SALTHAWK RESTART

Dear Hutchinson Public School Families,

Hutchinson Public Schools is committed to offering your student the best education possible in the safest environment. While we are in unprecedented times, our commitment to our students, staff, and community has not changed. We know that with each challenge comes an opportunity for growth. Hutchinson Public Schools is working hard to grow and provide the best for all of our students; and, we are looking forward to their return to school. We continue to engage in ongoing collaboration within our district and with districts across the state. We will continue to work with our local health officials, the Kansas State Department of Education, our local Board of Education, our Rapid Response Teams, and other stakeholders to provide the best possible environment for our students.

We are prepared to offer two educational options for our students for the 2020-2021 school year, on-site or remote. This document gives additional details about both options. The remote learning is very different than the Continuous Learning we offered last spring. Whether attending on-site or through our remote learning option, all students will be held accountable for regular attendance and be required to engage in education and the same amount of instructional time each day. In addition, we care about the emotional well-being of our students and staff. Therefore, plans will be in place to provide support.

We know that this is a very trying time. We also know that our administrators, teachers, and staff have gone above and beyond to prepare for the fall. In addition, our parents' feedback and support is critical to our success. We appreciate everyone who has helped us think about how to best meet the needs of our students.

Thank you for trusting us to provide the best possible education for your students in the safest environment we can create.

Sincerely,

Mike Folks, USD 308 Superintendent of School

Operations and In-Person Protocols for Students/Staff

Arrival/Dismissal

Arrival and Dismissal procedures will look differently for the 2020-2021 school year than from previous years. Each building administrator will communicate the specifics for your child's school.

All students will be required to enter through their assigned entrance doors and wear a face mask while on district property.

All students will be required to participate in a daily temperature check prior to the school day starting.   If your child's temperature is higher than 100 degrees, he or she will be referred to the school nurse for a second temperature check and further assessment as needed. An isolation/quarantine space will be specifically designated within each building, until parent/guardian can be contacted to pick-up their child. Students who present communicable symptoms will need to be evaluated and isolated for a short period of time in one of the school's designated isolation rooms. Staff members with an elevated temperature, or other related symptoms, will be sent home.

Screening protocols will be administered by the school nurse to evaluate students/staff on a case-by-case basis in order to ensure a safe environment for students and staff and help mitigate the risk of transmission.

Self-Screening

In order to slow the spread of Covid-19 daily self-screening is encouraged by all students and staff prior to arrival on campus.

- Symptoms include:
  - Fever (100.0 higher)
  - Cough
  - Chills
  - Muscle Pain
  - Sore Throat
  - Loss of taste/smell
  - Nausea or vomiting
  - Diarrhea
  - Congestion/runny nose
  - Shortness of breath
  - Trouble breathing

If you have symptoms:
- Stay home and away from others

- Do not attend class or go to work
- Contact your medical provider
- Contact office

Positive Cases
- If you test positive or have close contact with a positive case, contact:
  - Reno County Health Department
  - District Nurse Supervisor
  - School office

Masks

USD 308 is requiring ALL students and staff to wear a mask while on property at all times other than listed below;

• while eating;

• while engaged in an activity during which it is unsafe or impossible to wear a mask;

• children who are not students AND are 5 years of age or under - children age two years and under, in particular, should not wear a face covering because of the risk of suffocation;

• persons with a medical condition, mental health condition, or disability that prevents wearing a face covering - this includes persons with a medical condition for whom wearing a face covering could obstruct breathing or who are unconscious, incapacitated, or otherwise unable to remove a face covering without assistance;

USD 308 will provide masks to students/staff who do not bring one to school.

Students must provide written documentation from a physician to the school nurse with a health-related exemption to wearing a mask. Staff members must provide written documentation from a physician to the district's Human Resources Department with a health-related exemption to wearing a mask.

As long as masks are required due to public health concerns, all dress code common sense and good taste guidance applies. Any mask deemed as offensive or disruptive to the educational environment will not be allowed.

Those individuals who do not wish to comply with masks requirements during in person instruction will be subject to reassignment to a Remote Learning environment for the protection of those students and staff willingly following safety protocols required of K-12 public schools for in-person instruction and educational service delivery.

The Center for Disease Control (CDC) and the World Health Organization recommend wearing face masks reduces the ability to spread COVID-19. Not following this guidance puts our students

and staff at risk. Therefore, students will be expected to comply with the school's policy of wearing face masks while on campus. As students adjust to this expectation, considerable time will be devoted to teaching the importance of why masks should be worn, not shared with others, and the reason cloth masks should be washed regularly. Students are encouraged to have an extra mask available at school in case theirs needs to be changed. If your family does not have access to multiple masks, please contact your building administrator. Any repeated refusal to wear masks appropriately could potentially result in reteaching opportunities, student conferences, guardian contact, and/or other discipline measures as deemed appropriate by building administration.

Mask signage will be posted at all public entrances to our buildings.

NOTICE

FACE MASKS REQUIRED

ALL EMPLOYEES AND VISITORS MUST WEAR A FACE MASK OR A PROTECTIVE FACE COVERING

By entering, you agree that:

- The health & safety of our students and staff are top priority

- You have not been sick in the past 24 hours

- Masks are required

- 6 ft social distancing is recommended

If you have an appointment and cannot meet the above criteria, please call 620 615-4000.

Hand Washing/Sanitization

Classes will schedule hourly sanitization breaks for students and staff to ensure proper hygiene and health in the school setting. Hand sanitization stations are available throughout each school building in the district.

Before each school day, custodial staff will provide a thorough cleaning and sanitizing of all occupied spaces. Throughout the day, custodial staff will clean and sanitize higher use areas at regular intervals with materials and methods that are safe for our students and public use.

Social Distancing

Staff and students will follow social distancing guidelines as much as possible throughout the school day. While we cannot guarantee six feet of space at all times, we have reconfigured the classrooms to create as much space as possible. In addition, all large gatherings will be avoided if social distancing cannot be maintained.

Classroom Guidelines

- All non-district equipment removed from classrooms to increase the space available unless approved by building administration
- Seating spaced to maintain six feet of distance when possible
- Arrange student furniture to limit face to face contact as much as possible
- When possible, assign seats and require students to remain seated
- Relocate larger classes to larger classrooms when possible
- Minimize handing out and gathering materials
- When feasible, do not share school supplies
- Utilize outdoor spaces as appropriate
- Utilize Google Suite, Seesaw as well as face to face instruction to provide a mix of delivery formats
- Students and staff are required to wear face coverings
- Face shields can be worn in addition to a mask, but not to replace masks
- Hand sanitizer will available in all classrooms
- Increased cleaning and sanitization of classrooms
  - Elementary can possibly clean while students are at PE and music
  - Middle school and high school have outgoing students clean desk prior to class change
- Do not open exterior windows and doors
- Where appropriate interior doors should be open to reduce touch points
- Visitors should have limited access to building beyond the main office
- Defined spaces for visitors to meet with students

- Consider having teachers rotate classrooms at elementary level
- Teachers should try to manage minor health concerns in the classroom to eliminate hallway traffic and unnecessary visits to the nurse's office
- Incorporate fresh air breaks for students by having them remove their masks for 60 seconds

Food Service/Nutrition

Lunchroom procedures will be open with increased safety guidelines in place. The number of students allowed in each location will be limited.
- Breakfast
  - Elementary
    - Those who eat breakfast will do so in classrooms according to grade level
  - HMS – 7 & HMS – 8
    - Those who eat breakfast will do so in the cafeteria and remain there until finished
    - Those who do not eat breakfast will go directly to the gymnasium
  - High School
    - Breakfast served in the cafeteria as well as grab and go stations throughout the campus
- Lunch
  - Elementary
    - Food will be delivered and students will eat in classrooms
  - HMS – 7
    - Will eat in the lunchroom and the commons
    - Students will go to the gym and/or outside when finished eating
  - HMS – 8
    - Will eat in the commons
    - Students will go to the gym and/or outside when finished eating
  - High School
    - Lunch served in the cafeteria as well as grab and go stations throughout the campus.

