

# **Weld RE-5J School District**



## **Virtual Learning Handbook**

**Presented to the  
Board of Education on  
August 5, 2020  
For Approval**

---

## Table of Contents

Overview	4
Our Vision for Students	4
Our Aspirations	4
Our Goals	4
Our Beliefs about Virtual Learning	5
Our Commitment to Students and Families	5
Our Teachers Will:	6
Our Students Will:	6
Our Families are Encouraged to:	7
Grading Practices for Virtual Learning Engagement/Attendance	7
Virtual Learning Grading Principles	8
Virtual Learning for Preschool Students	8
Virtual Learning for Elementary, Middle and High School Students	9
Virtual Learning Parent/Guardian Expectations	10
Daily Schedule	10
Curriculum	11
Assessment	11
Grading Policy	12
Middle/High Students	12
Online Course List for Middle School Students	12
Online Course List for High School Students	13
Assessment	15
Grading Practices	15
Grade Point Average (GPA)	16
Weld RE-5J Communication Tools	16
Weld RE-5J K-12 Curriculum Tools	17
Equipment Rules and Guidelines	18

---

Electronic Resource Policy and Responsible Use Procedures:	18
Inappropriate Content	19
Equipment Use and Care	19
Email for Students	20
Webcams	21
Movies	21
Gaming	21
Damaged Equipment	21
Lost or Stolen Equipment	22
Code of Conduct	22
Best Practices for Successful Virtual Learning	22
Virtual Learning for Secondary Students	23
FAQs	24

---

## Overview

The district's 2020-21 school year plans are built upon the expectations that our students receive a high-quality education, whether they are learning in-person or virtually; that education is delivered in a manner prioritizing staff and student health; and that Weld RE-5J is flexible enough to adapt as public health conditions change. We believe a phased approach allows for structured flexibility anticipating movement among phases during the school year. This approach aligns with K-12 planning guidance from the Colorado Department of Education, Colorado Governor's Office, and Colorado Department of Public Health and Environment. We acknowledge there are challenges with virtual learning due to many factors outside our control. Nothing compares to a student's experience of learning in school with their teachers and peers. Amid a new reality, we're committed to maintaining high standards of education.

## Our Vision for Students

The mission and vision of the School District is to ensure our students are:

- Able to achieve high expectations.
- Set up for success and prepared for college and/or a career.
- Proud of where they came from and where they went to school.
- Life-long learners.

## Our Aspirations

We aspire to be a district that:

- Is guided by shared goals and a shared vision for educating our children.
- Demonstrates excellence at every level.
- Is fiscally and resource-responsible.
- Seeks and invests in the most capable and talented staff.

## Our Goals

To ensure the future we envision for our students, our goals are to:

- Share stories of success that align with our vision and shine a positive light on our students and schools.
- Cultivate a collaborative culture among board, leadership, buildings, staff, students, and parents.
- Align curriculum, instruction, and professional development.
- Conduct continuous improvement conversations based on assessments and evaluations that allow us to take stock of what is effective/ineffective.
- Energize and engage our entire community in becoming an active part of the education process.
- Communicate with stakeholders about how they can support us.

---

## **Our Beliefs about Virtual Learning**

Weld RE-5J is deeply committed to continue with engaging learning opportunities. Weld RE-5J teachers will design learning activities based on the best practices for online learning. Below are examples of some of the strategies teachers will use.

## **Our Commitment to Students and Families**

- Students will be given a specific amount of time to complete daily learning expectations.
- Teachers will take attendance daily.
- Teachers perform due diligence daily, intentionally reaching out to, and contacting, the students that did not attend class or participate in the classwork.
- If a teacher is not getting a response or answer from a student or parent, the teacher notifies the office for support in making contact with a family.
- All communication will be documented and shared with building administration.
- Grades will be recorded on Infinite Campus and will follow the grading periods as determined by the District's school calendar. Teachers will notify all students of passing requirements by posting on their classroom page. During the grading period, students will receive grades as part of the usual feedback from their teachers on assignments, classwork, projects, etc. As always, teachers will consider students' learning and growth in the process of grading. Gradebooks will show, as they traditionally have, coursework and exam grades, as well as course comments for the year. Teachers will work with students, administering formative assessments such as projects, papers, or analysis throughout the course of instruction.
- Students and parents will be notified of the learning expectations per the school's current home-school communication protocol.
- Platforms for communication include Infinite Campus notifications, email, Google Classroom, Zoom, Class Dojo, Seesaw, Google Meet, and Google Calendar, et. al.
- Robocalls (through Infinite Campus) will update parents as necessary.
- The District/school translates parent communication letters to Spanish (many communication apps translate, as well). In addition, verbal communication to families, when needed, is also accommodated by native speakers of Spanish. Parents must check the option for translations services in the Infinite Campus parent portal to receive recorded messages in Spanish.
- The District/school will post the Virtual Learning Plan on the District website.

