

CHILLICOTHE R-2 SCHOOL DISTRICT

Distance Learning Expectations and Framework

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K-5 Distance Learning Expectations and Framework Purpose and Rationale

- The purpose of these expectations and framework is to help increase the efficacy and confidence of our instructional staff, provide a structure for best practices and strategies for student learning and growth, and provide clear expectations for parents, students, teachers, and administrators. These expectations provide a consistent framework for all K-5 distance learning environments in order to follow the distance learning school schedule and meet the Chillicothe R-2 curriculum scope and sequence with an emphasis in reading and math (K-1); English language arts, math, and science (2-3); and English language arts, math, and science (4-5). All grade spans will include opportunities for enrichment and special classes (music, PE, art, health, library, counselor).

K-5 Distance Learning Environments, Instructional Models, and Engagement

- The K-5 distance learning environment will provide synchronous learning environments, asynchronous learning environments, and Tier 1 instruction, as well as Tier II and Tier III intervention for small groups. Distance learning teachers will utilize multiple instructional models, including the flipped instructional model, playlist instructional model, and station rotation instructional model. These instructional models will focus on behavioral engagement, cognitive engagement, and emotional engagement.

K-5 Distance Learning (Full Semester Option)

- Elementary Distance Learning will provide a full-semester option for distance learning for all students desiring to learn from home.
 - Students will follow a distance-learning school schedule Monday through Friday.
 - Students will be able to transition between virtual and face-to-face at the beginning/end of each semester.
 - Students enrolling in distance learning will remain connected to their school.
 - Students will engage in Chillicothe R-2 curriculum scope and sequence aligned to Missouri Learning Standards and will adhere to face-to-face pacing guides.
 - Additional instructional materials will be provided as needed to accommodate learning from home.

K-5 Short Term Distance Learning/Transition

- K-5 elementary schools are prepared to transition students to a short-term distance learning schedule should the need arise for a student to be quarantined.
- Individual students who need to move to short-term distance learning will continue to follow a distance learning school schedule but will be transitioned to a Distance Learning teacher for their primary instructor through the Distance Learning Transition. The principal will communicate with each parent/guardian throughout these transitions.
- Entire classrooms that need to be moved to short-term distance learning due to quarantine or contact tracing will continue to follow a distance-learning school schedule but will continue with their classroom teacher as their primary instructor through the Distance Learning transition. The principal will communicate with each parent/guardian throughout these transitions.
- Students will follow the distance-learning school schedule daily (See Expectations below).
- Students will use Google Classroom and/or Seesaw to manage classroom learning.

Synchronous and Asynchronous Learning Opportunities

- In an effort to nurture strong positive connections between students and teachers, K-5 Distance Learning teachers incorporate two types of distance learning experiences for students: synchronous and asynchronous learning.
- This chart provides *purposes for* synchronous and asynchronous sessions. These are *examples* - not an exhaustive list.

	Synchronous Learning (Whole Class Live Sessions)	Asynchronous Learning (Recorded Sessions or Posted Material)	Intervention (Small Group or Individual Live Sessions)
Definition	Synchronous learning is remote learning where everyone from a given group is online at the same time using tools such as Zoom, Google Meet/Classroom, and/or Seesaw.	Asynchronous learning is remote learning where students access pre-recorded lessons or independent learning tasks at any time during the day.	Small group or individual practice to help students meet learning goals. Intervention is a live learning session where a small group of students is online using tools such as Zoom, Google Meet/Classroom, and/or Seesaw.
<ul style="list-style-type: none"> • <i>Kindergarten-5th grade students enrolled in 100% distance learning will have lessons that will include paper/pencil resources. The paper resources that accompany online lessons will be provided to you by the distance learning teacher. Parents will be asked to pick up materials from the school.</i> 			
<p>Kindergarten</p> <p><i>Core Frequency Expectations</i></p> <p>Maximum Daily Workload= 60 minutes per day</p>	<p>At least 1 daily synchronous session totaling 5 sessions per week.</p> <p>Each session will be a minimum of 30-35 minutes (8:30-9:05 am):</p> <ul style="list-style-type: none"> • Calendar/Welcome/Team Interaction=Daily (3-5 minutes) • Reading Workshop mini-lesson=Two sessions per week (5-10 minutes) • Pathways mini-lesson=Daily (5-10 minutes) • Math mini-lesson=Two sessions per week (5-10 minutes) • Writing workshop=One session per week (5-10 minutes) • Read Aloud Discussion-Daily (5-10 minutes) 	<p>At least 2 pre-recorded lessons/activities per week for <u>each</u> of the following::</p> <ul style="list-style-type: none"> • Reading (5-7 minutes) • Math (5-7 minutes) • Writing (5-7 minutes) • Read Aloud-Daily (5-10 minutes) • Word Work/Spelling (5-7 minutes) <hr/> <p>Activities posted on Seesaw.</p> <ul style="list-style-type: none"> • Special Classes (PE, health, music, art, library, counselor) • Enrichment • Social Studies/Science • Letters/Spelling • Reading/Daily 5 	<p>Tier I: At least one small group sessions per week for a minimum of 15 minutes (10:00-10:15am):</p> <ul style="list-style-type: none"> • Must be synchronous <p>Tier II/III: At least two small group/individual sessions per week for a minimum of 15 minutes per session (10:00-10:15am and/or 10:15-10:30am)</p> <ul style="list-style-type: none"> • Must be synchronous
<p>1st Grade</p> <p><i>Core Frequency Expectations</i></p> <p>Maximum Daily Workload= 70-90 minutes per</p>	<p>At least 1 daily synchronous session totaling 5 sessions per week.</p> <p>Each session will be a minimum of 35-40 minutes (9:30-10:10 am):</p> <ul style="list-style-type: none"> • Calendar/Welcome/Team Interaction=Daily (3-5 minutes) • Reading Workshop 	<p>At least 2 pre-recorded lessons/activities per week for <u>each</u> of the following:</p> <ul style="list-style-type: none"> • Reading (5-7 minutes) • Math (5-7 minutes) • Writing (5-7 minutes) • Read Aloud-Daily (5-10 minutes) • Word Work/Spelling (5-7 minutes) 	<p>Tier I: At least one small group sessions per week for a minimum of 30 minutes (10:30-11:00am):</p> <ul style="list-style-type: none"> • Must be synchronous <p>Tier II/III: At least one small group/individual sessions per week for a minimum of 30 minutes per session (11:00-11:30am):</p> <ul style="list-style-type: none"> • Must be synchronous

