



F2F Expectations for the Middle School Learn@Home Environment

What is a digital learning environment?

Face to Face students will receive in-person instruction enhanced with digital learning experiences. As 21st Century learners, all RCSS students will have the opportunity to learn and demonstrate mastery of learning using a variety of digital tools and experiences.

Synchronous vs. Asynchronous Instruction: What is the difference?

- **Synchronous** teaching allows the teacher(s) and students to gather in real time using a virtual online meeting tool such as Microsoft Teams in order to engage, review, and discuss material and assignments.
- **Asynchronous** learning allows students to learn the same material at different times and locations. The term includes online learning in which students learn from instruction—such as prerecorded video lessons or game-based learning tasks that students complete on their own—that is not being delivered in person or in real time

The chart below provides examples of synchronous and asynchronous sessions. It is a good starting point in observing the different characteristics of synchronous and asynchronous learning.

	Synchronous Learning	Asynchronous Learning
Definition	Synchronous learning is remote learning where everyone from a given group is online at the same time using Canvas Conferences or Microsoft Teams within Canvas.	Asynchronous learning is remote learning where students access pre-recorded lessons or independent learning tasks at any time during the day.
What does this look like?	<p>Checking in with students regarding their social emotional wellness, building community, and establishing personal connections.</p> <p>Providing gradual release practice (I do, we do, you do)</p> <p>Engaging students in discussions to ensure understanding of information.</p> <p>Previewing or explaining assignments or expectations of learning tasks.</p> <p>Answering student questions.</p> <p>Conducting small group instruction.</p> <p>Modeling or sharing examples of final products.</p>	<p>Viewing recorded instructional videos of lessons in a content area.</p> <p>Listening to read alouds and answering questions.</p> <p>Engaging in online discussion by reading and posting responses in Canvas.</p> <p>Reading posted literary selections and responding.</p> <p>Researching and synthesizing information.</p> <p>Completing independent learning tasks and assignments.</p> <p>Providing feedback on student-peer work.</p> <p>Presenting content in multi-media formats.</p>



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Learn@Home Considerations

In the event that a student, class, or school transitions to an all-remote learning environment, F2F teachers will teach their same students asynchronously and synchronously through our Learn@Home model. F2F teachers will provide their students with material to cover the length of the quarantine period. The due date for all Learn@Home assignments will be the first day of return from Learn@Home. If the time is extended, schools may consider an assignment drop-off/pick-up procedure. In addition to asynchronous assignments, the teacher will make himself/herself available for synchronous support.

Learn@Home Scheduling Considerations

The F2F students in a Learn@Home model will receive whole-class synchronous support for each class period from Monday – Thursday. Although these sessions are *not required*, students may join them via computer with a webcam and mic (recommended) or they may call in and participate via phone. Synchronous support sessions are designed to supplement or support the asynchronous instruction that the students will receive while they are in the Learn@Home model. On Fridays, students will work asynchronously and teachers will provide tutoring or conduct parent conferences as needed.

Each school will develop a Learn@Home schedule. Some schools have decided to supplement the virtual work with packets. If this is the case in your school, please establish your pick-up and drop-off procedures. Synchronous support is an optional student support session for the teacher to provide real time support. Students who cannot attend synchronous support sessions will not be penalized. The school administration will coordinate and schedule F2F synchronous support times for Learn@Home. Sessions will be recorded for parents and students to review at a later time and date. These recorded sessions will be available in Canvas or Microsoft Teams. A sample schedule is included below.

Sample Learn@Home Schedule

Sample Schedule	Synchronous Sessions (Mon – Thurs)	Asynchronous Fridays
9:00 – 11:30	AM Sessions *Core content and connections	Students work asynchronously. Tutoring and parent conferences conducted, if needed.
11:30 – 12:30	Lunch	
12:30-3:00	PM Sessions *Core content and connections	
3:00-4:00	Tutoring/Teacher planning	



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Expectations for Administrators