---

### **Our Teachers Will:**

- Continue to plan and provide instruction based on Colorado Academic Standards, priority standards, and grade level expectations.
- Differentiate instruction to reach all learners, encourage engagement, and support students.
- Create learning experiences with the understanding that their students are not expected to sit in front of a computer or engage in schoolwork all day.
- Gather students for meetings via Zoom or Google Meet.
- Record and upload video lessons to Google Classroom for students to access.
- Engage in two-way interaction with struggling students regarding learning progress at a minimum of a weekly basis.
- Know students' technological capabilities and what support is available to them.
- Use Google Classroom as the platform. Additional suggested platforms are Seesaw and Class Dojo.
- Provide online learning expectations and etiquette.
- Adhere to the grade level scope and sequence, pacing, and progress monitor all students to achieve grade-level standards.
- Communicate student expectations in a variety of ways.
- Provide multiple modes of instruction delivery to meet student needs.
- Provide a variety of progress monitoring tools including student conferring, formative and summative work such as:
  - Exit tickets
  - Discussion boards
  - Curriculum inventory
  - Teacher assessments in Google Classroom
  - Curricular assessments
  - Interim assessments
  - Assignments
  - Projects
- Provide grades and written specific feedback on submitted work. Students should know what they need to work on next to be able to reach proficiency.
- Communicate often, clearly, and consistently with both students and parents. This communication includes reaching out to parents and students to inform of any issues that deter student progress on the continuum.

### **Our Students Will:**

- Log in to their Google Classroom daily. K-5 students will also access additional learning resources through Class Dojo or Seesaw to build their portfolio and show evidence of their learning over time.

- 
- Complete all assignments provided by the teacher. If a student is struggling, he/she needs to contact the classroom teacher for help.
  - Participate in scheduled Zoom meetings or Google Meet.
  - Participate in live meetings, but we know that sometimes life gets in the way. As often as possible, teachers will make a recorded meeting available in Google Classroom, Class Dojo, or Seesaw. The student needs to tell the teacher when they cannot attend a live meeting.
  - Ensure the iPad is charged or plugged in each day.
  - Respect school equipment and report any damage to the classroom teacher for repair or replacement as soon as possible.
  - Adhere to online etiquette and expectations as shared and reviewed by the teacher.
  - Participate in class/group discussions via video or chat platform.

### **Our Families are Encouraged to:**

- Connect with the school and teachers via phone, email, Seesaw, or Class Dojo.
- Participate in their child's education.
- Reach out for support from the school when they notice disengagement and lack of learning from their child.
- Provide a quiet and learning conducive environment/space for their child(ren) to study, attend e-learning sessions and collaborate with classmates.
- Schedule breaks into their child(ren)'s day. Get outside!
- Help their child(ren) with time management.
- Access **District** and school websites for information and additional resources to support your child(ren)'s educational experience.
- Ask their child(ren) about their day and stay informed about their progress and work habits.
- Attend school events whether in-person or online to ensure they are well informed about the educational programming.
- Communicate with their child's teachers to be well informed of their child's learning.

### **Grading Practices for Virtual Learning Engagement/Attendance**

- Student engagement includes participating in class activities and turning in assignments by due dates, participating in academic discourse via video/chat, and productivity.
- Attendance is expected during all Zoom or Google Meet sessions. Students and/or parents must let teachers know when they have conflicts with scheduled meeting class times.
- Students may engage in learning and work at different times but must adhere to teacher timelines regarding work completion. Engagement is

- 
- demonstrated by the completion of assignments and by communication with teachers. Examples of engagement include:
- Completing an assigned task and turning it in via Google Classroom.
  - A student and/or parent contacting the appropriate teachers, counselors, or administrator when there are questions or a need for support in their learning.
  - Demonstration of learning occurs through both attendance and engagement.

