

# Distance Learning Handbook



## WASHINGTONVILLE CENTRAL SCHOOL DISTRICT Grades Kindergarten-2





## WELCOME TO DISTANCE LEARNING AT WASHINGTONVILLE

Distance learning provides an opportunity for students and teachers to remain connected and engaged with the content while working from their homes. The key to success in distance learning is flexibility and consistency. Having a consistent daily meeting time, schoolwork calendar, and office hours allows students and parents to plan accordingly.

Distance learning is designed to provide students with an engaging online learning experience that includes clear expectations and outcomes for each week. The learning experience will include online and offline learning activities that are aligned with the New York State Learning Standards. This may include instructional videos, live and recorded sessions, and/or online resources. Off-line resources may also be provided. The work in each content area can be found on district approved learning platforms, Seesaw and/or Google Meet. Classroom teachers will provide more information about the platform they will be using and will be able to help if necessary. Our technology department will be offering "Parent Universities" in the coming weeks to provide assistance with these platforms. Keep checking our website for more information.

### Asynchronous: Students learn at different times.

- Communication is not live.
- Possibly more convenient and flexible.
- Allows students to work at their own pace.
- Recorded and Pre-recorded lessons may be reviewed multiple times as needed.
- Seesaw.

### Synchronous: Students learn at the same time.

- Communication happens in real time.
- Allows for instant feedback and clarification.
- Google Meet.

### Small Group Google Meets.

- Designated times for teachers to provide explicit direct instruction to individual groups of students.
- Possible uses could be 1:1 or small group support (4-5 students).
- Teacher collaboration/communication.

### Daily Student Check-In.

A daily meeting to connect with students, develop relationships, and build community will be held in the morning. It may include a rundown of the daily agenda, expectations of daily tasks, and to clarify or answer questions. Teachers will be conducting check-ins with all students Tuesday-Friday mornings. Attendance will be taken each day.

# SOCIAL-EMOTIONAL LEARNING (SEL) CHECK-IN

Social and Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. School psychologists, school social workers, and guidance counselors will collaborate with classroom teachers to meet the social/emotional needs of all students and are available for parents to speak to if you have any questions or concerns.

- Teachers will check in with students to see how they are adjusting to the transition back to the classroom environment, as well as, on their social-emotional well-being.
- Teachers will incorporate lessons from “Choose Love” into their teaching to support students.

## COMMUNICATION AND EXPECTATIONS

Communication between the teacher, student and parent is critical for success. The teacher will establish office hours and other designated times that they will set aside to meet virtually with students and parents. Google Meet, Email, learning platform (Seesaw), Remind, letters sent home and phone calls are all ways in which the teacher may communicate.

Assignments will be expected to be turned in on due dates and students will receive feedback from the teacher in a timely manner. Teachers will be providing grades through the learning management system and will be using Schooltool for report cards that are accessible through Parent Portal.

It is important that students understand their responsibility as learners who engage in their classrooms each day. In addition, they are responsible for the same regulations that are in the building Code of Conduct. This includes appropriate on-line behavior when working within the learning platform and during live instruction.

### Student Communication.

- Students will communicate during scheduled times.
- Students will use platforms predetermined by the teacher.
- Students will show evidence of participation in completing assignments and will attend live sessions.

### Student Responsibilities.

- It is expected that students and parents will not record remote learning sessions or content in any way, including, but not limited to, taking videos, photos or screenshots. Remote learning sessions and content will not be shared on any social media platform or other similar means.
- Create a space and dedicated time for learning
- Wear attire acceptable for school
- Follow class schedule and be punctual to be their productive best
- Seek help when needed (by teachers, principal, etc...)
- Log into the classrooms daily – to stay connected
- Keep their camera on at the direction of the teacher
- Demonstrate learning with completion of assignments by established deadlines
- Engage in class conversations and focus on instructional videos, etc.
- Watch all instructional videos before completing assignments
- Communicate with their teacher – look back at assignments the teacher has reviewed and commented on
- Follow the Code of Conduct and demonstrate acceptable online behaviors
- Collaborate with peers using respectful language and behaviors
- Use equipment as outlined in the Acceptable Use Policy
- Support each other in this new way of learning
- Be patient with themselves and their teachers- everyone is learning together





## Attendance.

- Attendance at all classes is expected.
- Teachers will take attendance at the beginning of the day. Special Area teachers will take attendance for each of their classes.
- Parent/Guardian will notify teacher and/or call the nurse's office of absence from class.
- Contact teacher for missed assignments.
- Missed assignments must be made up by established deadlines.

