

Sam Rosen ES



**SAM ROSEN ELEMENTARY --- DISTANCE LEARNING
STUDENT HANDBOOK**

Sam Rosen Elementary



Distance Learning Student Handbook 2020-2021

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Dear Sam Rosen Students and Parent/Guardians:

Welcome back to the 2020-2021 school year!

This year promises to be a year unlike any other. We want to assure all of you that we are here to assist and support you as we shift to online instruction for the first four weeks of school. This handbook is designed to support students and families. Due to this unprecedented time, if the school does have to temporarily close, your child's learning will not stop. They will continue to have access to their classes and teachers.

Our 'Learning at Home' program will help to provide a flexible framework that can be implemented in a variety of circumstances. We recognize that learning experiences that teachers design when school is in session cannot be easily replicated through online learning. In particular, the invaluable social interactions and daily connection that occur naturally among students and between teachers and students cannot be recreated in the same way. Because of this, teachers must find new methods for providing timely and specific feedback to support student growth and learning.

As we begin the school year to 'Learning at Home', we will need to be flexible and may need to adapt or modify our plans to find the best solution for the majority of our students. These changes will be communicated to students and families as necessary. We continue to work in partnership with families to support the learning, and social and emotional development, of all of our students. We understand that every family will face their own challenges in relation to how to accommodate the 'Learning at Home' program. Please know Sam Rosen teachers and faculty are here to support you and will assist you in the best manner possible.

If you have questions or concerns, please reach out to our school's main office, and someone will be able to help.

Sam Rosen ES, #161
2613 Roosevelt Avenue | Fort Worth, TX 76164
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In order to deliver a successful 'Learning at Home' program, we ask that all students have access in their home to:

- At least one device such as a laptop and an internet connection to receive and complete work online.
- Students/parents will quickly communicate with school about technology and internet needs. If a student has what they need to complete online work, and it is not completed by due dates, then students may earn failing grades on said online assignments.
- Students must have access to the G-Suite. As we regularly use Chromebooks in our school, students are familiar with using this platform.
- Students need access to a microphone and camera on their device. We recommend that a phone is NOT the form used for online learning as many of the programs used in the curriculum do not support phones or tablets.
- Students must also have dependable wireless connection with Google Chrome as a browser.

Expectations of students undertaking the 'Learning at Home' program:

- Be online during school hours to receive direct instruction from teacher, or, if unable to get online at time of class, rewatch the video to receive instruction before the end of the day.
- Access online school resources, such as recommended educational apps and websites, through a Chromebook, mobile phone or computer with audio
- Complete the daily assignments for each of the core subjects and submit each day.
- Read and engage with the notification posts regarding lessons/learning experiences, resources and tasks.
- Communicate with their teachers to ask questions regarding their learning.



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A Message from your principal:



Families

- Check that you have reliable internet access
- Help students set up a suitable study space
- Support your child to establish positive routines by setting clear 'Learning at Home' guidelines e.g. study times, break times/meal times
- Talk about and plan for the day ahead based on notifications sent from teachers
- Monitor how much time your child is spending in online and offline learning
- Remind your child about their responsibilities as a learner
- Check in with your child during the day regularly
- Engage with your child throughout the day about their learning and ask them what they have done
- Support your child's health and wellbeing by encouraging time for physical activity, conversation and play
- Be mindful of your child's stress and/or worry and provide opportunities to discuss feelings and emotions both individually, and as a family.

Students

- Take responsibility for their own learning
- Identify a comfortable and quiet space to study/learn
- Engage with learning as they would on a normal school day, whenever possible
- Dedicate appropriate time to learning during the school day or as guided by teachers
- Ensure your own physical and emotional wellbeing by maintaining healthy habits like exercising, getting adequate sleep, minimizing screen time.
- Student Wellbeing is available if students need emotional support for stress or anxiety. Email

The success of our 'Learning at Home' program relies on a true partnership between the school, our parents and our student learners. We ask that parents read the relevant sections of this document for more detailed information about how you can support your child with their learning. We will be in touch with all families to provide you with more details about the beginning of the school year, as more information comes to hand. All of our communication will be through phone call-outs, ClassDojo and Sam Rosen ES Facebook Page, or emails for private or confidential communication. We thank you again for your ongoing support of our school and community as we work together to achieve the best possible outcomes for your children.

Sincerely,

Alberto Herrera



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Table of Contents:

The Sam Rosen Elementary Student Handbook contains information that both students and parent/guardians will need to know.

