

# Elementary School Online Learning

## 8:45 a.m - 2:35 p.m.

### SYNCHRONOUS INSTRUCTION EXPECTATIONS

Teachers will facilitate live, synchronous instruction for:

- Daily class meetings
- ELA and Math
- Science/Social Studies
- One Special Per Day

### MINIMUM SYNCHRONOUS LEARNING TIME

Grades	MINIMUM SYNCHRONOUS LEARNING TIME
K-2	90 minutes
3-5	120 minutes
6-8	180 minutes
9-12	180 minutes

Teachers may also hold additional live sessions (office hours, intervention, small group, etc.) during the asynchronous periods of their scheduled classes. These sessions would be optional for students and no penalties should be incurred for non-attendance.

Synchronous sessions will be recorded for future viewing by students.

	Total	Synchronous
Instruction Per Week	1.380 mins/23 hours	660 mins/11 hours
Total Hours Per Year	821 hours (Sync + Async)	NA

Note: Total Instructional Hours Required Per Year is 900

**Sample Schedule: Grade 5**

<b>Subject</b>	<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Class Mtg	8:45-9:15	30	30	30	30	30
ELA Whole Group	9:15-10:15	60	60		60	60
M/T/Th/F: ELA Intervention or Small Group W: See ELA Chart Below	10:15-10:30	15	15	45	15	15
Brain Break	10:30-10:45	15	15	15	15	15
Math Whole Group	10:45-11:30	45	45		45	45
M/T/Th/F: Math Intervention or Small Group W: See Math Chart Below	11:30-11:45	15	15	45	15	15
LUNCH/RECESS	11:45-12:50	65	65	65	65	65
ELA/Ind Rdg	12:50-1:20	30	30	30	30	30
Sci/SS	1:20-1:50	30	30	30	30	30
Brain Break	1:50-2:05	15	15	15	15	15
One Special Per Day	2:05-2:35	30	30	30	30	30

Note: ELD and Special Education Teachers may have a slightly different synchronous schedule

## Minimum Instructional Components for K-2

Class Meeting			
Synchronous	Minutes Per Day	Asynchronous	Minutes Per Day
<b>Class Meeting</b>  Students will log in to be marked PRESENT for the day and participate in a Class Meeting/SEL lesson in either an am or pm session	<b>M/T/Th/F</b>  <b>30 minutes per day</b>	<b>Social-Emotional Lesson</b>	<b>W</b>  <b>30 minutes per day</b>
ELA			
Synchronous	Minutes Per Day	Asynchronous	Minutes Per Day
<b>ELA Whole Group Instruction</b>  <ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Reading Instruction: Interactive Read Aloud plans, Phonological Awareness/Phonics direct instruction plans)</li> <li>• Writing Instruction: Guided Practice, Independent Writing, Sharing/Mini-lessons</li> <li>• Reader’s Workshop 1: Leveling, conferencing, small group Toolkit lessons based on IRLA needs</li> </ul>	<b>M/T/Th/F</b>  <b>60 minutes per day</b>  10-15 minutes per day  10-20 minutes per day  10-20 minutes per day  15 minutes per day	<b>Independent Practice</b>  <ul style="list-style-type: none"> <li>• Independent Reading: Blue bag/online texts reading with Accountable Talk (as appropriate) via writing or recording.</li> <li>• Music/Drama: Listen to pre-recorded rhymes, chants, etc for the week.</li> <li>• Personalized Learning Pathway - Online Platform for ELA</li> </ul>	<b>M/T//Th/F</b> <b>15 minutes</b>  <b>W</b>  <b>45 minutes per day</b>
Math			
Synchronous	Minutes Per Day	Asynchronous	Minutes Per Day