The following health and safety practices will be implemented.
- Students at the middle and high school campuses will use student id's and/or mobile device to pay for food
- Food service staff will wear face coverings
- Students will wear face coverings prior to eating
- Plexiglass will be installed to limit face to face interaction with food service staff
- Students will be encouraged to wash hands prior to eating
- Hand sanitizing stations will be available in multiple locations throughout lunchrooms
- More individually wrapped items will be available
- High-touch areas will be cleaned and disinfected in between lunch periods
- Reduced and spaced out seating will be implemented

- Students will be spaced out six feet when possible while waiting in lines
- Prewrapped silverware and styrofoam trays will be provided
- No meal guests

Building Operations (General)

- Drinking fountains will remain on, but increased cleaning is recommended; students will be encouraged to bring their own water bottles
- Buildings will be sanitized daily
- Restrooms will be cleaned and sanitized daily
- High touch points in common areas will be sanitized multiple times daily
- Provide two health offices/rooms at each building to separate the Covid-19 from non-Covid-19 students

Travel

- Non-essential travel should be limited
  o Conferences, field trips, etc
  o If a student or employee travels to a location on the KDHE Travel-related Quarantine List, they will be subject to a 14-day quarantine period as determined by the Reno County Health Department.

Transportation

Hutchinson Publics Schools and Durham School Services have come up with the following recommendations for transporting students and staff in buses and district passenger vehicles:

Route Buses
- Loading and unloading procedures
  o Loading will go back to front and unloading will go front to back
  o Prior to loading six-foot distancing should be maintained
  o Pick up and drop off seating should be done in order; assigned seating
- Seating on the bus
  o Six-foot distancing should be enforced when possible
  o Seating every other seat with one person per seat is recommended
  o Front seats behind driver shall remain empty
  o If possible, individuals from the same household may sit together
- Safety guidelines
  o All students and staff are required to wear face coverings
  o Hand sanitizer should be applied prior to boarding the bus
  o Buses will be cleaned twice daily
  o When possible, open windows to improve air circulation

Activity Buses
- Loading and unloading procedures
  - Loading will go back to front and unloading will go front to back
- Seating on the bus
  - Six-foot distancing should be enforced when possible
  - If bus is not full, spread students out as much as possible
  - Front seats behind the driver shall remain empty
  - If possible, individuals from the same household may sit together
- Safety guidelines
  - All students and staff are required to wear face coverings
  - Hand sanitizer should be applied prior to boarding the bus
  - When possible, open windows to improve air circulation
  - Focus on transporting students who are competing
  - Work to lower the number of students on a bus so that social distancing can occur, especially on long trips

District Activity Vans and Cars
- Loading and unloading procedures
  - Loading will go back to front and unloading will go front to back
- Seating
  - If vehicle is not full, spread students out as much as possible
- Safety guidelines
  - All students and staff are required to wear face coverings
  - Hand sanitizer should be applied prior to boarding

Instructional Materials

Efforts will be made to limit the sharing of any classroom instructional materials such as books, calculators, or manipulatives. In situations where an item is used by a student, safety precautions such as sanitizing surfaces, removing items from circulation for a set amount of time (3-5 days), or ensuring student sanitizing hands practices prior to short term use will be implemented.

Students will have individual basic supplies (pencils, pens, crayons, headphones, markers, etc.) to use during class rather than accessing communal supplies. We encourage families of elementary aged students to have an additional set of basic supplies at home to limit the need to bring supplies back and forth each day, which can help encourage good health practices and avoid the possibility of not having necessary supplies after the school day ends.

Common Spaces

Strategies to maintain healthy environments in common spaces
- Clean and disinfect high touch surfaces daily or between use as much as possible

- o Playground equipment
- o Door handles
- o Restrooms
- o Drinking fountains
- Install physical barriers particularly in those areas where it is difficult to remain six feet of distance
  - o Main offices
  - o Cafeterias
  - o Speech rooms
  - o Assistant principal/Principal offices
  - o Specialized classrooms
  - o Available for all district classrooms
- Limit the number of visitors to offices to uphold social distancing standards

Transitions/Moving Throughout the Building

Effective social distancing during transitions means fewer people in the same spaces. Limiting people and the number of transitions may help. Transitions within schools include:
- Arrival
- Dismissal
- Movement between classes
- To and from lunch/breakfast
- Specials
- Restroom breaks

The recommendations that follow will help administration at district buildings to decide the best ways to design healthy and safe transitions for students and staff. Not all recommendations will be applicable to all buildings in all situations, but will help limit exposures (within six feet for greater than ten minutes)

Best Practices
- One-Way Traffic
  - o Consider one-way traffic if hallways are not wide enough for proper social distancing
- Stagger release times
- Proper Social Distancing
  - o Visual cues in hallways may help with proper social distancing
    - ▪ Decals on the floors
    - ▪ Tape
    - ▪ Paint
- Open doors to Reduce Spread of Germs
  - o Door openers (manual/automatic) may be installed to reduce the number of interactions with door handles
- Visitor Policies
  - o Consider policies to reduce exposure from outside individuals

- Locker Usage
  - HMS 7, HMS 8 and HHS will not use hallway lockers in order to decrease student congregation as well as the number of students in hallway
  - If lockers are used, stagger student transition times to allow for social distancing
- Use Outside Spaces
  - Where possible at HHS, transitions between classes could take place outside of the building
- Restrooms
  - Allow students to use the restroom during instructional time to reduce the number of interactions in hallways
- Movement Between Buildings
  - Minimize students and staff traveling between buildings
  - Record dates and times when itinerant staff members work with specific students
  - Record dates and time for staff members working in multiple buildings

Lockers, Backpacks & Personal Items

HMS 7, HMS 8 and High School lockers traditionally used for the storage of student supplies will not be used. We encourage students and employees to sanitize their backpacks and personal items at the beginning and end of the day and separate personal items into containers or baskets that are not shared with other students. Personal items such as toys, stuffed animals, and pillows are discouraged at school since lockers will not be available for storage.

Students are encouraged to bring a personal water bottle, clearly marked and labeled, that can be refilled throughout the day at our bottle filling stations.

Visitors/Guests/Volunteers

At this time, visitors, guests and volunteers will be limited to what is deemed essential by the building administration.

Building Access for Students

Students will be able to enter the building prior to the beginning of the day for breakfast and will be asked to leave the building promptly at the end of the scheduled school day or end of any building-approved after school practice or event. To minimize student-to-student direct interaction, please do not drop your child off prior to 20 minutes before the start of the school day, and make arrangements for prompt pick-up at the end of the day.

Family Engagement and Support

As always, we want to engage with our families as frequently as possible and it will look different this year. For example, previously schools have had open houses, family night, etc. and due to social distancing guidelines we are not able to schedule those at this time.

