



ELEMENTARY VIRTUAL LEARNING HANDBOOK

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Expectations

Grading and Learning Activity Guidelines:

The Texas Education Agency (2020) stated educators should focus on gathering sufficient information to determine proficiency levels for students. Additionally, they have stated that school districts may delay recording of grades for a short time (e.g. the first week of remote learning) to allow teachers and students to become familiar with this new virtual learning platform (Texas Education Agency, 2020). SAISD, for grades PreK-5, will not record grades or collect work samples for the 1st week of virtual instruction (3/30/20-4/3/20). The Texas Education Agency (2020) has given local school districts the leeway to record fewer grades, which is our current plan.

SAISD, in grades PreK-5, is offering a high-tech option for our students through the virtual learning platform where our teachers can regularly monitor student progress of learning. The Texas Education Agency (2020) stated that because we have a high-tech option for virtual learning, we are able to use our current gradebook, Teacher Access Center and/or Home Access Center, to document the recording of grades. Students cannot be penalized for not having access to the virtual learning platform (Texas Education Agency, 2020). All SAISD students in grades PreK-5 are being offered access to a device. If you do not have a device or you are unable to access the internet through your own home or through our school bus Wifi, please contact your campus for assistance. SAISD will continue to monitor grading in the virtual learning platform and will make necessary adjustments to this plan as needed. Any changes to this statement will be communicated with families as quickly as possible.

SAISD Elementary Virtual Grading Guidelines:

- Any assigned work for students must be purposeful and aligned to the TEKS.
- All work for a given week will be posted on Monday (or the 1st day of the week) and will be due the following Monday. For the last week of the nine-weeks, all work should be completed by Thursday, May 28th. All work turned in on Monday from the previous week should be graded and feedback should be given to students within 1 week.

PE, Music, and Conduct grades:

- If the student participates in virtual learning, they will be given an E for participation.

PreK and Kindergarten:

- Teachers will collect one work sample each week to monitor progress towards learning goals.

Grades 1-5:

- Teachers will record no more than 1 grade per week per content area.
- All grades will be weighted as minor grades.
- For the final 9 weeks of the 2019-2020 school year, teachers will assign and grade no more than 8 minor grades to assess student learning.
- ***All students will be given the opportunity to redo any work in which they earn less than a 70, up to a 70%.***

Online Instruction Considerations:

Read the following articles before taking the Virtual Netiquette Quiz.

- [Netiquette Introduction](#)
- [Netiquette Core Rules](#)
- [Netiquette Quiz](#)

Office Hours/Real-Time Virtual Tutorials (Principals set this schedule)

Teachers should be available to support students through email, Class Dojo, SeeSaw and Google Classroom or Zoom for the duration of the regular school day, 8:00-4:00pm. **All lunches will be scheduled from 12:00-1:00 PM.**

Teachers should be available via Zoom for live support with students for at least 2 hours per day according to the schedule set by campus leadership. [Zoom](#) (Sign in using SAISD Google account)

Professional Learning Community (PLC)

PLCs are expected to meet weekly, either virtually or in-person (as advised by campus leadership), to continue to provide the best instructional opportunities for the students of SAISD. Campus leadership will work with PLC groups to create a meeting schedule. [Zoom](#) (Sign in using SAISD Google account)

Special Populations (Special Education and 504)

Teachers with special education or 504 students should provide instruction that is in accordance to students' IEP or 504 plans. Having knowledge of students' accommodations and/or modifications will be critical. When planning instruction and creating assignments and tests, teachers should ensure that accommodations and/or modifications are included. For example, for students who have an accommodation for oral administration for assignments/tests, teachers should consider what technology is needed (such as Text-to-Speech by Google.)

Some students have unique circumstances that will require alternative methods; specific instructional methods will be needed for this population of students.

English Learners

Teachers with EL students should take into consideration that online classes can be difficult for students and parents to understand with a language barrier. Ensure that the assignment can be translated easily when providing online instruction..

