2020 e-Learning Student-Parent Handbook

Updated as of March 29, 2020

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e-LEARNING OBJECTIVES

- To minimize the disruption of learning as a result of a long-term closure of the school with no access to traditional learning spaces
- To establish and implement a plan that embodies the spirit of experiential learning during the application of synchronous and asynchronous learning

GUIDELINES FOR e-LEARNING AT CSS

- Walk the Talk of Know, Value, Care
- Evaluate your students' conditions for e-Learning
- Stick with the familiar
- Less is more
- Seize the moment; embrace new opportunities and possibilities for your students
- Provide space for personalized learning
- Designers of experience; facilitators of learning
- Design asynchronous learning experiences
- Design synchronous learning experiences
- Think differently about assessment

THE RESPONSIBLE USE POLICY

Overview

The Colorado Springs School provides its students and staff access to a variety of technological resources. These resources provide opportunities to enhance learning and improve communication within our community, as well as the global community beyond our campus.

The advantages of having access to these resources are greater than any potential downside. With the privilege of access comes a need for students, teachers, staff, and the public to exercise personal responsibility in the use of these resources. These CSS policies are intended to promote the most effective, safe, productive, and instructionally-sound uses of network information and communication tools. CSS also makes a good faith effort to protect its students from exposure to Internet materials that are harmful or explicit. CSS maintains a system of internet content- filtering devices and software controls that meet Federal standards established by CIPA.

Digital Citizenship

The CSS community uses information and technology in safe, legal, and responsible ways. A responsible digital citizen is one who:

- respects oneself - users will select online names that are appropriate and will consider the appropriateness of information and images that they post online.
- respects others - users will refrain from using technologies to bully, tease, or harass others.
- respects the privacy of others - if someone's account is left open, users will log them off.
- respects the identity of others - users will not text, post or communicate in another person's account or impersonate another user on their device.
- respects intellectual property - users will suitably cite any and all use of websites, book, media, etc.
- protects oneself and others - users will protect themselves and others by reporting abuse and not forwarding inappropriate material and communication.

Netiquette

As we move forward with e-Learning and an increased reliance on digital communication platforms, we ask our students/parents to **R.I.S.E.** to the standards of Netiquette guided by **Respect, Integrity, Service,** and **Excellence**.

Netiquette for e-Learning

Guidelines that help you communicate in a positive and productive manner with other students and teachers in an online environment.

Respect
- Be punctual for online meetings and with assignment deadlines.
- Be respectful of your teacher and classmates in all communications.
- Utilize online tools responsibly.

Integrity
- Be honest and do your own work.
- Always give proper credit when referencing or quoting another source.
- Listen and be open to others' opinions and ideas.

Service
- Be in a location where distractions are minimized and preferably not your bedroom.
- Do your best to limit distractions (phones, pets, etc).
- Actively look for ways to help other students in need.

Excellence
- When communicating live, you must be clearly visible on camera unless you are told otherwise.
- When communicating live, dress appropriately.
- Proofread before posting and sending, avoid cap lock, and distracting emoticons.

Expectations

Responsible use of CSS's technology resources is expected to be ethical, respectful, academically honest, and supportive of the school's mission. Each computer user has the responsibility to respect every other person in our community and on the Internet. Any device and storage for school purposes is to be treated as extensions of the physical school space. Administrators may review files and communication to ensure that users are using the system in accordance with our Responsible Use Policy. Users should not expect that files stored on the server will be private. Users should also understand that school servers regularly record Internet activity in log files that are available to administrators and support staff.

Some activities are expressly prohibited by law. Users are expected to abide by the generally accepted rules of network etiquette. The following guidelines are intended to clarify expectations for conduct, but should not be construed as all-inclusive:

- use of electronic devices should be consistent with the CSS educational objective, mission, and curriculum.
- use of bandwidth for non-academic purposes is inappropriate.
- transmission of any material in violation of any local, federal, and state laws is prohibited. This includes, but is not limited to: copyrighted material, licensed material, and threatening or obscene material.
- intentional or unintentional use of computing resources to access or process proxy sites, blocked sites, pornographic material, explicit texts or files dangerous to the integrity of the network is strictly prohibited.
- use of computing resources for commercial activities, product advertisement, or religious and political lobbying is prohibited.
- users may be held personally and financially responsible for malicious and intentional damage done to network software, data, user accounts, hardware and/or unauthorized costs incurred.
- files stored on school-managed networks and information systems are the property of the school, and, as such, may be inspected at any time and should not be considered private.
- The Google Apps for Education (GAfE) privacy protection policy for student data currently applies to the core GAfE services. While further privacy legislation is pending Google's commitment to privacy currently does not cover Google services outside of GAfE, such as (but not limited to) Google Maps, Google search and the use of YouTube.

