
Optional Remote Handbook

2020-2021



Department of Curriculum & Instruction- Elementary

Department of Human Resources- Elementary



**Optional Remote Learning Environment
Protocol for Teachers
2020-2021**

Assessments

What are the expectations for administering Benchmark reading assessments?

[Benchmarking Changes <20-21 Only>](#)

K – Use earlyReading & earlyMath

1- Can use earlyReading in 1st grade to gather additional data

3-5 MTSS Tier Interventionists and/or SISs may administer Scholastic Benchmark assessments

- Lifting benchmarking requirements for 2020-2021 school year only to allow more instructional time vs. testing time
- MTSS data- can use any assessment in FastBridge, as they are all open for use, including administration of a student who needs to test in previous or future grade level material

K-2- Utilize DIBELS as deemed appropriate

Will teachers have training on FastBridge with Optional Remote students?

FastBridge training for platforms is not necessary in the Optional Remote environment, as it is web-based and can be utilized anywhere students have internet access.

- Web-based assessment
- Can be taken from anywhere, during district-identified windows

Kindergarten needs to take earlyMath and earlyReading 1:1 with appropriate staff member.

- Can be done via appointment or via Zoom

FastTrack is considered a valid option as a progress monitoring data choice.

Screening-2-Intervention Report correlates to Fountas & Pinnell for benchmarking and data correlation

- For additional information and professional development review on Fastbridge, please utilize the knowledge Base in the website after Log-In is completed.

When the FastBridge window opens, can we set appointments for students to come to our buildings on C day to ensure test accuracy?

Optional Remote teachers may make appointment 1:1 for this, but parents retain right-of-refusal due to their choice of enrollment.

How do teachers give benchmark assessments, spelling tests, diagnostic tests?

- Tests can be uploaded in SchoolWork for student administration.
- Vendor programs and intervention programs have online assessments available.
- Spelling tests and assessments which require teacher direction/interpretation can be taken live on Zoom and uploaded to SchoolWork.

State Assessments

As of now, the intention is to hold state assessments in Spring 2021

HGSS Classroom-Based State Assessment

- State-mandated pilot year
- 5th graders
- Scores need to be input by last day of school
- SISs will provide PD and direction for pilot

SECD Survey (Grades 3-5 Only)

- Link sent by teacher
- November 2-6
- Can administer survey on any internet platform

Back to School Night

Teacher information on Back to School Night information.

Back to School Nights are virtual this year.

All certified staff, including Optional Remote teachers, will be on-site for Back to School Night.

Schedules and expectations for the event are set and communicated by the building principal.

Back to School Night dates have been set by building administration.

- Belmont September 3
- Clear Creek September 3
- Horizon September 3
- Mize September 3
- Prairie Ridge September 3
- Riverview September 2
- Starside September 3

It is appropriate for Specials teachers and Specialists to make a short welcome-back video to post. Additionally, they will be on-site for Back to School Night.

It is appropriate for certified Special Education staff to make a welcome video and be on-site for availability at Back to School Night when general education teachers are there.

Interventionist Time

What are protocol for Specialists in the Optional Remote Learning environment?

For ELL, MTSS Tiers, IEP, and small group instruction.

- There is NO requirement for the presence of a second adult in any of these situations.
- 1:1 instruction should be recorded, with video on the teacher- no students will appear in video so as to not compromise confidentiality.
- Small group should be recorded, with video on the teacher- no students will appear in video so as to not compromise confidentiality.
- This is USD 232 protocol, PreK-12, which follows KSDE Special Services expectations.

Are ELL teachers instructing student reading groups per standard practice?

- ELL students in level 2 and 3 will meet with the same ELL teacher they had in March 2020.
- This applies even if the Optional Remote teacher is not in the student's home building of assignment.
- The Optional Remote teacher and ELL teacher will need to collaborate on instructional time that will be least impactful on missing other instruction.

Materials- Student

What materials can teachers send home to help students learn in the Optional Remote environment?

What resources *must* go home with students for Optional Remote Learning?

- My Math book- it's a consumable and needed for assignments
- MyMath manipulatives
- iPad (plastic case, iPad, crayon, charger)

What resources *can* go home with students for Optional Remote Learning?

