



Marana Unified School District

Remote Learning

Teacher Handbook

2020-2021

Introduction

We are excited to welcome our students back to school in a remote learning setting on August 5, 2020. Over the summer months, multiple planning meetings have taken place with teachers, school and district leaders, parents, and students to develop the expectations, supports, and resources for teaching and learning in a remote setting.

The purpose of this handbook is to provide supplemental direction for teachers to engage in their work in a remote setting. Reflecting on the feedback we received from stakeholders during our “Learning at Home” experience last spring, we have framed our Remote Learning expectations around the following guiding principles:

- **Community Building and Connectedness**
 - It is important in a remote learning setting to build intentional times into daily and weekly school schedules to connect with our students and families and build community among stakeholders at school sites.
- **Creativity and Critical Thinking**
 - It is important that students have access to a high quality curriculum as well as engaging instructional activities.
- **Collaboration**
 - Teacher and student collaboration will be critically important to maximize learning in a remote learning environment.
- **Communication**
 - It is important for all stakeholders to understand their roles and responsibilities as well as share information with each other in a timely manner.
- **Consistency**
 - It is important that we engage in consistent practices throughout the district to ensure efficiency and effectiveness.

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This handbook is intended to be a supplement to all policies and practices outlined in the MUSD District Handbook and MUSD Governing Board Policies.

Section 1: Expectations

Remote Learning Professional Expectations

The teacher plays a critical role in organizing and implementing an instructional program that results in student academic and personal success. The following is a list of professional expectations for certified staff members for remote learning:

- Organizing and implementing the instructional program
- Participation in school and/or District improvement activities and initiatives
- Adequate individual and PLC planning and preparation
- Facilitate collaborative Zoom and flipped learning opportunities for students as prescribed by respective school schedules
- Facilitate small group and individual learning through Zoom
- Attending all scheduled meetings, conferences, and staffings
- Responding to parent questions and concerns, via email, phone call or Zoom virtual meeting
- Taking and maintaining daily attendance as prescribed
- Following consistent grading practices and protocols
- Following all prescribed safety protocols

School Schedules

School schedules will include several key elements of instructional delivery during remote learning. These elements should be balanced across the week so that students have access to learning in a variety of ways. Teachers will provide a balance of Collaborative Zoom and Flipped Learning opportunities for students, These instructional sessions will take place throughout the school day and will be aligned to each building’s master schedule. In addition, academic support and community building activities have been included in each building’s master schedule.

Key Elements of Instructional Delivery During Remote Learning

Collaborative Zoom	An engaging session delivered virtually and facilitated by the instructor for whole group or breakout group collaboration with the teacher and other learners
Flipped learning	A supported task done by the learner with scaffolding provided by the teacher: youtube videos and prompts, read and respond, collaborative group projects on a padlet to share the next day, etc.
Academic Support	Teacher available for tutoring, individual or small group support. Students may select into this, or the teacher may invite the student to attend for additional help

Teacher Choice	Teachers can assign Flipped Learning, Collaborative Zoom or Assessment sessions as needed. Students must have an opportunity to submit an assignment or participate in an online session in order to document student attendance
Community Building	During site specific time periods school leaders will organize opportunities for students to engage in community building activities, digital citizenship lessons, PBIS lessons, College and Career readiness activities, club meetings, etc.

Remote teaching and learning activities may take more time compared to the classroom setting. Teachers should consider this when assigning in-person and independent learning activities.

Examples of Collaborative Zoom and Flipped Instructional Activities

Coming Soon!

Teaching and Learning Materials Dissemination

- Teachers will make classwork and learning material aligned with the MUSD curricular units and professional practices available through Google classroom for students to access during their scheduled instructional day.
- Teachers will organize Google classrooms consistent with the elementary and secondary parameters shared later in this handbook.
- Each week, teachers will provide a [weekly overview](#) on the standardized template provided in this handbook of the instructional activities and the work products to be completed. This overview will be posted in Google classroom as well as an announcement in StudentVue/ParentVue MUSD Connection on Monday mornings as an announcement for parents and students to access.

Here are the directions for how to post an announcement in Synergy: :

[TeacherVUE Communication Guide](#)

Elementary Specialists:

Here is some additional information for elementary specialists:

[Elementary Specialist Information](#)

Communication with Families

During Remote Learning, it will be important to establish and maintain positive relationships with students and families. We are asking teachers to individually connect with their homeroom students and/or parents prior to August 7th. We want to welcome students and families to the 2020-2021 school year and make sure that students are able to connect to remote learning activities. Here is a [suggested script](#) for this initial communication. Teachers should maintain documentation of this initial conversation.