The handbook is divided into five sections:

Section I: Learning At Home Structure

Section II: Remote Learning Expectations

Section III: Modes of Instruction

Section IV: Learning at Home Applications

Section V: Google Meet Guidelines



Section I: Learning At Home Structure

The transition to 'Learning at Home' may be challenging for some families. Families will need to carefully consider how they will support their child/ren through the home environment. These considerations will include how to set clear routines/structures and how to monitor the learning of each child. Some students may thrive while others may be challenged by this new approach to learning. The challenges in the home environment may be different from a student's regular strengths and challenges in a school classroom. The ten guidelines below are intended to assist families to consider the most effective approach in supporting their child/ren to find success in a home learning environment.

1. Establish routines and expectations

- Set the home expectations and routines from Day 1 of Home Learning.
- Please check teacher emails/Seesaw/Google Classroom/ClassDojo at the start and end of every day and respond accordingly in receipt of the email.
- Continue with regular morning and bedtime routines.

2. Define the physical space for your child's study

- Consider a space within your home that is suitable for an extended period of time for Home Learning.
- This should be a public/family place, not a child's bedroom.
- One location where the child can learn most of the time is helpful for a routine.
- The space should be where an adult is present and where they are able to monitor the child's learning.

3. Monitor communication from your child's Classroom teacher

- The primary tool for communication between teachers and families will be a daily Seesaw, Google Classroom, Dojo.

4. Daily check-ins with students and parents

- As part of the daily plans, teachers will conduct daily live instruction (Synchronous instruction provides live, real time teaching with two-way teacher/student interaction) between 8-12 PM. Teachers will also be available to provide live instruction, support, and guidance in the afternoon, during scheduled office hours.
- Students and/or families are asked to submit their assignment(s) to indicate proof of daily engagement. Families can share any questions or other information with the teacher at this time. The appropriate teacher will follow up questions/concerns by Google Classroom in a timely fashion.



- Please also check in with your child as they work through their learning tasks. Some children can be hesitant to ask for help. Check-ins should be a regular part of your daily routine and be established from the first day of Home Learning.

5. Take an active role in helping your child process and own their learning

- In a regular school day, your child has hundreds of interactions with other students and adults and these include sharing ideas with a peer, participating in large and small group discussions, asking for clarification, collaborating on group work and many other interactions.
- Some interactions are replicated in online platforms, but others may not be possible to do so.
- Beyond the check-ins, families should regularly circle back and engage with their child about their learning
- It is important to remember that the Home Learning tasks are the child's work. Please do not complete learning tasks on their behalf and seek clarification if you are not sure how to support your child.

6. Establish times for quiet learning and reflection

- One challenge may be balancing the needs of multiple children at home and their individual learning needs.
- If possible, siblings may need separate locations in the house to work quietly and avoid distractions. Consider using headphones to block out distractions.
- Siblings can also be a great cooperative group for group activities or learning tasks Home Learning Plan.

7. Encourage physical activity and/or exercise

- Physical activity is an important part of health and wellbeing and has a positive impact on learning.
- The Physical Education (PE) teacher/Performing Arts teacher will recommend activities in their weekly subject lessons.
- It is important for adults to model and encourage exercise.
- Ensure students are taking brain breaks and physically moving around. Brain breaks will be shared regularly with you by staff. You may even consider chores and responsibilities that will get them up and moving.



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8. Remain mindful of your child's stress or worry

- Student wellbeing remains our highest priority.
- It is important for parents/guardians to help manage their child's worry, anxiety and a range of possible other emotions that they may be feeling at this time.
- Though difficult at times, try your best to not transfer your stress or worry to your child. Allow opportunities to discuss feelings and emotions as a family and talk about some of the changes that are happening.
- Continuing with a regular routine as much as possible will support your child best.

9. Monitor how much time your child is spending online

- We are mindful of how much screen time we are assigning as a part of the Home Learning engagement.
- If you feel the need please share feedback about how your child is progressing with their learning via email correspondence with relevant teachers.

10. Keep your child social, but set rules around their social media interactions

- The initial excitement of Home Learning will quickly fade when students begin to miss their friends, classmates and teachers.
- Help your child maintain contact with friends by phone, video calls or other means when appropriate.
- When using learning platforms such as Google Classroom, students are to comply with the FWISD policies and acceptable user agreements. Google and Seesaw chat platforms must be used responsibly during learning experiences within school hours.
- Remind your child to be polite, respectful and appropriate in all digital communications, including school email and other school platforms.



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Section II: Remote Learning Expectations

Student and Parent/Guardian/Teacher Expectations

Students will...

- Access lessons for all classes
- Engage in and complete lessons / learning / assessments as directed by teachers
- Keep interactions online positive and constructive
- Ensure they set up a remote workspace and/or calendar to help manage their time
- Contact teachers with questions about activities and assignments
- Utilize links set up by teachers to ask questions during Google meet
- Submit assignments within a timely manner. See engagement measures shown below.
- Be expected to participate in online school as often as they participate in face-to-face school. This means students must log in daily, and complete any check-ins, assignments, reading etc. by the time frame given by their teacher.