Virtual learning offers some flexibility regarding when and where students complete coursework. Nevertheless, they are held fully accountable for meeting all state-mandated attendance requirements.

### **Virtual Learning Grading Principles**

- We expect the same level of learning and instruction to occur as it would in a typical learning situation.
- Students engaged in virtual learning will have their progress monitored regularly.
- All students are expected to complete assigned work.
- High school students must complete assignments and activities to earn credit for a course.

### **Virtual Learning for Preschool Students**

During virtual learning, your child's teacher will be communicating regularly with you and your child using video conferencing (Zoom) to check-in and will provide video lessons accompanied by learning materials that will be sent home or delivered as needed. An iPad will be provided to all District preschoolers.

#### How can you help your Preschool child?

- Each day review the activities with your child (Songs, Word Play, Letters (SWPL), Calendar, Handwriting Without Tears, Ready Rosie, Math Activities, Zoo Phonics, Story Reads, Art Projects, Music, and any other activities the teachers include).
- Create a schedule each day that lists activities and shows completed activities. A daily routine will help your child be successful.
- Help your child to continue his/her social-emotional growth (Ready Rosie).
- Get outside!
- Using Class Dojo, you can share a picture of your child engaged in learning activities and also share completed activities.
- Contact your child's teacher via email or Class Dojo when you or your child have questions.



- 
- Limit screen time. Only use the iPad to access the daily lessons provided by the preschool teacher.

Organize an area in your home to provide opportunity for play at least 60 minutes per day:

- Dramatic Play: Provide dress-up clothes, kitchen/office items, and any other props that allow your child to pretend to be someone or something different and thus explore his/her experiences and expand his/her imagination and creativity.
- Cognitive/Fine Motor/Sensory: Provide puzzles, small building blocks, coloring books or anything that promotes problem-solving and strengthening of the small muscles in your child's hands. Water play, digging in sand, or other materials (rice, beans, etc.) exposes your child to different textures to improve fine motor skills.
- Let's Build: Provide boxes, wooden blocks, foam blocks, plastic containers, materials that help your child build, construct, create and represent their experiences. You can add cars, plastic animals, sticks, rocks, or anything that they can add to their creations.
- Let's Create: Provide materials to practice cutting, painting, drawing, gluing, and creating their own masterpieces.
- Library: Provide many different books for your child to explore - read to or with your child for at least 30 minutes per day.

## **Virtual Learning for Elementary, Middle and High School Students**

### Virtual Learning Student Expectations

Students are expected to:

- Attend all scheduled meetings with their teacher
- Stay on the pace set by the teacher
- Complete all coursework assignments including online and off-line
- Submit all work online unless specified by the teacher
- Use the assignment calendar to stay on track
- Ensure that student cameras on & mics working
- Be on time to all live sessions and attend/participate fully the entire time
- Be appropriately dressed, prepared, and out of bed at your workspace
- Have materials ready to work when live session begins
- Actively engage during the lesson (chat box responses, answering questions from the teacher, responding on their Google Docs, etc.)
- Reach out to the teachers if extra support is needed with assignments or technology

---

## Virtual Learning Parent/Guardian Expectations

Parents/Guardians are expected to:

- Work time for your child needs to be uninterrupted and protected
- Monitor child's weekly progress and grades
- Post each child's schedule somewhere near their work space
- Provide a workspace for each child for live sessions & independent work (same space)
- Make sure all supplies are available at the workspace (workbooks, pens, highlighters, power cord, water bottle)
- Make sure child is actively attending all live sessions
- Talk to your child about the work that day - go subject by subject and have them show you/tell you what they're working on
- Allow your child to struggle, but use guiding questions rather than answers
- Show your child how to communicate their misunderstandings, and become self-advocates
- Encourage your child and give them directive praise ("You did a great job participating in your online session")
- Immediately reach out to teachers with questions or concerns
- Respond to teacher email/phone calls/messages within 24 hours
- Attend (on-time) training sessions/meetings provided by the school (curriculum, technology, etc.)
- Access **District** and school websites for additional resources to support your child(ren)'s educational experience

## Daily Schedule

Elementary Students

K-5 students will have daily online teacher instruction, online, and independent work time. The schedules below reflect the approximate amount of time students will engage in their learning weekly/daily.