Teachers should plan to connect with both custodial parents (only if they do not reside in the same residence) so that each parent has access to the information. If after two attempts, you are not able to reach a parent, feel free to email the parent. Additionally, you may email the student at their gmail address (middle and high school students).

Teachers should make sure that parents and students are aware of how to communicate during this time period in order for students and parents to have just in time support. It may be helpful for teachers to schedule calls with parents to increase efficiency and effectiveness.

In order to facilitate effective communication with students and parents, teachers should check their Outlook email accounts as well as their district gmail accounts. In addition, teachers will respond to parent or student questions within a timely manner, within 24 hours.

Section 2: Attendance

Student Attendance

Students are expected to complete learning activities and participate in Zoom sessions in the Remote Learning setting.

- Elementary teachers will take attendance at the beginning of the day.
- Secondary teachers will take attendance for each class period.
- During remote learning, teachers will not mark students tardy.
- Teachers will be expected to update student attendance as work products and assignments are submitted.
- All teachers will have the ability to update attendance as needed for up to 6 previous school days.

Teachers are expected to maintain records that support data entry of attendance within Synergy. Examples of ways to demonstrate attendance are:

- *submitting assignments;*
- *completing assigned tasks;*
- *attendance in Zoom sessions.*

Flipped Learning	Collaborative Zoom
<ul style="list-style-type: none"> • Email • Phone Call • Assignment Submission Date in GC • Name on Padlet submission in “title” section • Google Form submission • Quizziz Results Data • Exit Ticket • Go Formative 	<ul style="list-style-type: none"> • Name in Chat • Padlet (check that no anonymous posts are allowed) • Answer Garden • Collaboration document with names • Digital picture • Google Form <p><u>Zoom Make-Up ideas:</u></p> <ul style="list-style-type: none"> • Share resources shared in Zoom sessions with students and have them reflect on the content. • Provide the opportunity for Zoom products to be done independently.

If a student is unable to participate in a Zoom session, the student/parent should contact the teacher for make-up assignment for that session. Teachers will provide an appropriate alternate learning activity for missed Zoom sessions.

If students are not participating in learning activities associated with Remote Learning, teachers should:

- Contact parents to diagnose and resolve participation barriers
- Work with site administration and counselor to provide additional support for student

Student grades on assignments should not be impacted if students are unable to attend Zoom sessions, or if assignments are not submitted during the designated class period. Teachers can provide due dates and times. However, due to the nature of remote learning, grades on assignments should not be impacted if work is not submitted on time.

Here are Synergy directions for [TeacherVue Attendance- Remote.](#)

Additional training support materials will be provided during teacher pre-service days regarding submission of students.

Teacher Attendance

In the event that a teacher is unable to facilitate learning for the assigned professional responsibilities, the teacher should record an absence in i-Portal. The teacher should also notify their building principal of the planned absence and provide sub plans that can be delivered through Flipped Learning in the Google Classroom for the duration of the teacher’s absence. In general, a substitute will not be provided for teacher absences during remote learning. In the event a need arises for an extended absence, teachers should contact their building principal to coordinate class coverage.

Section 3: Feedback and Grading

Assignments will be completed and submitted in Google Classroom. Teachers should provide regular feedback to students on learning activities and work products. At teacher discretion, assignments and work products may be used to assess student mastery of standards. In these situations, grades for these assignments and work products will be entered into MUSD Connection/Synergy. Submitted assignments should be marked for completion in Google Classroom and updated grades should be posted in Synergy at least once per week.

Examples of appropriate feedback in the Remote Learning setting include:

- Comments on Google docs
- Comments to individual students through Google classroom
- Verbal formative feedback during a Zoom meeting
- Comments on a student Flipgrid, EdPuzzle, etc.
- Whole class feedback on Screencastify
- Asking questions to further discussion or prompt thinking/clarify student ideas

Section 4: Assessment

Teachers should continue to use multiple forms of assessment in the remote learning setting to gauge student mastery of standards. Teachers are encouraged to use performance assessments where possible during remote learning in order to authentically evaluate student growth and learning.

