

PreK-12 Virtual Learning Guidelines

Overview

On rare occasions, it may be necessary to close a class, a school, or the entire district due to weather, the spread of COVID-19, or other emergency situations. If this occurs, students are not on campus for any face-to-face instruction; all classes will be virtual. Chester County School District (CCSD) will make every effort to ensure that our students' educational opportunities continue while at home. The school district will communicate school cancellations and the announcement of an eLearning day or remote instruction through phone calls, district/school websites, social media (Facebook and Twitter), and local media.

The district's goals are to maintain the health and wellness of our students and staff, ensure quality learning experiences for all students, maintain support for high-needs students, and ensure communication is provided to all stakeholders.

Online instruction may be synchronous and/or asynchronous. With synchronous instruction, students and teachers work together at the same time. With asynchronous instruction, students work independently. For example, teachers may post instructional videos and/or assignments that students complete on their own schedule. Additionally, it is important to note the difference between eLearning, remote instruction, and CCSD Virtual Academy.

Definitions

- **eLearning Day** - An eLearning day, a term directed and approved by the SC Education Oversight Committee, may be called when a school or the district must continue instruction when students and staff cannot access buildings and need to stay home. On an eLearning day, instruction will be asynchronous, and students will complete work independently. An eLearning day may be called based on inclement weather, events that affect buildings, or needs of individual schools. The use of these days will also allow students to complete work to avoid make-up days required by calendar legislation. Days for eLearning only affect students who attend school in person.
- **Remote Instruction** - In remote instruction, students who attend school in person must transition to full at-home instruction for a significant period of time. Typically, students will be on a synchronous school schedule but, within each class period, students participate in synchronous and asynchronous work. In some instances, however, instruction will be completely asynchronous.
- **Instruction through CCSD Virtual Academy** - Virtual academy students are full-time at-home learners who submitted applications and were approved for participation. Students in the CCSD Virtual Academy are unaffected when their home schools must utilize an eLearning Day or remote instruction. Within each class period, students participate in synchronous and asynchronous work.

General Information

- **Content Delivery** - Students in grades preK-12 will have access to digital materials through Schoology, the CCSD learning management platform and may reach these sites through

ClassLink, the district's single sign on software. Teachers will provide direct instruction to students on how to connect with teachers via Schoology. Students should complete assignments on the day(s) that school is closed. Students in preK may be provided packets whenever possible and should complete Waterford Upstart assignments on their devices daily.

- **Devices** - Students in preK-12 will receive devices. Students are encouraged to keep these devices charged as much as possible in the event power fails. Schoology also may be accessed through a smartphone device. Teachers will have access to devices during eLearning Days and remote instruction to continue instruction and maintain communication. Technical support is available through CCSD Technology Department (see below).
- **Internet Access and Technology Support** - Internet access will be needed to access Schoology, ClassLink, email, etc. WiFi extensions will remain in the school parking lots, and the district will provide additional Kajeet hotspots on a first come, first served basis to help families. Families living in connectivity dead zones or with limited bandwidth in their home service may still experience connectivity issues when using the Kajeet hotspots. Kajeets are available to students attending school in person only. Students in the CCSD Virtual Academy are required to provide reliable internet.

The district will maintain the technology help line to provide technical support to students and families on Schoology, specific applications, or technical difficulties. Email the help desk at ccsdhelpdesk@chester.k12.sc.us. On eLearning Days and remote instruction, families may contact the technology help line if a device becomes inoperable. The technology team will pick up the device from the school upon return, repair it, and return it. Note: The physical technology office may not be open on eLearning Day due to travel conditions.

eLearning Day and Remote Instruction Class Schedules

To establish a quality instructional program and maximize contact between students and teachers in the virtual setting, schools will continue to follow their normal in-person schedules for remote instruction, with a blend of synchronous and asynchronous learning. However, as noted previously, eLearning Days will be asynchronous.