Kindergarten:

- Online Time = 2-3 hours daily (Zoom, Video Lessons, Lexia, Dreambox, etc.)
- Independent Work Time = 1-2 hours daily
- Student Conference Time = 1 hour daily
- Teacher Office Hours

---

### 1st Grade:

- Online Time = 2-3 hours daily (Zoom, Video Lessons, Lexia, Dreambox, etc.)
- Independent Work Time = 2-3 hours daily
- Student Conference Time = 1 hour daily
- Teacher Office Hours

### 2nd Grade:

- Online Time = 2-3 hours daily (Zoom, Video Lessons, Lexia, Dreambox, etc.)
- Independent Work Time = 2-3 hours daily
- Student Conference Time = 1 hour daily
- Teacher Office Hours

### 3rd-5th Grade:

- Online Time = 2-3 hours daily (Zoom, Video Lessons, Lexia, Dreambox, etc.)
- Independent Work Time = 3-4 hours daily
- Student Conference Time = 1 hour daily
- Teacher Office Hours

*\*Flexibility will be provided based on the instructional need of student(s).*

## Curriculum

Elementary curriculum will combine Weld RE-5J approved digital content, core content in Google Classroom, and electives.

- Students will engage daily in reading, writing, and math.
- Students will engage weekly in social studies, science, and a special's class. The special's class will primarily focus on art and physical fitness activities.

## Assessment

Students will be assessed through a combination of formal assessments, informal assessments, and digital content data reports.

- Literacy and Writing- common & benchmark assessments, anecdotal records through ongoing teacher observations, checks for understanding, custom sets, checkpoints, quick writes, and short constructed responses
- Math- Common & Benchmark Assessments, Exit Tickets
- Science- Inquiry Projects, Project Checkpoints
- Social Studies- Inquiry Projects, Project Checkpoints

---

## Grading Policy

### Elementary School

Teachers will grade student work based on a rubric to determine a student's performance and proficiency levels in Literacy, Writing, Math, Science and Social Studies. (Similar to current elementary report card)

Performance Levels:

- A performance level score of 4, 3, 2, or 1 is given based on the student's progress toward grade level essential learning and grade level expectations as evidenced by the outcomes identified in the Colorado Academic Standards.
  - o 4 = exceeding grade level expectations (Advanced)
  - o 3 = meeting grade level expectations (Proficient)
  - o 2 = moderate progress towards grade level expectations (Partially Proficient)
  - o 1 = limited progress towards grade level expectations (Unsatisfactory)

### Middle/High Students

#### Schedule

During the course of each week, virtual learning students should engage in online learning approximately the same amount of time as in-person learning. Virtual learning is flexible, allowing students to work at their own pace and their available schedules. However, students can expect to meet deadlines, due dates and possible zoom meetings/check-ins.

#### Curriculum

##### Online Course List for Middle School Students

Language Arts	Math	Science
English Language Arts 6	Math 6	Science 6
English Language Arts 7	Math 7	Science 7
English Language Arts 8	Math 8	Science 8

Social Studies	Electives
Social Studies 6	Physical Education

Social Studies 7	Art
Social Studies 8	Music
	Business
	World Languages ( Spanish)
	Online Learning and Digital Citizenship

### Online Course List for High School Students

Language Arts	Math	Science
English 9 SM 1/SM 2 (Honors Eng 9)	Algebra Inter. SM1/SM2	Earth Science SM1/SM2
English 10 SM1/SM2 (Honors Eng 10)	Algebra 1 SM1/SM2	Science 9 SM1/SM2
English 11 SM1/SM2	Geometry SM1/SM2	Biology SM1/SM2
AP Literature	Finance Math SM1/SM2	Chemistry SM1/SM2
Broadcasting SM1/SM2	Algebra II SM1/SM2	Astronomy SM1/SM2
SAT Prep	Trig & Pre-Calc SM1/SM2	Physics SM1/SM2
Mythology SM1/SM2	AP Statistics SM1/SM2	Environmental Science SM1/SM2
Speech	Pre-Calculus SM1/SM2	Human Anatomy SM1/SM2
English 122 & 123(UNC)	Calculus SM1/SM2	Marine Science SM1/SM2
AP Language		ChemCom SM1/SM2
Short Novels		AP Bio SM1/SM2

