



**Handbook**  
**for**  
**Virtual Learning**

## Classroom Learning

- Chambersburg Area School District is continuing to offer a rigorous program of learning and assessment
  - Provide a high level of detail for all learning experiences
  - Continue to provide formative and summative assessments
  - Continue to assess via projects and exams
  - Be flexible, responsive and positive
  - Provide support and communication regularly with students and families
  - Provide face to face instruction
- Chambersburg Area School District students will engage much of their work using the Learning Management System (Odysseyware K-5 and Edgenuity 6-12) coupled with Google Classroom and a virtual platform with their teachers.
- Students can expect to see their teachers daily either through online virtual classrooms or through office hours/support time.
- Students are to be logged into the LMS/Google Classroom and virtual lesson as they are scheduled and to complete lessons as they would in an in-person educational model.
- Sapphire continues to be the grade book of record.

## Attendance

- **Virtual Meetings**
  - A student's face to face engagement in the virtual lesson is required as outlined in the student schedule.
  - Teachers will capture attendance for their virtual session per period in Sapphire for all grade levels.
  - Students must remain on the virtual session for its entirety to meet full attendance criteria
  - Teachers will have daily interaction with students in the classroom environment and small group lessons to learn about the students' strengths and challenges and to ensure the students have obtained the skill set to be effective online learners.
  - If the student is unable to attend a class communication from the family to the teacher is imperative.
  - Doctor/Dentist notes are still required and can be emailed to the secretary/attendance secretary and/or teacher.
- **LMS Log-In**
  - Attendance will also be checked each day the student logs into their LMS platform.
  - If student work is being done in another platform such as Google Classroom, teachers will review student log-in information for that system
  - Teachers will make note of log-in information when reviewing daily attendance.
- **Daily Attendance** will be calculated after a 24 hour period and will include;
  - Virtual class attendance ~ to be marked present in a class, students are required to be in the virtual session for the entire class period
  - Daily attendance ~ Per PDE guidelines, students will only be considered present for the day when either;
    - Confirmation of access to virtual learning and timely submission of assignments are evident.

- Communication as to the absence of virtual learning and timely submission of assignments are evident. (A student may miss a face to face class with a teacher and either communicated prior to missing or after missing as to the reason for the missed class. As long as the assignments for that day are completed within a 24-hour period and communication in regards to why that class that was missed, the student will still be noted as present)

## **Office Hours/Independent Work/Support**

- Office hours/Independent Work and Support time are outlined in the draft schedules. Teachers may be available during these times throughout the week for multiple purposes including but not limited to;
  - Office hours for students and families
  - IEP meetings
  - Team meetings
  - CAVE

## **Student Responsibilities**

- Let your teachers and counselor know how you're doing. You are not alone in this climb. Your parents/guardians, teachers, counselors, and other supporters want to know how you're doing and how they can help you do better. Communicate!
- Log in to Google Classroom, LMS and/or student email (high school) every day to check communications from your teachers.
- Attend to each learning task. These tasks are invitations to learn, grow and demonstrate your learning and growth.
- Submit work products on-time according to the deadline on the LMS or Google Classroom.
- Check your Community Web Portal account in Sapphire to track your grades and see any additional feedback from your teachers and school messages.
- Attend one-on-one and group meetings scheduled via Google Meet.
- Be active in requesting one-on-one help from your teacher.
- Have patience and a sense of humor. This pattern is new for most of us, and it is so much more fulfilling when we work together and in kindness.
- Come to class dressed appropriately. Shirts and pants/shorts are required. Additionally, look at your surroundings and what will be seen by others while in a virtual setting.
- Stay healthy—emotionally and physically! Get some exercise each day. Nourish yourself well. Sleep. Stay connected with your friends and family.

## **Parents**

- Resist the urge to “home school.” Let your student’s teachers do the teaching and guiding.
- Be a cheerleader for learning!
- Be a curious inquirer into what and how your student is learning.
- Remind your student that patience and willingness to communicate will go a long way in school and life!

- Help students establish a routine that keeps them organized and ready for learning.
- Have an appropriate place in the house for their learning space.
- Communicate with teachers and your student's counselor/principal if you see your student is experiencing difficulties with classwork.
- Make sure you have a Community Web Portal account for important school messages.

### **Early Elementary ~ Kindergarten-2<sup>nd</sup> Grade Expectations**

- Odysseyware (Spark) will be the virtual platforms used for core instruction.
- Other sources such as Dojo/Seesaw, Google Classroom may also be used to supplement materials for online instruction.
- Students may be presented with new material via video lesson.
- Related Arts teachers will be using either Google Classroom or another related arts specific platform for instruction.
- Provide instructions for parents/caregivers to carry out learning tasks with child.  
Examples may include:
  - Read a book with your child (not language specific), reflect on pictorial reflection of the story
  - Learning walk outside ~ connect classroom theme (unit) to learning walk experience
  - Physical activities
  - Create opportunity for students to engage in creative play ~ puppets, collage, puzzles...
- Limit exposure to TV or device ~ teachers are to give independent time that is not necessarily face to face teacher time. Students will need time to process.
- Independent/Support time may be used for multiple reasons that include;
  - Interventionist/ESL/Special education small group instruction
  - Teacher small group instruction
  - CAVE office hours
  - Parent meetings

### **Upper Elementary ~ 3<sup>rd</sup> Grade-5<sup>th</sup> Grade Expectations**

- Odysseyware will be the virtual platforms used for core instruction.
- Other sources such as Dojo/Seesaw, Google Classroom may also be used to supplement materials for online instruction.
- Students may be presented with new material via video lesson.
- Related Arts teachers will be using either Google Classroom or another related arts specific platform for instruction.
- Over the course of the week students should engage in deep learning in all subjects that would normally be taught.
- Independent/Support time may be used for multiple reasons that include;
  - Interventionist/ESL/Special education small group instruction
  - Teacher small group instruction
  - CAVE office hours
  - Parent meetings

## **Middle/High School Expectations**

- Edgenuity will be the virtual platforms used for core instruction.
- Google Classroom may be used to supplement materials for online instruction.
- Students may be presented with new material via the teacher video lesson. Teachers should plan for drill, assessment, reflection and review.

