Boothbay Region Elementary School

Virtual Academy Instructional Plan

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Boothbay Region Elementary School

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Dear BRES Virtual Academy Learners,

On behalf of the staff of Boothbay Region Elementary School, I would like to take this opportunity to welcome you to our school community. We are excited to be able to offer our community a Virtual Academy option during the 2020/2021 school year. This is a new way of delivering instruction and we are excited about the journey of new learning.

Throughout this year we imagine that many aspects of school will need to adapt and remain flexible. We have decided that the most efficient way to deliver a comprehensive education this year is to utilize an online curriculum through Edmentum. This curriculum is designed to be adaptive to meet the diverse needs of our learners as well as aligned to our state standards. We will be able to ensure that all of our learners, whether in person or virtual will have access to and meet these standards.

This handbook outlines our specific procedures for students engaging in our Virtual Academy. There are also useful links and tools to help both you and your child navigate this new digital way of learning. Please note that the BRES Student Handbook, including the procedures and policies outlined in that document, remains true for virtual learners as well and is expected to be reviewed with your child. Classroom teachers will be reaching out with more specific information, including what you will be doing the first week of virtual learning.

Though we expect this year we will need to remain flexible as there are many unknowns, I am confident that we can make this year a success with your partnership. **Together** we can ensure the safety, wellbeing, and learning, of all of our students. Let's gear up for an adventure and get this year started!

With anticipation and excitement,

Shawna M. Kurr

Principal BRES

Boothbay Region Elementary School
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Learning Platforms:

BRES will be utilizing the Edmentum online learning platform and curriculum for our Virtual Academy instruction.

- Students in grades K-5 will use the Calvert Learning program, a project-based learning curriculum, to support virtual learning. This platform requires significant parent engagement and support for virtual students to be successful and progress through the curriculum.
- Students in grades 6-8 will use the Courseware program, a content specific curriculum, to support virtual learning. This platform teaches independence and also requires parent engagement and support for virtual students to be successful and progress through the curriculum.

Both of these programs have tools to support student engagement, progress, and communication with BRES staff. We will continue to utilize Google Classroom to facilitate synchronous opportunities for our students and for our Allied Arts programs. For easy access purposes, students will be provided with one login to Google to access both Google Classroom as well as the Edmentum Suite.

School-Facilitated Synchronous Opportunities:

One goal of our Virtual Academy is to keep students learning from home connected with their peers and teachers. To facilitate that, we will be offering synchronous opportunities for students to connect with their classmates at school. Synchronous opportunities may include Morning Meetings, advisory groups, read alouds, labs and other social/emotional activities happening in the classroom. These synchronous sessions will begin once our Swivl devices arrive and teachers have received training.

Video Conferencing Guidelines:

Video conferencing through Google Meet is a critical component of distance learning at BRES. Video conferencing allows students and teachers to maintain and enhance their classroom community and relationships. It also allows teachers to provide synchronous opportunities for our students. The following video conferencing guidelines will help students participate and collaborate in a virtual classroom setting.

1. Set up before the meeting time in a quiet place without distractions (use headphones if you have them)
2. Your attention is on the speaker
3. Mute yourself to allow others to hear

4. Use the “raise hand” feature to ask a question
5. Unmute yourself when the teacher calls on you
6. When you share, be respectful and on topic. Allow others time to share.
7. Use the chat feature appropriately and keep the conversation on task
8. Use video conferencing for educational purposes only
9. Synchronous opportunities may be recorded by the teacher and posted to Google Classroom

Here are two graphic versions of our guidelines that teachers will use:
Elementary Video Guidelines
Middle School Video Guidelines

School to Home Connection

It’s a priority for both staff and students to maintain one-to-one connection. Ongoing, scheduled, and routine virtual meetings, emails, and phone calls will be utilized to support communication.

For students in grade 6-8 using Courseware, Colleen Hennessy (chennessy@aos98schools.org) will be the Virtual Academy Coach. She will be the contact person during the school day for students who are struggling with content or have questions about assignments. Mrs. Hennessy will oversee the progress each child is making weekly and then report to teachers to align additional support from the content specific teachers on Wednesday. Mrs. Hennessey will hold two Google Meets for each grade level (6-8th) weekly. She will help make connections with students and offer coaching, study skills support, social connection between students, and help students make connections with teachers.

We encourage students to reach out to other students in the Virtual Academy on their own. Students have access to their classmate’s emails in Google Classroom.

Grading/ Reporting - Our Virtual Academy is a fully graded program. The Edmentum platform has the ability to create up to date progress reports for students and parents to view. These reports show progress throughout the course and scores on assignments.

Quarterly reports will be provided through Power School based upon grade level standards and in line with BRES grading practices.

