

Plan for Fully-Virtual at the Elementary School

Staffing

Grade	K	1st	2nd	3rd	4th	5th
Students	51 total 1st - 3 hour block - 28 2nd - 3 hour block - 23	49 1st 3- hour block - 24 2nd - 3 hour block - 25	60	59	68	72
Number of Teachers	1	1	2	2	3	3

Staffing Rationale: At this current time, there isn't a class that would have a Google Meet that would be larger than 30 students.

The majority of parents of younger students struggled to support their child's learning while also working from home. One to two hours of work for our youngest students was a manageable amount of time for both students and parents when engaged in fully-virtual learning. These hours would be expanded in this model to include specials in addition to the three hour block of time scheduled for reading/writing, math, science, and social studies.

For kindergarten and 1st grade, we have a reading specialist who will be working directly with these teachers to support them and the students with the foundational skills of phonemic awareness and phonics.

2020–2021

Expectations for Fully Virtual Distance Learning Program: ELEMENTARY

Based on feedback from staff and families at the end of the 2019–20 school year, we are planning improvements to our distance learning in the event we will need to operate through distance learning at some point during the school year. The plan takes into account the feedback received from staff, students, and parents.

- Creating more consistency with the use of technology — Seesaw for K–2 and Schoology for 3–5.
- Strengthening student-teacher relationships with “live” instruction through the use of Google Meet.
- Creating more consistency with expectations for attendance and instruction across schools and grade levels.

District-wide Virtual Learning Expectations

What does this look like?	
Synchronous Learning	<p>Teachers and students are online at the same time using Google Meet. The teacher might be:</p> <ul style="list-style-type: none">• Checking in with students regarding their social emotional wellness, building community, and establishing personal connections.• Teaching a lesson.• Engaging students in discussions to ensure understanding of information.• Previewing or explaining assignments or expectations of learning tasks.• Answering student questions about one of the recorded lessons.• Modeling or sharing examples of exemplary work.
Asynchronous Learning	<p>Students access pre-recorded lessons or independent learning tasks at any time during the instructional day. Students might be:</p> <ul style="list-style-type: none">• Viewing a teacher's recorded instructional videos of lessons in a content area.• Listening to read alouds and answering questions.• Engaging in online discussion by reading and posting responses (i.e. via Padlet, Flipgrid, Seesaw/Schoology)• Reading posted literary selections and responding.• Completing independent learning tasks and assignments

STAFF EXPECTATIONS
<ul style="list-style-type: none">• Staff will be working in the physical building during distance learning.• Teachers in grades K–2 will use Seesaw Learning for their daily learning with students.• Teachers in grades 3–5 will use Schoology for their daily learning with students.• Teacher communication with families will occur in a variety of formats, including email, phone, and Google Meet.• The following items should be clearly posted in Seesaw/Schoology:<ul style="list-style-type: none">• Virtual class norms/expectations (can be developed with students during the first week of distance learning)• Expectations and directions for how students should turn in assignments• Weekly classroom schedule clearly indicating start times for synchronous lessons• Links to commonly used virtual resources Optional: Directions and/or tutorials on how to use each resource for students and their families• Teacher contact information (including specifically when and how to get a hold of you)