## **Leadership Support Expectations**

- Continue regular communication with the community (parents, students, staff).
- Troubleshoot and problem-solve issues that arise; be available to support teachers, students and parents as needed (technology, curriculum, attendance)
- Oversee virtual school implementation and participate in a virtual lesson to ensure consistency and communication.

## **Support Staff Expectations**

- Provide support to teachers in small group instruction.
- Be prepared to use technology in the classroom with cameras and microphones to communicate to a small group of students.
- Assist with communication with students and families.

## **Suggestion for Teachers to be Effective Online Educators**

### **Be Present**

- You might not be physically present in a classroom, but there are many ways to make yourself known in the digital realm. Achieving this online means utilizing a range of different communication methods and ensuring that you check in on them daily or hourly if needed. Discussion boards, emails, announcements, and forums, are just some of the ways you can be present each day in your online classroom. When the course begins, set clear guidelines for your students about when you'll be present.

### **Set Expectations**

- As the online classroom can often feel a little free-form, you'll need to provide students with a very clear set of expectations before they commence their studies. These expectations should include everything from what they can expect from you as their teacher, as well as what will be required of them. The expectations can outline due dates for assessments, your communication frequency, how much online participation you require of them, and the conduct they will be expected to display throughout the course.

### **Let Students do the Work**

- The aim of learning is to have students engaged in the content for as long as possible, so you need to create the opportunity for this to happen.
- To give your students plenty of opportunity to engage with the content and each other you can ask them to find and discuss resources, grade their own assignments, and hold student-led discussions in the online forums. Giving time for students K-12 to

communicate while in the teacher-led virtual classroom is beneficial. Make sure that time isn't just for lecture time but also for students to communicate with you and their classmates.

### **Nurture a Supportive Online Community**

- Since this online space is their classroom, you want students to feel as supported as possible when they're here. By using a variety of dialogue formats, you'll ensure your coursework caters to all learning types and allows students to flourish. Encourage students to use the general forum for discussion, but also set up small groups within the class so that students can engage in feedback and support with their fellow classmates. Some students may sit back and learn from the sidelines, whereas others will benefit greatly from actively engaging in this type of communication.

### **Think Before You Write**

- Not only is this an important principle for teaching staff to follow, but one that should be communicated from the very beginning to all students. As it's well known that written text can be left open to interpretation or misinterpretation at any time, it's crucial to craft well thought out responses and posts to others.
- When crafting responses to assignments and other evaluations, the best tone to use is a simple, clear, and polite one. As these responses are all your students have to go off in regards to feedback, you need to leave nothing open for interpretation.

### **Ask For Feedback**

- Sometime around the 2nd or 3rd week, you should ask your students for direct and honest feedback on how things are going. This feedback should cover everything from content to teaching methods, and request any areas requiring improvement. The best way to achieve this is in a somewhat formal tone. Post something on the discussion board and see what pops up. This may be needed multiple times depending on the students and classes being taught. Students have great ideas and want to be a part of their learning experience. This gives them that opportunity more than ever before!

### **Foster Personal Relationships with Each Student**

- Getting some one on one time with each student is just as important as effective group communication. Students studying online can sometimes feel deserted and alone in the digital classroom, so it's up to you to make an effort and reach out.
- Use a blend of different communication methods, including personalized learning to their discussion boards posts and emails addressed to only one student. At the start of the course, you should set out in your expectations the best communication methods, but never give out your personal email address or contact details to a student.

### **Make Use of Group and Individual Projects**

- A healthy mix of group and individual projects is the best way to ensure success with online learning. Giving students this variety of learning styles will enhance their learning capabilities, and teach them the importance of both group work and individual achievements.

- Projects will give students a chance to collaborate and socialize. If you use them now in your teaching toolkit, continue to do so. If your teaching typically doesn't lend itself to this, perhaps start thinking of what educational tools you can provide in your virtual lesson and then turn over the learning experience to your students.

### **Use Resources that are Readily Available**

- Since your students will already be engaged on their computers and use the internet to log onto the learning portal, the best resources for them are going to be online. By using an assortment of relevant and easily accessible resources such as digital publications, news sites, and online videos, your students are going to be far more engaged than if they had to refer to an outdated textbook. Where possible, mobile content is ideal so don't forget to incorporate anything that can be accessed on their smartphone or mobile device.
- There are several sites already approved by the curriculum and technology departments. If you find something that hasn't been used please reach out to those departments to verify their use.

### **Have a Closing Activity**

- Finally, you want to end the course with a bang. The best way to achieve this is with a final summary or assessment that helps students to reflect on everything they've learned. Allow students to reflect on the content and the experiences shared so that everyone is made aware of what they're taking away from the course. Using the chat function in the virtual classroom is a great way to share this "exit ticket" idea.
- Incorporating these principles into your online teaching methods will not only ensure a supportive community for your students, but will make your job ultimately easier too.