Springboro Schools
At-Home/Virtual Learning Option (Model B) Manual
2020-2021

Introduction

Springboro Community City Schools is proud to offer learning opportunities in the 2020-2021 school year that serve our families' needs. This document describes Springboro's Remote Learning option and can be used as a reference for teachers, students, and parents. As we work to ensure a high-quality educational experience for our remote learners, we have delivered focused professional development to our teachers to enhance and broaden their remote teaching skills. This document addresses the roles and responsibilities of teachers, students, and parents. It also contains information regarding attendance, technology requirements, and programs available to your remote learner. While this document is intended to be a reference for remote learning, we encourage you to reach out to us should you have questions.

Roles and Responsibilities

Students

- Must have access to a device that is Chrome accessible. This may include a Chromebook, laptop computer, or desktop computer. A working Internet connection is a must daily. Please visit our technology page for more information: https://www.springboro.org/Technology.aspx
- The device you're using for your remote learning must be charged and ready to use each day.
- Check your teachers' Google Classroom each day for information, assignments, and resources.
- While meeting live, the Springboro Dress Code is in effect. You will adhere to the same dress code while learning remotely as you would learning in person. For example: students should not be in pajamas, but rather should be dressed as if they were attending school.
- Pay attention to the posted learning goal/target. This will tell you exactly what you are expected to know or be able to do by the end of instruction.
- Attendance is required. Your teachers will take attendance each day. Absences should be communicated to school by 10:00 am. Elementary remote learners will need to be visible to their teacher in Google Meets during live instructional times or log on to watch recorded lessons if a parent is unable to work with the child during the school day. Secondary students will have attendance taken via login to Google Classroom, work completion, and meeting with their teacher(s) at a prearranged time. When attending a Google Meet you will need to be live (not a picture of you).

- Keep track of all usernames and passwords. Keep this list in a place where it is easily accessible during learning time.
- Set up a quiet area at home in which you can concentrate, study, and avoid disruptions. You will not be able to attend live meetings from locations such as your bed. Background noises within the area can be heard by others within the Google Meet.
- Submit assignments by the due date set by your teacher.
- Ask your teachers questions if you do not understand something and need further assistance. They are here to help you and do not want you to feel frustrated.
- Academic integrity is extremely important and expected. Academic integrity refers to student work being completed by the student. Students are expected to submit original work at all times. Reproduced or copied/plagiarized work will not be tolerated and will result in discipline action in addition to a zero on the assignment.
- All videos that are posted are for educational purposes within Springboro Community City Schools. Videos are only for internal use with students and not to be posted outside the Google classroom environment for any reason. Videos are the property of Springboro Community City Schools.

Teachers

- All teachers will design and execute high-quality units, lessons, and assignments that are aligned with the standards outlined by the Ohio Department of Education.
- Every teacher will have a Google Classroom available for videos, assignments, and daily communication.
- Student learning goals/targets should be posted and reviewed daily.
- All instruction will be delivered through Google Classroom and face to face student interaction through Google Meet, however, students may be required to navigate to additional, safe platforms to practice skills and access educational programs that facilitate reinforcement of concepts. Teachers link students to technology platforms available to both Secondary and Elementary students.
- Maintain awareness of students' social and emotional needs and ensure that there are open lines of communication between teacher and student **AND** teacher and family.
- Allow students to be creative in the way they demonstrate mastery. Provide low/no-tech opportunities to avoid screen burnout.
- Ensure that teacher to student, student to student and student to teacher feedback is occurring.

- In addition to daily lessons, teachers will make direct contact with remote learners a minimum of 2 times per week. This can be in a small group or individual remediation or enrichment.
- Teachers will follow the remote learning schedule/outline reviewed later in this document.
- Respond to district and parent emails within twenty-four hours.
- Maintain both formative and summative data which will be used to inform instruction.
- Actively participate in professional learning opportunities provided by the district to enhance your remote teaching pedagogy.