Benchmark Advance consumables

Handwriting Without Tears consumables

Manipulatives not tracked in Destiny, if teachers are willing to manage

- lost items
- disinfecting
- cleaning of items upon return to building
- Leveled Readers- Create building-by-building plan

Library Books – buildings make a plan to keep people out of the building.

- Buildings will set parameters with LMS.
- Johnson County Library system is willing to work with us.
- Let books sit for a few days before re-shelving upon return to building.

If a teacher has student whiteboards purchased with personal funds, can he/she send those to students to help them interact with Zoom meetings, if the teacher is not worried about the personal materials being returned?

If teachers make a professional choice to send materials home for student use that are personal items, they may do so, with the following understanding:

- Items may become lost and therefore, may not be returned.
- If items are returned, they need to be quarantined for a minimum of two days and sanitized prior to distribution in other environments.
- The school district is not responsible for tracking or maintain staff personal materials.

Student in Optional Remote learning environments are expected to have the same school supplies, from the school grade-level lists sent to parents, that in-person/hybrid students own.

- These supplies should be available during live instruction.
- Teachers should explain and practice students having supplies at-the-ready during the first week when establishing expectations.

Materials- Teacher

How do teachers gain access to professional materials needed for instruction, such as: My Math, Benchmark Advance, Second Step, etc.?

Optional Remote teachers have full access to all instructional materials, as they report to their assigned buildings daily, and teach from their classrooms.

Items include, but are not limited to:

- Teacher manuals, supplements, manipulatives
- Online software, apps, and vendor subscriptions
- Technology (MacBook, projection items, doc cams, etc.)



Planning time should occur in August/September pre-service days, per schedules established by building principals.

- Weekly planning should take place within your established schedule.

Parent Education

SchoolWork Zoom meeting scheduled to educate parents

- September 15 and 16
- 6:00 p.m. - 7:00 p.m.
- Communication will be sent out and RSVPs collected ahead of time
- Nichole will present and Michelle will monitor questions in the Chat Room.

Nichole is producing additional parent education videos that will be available on her YouTube channel for use

Professional Development

Additional Zoom PD would be appreciated.

Nichole will be sending PD to all optional remote teachers.

If the kids aren't visible on a Zoom recording, how will the teacher be able to tell if they are engaged? Or redirect?
How will the teacher see if students are confused?

There is a Zoom option that only records only the teacher.

<https://www.youtube.com/watch?v=pMUQ3bO6FKI&t=77s>

Schedule

What should our schedule look like? The sample schedule online doesn't really match up with our grade level schedules.

Optional Remote schedules should be consistent with the school and grade level with whom the teacher is associated.

Grade level schedules are typically created by building administration, then refined to detail by the grade level team.

- The teacher will share the class schedule with parents at Back to School Night, or as deemed otherwise appropriate by the building principal.
- All students on the class roster, regardless of their physical "home school of attendance", will follow the Optional Remote teacher schedule.
- Accommodations in the schedule may be deemed necessary for a student who receives MTSS Tier interventions, ELL services, or IEP instruction, as those services will take place through the "home school of attendance" provider the student worked with as of March 13, 2020.

The following schedule is a sample that was provided to parents, solely to help them understand the potential for expectations of both teacher and student “live” time in the course of a typical Optional Remote school day.

The “Real Time Attendance” symbol (🕒) indicates times and events when teachers and/or students are to be available for live instruction. It does NOT mean students will be online the entire time.

Time	Teacher Schedule	Student Schedule
8:15-9:00	Morning Duty and Staff Meeting 🕒	
9:00-9:30	All-Class Meeting, Attendance Taken 🕒	All-Class Meeting, Attendance Taken 🕒
9:30-10:00	ELA Integrated Whole Group 🕒	Reading Group with Teacher 🕒
10:00-11:00	Reading Groups/Rotations 🕒	Reading Groups and/or Rotations 🕒
11:00-12:00	Office Hour/Plan Time	Specials Class (“Live” 3 days per week) 🕒
12:00-12:30	Lunch	Lunch
12:30-1:00	Social Emotional Learning, assessing student work, providing feedback 🕒	Independent work time and health/comfort break
1:00-1:30	Math Integrated Whole Group 🕒	Math Group with Teacher 🕒
1:30-2:00	Math Groups/Rotations 🕒	Math Groups and/or Rotations 🕒
2:00-2:30	Tier Support Time Reading 🕒	Tier Support Time Reading 🕒 Personalized learning option
2:30-3:00	Tier Support Time Math 🕒	Tier Support Time Math 🕒 Personalized learning option
3:00-3:30	Individual student check-ins follow-ups, support 🕒	Independent work time and play
3:30-3:50	Closing Activities 🕒	Closing Activities 🕒
3:50-4:15	After School Duty 🕒	