<p><b>Math Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li>• Daily Routines</li> <li>• Core Content Instruction</li> <li>• Math Practice: digital discourse, Whole group discourse routine, teacher scaffold as needed, and/or modified virtual stations</li> </ul>	<p><b>M/T/Th/F</b></p> <p><b>45 minutes per day</b></p> <p>10 minutes per day</p> <p>10 minutes per day</p> <p>25 minutes per day</p>	<p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Individualization of instruction, support, and extension through the use of: Math Expressions Math Trainer, Nearpod Lessons, SeeSaw Lessons, Assignments through SeeSaw, and/or Virtual Manipulatives or</li> <li>• Personalized Learning PathwayOnline Platform for ELA, Math or Science</li> </ul>	<p><b>M/T/Th/F</b></p> <p><b>15 minutes per day</b></p> <p><b>W</b></p> <p><b>45 minutes per day</b></p>
<b>Science and Social Studies</b>			
<p><b>Social Studies Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li>• Social Studies may occur in conjunction with ELA topics and may involve background reading, read alouds, videos.</li> </ul> <p><b>Science Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li>• Five E's Protocol <ul style="list-style-type: none"> <li>Engage</li> <li>Explain</li> <li>Elaborate</li> <li>Extend</li> <li>Evaluate</li> </ul> </li> </ul>	<p><b>M/T/W/Th/F</b></p> <p><b>60 minutes per week</b></p> <p>10 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>10 minutes</p>	<p><b>Social Studies Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Social Studies may occur in conjunction with ELA topics and may involve background reading, read alouds, videos.</li> </ul> <p><b>Science Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Content video</li> <li>• Mystery Science activity assigned through SeeSaw</li> <li>• Pearson Realize</li> </ul>	<p><b>M/T/W/Th/F</b></p> <p><b>90 minutes per week</b></p>
<b>Specials</b>			
<b>Synchronous</b>	<b>Minutes Per Day</b>	<b>Asynchronous</b>	<b>Minutes Per Day</b>

<p style="text-align: center;"><b>Specials Whole Group</b></p> <ul style="list-style-type: none"> <li>Students will engage in the following courses: Physical Education, Health, Music, and Art</li> </ul>	<p style="text-align: center;"><b>30 minutes per special</b></p> <p style="text-align: center;"><b>Students will have 1 special per day</b></p> <p style="text-align: center;"><b>A minimum of two of these specials must be synchronous</b></p>	<p style="text-align: center;"><b>Specials Independent Practice</b></p> <ul style="list-style-type: none"> <li>Students will engage in the following courses: Physical Education, Health, Music, and Art</li> </ul>	<p style="text-align: center;"><b>30 minutes per special</b></p> <p style="text-align: center;"><b>Students will have 1 special per day</b></p> <p style="text-align: center;"><b>A maximum of three of these specials may be asynchronous</b></p>
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## Minimum Instructional Components Grades 3-5

Class Meeting			
Synchronous	Minutes Per Day	Asynchronous	Minutes Per Day
<p style="text-align: center;"><b>Class Meeting</b></p> <ul style="list-style-type: none"> <li>Students will log in to be marked PRESENT for the day and participate in a Class Meeting/SEL lesson in either an am or pm session</li> </ul>	<p><b>M/T/Th/F</b></p> <p><b>30 minutes per day</b></p>	<p><b>Social-Emotional Lesson</b></p>	<p><b>W</b></p> <p><b>30 minutes per day</b></p>
ELA			
Synchronous	Minutes Per Day	Asynchronous	Minutes Per Day
<p style="text-align: center;"><b>Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li>Read/Write/Discuss Complex Text: mini lesson, shared/paired reading of core text, text based responses, questions, and/or tasks</li> <li>Writing: mode specific mini-lesson, guided practice, independent writing, and/or conferencing</li> <li>Reader's Workshop 1: Leveling, conferencing, and/or small group Toolkit lessons based on IRLA needs</li> </ul>	<p><b>M/T/Th/F</b></p> <p><b>60 minutes per day</b></p> <p>20-30 minutes per day</p> <p>15 minutes per day</p> <p>15-20 minutes per day</p>	<p><b>Independent Reading</b></p> <ul style="list-style-type: none"> <li>Blue bag/online texts reading with Accountable Talk (as appropriate) via writing or recording.</li> <li>Response to Reading or Mode Specific Writing or</li> <li>Continue work started in whole group instruction or</li> <li>Personalized Learning PathwayOnline Platform for ELA, Math or Science</li> </ul>	<p><b>M/T/Th/F</b></p> <p><b>15 minutes per day</b></p> <p><b>W</b></p> <p><b>45 minutes per</b></p>
Math			
Synchronous	Minutes Per Day	Asynchronous	Minutes Per Day
<b>Whole Group Math</b>	<p><b>M/T/Th/F</b></p> <p><b>45 minutes per day</b></p>	<b>Independent Practice</b>	<p><b>M/T/Th/F</b></p> <p><b>15 minutes per day</b></p>