Families

- Provide access to a device that is Chrome accessible. This may include a Chromebook, laptop computer, or desktop computer. A working Internet connection is necessary daily. Please visit our technology page for more information: https://www.springboro.org/Technology.aspx
- Support your remote learner by assuring that his/her device is charged and ready to go.
- Set up a quiet area at home in which your remote learner can concentrate, study, and avoid disruptions.
- Have regular conversations with your child to ensure that he/she is on track with assignments and understanding the concepts presented.
- Maintain communication with your child's teacher(s). If barriers to learning arise, please reach out and make contact so we can work together to resolve any issues.
- Be attentive to the student learning goals posted by your child's teacher. As you talk with your child, ask what activities they have done to work toward meeting this goal.
- Notify us by 10:00 am if your child is ill and cannot attend class.
- All videos that are posted are for educational purposes within Springboro Community City Schools. Videos are for internal use only and not to be posted outside the Google classroom environment for any reason. Videos are the property of Springboro Community City Schools.

District Approved Digital Resources

Click HERE for a link that will take you directly to the Student Digital Dashboard and Educational Tech Resources.

Elementary

In addition to access to Google Meets for instruction, students in kindergarten through grade five have access to a new portal called Clever to access additional, approved online programs that will enhance learning (see link above).

Clever was chosen because of ease of use for our students and because of the company's robust privacy policy and FERPA Compliance. Essentially, this is a landing page where various programs integrate with Google and our Student Information System. This allows students to log in one time instead of having several logins. This helps with our younger students who have difficulty typing and the older students who use multiple programs.

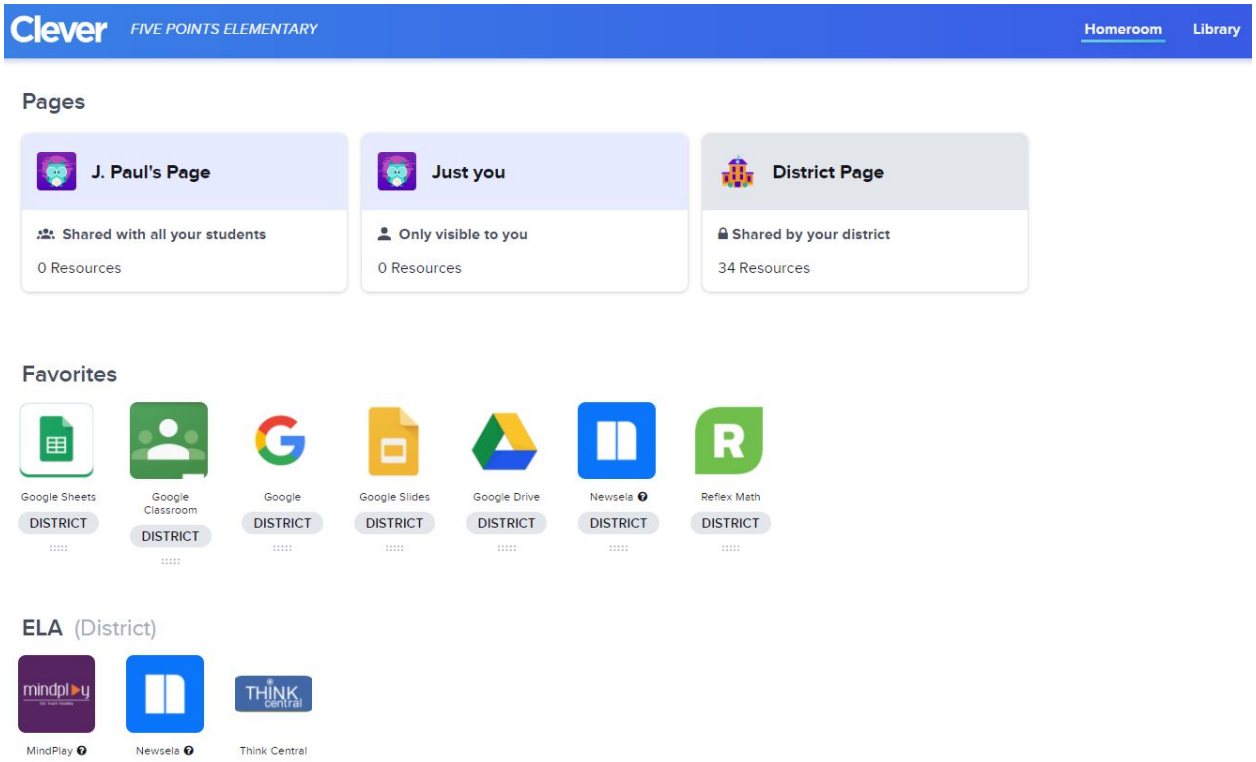
Since this program integrates with Google, students must be logged into their **Springboro** Google account.