Elementary Schools

For remote instruction, the elementary school instructional day begins at 8:00 a.m. and ends at 2:30 p.m. The day will include instruction in core academic areas and related arts. Instruction will be a blend of synchronous and asynchronous learning. Instructional best practices will include a blend of mini-lessons, whole group and small group instruction, and independent tasks. Teachers will incorporate brain breaks, and time will be allocated for recess and lunch on your own.

In preparation for asynchronous learning, elementary grade level teachers will prepare ten days of emergency lesson plans in advance and have students download the file to the desktop of their laptops. Teachers may choose to use the same plans from year to year, making adjustments as/if needed. Students must provide evidence of work completed. The grading system for core classes will remain the same.

In preparation for asynchronous learning, elementary related arts teachers will record grade-level appropriate videos and/or develop grade-level choice boards. Related arts teachers may choose to use the same plans from year to year, making adjustments as/if needed. Students will select one item per related arts choice board per week while schools are closed (i.e., one from PE, one from art, one from music, one from library, etc.). Students must provide evidence of work completed. The grading system for related arts classes will remain the same.

Middle Schools and High Schools

For remote instruction, the middle school and high school instructional day will begin and end on the normal school schedule. The day will include instruction in core academic areas as well as elective courses. Instruction will be a blend of synchronous and asynchronous learning. Instructional best practices will include a combination of mini-lessons, whole group and small group instruction, and independent tasks. Teachers will incorporate brain breaks throughout the instructional day. Time will also be allocated for lunch on your own.

In preparation for asynchronous learning, middle and high school teachers will prepare ten days of emergency lesson plans in advance and have students download the file to the desktop of their laptops. Teachers may choose to use the same plans from year to year, making adjustments as/if needed. Students must provide evidence of work completed. The grading system for core classes will remain the same.

Some middle and high classes have specific performance-driven standards that must be completed in a face-to-face setting. To the extent possible, all course work will move online.

Assessment and Grading

The teacher will use multiple types of authentic assessments (formative and summative). Grades should not be confused and mixed with behavior. Teachers in similar grades/subjects will set up common grading procedures. Administrators will monitor that teachers provide feedback and complete grading within a designated number of days after the assignment has been turned in.

Teachers will communicate to students the deadlines for turning in assignments. Like courses/classes per subject and grade level should have the same window. The teacher may allow the student to resubmit an assignment for various reasons. Reassessments will be limited to two additional attempts. Failure to submit an assignment prior to the final deadline (end of grading term) will result in a failing grade on the assignment. The teacher will contact the student and parent/guardian before assigning a zero for the grade.

All levels will adhere to their current grading policy. See links below:

Elementary Grading Policy: [CCSD Elementary Grading Policy](#)

Secondary Grading Policy: [CCSD Secondary Grading Policy](#)

Additional eLearning and Remote Instruction Information

Attendance

Attendance will be taken traditionally when students are on campus. All students are expected to report for synchronous instruction. However, if a student has an absence, lessons will be recorded for reference. Virtual attendance will be determined by whether or not a student submits assignments or participates in assigned activities in accordance with the classroom teacher's written requirements. Teachers should communicate with the school attendance clerk if assignments are not received. If students submit incomplete or unsatisfactory work, this should be treated as a grading issue rather than an attendance issue.

Communication

Messages and phone calls received from parents or students will be returned within 24 hours Monday through Friday of each week. Messages and phone calls received after 3:00 p.m. on Friday may not be returned until the following Monday. To help families monitor student progress, teachers will provide specific feedback to students weekly and update their grade books weekly. Teachers will reach out to students who miss two (2) consecutive synchronous sessions or who miss turning in two (2) consecutive assignments.

For eLearning Days, teachers will be available during normal school hours to answer emails and work with individual students as needed. Teachers will provide their email and any other means of communication they use.

Special Services

Individual support services, and accommodations for students with an Individual Education Program (IEP), Individual Accommodation Plan (IAP) for English Language Learners, or a Section 504 Plan will be followed as a part of eLearning Days and remote instruction. Special education and general ed teachers will collaborate to provide specific accommodations to students as outlined in students' IEPs.