<p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>• Quick Practice or Problem of the Day</li> <li>• Core Content Instruction</li> <li>• Math Practice: digital discourse, whole group discourse routine, teacher scaffold as needed, and/or modified virtual stations</li> </ul>	<p>10 minutes per day</p> <p>10 minutes per day</p> <p>25 minutes per day</p>	<ul style="list-style-type: none"> <li>• Individualization of instruction, support, and extension through the use of: Math Expressions Math Trainer, Nearpod Lessons, SeeSaw Lessons, Assignments through SeeSaw, and/or Virtual Manipulatives or</li> <li>• Personalized Learning PathwayOnline Platform for ELA, Math or Science</li> </ul>	<p><b>W</b></p> <p><b>45 minutes per</b></p>
<p><b>Social Studies Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li>• Social Studies may occur in conjunction with ELA topics and may involve background reading, read alouds, videos.</li> </ul> <p><b>Science Whole Group Instruction</b></p> <ul style="list-style-type: none"> <li>• Five E's Protocol Engage Explain Elaborate Extend Evaluate</li> </ul>	<p><b>M/T/W/Th/F</b></p> <p><b>60 minutes per week</b></p> <p>10 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>10 minutes</p>	<p><b>Social Studies Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Social Studies may occur in conjunction with ELA topics and may involve background reading, read alouds, videos.</li> </ul> <p><b>Science Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Content video</li> <li>• Mystery Science activity assigned through SeeSaw</li> <li>• Pearson Realize</li> </ul>	<p><b>M/T/W/Th/</b></p> <p><b>9</b></p> <p><b>0 minutes per week</b></p>
<b>Specials</b>			
<b>Synchronous</b>	<b>Minutes Per Day</b>	<b>Asynchronous</b>	<b>Minutes Per Day</b>

<p><b>Specials Whole Group</b></p> <ul style="list-style-type: none"> <li>• Students will engage in the following courses: Physical Education, Health, Music, and Art</li> </ul>	<p><b>30 minutes per special</b></p> <p>Students will have 1 special per day</p> <p><b>A minimum of two of these specials must be synchronous</b></p>	<p><b>Specials Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Students will engage in the following courses: Physical Education, Health, Music, and Art</li> </ul>	<p><b>30 minutes per special</b></p> <p>Students will have 1 special per day</p> <p><b>A maximum of three of these specials may be asynchronous</b></p>
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## INSTRUCTIONAL EXPECTATIONS FOR TEACHERS

During online learning, students must:

- acquire new learning through rigorous instruction by being introduced to new topics and participating in critical thinking activities, problem-solving, etc.
- participate in engaging learning experiences that promote skill acquisition and application.
- have agency by taking ownership of their learning with guidance, support and accountability.

### SEESAW EXPECTATIONS

All online instruction, K-5, must be delivered through SeeSaw, the School District of Lancaster's approved elementary learning management system. All communication with students and parents should occur through Class Dojo, Synergy Mail, or another school endorsed communication platform.

### ONLINE INSTRUCTION

Online instruction can include videos, text or presentations with audio.

Instruction should:

- align to the standards and to the scope and sequence of the curriculum as written.
- include Learning Targets and Target-Task Alignment
- cross all levels of the Marzano Taxonomy
- follow the stated objectives of the course.
- have sufficient breadth, depth, recency and relevancy.
- be culturally diverse and bias-free.