Nursing Information

- The CDC and KDHE recommend two health offices per building
  - A "healthy" nurse office and a "sick" nurse office
  - "Sick" nurse office used as an isolation room for Covid-19 concerns
- If a mask cannot be worn due to a medical reason, a physician note of exemption must be provided prior to coming to school
  - This note should be shared with building nurse and all others who may need it
- If a student or staff member does not feel well, he/she should not come to work and report to supervisor per normal absence reporting
- Return to work policy for symptomatic illness remains the same
  - CDC and KDHE recommend exclusion for 72 hours from last fever without use of fever reducing medications
- Individuals awaiting Covid-19 results or live with an individual awaiting Covid-19 results must be excluded by Health Department or physician
  - May return when
    - Test is negative and symptoms resolve
    - Test is positive, quarantine is complete and symptoms resolve
- Communication
  - Building staff should communicate with building nurse
  - Building nurse will maintain communication with nurse coordinator
  - Nurse coordinator will maintain communication with RCHD
- Illness and Covid-19 tracking
  - Tracked by district nursing team
  - Tracking information and contact information may be shared with RCHD
- Procedures
  - Unconfirmed Positive covid-19 in USD 308
    - Staff and students will be excluded per pre-Covid-19 USD 308 exclusion criteria (see chart below) and may return when symptom free for 24 hours
      - If symptom is fever, the individual must remain excluded for 72 hours fever free without fever reducing medication as recommended by the CDC, KDHE, RCHD

Condition for exclusion from school	Condition for return to school
Fever, (oral temperature of 100 degrees or above) with or without additional symptoms	Fever free (temperature below 100 degrees without fever-reducing medication) for 72 hours
Severe cough causing cyanosis (student to turn blue in the face) or accompanied with high-pitched "croupy" or "whooping" sound	Cough free or with written approval to return from appropriate provider (physician, physician assistant, or nurse practitioner)
Diarrhea, two times within a four-hour period	Diarrhea free for 24 hours
Vomiting, repetitive and/or confirmed	Vomit free for 24 hours
Pink eye (bacterial conjunctivitis – inflammation of conjunctiva, swelling of eyelids, and purulent discharge)	After 24 hours from initiation of treatment
Skin infection (ex: impetigo, ringworm)	After 24 hours from initiation of treatment
Severe itching (ex: lice, scabies)	After treatment is initiated and free of live lice.
Fainting, seizures, (other than pre-existing conditions), or general signs of listlessness, weakness, drowsiness, flushed face, headache, or stiff neck.	Symptom free or with written approval to return from appropriate provider (physician, physician assistant, or nurse practitioner)

- Exclusion criteria is not limited to this list. These exclusion criteria are based on the recommendations of Kansas Department of Health and Environment and the American Academy of Pediatrics.
- Conditions are subject to nurse and/or staff assessment prior to dismissing home.
- Parents/guardians are request to report the providers diagnosis to the school.

As required by law, nursing services will report communicable diseases to the Reno County Health Department and/or the Kansas Department of Health and Environment.

- Staff will notify their supervisor to report absence
- Students or parent/guardian will notify secretary
    - Secretary will maintain communication with building nurse and vice versa

Confirmed Positive Covid-19 in USD 308
- Positive case must be confirmed with the RCHD

- o Staff/student will be excluded per KDHE and RCHD guidelines
- o Allowed to return after cleared by RCHD
- o Positive staff member will notify principal or supervisor of positive test
- o Parent/guardian will notify school of positive results
- o Principal or supervisor will notify building nurse (or nurse coordinator if nurse is not in the building) and provide contact number for positive staff member
  - After notifying nurse, the principal or supervisor will prepare potential exposure list
- o Nurse will communicate with positive employee to obtain the following:
  - Name
  - Contact number
  - Date of birth
  - Facility that conducted Covid-19 test
  - Provider who ordered the Covid-19 test
  - Date of onset of symptoms
  - List of symptoms
  - List of places with 308 staff/student was two days prior to beginning of symptoms
  - List of people in 308 that were potentially exposed
- o Building nurse will call nurse coordinator and update the situation
- o Nurse coordinator will notify RCHD for confirmation of positive test, information sharing and plan of action recommendations
  - Nurse coordinator will report back to building nurse for plan of action and further information sharing
  - Nurse coordinator will update Superintendent, Assistant Superintendent, and Public Information Director and the recommended plan of action
    - Communication with stakeholders will be released as appropriate
- o A negative test is not required to return post quarantine

Extra and Co-curricular

Administrative Recommendations
- Provide Covid-19 education for coaches/sponsors, students and parents
- Post signage regarding Covid-19 prevention and safety throughout facilities
- Maintain attendance rosters at all activities for contact tracing
- Conduct and document symptom and temperature monitoring

Communication Recommendations
- Establish communication with relevant agencies
- Create a contingency plan for extra and co-curricular reopening
- Develop a communication plan with local health officials

Personal Hygiene Recommendations
- Personal hygiene protocols for extracurricular activities should be consistent with those used in all other school settings

- Hand washing and/or sanitizing frequently
  - Upon arrival
  - During practice and competition
  - After activities
- Maintain at least six feet of personal distance as much as possible
- Recommend cloth face coverings/masks
  - When at least six feet of personal distance is not possible
  - Not advised during high intensity workouts
- Encourage alternatives to high fives and celebrations to minimize contact
- Clean/sanitize highly touched surface frequently
- Shower, wash clothing and clean gear after practice/play
- Limit sharing equipment and gear
  - Students should provide their own shoes, clothing and towels
  - If gear is shared, frequent cleaning and sanitizing between use
- Avoid communal watering stations
  - Provide individual water bottles for participants
- Equipment should be cleaned and sanitized between practice session and during sessions if possible

Recommendations for Athletics
- Follow the safety and prevention protocols practiced in school
- Encourage individual and small group work as much as possible
- Maintain at least six feet of distance when not engage in activity
- Limit the length as well as the number of times athletes are face to face
- Encourage athletes to arrive in separate cars
- Stagger locker room schedule to avoid overcrowding

Recommendations for Performing Arts
General Considerations
- Follow the safety and prevention protocols practiced in school
- Refer to NFHS Performing Arts resources
- Recommend cloth face coverings/masks
  - When at least six feet of personal distance is not possible
Marching Band
- Refer to KSHSAA guidelines
- Refer to NFHS information regarding instrument hygiene
- Adhere to spacing requirements of six feet or greater for on-field performances
Orchestra/Concert Band
- Rehearsals and performances should allow for at least six feet or greater of personal distance
- Develop procedures for cleaning/sanitizing of instruments
Music Education
- Refer to NFHS guidelines

- Recommend face masks
- When face masks are not feasible, consider using outdoor locations and/or large indoor locations
- Rehearsals and performances should allow for increased social distancing of ten feet

Theatre
- Maximum cast sizes should be based on size of stage to allow for personal distancing of six feet
- Venue size/spacing requirements in rehearsals should allow for personal distance of at least six feet
- Size/spacing requirements for staging/choreography should allow for personal distance of at least six feet when signing
- Eliminate special on-stage moments or effects not compliant with six feet of personal distancing

Audience Considerations
- Refer to CDC guidance
- Provide hand sanitizer for upon entry and exit at events
- Consult with RCHD to determine the allowable number of spectators/guests
- Venue size/spacing for maximum audience size show allow for at least six feet of personal distance
- Consider streaming for online audiences
- Encourage audience members to wear cloth face coverings/masks

Facility Cleaning

USD 308 has been "Cleaning for Health" for 14 years. What has been done:
- No touch restroom cleaning with Kaivac restroom cleaning machines
- Daily desktop and horizontal surface disinfection
- Backpack vacuuming with Hepa filtering system
- Incorporated Green Certified Chemicals to increase safety and effectiveness

The new reality for "Cleaning for Health" means increased frequency of the tasks. This increased frequency will result in having staff and students partner with the custodians in the effort to remove soils and disinfect classrooms.