<b>Social Studies</b>	<b>Physical Education</b>
World Geography 9 A & B	Health
World History 10 A & B	PE 9
US History A & B	Fit X
History of Sports	Conditioning
Sociology	Advanced PE
US History 11 A & B	Sports Education
Government	Lifetime Sports
Psychology	<b>Career &amp; Tech Edu. (CTE)</b>
<b>Fine Arts</b>	Culinary Nutrition
Painting I	Teen Choices
Drawing I & II	Food Science Dietetics A & B
Pottery I & II	Catering A & B
Intro to Art/2D Design	Ag Science & Leadership A & B
Marching Band	Ag Mechanics I A & B
Concert Band	Ag Mechanics II A & B
Orchestra	Animal Science A & B
Guitar I	Intro to PC Apps
History of Rock N Roll	Intro to Business
Jazz Band	Fundamentals of Accounting A & B
Intro to Theater I & II	Desktop Publishing
Theatre Tech I	Personal Finance
A'Capella	Leadership in Action
Mixed Choir	Principles of Marketing

Women's Choir	Tax Help Colorado
<b>World Languages</b>	Business Practicum
Spanish I, II, & III	Innovation Academy A
AP Spanish/IV	Intro to Engineering Design
German I, II, III, & IV	Principles of Engineering and Tech
ESL 1, 2 & 3 (ELL only)	Digital Media A & B
	Intro to App Development

### Assessment

Middle and High School teachers and students will follow the state and district Assessment Guidelines. Assessments at the Middle and High School levels will be a combination of classroom and digital content and benchmark assessments.

### Grading Practices

- Students and parents should log into the student /parent portal for IC regularly to see grades.
- Students and parents should also log in regularly to Data Dashboard to see assessment data.
- Students will have check-ins as needed about assignment and assessment scores and be provided bi-monthly progress reports.
- Students will need to pass all quizzes, tests with a score of 70% or higher to move to the next lesson.
- In Edgenuity (9-12) and Edmentum (6-8) the student's grade is a combination of quizzes, tests, exams, labs and lab reports (for science only), and assignments in the form of written responses, multiple choice, checks for understanding, essays (both short and long essays), and projects.
- If the student has below a 70% on a formative quiz or test, the lesson will be reset and they will be asked to watch the video again and take notes before a retake. Only 1 retake will be permitted for quizzes and tests. The Teacher may approve a second retake after additional lessons/activities have been reviewed. Criteria for a second retake will include time on task, re-learning, notes, and discussion based review with the teacher. The student is required to complete all assignments.

## Grade Point Average (GPA)




Each student carries a cumulative Grade Point Average (GPA) that is often a measure used in scholarships and college entrance requirements. GPA is calculated based on the final grade for each class.

Grading Scale	Final Grade	Regular Classes	Weighted Classes*
90 - 100%	A	4.0	5.0
80 - 89	B	3.0	4.0
70 - 79	C	2.0	3.0
60- 69	D	1.0	2.0
0 - 59	F	0.0	0.0




\*Only classes designated as Advanced Placement (AP) will receive a weighted grade. (high school only)

**Weld RE-5J** utilizes a comprehensive set of online systems to facilitate teaching and learning. Below is a chart summarizing the key features of each system.




## Weld RE-5J Communication Tools

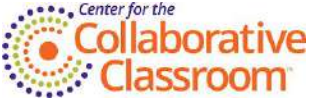
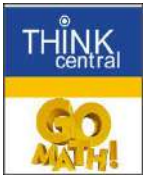



Tool	Function	Summary
	<b>Email</b>	All Weld RE-5J faculty, staff and students in grades 6-12 have access to @weldre5j.org accounts
 Google Classroom	<b>Learning Management System (LMS)</b>	Used by teachers to communicate, assign lessons and/or share resources, video links, and websites. Students will also turn in assignments through this platform.
	<b>Learning Management System (LMS)</b>	Used by teachers to communicate, assign lessons and/or share resources, video links, and websites. Students will also turn in assignments through this platform and share what's being learned through photos, videos, and messages.



