



# **Elementary School Online Learning/Hybrid Handbook 2020-2021**

**\* Please note, this is our active handbook as we navigate through Covid-19. In the event we return to a normal schedule, our traditional handbook will be implemented. A copy will be provided for you. \***

# **Table of Contents**

**Section 1: Student Expectations**

**Section 2: Attendance**

**Section 3: Grading**

**Section 4: Testing and Exams**

**Section 5: Hybrid & Virtual/Learning Management Platform**

**Section 6: Meeting Needs for IEP accommodations/504**

## **Section 1: Student Expectations**

### ***Technology/Equipment:***

Students/Parents will quickly communicate with the school about technology and Internet needs. If a student has what they need to complete on-line work, and it is not completed by due dates, then students may earn failing grades on on-line assignments.

Students must have access to the Google apps on whichever platform they decide to use. Chromebooks are used in the schools, so students have familiarity with them. Students need access to a microphone and camera on their device, and we recommend that a cell phone is **NOT** to be used for on-line learning. You must also have dependable wireless connection-and Google Chrome as a browser.

If a student does not have access to a reliable device, one will be provided by the school. It will then be the responsibility of the Student/Parent to notify the school if a malfunction occurs on school owned devices, so that it may be replaced quickly to avoid missed deadlines for student assignments.

### ***Communication:***

All students will communicate with their teachers using the platform their teacher specifies when there are questions. If a student fails to complete an assignment and there was no communication, then the student will earn a zero grade for the assignment with a comment indicating the assignment is missing. If technology is the issue, students or parents must communicate with the teacher, and someone designated by the principal will reach out to the parent. A new deadline for the assignment will be determined on a case by case basis.

Staff and students may use the platform outlined by the teacher for a “chat” area. Please note lessons will be recorded and used for educational purposes; therefore, the District’s Confidentiality Policy will be followed and implemented.

### ***Class Participation:***

It is very important to understand that on-line work is just as important as in person work. It is expected that students keep interactions on-line positive and constructive.

1. Students are expected to read all of the material provided.
2. Students are expected to use the links provided in order to complete work that is assigned.

3. Students should utilize links set up by teachers to complete all activities and assignments.
4. Students will log in each day.

Students are expected to take textbooks and their notes home, since they will be needed to complete their on-line work as well and other work that will be completed during their distance learning days.

Students are responsible for completing their own on-line material. Schools reserve the right to request face-to-face testing.

## **Section 2: Attendance**

### **Mandatory Attendance:**

**Students must do more than “log-in” to a learning management platform in order to be considered in attendance.**

You are expected to participate in on-line school just like you participate in face-to-face school. This means you must log in daily and complete any check-ins, assignments, readings, etc. by the time given by your teacher. Exit slip activities will be given to document attendance.

Attendance will be taken daily and submitted by the teacher to your home school. If you are absent from your daily log-ins, it will count as an absence. After three days absent, parents will be contacted to verify absences. The District’s Attendance Policy will be enforced.

## **Section 3: Elementary School Grading Policy**

On-line assignments and material are given the same weight as they would during your face-to-face instruction. We will adhere to the grading scale below.

### **Core Classes:**

**30%** Class Participation- (Ex. AR tests, math facts, Morning work, review skills, practice work, homework, etc.) \*Homework may be given with face-to-face instruction.

**40%** Formative Assessments- (Ex. Spelling tests, and checking for understanding, daily work, and quizzes)

**30%** Summative Assessments- (Ex. Writing prompts, projects, unit tests, and all other major assignments)

**Related Arts:**

**E-** Excellent (100%- 80%)

**S-** Satisfactory (79% - 60%)

**U-** Unsatisfactory (59% or below)

### **Section 4: Testing and Exams**

**On-line Testing:** Teachers may choose to assess students on-line. They may also choose Google Forms to do on-line testing, which has an option to block opening outside sites while taking the test. Teachers have taken into consideration that you will have resources available during a test and will create tests and quizzes that will continue to challenge you. Teachers will use Hapara to monitor students as they work.

Ensure that you have ample time to complete your test when you start on-line, you may not be able to start over once you have started a test. Read all of the directions as you would a regular test, so you understand what you are being asked to do.

If there are technical difficulties, take a screenshot of the problem (make sure you know how to do this on your computer before starting) so you can notify the teacher immediately.

Double check that you have completed **ALL** of the items before submitting, as you may only be able to submit once.

**Schools reserve the right to request face-to-face testing.**

### **Section 5: Hybrid & Virtual/ Learning Management Guidelines**

Hybrid is a model of instruction that can occur at any time, focuses on learners and learning, and places emphasis on learning as an active process, not as passive

absorption of information. Teachers plan and provide materials digitally (e.g., assignments, videos, supplemental materials), which students work on independently and submit through Google Classroom. Hybrid learning includes on-line interaction among learners and between instructors and learners. Students/teachers communicate through Google Classroom, Google Meet, Zoom, other digital platforms, and/or by phone.

**Hybrid/Virtual and Learning Management Platforms** are a way for students to interact with their teacher while distance learning. These sessions are set up for specific times, and a link will be provided.

In order to participate, please follow instructions your teacher will provide. Links provided by teachers should not be shared. Google will not allow a student to join unless the teacher has actually started the meet.

1. Students must abide by the District's Acceptable Use Policy signed each year.
2. Students must follow the school's dress code when on-line.
3. Students should use professional and polite language when on-line.
4. Students should keep all background noise and distractions to a minimum.
5. Students must follow their teacher's directions when participating on-line.
6. Students should promptly exit the meeting when it is over. The teacher is the first one on and will be the last one off.
7. Students should give their best effort while participating.
8. Parents or Guardians shall make every effort to ensure that no one other than the student scheduled to participate can see or hear the live virtual session.
9. Parents, guardians, or students of virtual live sessions should not record any lesson.
10. An individual assisting a student shall not re-disclose any personally identifiable information about any student participating, if parental or other third-party involvement in a virtual live session is necessary to enable a student to participate.

### **Section 6: Meeting needs for IEP/504 Accommodations**

Every child and adolescent with a disability is entitled to a free and appropriate education and is entitled to special education services based on their individualized education program (IEP). Students receiving special education services may be more negatively affected by distance-learning and may be disproportionately impacted by interruptions in regular education. It may not be feasible, depending on the needs of the individual child, to adhere both to distancing guidelines and the criteria outlined in a

specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis.

### **Testing Accommodations:**

Many students have accommodations that apply to test situations. The most difficult is having a test read to a student. If you have a student in that situation, here is the Chromebook version of text to speech directions:

#### **Hear Text Read Aloud**

You can hear full pages read aloud with Chromebook's built-in screen reader or hear parts of a page, including specific words, read aloud with Select-to-Speak.

#### **Listen to all text**

To have pages read aloud to you, turn on your Chromebook's built-in screen reader:

1. At the bottom right, select the time. Or press Alt + Shift + s.
2. Select Settings .
3. At the bottom, select Advanced.
4. In the "Accessibility" section, select Manage accessibility features.
5. Under "Text-to-Speech", turn on Enable ChromeVox (spoken feedback).