



# Family Choice: Remote Learning Agreement

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Seaman Schools provides an alternative to on-site learning during 2020-2021 for those families who cannot attend brick and mortar schools during the pandemic. Students will be guaranteed experiences in the core curricular areas and will have access to electives to the extent possible. This agreement was written to outline expectations that ensure the viability of the program and efficacy of the learning environment. These expectations not only support the learning environment but they also ensure our district's compliance with state regulations regarding this mode of instructions.

## ACADEMIC INTEGRITY

Remote learning requires students to hold themselves to the highest standards of integrity. The qualities below are expected of all students. Parents/guardians will assist in monitoring high academic standards of integrity.

- Honesty- The learning community interacts and participates in learning activities/tasks that represent and support the individual's effort and work.
- Trust- The learning community agrees to do one's best under fair conditions, have positive intentions and have confidence in each other.
- Fairness- The learning community agrees to impartiality and just treatment without favoritism or discrimination.
- Respect- The learning community respects others views and opinions, feelings, wishes, rights, or traditions of others. The learning community listens to each other and seeks to understand each other's perspectives.
- Responsibility- The learning community keeps each other accountable. Each member exercises agency.

## ACTIVE LEARNING

Active learning requires students to engage in meaningful learning activities that support their awareness of what they are doing.

- Students will engage in learning through the active learning process.
- Teachers will gradually release learning responsibility to students.
  - Teachers will begin lessons with activating student prior knowledge, building content vocabulary and sparking student interest.
  - Teachers will provide guided instruction covering grade level or content standards or topics. (I do- teacher instruction)
  - Teachers will provide opportunities for productive collaboration with peers (We do- teacher and students work together)
  - Independent work will be assigned to enable experiences for practicing skills and building metacognition. (You do-student completes assignments/tasks)

## ACTIVITIES/ATHLETICS

Participation in extracurricular activities and athletics, while registered for Family Choice Remote Learning will follow policies and guidelines provided by the Kansas State High School Activities Association ([KSHSAA](#)), USD 345 Board of Education policies, policies in their respective school's handbook, and those policies outlined in coach's manuals or activity handbook or constitutions. For a listing of available activities and sports visit the websites of [Seaman Middle School](#) or [Seaman High School](#). [Click here to access handbooks.](#)

## ASSESSMENT

This program's effectiveness relies on our district's ability to monitor learning and progress. To evaluate effectiveness educators rely on a balanced assessment system (formative, interim, and summative assessments.)

**Formative assessments** are short assessments that are conducted during class or at the end of class and are not part of a grade. These provide feedback to teachers on the continuum of learning and assist with driving instruction. **Interim assessments** assist educators in determining where students are at in the learning progression and their readiness for

standardized assessments. **Summative assessments** measure what students should have learned. Traditionally these are end of unit or chapter tests or state assessments.

- Students will be responsible for participating in a balanced assessment program as assigned by the teacher/s.
- Teachers will reteach concepts as necessary based on the student performance.
- State assessments are required to occur on site and in-person. Arrangements will be made to schedule appointments during the designated testing window for all assessed content areas in grades 3-11.
- All assessments should be completed by the student independently in order to monitor academic progress.
- Academic dishonesty (cheating or plagiarism is prohibited and will result in disciplinary consequences including lowered grade and/or disciplinary action.

## ATTENDANCE

Students enrolled in Family Choice Remote Learning Environment are required by law to complete 1,116 hours of learning like their peers who attend classes on site. To achieve this students will complete academic work within a schedule that provides a learning experience commensurate with a minimum of 1116 hours of learning.