GT/Enrichment

Teachers may want to use the Texas Performance Standards Project for enrichment ideas- [Texas Performance Standards Project](#)

Teachers may also share links for enrichment, such as: [Hour of Code](#) and [Wonderopolis](#).

Social-Emotional Learning

Several weeks ago most of us had NO idea how quickly things would change concerning the Coronavirus. Our students (and staff) have witnessed a rapid increase in anxiety in our society. National crisis events like this are sure to qualify for many as an "Adverse Childhood Experience" relating to trauma. As you plan to meet your students virtually or help them with at-home learning, please keep the following things in mind and communicate them when introducing your online class and expectations.

- Teachers and school staff are here to help them navigate this time of transition to online (or at home) learning.
- Schools are not closing out of a fear of the virus, however, out of extreme caution for slowing the spread of the virus and protecting the most vulnerable populations among us (elderly, those with compromised immune systems, etc.)
- Our first and main concern is everyone's health and well-being.
- This is new to all of us. It will serve us well to be patient and understanding with each other. We will all do the very best that we can.

- Give them a way to contact you with questions and set boundaries for times and ways (email, Remind, etc.) that you will respond.
- If you are a CKH campus, do not abandon the language of the social contract. Use some of the words to continue talking about how even online we are still a community that values respect, responsibility, etc.

Roles and Responsibilities

District Leadership

- Develop systems and processes for sustained leadership at campuses
- Communicate frequently with campus leadership

Elementary Curriculum and Instruction

- Create and maintain the Elementary Virtual Learning Handbook
- Provide guidance and assistance to campus leadership for all virtual learning instruction
- Provide guidance and assistance to instructional coaches and teachers for all virtual learning instruction
- Develop systems and processes for sustained virtual learning

Campus Leadership (Principals and Assistant Principals)

- Facilitate assigned PLCs
- Monitor Google Classroom daily to ensure content is appropriate, aligned, etc.
- Monitor Google Classroom teacher virtual presence and activity daily
- Monitor grades daily and communicate with teachers who have students with failing grades
- Virtually observe teachers during real-time virtual tutorials
- Ensure accommodations are in place for special education students , 504 students, English learners, etc.
- Verify that all staff have met the expectations weekly

Counselors

- Weekly communication with teachers about big rock items for student success
- Daily Communication and collaboration with campus leadership
- Be available to students and parents in person, by phone, email, or virtually
- Weekly Communication with teachers regarding students' academic and social-emotional well-being

Instructional Coaches

- Assist campus leadership with monitoring Google Classroom sites
- Participate in PLCs as directed by campus leadership
- Support teachers in creating appropriate learning activities and locating resources
- Provide guidance and assistance to teachers for all virtual learning instruction
- Review Instructional Planning Document daily and provide feedback to PLC's
- Virtually observe and/or co-teach real-time virtual tutorials for teachers who need support

School Social Workers

- Help teachers monitor attendance and contact students as needed
- Deliver instructional materials as needed
- Daily communication and collaboration with assistant principals and principals
- Help families in need of physical and emotional support

General Education Teachers

- Be available to assist students throughout the duration of the school day, 8:00am-4:00pm (lunch 12:00-1:00pm)
- Provide feedback to students within 1 week and update grades weekly
- Participate in PLCs as directed by campus leadership
- Weekly communication with parents/guardians

- Provide accommodations for special education students, 504 students, English learners, etc. as required
- For EL students, create documents that are translatable and provide instructions that are clear and simple for English language learners to understand and translate

SPED Teachers

- Coordinate assistance with Gen Ed teachers for accommodations and modifications
- Provide assistance to students and parents for accessibility to learning activities
- Provide feedback to parents within 1 week and update grades weekly
- Monitor, adjust, and support learning activities if students are not successful
- Participate in PLCs as directed by campus leadership or alternative program coordinator
- Weekly communication with parents from students' teachers of record
- Plan individual time to meet virtually with students in order to document minutes as required

Students

- Know expectations, ask questions, and take ownership of learning
- Log into Google Classroom daily
- Complete learning activities

Instructional Planning Document

Using our curriculum

1. Review the TEKS in the remaining grading period in the district curriculum and chunk the TEKS by week. (Map the TEKS for the last grading period of school.)
2. Complete the Assignments/Instructional Materials rows for 2 weeks of instruction.
3. The remaining weeks will be completed in your weekly PLCs.