### ONLINE LEARNING EXPERIENCES

Online learning experiences include, but are not limited to:

- lecture,
- small group activities,
- discussion forums,
- assignments

The goal is to create engaging learning experiences for students. An engaging activity is one in which the students are actively invested in a relevant and intentional instructional experience that inspires them to apply and extend their learning. The activities must also be tied to the stated objectives and competencies of the course.

When designing engaging learning experiences, consider the following:

- Learning activities should be student centered. The teacher should be facilitating the learning.
- Think Central, Pearson Realize and SchoolPace Connect are to be used for Math, Science and ELA (K-2) respectively.
- **Insert link to online strategies from Slechta**
- Live instruction will mirror the classroom experience, with a combination of live lecture, opportunities for students to raise their hand and ask questions, group work, interactive activities and other opportunities for students to engage in collaborative or differentiated activities.
- Uninterrupted lecture time will not exceed 10 minutes in elementary school per instructional sequence. Consider a mini lesson format.

- The learning experiences should be manageable but also challenging.
- Group work may be included for Grades K-2 and should be included for Grades 3-5. This can be accomplished by using the breakout room feature in Zoom during live virtual teaching, or by assigning asynchronous work to students that requires them to collaborate with other students.
- Students should receive feedback on their learning.
- Future online learning activities should be planned in response to student performance on assigned tasks.

## PROFESSIONAL EXPECTATIONS FOR TEACHERS

Work Function	Expectation
Work Hours	<ul style="list-style-type: none"> <li>● 35 hours per week</li> </ul>
Check Email	<ul style="list-style-type: none"> <li>● Minimum of twice daily</li> <li>● At the beginning and end of contracted day</li> </ul>
Lessons Posted to SeeSaw	<ul style="list-style-type: none"> <li>● At least 2 days prior to the expected start of the assignment</li> </ul>
Hours of Synchronous Lessons Per Week	<ul style="list-style-type: none"> <li>● 11 hours per week</li> </ul>
Hours to Provide Student Support Per Week (Office Hours)	<ul style="list-style-type: none"> <li>● 30 minutes per day with flexible scheduling throughout the week that includes AM and PM hours</li> </ul>
Frequency of Communication with Families	<ul style="list-style-type: none"> <li>● Minimum - every other week at flexible times</li> <li>● Document in Synergy Parent Contact Log</li> </ul>
Planning Time	<ul style="list-style-type: none"> <li>● 225 minutes</li> </ul>
Wednesdays	<ul style="list-style-type: none"> <li>● 3.5 hours of Professional Development on Early Dismissal Wednesdays</li> <li>● Other Professional Development days as designated by the district calendar</li> <li>● Non PD Designated Wednesdays:               <ul style="list-style-type: none"> <li>○ 2 hours: Office hours designated for student and family engagement including the opportunity for small group synchronous support</li> <li>○ 1 hour: Faculty Meeting, as necessary, time may be spent planning if meeting is not necessary</li> <li>○ 2 hours: Grade level, SPED, and ELD collaboration at the discretion of the building leader</li> <li>○ 1 hour: PLC for district level curriculum and content collaboration, as appropriate</li> <li>○ 1 hour: Wellness Wednesday</li> <li>○ Note: IEP, SAP, and Behavioral Health meetings may also be scheduled on Wednesdays. Instructional Staff would be exempt from any of the above for attendance at these meetings with prior permission from the building principal.</li> </ul> </li> </ul>

## ACCOUNTABILITY AND GRADING

Teachers should assess and grade students in the online environment as they would in the brick-and-mortar setting. Course grading policies should be clearly communicated to students. During the closure, teachers should be as flexible as possible with deadlines while maintaining clear expectations and accountability.

Teachers should communicate with students and parents in the event that a student's grade begins to decline significantly or the student is not engaged in online learning.

### ASSIGNMENTS

Should a teacher make the decision to not hold synchronous lessons on Wednesday, then asynchronous learning will still occur. Students must be given assignments to complete during all asynchronous classes. Completion of these assignments will signify attendance.