- Ensure student work covers content that would have been addressed if student(s) were present in a brick-and-mortar setting to the greatest extent possible.
 - Ensure that work assigned is to preview new learning, practice of a concept learned, and/or deepen understanding.
 - Classroom teachers are expected to meet “live” with the whole class and establish times and dates with families. A blend of synchronous (same time, different place) and asynchronous learning (same learning opportunities but not at the same time or in the same place) will occur to teach new content (see below). Teachers may meet with small groups of students or 1:1 in addition to these whole group class times to follow up or check-in. Short videos (4–6 minutes) with a clearly defined instructional (skill) focus are supported through best practices.
 - **Schedule each day so that students participate in a variety of the following:**
 - Live virtual class meetings/lessons
 - Small group virtual work
 - One-on-one feedback and formative assessment
 - Online discussion
 - Collaborative projects
 - Offline work
 - Summative assessments
 - Specials teachers are expected to have live teaching sessions as well as assigned activities. They will keep the same meeting times and length as established in the physical building. This time will be a combination of synchronous and asynchronous learning activities.
 - All asynchronous lessons/videos/practice will be posted each day on Seesaw Learning/Schoology at least 24 hours prior to the time students are expected to complete it.
 - Provide feedback to students on class work within two school days — with the understanding that larger assignments, projects, or inquiry may require additional time for feedback (i.e. Seesaw message or comment, written comments on important formative/summative work, “live” check-ins with individual students).
 - Ensure online learning is meaningful and aligned to standards/learning targets. The IEP/504 team (which includes the parent) will consider the individual student’s needs and the feedback of the parents, in order to determine how best to deliver special education, related services and accommodations in each goal area.
 - As we strive for more consistency across the district, the following are expectations for new teaching and learning.
 - **Math** — instruction (video or live) four days a week with an accompanied asynchronous math practice activity (Bridges Practice Book or Home Connections). The lesson is approximately about 10 minutes with check-ins with small groups or individuals and accompanied with asynchronous math practice activity following the live teaching/videos (45 minutes).
 - **Literacy** (reading and writing) — instruction at least four days a week with an accompanied asynchronous literacy practice activity following the live teaching/videos (45 minutes).
 - **Science/Social Studies** — synchronous/asynchronous learning at least twice a week. Mystery Science is the resource for science (20–30 minutes)
 - We expect students to be working 2–3 hours daily with potential additional homework and/or project time.
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A sample schedule for Grades K–1 is as follows. Note: Two 3-hour blocks of time for each class.

MONDAY–FRIDAY

8:30–8:45/1:00–1:15 — Welcome and “Carpet Time”; social-emotional learning (synchronous)

8:45–9:30/1:15–2:00 — Reading and Writing (mini-lessons/read aloud synchronous for 20 minutes; small group/1:1 instruction for 20 minutes; students work asynchronously when not meeting with teacher)

9:30–9:45/2:00–2:15 — Recess

9:45–10:30/2:15–3:00 — Math (synchronous for 15–20 minutes; small group/1:1 instruction for 15 minutes; asynchronous learning for remainder)

10:30–10:45/3:00–3:15 — Recess

10:45–11:15/3:15–3:45 — Science/Social Studies (synchronous for 15 minutes; asynchronous learning for remainder)

11:15–11:30/3:45–4:00 — Wrap Up and Group Time (synchronous)

Specials will be scheduled by building so that each student will have one LIVE check in a week in Art, Music, and Physical Education. Each student will have one lesson posted on Seesaw/Schoology per week in Art, Music, and Physical Education.

A sample schedule for Grades 2–5 is as follows.

MONDAY–FRIDAY

8:50–9:15 — Welcome and Check in; Group Time — calendar, Number Corner/math, “carpet time” (synchronous)

9:15–10:45 — Reading and Writing (synchronous for 30 minutes — mini-lessons for reading and writing; small group/1:1 instruction for 15 minutes; asynchronous learning for remainder)

10:45–11:00 — Recess

11:00–11:45 — Science/Social Studies (synchronous for 15 minutes; asynchronous learning for remainder)

11:45–12:45 — Lunch and Recess

12:45–1:15 — Flex time for projects/learning activities/specials (mostly asynchronous); teachers confer one-on-one or in small groups with students

1:15–2:30 — Math (synchronous for 15–20 minutes; small group/1:1 instruction for 15 minutes; asynchronous learning for remainder)

2:30–2:40 — Recess

2:40–3:15 — Group Time/Assignment Review/Check-in (synchronous)

Specials will be scheduled by building so that each student will have one LIVE check in a week in Art, Music, and Physical Education. Each student will have one lesson posted on Seesaw/Schoology per week in Art, Music, and Physical Education.

FAMILY/STUDENT EXPECTATIONS

- Students have a designated learning space with the least amount of distractions as possible. Chromebooks and other learning devices are set on a solid surface.
- Students have access to the necessary materials for the day.
- Attendance: When a student is ill and unable to complete the daily work within the day, parents/guardians should report absences to the school secretary.
- Families should ask student specific questions to teachers through email or phone calls.
- Students are expected to meet “live” with their class on the established days and times.
- Students are expected to complete asynchronous lessons on the other days when live class meeting will not occur.
- Students are expected to engage in the specials classes and complete all assigned activities.
- Students are engaged in learning 2–3 hours per day with potential additional homework and/or project time.