- Share the Learn@Home Schedule on the school's webpage and approved social media sites. Send a copy of your schedule to your Cluster Superintendent.
- Ensure time is allotted for virtual parent conferences as requested.
- Principals will ensure that teachers are following the curriculum maps.
- Ensure that teachers are providing synchronous support from Mon – Thurs for each class period.
- Ensure that teachers offer virtual tutoring and office hours for their students, if needed.
- Communicate with students and parents through Announcements in Canvas or other communication tools.
- Share parent training resources so that parents will know how to access information and assist their students.
- Share your lunch pickup schedule on your webpage and social media sites.
- Remind students and parents that all school parking lots have Wi-Fi access if needed.
- If a school is in a Learn@Home model on a Friday, principals may conduct professional learning sessions for part of the day. Instructional Specialists will have no assigned meetings from the district and will support the instructional needs of teachers.

F2F Expectations for Digital Resource Use During In-Person Instruction

- During in-person instruction, Canvas and other digital resources should be used to *support and reinforce student learning*. As we prepare our 21st Century students for life beyond the classroom, our digital resources should allow students to enhance learning using the 4 C's: Critical Thinking, Collaboration, Communication, and Creativity. For ongoing instructional tips, follow our [Instruction before Technology \(I Before T\) podcasts](#).
- Provide classroom expectations and group norms for online and digital tasks by reviewing the RCSS [Acceptable Internet Use Policy](#) and reviewing the importance of Digital Citizenship. Include [Common Sense Media](#) lessons when appropriate.
- Create a flipped classroom by providing articles, videos, discussions, etc. for students to complete prior to in-person instruction. This allows the F2F teacher the opportunity to maximize their in-person class time for direct instruction, small group instruction, peer collaboration, and individualized support sessions.
- Students may submit assignments in Canvas or other digital learning tools during in-person instruction when appropriate. Administer quizzes and tests through Canvas during class when appropriate to provide immediate feedback and customized [Mastery Paths](#) based on student responses.
- Canvas and other digital resources should NOT be used a substitute for student-teacher or student-student interaction during in-person instruction.

F2F Expectations for Digital Resources Use During Asynchronous Instruction (Homework)

- As a homework hub, Canvas and can serve as an effective place to house all assignments and resources in one location.
- When creating asynchronous assignments (homework), please keep in mind your students' access to technology tools and Internet availability. Students with devices, but no Internet should be given the



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opportunity to download assignments for offline work. Students without access to digital tools should be given alternate resources to ensure equitable access to student learning goals and experiences. These students should NOT be penalized for not completing an online assignment.

- Whether the asynchronous assignment (homework) uses technology or not, always consider that amount and purpose of the assignment. The learning should be meaningful.
- Asynchronous assignments should be given during the in-person class period so that all students have access. It is NOT appropriate to provide time-limited assignments outside the in-person class period (ex: assigning work in Canvas at 4:00 pm and expecting it to be completed by 8:00pm that same day).
- A Note on Homework: As a rule of thumb, middle school students should not have more than 30-90 minutes of homework Monday-Friday. (See p 71-72 [GaDOE System for Effective School Instruction](#) for further guidance)
- Encourage students to use [FEV Tutor](#) for homework assistance.

Communication During Learn@Home

- Maintain ongoing communication with students and parents. [Use ideas from this video to learn different ways to support parents during online learning.](#)
- Be sure that students know [how to access Canvas](#) and their other instructional resources.
- Respond to students and parents within a 24-hr period. Document your form of communication following your school's protocol.
- Conduct synchronous instruction on your assigned day and time.

Online Environment for Learn@Home

- Remember that your students are in a unique situation. Our F2F students were not given technology devices. Extending compassion over compliance will help build a positive culture in your remote class.
- Use the camera during synchronous support sessions and encourage students to do the same. Be sure to have an appropriate background. Show students how to change theirs. [How to set a background in Teams.](#)
- Teachers and students should follow the school dress code. (see Appendix A)
- When recording synchronous sessions, record selectively. Only record direct instruction that may be beneficial for students to review. Pin the screen that you wish to record and avoid recording students.
- Develop mobile-friendly assignments (tasks that can be completed using the Canvas, Microsoft Teams, and Office 365 apps). Ask yourself: Can the student complete this on a cell phone? Consider the following tips:
 - ✓ Use Modules to organize course content since students will download content by modules.
 - ✓ Do not add prerequisites to your courses if they will be used with students with limited Internet access. The download will not allow content to show up if a prerequisite is set.
 - ✓ Videos should be embedded in the content – not a link to another website.
 - ✓ Discussions cannot be accessed in an offline download. They can see the discussion topic but cannot participate unless they have access to the Internet.
- Make sure your course content is available offline – see settings ([Canvas Offline](#)).
- Share the tips for downloading and reading offline content prior to leaving for remote learning ([Canvas Offline](#)).