The user credentials are as follows:
username/email: lastname.firstname@springboro.org
Password: lunchcode+go (ie: 123456go)

In kindergarten, first, and second grade, students are using a QR code to log in at school. Students can access their accounts at home or personal devices with the Google login credentials above. If you have a tablet or iPad, install the Clever App from your App Store. This app will allow the camera to be activated and students can scan in badges to access the portal, here are instructions

To access Clever, visit **https://clever.com/in/springboro**. Students will be prompted to enter in their Google Login. Dreambox, Typing Club, Google Products, Freckle, and other programs can be accessed via Clever.

Once you have successfully accessed Clever, the dashboard will look like this:



Logging Directly into Google--Accessing Google Apps For Education

Google products can be accessed on an iPad or Android tablet (install Google Classroom, Drive, Meet, Mail, Docs), MacBook, Windows computer, and Chromebooks.

- Go to Google, click Sign in on right-hand side (if you using a tablet install Google Drive and sign in, this will link other products)



- Username is lastname.firstname@springboro.org
- Password: student id plus go (**this is their lunch code**)
    - (ie: Joe Smith username: smith.joe@springboro.org password: 123456go
- Once logged in click on the "waffle" by name (top right-hand corner)
    - Students can access
        - Google Classroom
        - Drive (create documents and slide shows)
        - Email
        - Meet



Please Note - If your child is a fifth-grader taking sixth-grade math, ***his/her login will change.*** The new format for your child will be lastname.firstname@students.springboro.org
This typically does not change prior to the start of school. Teachers will notify students 24 hours prior to the change.

Secondary

Teachers at the secondary level will be assigning all content through Google Classroom. The secondary environment does not utilize another portal such as Clever. Students will be able to access online materials from Savvas (formerly Pearson for math and high school ELA) and Houghton Mifflin Harcourt (6-8 grade ELA and Spanish), Vista (French), and McGraw Hill (science and social studies) via the Google Classroom platform. Student accounts for these resources will be established by September 8 and remote learners will receive instructions from their teachers as to how to access this content. If student accounts cannot be accessed, please contact Sheryl Winter at swinter@springboro.org.

Schedules

The Elementary Option B model and the Secondary Option B model are different. As a result, the schedules look different at each level. The elementary remote learners will follow the routine outlined below. Each elementary schedule reflects the schedule at both Dennis and Five Points.

Sample Kindergarten Schedule

Morning session is from 9:30-11:45 AM
Afternoon session is from 1:00-3:15 PM - morning and afternoon schedules will be the same.

9:30-10:00	Morning meeting / Reading mini-lesson
10:00-10:30	Writing mini-lesson / Individual work
10:30-10:35	Mini Movement Break
10:35-11:05	Math Lesson / Individual work
11:05 - 11:20	Movement Break
11:20 - 11:45	Small-group Reading/Independent work

Sample Elementary Schedule - Each teacher will disseminate a schedule to parents that outlines how their child's day will look. Below is a sample of an elementary schedule.

LIVE	9:00-9:10	**Good morning!** *Take Attendance -Go over schedule for the day -Calendar -Joke of the day/Riddle of the day -Morning Meeting Greeting/share
LIVE	9:10-9:35	**ELA Mini-Lesson** **-Monday:** Introduce new story/comprehension skill; vocab.; spelling pattern of the week **-Tuesday:** Comprehension; Phonics **-Wednesday:** Vocab Strategy **-Thursday:** Grammar **-Friday:** Assessments; Writing
	9:35-10:00	**ELA Small Group** Group 1: Meet with teacher Group 2: Mindplay Group 3: Journeys Skill Practice (using student Journeys workbooks) • Day 1: Re-read Weekly Story • Day 2: Vocab. • Day 3: Grammar • Day 4: Phonics/Spelling
	10:00-10:25	**ELA Small Group** Group 1: Journeys Skill Practice (using student Journeys workbooks) • Day 1: Re-read Weekly Story • Day 2: Vocab. • Day 3: Grammar • Day 4: Phonics/Spelling Group 2: Meet with teacher Group 3: Mindplay
	10:25-10:50	**ELA Small Group** Group 1: Journeys Skill Practice (using student Journeys workbooks) • Day 1: Re-read Weekly Story • Day 2: Vocab. • Day 3: Grammar • Day 4: Phonics/Spelling Group 2: Meet with teacher Group 3: Novel
LIVE	10:50-11:00	**Read Aloud/Wrap-Up** • **Monday:** Reading comp./vocab. focus • **Tuesday:** Vocabulary focus • **Wednesday:** Grammar Focus • **Thursday:** Phonics/Spelling

