

USD 415

Hiawatha Schools

# **Remote Learning Handbook**

for Students, Teachers, and Families



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## 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 their guidance includes some specific requirements for students who will participate as learners through an at-home remote learning environment. These requirements will include:

- 6 hours of daily participation by the student in learning activities
- Daily participation by the student in teacher-initiated contact
- 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.

Because this is a fluid situation, it is understood that some circumstances may be unforeseen. USD 415 reserves the right to make changes to this handbook and may view unusual or unforeseen circumstances on an individual basis.

## Teacher Contact Process

Please email your child's teacher directly with questions, updates, and more. You should expect returned communication within 24 hours during the school week, not on weekends or holidays.

## Other Contact Information:

Lori Fordyce, Hiawatha High School Principal, [lfordyce@usd415.org](mailto:lfordyce@usd415.org)  
Kim Lillie, Hiawatha High School Assistant Principal/Activities Director,

[killie@usd415.org](mailto:killie@usd415.org)

Kyley Gatz, Hiawatha Middle School Principal, [kgatz@usd415.org](mailto:kgatz@usd415.org)

Paul Carver, Hiawatha Elementary School Principal, [pcarver@usd415.org](mailto:pcarver@usd415.org)

## **Technical Support / Device Support Contact Information**

If you have a concern with a device working properly, students may fill out a tech form via this link [Student Tech Assistance Form](#).

Further troubleshooting tips may be found on the district website.

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## **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. In some cases, a parent may be requested to participate/ supervise conferences. 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. Students will need to have a Learning Partner(s) that will be able to assist and supervise the student. This Learning Partner will take an active role in this process. 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**

### **Successful Student Learning**

The opportunity to participate in remote learning is not guaranteed. The opportunity is afforded because of the special circumstances inherent during the pandemic. USD 415 and the administration of each school have the authority to prohibit or discontinue remote learning on a case-by-case basis. If a remote learning situation is deemed to be unsuccessful, the building administrator may remove the remote learning opportunity and require the student to physically attend the school. Determinations will be made on success criteria including, but not limited to academic growth, completion of assignments, acceptable attendance/engagement.

### **Time**

At-home remote learning students (and families) should plan to engage in learning activities and experiences for at least six (6) hours per day.

Once a student selects remote learning, he/she must continue with this mode of learning for at least one quarter (9 weeks) of school unless other placement decisions are made by school administration. Determinations should be made at the beginning of the quarter, unless special circumstances should arise.

Administrative discretion will be applied to all situations.

### **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

\*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 may be permitted on a case by case basis, within reason, to accommodate learning.

### **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. Students are expected to complete a minimum of six hours of academic learning daily. If a student is not meeting the minimum participation and work completion expectations and/or is absent without valid reasons, we will follow our district’s attendance and 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 original 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. USD 415 will apply student conduct policies regarding academic integrity.

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### **Daily Communication**

Students will be expected to actively participate in daily communication with a teacher. This is a requirement of participation in the at-home remote learning option. Specifics will be communicated by teachers at the onset of at-home remote learning.

## **Special Education and Student Supports**

Students with an IEP, 504 Plan, and other documented student supports can be 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.

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## **State and Local Assessment Requirements**

Students who are in an at-home remote learning environment will be required to participate in all district assessments and 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.

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## **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 found on the USD 415 website. 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**

It is understood that when a family chooses a remote learning option, they do so for health-related concerns. USD 415 recognizes this and respects this decision. However, remote option learners will not be able to participate and represent their schools in extra-curricular activities, athletics, or field trips. Some co-curricular opportunities may be available to remote learners if their participation can be done virtually.

## **Matters of Non-Compliance**

We understand that being an at-home remote learner may present specific challenges and barriers. We will do everything reasonable to be your educational 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 and work together to better ensure student success. School administration reserves the right to prohibit or terminate participation in remote learning on a case-by-case basis.

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## **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. Every effort will be made to avoid identifying, by name, any students who incidentally appear in these videos.

### **Student Records**

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



## USD 415 Remote Learning Statement of Understanding

I, \_\_\_\_\_, understand that my child, \_\_\_\_\_  
will be required to abide by these guidelines set forth by USD 415.

Parent Signature

Date

Student Signature

Date