	<b>Learning Management System (LMS)</b>	Used by teachers to communicate, assign lessons and/or share resources, video links, and websites. Students will also turn in assignments through this platform. Students “show what they know” using photos, videos, drawings, text, PDFs, and links.
	<b>Video Conferencing</b>	Our district video conferencing tool. Zoom may be used for online learning, class meetings/office hours, or other online gatherings with students and families.
	<b>Calendar</b>	Google Calendar keeps you organized - schedule meetings and events, get reminders about upcoming assignments, and access your Zoom meetings.

### Weld RE-5J K-12 Curriculum Tools

Tool	Function	Summary
	<b>Math Intervention</b>	The Intelligent Adaptive Learning technology tracks each student interaction and evaluates the strategies used to solve problems. This allows students, whether struggling, at grade level, or advanced, to progress at a pace that best benefits them and deepen conceptual understanding.
	<b>K-5 Literacy Intervention</b>	Builds foundational reading skills for students PreK-5th grades. The program focuses on phonological awareness, phonics, fluency, vocabulary, comprehension, and structural analysis.
	<b>6-12 Literacy</b>	Designed to help struggling and nearly-proficient readers in grades 6-12 become proficient readers and confident learners. It helps educators simultaneously address gaps in fundamental literacy skills while helping students build the higher-order skills they need to comprehend, analyze, evaluate, and compare increasingly complex literary and informational texts.

	<p><b>Reading</b></p>	<p>Reading and writing curriculum for the elementary classroom.</p>
	<p><b>Math</b></p>	<p>Math curriculum for the elementary classroom.</p>
	<p><b>Science</b></p>	<p><b>Science curriculum</b> for K—5<sup>th</sup> grades. Hands-on activities science and engineering.</p>
	<p><b>6-8 Content Courses</b></p>	<p>Provides 6-8 teachers access to 6-8 online ready courses to teach online.</p>
	<p><b>9-12 Supplementary Content</b></p>	<p>Provides local teachers access to fully K-12 online ready courses to teach online.</p>

### Equipment Rules and Guidelines

The rules and regulations are provided here so that students and parents/guardians are aware of the responsibilities that students accept when they use district-owned technology equipment. In general, this requires efficient, ethical and legal utilization of all technology resources. Violations of these rules and guidelines will result in disciplinary action as per the Weld RE-5J School District Code of Conduct.

### Electronic Resource Policy and Responsible Use Procedures:

#### General Guidelines

All use of technology must:

- Support learning
- Follow local, state, and federal laws
- Be school appropriate

#### Security Reminders

- Do not share logins or passwords with other students or friends
- Students are asked to share passwords with parents or guardians
- Do not develop programs to harass others, hack, bring in viruses, or

- 
- change others' files
  - Follow Internet safety guidelines

### **Inappropriate Content**

All files must be school appropriate. Inappropriate materials include explicit or implicit references to:

- Alcohol, tobacco or drugs
- Gangs
- Obscene language or nudity
- Bullying or harassment
- Discriminatory or prejudicial behavior

### **Equipment Use and Care**

Care of iPad at Home

- Always carry the tablet with two hands.
- Charge the tablet fully each night.
- Do not leave the tablet in a vehicle.
- Store the tablet on an elevated, flat surface (never on the floor).
- Protect the tablet from extreme heat or cold, food and drinks, small children, and pets.

Prohibited Actions

Students are prohibited from:

- Putting stickers or additional markings on the tablets and power cords/chargers.
- Defacing district issued equipment in any way. This includes but is not limited to marking, painting, or drawing on any surface of the tablet.

The student and parent/guardian agree to the following fee schedule in case of a damaged iPad:

- 1st Incident: \$50.00 Fee before the iPad is returned to the user and meeting with school administrator
- 2nd Incident: \$125.00 Fee before the iPad is returned to the user and meeting with school administrator
- 3rd Incident: \$250.00 Fee before the iPad is returned to the user and meeting with school administrator
- 4th Incident: The student will lose usage rights for the iPad for the remainder of the academic year.

The Weld RE-5J School District warranty covers manufacturer defects. The warranty does not cover loss, theft, neglect, or abuse of the iPad and accessories. For example, throwing the iPad or using the iPad as an umbrella would be considered

---

examples of neglect and abuse. If an iPad needs to be replaced due to loss, theft, neglect, or abuse, it is the family's financial responsibility to replace the iPad at the District's current replacement cost.