<p>day</p>	<ul style="list-style-type: none"> mini-lesson=Two sessions per week (5-10 minutes) • Pathways mini-lesson=Four sessions per week (5-7 minutes) • Math mini-lesson=Two sessions per week (5-10 minutes) • Writing workshop=One session per week (5-10 minutes) • Read Aloud Discussion-Daily (5-10 minutes) 	<p>Activities posted on SeeSaw.</p> <ul style="list-style-type: none"> • Special Classes (PE, health, music, art, library, counselor) • Enrichment • Social Studies/Science • Letters/Spelling • Reading/Daily 5 	
<p>2nd Grade</p> <p><i>Core Frequency Expectations</i></p> <p>Maximum daily workload 70-90 minutes per day</p>	<p>At least 1 daily synchronous session.</p> <p>Each session will be a minimum of 35-40 minutes (9:00-9:40 am):</p> <ul style="list-style-type: none"> • Check in and Morning Meeting • Overview of the lessons for the day. • One “community” building activity. 	<p>Daily - Seesaw activity that includes work/lesson for</p> <ul style="list-style-type: none"> • Reading, • Math, • Writing/grammar • Science <p>Specials Classes/Counseling provide a lesson/activity</p> <ul style="list-style-type: none"> • Library/Art • PE/Music • Health/Counseling 	<p>Tier I: At least one small group sessions per week</p> <ul style="list-style-type: none"> • Must be synchronous <p>Tier II/III: At least one small group/individual sessions per week</p> <ul style="list-style-type: none"> • Must be synchronous <p>*These sessions will be scheduled by your teacher.</p>
<p>3rd Grade</p> <p><i>Core Frequency Expectations</i></p> <p>Maximum daily workload 80-100 minutes per day.</p>	<p>At least 1 daily synchronous session.</p> <p>Each session will be a minimum of 35-40 minutes (9:00-9:40 am):</p> <ul style="list-style-type: none"> • Check in and Morning Meeting • Overview of the lessons/assignments for the day. • One “community” building activity. 	<p>Daily - Seesaw activity that includes work/lesson for</p> <ul style="list-style-type: none"> • Reading, • Math, • Writing/grammar • Science <p>Specials Classes/Counseling provide a lesson/activity</p> <ul style="list-style-type: none"> • Library/Art • PE/Music • Health/Counseling 	<p>Tier I: At least one small group sessions per week</p> <ul style="list-style-type: none"> • Must be synchronous <p>Tier II/III: At least one small group/individual sessions per week</p> <ul style="list-style-type: none"> • Must be synchronous <p>*These sessions will be scheduled by your teacher.</p>
<p>4th Grade</p> <p><i>Core Frequency Expectations</i></p> <p>Maximum Daily Workload= 100-120 minutes per day</p>	<p>At least 1 daily synchronous session totaling 5 sessions per week.</p> <p>Each session will be a minimum of 40 minutes (8:10-8:50 am):</p> <ul style="list-style-type: none"> • Welcome=Daily (3-5 minutes) • Reading Workshop lesson=Two sessions per week (20-25 minutes) • Math lesson=Two sessions per week (20-25 minutes) • Writing Workshop lesson 	<p>At least 2 pre-recorded lessons/activities per week for <u>each</u> of the following::</p> <ul style="list-style-type: none"> • Reading (5-7 minutes) • Math (5-7 minutes) • Writing (5-7 minutes) • Read Aloud-Daily (5-10 minutes) • Science (5-7 minutes) <p>Activities posted on SeeSaw.</p> <ul style="list-style-type: none"> • Special Classes (PE, health, music, art, library, counselor) • Enrichment • Social Studies 	<p>Tier I: Zoom Live for independent practice assistance daily at 1:00</p> <ul style="list-style-type: none"> • Must be synchronous <p>Tier II/III: At least two small group/individual sessions per week for a minimum of 15 minutes per session. Monday and Wednesday from 9:50-10:05.</p> <ul style="list-style-type: none"> • Must be synchronous