🕒 Real-Time Attendance

How much of the day should kids be expected to be on Zoom?

In an Optional Remote learning environment, students will have some level of self-direction of their learning day with support from family and caregivers.

Research supports that children have a mental capacity to focus on instruction anywhere from five-to-10 minutes, depending on age (grades PreK-2).

- Older students have a maximum capacity for learning that is about 15-to-18 minutes (grades 3-5).

- Based on this research, students will need instruction that does not expect them to have multiple hours of screen time learning in this environment.

Elementary students meet with classmates and teachers in a virtual setting multiple times a day. Students are provided with full-class interaction before independent work.

- Direct instruction should be limited to chunks of no more than one minute per age.
- Guidance is provided for caregivers to support learning for independent work.
- Learning will keep the same pace as student learning in-person.

Zoom sessions should be recorded, during new content instruction, and posted in SchoolWork for students and parents who need to reference it at a later time.

Zoom breakout rooms may be used by students.

Teachers will maintain frequent (daily or weekly) communication with families regarding expectations for student work.

- Teachers should continue to follow a routine of instructional practice, working with students both synchronously and asynchronously as needed.
- Teachers should maintain facilitation of lessons and instruction and it is not recommended that they resort to pre-recorded videos without prior interaction.

How are teachers to address kids who don't log on during the daily schedule, but work at night and listen to recorded Zoom videos?

Daily attendance will be taken each morning and recorded in Skyward.

Kansas absence and truancy statutes remain in place.

If you see a concern and/or pattern of absence or behavior, convey that to your building principal for direction.

- Parent communication is essential to understand the needs or accommodations that may need to be made for a student's success.
- It is important parents and students understand and appreciate that the Optional Remote learning environment has higher expectation, protocol, and accountability than the continuous learning model followed in the fourth quarter of the prior school year.

Securing a Substitute- Protocol

Short-Term Substitutes

Put time in Skyward a minimum of 24-hours ahead of time; preferably earlier if possible to increase odds of securing a substitute.

Notify building principal and lead secretary of your absence a minimum of 24-hours in advance.

Lesson Plans

- Teacher must send email, with necessary attachments, to principal, SIS/designated AP, and lead secretary a minimum of one hour prior to the start of the school day-of-absence
- Email recipient, as assigned by principal, must provide plans to substitute

Substitute will receive the following building-specific items from secretary upon check-in:

- MacBook Air (Limited availability, substitute numbers may exceed devices)
- Wi-Fi network password (same for the entire school calendar week)

- Zoom link and password (same for the entire school calendar week)

Substitutes will have accessibility to Zoom.

- Full access using district/K12itc-provided link and password
- Teacher or SIS must send the same link and password to students/parents who utilize the remote learning platform on that day, as it is not the recurring information they typically use.

Substitutes will have no accessibility to SchoolWork.

- At the end of the day, substitutes will:
 - Return MacBook Air to secretary
 - Sign out with the secretary at front desk

Long-Term Substitutes

(more than 15 consecutive school calendar days)

Accessibility:

- Teacher-provided lesson plans, minimum of first week
- Teacher MacBook/device(s) in classroom
- Substitute-specific Zoom link and password
- Substitute-specific SchoolWork access to teacher's land page(s) [K-5]

Small Groups

Do teachers meet daily with all students in reading groups?

Teachers meet with reading groups based on skill and need. At and Above grade level students do not need small group instruction daily. Follow the same best practice as in a traditional environment.

How will reading groups work through Zoom? Kids can access Epic and the Benchmark website, but they are going to have trouble toggling back and forth between the Zoom screen and website screen to read during reading groups.

If students experience struggle with toggling, they can perform interactive group work on the teacher's Zoom screen sharing option.