## SCHEDULE

The Distance Learning Plan will be done full time at home and consist of substantive and meaningful interaction between the teachers and students. The on-line learning experience will be standards-based and will include high quality rigorous instructional opportunities and learning experiences. There will be a balance of both live and independent learning taking place. Students will be working remotely when they are not interacting live with their teacher.

During this time, teachers will provide students with meaningful learning experience such as: independent class work aligned to previously taught lessons, small group work, view instructional videos, conduct research and/or work on projects.

A detailed schedule will be provided to parents/guardians at the onset of Distance Learning by the classroom teacher.

### Schedule Details.

The instructional delivery methodology will be determined by the teacher to ensure that students are provided with regular interaction between the teacher and their peers and that the instruction being delivered is aligned with the NYS Learning Standards.

Below is the K-2 Instructional Time Frames that outlines the maximum amount of time teachers will be providing live instruction in the core subject areas, small group google meets, and office hours. Teachers will communicate their specific day by day schedule when we transition into our Hybrid Instructional Model.

### Parameters used by the teacher when developing the Daily Instructional Schedule:

Start and end times: Start: 9:00 am End: 3:10 pm

- Daily Live Check-In Each Day (ie. Welcome, Morning Meeting, Rituals/Procedures/Teacher Review/Getting to Know You)
- 30 minutes ELA (whole group/small group/synchronous/asynchronous work)
- 30 minutes Math (whole group/small group/synchronous/asynchronous work)
- 30 minutes small group meetings that will focus on Social-Emotional Learning

### Specials.

Students will follow a rotating schedule for specials. Students will participate in Art, Music, Physical Education and Library. These lessons will be a combination of synchronous and asynchronous lessons/activities. Your child's special area schedule will be shared with you.

### Full Time Distance Learning Essential Elements:

The elementary school will provide students with instruction while students work remotely from home. The instructional block of time may include both synchronous and asynchronous learning activities for the students being planned and facilitated by the teacher. Teachers will be incorporating mini-lessons, guided practice, independent practice, and/or small group instruction depending on the lesson objective. During the first two weeks classroom teachers will be focusing on developing relationships with students, introducing procedures and routines, exposing students to the technology tools and getting to know them through a variety of classroom lessons and activities. The online learning experience will be standards based and will include high quality rigorous instructional opportunities and learning experiences. It is important to note that the hours of instructional time are not defined as a student's time spent in front of the teacher or in front of a screen, but time engaged in standards-based learning under the guidance and direction of a teacher.



# SCHEDULE continued

## DAILY INSTRUCTION COMPONENTS:

All hybrid classes have been separated into the two cohorts, Cohort 1 (A-L) and Cohort 2 (M-Z). Students in our Virtual Institute have been divided evenly into two groups, not necessarily by alphabet. Virtual Institute teachers will share this information with you. This model will provide students with live interaction with teachers each day as they would during in-person instruction. When not meeting live with teachers, students will be provided with meaningful learning activities that support the objectives that were taught during live lessons and are aligned to the learning standards. These activities may include but are not limited to: independent practice, small group work, instructional videos to watch, online tasks/materials to complete, research assignments, and/or project-based activities. **See Appendix A for the daily remote schedule for each grade level.** If parents/guardians have any questions, they should email the teacher directly.

## SPECIAL EDUCATION

During Distance Learning, our special education staff (which includes special education teachers, speech and language pathologists, social workers, school psychologists, occupational therapists, and physical therapists) will provide special education services using a variety of different strategies and online platforms based on an individual student's needs. Individualized materials will be used to meet the needs of each student based on their Individualized Education Plan (IEP). Special education staff will collaborate with families. Students in ICT classes will be supported by both the general education and special education teachers assigned to the class.

## ACADEMIC INTERVENTION SERVICES

Intervention services (AIS labs) are available for students in English Language Arts (ELA) in Grades 1-5 and Math in Grades 3-5. Parents/Guardians will be notified if their child qualifies for extra help to meet or continue his/her progress toward meeting grade level standards. The goals of AIS is to provide targeted instruction necessary for students to meet grade-level proficiency.

## ENGLISH AS A NEW LANGUAGE (ENL)

The ENL teacher will provide support for students that meet the needs based on state regulations. The teacher will work with the classroom teacher to create and provide a schedule. Your child's ENL teacher will be reaching out to you to introduce himself/herself.

## GRADING

Teachers will use the district wide report card to assess student progress in each content area.

- Teachers will seek to provide students feedback and grade assignments in a timely manner
- Teachers will monitor student progress and report such to parents.
- Teachers will use their current grading system to determine report card grades.
- Teachers will be sharing more information regarding grading during our Virtual Open Houses.