### ASSESSMENTS

Students will demonstrate and/or apply their learning during an assessment.

Assessments can be a quiz or test, but they can also be a project, a written response or anything teachers use to evaluate student's understanding.

Whenever possible, teachers should consider alternative forms of assessment, such as projects, participation in a synchronous session, videos or portfolios.

When designing online assessments, teachers should consider the following:

- The assessments should be open book/open notes but answers should not be "Google-able".
- Students should be responding to subjective questions whenever possible.
- Students can be asked to answer questions across all levels of the Marzano Taxonomy.

Students should be provided an opportunity to reflect on the results of assessments.

### GRADING

When learning activities, assignments or assessments are graded, they should give clear instructions for completion.

The directions should specify how much the activity is worth and explain how those points will be assessed through a rubric or other means.

Assignments should explain what the students need to do (instructions), why they are doing it (connection to the course standards/objectives) and how they are going to do it (instructions, rubrics, exemplars, etc.).

### DUE DATES

Graded assignments should have a due date and time. The due date should be the date that the assignment is expected to be submitted.

Graded assignments should allow for digital submission.

## ATTENDANCE

Attendance for the 2020-2021 school year will follow the School District of Lancaster Attendance Policy and daily school attendance remains required for compulsory age students (ages 6-18).

- The district will continue to follow Attendance Policy 204 - See SDoL [Attendance Manual](#)
- The district is responsible for instructional time, whether in-person, virtual, or a combination thereof.
- Teachers will use a combination of the following to determine daily attendance
  - **Attendance during live** synchronous sessions
  - **Submission** of a daily assignment(s) during asynchronous sessions. *Note:* Grading of synchronous and asynchronous completed assignments should be used for grading.
    - **A daily assignment must be developed to determine student participation** for asynchronous sessions, such as:
      - Ticket out the door
      - Forum response, responding to prompts, reaction to posts, chat polls, completion of assignments on online platforms (Study Island, iXL, etc.)
      - Evidence of work on a project based learning activity
  - Elementary teachers will need to manually track attendance throughout the day and monitor submission of work and enter at the end of the day due to Daily Attendance set up in Synergy.
- Students are expected to attend the live lesson periods during their scheduled times
  - Extenuating circumstances (childcare issues, connectivity issues, etc.) may prevent a child from being able to attend the live session
  - Should a student need to miss a live lesson period, parents are asked to contact the child's teacher to avoid any miscommunication or missed work.
- Absences should be reported to the school office within three days of the absence listing the reason for the absence.
  - Excuse notes may be emailed to your student's school building by using the attendance email address for that building. If an absence is communicated to the teacher, the teacher needs to notify/send the note to the office so the attendance secretary can make the change in Synergy.
  - In addition to the acceptable reasons for an excused absence as listed in our SDoL policy, COVID related absences from school will be excused as long as an excuse note is submitted within three days of the absence listing the reason for the absence as it related to COVID.
- Attendance must be entered in a timely manner, either by the end of the day or the end of the following day.

## GLOSSARY OF TERMS

### **ASYNCHRONOUS LEARNING :**

When learners engage in online learning activities independently at different times and in different locations.

### **ENGAGEMENT:**

Learners who are actively participating in all aspects of the online course are considered engaged.

### **LEARNING MANAGEMENT SYSTEM:**

A virtual learning environment (Schoology) that allows for the creation, management, and sharing of academic content.

### **ONLINE LEARNING EXPERIENCES:**

Students are together in the classroom with an instructor while working through digital lessons and assessments.

### **SCHOOLGY:**

The name of the learning management system that is used.

### **SYNCHRONOUS LEARNING:**

When learners engage in an online learning course at the same time but in different locations. Synchronous learning allows learners to interact with the instructor and other participants.

### **ZOOM:**

The name of the virtual classroom tool that is used to facilitate synchronous learning.

Note: learners do not attend a “Zoom Session.” They attend a synchronous session, a math lesson, a social studies lesson, etc. in Zoom.