Special Education Services

If a parent chooses optional remote learning for the child, special education services will continue to be made available. IEP teams will work collaboratively to determine what those services will look like. Teams will begin by considering what services can be delivered remotely. If it is determined that the student cannot make adequate progress on his/her goals with remote services only, onsite services will be identified and implemented.

- It may be the case that a combination of both onsite and remote services are provided. A key consideration will always be, "Was the student able to make adequate progress on his/her goals last Spring?" If the answer is "Yes", it may not be necessary for the student to come on campus for services.
- If an IEP team determines a student needs to be onsite for services in either optional remote or hybrid, in order to fulfill our obligation of FAPE, we will have students onsite.
- If an IEP team determines a student needs to be onsite for IEP services, including optional remote learners, it is solely to meet with the Special Education resource teacher for IEP pull-out services; not instruction in the classroom.

Specials

What do Specials schedules look like?

Specials will maintain a 50-minute schedule unless/until we return to full in-person.

This will allow transition time for students/families at home.

In order to maintain equity across all learning platforms, specials teachers will instruct three new (live) lessons, per grade level, per week.

- Hybrid Students – will have live lessons with specials teachers on their two, in-person days and on C days.
- Virtual Students – will have live lessons with specials teachers on three of the five days a week (schedule up to the building).

On the non-live days, students will extend or apply (as directed by the specials teacher).

Specials teachers can create PBL, at-home activities for the two non-in-person days, or provide a menu of activities tied to the week's in-person lessons.

PBL at-home activities should not be choice boards from fourth quarter of '19-'20.

What if students attend only 2/3 of the Zooms in a day?

Document unexpected absences during the day, and if you see a concern, communicate that to the parent(s) and your building principal.

Parents should treat live instruction, whole or small group, as standard school day scheduling.

Parents should communicate with teachers ahead of time if students will miss all or part of live instruction.

What can Optional Remote teachers send home with students on 9/8?

Optional Remote teachers do not need to send anything home to rostered students on September 8th.

Students will have curbside pick-up at their home school of attendance on the afternoon of September 4th (OR Kindergarten only) and September 8th (OR grades 1-5) to receive the following:

- iPads and related items (cases, crayons, chargers)
- MyMath consumable
- Any manipulatives Optional Remote teachers prepare

If teachers can't send manipulatives home, how can teachers have students use virtual manipulatives on the same iPad and then show their work?

Students may take My Math manipulatives home.

Are teachers required to teach Second Step?

Teachers are required to instruct Second Step in the same basic time and parameter as past years.

What about 10 Block?

10 Block is a site-based decision by building; therefore, that is at the discretion of the teacher.

Student Learning Times

Are students expected to have 6 hours of activities the first week of school or can the class work up to that? It is going to take some time to train students on iPads and teach them how to use SchoolWork through Zoom. They may not be able to figure out that many activities until we get them into routines.

Students must be able to record 360 minutes (6 hours) daily of *learning activities* on the USD 232 Learning Log, beginning on the first school calendar day.

- That does not mean 6 hours of live, in-person instruction with the teacher.
- Daily 360 minute requirements for learning activities includes both online AND offline learning and work.
- Lunch does not count as part of the 360 minutes.
- Specials and recess do count as part of the 360 minutes.

Optional Remote teachers should spend the first days as they would in a traditional, in-person classroom. This includes activities such as, but not limited to:

- Getting to know the teacher
- Getting better acquainted with new classmates
- Learning how to use technology
- Learning how to use SchoolWork
- Coming together to set and learn class norms and expectations when online
- Becoming comfortable with what remote learning feels like

What are expectations for times a day/week teachers work with students directly?

Teachers must meet with all rostered students daily, with attendance recording as a priority.

The grade level schedules, as approved by the building principal, will determine the frequency with which teachers meet with students directly.

- Small groups for reading, math, and MTSS Tier 1 work are determined by student skill need, and most often require direct contact.

How and when are teachers taking attendance? What if students are not at the morning meeting, but the teacher sees them later?

Teachers should take attendance at the beginning of the day and report it to the office or record it in Skyward (based on each building's protocol) by 9:15.

