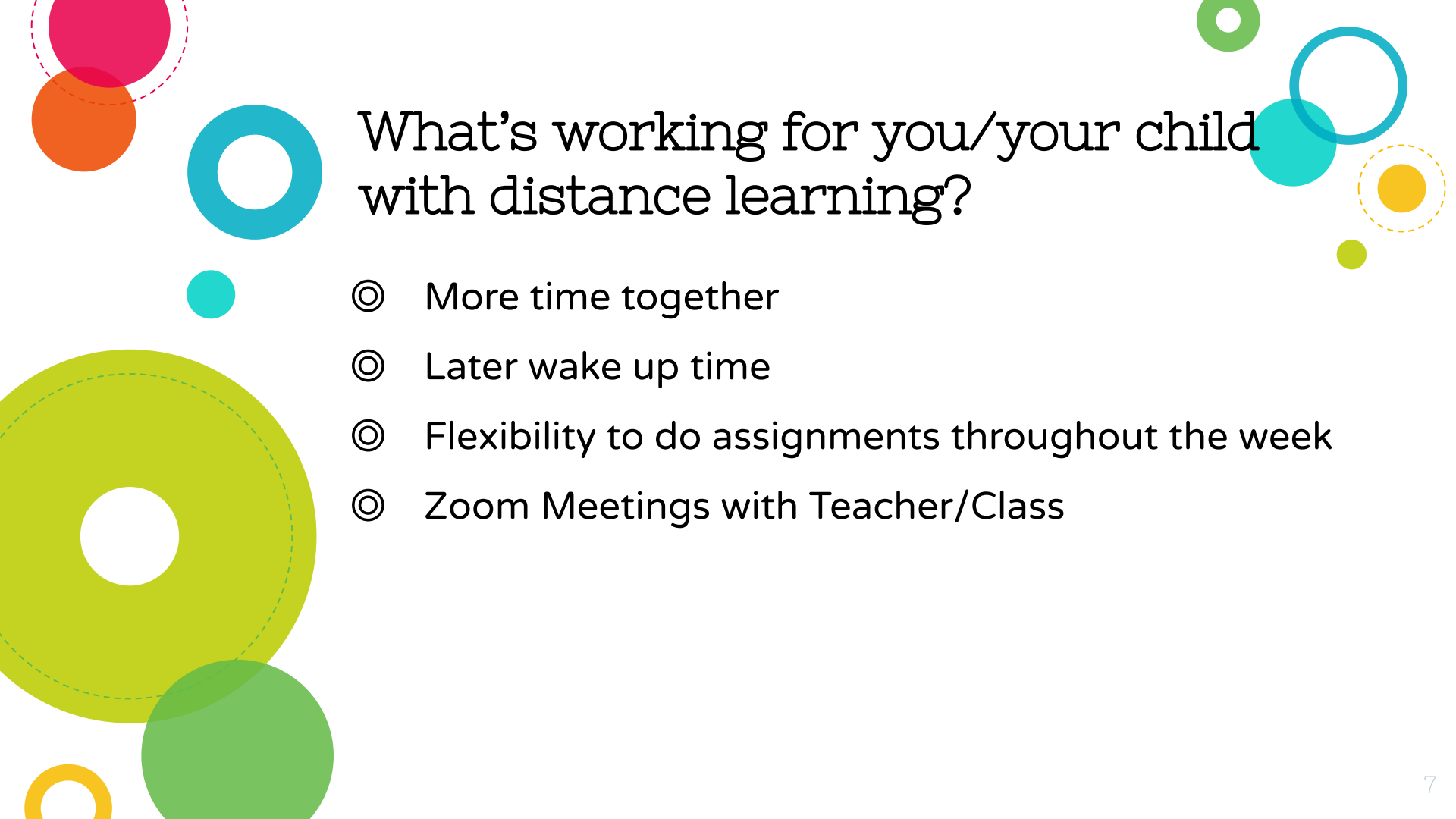
Instruction

- Class Meeting
- Daily Content Area(s) of Focus
- Physical Education, VAPA or Health
- Small Group Instruction
- dELD

Teacher Screen Time: Not to exceed 120 minutes per day
This may include small group instruction and conferencing
with individual students.


