

# Distance Learning Handbook



## WASHINGTONVILLE HIGH SCHOOL





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WIZARD



## DISTANCE LEARNING PREFACE

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, such as: Google Classroom. Classroom teachers will announce the platform and announce additional guidance they will be using and will be able to help if necessary.

### 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.
- Google Classroom.

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

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

### Office Hours.

- Designated times for teacher to be available to students and parents.
- Possible uses could be 1:1 or small group support (4-5 students).
- Teacher collaboration/communication.
- Teachers of core courses may choose to host additional live sessions during their office hours, if the need arises.

# 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.

Early in the academic year, during the remote learning weeks, a greater emphasis on student social-emotional learning will occur, due to the extended absence from in-person instruction. 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.

- Attendance will be taken daily.
- Teachers will check in each day to include and provide an overview of the day.

## COMMUNICATION AND EXPECTATIONS

Communication between the teacher, student and parent is critical for success. The teacher will establish office hours and other available times that they will set aside to meet virtually with students and parents. Google Meet, Email, learning platforms, 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 in SchoolTool and grades will be accessible through Parent Portal.

It is important that students understand their responsibility as learners to engage with 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 scheduled classes daily – to stay connected.
- 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 provided feedback on.
- Follow the Code of Conduct and demonstrate acceptable online behaviors.
- Collaborate with peers using respectful language and behaviors.
- Support each other in this new way of learning.
- Be patient with themselves and their teachers- everyone is learning together.



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## EXPECTATIONS continued

### Attendance

- Attendance at all classes is mandatory.
- Teachers will take attendance for each subject.
- Student/Parent will notify teacher of absence from class.
- Students will 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 daily live 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 in this guide and on the school website (<https://hs.ws.k12.ny.us>).

### 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 High School Instructional Framework that outlines the structure teachers will be using to provide instruction. Teachers will communicate their day by day schedule with you at the beginning of the school year.

### Full Time Distance Learning Essential Elements:

The High School will provide students with instruction while students work remotely from home. The instruction will consist of daily live interaction between the teachers and students. 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.

### DAILY INSTRUCTION COMPONENTS:

All classes have been separated into a B and G Schedule (see Appendix A). 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 the live sessions and are aligned to the learning standards. These activities may include but are not limited to: independent work, group work, online modules/tasks to complete, instructional videos to view, research assignments, and/or learning projects. Students shall receive a minimum of 180 minutes per week of instructional experiences for each course in which they are enrolled.



## SCHEDULE continued

- Teachers in grades 9-12 will meet with students live based on their scheduled day and time (see Appendix A).
- Students will follow their regular class schedule each day, rotating Blue and Gold live-sessions with teachers so that there is no conflict with content area teachers hosting live-sessions at the same time.
- Office hours will be established and communicated to students and parents. The hours will be available for students to contact the teacher for additional help.
- Live sessions will be scheduled during the time periods listed on the period schedule (see Appendix B) and may include small group instruction, peer to peer work time, guided practice etc. The lesson plan developed by the teacher will inform the instructional methodology employed by the teacher.
- If parents/guardians have 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 need of such. 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 supports for students that meet the needs based on state regulations. The ENL teacher will work with the classroom teacher to create and provide a schedule.

## GRADING

- Teachers will use SchoolTool to report student progress in each content area.
- Teachers will seek to provide students feedback and grade assignments in a timely manner
- Teachers will use their current grading system to determine report card grades. It is the teachers' responsibility to notify parents at the beginning of Distance Learning of this.

**\*Additional information will be provided in regards to the hybrid schedule prior to September 29th\***



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# APPENDIX A

## Remote Calendar:

### WASHINGTONVILLE HIGH SCHOOL REMOTE LEARNING SCHEDULE

## SEPTEMBER 2020

August 2020							September 2020							October 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1							1	2	3					
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31																			

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	30	31	1	2	3	4
			SUPERINTENDENT'S CONFERENCE DAYS			
	6	7	8	9	10	11
		SCHOOL CLOSED	STUDENTS REMOTE BLUE DAY	STUDENTS REMOTE GOLD DAY	STUDENTS REMOTE BLUE DAY	STUDENTS REMOTE GOLD DAY
	13	14	15	16	17	18
		STUDENTS REMOTE BLUE DAY	STUDENTS REMOTE GOLD DAY	STUDENTS REMOTE BLUE DAY	STUDENTS REMOTE GOLD DAY	STUDENTS REMOTE BLUE DAY
	20	21	22	23	24	25
		STUDENTS REMOTE GOLD DAY	STUDENTS REMOTE BLUE DAY	STUDENTS REMOTE GOLD DAY	STUDENTS REMOTE BLUE DAY	STUDENTS REMOTE GOLD DAY
	27	28	29	30	1	2
		SCHOOL CLOSED	HYBRID SCHEDULE BEGINS			
						3
						26
						19
						12
						5

## APPENDIX B

### Remote Daily Class Times

60 - Minute Periods	
7:35 AM - 8:35 AM	Period 1
8:40 AM - 9:40 AM	Period 2
9:45 AM - 10:00 AM	Break
10:05 AM - 11:05 AM	Period 3
11:10 AM - 12:10 PM	Period 4
12:15 PM - 12:55 PM	Lunch
1:00 PM - 2:00 PM	Teacher's Office Hour