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- Have a plan for your students without Internet access. What are their expectations?

Instruction for Learn@Home

- Provide content in Canvas so that students can access everything in one location.
- If you aren't using Canvas Conferences, link Microsoft Teams to your Canvas homepage for synchronous meetings. [Using Microsoft Teams in Canvas](#). OR [Using Canvas Conference as a Presenter](#).
- [View this video for grouping strategies](#).
- Provide timely and meaningful feedback to students. Be specific and take advantage of teachable moments. Use rubrics and Canvas grading [feedback tools](#) to assist with the workload.
- Follow the [RCSS Curriculum Map](#) and teach the curriculum.
- Be available for tutoring during the designated times and be available to answer questions throughout the workday.
- Provide students with multiple modes of demonstrating competency. Allow students to submit video, audio or written responses using Canvas tools. (See [Universal Design for Learning Strategies](#))

Assessment for Learn@Home

- Provide students with multiple forms of assessments. Assignments, discussion postings, presentations, quizzes, tests, activities, labs, and other course work can be used as a means of assessment. (See [Universal Design for Learning Strategies](#))
- Complete required pre/post assessments, Universal Screeners and Content Mastery Assessments (CMA) according to district guidance.
- Provide a range of practice opportunities for your students.
- Use [Canvas Mastery Paths](#) to differentiate student assignments when appropriate.
- Mirror Canvas and Infinite Campus gradebook settings so that you can use the Grade Passback feature, if you choose. Follow the RCSS Gradebook Training Series shared this fall.
- Use compassion over compliance and give grace as needed.
- REMINDER: Your Infinite Campus Gradebook is your official RCSS student grading record.

Student and Teacher Attendance for Learn@Home

- F2F students working in the Learn@Home environment will be counted present based on assignment completion and student/teacher interactions during the Learn@Home period of time. Follow the RCSS Attendance Protocol as related to student absences after the remote learning period.
- Attendance should be updated in Infinite Campus at the end of the Learn@Home period.
- Follow-up with students and contact parents if the student is not completing work, participating in synchronous support sessions, or answering emails.
- Teachers should prepare a two-week unit of unpublished assignments to be used as Emergency Lessons (length of a 14-day quarantine).
- Teachers should follow school-based protocols for reporting their own absences. If scheduled to provide synchronous support that day, the teacher will notify the class and reschedule the synchronous support session another day. Substitute teachers will not be used for Learn@Home instruction.
- REMINDER: Your Infinite Campus Attendance is your official RCSS student attendance record.

Student Behavior for Learn@Home

- Be positive and flexible with students.
- Monitor student behavior and make parent contact if a student misbehaves.
- Show students how to use the virtual tools to raise their hands and to agree or disagree.
- Review Discussion post etiquette with your students.
- View this video to learn more about [Managing Behavior in a Virtual Environment](#).
- Follow the RCSS Online Learning Expectations. (See Appendix A)

Instructional Software Requests

Is there a particular software or instructional program that you would like to see added to the RCSS instructional resources? If so, we want to hear from you! Not sure what is available? [Click here](#) to access a list of our electronic resources. Please talk to your school's Instructional Specialist about products you would like to see added. We may already have a tool that does the same task. For example, there is no need to integrate Remind when Canvas has the same features in Announcements.



[Click Here](#) to submit your requests for additional products (click Software Request Form).