K-5 Virtual Academy Requirements

	Ratings	Presence/Attendance	Academic
4	Exceeds Expectations	-Completing more than one lesson per subject each day (on average) *Marked present for 5 days	-Exceeding pace for progress, -90% Performance
3	Meeting Expectations	-Completing one lesson per day for each subject area *Marked present for 5 days	-On pace for progress in all subjects (green) -80% Performance
2	Partially Meets Expectations	-Inconsistent completion of lessons in some subjects *Absences marked based on academic work completed/presence	-Not on pace for progress (red) in some subjects -70-79% Performance
1	Does Not Meet Expectations	-Lack of completion of lessons in all subject *Absences marked based on academic work completed/presence	-Significantly below pace for progress on all subjects (red) -Less than 70% Performance

Please note that time spent on lessons will be different depending on the grade level. Please refer to our Virtual Academy handbook for suggested continuous engagement times for different grade levels

6-8 Virtual Academy Requirements

	Ratings	Presence/Attendance	Academic
4	Exceeds Expectations	-4+ hours a day work time -Setting up extra help /work sessions -Independent communication and problem solving with peers *Marked present for 5 days	-Exceeding pace, -90% accuracy
3	Meeting Expectations	-3-4 hours a day of work time -Attends and participates in all online classes/meetings as assigned -Monitor and reply to teacher emails daily *Marked present for 5 days	-On pace with assignments -80% accuracy
2	Partially Meets Expectations	-Attends and participates in half of all online classes/meeting as assigned -Occasionally replies to teacher emails or has parents reply *Absences marked based on academic work completed/presence	-Not on pace with assignments -70-79% accuracy
1	Does Not Meet Expectations	-Does not attend online classes/meetings as assigned -No communication with teachers through email or other means *Absences marked based on academic work completed/presence	-Significantly below pace -Less than 70% accuracy

Special Education, Section 504, Title IA, and Gifted and Talented Services

- Students who receive service plans will continue to receive programming. Instruction and schedule to be set up by the case manager.
- Special Education Teachers may provide one-to-one communication, in alignment with the grade level they service and coordinate with homeroom teachers to continue provisions of accommodations and services.
- Related service providers will correspond with the Director of Special Services and Building Administration to continue remote learning when feasible.
- 504 Coordinators will assure students with plans, continue to receive accommodations as appropriate.
- Title IA / Child Find and Gifted and Talented students who receive interventions will continue to receive programming.
- Special Education students disengaged for 10 or more consecutive schools days will require an IEP team meeting, to develop a plan for support. IEP meetings will continue, as scheduled, and will take place as a virtual meeting.

Technology — We are pleased to offer one to one devices to every student in grades K-8. All students who participate in our Virtual Academy will have a school issued device available. Technology is used to supplement and extend learning for our students. It is the expectation that the user will follow all guidelines outlined in our Acceptable Use Policy. Parents will need to complete the Acceptable Use Policy through PowerSchool or a paper copy before they receive the school issued device. Students may choose to use a personal device, as long as it meets the minimum technical requirements described by Edmentum. Here are the requirements for both Calvert and Courseware.

Resources for Families:

As students engage in our Virtual Academy, the district has a number of resources available to support students and families with technology needs. Hotspots are available for families with limited or no access to Wifi from home. Please note that these hotspots have limited data and should be used for educational purposes only. The district technology webpage has specific remote learning tips for:

- Students
- Parents

Tech support is available for students, both in school and remotely. Email techsupport@aos98schools.org for assistance.

Edmentum also provides a guide for parents to assist them in supporting their students during distance learning.

In addition, Edmentum has a great Family Resource page that includes videos, blog posts, sample schedules and more to help you support your child during their Virtual Academy experience.

Virtual Academy Engagement per day:

The graphic below (from Edmentum) outlines the sustained online learning amounts that are developmentally appropriate based on Edmentum's guidelines. In the following pages you will find sample daily schedules as well as video links that take you directly to Edmentum's site to view their recommendations of what a daily and weekly schedule may look like.

Amount of Sustained Learning TIme

Structured learning activities should take the developmental age of the child into consideration. The amount of sustained learning time that a 4-year-old needs is quite different from that of a 14-year-old. At school, learning is separated by regular breaks, including lunch, recess, and passing periods. While there are no hard-and-fast rules, consider these general guidelines:

3–5 years old (Pre-K–K)
15–20 Minutes

6–8 years old (Grades 1–3)
About 30 Minutes

9–13 years old (Grades 4–8)
About 45 Minutes

High School
About an Hour

Suggested Schedules (from Edmentum):

These schedules are taken directly from the Edmentum website as a general guideline. As virtual learners you will have the flexibility to schedule your day with what aligns for you and your family.