Assignment Guidelines:

- The amount of **time spent completing any learning activities** should not exceed 3 hours per day for all content courses (English, Social Studies, Science, and Math)
- [-Week 1 Activity Page Example & Template to create your own](#)
- [-Week 2 virtual and packet Example Plans](#)
- Learning activities must follow TEKS and may include, but are not limited to thinking maps, research, writing, and reflection, digital presentations with multimedia and/or interactive elements, collaboration opportunities through online discussion boards or blogs, and other projects or activities.

Week	TEKS	Learning Activity(s)	Instructional Materials (Videos, Documents, Resources)	Due Date	Assessment
March 23-27					
March 30 - April 3					
April 6 - 10					
April 13 - 17					
April 20 - 24					
April 27 - May 1					
May 4 - 8					
May 11 - 15					
May 18 - 22					
May 25 - 29					

Special Education and 504 Services

Inclusion/Co-Teach, Resource/SSM, PIT/BMT

Refer to all communication and guidelines provided by general education content coordinators as your main point of reference.

- Communication:
 - Special education teacher should be in communication with general education teacher (and other special education teacher if warranted) to determine:
 - the best way to communicate with parent, and
 - what technology student has access to at home.
 - Communication with parents should be ongoing and documented. [Parent Contact Log](#)
- Instruction:
 - If no modified curriculum is required, **ensure instruction includes student's accommodations.**
 - If a modified curriculum is required, **provide differentiated instruction including student's accommodations and modify as needed.**
 - PIT/BMT teachers will coordinate with the general education teacher and/or SSM teacher for modifications and/or accommodations.
 - SSM teacher that serves SSA students will coordinate with the SSA tracking teacher and the SSA teacher for that subject for modifications whether instruction is provided virtually or in packets/activities.
 - Instructional planning should incorporate both curriculum and IEP goals/objectives. These can be incorporated either together or separately.
 - General and special educators should collaborate regarding the needs of a student served through Special Education in the event that the student is struggling with a particular concept.
 - Special education teachers should ensure their zoom tutorial hours are known by the general educators they support, parents and students.
 - In certain circumstances, special educators may need to contact the family/student to set up 1:1 support sessions to enable the student to continue to progress in the general education curriculum as well as in their IEP goals/objectives.
 - Teachers and staff should take care to preserve confidentiality of students when using virtual platforms.
- Documentation:
 - In collaboration with general education teachers, document progress monitoring data so IEP goals/objectives can be updated. [IEP Data Collection Form](#)
 - Document how accommodations and/or modifications are provided. [Accommodations Log](#)
 - Conduct a baseline on all IEPs now (if you did not do so before Spring Break) and conduct a baseline on all IEPs when students return to school in order to determine what compensatory services may be owed.
- ARDs:
 - All ARDs will be held virtually with staff participating via Zoom. Parents have an option to either participate via phone or Zoom.
 - All requirements for ARDs still apply including required ARD members, timelines, etc.

ECSE and SSA

Refer to all communication and guidelines provided to general education.

- Communication:
 - Special education teacher should be in communication with parent to determine:
 - The best way to communicate with the family, and
 - what technology student has access to at home.
 - Communication with parents should be ongoing and documented. [Parent Contact Log](#)
- Instruction:
 - Special education teachers are required to **complete differentiated lessons** for their students for each subject area. This can be done virtually (using Vizzle, Google Classroom or other online options) and/or by providing activities/tasks to be completed at home.