TIPS FOR STARTING LEARN@HOME

Things to Do Before the First Week of Learn@Home Instruction

- Remember that your students are in a unique situation. Our F2F students were not given technology devices. Extending compassion over compliance will help build a positive culture in your Learn@Home class.
- Make sure students understand assignments and expectations for the Learn@Home days.
- Consider adding a coversheet to packets so students will have guidance on completing their assignments ([Sample Coversheet](#))
- Prepare your presentation space.
- Begin personalizing your course with resources, discussions, and activities, if you have not already done so. Canvas Commons is a great resource for your planning.
- Utilize Canvas to house all assignments and resources for easy access. If needed, allow students to download content for offline work ([Canvas Offline](#)). If written assignments are being assigned, ensure that students have the required information before beginning Learn@Home.
- Be sure students have their usernames and passwords.
- Show your students [How to Access Canvas video](#).
- Share parent information and student [Canvas Orientation videos](#).
- Keep students' access to technology tools and Internet availability in mind when planning.
- Remind students that all school parking lots have Wi-Fi access if needed.
- Provide students with consumables to support asynchronous and synchronous instruction.
- Please encourage students to use [FEV Tutoring](#) as they are working on their assignments.

Things to Do During the First Week of Learn@Home Instruction

- Review the RCSS Online Learning Expectations with your students. (see Appendix A)
- Create a discussion post in Canvas to get your students engaged.
 - Allow your students to respond via text, audio or video.
 - Include discussions post etiquette.
 - Reach out to any student who does not respond before the end of the week.
- Assign the grade specific Canvas orientation module to your students, if needed. You should import this module from Canvas Commons (filter for Richmond County Schools).
- Review your content [Curriculum Map](#) and provide corresponding instruction.
- Continue to personalize your course with resources, discussions and activities. Canvas Commons is a great resource for your planning.

[Access this link for more ideas on best practices for online learning.](#)

Need Help? Contact your Instructional Specialist for support and training.



Help

[Search the Canvas
Guides](#)



canvas





APPENDIX: A

Online Learning Classroom Expectations for RCSS Families

Dear RCSS students and families,

The Richmond County School System would like to provide a list of expectations for online learning classroom behavior. To ensure a positive, productive and enjoyable learning experience for all participants, it is important that all students and caregivers adhere to the typical code of conduct and dress code for in-person educational activity while participating in online learning. All students should be courteous and respectful. Students are responsible for the same expectations in online class as in person.

Please read the bullets below regarding conduct in the online learning environment. For a complete list of behavioral expectations, please consult your student handbook. Click [this link](#) to access an electronic edition of your student Code of Conduct.

Online Learning Classroom Expectations for Students and Parents/Guardians

Behavioral Expectations for Students

- All school rules, regulations and conduct should be followed while in the online learning environment. All laws must also be followed.
- Students should always be respectful and courteous to authority, including teachers and administrators. They should not disrupt or distract the class and should not interfere with the teacher's ability to instruct the class in any way.
- Students should also be respectful and courteous to other students. Inappropriate, offensive, discriminatory or threatening comments and/or disruptive behavior by any participants during Canvas/Microsoft Teams online class sessions will not be tolerated.
- Login credentials must not be shared. Sharing of login information violates other students' and teachers' rights to confidentiality and could allow class participation by unauthorized persons and/or lead to disruptive behaviors that detract from a productive and positive learning environment.
- Students should not misrepresent or falsify their identity. Nor should they refuse to identify themselves to their teacher.
- There should be no other onlookers that are not part of the class. Non-students should not login to a Canvas or Microsoft Teams Meeting without authorization. Students should not share classroom links. Other family members or non-students should not be visible, by webcam, during virtual class.
- While engaged in online classroom activities, students should not allow anything other than their face and their voice (at appropriate times) to be seen or heard in the Canvas or Microsoft Teams Meeting.
- It is typical online meeting courtesy to remain muted unless called upon by the teacher to speak (then the student should unmute).
- It is best for students to have a work station for online learning that is free from distractions and noises. However, muting while in online class gatherings, prevents unexpected distractions (crying baby, barking dog, music or TV) from distracting the entire class. There also should never be visual distractions visible in the background behind students.