A Day in the Life of a K-5 Virtual Student Video
Student Orientation for Courseware (6-8)

Grades K-2

Time	Activity
8:30 – 9:30	Get Dressed, Brush Teeth, Make Bed, and Eat Breakfast
9:30 – 10:00	Independent Reading
10:00 – 10:20	Reading Reflection Writing
10:20 – 11:00	P.E. The Body Coach TV's Daily YouTube Class, "P.E. with Joe"
11:05 – 12:30	Math / ELA Monday / Wednesday – ELA Tuesday / Thursday – Math Friday – 55 Minutes Math, 30 Minutes ELA
12:30 – 1:40	Lunch and Recess – No Screens
1:40 – 2:20	Science / Social Studies Monday / Wednesday – Science Tuesday / Thursday – Social Studies Friday – Kids' Choice
2:20 – 3:20	Art Time / Project Time – Kids' Choice
3:20 – 4:00	Catch-Up Time or Free Time
4:00 – 4:30	Chores

Grades 3-5:

Time	Activity
8:00 – 9:00	Rise, Shower, Eat Breakfast
9:00 – 11:00	Reading and Language Arts
11:00 – 1:00	Lunch, Recess, Arts or Engineering
1:00 – 3:00	Math and Science
3:00 – 4:00	Snack and Free Play
4:00 – 4:30	DEAR (Drop Everything and Read)

Grades 6-8:

Time	Activity
8:00 – 9:00	Wake up, Make Bed, Eat Breakfast
9:00 – 10:00	Math
10:00 – 10:20	Break
10:20 – 12:20	ELA
12:20 – 1:00	Lunch
1:00 – 2:00	Science and Social Studies
2:00 – 3:00	Elective Course
3:00 – 3:30	Exercise/Physical Activity

Attendance:

Also refer to *School Board Policy*

Regular school attendance is a vital part of every student's education - whether in person or remotely. The sense of responsibility and regimen of self-discipline that develop from regular school attendance are traits that will positively affect a student's entire life. When students are allowed to miss school for other than the most important of reasons, it not only deprives them educationally, but it also can impact directly upon their own developing senses of responsibility and self-discipline. Parents are urged to strongly support regular daily attendance for all students. Failure to do so sends students the message that their education may not be all that important. The BRES staff is available to ensure the success of your student(s). The following responsibilities outline how students, families, and school personnel will work together to maintain regular attendance during distance learning.

Absences: Every time your child is absent, whether planned or last minute, you must call or email (bresoffice@aos98schools.org) the BRES office on the day your child will not be logging into the Edmentum suite and the reason why. If you do not contact the office, your child's absence will be recorded as unexcused. Any student who is absent cannot participate in any after school extracurricular activities without prior approval for extenuating circumstances.

1. A student will be considered absent from distance learning when he/she does not engage in synchronous opportunities/engage in Edmentum curriculum at the expected pace.
2. School officials will contact families of absent students, if we have not received notification of an absence.
3. Excused Absences: Absences for reasons considered excused in the BRES Student/Parent Handbook will also be excused during distance learning (please communicate with school). All other absences will be considered unexcused.
    a. Personal illness
    b. Appointments with health professionals that must be made during the regular school day;
    c. Observance of recognized religious holidays when the observance is required during the regular school day;
    d. A family emergency;
    e. A planned absence for a personal or educational purpose, which has been approved.
4. Excessive Absences: If a student has not logged in during a class period or office hours, or if school officials have not been able to reach a student for three consecutive days, school officials will contact the parent/guardian and begin to create an individualized plan to ensure student success.

Student Attendance Responsibilities:

1. Participate in Virtual Academy activities and attend synchronous classroom opportunities, as available.
2. Students will be counted for attendance by engaging in Edmentum lessons and/or synchronous opportunities with BRES staff.

Parent/Guardian Responsibilities:

1. Ensure that your student maintains regular attendance.
2. Inform the homeroom teacher and school by telephone (633-5097) or email (bresoffice@aos98schools.org) if your student(s) will be absent
3. Inform the school if something is occurring that is preventing your student from attending school regularly.
4. Work cooperatively with school personnel to solve any attendance problems that may arise.

Teacher/School Responsibilities:

1. Take accurate daily attendance and maintain accurate attendance records for each class.
2. Communicate and work collaboratively with students and families to help solve any attendance problems that may arise and get students back on track.

Glossary of Key Terms

Though much of teaching and learning online is the same as in the shared physical classroom, there are a few key terms that will help you navigate the shift.

Synchronous learning - Students learn at the same time. Communication happens in real time. Possibly more engaging and effective, allows for instant feedback and clarification. Examples include video conferencing, live chat, live streamed videos.

Asynchronous learning - Students learn at different times. Communication is not live. Allows students to work at their own pace. Examples include email, screencasts, pre-recorded videos, blogs posts and comments.

