

**Great Salt Bay
Community
School**

**Virtual Academy
Instructional Plan**

Dear GSB Virtual Academy Learners,

On behalf of the staff of Great Salt Bay School, I would like to welcome you to our school community. We are excited to be able to offer our Virtual Academy option during the 2020-2021 school year.

The past year has brought many changes and we anticipate that the school will need to continue to adapt and remain flexible. To best meet the needs of all families in our learning community, we have decided to utilize an online curriculum through Calvert/Edmentum. This curriculum is designed to be adaptable and meet the diverse needs of our learners. It also aligns to our state and district standards. Our goal is for all students, whether remote or in person, to have access to and meet these standards.

This guidebook outlines our specific procedures for students engaging in our Virtual Academy. Included in this guidebook are useful links and tools to help both you and your student(s) navigate this new way of remote learning. Please note that the GSB Student/Family Handbook, including the policies and procedures outlined in that document, still applies to all virtual learners. We encourage you to take the time to review this document with your child. Our Remote Learning Liaisons, Jim Wilkins and Kami Peaslee, will be reaching out with more specific information, including what you will be doing the first week of virtual learning.

Although we expect the need to remain flexible this year, as there are many unknowns, I am confident that we can have a successful year by creating a strong partnership with our remote learning families. Together we can meet our goal of ensuring the safety, wellbeing, and learning, of all of our students. We look forward to working with you and supporting you and your child as we take off on this new virtual learning journey!

Best,
Kami Peaslee
GSB Assistant Principal

Great Salt Bay Community School

Virtual Academy Instructional Plan

Learning Platforms:

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

- Students in grades K-8 will use the [Calvert/Edmentum Learning](#) program, a project-based learning curriculum, to support virtual learning. This platform requires parent engagement and support for virtual students to be successful and progress through the curriculum.

This program has the tools to support student engagement, progress, and communication with GSB staff. We will continue to use Google Classroom to ensure synchronous learning opportunities for our students. All students will be provided with a login to Google to access both Google Classroom as well as the Calvert/Edmentum suite.

School-Facilitated Synchronous Opportunities:

A goal of our Virtual Academy is to keep students who are learning from home, connected with their classmates and teachers. To facilitate this, we will be offering:

- Classroom teachers will reach out to families within the first two weeks of school to establish an ongoing relationship with both parent/guardian and student.
- At least one weekly invite to a whole Google Meet or other virtual social gathering.
- Parents of Virtual Academy students will continue to receive regular communications and updates from their classroom teacher(s) via the teacher's chosen means of communication.
- Virtual Academy students will have the opportunity to participate in Strings, Band, and Chorus virtually.
- GSB staff managing the Virtual Academy will maintain weekly communication with families and teaching staff regarding progress, attendance, and to address any additional questions or concerns.

Virtual Conferencing Guidelines:

Video conferencing through Google Meet is a critical component of remote learning at GSB. Video conferencing allows students and teachers to maintain and enhance their classroom community and rapport. It also allows teachers to provide synchronous learning opportunities for students. The following video conferencing guidelines should be used to help students participate and collaborate in a virtual classroom.

- Set up a quiet space, without distractions, before the meeting time (use headphones if you have them)
- Your attention should be on the speaker
- Mute yourself to allow others to hear
- Use the “raise hand” feature to ask a question
- Unmute yourself when the teacher calls on you
- Use the chat feature appropriately and keep the conversation on task
- When you are speaking or sharing, be respectful and on topic. Allow others time to share.
- Use video conferencing for educational purposes only
- Synchronous learning opportunities may be recorded by the teachers and posted to Google Classroom

School to Home Connection

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

Grading and Reporting

Our Virtual Academy is a fully graded program. The Calvert/Edmentum platform has the ability to create up to date progress reports for students and parents to view. These reports will show the student’s progress throughout the course as well as the student’s scores on assignments.

Trimester reports will be provided through PowerSchool based on grade level standards and in line with GSB grading practices.

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

- Students who receive service plans will continue to receive programming. Instruction and schedule will be set up by the case manager.
- Special Education Teachers may provide one-on-one communication, in alignment with the grade level they serve and coordinate with homeroom teachers to continue providing accommodations and services.

- Related service providers will communicate with the Director of Special Services and Building Administration to continue remote learning as feasible.
- 504 Coordinators will ensure that students with plans continue to receive accommodations as appropriate.
- Title IA/Child Find and Gifted and Talented who receive interventions will continue to receive programming.
- Special Education students who are disengaged for 10 or more consecutive school days will require an IEP team meeting, to develop a plan for support. IEP meetings will continue, as scheduled, and will take place in a virtual setting.