Policy Violations

CSS reserves the right to refuse access to the internet to anyone or to specific devices. Violating any portion of this policy may result in disciplinary action, including temporary or permanent ban on computer or Internet use, suspension or dismissal from school, and/or legal action. CSS may cooperate with law enforcement offices in investigations related to illegal activities conducted using its network.

STUDENT EXPECTATIONS
STUDENT ROLES & RESPONSIBILITIES

Student Roles & Responsibilities
● Establish daily routines for engaging in the learning experiences
● Identify a comfortable, quiet public space where you can work effectively and successfully, e.g. kitchen, living room…
● Be appropriately dressed during scheduled school hours, e.g. not pajamas;
● To check for announcements and feedback from your teachers, regularly monitor online platforms: Classroom, Sites, Gmail, Calendar, etc.
● Complete assignments with integrity and academic honesty, doing your best work
● Do your best to meet timelines, commitments, and due dates by setting realistic schedules
● Communicate proactively with your teachers if you cannot meet deadlines, require additional support, or experience a technology-related issue
● Collaborate and support your CSS classmates in their learning
● Use good judgment and maintain proper online etiquette (Responsible Use Policy)
● Proactively seek out and communicate with other adults at CSS as different needs arise
● If you become too ill to participate, it is important that you or parent communicates directly with teacher via email

For questions about...	Contact
Report your absence or personal illness	● Notify classroom teacher
a course, assignment, or resource	● Relevant classroom teacher
a technology-related problem or issue	● Notify Classroom Teacher ● Mr. Thomas: jthomas@css.org ● Mr. Gaudet: sgaudet@css.org
a personal, academic, or social-emotional concern	● Relevant classroom teacher ● Ms. Risk: crisk@css.org ● Ms. Goyette: ngoyette@css.org ● Mrs. Bliss: jbliss@css.org
other issues related to e-Learning	● Mr. Gaudet: sgaudet@css.org

PARENT EXPECTATIONS
PARENT ROLES & RESPONSIBILITIES

Parent/Guardian Roles & Responsibilities
Provide support for your children by ● Establishing clear routines and expectations ● Defining the physical space for your child's study (quiet, public space such as kitchen or living room) ● Monitoring the e-Learning plan shared with your child ● Monitoring official communication from the school regarding closure dates ● Taking an active role in helping your children process their learning ● Encouraging periodic breaks from screen time (e.g. physical activity and/or exercise) ● Remaining mindful of your child's stress or worry ● Making sure students are putting devices away so they get adequate sleep ● Communicate with the school any technical issues with online learning ● Notify the school if there are any concerns about a student's social and emotional well-being ● If your child is too ill to participate, please notify teacher(s) before scheduled classes begin

For queries about …	Contact

Report student attendance or illness	● Notify Classroom Teacher (records attendance)
	● Notify Point of Contact:
	   ○ CS: Holly Hannum: hhannum@css.org
	   ○ MS: Ann Runte: arunte@css.org
	   ○ US: Elena Hall: ehall@css.org

a course, assignment, or resource	● Contact relevant teacher
a technology-related problem or issue	● Notify Classroom Teacher ● Mr. Thomas: jthomas@css.org ● Mr. Gaudet: sgaudet@css.org
a personal, academic or social-emotional concern	● Relevant classroom teacher ● Ms. Risk: crisk@css.org ● Ms. Goyette: ngoyette@css.org ● Mrs. Bliss: jbliss@css.org
other issues related to e-Learning	● Mr. Gaudet: sgaudet@css.org ● Ms. Goyette: ngoyette@css.org ● Mrs. Bliss: jbliss@css.org