Social and Emotional Support

Nurses, counselors, social workers, and mental health contracted services will remain a vital part of the school program. Social emotional supports can be initiated by the school or provided to students virtually upon request by parents/guardians in the following areas: social or grief counseling, mental health counseling, food assistance, physical health counseling, or instructional fun activities to help students connect while at home socially distancing. School counselors will prepare lessons or provide links to appropriate resources for students to be downloaded or accessed via Schoology.

Resources: Building relationships and ensuring that social and emotional support is available virtually, can sometimes be a daunting task. Here are some resources that have been adopted for you for a virtual setting to help you ensure this is in place for students (administrators for staff).

<https://drive.google.com/file/d/1A9VQN5KvU389IPjJrE79rZf7GaGZZAAD/view?usp=sharing>

Individual Tutoring and Intervention

If students have internet connectivity, district resources will be available (Study Island, DreamBox, Read 180, iXL, etc.). Intervention teachers will provide support to students during the established grade level intervention time.

Effects of Inclement Weather

If electricity or internet services become disconnected during the eLearning Day or during remote instruction, the teacher will provide the assignments later. The student will have five days to complete and turn in assignments in order to receive attendance credit. If the teacher is unable to post eLearning or students are unable to access assignments, the teacher will follow up with assignments once the student returns to school. The student will not be penalized for loss of power or technology services.

Student Quarantine or Isolation and Use of Owl Cameras

Individual students or classes may have to go on quarantine. When possible, schools should provide synchronous learning for the students on quarantine to avoid as much learning loss as possible and help students keep up with their classes. However, CCSD staff understand that students' circumstances vary. Schools will use the following options:

- Synchronous learning (students log in to join classes)
- Assignments posted in Schoology
- Learning packets

The Owl cameras are available in all schools and should be used when families have access to the internet to allow students to join their classes for synchronous learning.

Meal Service

For meal service, please contact the CCSD Nutrition Services Department by phone at 803-581-9517 or via email at MealDelivery@chester.k12.sc.us.

Staff expectations

Access to Buildings and Classrooms

The Human Resources Department will determine staff access to the school based on the circumstances of the eLearning Day or remote instruction.

Synchronous Expectations

Interventionists and teachers of exceptional children will be expected to collaborate with the core teachers in order to continue to serve students on their caseloads. This collaboration will include reaching out to teachers and students.

Coaches are expected to collaborate and co-teach lessons with multiple teachers throughout the day.

Media Specialists are expected to collaborate with teachers and provide read-alouds, book talks, etc., with multiple teachers throughout the day.

Secondary interventionists will be expected to co-teach with teachers they normally push-in with during the regular school day schedule.

School counselors will check in with students on their caseloads.

Paraprofessionals assigned to classes should follow the normal class schedule and assist as instructed by the lead teacher.

Asynchronous Staff Expectations

Interventionists are expected to prepare ten days of emergency plans for all students currently on their caseload. Interventionists are expected to download these files to student devices.

Teachers of exceptional children are expected to prepare ten days of emergency plans for all students currently on their caseload (based on IEP goals). Special education teachers are expected to download these files to student tablets.

Coaches are expected to assist classroom teachers in preparing emergency plans to include Every component, every day.

Media Specialists are expected to provide classroom teachers with downloadable links to author read-alouds, author book talks, virtual field trips, etc.

Virtual Learning Norms

All teachers must have classes for live sessions set up in Microsoft Teams.

Rename Team classes with common naming conventions:

- Elementary – Last Name, Grade Level (Smith 4th)
- Middle – Last Name, Grade Level, Block (Smith 7th Block 1)
- High – Last Name, Subject, Block (Smith Algebra 1 Block 2)

Post daily schedule in Teams in one set location for all administrators and directors to view.

Monitoring eLearning and Remote Instruction

Administrators will also observe teachers providing synchronous instruction and give feedback to teachers for improvement.