The student or parent/ guardian is required to immediately notify a member of the building administration in all cases of stolen or lost iPads. The technology support team and administration may be able to assist in relocating the iPad if they are notified immediately.

Please refer to the [Weld Re-5J School District Student and Parent/Guardian Responsible Use Agreement](#) for iPads for more information about equipment use and repair.

## **Email for Students**

### **Purpose**

All K-12th grade students are issued an email account. Email allows students to safely and effectively communicate and collaborate with district staff and classmates.

The effective use of email is:

- A 21st Century communication tool.
- Used to interact with teachers and other students as appropriate.

### **Guidelines and Reminders**

Email should be used for educational purposes only.

- Email transmissions are monitored by the district to ensure appropriate use. This means that administrators and teachers may check students' email and will be alerted to any inappropriate content.
- All email and its/their contents are property of the district.
- Email should only be used by the authorized owner of the account.
- Students should protect their passwords at all times. Any suspected breach of a student's assigned Weld RE-5J School District account should be reported immediately.

### **Unacceptable Use Examples**

Non-education related forwards (e.g. jokes, chain letters, images, etc.).

- Harassment, profanity, obscenity, racist terms.
- Cyber-bullying, hate mail, discriminatory remarks.
- Email for individual profit or gain, advertisement, or political activities.

---

## **Webcams**

### **Purpose**

Each student's iPad is equipped with a webcam. This equipment offers students an opportunity to experience a 21st Century tool and to develop 21st Century communication skills.

### **Examples of Use**

Webcams are to be used for educational purposes only, under the direction of a teacher.

Examples include:

- Recording videos or taking pictures to include in a project.
- Recording a student giving a speech and playing it back for rehearsal and improvement.

## **Movies**

### **During School Hours**

Watching movies on your tablet is not allowed during school hours without permission from the teacher. Permission will be given only for media used to complete a school assignment.

## **Gaming**

### **During School Hours**

School online gaming is not allowed during school hours unless you have been given permission by a teacher. All games must be in support of education.

### **After School Hours**

Online gaming is allowed at home if all of the following conditions are met:

- You have permission from your parent/guardian.
- The content of the game is school appropriate.
- The game is in support of education.
- All school work is complete.
- No download of any kind is needed.

## **Damaged Equipment**

### **Accidental Damage vs. Negligence**

Accidents do happen. There is a difference, however, between an accident and negligence. Damages caused due to a student's failure to follow the guidelines set

---

forth in this handbook will be deemed negligent and may incur costs to repair or replace the equipment.

### **Lost or Stolen Equipment**

#### Reporting Process for Lost or Stolen Equipment

If any equipment is lost or stolen, the student or parent must report it to the school immediately. Students can let a teacher or administrator know, and the staff member will assist him/her in a timely manner.

### **Code of Conduct**

Weld RE-5J School District expects all students to behave appropriately for an educational environment and follow school rules. Any behavior which disrupts the learning environment, and/or is detrimental to the safety and welfare of other students or staff is subject to disciplinary action. The principal or designee may apply disciplinary consequences including suspension or a recommendation for expulsion for any student who engages in inappropriate activities while in school buildings, in online courses, on district property, when being transported in vehicles dispatched by the district or one of its schools, during a school-sponsored or district-sponsored activity or event and off school property when the conduct has a reasonable connection to school or any district curricular or non-curricular event.

Consequences for inappropriate behavior are contained in the following chart which is used in all schools. The District's Code of Conduct policy can be found on our district website. Prior to the imposition of a consequence, the student will be informed of the behavior for which the consequence is being imposed and will have some opportunity to explain his/her side of the story. Students using the Internet must abide by the provision of the Weld RE-5J School District Technology User Agreement and Colorado Revised Statute 18-5.5-101 and 18.5.5-102 (also Title 17, USC Section 102). Copies are available upon request.

### **Best Practices for Successful Virtual Learning**

<b>Elementary Students - Roles &amp; Responsibilities</b>
<ul style="list-style-type: none"><li>● Establish daily routines for engaging in the learning experiences.</li><li>● Identify a space in your home where you can work effectively and successfully.</li><li>● Regularly monitor online platforms (Google Classroom, Seesaw, Class Dojo, and/or website) to check for announcements and feedback from your teachers.</li></ul>

- Complete assignments by doing your best work.
- It is important to meet timelines, commitments, and due dates.
- Communicate proactively with your teachers if you cannot meet deadlines or have questions.
- Use online etiquette and manners.
- Get outside!