STAKEHOLDERS
ROLES & RESPONSIBILITIES

School Personnel Roles & Responsibilities	
Many stakeholders will contribute to the effective implementation of this e-Learning Continuity Plan (eLCP). The roles and responsibilities of school personnel, students, and parents, are delineated below.	
Leadership Team	● Create and distribute CSS's E-Learning Continuity Plan (eLCP) ● Establish clear channels of communications between faculty, staff, families, and students ● Support faculty and students/families shifting to an e-Learning environment ● Help teachers implement eCLP and ensure high-quality learning experience for all students
Division Offices & Points of Contact	● Support all teachers and teams in the implementation of CSS's eLCP ● Cover phones during operational hours (unless deemed unsafe) ● Establish Protocol that redirects phone traffic
CS Teachers	● Collaborate with other members of your grade, team, or department to design e-Learning experiences for your students ● In CS, distinguish between teaching roles (Reading vs Math) ● Attend all required Grade Level, Department, and Division meetings (virtually or in-person ● Communicate frequently with your students and their parents ● Provide timely feedback to support your students' learning ● Reinforce guidelines for participation ● Communicate schedule and Follow Digital Learning Plans
MS & US Teachers	● Collaborate with other members of your team or department to design e-Learning experiences for your students ● Communicate frequently with your students and, as needed, with their parents ● Provide timely feedback to support your students' learning ● Attend all required Grade Level, Department, and Division meetings (virtually or in-person) ● Provide students with a learning target that is clear and understood by anyone reviewing the e-Learning Plan
Learning Support Teacher	● Communicate regularly with the subject or classroom teachers who teach the students on your caseload ● Communicate with subject or classroom teachers and help develop lessons and activities for the students on your caseload when appropriate ● Communicate with students on your caseload and/or their parents to ensure they are having success with e-Learning
Co-Curricular	● **Physical Education** – Develop a bank of exercises, physical activities, and

	competitions for students and share these with classroom teachers and families ● **Art** – Staying mindful of the resources and tools families may <u>not</u> have in their home, develop a bank of projects and activities for students and share these with classroom teachers and families ● **Music** – Staying mindful of the instruments or resources families may <u>not</u> have in their home, develop a bank of activities for students and share these with classroom teachers and families ● **Spanish** - Take advantage of opportunities to speak the language, explore cultures, and demonstrate vocabulary ● **Theatre Arts** - Scene writing on Google drive; Critique and Reflection from watching improv and scene work from online resources. ● **Creative Dramatics** - Writing scenes from prompts, bringing poetry to life, theatre design. (K and 1st grade can work on Dessert Theatre lines and songs)
Department Chairs	● Support and guide department with the planning of online instruction and assessment ● Regularly check in with department members and communicate needs to the leadership team ● Collect and share online learning resources that are relevant to your disciplines
College & Career Counselors	● Continue to update Student Academic Records by collecting students' awards and activities that are added or changed online ● Check each student's college list for changes and provide appropriate information ● Encourage students to set up a timeline to finish up requirements for graduation on time ● If needed, help students locate testing centers near them for SAT ● Counsel students regarding course drop and next school year's course selection by phone or email ● Set up a phone or virtual meetings with students and parents as needed ● Keep on posting news on our College Counseling Website about events, tests, and college application result ● Provide guidance and support for students to aid in monitoring and supporting student wellbeing ● Administer wellness surveys to gather data on student well being ● Use virtual platforms (Google Meet) to conduct check-ins with students ● Continue to monitor the social, emotional as well as academic wellbeing of the students
Librarian	● Be available for teachers and students as needed for support ● Collaborate with colleagues to find resources for high-quality

	e-Learning experiences and research ● Maintain and update online library site for obtaining resources
EdTech/App Mentors	● Lead the design of our schoolwide e-Learning plan ● Provide models and examples of outstanding e-Learning units and lessons ● Recommend new methods/techniques for assessment and feedback to students through e-Learning platforms ● Review and develop how-to tutorials, ensuring teachers, students, and parents have the necessary manuals to excel in an e-Learning environment ● Continually monitor the needs of teachers, students, and parents and troubleshoot their challenges, as needed ● Be available in person or remotely to provide on-demand tech support help ● Audit usage to identify students or parents who may be unavailable or out of reach ● Respond to all tech questions or concerns submitted through helpdesk@css.org

COMMUNICATION TOOLS

Platform	Audience	Description & Access
CSS will continue to use the same platforms it employs for normal day-to-day communications with parents, students, and faculty/staff. All of these systems are remotely accessible and will facilitate e-Learning.		
Email	Faculty, staff, parents, students	Email will be used for all major communications and announcements, including those from the head of school and division directors. Faculty will also use email to communicate, although they will use other platforms to interact with their students as well.
Google GSuite	All School Constituents	Google GSuite (including Gmail, Docs, Classroom, Sites, Hangouts Meet, Calendar, etc.) will continue to be the platform used by most teachers. For video conferencing in small or large groups, we will use Google Hangouts Meet.
CSS Website	Communications	CSS will maintain general information on its closure status for the public at www.CSS.org.
School Newsletter & Social Media	Communications	Communications will continue to be produced but at a reduced rate. Intent of communication during this period of e-Learning will be to inform the school community of important matters, highlight virtual learning, community engagement, and the status of school events. Look for ROAR on Thursdays and Kodiak Family Connect Challenges.

e-Learning Website	Parents	The communications department has created an additional page on the CSS website that provides up to date information, resources, and support e-Learning needs.
Helpdesk	Parents & Students	A designated email was created for families in need of technical support.