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- The best background for a virtual classroom is a solid color wall. We encourage students to use the background features in Microsoft Teams. The goal is to minimize distractions for other students. Things that would not be allowed in school should not be visible on camera such as weapons, offensive signage or artwork, alcoholic beverage bottles or other prohibited substances.
- The virtual environment should resemble the in-person environment as much as possible. Students should not have a virtual “show and tell” with toys, pets and any other item that would not be permitted in class.
- Showing pornography, exhibiting lewd behavior or making lewd comments is not permitted in the virtual classroom environment or in person. Such activity violates the code of conduct and will result in disciplinary action. Such behavior could also result in legal implications.
- Typical classroom dress code should be followed at all times and students should sit in an upright position similar to their posture in a school setting.
- Obscene, vulgar or discriminatory language is not permissible and students may not speak to students or teachers in a demeaning or derogatory manner.
- *Students who do not log in to Canvas on a regular basis and participate in required synchronous sessions on a regular basis after multiple reminders from the school will be scheduled to return to the Face-to-Face (in-person) environment.*

Privacy Guidelines for Parents/Guardians

To maintain a positive, productive learning environment and assure confidentiality for students and teachers during online learning, all parents/guardians are asked to follow these privacy guidelines.

- Canvas/Microsoft Teams live lessons are designed for students. To prevent disruptions to the learning environment, parents/guardians should not actively participate in the live instructional sessions, although parents/guardians may assist their child with technology and/or remain nearby.
- Do not video record, audio record, photograph, live stream, or transmit in any other way any part of a Canvas/Microsoft Teams live virtual session and do not share on social media.
- Any confidential or personally identifiable information related to students participating in Canvas/Microsoft Teams online sessions should not be collected, discussed or shared. The Family Education Right to Privacy Act (FERPA) applies and should be followed with fidelity.
- Parents/guardians should not engage with students during Canvas/Microsoft Teams online sessions. If you need to speak with your child during a live session, first mute your child’s microphone.
- If a parent/guardian has a question, please contact your student’s teacher through email or Canvas rather than interrupting class.

Students, parents and caregivers, we appreciate you. Thank you for your cooperation in helping us ensure a positive and protective virtual learning experience.



Appendix B: Video Conferencing Matrix

Canvas Conferences	Microsoft Teams	Zoom
<p>This tool is integrated into Canvas and allows teachers to provide synchronous, real-time instruction without leaving Canvas. This feature is powered by Big Blue Button. This tool is great for teachers looking for simplicity, especially for early learners. It is the only fully integrated conferencing tool. Canvas calendar Appointment Group is a great tool for scheduling synchronous tutoring or small group instruction because it allows the teacher to set available hours and students can sign-up for a time slot within Canvas. The scheduled session will appear on both the teacher’s and student’s Canvas calendars. The scheduling feature is a plus.</p>	<p>Since every student and teacher in the system has an Office 365 account, Teams is the preferred choice for your teachers who are comfortable with the Microsoft Suite. Using Teams allows your students to easily integrate all of the Microsoft products in one place. We highly recommend Teams for the teachers who will use OneNote, PowerPoint, Excel, SharePoint, OneDrive, etc. Another advantage of Teams is that your students are already rostered; when they log in to Teams, they do not need to create an account.</p>	<p>As a school system, we do not provide technical support or PL for Zoom, but we do understand that some teachers are more comfortable using Zoom. We leave that up to you as a building-level leader. In this environment with so much “new learning,” teacher comfort level is important.</p>
<p>Downside: Big Blue Button has been known to experience downtime when the system is extremely busy.</p>	<p>Downside: Teachers using Teams must place the link on their Canvas homepage. No matter how your teacher links Teams to their course, it is still a link that will take the students outside of Canvas and requires the students and teachers to be a bit more tech savvy.</p>	<p>Downside: Students are not rostered, so they will need to create an account. If they choose a nickname username, the teacher will need to know the username to identify the student. For example, if my username is Dreamer101, my teacher will need to know that is me. This can be avoided with clear directions from the teachers on the front end. The teachers and students will not receive RCSS technical support for resolving issues. Zoom is not a secure conferencing tool. There is a time limit with the free account. Like Teams, no matter how your teacher links Zoom to their course, it is still a link that will take the students outside of Canvas and requires students and teachers to be a bit more tech savvy.</p>