Screencast: A digital video recording of your computer screen, usually including audio narration. Screencasts are a form of instructional video. Screencastify and iMovie are common tools for screencasting.

Video Conference: A virtual meeting in which participants in different locations are able to communicate with each other with audio and video. We will use Google Meets for this function.

Appendix A:

Tips for Parents/Guardians

We hope that a continued partnership with parents and guardians can play a vital part of ensuring a positive experience for our students.

Principals, support staff, and teachers are all available to support and guide students should they need help. Below are some guidelines for parents/guardians to enable students to access distance learning:

Establish a Regular Schedule for Your Child and Stay Engaged with their Learning:

We encourage parents/guardians to help students establish and maintain a routine and structure for their day, beginning with a regular bedtime and wake-up time each day. While some of our students may want to stay up late and sleep in, establishing a regular routine will help your child retain a sense of normalcy and stay engaged in learning. Be sure to encourage your children to stand up and move around so they are not remaining sedentary throughout the day. Begin and close each day with a brief check-in as well as checking in throughout the day at regular intervals to ensure that your child is coping well. Reach out to your child's teacher as needed.

Create a Learning Space for Your Child:

Productive learning relies on a conducive environment. We recommend that you create a separate, quiet space in your home for your child to read and do other learning activities. We recommend that you avoid isolating your child and to allow parents/guardians to monitor your child's learning and screen activity.

Stay in Communication with your Child's Teachers:

Your child's teachers will maintain regular communication with parents/guardians. While teachers are available as resources for your child and for you, please keep in mind that our teachers will need to be in regular email communication with all of their families.

Encourage Independence:

Stay engaged in your child's learning by asking them questions and having them share their thoughts. If your child becomes discouraged and/or overwhelmed, please reach out to your child's teachers.

Encourage Physical Activity and Movement and Monitor Student Stress:

Physical movement and exercise are vital to maintaining physical and mental health, reducing stress and anxiety, and improving concentration and focus. Parents should monitor student stress levels and reach out to the teacher or principal for advice as needed.

Appendix B:
Logging Into Accounts

Students: Follow the instructions below to access the program from home.

1. Go to: https://login.edmentum.com/
2. Enter your **Account Login**, **Username**, and **Password** then click on **Log in to your Edmentum Account**. You should receive login credentials from your teacher.
3. On the homepage you will see a list of **Active Assignments**.
4. Access your courses under **Active Assignments** by clicking on the **All Activities** button found on the bottom left of a course card.
5. Once inside a course, you can **View Instructions**, filter activities by progress, and click on individual assignments to begin and/or complete work.
6. Once you have completed all unit activities within a course, you will be prompted to complete an **End of Semester Test.**
7. When you pass all activities in a course, including the **End of Semester Test**, then you have completed the course.

Students: Follow the instructions to access reports and review your progress: (1) To view reports, navigate to the top bar of your account and click on the All My Work button. (2) From the All My Work section, you can create a portfolio report or a progress report. (3) Create a portfolio report by clicking on the Create Portfolio Report button found on the left-hand side of the page.

Families:
Courseware includes logins for families and parents to help support student learning through their platforms:
Sensei is an online portal for parents to access reports and updates sent by your students Teacher/Advisor:

Courseware Edmentum Sensei for Families

*How to access Sensei and teacher reports: Sensei - Login

Appendix C:

Edmentum Support - Who to contact?

Always let your teacher know if you are having any difficulties with Edmentum

1. When to contact Mrs. Hennessy (chennessy@aos98schools.org) or your teacher for support:
    a. Questions about the directions on an assignment.
    b. Struggling with a concept of skill and need more support.
2. When to contact the BRES Tech Team (techsupport@aos98schools.org):
    a. BRES school issued devices are not functioning properly
    b. Internet issues at home and you are in need of a school issued hotspot
    c. Questions about AOS 98 School Google Account
3. When to contact Mr. Lindemann (mlindemann@aos98schools.org), BRES Edmentum Account Administrator:
    a. Difficulties with account information or logins
    b. If you need your Edmentum password reset
    c. If you need to connect to your student's account as a Calvert Learning Guide or through Edmentum Sensei for Courseware
    d. General questions about Calvert or Courseware functionality
4. When to contact Edmentum Support personnel:
    a. Courseware or Calvert not functioning properly:
        i. Links, videos, etc. not working/active
        ii. Unable to submit assignments
        iii. Error messages

Edmentum Support can be reached through email at support@edmentum.com or by phone at 1-800-447-5286.

Courseware FAQ:
https://www.edmentum.com/sites/edmentum.com/files/resource/media/Courseware%20FAQ%20-%20Final_1.pdf

iPad Troubleshooting:
https://support.edmentum.com/3_Individualized_Learning_Solution/Exact_Path_-_iPad_Troubleshooting