	<p>=One session per week (20-25 minutes)</p> <ul style="list-style-type: none"> • Science lesson=Daily (5-10 minutes) 		
<p>5th Grade</p> <p><i>Core Frequency Expectations</i></p> <p>Maximum Daily Workload= 140-200 minutes per day</p>	<p>At least 1 daily synchronous session totaling 5 sessions per week.</p> <p>Each session will be a minimum of 40 minutes (9:00-9:40):</p> <ul style="list-style-type: none"> • Welcome=Daily (3-5 minutes) • Reading Workshop lesson=Two sessions per week (20-25 minutes) • Math lesson=Two sessions per week (20-25 minutes) • Writing Workshop lesson =One session per week (20-25 minutes) • Science lesson=Daily (5-10 minutes) 	<p>At least 2 pre-recorded lessons/activities per week for <u>each</u> of the following::</p> <ul style="list-style-type: none"> • Reading (5-7 minutes) • Math (5-7 minutes) • Writing (5-7 minutes) • Read Aloud-Daily (5-10 minutes) • Science (5-7 minutes) <hr/> <p>Activities posted on SeeSaw.</p> <ul style="list-style-type: none"> • Special Classes (PE, health, music, art, library, counselor) • Enrichment • Social Studies 	<p>Tier I: Zoom Live for independent practice assistance daily at 1:00</p> <ul style="list-style-type: none"> • Must be synchronous <p>Tier II/III: At least two small group/individual sessions per week for a minimum of 15 minutes per session. Tuesday and Thursday from 9:50-10:05.</p> <ul style="list-style-type: none"> • Must be synchronous

- All Special Education minutes required by an individual student's IEP or any other Special Education related services, such as OT, PT, and/or speech, will be addressed by the Special Services Department.

K-5 Distance Learning Expectations

- **Students Expectations**
 - I will engage in my distance-learning school schedule each day.
 - I will join live learning sessions from my learning space.
 - I will act appropriately during live learning sessions.
 - I will dress appropriately during live learning sessions.
 - I will complete and submit assignments according to the teacher's due date/expectations.
 - I will follow my teacher's directions.
 - I will take care of the school's learning materials (library books, iPad/Chromebooks, manipulatives, classroom books and other supplies).

- **Parent/Guardian Expectations**
 - I will work with my child to prepare an appropriate learning space for live learning sessions with the teacher (quiet, simple background, able to focus, appropriate clothing).
 - I will make sure that my child has all of the school supplies listed on the distance learning teacher's supply list.
 - I understand that my child may need additional school supplies throughout the year (science experiments, etc.).
 - I will make sure that my child participates daily in live instruction sessions.
 - I will make sure that my child is the only person on camera during live instruction sessions.
 - I will communicate with my child's distance learning teacher through Seesaw, email, phone.
 - I will make sure my child is able to access their learning through Seesaw on the iPad/Chromebook.
 - If I have a technology/connectivity issue, I will seek help by contacting my child's teacher or the Technology Director Melissa Young at the District Office (646-4566).
 - I will pick-up and return learning materials from the school when notified.
 - I will teach my child to take care of school learning materials.
 - I will work with my child's teacher to schedule assessments that need to be completed in person as needed. These assessments may be completed at the public library.
 - I will provide transportation for my child to complete in-person assessments, as needed.
 - I will ask for additional resources or enrichment activities if I feel my child needs more learning opportunities.

- **Teacher Expectations**
 - I will take daily attendance.
 - I will provide a daily and weekly schedule for parents and students for all instruction.
 - I will post daily assignments by 9:00am each day.
 - I will communicate with parents each week through Seesaw, email, or phone.
 - I will respond to parent communication between 8:00am-3:00pm each school day.
 - I will provide live learning sessions, small group learning sessions, and online self-directed learning activities each day.
 - I will give individual/small group assessments to students and provide feedback to students and parents/guardians.
 - I will provide learning materials for parents to pick-up at the school.

- **Administrator Expectations**
 - I will communicate with and assist distance learning teachers.
 - I will contact parents regarding attendance and academic progress.
 - I will be available to respond to parent questions via email or phone.

- **Counselor Expectations**
 - I will check on student progress and attendance.
 - I will check on the student's social and emotional well-being.
 - I will provide resources and lessons for students and parents.

 Student Name

 Date

 Parent/Guardian Signature

 Date