Teachers may also use programs and supports like GoGuardian to promote academic integrity during assessment settings, which can include secure browsers and other technology tools to monitor student accounts/devices.

Teachers will partner with parents to encourage active monitoring of their child's learning environment and may be asked to assist with providing secure test proctoring if needed.

Section 5: Zoom Guidelines

Students will follow a designated building schedule at their MUSD school of attendance, honoring the start and end times at each campus. Zoom sessions will be scheduled for students to interact with their teacher and peers while participating in remote learning. These meetings are set up for specific times and a link will be provided for access to the sessions.

The total time on Zoom will not be scheduled to exceed 4 hours daily for students in grades K-12. Assigned Zoom sessions could be broken into 2 or 3 chunks of time for groups of learners to join the session, or breakout rooms can be utilized as well per teacher discretion.

Due to FERPA, Zoom sessions cannot be recorded and posted into Google Classroom.

Collaborative Learning on Zoom

Elementary Students will have designated Zoom sessions of not more than 60 minutes, with breaks between sessions whenever possible.

Secondary Students will alternate scheduled Zoom sessions per below:

- Mondays and Wednesdays: Odd numbered periods (e.g. 1,3,5)
- Tuesdays and Thursdays: Even numbered periods (e.g. 2, 4, 6)
- Friday learning may be scheduled on Zoom at teacher discretion

Academic Support/Tutoring

Elementary Students will be scheduled in small groups on Zoom to support math, literacy and other skills. Teachers and specialists may schedule other individualized Zoom sessions to provide additional support.

Secondary Students can receive tutoring through Zoom per below:

- Mondays and Wednesdays: Even numbered periods (e.g. 2, 4, 6)
- Tuesdays and Thursdays: Odd numbered periods (e.g. 1, 3, 5)
- Additional tutoring times may be scheduled by teachers or at the building level

Teachers should post the Zoom link in the Google Classroom for ease of access for students. The waiting room feature on Zoom should be used to identify students before admitting them into the session.

The following Zoom tools are available to encourage appropriate participation:

- Breakout rooms
- Mute all Feature
- Disable the “Share Screen” feature unless needed

In the event students are disruptive they can be removed to the waiting room or pulled into a private breakout room for discussion. Please work with your site administration to problem solve remote learning classroom management challenges if and when they arise.

Section 6: Google Classroom

Students will access learning through the following Google Classrooms:

Elementary

Classroom teachers will create 2 Google Classrooms for students in grades K-6:

- ELA (with Social Studies/Science Integration)
- Math

PE, Music, Library, Counseling, Speech, GEM, ID and ED teachers will each have their own Google Classroom.

Additionally, schoolwide announcements/assemblies etc. will be placed in the ELA Google Classroom.

Some students will have additional classrooms per their individual learning needs.

Google Classroom specialist titles should include the time, day and class title.

Example: 12:00 Monday PE- Smith 3rd grade

In order to assist students in organizing online work, and understanding where to go when they are accessing work outside of school, we make the following recommendations:

- Topics should be set up by day of the week. Each day should have a topic titled: “My Tasks” and “Zoom Links.”
- Teachers should reduce the number of posts on the stream of their Google Classroom, if possible. One suggestion is to create a single Google Doc or Slides with lesson content goals, instructions, embedded videos, hyperlinks per week as a material that appears in the Google Classroom stream as “Weekly Lessons.”
- Create a DEMO student account in order to show your students during week 1 how they will find and access materials, turn in materials etc...
- Classwork will be posted to Google Classroom on the day it is assigned with a due date. *Written & audio/video feedback can be provided in Google Classroom; however, the final grade will be recorded in Synergy.*

Here is a video on how to set up your Google Classroom:

[Elementary Google Classroom Video Google](#)

Secondary

Google Classroom titles should include the class period and class title.

Example: 1st Period - Humanities

- Teachers will set up one Google Classroom per class period.
- Teachers should reduce the number of posts on the stream of their Google Classroom, if possible. One suggestion is to create a single Google Doc or Slides with lesson content goals, instructions, embedded videos, hyperlinks per week as a material that appears in the Google Classroom stream as “Weekly Lessons.”
- Teachers should be mindful that each student has many different Google Classrooms and should make their Google Classroom as easy-to-navigate as possible. One suggestion would be organizing the classwork tab by topic.
- As a team, your department should determine a similar format across the board. Some suggestions include:
 - Setting up your assignments/materials in a weekly manner and labeling them similarly (example: Week 1, Qtr 1, September 1-5)
 - Setting up your assignments/materials in a Unit manner (Unit 1, Weeks

- of...)
- Organize by Learning Target (Similar to Unit, but may be smaller chunks)
- Your department should determine a minimum and maximum amount of assignments.
- Create a DEMO student account in order to show your students during week 1 how they will find and access materials, turn in materials etc...