Teachers will be asked to perform or assist with:
- Daily disinfection of desktops and/or table tops
- Each teacher/classroom will be provided a spray bottle with food grade sanitizer and cleaning cloth; no PPE required for use of cleaning products
  - Elementary Level- Recommended to take place after breakfast and lunch has been served in the classroom
  - Secondary Level - Recommended to take place prior to each class change
- Daily disinfection of identified touch points in the classroom

- With meals taking place in the elementary classrooms, students should be responsible for picking up around their space
  - This can be performed after lunch and prior to the end of the day
- Custodial staff will need assistance with the collection and removal of trash from the classrooms for those eating in rooms

Academic/Instructional

Learning Models

Students are given the following two options:

1. **In-Person:** Students and teachers will be in school with social distancing measures as feasible and adjusted safety protocols. Instruction is teacher-led using district curriculum, schedule, and grading practices. Your child will receive instruction from a grade level/content area teacher in their assigned building. This option is subject to change due to local health conditions, and could change intermittently to "Remote Learning." In situations where school capacity is reduced due to health restrictions, learning may move to a hybrid/remote model to accommodate reduced building/class capacity or other health related guidance.

2. **Remote Learning:** If parents choose this option while the school is in the onsite model, students will be doing all of their learning from home and not entering the building (they would be included in any clubs, athletics, activities, school events).
   - **Pre-K-8 Instruction** is teacher-led using the same curriculum, schedule, and grading practices. Students will receive instruction from a licensed teacher from the district. Students will be expected to be active online on each school day (school work totaling six hours per day, not all on technology). Requires trimester-long commitment. Parents/guardians will be required to submit weekly attendance logs to the school.
   - **High School** will use OdysseyWare as a digital platform. Odyssey is an engaging, rigorous interactive curriculum that is designed to help students in grades 9–12 meet the challenges of state standards/competencies. This provides students with critical thinking and analytical skills that they will need in post-secondary education. Students will receive instruction through several different modalities: daily teacher contact interactive task and assignment, formative and summative assessments, as well as Interactive Learning Tools. If we go to a full remote learning model, students will transition to teacher-lead online learning through Google Classroom. Students who were previously on OdysseyWare will remain on that platform.

USD 308 believes the best learning option for students is in person or remote learning if a parent prefers. Should COVID-19 numbers show a need for an alternate education opportunity, the district has developed a hybrid model (half onsite and half remote). If the circumstance requires a full shutdown of public schools, USD 308 is prepared to offer remote learning to all students.

Hybrid Model
A hybrid learning environment model in which students are rotating online and onsite. This model will be necessary if/when social distancing recommendations and/or mandates necessitate us to only have half the student population on site at any given time. We will need to

have a degree of uniformity in this structure throughout the district in consideration of families with students in multiple buildings.

- Students will be split alphabetically by last name into two groups. Group A (A-L) and Group B (M-Z) in order to accommodate families with siblings in multiple buildings. Buildings will have the autonomy to do what is most appropriate to fit the needs of students and families.
- Group A meets Monday and Wednesday, Group B Tuesday and Thursday.
- All students will be at home on Friday to allow for deep cleaning of the buildings.
- When the group is at home, there are learning activities they are tasked to do along with the completion of a log sheet for accountability. Students at home would also have a scheduled time to zoom in with their teachers/support staff to assist with these activities.
- Special considerations for special education may require students on-site all four days.
- **Rationale for Recommended Hybrid Schedule:** This model allows us to have contact with all kids. It allows for adequate social distancing. We chose Fridays at home for all students to allow for proper cleaning and to best accommodate the approved calendar for professional development days. This will optimize the time in-person for our students Monday through Thursday. Smaller groups allow for transitions to specials in our elementary schools.

	Monday	Tuesday	Wednesday	Thursday	Friday
Group A	On Campus	At Home	On Campus	At Home	At Home
Group B	At Home	On Campus	At Home	On Campus	At Home

Remote Learning Model

This is a model in which schools have been completely shut down, and all students would be working off campus.

- Students in grades Pre-K-3 will use Seesaw and students grades 4-12 will use Google Classroom for their online learning platforms. Students will be familiar with both of these as teachers are using these them in their classroom during on-site school.
- Students will be given learning tasks that can be completed in a flexible time schedule at home. Students will also log-on from home at a prescribed time to meet with their teachers/classmates for time to process and/or work through what they learned.
- Details of expectations, schedules, and special exceptions will be determined by grade-levels and buildings.
- Expectations for Licensed Staff: Will follow the Negotiated Agreement and Licensed Personnel Handbook.

PreK-3 Expectations Chart

-Assume buildings are shut down   -Assume 100% access   -Assume compliance   -Assume access to building for Ts

	Teacher Expectations	Student Expectations	Parent Expectations	Administrative Expectations	Training needed
Remote Hours	**Instruction:** • Use Seesaw as platform (may use other sites/apps as supplement if they are compatible and feed into Seesaw) • Include daily greeting (morning meeting) • Social Emotional Learning explicit instruction with curriculum and imbedded in lessons • Follow a Must Do/May Do format with specific minutes, as directed by district, allotted for each content area • Provide Learning Materials (tubs if district purchases) including, but not limited to: manipulatives, scissors, crayons, pencils, paper.	**Learning:** • Daily login to Seesaw • Completion of online and offline assignments (document or complete work in Seesaw) • Participate in scheduled zoom meetings • Utilize and take care of learning tubs, including tools, materials, and technology. **Communication:** • Ask questions when help is needed (individual teachers will clarify how to do this through Seesaw, email, and zoom)	**Learning:** • Follow Daily Checklist (provided by teacher) • Provide a quiet/ personal space for student to learn, • Ensure district technology is kept in a safe place and ready for use • Supplies and Learning Tub accessible to student(s). • Pick up new materials when appropriate • Sign daily learning log and have knowledge of work students completed. • Allow child to complete assessments on own so their	• Weekly check-in with staff • Facilitate PLC meetings • Make calls home, as needed • Contact with home for non-connection • Provide building-level professional learning (consistent with school calendar) • Attend zoom meeting periodically • Schedule pick-up for learning materials (tubs/kits)	**Teacher Training** • Seesaw • Other platforms that are compatible with Seesaw (Google, Wix, etc) • How to make "paper" digital • Skyward Attendance • Zoom • Time to build/personalize platform • How to link to Google Site **Tech Support**: All ipads must have **both student and parent version of Seesaw app and Zoom** for accessibility and ability for parents to monitor work. **Student Training** • Seesaw • Zoom

	• Developmental Play and hands-on activities are included in learning hours. • Coordinate with Specials teachers and Resource Room to add activities in Seesaw. **Parent Communication:** • Provide checklist for families to follow regarding learning environment at home • Teacher has set office hours per district recommendation with instructions on how to communicate (email, Seesaw message, etc) • Communicate progress regularly **Record Keeping:** • Monitor attendance by daily student work. • Assist/remind parents in completing daily log of learning hours.		knowledge is known by teacher. **Communication:** • Contact teacher during office hours, if possible, with questions or concerns using information from teacher. • Communicate with teacher regarding technology issues.		**Parent Training** • How to check Skyward • Seesaw Parent App • How to contact teachers, what home learning environment should look like, and how to support child. • Zoom **Administrative Training** • How to deal with Remote Daily Learning Logs • How to link info on the building Google Site

	• Monitor progress in iReady for math and reading • Report 3 consecutive missed contact days or a cumulative of 5 missed days to Admin staff				
Attendance	• Attendance must be taken daily by student completed work.	• Must log-in to Seesaw daily	• Must sign off on electronic daily log of completed hours (6 hours) • Log must be turned in weekly	• Track attendance • Track home logs • Make truancy calls	
How do Students and Teachers "meet"	• Zoom • Provide and teach CHAMPS expectations for Zoom for students and parents. (see attached examples)	• Zoom • Follow CHAMPS expectations for Zoom	• Zoom (may listen in on student Zoom to have knowledge of activities) • Be willing to communicate with teacher when needed.	• Zoom (may join classroom activities from time to time.)	
Asynchronous Learning					
Products of Learning	**Core Classes** • Teacher utilizes Seesaw • Teacher administers assessments when appropriate and with direction from district	**Core Classes** • Students access Seesaw • Students complete assigned tasks, activities, or assessments		**Core Classes** • Observe online activities or Zoom meetings.	