- If necessary, special education teachers should consider ***gathering/creating materials*** that can be sent home to aid in instruction. This should be coordinated with the campus principal regarding any information related to drop-off or deliveries of instructional materials for families.
- Special education teachers should consider what ***materials/activities may be readily available at home to aid in planning instruction***. For example:
 - If the target is following multi-step directions (throw away your trash and then bring me your shoes),
 - If the target is sorting two similar items (sort the forks and spoons into the baskets),
 - If the target is counting (count how many chairs are in the kitchen),
 - Request the parent to have a reinforcer available when working on tasks (bubbles, stickers, preferred toy).
- Instructional planning should incorporate both curriculum and IEP goals/objectives. These can be incorporated either together or separately.
- Special education teachers should ensure their zoom tutorial hours are known by the students' parents.
- In certain circumstances, special educators may need to contact the student's parents to set up 1:1 support sessions to enable the student to continue to progress in the general education curriculum as well as in their IEP goals/objectives.
- Unique circumstances:
 - For 5 year old ECSE class, general and special educators need to collaborate regarding the needs of a student served through Special Education in the event that the student is struggling with a particular concept.
 - For SSA students in SSM, teachers will coordinate with SSA teachers for modifications to instruction provided virtually or in packets/hands on activities.
 - The SSA tracking teacher will be the main point of contact for parents and will provide instruction on students' transition and functional goals.
 - The SSA content teacher will provide differentiated instruction to the students in their classes.
- Teachers should take extra precautions to maintain the confidentiality of students when using virtual platforms.
- Documentation:
 - In collaboration with general education and/or special education teachers, document progress monitoring data so IEP goals/objectives can be updated. [IEP Data Collection Form](#)
 - Document how accommodations and/or modifications are provided. [Accommodations Log](#)
 - In collaboration with parents, provide guidance on how to document the student's performance on activities/tasks. [Parent Task Tracking Log](#)
 - Conduct a baseline on all IEPs now (if you did not do so before Spring Break) and conduct a baseline on all IEPs when students return to school in order to determine what compensatory services may be owed.
- ARDs:
 - All ARDs will be held virtually with staff participating via zoom. Parents have an option to either participate via phone or Zoom.
 - All requirements for ARDs still apply including required ARD members, timelines, etc.

Procedures for Responding to an Online Student Outcry

As a staff member working with students virtually, it is important to remember there may be instances when students are going to need emotional or mental health assistance. Please follow these guidelines when informed of any of the following:

Abuse or Neglect

All abuse and neglect outcries will be reported directly to CPS immediately. You can report using the [online reporting system](#) or you can call **1-800-252-5400**. You should also notify your principal that you made a report. **As educators we are expected to report within 24 hours.**

Cyberbullying or Online Harassment (Student to Student)

If a student reports any form of cyberbullying or online harassment from other students, notify your principal or assistant principal immediately. The incident will be investigated and parents will be contacted according to our district policy. **Campus principals should notify the executive director if support is needed.**

Cyberbullying or Online Harassment (Adult to Student)

If a student describes an instance when he/she is being harassed online by another adult outside of school, notify your principal immediately. The principal will notify the proper authorities if deemed necessary. **Campus principals should notify the executive director if support is needed.**

Stay Alert

StayALERT is a bilingual, confidential website, e-mail, phone and texting avenue for students, teachers, staff, parents and community members to confidentially report unsafe behaviors, suspicious activities, bullying, acts of violence, harassment, and a host of other potential disruptors to school safety. Users may report concerns 24-7-365 via this website, an email, a phone call to a recorded and monitored line or via a text message from a cell phone.