Flex Time

- Preparing for Learning
- Virtual Office Hours
- Monitoring Student Activity
- Gathering Formative and Summative Assessments
- Sharing Progress with Students, Families, and/or Counselor
- Providing Feedback to Students
- Collaborating with Ed. Specialists and Support Staff
- Participating in Professional Development
- Participating in IEP Meetings

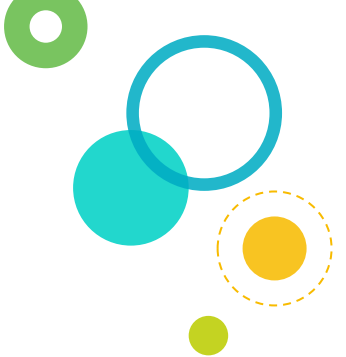


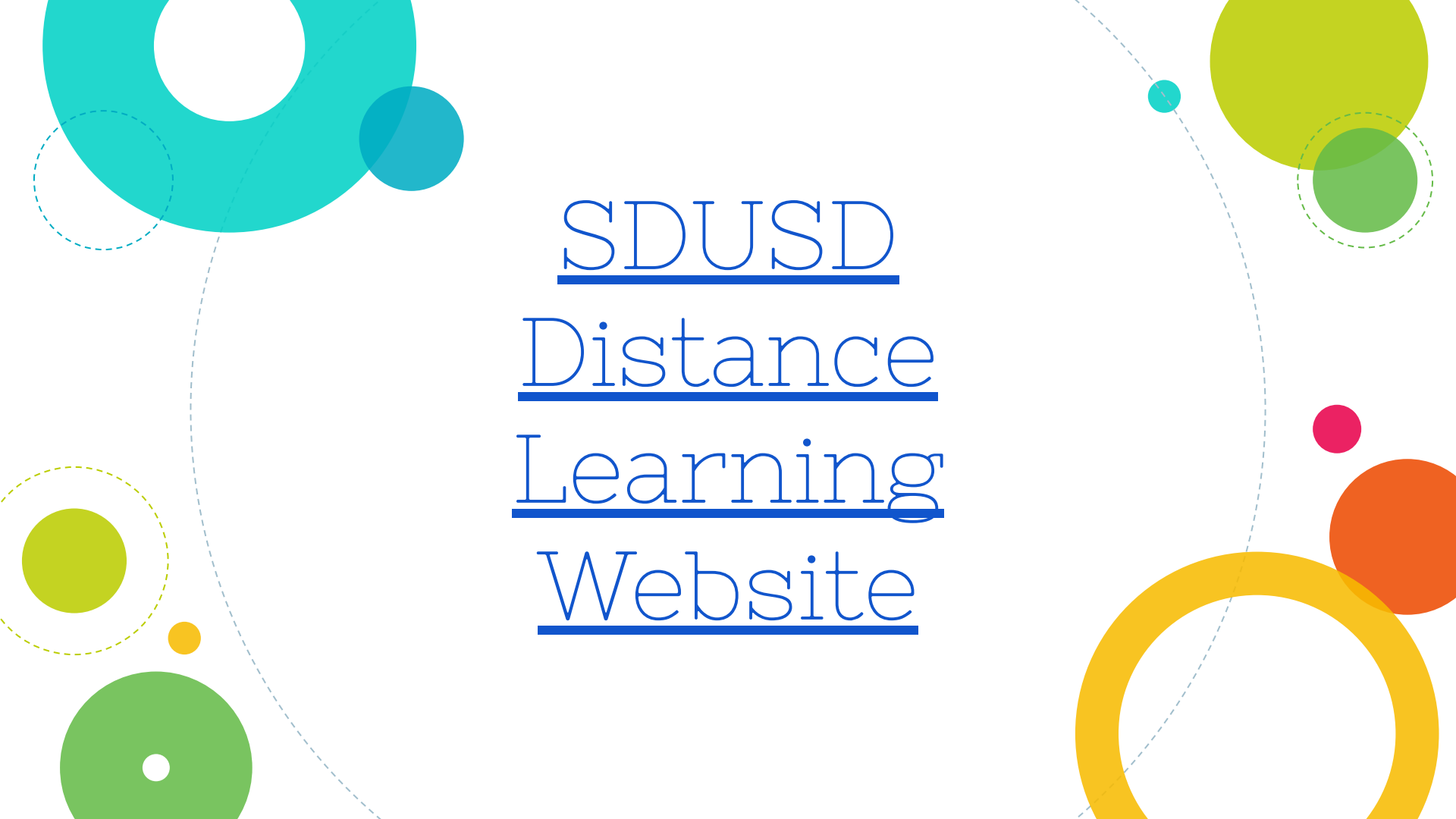
What's working for you/your child with distance learning?

- ⦿ More time together
- ⦿ Later wake up time
- ⦿ Flexibility to do assignments throughout the week
- ⦿ Zoom Meetings with Teacher/Class



What challenges/concerns are you or your child experiencing with distance learning?

- ⊙ Working full time and homeschool children
 - ⊙ Social Emotional--missing friends, school, etc.
 - ⊙ Amount of Screen Time
 - ⊙ Amount of Class/Homework
 - ⊙ Learning Loss
 - ⊙ Supports for Students with Disabilities
 - ⊙ Too many Zoom meetings
- 

A decorative graphic featuring various colored circles (teal, green, yellow, orange, pink) and dashed lines of different colors (teal, green, yellow) arranged in a circular pattern around the central text.