Parents/guardians will...

- Monitor and/or review lessons with their children
- Ensure students set up a remote workspace and/or calendar to help manage their time
- Always communicate issues or questions with the teacher first
- If an issue cannot be resolved at the teacher level, then contact an administrator
- Report student illnesses following our school illness policy
- Support students with remote learning as needed



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Teachers will...

- Plan and provide asynchronous and synchronous learning materials, lessons, and assignments for all courses
- Assess students as needed and maintain records of these assessments
- Hold virtual “office hours” to offer assistance and answer questions of all students by being available to parents and students a minimum of two hours each school day
- Offer daily live lessons per subject each week; with the emphasis being on reading/language arts, math and science
- Will respond to any questions via telephone or one-on-one video conference in a timely fashion by ClassDojo or via Seesaw. (Please be mindful that your child’s teacher is supporting many families and that communication to them should be essential, succinct and mindful of the pressure everyone is under in this current situation. It is important to be aware that a teacher may not reply to emails immediately. Emails to teachers after 2.30pm may not be responded to until the following school day. Teachers will attempt to reply to emails within 24-48 hours where possible, during a regular school week.)
- Maintain open communication with administration and families

Student and Family Support

Campuses will communicate with parents by Outlook district email, Blackboard, ParentLink, and phone. In addition, every district teacher will create and maintain a class Google Site that will be linked through the campus fwisd.org website.

General components of teacher’s site will include:

- Teacher Bio
- Syllabus with course description and appropriate standards
- Teacher schedule and contact information
- Hosts weekly lesson plans uploaded by the teacher weekly

Students will be provided with Social Emotional Learning (SEL) strategies and academic support daily during instructional time and daily check-ins.



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Attendance

Attendance will be taken for virtual learners during the 2020 – 2021 school year. Attendance for each student will be noted electronically in the FWISD FOCUS Application (FOCUS) as either “Present - Remote Asynchronous” or “Absent”. This notation will be based on whether or not the student was engaged through one of the approved asynchronous engagement methods for each scheduled school day. Elementary students will receive one daily attendance mark per school day from their assigned teacher.

How is Remote Asynchronous Attendance Measured (Per TEA Guidelines)

- Measured daily;
- Based on whether a student completes an attendance measure for that particular day;

Per Texas Education Code, §25.092, students are required to attend at least 90% of their classes (with some exceptions) to receive credit and be promoted. Virtual Instruction attendance will count in the same manner as on-campus (face-to-face) attendance in satisfying this requirement. Virtual learning attendance is based on daily engagement, not solely the completion of assignments. To be counted “Present – Asynchronous Instruction” a student must demonstrate daily engagement in assignments.

The teacher will mark the student as “Present-Remote Asynchronous” if the student completes any of the following measures for a particular day. Note that all options listed below may not be available each day.

- Daily progress in the Learning Management System OR
- Daily progress via teacher-student interactions OR
- Completion/submission of assignments from student to teacher.

A student must be engaged on a given day to be marked Present-Remote Asynchronous for that day. Students who are not engaged would be marked Absent for that day. Attendance cannot be changed based on the student completing an assignment or participating in some other asynchronous engagement at a later date.



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According to FWISD Attendance Guidelines for Virtual Learners for the 2020 – 2021 School Year acceptable indications of attendance in an online course can include one of the following engagement measures:

Engagement Measure Examples

Daily Curricular Progress made in the Learning Management System that Day (includes, but not limited to)

- Written or verbal responses to teacher prompts
- Completion of a google survey
- Completion of a Kahoot quiz
- Completion of an Edpuzzle
- Exit ticket through Google Form

Daily Curricular Progress via Teacher-Student Interactions Made that Day (includes, but not limited to)

- Participation in live virtual instruction
- Student/teacher email exchange
- Student/teacher phone call
- Attending teacher office hours
- Student/teacher text message exchange
- Attending a Google Meets/Zoom/Teams meeting

Completion/Submission of Assignments Planned for that Day (includes, but not limited to)

- Completion of assignments in Google Classroom
- Completion of assignments in SeeSaw (PreK)
- Completion of quizzes in Google Classroom
- Uploading/emailing of an art project
- Creation of a musical instrument
- Completion of a summative or formative assessment
- Texting or Emailing an assignment



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Student Progress

Students will be required to demonstrate engagement and progress daily. Progress will be measured through trackable student engagement in the virtual learning system (PK- Seesaw; K-12 – Google Classroom), student - teacher interactions by video conference or phone, and submission of daily assignments. Also see 'Student Attendance' section. Grades for virtual instruction will follow all District grading policies. Grades will be assigned for each 6-weeks and semester basis

Section III: Modes of Instruction

Virtual instruction for the 2020-21 school year will be robust, organized, and a consistent experience for all students. The following standards will anchor its design and implementation:

- Teachers will have planned availability for students – including scheduled office hours.
- Direct instruction will be delivered by teachers – students will be able to get teacher support when needed, and students will know how and when they can interact with their teachers.
- Students will receive clear, understandable directions on a daily basis on how to use academic materials.