ATTENDANCE

Attendance is a critical data point for e-learning and our ability to track student involvement. Communication among all constituents is imperative as teachers will be taking attendance throughout the course of the day for **"Proof of Performance."** During live scheduled sessions, attendance will be taken among all students present. If a student is unable to attend a live scheduled session, it is essential that the student is aware of any work that needs to be completed by the end of the day. Completion of work assigned, will be the second way teachers will account for attendance. In order to accommodate personal and professional schedules, we have created numerous ways for students to access work throughout the day. Attendance will continue to be recorded in FACTS. Any patterns of student absence will be communicated directly to parents.

		Looks like...
P	Present	● Student arrives to live sessions as scheduled ● Student is actively participating in virtual check-ins or class discussions ● Students completing classwork, exit tickets or assessments during the allotted class time (synchronous) or by designated time at the end of the day (asynchronous) will demonstrate "Proof of Performance."
AU	Unexcused Absence	● Students do not check-in to live sessions as scheduled and do not complete any of the assigned lessons. ● A student or parent has not informed the school and their teacher that they will not be present for a scheduled class. This includes any work that has not been completed as assigned
T	Tardy	● Students complete the allotted work and turn it in well beyond the time the lesson ended. ● Students who hand things in slightly late should not be marked tardy.
AE	Excused absence	● A student or parent _proactively_ informs the school and their teacher that they will not be present for a scheduled class. Expected that work is turned in as assigned unless otherwise guided by the teacher(s).
Additional Items		● Students who are having technical difficulties performing their responsibilities in the allotted time should contact their teacher at the moment the issue arises rather than after the fact

DIVISION SCHEDULES

Please note that the following schedule represents windows of time where students have direct access to their teachers (synchronous learning) and have ample time to complete work assigned throughout the day (asynchronous learning). The purpose of this schedule is to make sure that we have regular contact with our students, while at the same time trying to accommodate households where devices or supervision are limited.

Click here for access to divisional schedules.

IMPORTANT e-Learning TERMS & DEFINITIONS

"e-Learning," 'Distance Learning," "Remote Learning," "Online Learning"

The aforementioned terms simply mean that the interface between students and teachers, the facilitation of learning (teaching) and the acquisition of content (learning), no longer happens in a physical classroom, but is delivered through an online platform that allows for independent work and direct instruction.

Synchronous Learning

Refers to a **scheduled time** in which teachers and students are working simultaneously (or synchronously) toward course or learning objectives. Synchronous learning happens live and is organized by the teacher and set during a scheduled time. The duration and frequency of these sessions varies from division to division and may look and feel very different at each grade level.

Asynchronous Learning

Refers to lessons and materials that have been prepared in advance and made available to students throughout the course of a day. These materials will be distributed through Google Classroom, Google Sites, or even email. Lessons are accompanied by explicit instruction on what is required and when the assignment must be submitted.

G-Suite and Google Apps for Educators (GAfE)

Google Suite refers to a number of different apps created by Google that is used to aid in the delivery of communication, presentation, data collection and analysis, and workflow among students at CSS. The amount of exposure to the various apps depends on the grade level.

Google Apps for Educators refers to those apps in the Google Suite that are used exclusively to drive teaching and learning online. Some of the common apps that your child will be exposed to include Google Forms, Google Classroom, and Google Sites. It is quite possible that teachers will introduce new apps to further engage students as they become more and more comfortable with Google Apps for Educators

Office Hours

Each day, teachers within each division will have common office hours. During this time, teachers will be available to review lessons, answer questions, or to simply check-in for support. Office hours will be shared once a final schedule has been produced for The Children's School, Middle School, and Upper School. Grade level or discipline-specific teachers will determine if they are available by phone, email, chat, or open Meet.

Google Classroom vs Google Sites

Both Google Classroom and Google Sites are part of the Google Apps for Educators (GAfE) family. Google Classroom is used by grades 4 through 12. Google Classroom allows teachers to post assignments, comment on student work, make announcements, grade, and even assess student work by providing real-time feedback. Google Classroom also has a calendar feature that allows students to track assignments.