If a student is not in attendance at the first session of the day, but does participate later, notify the lead secretary so the attendance can be recorded appropriately in the office.

If you see a concerning trend in tardies and/or absences, please communicate with both the parent(s) and the building principal.

Teacher Collaboration

Optional Remote teachers are in need of a list of other teaching the same thing so collaboration can occur.

The Department of Human Resources is sending the Optional Remote Teacher list out on August 28th.

Teachers need planning time.

A Zoom meeting is set for Monday, September 1st, 1:00-2:00 for Optional Remote teachers to meet with the Departments of HR and C&I, and building principals.

Time will be established in that meeting for grade level Optional Remote teams to meet.

Are Optional Remote teachers expected to collaborate with teachers from other buildings to attempt to keep pace with them, do similar activities, etc.?

Optional Remote teachers will meet with their building assignment teams as deemed appropriate by the building principal.

The USD 232 Competency Pacing Guide will be utilized by all staff on all learning platforms, and informs teachers of which quarter competencies instruction should occur (not student mastery of the content).



- Grade level Optional Remote teachers do not have to remain lock-step with one another, but do teach the same competencies in the same quarters.

Will teachers only be responsible for PLC Attendance at their home building? Will we be required to submit data to other schools for PLC discussions?

Optional Remote teachers are required to attend their assigned building grade level PLC meetings.

They are not responsible for attendance in other building's PLC/SIT meetings unless their presence is requested to provide information specific to a student on their care.

Q&A on the District Website Specific to Optional Remote Learning

Who will my child have for a teacher?

Your child could have a teacher from their home school, but they also could have a USD 232 teacher from another building in the district. Once enrollment is completed, the district will analyze the needs at each grade level and determine class placement and staffing requirements. No matter the teacher, your child will still be connected to our school and receive building-level communication.

Will my child be learning the same thing that classmates are learning in school?

All USD 232 teachers will receive professional development/training before school starts that will focus on the competencies that need to be taught to students who are on-site and those who are optional remote learners. Due to different teaching styles, the curriculum may be delivered in a different format, but students will be learning the same curriculum.

If we change our minds about in-person or Covid-19 numbers improve, can I have my child attend school at the building?

Once families make a choice for their child(ren), the district is asking for a one semester commitment.

Will my child receive instruction in science and social studies?

The science and social studies curriculum will be integrated into the ELA (English Language Arts) block.

Will my child receive a device from the district for optional remote learning?

USD 232 students will receive devices for optional remote learning. All K-5 students will receive new iPads and Logitech Crayons (digital pencil). Communication will be shared with parents concerning when and how the devices will be available for pick-up.

The example lesson plan does not show very many breaks, and I have a young student. How will that work?

The sample lesson plan is only intended to provide an idea of what a typical day may look like. Each grade level plans will look a little different so that developmental needs are addressed.

I am a working parent and would like to choose optional remote for my child. How often will my child need to be on live Zoom lessons?

The Kansas State Department of Education is requiring students to have contact with one certified staff member per day. Students are to log six hours of learning activities/day, and the logs will be turned in weekly. It is encouraged to have students attend the live Zoom lessons.

How is attendance taken in the optional remote model?

Students will have the opportunity to have their attendance taken at either the morning class meeting or the afternoon class meeting.

I understand that we need to document six hours of learning/day. What does that look like? Can we help our child on the weekend and it could count toward the hours necessary?



Weekly logs will be submitted to document learning throughout the week. If a family needs to work on some lessons during evening hours or over the weekend, then they can log those hours to count toward the week. The specific log and how to submit the log will be communicated to families before school starts.

What happens if my child cannot attend a live Zoom lesson?

All live video lessons will be recorded and uploaded to the app, SchoolWork. Students will have access to this application and can view their videos and assignments.

My child is on an IEP. How will they receive their services?

An Individual Education Plan is a legal document that will need to continue to be followed. Your child's case manager will reach out to you to discuss services during this time. The same would be true if your child is on a 504 plan.

My child receives extra help in reading or math. How will this look in the optional remote model?

Tier support will continue during this time. Your child's interventionist will reach out to discuss what this will look like.

Do I need to purchase everything from the school supply list?

Please purchase items from the school supply list. Your child's optional remote teacher will also communicate any specific school supply needs.