In accordance with the Fort Worth ISD Forward plan, PK-12 virtual instruction will employ an asynchronous, or self-paced, model of instruction supported by daily (synchronous) interactions. Synchronous interactions will require students to engage with teachers at specific times and are designed to support a student's academic and social emotional learning needs.



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For Fort Worth ISD purposes, descriptors of asynchronous and synchronous instruction are the following:

Asynchronous instruction provides students with teacher assigned lessons, tasks or assignments for students to work on at their own pace.

- All assignments, content, files and discussions are available on digital platforms accessible on a mobile device, laptop or desktop computer;
- Does not require all participants to be virtually present at the same time but does require daily engagement by the student;
- All pre-assigned work and resources are available to students through SeeSaw (PK) or Google Classroom (K-12);
- Participants are not required to be virtually present at the same time, but daily engagement by students is required;
- Pre-recorded videos are the primary delivery method of direct instruction from the teacher;
- Periodic synchronous instruction activities guide, support and extend student learning of asynchronous lessons.

Synchronous instruction provides live, real time teaching with two-way teacher/student interaction.

- Supports asynchronous lessons by providing lesson guidance, supplemental instruction, and/or enrichment. Examples include guided practice, intervention, small group support, differentiated practice, specific feedback on assignments, progress checks, lesson closure, and additional social emotional learning;
- Teachers will provide live instruction, support, and guidance at scheduled, predictable, and posted “office hours”;
- Requires student engagement at specific, scheduled times via video conference.



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Virtual instruction will utilize the FWISD defined curriculum and instructional materials that are fully aligned with state PK Guidelines and K12 Texas Essential Knowledge and Skills (TEKS). Assessments for student progress monitoring are included in the curriculum. Instructional materials will support a coherent, logical course sequence that reinforces concepts to ensure continuity of learning and consistently reinforce concepts at appropriate times to ensure retention of knowledge. Students with disabilities and English learners will be supported with instructional materials with specifically designed resources and/or accommodations and modifications.

Section IV: Learning at Home Applications

- Students and parents will access most lessons and lesson materials through a virtual learning system. PK students and parents will utilize Seesaw, and K-12 students and parents will utilize Google Classroom. Some district resources and instructional applications will also require access through ClassLink.
- The primary tool for communication between teachers and families will be a daily Seesaw, Google Classroom, Dojo.
- Students will have both off- and on-screen learning activities designed to engage learners in experiences that connect to current curriculum.
- Each Home Learning task provided will include direction for families on how best to support student learning.



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- The applications required for Home Learning include the following:

SeeSaw

Google Classroom

School Email

Blackboard

ClassDojo

ClassLink

NWEA

Prodigy

MAP

StemScopes

*All login and/or passwords will be sent via dojo by their classroom teacher. Should this be a problem, contact the classroom teacher immediately.



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Section V: Google Meet Guidelines

Google Meets are a way for students to interact with their teacher while distance learning. These meets are set up for specific times and a link will be available. Know that if you are logging into a computer where several people are logged in at one time, you will need to log the first student out, or you may not be able to access the student's Google meet. In order to participate, you click the link provided by the teacher, and then click "Join" it will not allow a student to join unless the teacher has actually started the meet. Students can keep microphones on mute unless they have questions or comments. If a student has the ability to use a camera, we ask that they do so in order to know that it is the student who has actually signed in.

1. Students must abide by the school's acceptable use policy signed each year.
2. Students must have school appropriate dress at all times.
3. Use professional and polite language during a Google meet.
4. Attempt to keep all background noise and distractions to a minimum. Mute your microphone when the teacher is teaching, and use the chat box for some questions.
5. Promptly exit the meeting when it is over, the teacher is the first one on, and the last one off of the meeting.
6. Only accept google meet invitations from school staff.
7. Give your best effort while participating.

Contacts

Please refer to the following contacts for any questions during the Home Learning period:

Refer to the regular updates on Sam Rosen ES Facebook Page, Twitter and ClassDojo

Teacher or Specialist Teacher – by email (A personal, academic, or social/emotional concern)

Classroom Teacher – by email (other queries related to Home Learning)

Administration or personal/private matter – by email

Alberto.herrera@fwisd.org

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Please click link to digitally sign acknowledgement of this handbook.

<https://form.jotform.com/202174455304044>

After submitting the form, please send a PDF to your child's teacher via email.