- Recording attendance is required daily and will be subject to the policies/procedures and consequences outlined in the respective school handbooks of attendance. Truancy guidelines continue to be followed.
- Students and parents will be required to log learning participation and activities as set forth in the Kansas Department of Education's Navigating Change 2020 document.
- Engaged in instructional tasks for 6.5 hours
  - Individual courses or content area require at least 40-60 minutes for each course or area in order to maintain pace for course completion by end date
  - Early Childhood Log Sample (TBD)
  - [K-6 Attendance Log Sample](#)
  - [7-12 Attendance Log Sample](#)
- Students will engage in class regularly:
  - Synchronously: live instruction with teacher, collaborate with peers
  - Asynchronously: view content, complete activities and labs on their own (asynchronous) and complete assessments.
- Students will be required to engage in virtual interactions with staff on a daily basis. Student schedules may vary by grade level.
- Students are required to access their courses or subject areas/content areas daily.
- Students who miss live lessons are expected to view the recordings and complete the assignments with 24 hours of the missed session, unless alternate plans have been arranged with the instructor
- Students who do not complete the assignments, take the assessments or engage in the live lessons are at risk of failing the course or content area.

## BEHAVIOR EXPECTATIONS

Students will comply with all school district policies as outlined within their respective school handbook. Behaviors that result in disciplinary actions include but are not limited to:

Bullying	Cyberbullying	Disruption
Disrespect	Defiance/Insubordination	Inappropriate Language
Tardiness	Skipping Class/Truancy	Harassment
Plagiarism	Technology Violation	Property Damage
Lying/Cheating	Dress Code Violation	Possession of Weapons
Possession of Tobacco	Possession of Alcohol	Possession of Drugs
Inappropriate Display of Affection	Gang Affiliation Display	Bomb Threat/False Alarm

For a complete reference to all potential violations, view the district handbooks. [Click here to access handbooks.](#)

## CALENDAR

Students enrolled in the Family Choice Remote Learning Environment will follow the Seaman School USD 345 calendar adopted by the School Board.

## COMMUNICATION

Students shall check email regularly for messages or updates from the instructor. It is the student's responsibility to contact the instructor should difficulties completing the coursework be experienced. Parents/guardians should also be in frequent contact with the instructor and inform him/her of any concerns with the course or learning problems that arise.

## 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.

## EXECUTIVE FUNCTIONS

Executive function and self-regulation skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. These skills are essential for success in a remote learning environment.

<https://developingchild.harvard.edu/science/key-concepts/executive-function/>

- Focused attention- remember and attend instructions
- Plan and problem solve
- Self-motivation
- Emotional self-regulation

<https://youtu.be/sZmEISGKBG8>

<https://youtu.be/FZLXggsK6oA>

## GRADING

Grading practices will be in alignment with the grading for onsite/hybrid students. Grades will be a key component of monitoring student participation and progress in learning specified content. Grades will be stored and reported in Powerschool (2-12) and ESGI (prek-1).

## HABITS FOR SUCCESS

- A designated workspace that is free of distractions is strongly recommended in order to assist with establishing a set space that helps students get set in a learning environment.
- School supplies or materials required for learning tasks must be organized and accessible during all courses or content area instruction to support the components of active engagement: guided instruction, collaboration with peers and independent work time
- Routines should be established at home and in coordination with the assigned teacher in order to foster predictability and consistency during the designated school hours.
- Time management is the process of organizing and planning how to divide your time between specific activities and will be important in tracking completion of assignments. Procrastination is strongly discouraged and potentially adds stress to a student. <https://www.youtube.com/watch?v=TvwJlZZh7Us>
- Be punctual to online appointments or scheduled times with teachers and/or peers.
- Students should dress appropriately during virtual interactions with teachers and peers.

## INFRACTIONS

Students who fail to comply with the conditions of this agreement and meet the expectations of their attendance area school will be subject to consequences outlined in their respective school's handbook. [Click here to access handbooks.](#)

## PARENT/GUARDIAN SUPPORT

Parental support and partnership with remote learning teachers and adherence to these responsibilities are essential to the viability and success of the program and student learning.