Classwork will be posted to Google Classroom on the day it is assigned with a due date. *Written & audio/video feedback can be provided in Google Classroom; however, the final grade will be recorded in Synergy.*

Section 7: Meeting the Needs of Students with IEPs or Section 504 Plans

Students with disabilities will be provided services that mirror what would be provided in a face-to-face situation during remote learning.

- Students who have Section 504 plans will continue to be provided their accommodations.
- Special Education teachers who are scheduled to provide co-taught instruction will still be providing co-taught services through Zoom meetings but, additionally, students may need one-on-one or small group support time to access content or complete assignments. Please work with your general education teacher colleagues to utilize breakout rooms or arrange for small group supports. Special Education Support Staff can also be utilized to support students remotely.
- Students who require services to support progress on individual goals that address daily living skills, communication and academics that are not on grade level (some examples are students who require cluster programs and academic support not provided in a co-taught setting), we will provide services that reflect instructional minutes and content designed in our students' IEPs.
- Related Services such as speech therapy, occupational therapy, physical therapy and mobility will be provided remotely until we can return to school.

Accommodations included on an IEP or Section 504 are part of a legally binding agreement. Please be sure to review accommodations with your families and discuss which ones are not applicable in a virtual setting. For students with an IEP, Special Education teachers will need to follow up this discussion with an Prior Written Notice so that we can document what accommodations are provided in this unique platform.

Who to ask for help?

- Students with Section 504 supports - school counselors are the coordinators for each site
- Students with IEPs- a special education teacher is assigned to case manage and oversee services.(added)

Accommodation Reminders and Tips:

- Tests Read Aloud -If one of your students has the accommodation of having a test read to them, you have several options. Please contact your special education teacher to set up the appropriate accommodations.
- Extended time- is another common accommodation. Please work with your special education teacher to review timelines and support our students in meeting these timelines. Sometimes offering a shorter assignment is easier than extending the time on a longer assignment. Special education teachers and support staff members can work with students in small groups in addition to the general education class to support students in completing their assignments.
- Students have access to notes: Ensure you have emailed notes or have a copy of class notes available through Google Classroom.

All IEP meetings and Section 504 meetings will be held virtually while Social Distancing is required in our state.

Appendix: Student Participation Expectations

These expectations were disseminated to parents during the Back to School Paperwork online reverification process:

- Remote Learning attendance will be determined by academic engagement in each content area. Academic engagement will be determined by participation in Zoom sessions and/or the submission of assigned work products.
- Students should actively participate in scheduled Zoom collaboration sessions. These sessions will offer interaction with peers, whole group collaboration and break out sessions to help students engage in learning activities. If a student misses or is unable to attend a Zoom session, the student/parent should connect with the teacher to determine if there is make-up work.
- Students should check their assigned Google Classrooms each day for new assignments, announcements and review work with feedback. Students are expected to read all of the material provided and access links in order to complete assigned items.
- Students should check their Gmail account throughout the school day.
- Students should utilize links set up by teachers to ask questions during Zoom Sessions.
- Students are expected to exhibit behavior consistent with site behavioral expectations as well as the MUSD Comprehensive Discipline Policy.

Technology/Equipment:

- Students should use Chromebooks issued by the Marana Unified School District when engaging in remote learning to ensure student safety.
- Students are expected to engage in ethical and legal use of devices for learning. Students who violate the rules are subject to disciplinary action.
- Students should not share logins or passwords with anyone except parents or guardians and follow internet safety and digital citizenship guidelines.
- Students will handle their Chromebooks with care and should make sure that their device is charged and ready for use each day.
- Students/parents need to communicate with the school/district if a problem arises with technology and/or internet needs.

Chromebook Security

Here are two documents that have been shared with parents regarding Chromebook security:

[K-8 \(Including PAL\) Chromebook Deployment Letter](#)

[High School Chromebook Deployment Letter](#)

[MUSD Chromebook Security Information](#)