	• Use Competencies to guide instruction and assessments. Refer to Navigating Change Instructional Examples starting at page 189.	• Attend Zoom **Music/P.E./Art/ Library and other Special Classes** • Students access Seesaw • Students complete assigned tasks or activities • Attend Zoom		

Places of Contact	• Have a link within the Building Google Site
	  • How to get ahold of…
	    • Teachers (Regular Ed, Special Ed, Art, Music, PE, etc)
	    • Principal (or Assistant Principal)
	    • Counselor, Social Worker,
	    • Library
	    • Office staff
	    • Horizon's support (?)
	  • Tech Helpline
	  • Contact Log
	  • Notifications for events/updates
	  • Health policies/updates
	  • FAQ Page			

*Asynchronous learning is the idea that students learn the same material at different times and locations

CHAMPS

≫ .. 4.5a

Clear Form

CHAMPS EXPECTATIONS

Zoom Video Chats (For Parents)

C Level 0 once the meeting has begun. Please do not repeat my instructions or tell your student what to say / how to answer a question, this takes away your child's opportunity to learn and think for themselves.

H I plan a few minutes of unstructured socializing on Zoom before/after meetings. If possible, ask for help during this time. If the meeting has begun and you need help, use the chat box on Zoom or text me. I may type back, or speak to you. This may take a few minutes.

A Let your student Zoom independently. Watch/listen, or don't! It is your student's job to remove as many distractions (sibling, pets, TV) as possible BEFORE the meeting begins. Please respect their need for a distraction free environment.

M Please let your student be the focus of the Zoom meeting. We should see THEIR head and shoulders at a table on the screen. If using a phone to Zoom, set it so it can stand on it's own (try using tupperware, paper towel role with a phone hole cut in it, or a stack of books to lean the phone against.)

P Participation looks like using the chat box or texting when there is an issue, and helping to remove distractions so your student can best learn. It is NOT interrupting me or students when the Zoom meeting has begun.

Success! Thank you for allowing me into your homes virtually.

4-6 Expectations Chart

-Assume buildings are shut down   -Assume 100% access   -Assume compliance   -Assume access to building for Ts

	Teacher Expectations	Student Expectations	Parent Expectations	Administrative Expectations	Training needed
Remote Hours	**Instruction:** • Use Google Classroom as platform (may use other sites/apps as supplement if they are compatible and feed into Google Classroom) • Teachers will follow their in-classroom instruction schedule through Google Meets. • Live lessons will be provided at the in-classroom instruction time • Recorded lessons will be provided for follow up or absent students. • Social Emotional Learning explicit instruction with curriculum and embedded in lessons (Second Step) • Provide Learning Materials (tubs if district purchases) including, but not limited to: manipulatives, scissors, crayons, pencils, paper.	**Learning:** • Follow daily schedule via Google Classroom • Completion of online and offline assignments (document or complete work in Google Classroom) • Participate/engage in scheduled Google meetings • Utilize and take care of learning tubs, including tools, materials, and technology. • If a student is absent/unable to meet classroom schedule, student is to watch recorded lessons and complete assigned tasks. • While students are on Google	**Learning:** • Parent will check on Google Classroom daily activity • Provide a quiet/ personal space for student to learn • Ensure district technology is kept in a safe place and ready for use • Supplies and Learning Tub accessible to student(s). • Pick up new materials when appropriate • Sign daily learning log and have knowledge of	• Weekly check-in with staff • Facilitate PLC meetings • Make calls home, as needed • Contact with home for non-connection • Provide building-level professional learning (consistent with school calendar) • Attend Google Meetings periodically • Schedule pick-up for learning materials (tubs/kits)	**Teacher Training** • Google Classroom • Other platforms that are compatible with Google Classroom (Google Voice, Seesaw, etc) • Recording video best practices • How to make "paper" digital • Skyward Attendance • Zoom (IEP's) • Google Meet • Time to build/personalize platform • How to link to Google Site • Chromebooks • Remote learning legalities • Best practices for remote teaching • How to build a lesson **Tech Support**: All Chromebooks must have **both student and parent version of Google Classroom app and Google Apps** for accessibility and ability for parents to monitor work.

	- Hands-on activities are included in learning hours. - Coordinate with Specials teachers and Resource Room to add activities in Google Classroom. - Instruction will be provided through recording to be watched by students. - Google Meet sessions will be provided for face to face time with students. (example: pre-recorded lesson followed by live meet times scheduled by the teacher) - Teachers will have set office hours for communication with parents and students. - In an event of a teacher absence, teachers will be expected to post student assignments. **Parent Communication:** - Provide checklist for families to follow regarding learning environment at home - Teacher has set office hours per district recommendation with instructions on how to	Meets, they are expected to follow CHAMPS expectations **Communication:** - Ask questions when help is needed (individual teachers will clarify how to do this through Google Classroom, email, and scheduled Meets)	work students completed. - Allow child to complete assessments on own so their knowledge is known by teacher. - Parents may attend Google Meets as an observer. **Communication:** - Contact the teacher with questions or concerns. - Update teacher regarding technology issues preventing child from meeting student expectations		**Student Training** - Chromebook apps/access/capabilities - Google Classroom - Google Meet **Parent Training** - Chromebook apps/access/capabiliti es - Google Classroom App - How to contact teachers, what home learning environment should look like, and how to support child. - Zoom - Google Meet **Administrative Training** - How to deal with Remote Daily Learning Logs - How to link info on the building Google Site

	communicate (email, Google Classroom feed, etc) • Communicate progress regularly **Record Keeping:** • Monitor participation/engagement by daily student work. • Assist/remind parents in completing daily log of learning hours. • Monitor progress in iReady for math and reading • Report 3 consecutive missed contact days or a cumulative of 5 missed days to Admin staff			
Attendance	• Attendance must be taken by student/parent log.	• Must log into Google Classroom daily	• Must sign off on electronic daily log of completed hours (6 hours) • Log must be turned in weekly	• Track attendance • Track home logs • Make truancy calls
How do Students and Teachers "meet"	• Google Meet • Provide and teach CHAMPS expectations for Google Meets for students and parents.	• Google Meet • Follow CHAMPS expectations for Meets	• Parents may attend Google Meets as an observer. • Be willing to communicate	• Google Meet (may join classroom activities from time to time.)

	(see attached possible examples)		with teachers when needed.	
Products of Learning	• Teacher utilizes Google Classroom • Teacher administers assessments when appropriate and with direction from district • Use Competencies to guide instruction and assessments. Refer to Navigating Change Instructional Examples starting at page 189.	• Students access Google Classroom • Students complete assigned tasks, activities, or assessments • Attend Google Meets • Watch recorded lessons/complete work when absent		• Observe online activities or Google meetings. • Monitor Google classrooms regularly • Admin is connected to Google Classroom as a teacher.	