### **Parents/Guardians - Roles & Responsibilities**

- Establish routines and expectations
- Define the physical space for your child to work and learn.
- Monitor communications from your child's teachers regularly.
- Check in regularly with your child and ask about their learning.
- Encourage physical activity and/or exercise for your child each day.
- Remain mindful of your child's stress or worry. Reach out to your child's teacher or school counselor for support if necessary.
- Monitor how much time your child is spending online.

### **Virtual Learning for Secondary Students**

During virtual learning time, teachers will be communicating regularly with your child through Google Classroom and email. We truly appreciate your help and partnership in supporting your child to be successful.

- Teachers will have teacher access hours that have been communicated to you. Please reach out to your teacher with comments and questions.
- It is important for students to stay connected with their teachers. Reach out to your teacher with questions or just to connect.

### **Secondary Students - Roles & Responsibilities**

- Establish daily routines for engaging in learning experiences.
- Identify a comfortable, quiet space in your home where you can work effectively and successfully.
- Regularly monitor online platforms, email and Google Classroom, to check for announcements and feedback from your teachers.
- Complete assignments with integrity and academic honesty, doing your best work.
- Do your best to meet timelines, commitments, and due dates
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support.
- Follow classroom expectations regarding online learning.
- Remember to make time for yourself (get outside, take breaks, etc.).

---

## Parents/Guardians - Roles & Responsibilities

- Connect with the school and teachers via phone or email.
- Engage in your child's education and reach out to the school for support when needed.
- Provide a quiet and learning conducive environment/space for your child(ren) to study, attend e-learning sessions and collaborate with classmates.
- Help your child(ren) with time management.
- Access [District](#) and school websites for additional resources to support your child(ren)'s educational experience.

### FAQs

#### **Is my child expected to sit in front of their tablet all day?**

No. Virtual learning will be a blend of face-to-face video, collaborative group work using online tools, independent learning, and, as much as possible, real-world authentic learning experiences.

#### **What do I do if my child cannot login to their student account(s)?**

Please contact your teacher or school administrator to ensure that they are aware of the issue. Your child's teacher or administrator will reach out to the appropriate person to help with the issue.

#### **Who should I contact if I have questions or concerns?**

Start with your child's teacher. Then you can reach out to your assistant principal or principal if you need additional assistance.

#### **How do I know what school work my child has been assigned?**

Contact your child's teacher to gain access to platforms they use. This information will be shared at Open house before school begins.

#### **I am having difficulty with my device. Who should I contact?**

Contact your child's teacher, and he/she will reach out to the appropriate person to help with the issue.

#### **How can I find out current information about COVID-19?**

Follow the link to the [district information page](#) or go to [www.cde.state.co.us](http://www.cde.state.co.us)

#### **Who should I contact if I am worried about my child's social/emotional health or need parenting resources?**

Please contact your school's counselor or one of the district's school psychologists



---

for assistance and resources.

### **How do students interact with teachers and other classmates in a virtual school environment?**

As part of the online school experience students participate in online Class Connect sessions, which are an integral part of the program. Each student will have scheduled sessions with their teachers and classmates, and the frequency will be determined by their teacher and school.

### **Is a virtual school day more flexible than my current student's day?**

The online school environment can be more flexible than the traditional brick and mortar school as you are able to modify the day to suit your student's strengths. However, mandatory online classes and meetings with the teacher will be held at scheduled times throughout the day.

### **What role will I play within the virtual school?**

As your child's support person at home, you are very important to the overall success of our program. You will be working closely with your child every day to ensure they are staying on track. You are not expected to be the teacher; however, you can assist the teacher and child.

### **How Do Students Take Proctored Exams in Online Classes?**

Not all online classes will have proctored exams. But if they do, online students may need to visit the local school site with an on-site proctor. They may also take virtually monitored exams online, where a proctor watches via webcam or where computer software detects cheating by checking test-takers' screens. There may be exams/assessments where we will ask the parent to proctor.

### **Acknowledgements**

The Weld RE-5J School District Virtual Learning Handbook contains information from multiple sites. This handbook has also been guided by other national and Colorado school district's handbooks, and Weld RE-5J School District would like to thank them for their contributions.