	11:00-12:00	**Break**
LIVE	12:00-12:15	**Math Introduction** -Math Fluency -Number Talk -Number of the Day -Math Riddle of the Day
LIVE	12:15-12:45	**Math Mini-Lesson** -Concept Development -A couple of problems of the problem set
	12:45-1:00	**Math Small Group** Group 1: Meet with Teacher (Problem Set) Group 2: Freckle/Zearn/Prodigy Group 3: Reflex
	1:00-1:15	**Math Small Group** Group 1: Reflex Group 2: Meet with Teacher (Problem Set) Group 3: Freckle/Zearn/Prodigy
	1:15-1:30	**Math Small Group** Group 1: Freckle/Zearn/Prodigy Group 2: Reflex Group 3: Meet with Teacher (Problem Set)
LIVE	1:30-1:45	**Math Wrap Up** -Exit Ticket -Discuss Misconceptions
LIVE	1:45-2:15	**Science OR Social Studies**
	2:15-3:15	**Options:** -Re-teach kids per exit tickets -Reading interventions -Re-teaching for below 70% on tests/assignments -Students can finish any unfinished work.

Secondary

Below is a sample of how a secondary remote learning schedule may work. Secondary teachers will customize this depending on the needs of their remote learners. The items contained in the sample may not occur each day as student needs will dictate what occurs during this time. All lessons will be recorded and available to families within the classroom from the Google Classroom. Due to some sessions being recorded during a live class, children on screen may be viewed by classmates online in the closed Google Classroom setting.

Sample
• Teacher will post a video of instruction for remote learners to access along with relevant practice activities • Teacher and students will connect via Google Meet at a predetermined time for remediation or enrichment based off short, zero penalty assessments intended to confirm for the teacher what content your child has mastered and with what content he/she needs support • Teacher will contact parents and/or students to give and receive feedback • Student question/clarification time - Teacher will respond to students who have reached out via email and schedule a time to virtually meet when additional support is necessary • Teacher will review work submitted to the Google Classroom and comment (privately) back to the student(s) with substantive feedback as to how to enhance the student submission

Here is an example of how a remote learner's day could look. This is not a set schedule and specific requirements will be shared by individual teachers.

Sample 6-12 Remote Learner Daily Schedule
8:00 - 11:00 - Check into Google Classrooms to see what content was posted by teachers. Look for any feedback left on assignments by teachers - modify and resubmit work based on feedback. You are not required to work in a particular order and are not required to follow your bell schedule. View instructional videos posted by your teachers and complete all assigned work. 11:00 12:00 - Break 12:00 - 1: 30 - Continue to work in the Google Classrooms, communicate with teachers via email, and work on assignments. 1:30 - 2:30 - Attend a Google Meet prearranged by a teacher for clarification, support, remediation or enrichment. 2:30 - End of remote learning for the day

Sample Secondary 1:30 to 2:30 Schedule - Each 6-12 building will disseminate a schedule to parents that outlines how their student's 1:30 to 2:30 schedule will look. Below is a sample.

DRAFT: Model B Schedule

	1:30 -1:50 p.m.	1:50-2:10 p.m.	2:10-2:30 p.m.
Monday	**Science (live Google Meet)**	**Foreign Language (live Google Meet)**	**Math (live Google Meet)**
Tuesday	**Social Studies (live Google Meet)**	**Specials (live Google Meet)**	**ELA (live Google Meet)**
Wednesday	**Office Hours**		
Thursday	**Science (live Google Meet)**	**Foreign Language (live Google Meet)**	**Math (live Google Meet)**
Friday	**Social Studies (live Google Meet)**	**Specials (live Google Meet)**	**ELA (live Google Meet)**