Online Reporting: <https://www.stayalert.info/report>

Hotline: 1-206-406-6485 (texts or calls accepted)

Instructional Technology

Using Google Classroom

1. [Google Classroom - Getting Started](#)
 - a. Accessing Google Classroom
 - b. Setting up Classes including notifications, the dashboard and settings
 - c. Creating announcements, adding assignments, posting questions and creating quizzes.
2. [Google Classroom - Feedback and Grading](#)
 - a. Providing Comments & Feedback
 - b. Grading & Rubrics
3. [Google Classroom Student Point of View](#)
 - a. Accessing Google Classroom
 - b. Joining a Class
 - c. Viewing Teacher Comments & Creating Comments
 - d. How to Complete -
 - i. Assignments
 - ii. Questions
 - iii. Quizzes
4. [Google Classroom Help Center](#)
5. [Google Classroom Teacher Center](#)

Using Zoom Online Meeting

1. [Video Tutorial - Teachers](#) - ** the co-host and polling options are not available in the free version.
2. [Click sheet - Students](#)
3. [Zoom Help Center](#)

Using Loom or Screencastify to Create Screen Recordings

1. [Video Tutorial for Loom](#)
2. Pro Version of Loom is now free to Educators and Students - [click here for details](#) (High School students only)
3. Premium version of Screencastify is also now free. Go to <https://t.co/g1uyu4jzu5?amp=1> and use the coupon code CAST_COVID.

Virtual Learning Support

Live Support for SAISD Staff Through Zoom			
Person	Times	Focus	Link
Laura Howard 325-234-8488 laura.howard@saisd.org	Thursday 8:30 - 11:30 1:00 - 4:00 Friday 8:30 - 11:30 1:00 - 4:00	Google Classroom Support Online Resources	Zoom Meeting Link
Jennifer Feck 325-245-9617 jennifer.feck@saisd.org	Thursday 8:30 - 11:30 1:00 - 4:00 Friday 8:30 - 11:30 1:00 - 4:00	Google Classroom Support Online Resources	Zoom Meeting Link
Cheri Braden 325-234-0100 cheri.braden@saisd.org	Thursday 8:30 - 11:30 1:00 - 4:00 Friday 8:30 - 11:30 1:00 - 4:00	Instructional Planning	Curriculum Support Zoom
Stacie Lamkin 325-650-2222 stacie.lamkin@saisd.org	Thursday 8:30 - 11:30 1:00 - 4:00 Friday 8:30 - 11:30 1:00 - 4:00	Humanities Support	Humanities Support Zoom
Lorraine Campos 325-277-2235 lorraine.campos@saisd.org	Thursday 8:30 - 11:30 1:00 - 4:00 Friday 8:30 - 11:30 1:00 - 4:00	STEM Support	STEM Support Zoom
Denise Boyle 325-315-6759 denise.boyle@saisd.org	Thursday 8:30 - 11:30 1:00 - 4:00 Friday 8:30 - 11:30 1:00 - 4:00	SPED Support	Zoom Meeting Link
Myra Stuart 325-212-1681 myra.stuart@saisd.org		504 Support	Zoom Meeting Link
Jennifer Ryan 478-251-1956 jennifer.ryan@saisd.org	Thursday 8:30 - 11:30 1:00 - 4:00 Friday 8:30 - 11:30 1:00 - 4:00	Differentiating Instruction	Zoom Meeting Link

<p>Lindy Lyles 325-340-0004 lindy.lyles@saisd.org</p> <p>Rebecca Cline 325-450-8249 rebecca.cline@saisd.org</p>	<p>Thursday 8:30 - 11:30 1:00 - 4:00</p> <p>Friday 8:30 - 11:30 1:00 - 4:00</p>	<p>Social Emotional Learning</p>	<p>*Contact Lindy or Rebecca by phone or email to request a time to zoom.</p>
<p>Tiffany Huebner 325-716-6160 tiffany.huebner@saisd.org</p>	<p>Thursday 8:30 - 11:30 1:00 - 4:00</p> <p>Friday 8:30 - 11:30 1:00 - 4:00</p>	<p>Advance Academics and Fine Arts Support</p>	<p>Zoom Meeting Link</p>
<p>Christy Diego 325-212-6018 christy.diego@saisd.org</p>	<p>Thursday 8:30 - 11:30 1:00 - 4:00</p> <p>Friday 8:30 - 11:30 1:00 - 4:00</p>	<p>EL Support</p>	<p>Zoom Meeting Link</p>

References

Texas Education Agency. (2020). *Guidance on Grading*.