Places of Contact	• Have a link within the Building Google Site to
	  • How to get a hold of…
	    • Teachers (Regular Ed, Special Ed, Art, Music, PE, etc)
	    • Principal (or Assistant Principal)
	    • Counselor, Social Worker,
	    • Library
	    • Office staff
	    • Horizon's support (?)
	• Tech Helpline
	• Contact Log link ?
	• Notifications for events/updates
	• Health policies/updates
	• FAQ Page				

7-8 Expectations Chart

-Assume buildings are shut down   -Assume 100% access   -Assume compliance   -Assume access to building for Ts

	Teacher Expectations	Student Expectations	Parent Expectations	Administrative Expectations	Training needed
Remote Hours	• Be available for all of the following meetings that are applicable to each teacher: M/W/F Google Meet Check-Ins with core classes-- Math 9-10AM English 10-11AM Social Studies Noon-1 PM Science 1-2 PM T/Th Google Meet Check-Ins with electives-- PE/Weights- 9-10AM FACS/Tech- 10-11AM Music (band, choir, orchestra) 11-Noon JAG/Careers- 1-2 PM Art- 2-3 PM Meet with homeroom on Google Meet everyday from 3:20 to 3:35 to take attendance and comply with State contact for each child. • Take attendance for homeroom daily. Call those	Contact teacher if student missed log-in time for homeroom. • Attend Google Meet Check-ins for core classes and electives when there are questions. • Work must be completed as assigned from each teacher • Work should be turned in a timely manner • Must work 6 hours. • Following schedule is suggested but not required: 8:00-8:50 - 1st Hour 9:00-9:50- 2nd hour 10:00-10:50- 3rd hour 11:00-11:20- LUNCH 11:30-12:20 5th hour 12:30-1:20- 6th hour 1:30-2:20- 7th hour 2:30-3:20- 8th hour	• Clear expectations of when teachers meet with students • Remind parents of availability -- Have them check *Classroom* and *Skyward* OR HMS 7 and 8 Websites	• Making calls home • Contact for non-connection • Clear expectations on Referrals/ Consequences	**Teacher Training** • Making Frontline training available ASAP for trainings • What is Google Suite • How to make "paper" digital • Google Trainings o Small group instruction for departments *(Train-the-Trainer system)* • *Skyward* Attendance • Google Meet Training • Possible Para training for online work **Student Training** • How to use Google *Classroom* • Google Meet Training **Parent Training**

	students that don't attend.
	  • Be available for classwork questions
	  • Let kids work individually/off Google Meet
	  • *Contact times must be consistent!!*
	
	• Teachers report attendance to admin/*Skyward* for Homeroom EVERY DAY!
		3:20-3:35- Homeroom (Required to occur daily)
		    (50 Minutes per class to get 6 hours)
					• How to check *Skyward*
					• How to check Google *Classroom*
					• How to reach teachers effectively (what platform to use)

Attendance	• Attendance must be taken each day for Homeroom. • Must be submitted in *Skyward* by end of the day	• Must do work for all courses each day and attend homeroom meeting for attendance.	• Must sign off on log (6 hours)	• Track attendance • Truancy Calls	
How do Students and Teachers "meet"	• Google Meet • Use "auto-caption" • Make expectations in Video calls	• Use posted Google Meet code in *Classroom* • Maintain and meet expectations of behavior/visuals	• Must sign off on log (6 hours) • Remind parents of availability to check *Classroom* and *Skyward* or websites for HMS 7 and 8	• Referrals for Google Meet behavior violations	
Products of Learning	**Core Classes**	**Core Classes** • Assignments	• Remind parents of availability to	**Core Classes**	

	• Review core competencies • Clarify core lessons needed **Hands-On Classes** • Theory over practice • Bring back in small groups for performance assessment	• Projects • Assessments **Hands-On Classes** • Products or log of activity	check *Classroom* and *Skyward* or websites.	Assist teachers in training and student contact. Meet health expectations by county. **Hands-On Classes** • Assist teachers to manage small group for performance assessment • Meet health expectations by county	

Places of Contact	• Build a Middle School Google Site to
	   • How to get a hold of…
	     • Counselors
	     • Assistant Principals
	     • Attendance Offices
	     • Teachers
	   • Tech Helpline
	   • Contact Log link
	   • Expectations clearly for each model?
	   • Notifications for events/updates				

Online Learning
## 7-8

Platform: Students will use Google Classroom
Required attendance: Students must be engaged with 6 hours of learning activities each day. This does not mean 6 hours of "screen time." It may include any learning activities they have been assigned by their teachers, such as reading a book, building a model, constructing an art project, etc.

Google Classroom
- USD 308 will have one central site for all remote learning. HMS 8 and HMS 7 will have links to their own building websites that are located on that district website. Once a student/parent selects their building, they can choose from each faculty member's virtual classroom link, which will be Google Classroom.
  - All students will be set up in their teachers' Google Classrooms automatically at the beginning of the year.

Assignments will be organized into "Topics" in Google Classroom and will be separated by week.
- These will be formatted by timeline, not thematic units. As such, students will be able to see a weekly overview of their learning objectives and expectations so they can best prioritize and plan out their time to complete tasks.
- Assignments may be posted by a day or week. Due date will have to be posted.
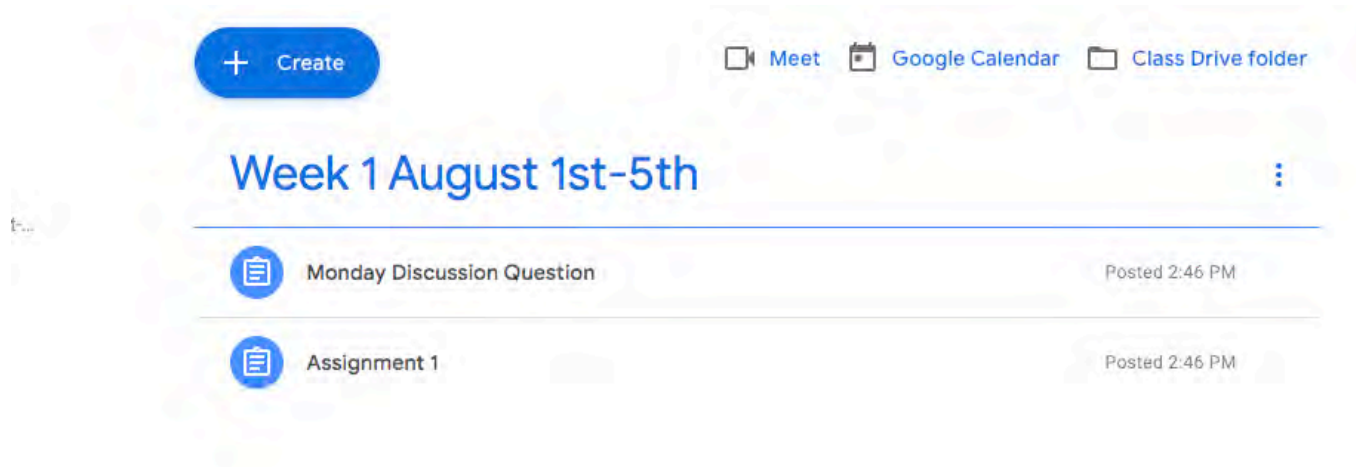
- Each student will have at least one parent email for accountability and connection to the school -- This will be linked to Google Classroom.
-

BEGINNING OF THE YEAR-
- Each teacher will have a Google Classroom
- Parent email must be on file in office.
- Parents will be given teachers "Google Voice number to contact as well as emails.
- Staff Hutch Docs emails will be posted for easy email contact within Google Classroom.