A Google Site is a website that once published, allows its members to access important learning resources and material either within the site itself or with direct links to other valuable resources.

PARENT RESOURCES

The following is a collection of resources for parents to access that provide some basics on the platforms many teachers are using, how schools are responding to the transition to e-Learning, and hope to cope with uncertainty.

- [Common Sense Media Resources for Parents](#)
- [Schools are Closing. Now What?](#)
- [Ideas for Kid Activities During Quarantine](#)
- [Tips for Parents](#)
- [How You and Your Kid Can Destress During Coronavirus](#)
- [At Home Learning Ideas](#)
- [Parents Guide to Google Classroom](#)
- [How to Prepare for Extended School Closures and Not Lose Your Mind](#)

FAQs

Q: What tools does my child need in order to participate in the school's e-Learning program?
A: At a minimum, students involved in e-Learning at CSS should have access to a computer with reliable high-speed internet, a local printer/scanner, portable device (phone, tablet, laptop), and a quiet place of study.

Q: What does synchronous learning look like?

A: A typical synchronous class could look like this:

- All students logged into Google Meet in face-to-face interaction with their teacher
- Students begin class with a check-in via Google Meet
- The teacher prepares a 15 to 30 min lesson for students to complete
- At the conclusion of the session, the student will then have an opportunity to
  - Work independently on an assignment
  - Arrange a Google Meet to work in small groups
  - Or, schedule a Google Meet to have a 1:1 session with the teacher.
- By the end of the synchronous portion of the day, the teacher will have a recording of the session available for students who were not able to attend.

Q: What are the expectations of students during a synchronous session?
A: Because learning is interactive between student and teacher, students are expected to participate, engage, and communicate with teachers. Participation plays a larger role in authentic assessment.

Q: What happens if my child is unable to attend a scheduled synchronous session?
A: Naturally, we want students to attend live sessions with their teachers to maintain an important connection to their teacher and their classmates. However, we also realize that there may be limitations either due to access or scheduling that may prevent students from participating. In that case, teachers will be making recordings of their sessions which they will make available during the asynchronous portion of the day. It is important to notify the teacher in advance if your child will not be participating.

Q: What is asynchronous instruction?
A: Asynchronous instruction is when teachers have prepared lessons that students have access to throughout the course of the day. Students will have access to materials through Google Classroom, Google Sites, or even email. Completion of asynchronous assignments is one of the ways teachers will be checking on student attendance.

Q: When will my child have access to a teacher beyond synchronous instruction?
A: Students have access to their teachers anytime they are not leading other live sessions. Built into the master schedule are common office hours where students can email, chat, or have live sessions with teachers. Teachers will determine the best method to support office hours.

Q: What is the rationale for the new Middle and Upper School schedules?
A: We achieve a few things by running the schedule this way:

1. Minimize screen time for students on any given day.
2. Allow students to focus on a fewer number of academic classes per day, which will be particularly helpful as we try to develop students' executive function skills.
3. Decrease the number of preps for teachers for any given day.
4. Distribute student requests for office hours across multiple days.

Q: What is the schedule in the Children's School?
A: The schedule in the Children's School is in the form of a daily or weekly plan. The younger grade levels will send out daily lessons for the week. The older grades will send out the plan for the day. Parents will

have access to school information either by Google Site for grade PreK through 3, or by Google Classroom for Grades 4 and 5.

Q: How do I assist my child in turning in work?
A: If there is not a specific app used to exchange work through Google Classroom, students may submit work using a picture taken on a phone, a scan or by using a scanning app.

Q: If I can't access something, who should I notify?
A: In the case where a link is not working properly, notify the classroom teacher.

Q: How do I access my child's Google Classroom?
A: Currently, there is no way for parents to gain access directly to their child's classroom. CSS recommends that child shares their username and password with their parent(s) in order for them to see directly into the child's classroom.

Q: Does dress code apply to live session?
A: We want students to be as comfortable as possible as they adapt to their new learning routine. Students are asked to dress appropriately and to be sensitive to wearing clothing that can be either distracting or offensive to other students.

Q: Who do we notify if my child is absent from a live session? Or, multiple sessions?
A: Parents are asked to contact the teacher directly. For extended absences, parents can contact the Division Director who will ensure the attendance record is up to date.

Q: If my child does not attend a live session because he or she is unattended, how will I be notified?
A: Participation during live sessions is required. If a student is not present, he or she will be marked "absent unexcused" the parent will be notified by the school.

Q: Will students be graded Pass/Fail or receive actual letter grades?
A: Current grading practices will remain as they are currently structured.