**\*Additional Information will be provided in regards to the hybrid schedule prior to September 21st. \***



## APPENDIX A: Remote Learning Kindergarten Schedule (Sept. 8 - Sept. 18)

Period	Subject	Audience
9:00-10:00	Whole Class Meeting: Welcome Expectations Story	Cohort 1 & Cohort 2
10:00-10:30	Brain Break	Cohort 1 & Cohort 2
10:30-11:00	Small Group Meetings	Cohort 1 (A-L)
11:15-11:45	Small Group Meetings	Cohort 2 (M-Z)
11:45-1:00	Lunch and Prep Lunch and Recess	Teachers Students
1:00-2:00	Whole Class Meeting: Story- SEL All About Me Activity Calendar	Cohort 1 & Cohort 2
2:00-2:15	Community Reflection	Cohort 1 & Cohort 2
2:15-2:30	Brain Break	Cohort 1 & Cohort 2
2:30-3:10	Special	Cohort 1 & Cohort 2

\*\*\*\*We understand that some families may not be able to have their children participate all day in the lessons. We ask that you have your child participate when possible. If it is a challenge for families to participate in the remote learning schedule everyday due to work, childcare, etc. we ask that you reach out to the classroom teacher to make them aware of your situation. Teachers will establish a time to connect with families to introduce themselves to the students. \*\*\*\*

## APPENDIX A: Remote Learning Grade 1 Schedule (Sept. 8 - Sept. 18)

Period	Subject	Audience
9:00-9:30	Welcome/Morning Meeting/ Ritual & Procedures/ Teacher Review/ Getting to Know You	Cohort 1 & Cohort 2
9:40-10:10	Small Group ELA Lesson/Activity	Cohort 1 (A-L)
9:40-10:10	Special	Cohort 2 (M-Z)
10:20-10:50	Special	Cohort 1 (A-L)
10:20-10:50	Small Group ELA Lesson/Activity	Cohort 2 (M-Z)
11:00-11:45	Small Group Meetings	Cohort 1 & Cohort 2
11:45-1:00	Lunch and Prep Lunch and Recess	Teachers Students
1:00-1:30	Math Lesson/Activity	Cohort 1 (A-L)
1:00-1:30	ELA Independent Practice (Reading/Writing)	Cohort 2 (M-Z)
1:40-2:10	ELA Independent Practice (Reading/Writing)	Cohort 1 (A-L)
1:40-2:10	Math Lesson/Activity	Cohort 2 (M-Z)
2:20-2:50	Small Group Meetings	Cohort 1 & Cohort 2
2:50-3:10	Community Reflection	Cohort 1 & Cohort 2

\*\*\*\*We understand that some families may not be able to have their children participate all day in the lessons. We ask that you have your child participate when possible. If it is a challenge for families to participate in the remote learning schedule everyday due to work, childcare, etc. we ask that you reach out to the classroom teacher to make them aware of your situation. Teachers will establish a time to connect with families to introduce themselves to the students. \*\*\*\*

## APPENDIX A: Remote Learning Grade 2 Schedule (Sept. 8 - Sept. 18)

Period	Subject	Audience
9:00-9:30	Welcome/Morning Meeting/ Ritual & Procedures/ Teacher Review/ Getting to Know You	Cohort 1 & Cohort 2
9:40-10:10	Small Group ELA Lesson/Activity	Cohort 1 (A-L)
9:40-10:10	ELA Independent Practice (Reading/Writing)	Cohort 2 (M-Z)
10:20-10:50	Small Group ELA Lesson/Activity	Cohort 2 (M-Z)
10:20-10:50	ELA Independent Practice (Reading/Writing)	Cohort 1 (A-L)
11:00-11:45	Small Group Meetings	Cohort 1 & Cohort 2
11:45-1:00	Lunch and Prep Lunch and Recess	Teachers Students
1:00-1:40	Special	Cohort 1 & Cohort 2
1:50-2:10	Math Lesson/Activity	Cohort 1 & Cohort 2
2:20-2:50	Small Group Meetings	Cohort 1 & Cohort 2
2:50-3:10	Community Reflection	Cohort 1 & Cohort 2

\*\*\*\*We understand that some families may not be able to have their children participate all day in the lessons. We ask that you have your child participate when possible. If it is a challenge for families to participate in the remote learning schedule everyday due to work, childcare, etc. we ask that you reach out to the classroom teacher to make them aware of your situation. Teachers will establish a time to connect with families to introduce themselves to the students. \*\*\*\*