How is school going to work?

Daily Contact--
Each teacher contacts their homeroom kids every weekday.

Daily Expectations-
- o M/W/F Google Meet Check-Ins with core classes
  - Math 9-10AM
  - English 10-11AM

- Social Studies Noon-1 PM
- Science 1-2 PM

  o T/Th Google Meet Check-Ins with electives
    - PE/Weights- 9-10AM
    - FACS/Tech- 10-11AM
    - Music (band, choir, orchestra) 11-Noon
    - JAG/Careers- 1-2 PM
    - Art- 2-3 PM

Suggested Schedule for students/parents:
8:00-8:50 - 1st Hour
9:00-9:50- 2nd hour
10:00-10:50- 3rd hour
11:00-11:20- LUNCH
11:30-12:20 5th hour
12:30-1:20- 6th hour
1:30-2:20- 7th hour
2:30-3:20- 8th hour
3:20-3:35- Homeroom (Required to occur daily)
      (50 Minutes per class to get 6 hours)

No 4th hour while we are in "Remote Learning"

Expectations for Teachers
- Each teacher will have a Google Classroom and use it at least three times a week no matter what format school starts in.

Expectations for Students and Parents
- See classroom CHAMPS expectations sheets within teachers Google Classrooms.

HHS Expectations Chart

-Assume buildings are shut down   -Assume 100% access   -Assume compliance   -Assume access to building for Ts

		Teacher Expectations	**Student Expectations**	**Parent Expectations**	**Administrative Expectations**	**Training needed**

	Remote Hours	• Hours start "normal" hour times
		• Take attendance/ meeting notes for the first 15 min.
		• Be available for classwork questions
		• Check-in at the end of the hour, last 10 min. (Do not need to be on full class period)
		• Let kids work individually/off Google Meet
		• *Contact times must be consistent!!*
		  o Keep current class courses
		  o Scheduling 3rd hour (all the same)
		  o Does NOT mean that you are online the whole time
		  o Keep 6-minute passing period
		• Ts report attendance to admin/*Skyward*
			• Contact Ts if log-in time is missed
			• Attend during expected class times
			• Work must be completed as assigned from each teacher
			• Work should be turned in a timely manner
				• Clear expectations of when Ts meet with Ss
				• Remind parents of availability to check *Classroom* and *Skyward*
					• Making calls home
					• Contact for non-connection
					• Clear expectations on Referrals/ Consequences
						Teacher Training
						• Making Frontline training available ASAP for trainings
						• What is Google Suite
						• How to make "paper" digital
						• Google Trainings (in-person??)
						  o Small group instruction for departments *(Train-the-Trainer system)*
						• *Skyward* Attendance
						• Google Meet Training
						• EduPuzzle / PlayPosit training
						• Possible Para training for online work
						
						Student Training
						• How to use Google *Classroom*
						• Google Meet Training
						
						Parent Training

Attendance	• Attendance must be taken each day • Must be submitted in *Skyward* by end of hour	• Must attend courses each day	• Must sign off on log (6 hours)	• Track attendance • Truancy Calls	• How to check *Skyward* • How to check Google *Classroom* • How to reach Ts effectively (what platform to use) **Administrative Training** • •
How do Ss and Ts "meet"	• Google Meet • Use "auto-caption" • Make expectations in Video calls	• Use posted Google Meet code in *Classroom* • Maintain and meet expectations of behavior/visuals	• Must sign off on log (6 hours) • Remind parents of availability to check *Classroom* and *Skyward*	• Referrals for Google Meet behavior violations	
Asynchronous Learning	• All meetings recorded and posted in *Classroom* • Be aware of FERPA • Encourage office hours *(VERY CLEAR EXPECTATIONS!)*	• Accountability will be held through Ts assessment and embedded questions	• Remind parents of availability to check *Classroom* and *Skyward*	•	
College Courses/ Dual Credit/IB	• Ts meet HCC expectations • Interact with *Canvas* program as well as *Classroom* • Continue to follow IB Curriculum on coordinator's *Classroom*	• Use HCC program to complete work • Check platforms appropriately • IB Ss expectations still standing (community service, projects, and exams)	• IB fees will be expected to be paid • IB paperwork filled in on a timely manner	• Maintain contact with appropriate institutions and coordinators	
Seminar	• Contact with all Ss • Continue Xello activities • Meet for ~15-30 minutes	• Contact Ts • Finish Xello activities IPS filled out	• Remind parents of availability to check	•	

	• Use SEL content		*Classroom* and *Skyward*		
Products of Learning	**Core Classes** • Review core competencies • Clarify core lessons needed **Hands-On Classes** • Theory over practice • Credentials through institutions (use available programs) • Bring back in small groups for performance assessment	**Core Classes** • Ss access *Classroom* **Hands-On Classes** • Ss access *Classroom* or *Canvas* platforms as expected • Ss perform technical skills • Scheduled for small group with Ts	• Remind parents of availability to check *Classroom* and *Skyward*	**Core Classes** • **Hands-On Classes** • Assist Ts to manage small group for performance assessment • Meet health expectations by county	

Places of Contact	• Build an HHS Google Site to
	   • How to get ahold of…
	     • Counselors
	     • Assistant Principals
	     • Attendance Offices
	     • Teachers
	   • Tech Helpline
	   • Contact Log link
	   • Expectations clearly for each model?
	   • Notifications for events/updates
	   • Health policies/updates
	   • What-If Questions (FAQ Page)				

Remote Education for Students with I.E.P.s who are in Special Programs
(Communication Social Skills, Behavior Social Skills, Modified, Functional Skills)

Each teacher will create a virtual site for their classroom. This will be done on Seesaw or Google Classroom depending on the age/level of the student. Each teacher will have learning activities and lessons to fit the needs of their students. These tasks will enable students to make progress toward annual I.E.P. goals and will be sufficient to meet the required hours mandated by the state.

Teachers will develop hands-on work that can be picked up by parents for personalized learning that cannot be achieved remotely.

Parents and students will have access to district resources such as I-Ready, Unique, Handwriting Without Tears, Edmark, Zoom, and more.

Occupational Therapy, Physical Therapy, Speech, Social Work, Orientation and Mobility, Hearing, and Vision services will conduct scheduled Zoom tele-therapy sessions to fulfill IEP minutes.

There will be unique exceptions where some related services may not be appropriate via tele-therapy. In those instances, IEP teams will determine the most appropriate way to meet student's needs.

Parent training may be necessary to provide some of these services. This training will be provided as needed.

Remote Education for Students with I.E. P.s who are not in Special Programs

Students will work directly with their general education teacher and I.E.P. case manager to ensure that they are making progress towards annual I.E.P. goals. The Salthawk Restart document outlines expectations for all students which will include students with I.E.Ps.

Occupational Therapy, Physical Therapy, Speech, Social Work, Orientation and Mobility, Hearing, and Vision services will conduct scheduled Zoom tele-therapy sessions to fulfill IEP minutes.

There will be unique exceptions where some related services may not be appropriate via tele-therapy. In those instances, IEP teams will determine the most appropriate way to meet student's needs.

Parent training may be necessary to provide some of these services. This training will be provided as needed.

USD 308

Hutchinson Public Schools

Remote Learning Handbook

for Students, Teachers, and Families

Table of Contents

USD 308 does not discriminate on the basis of race, religion, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

Students, Staff, and Families:

During this time of at-home remote learning, we will work as a team to help your child learn and grow. This handbook has been created to provide students, staff, and families with the information needed to experience success.

Please read through this information before beginning the school year, and feel free to contact us if you have any questions. This handbook is intended to supplement, and not replace, our existing handbooks.