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 as outlined in our [Acceptable Use Policy](#). Parents will need to complete this form through [PowerSchool](#) or a paper copy before they receive the school issued device. Students may choose a personal device, as long as it meets the minimum [technical requirements](#) described by Calvert/Edmentum.

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 the internet from home. Please note that the Hotspots have limited data and should be used for educational purposes only.

Technology support is available for students, both in school and remotely. Please email kjflewelling@aos93.org for assistance.

Calvert/Edmentum also provides a [guide](#) for parents to assist them in supporting their students during distance learning. In addition, Calvert/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 Calvert/Edmentum) outlines the sustained online learning amounts that are developmentally appropriate based on Calvert/Edmentum's guidelines. In the following pages you will find sample daily schedules as well as video links that take you directly to Calvert/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 Calvert/Edmentum):

These schedules are taken directly from the Calvert/Edmentum website as a general guideline. As virtual learners you will have the flexibility to schedule your day around what works best 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	<u>P.E.</u> The Body Coach TV's Daily YouTube Class, "P.E. with Joe"
11:05 – 12:30	<u>Math / ELA</u> 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	<u>Science / Social Studies</u> 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:

The most important activity for students is learning as it occurs daily in the classroom or remote classroom. Regular school attendance is an essential part of every student's education, whether in person or remotely. Although occasional absences from school are necessary when illness occurs, these instances must be kept to a minimum, as make-up work is not sufficient to correct the loss of instructional time. Parents are urged to strongly support regular daily attendance for all students.

Student Attendance Responsibilities:

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

Parent/Guardian Responsibilities:

1. Ensure that your student maintains regular attendance.
2. Inform the school if something is preventing your student from attending school regularly.
3. Work cooperatively with school staff to solve any attendance problems that may arise.

Teacher/School Responsibilities:

1. 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.
3. Teachers will provide regular classroom communications and updates via the teacher's chosen means of communication.
4. Teachers will provide the opportunity for at least one weekly invite to a Google Meet or other virtual social gathering.

5. GSB staff (Principal and Education Technician) managing the Virtual Academy will maintain weekly communication with families and teaching staff regarding progress, attendance, and to address any additional questions or concerns.

Glossary of Key Terms

Although 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 occurs in real time. Potential to be 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 for students to work at their own pace. Examples include email, screencasts, pre-recorded videos, blog 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 an essential role in ensuring a positive experience for our students.

The principal, Calvert/Edmentum liaison, support staff, and teachers are all available to support students should they need help. There are guidelines listed below for parents and guardians that will enable students to successfully access distance learning:

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



We encourage parents and guardians to help their students establish and maintain a daily routine that provides structure to their day. Beginning with a regular bedtime and wake-up time each day. Establishing a regular routine will help your child retain a sense of normalcy and stay engaged in learning. It is important to encourage your children to move around and be active throughout the day. Regular check-ins with your child helps ensure that your child is coping well. Please reach out to Jim (jwilkins@aos93.org) and Kami (kpeaslee@aos93.org) 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 do their learning activities. We recommend that

you avoid isolating your child and to allow parents and guardians to monitor your child's learning and screen activity.

Stay in Communication with your Child's Teachers:



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

Encourage Independence:



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

Encourage Physical Activity and Movement and Monitor Student Stress:



Physical movement and exercise are important for maintaining physical and mental health, reducing stress and anxiety and improving concentration and focus. Parents and guardians should monitor student stress levels and reach

out to the remote learning liaison or principal for advice as needed.

Appendix B:

Logging Into Accounts

Students: Please follow the instructions below to access the program from home

1. Go to: <https://login/edmentum.com/> (Grades 5-8) or <https://edm.geniussis.com/> (K-5)
2. Enter your **Account Login, Username and Password** then click on **Login in to your Edmentum Account**. You should receive login credentials from your Remote Learning Liaison.
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 an **End of Semester Test**.
7. You have completed the course when you pass all activities in a course, including the **End of Semester Test**.

Students: Follow the instructions to access reports and review your progress:

1. To view reports, go 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 learning through their platforms:

Sensei is an online portal for parents to access reports and updates sent by your student's Remote Learning Liaison. [Edmentum Sensei for Families](#)



- Access Sensei and Teacher Reports: [Sensei-Login](#)