- Parents will complete the Remote Daily Attendance Log.
- Parents will conduct a daily check-in with students on work completion, mental/emotional well-being and identify any issues.
- Parents will communicate to staff any support needed.

- Parents will check email daily for updated information or necessary correspondence with staff.
- Parents will communicate with the teacher if they need technology assistance.
- Parents will promote student self-advocacy (agency).

## PROCESS OF INTERVENTION AND SUPPORT

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. The following process of intervention and support will be followed:

1. If staff have 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
2. If concerns continue, staff will notify the FCRL coordinator regarding concerns related to a student's academic progress and/or attendance. The FCRL coordinator will contact families regarding concerns of a student's ability to uphold commitments and discuss potential assistance in removing barriers.
3. In some instances the family may request to complete the [Semester Withdrawal Process](#) with the intent to transition to on-site learning.
  - a. The FCFL coordinator will examine the possibility of the student's transition to on-site learning through coordination with on-site building administrator(s), counselors, transportation, special education services, and additional staff as necessary to ensure a fluid transition.

## SCHEDULES

Students will follow a daily schedule as determined by their grade level teachers. Below you will find sample schedules of what teachers could use.

- MELC Schedule (TBD)
- [Elementary Schedule Sample](#)
- [Secondary Schedule Sample](#)

## SPECIAL EDUCATION SERVICES

- Each student's IEP team will be required to convene prior to the remote service start date.
- The team will discuss the possibility of success in this environment and determine the benefits and need for the student and family.
- The IEP will be written to determine special education services for the remote learning environment.
- The required team members must be present and parent permission must be obtained to change the services.
- If there is insufficient data for the present levels of academic and functional performance, the student may be asked to come on campus to be assessed in a one-one-one environment.

## TECHNOLOGY COMPONENTS

- Students participating in the Family Choice Remote learning environment will be given a district provided device to support participation. All students will be expected to adhere to the [Student Acceptable Use Agreement](#). Devices will be distributed according to the following grade levels:
  - Prek, K, and 1st grade (iPad)
  - 2nd-12th grade (Macbook)
- **COMPUTER SKILLS:** Students should be comfortable working with a computer, navigating the internet, using district-provided platforms, and downloading/uploading documents. Strong typing skills are beneficial in grades 5-12. Perseverance with troubleshooting technical problems should occur with parents and staff.
- **TECHNOLOGY ACCESS:** Consistent internet access will be a required component and will ensure access to online learning environments, task completion and supports communication with teachers and peers. Access to a properly functioning device will be necessary to participate in the remote learning environment.
- **INTERNET SAFETY:** Parents/Guardians are responsible for monitoring student appropriate use of school district technology. Teachers will provide curriculum that address digital citizenship.  
<https://www.youtube.com/watch?v=X9Htg8V3eik>

## VIRTUAL CLASSROOM ETIQUETTE

The virtual classroom may exist at a private residence. Families should expect a camera providing live feed to a virtual classroom that includes a teacher and a room filled with students. In an effort to ensure appropriate learning experiences we suggest the following virtual etiquette protocols.

- The student's camera is facing towards a wall or with limited access to high traffic backgrounds.
- The student's learning space will need to be free of other distractions like the following:
  - Other people's conversation.
  - Minimize background noise by turning off the TV and radio.
  - Clear the room of playful pets or noisy siblings.
  - Turn off cell phones. (No multitasking during class!)

## COMMITMENTS

Below is a version of the Remote Learning Agreement that must be signed and submitted by Monday, August 10th. You will find the official Agreement on the district website.

Student: I have read this handbook and agree to comply with all expectations.

Parent: I have read the above criteria for Family Choice Remote Learning and agree to help my child work to be successful in all courses or content areas. I am aware of the attendance requirement, daily work requirements and overall expectations for participation in the Family Choice Remote Learning environment.

Student signature	Date	Parent/Guardian name	Date

Student signature	Date	Parent/Guardian signature	Date