Our Kansas State Board of Education recently released comprehensive guidance to provide direction to school districts during this unique time. Part of this guidance includes some specific requirements for students who will participate as learners through an at-home remote learning environment. These requirements will include:

- Six hours of daily participation by the student in learning activities
- Daily participation by the student in teacher-initiated contact
- Daily remote learning log completion (see Appendix)
- Participation in the same assessments as students who are attending school in-person.

We have included other applicable information in this handbook and would like to ask in advance for your participation and cooperation in meeting all requirements and guidelines, all to support the success of our learners.

Teacher Contact Process

Please email your child's teacher directly with questions, updates, and more. You should expect returned communication within 24 hours.
http://www.usd308.com/node/102

Technical Support / Device Support Contact Information

Call 620-615-5637 or email 308studenthelpdesk@hutchdocs.com

ROLES AND RESPONSIBILITIES OF STAKEHOLDERS

We are all on the same team in helping your child to meet his or her highest potential and to experience success in both academics and in social-emotional development. To meet this goal together, each stakeholder has a role:

Students
The student's role is to participate daily and learn to apply skills and concepts to the best of his/her ability. Additionally, students should expect to have some fun while also taking age-appropriate initiative and individual responsibility for their own learning. This includes, but is not limited to, the following:

- Applying oneself to his or her studies in fun and focused ways
- Working hard each day to learn and apply information
- Staying engaged and participating fully in the lessons and activities
- Asking questions and participating in discussions
- Expressing and exploring personal interests

Staff
Our teachers and staff are responsible for ensuring that students are provided with the content, instruction, support, and assistance they need to be successful. Teachers will proactively monitor each student's progress and will initiate daily contact via phone or video conferencing, Teachers will also provide feedback on the student's learning and success on an ongoing basis.

Families
Parents and guardians play a key role in their student's success in any learning environment, but even more so in an at-home remote learning environment. In order to be kept informed of their student's progress, parents and guardians will need to be available for ongoing contact with their student's teachers by phone, e-mail, text, and/or video conferencing. Additionally, parents and guardians should contact the student's teachers to keep them informed of any anticipated absences or needs.

ACADEMIC ENGAGEMENT EXPECTATIONS

Time
At-home remote learning students (and families) should plan to engage in learning activities and experiences for at least six hours per day. This time must be documented daily on the daily log, which is available in the appendix.

Student / Family Communication
Communication between student and teacher(s) is vital to the academic success and social-emotional development of the student. In order to facilitate communication, students and staff will abide by the following policies:
- Students will reply or respond to teacher-initiated communication promptly
- Students and *at least* one teacher will be in contact daily by phone or video
- Students are encouraged to initiate communication with questions
- Families will log activities on the provided form and follow the submission process as described in the appendix

*Please remember to inform teachers and/or the district if a change is made to your address, phone numbers, and/or email addresses.

Communication by Teachers / Staff
Teachers and staff will respond to student requests for assistance no later than 24 hours after the request is made except on weekends and school breaks when assistance cannot be guaranteed. Flexible hours of attendance are permitted to accommodate your learning while meeting other obligations.

Mandatory or Compulsory Attendance
Under an at-home remote learning model, students are still expected to "attend" school by completing work and participating to the fullest extent possible. If a student is not meeting the minimum participation and work completion expectations and/or is absent without valid reasons, we will seek to follow our district's truancy policy.

Academic Integrity
All students, whether at-home or in-person, are expected to submit only work that they have completed themselves through their own original

This handbook supplements our existing school handbook August 2020

efforts. Academic integrity is taken very seriously; cheating, copying, and plagiarism are all violations of academic integrity and are not acceptable. Plagiarism is presenting another person's ideas or writing as your own. Examples of plagiarism include, but are not limited to: Copying and pasting a whole sentence, paragraph, artwork, or paper into your own work; using someone's original ideas in your work without giving them credit; using information from another source and only changing a few words here and there or moving around sentences.

Daily Conferencing

Students will be expected to actively participate in daily conferences with teachers. This is a requirement of participation in the at-home remote learning option. Specifics will be communicated by teachers with families at the onset of at-home remote learning. Additionally, the completion of a daily log by students and parents along with periodic submission of this daily log will be required.

Special Education and Student Supports

Students with an IEP, 504 Plan, and other documented student supports can be very successful in at-home remote learning models. Please continue to be in contact with your child's Special Education case manager and/or school administrator to determine if a meeting is necessary to develop or modify an existing plan to provide and implement additional supports as needed. Depending upon the needs of the student, the school may want to initiate an amendment to a student's IEP or 504 by adding remote learning as a temporary method of instruction.

State and Local Assessment Requirements

Students who are in an at-home remote learning environment will be required to participate in the Kansas State Assessments. Arrangements will be made with students and families to safely participate in these proctored assessments which may need to occur at an on-site location in the district. We will also make plans and provisions to have at-home remote learning students participate in local achievement and growth assessments.

Use and Care of District-Issued Devices and Technology

Technology that we provide may serve as an important tool to support students who are at-home remote learners. If the district issues a device or devices to a student, we expect that students will follow the district's Acceptable Use Policy. If there are technical and software issues, concerns, or barriers, please report these as soon as possible by contacting our district's technical support contact.

Participation Policies: Activities, Athletics, Field Trips

Our district will consider and follow any approved guidance or policy recommendations from KDHE, KSDE, KSHSAA, and other professional organizations regarding at-home remote learning students' eligibility to participate in extracurricular / co-curricular activities, athletics, and/or field trips.

Matters of Non-Compliance

We understand that being an at-home remote learner may present specific challenges and barriers. We will do everything possible to be your partner throughout this experience, and we will also have high expectations for students. To that end, we cannot expect a student to be successful if he or she is not participating and engaged in his or her learning. If teachers or school administration has concerns about a student's participation or progress, attempts will be made to meet with the student and his or her family to discuss barriers and work together to remove those barriers.

Confidentiality

Privacy/FERPA Policy

Our district will abide by the student privacy guidelines set forth by the Family Educational Rights and Privacy Act (FERPA). This will also apply to students in an at-home remote learning environment.

Video / Live-Streaming Statement

Depending on how remote learning opportunities are structured, there may be instances where classrooms are live-streamed / recorded. Students who incidentally appear in these videos will not be identified by name.

Student Records

All student records shall be treated as confidential and primarily for school use unless otherwise stipulated.

Appendix A: Remote Learning Daily Log

Date:

Student Name: Student Grade:

School Name: USD: Student ID:

Name(s) of teacher(s) who made contact today:

Activity / Class	Assignments Completed (Circle)		Test Taken (Circle)		Total Minutes*
	Y	N	Y	N	
	Y	N	Y	N	
	Y	N	Y	N	
	Y	N	Y	N	
	Y	N	Y	N	
	Y	N	Y	N	
	Y	N	Y	N	
	Y	N	Y	N	

*For a Remote Learning student to be funded as a full-time student, the student must participate in six hours (360 minutes) of learning activity each day.

I certify that I am enrolled and participating in courses offered through the USD listed above.

Student signature:_____ Date:_____

I certify that my child is enrolled and participating in courses offered through the USD listed above.

Parent signature:_____ Date:_____

The classroom teacher will communicate the method in which all school day logs will be completed and submitted once weekly.

Appendix B: Daily Contact Log for Teachers

Directions: Please enter each student's name and indicate the time you were able to visit with each student on a daily basis for a week at a time.

Student Name	Mon	Tues	Wed	Thur	Fri

This handbook supplements our existing school handbook August 2020