SDUSD
Distance
Learning
Website

Emailing Teacher

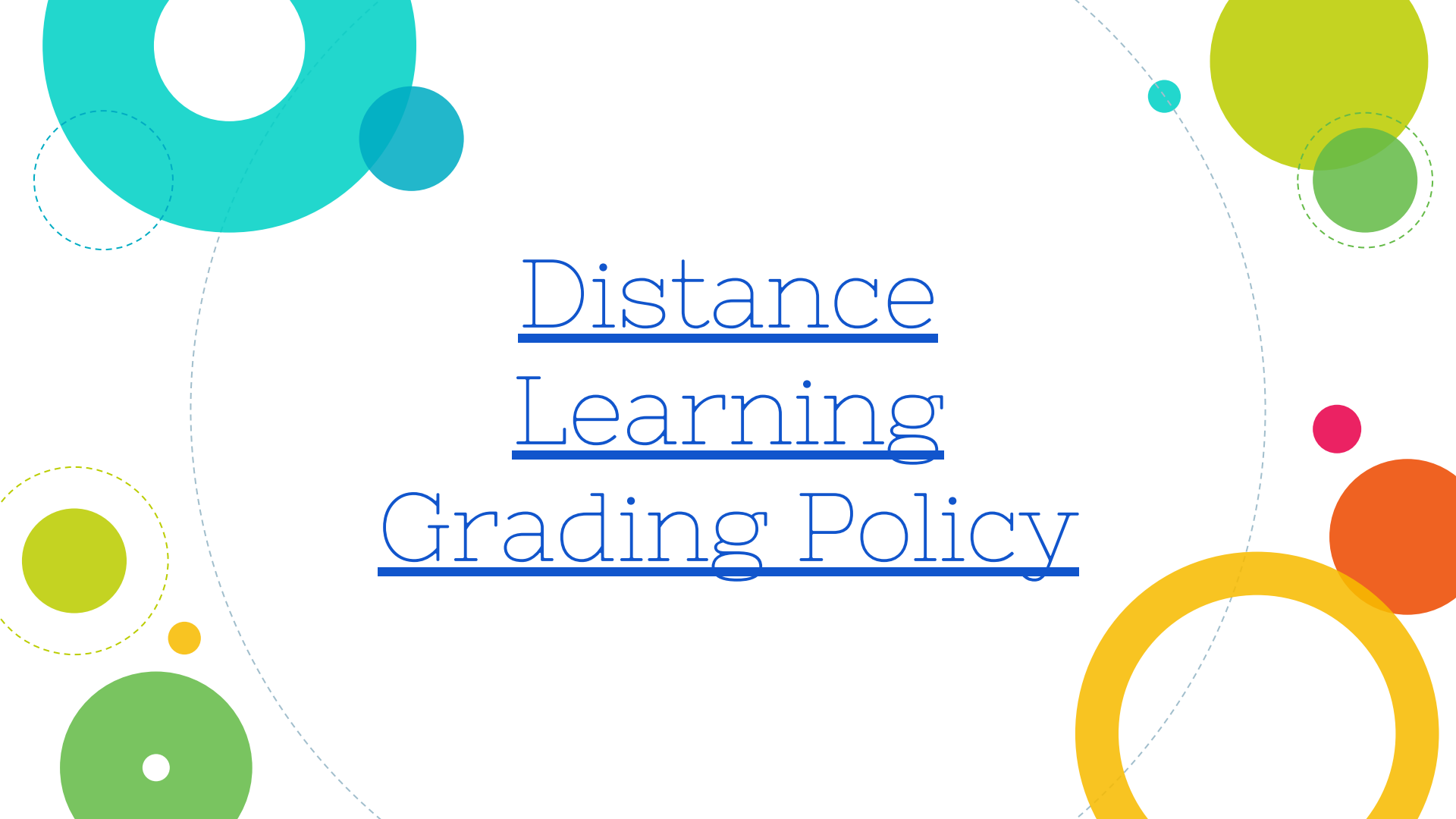
ZOOM
Meetings

Group Projects

Participation & Engagement

Completing
Assignments

Engaging in Class Discussions

The background features a white page with a decorative border of colorful circles and dashed lines. The circles are in shades of teal, lime green, orange, and pink. A large teal ring is in the top left, a large lime green ring is in the top right, and a large orange ring is in the bottom right. A large green ring is in the bottom left. A dashed line curves around the page, connecting the rings. The text is centered in a blue, serif font.

Distance
Learning
Grading Policy

Support for Families

© Kimberly Moore, Principal kmoore@sandi.net

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Ways To Stay
Connected

[SDUSD COVID-19
Website](#)

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Website](#)

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PTA](#)