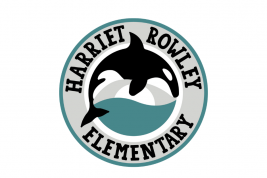
**Harriet Rowley Elementary**

**2020-2021**

**Remote Learning**

**Student/Parent Handbook**

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# Principal/Directora: Ms. Patricia Shanander

**Assistant Principal/Asistente Directora: Mrs. Jenifer Rolie**

400 53rd Street

Mount Vernon, WA 98273

(360) 428-6199

Fax: (360) 428-6250

# Office Hours: 8:00 AM to 4:00 PM

**Principal:** Patricia Shanander

**Assistant Principal*:*** Jenifer Rolie

**Head Secretary:** Christy Nelson

**Attendance Secretary:** Kyle Stahly

**Counselor:**  Tracy Hancock

**Migrant/Bilingual Advocate**: Marisol Rosas-Cardoso

**Nurse:** Lauri Miller

**Health Room Assistants:** Veronica Glade

**Technology Support:** (360)428-6252 (Help Desk for families)

**MVSD Vision Statement**

To graduate inspired and critical thinkers who embrace diversity and are committed to the betterment of their own lives and the lives of others.

**MVSD Mission Statement**

To expect, encourage, and facilitate the pursuit of excellence in our students, preparing them for a global environment in which lifelong learning is critical to their success and happiness.

**MVSD Goal**

100% of our students will graduate with the knowledge and skills necessary to be successful in post-secondary education, careers, and life.

**Vision Statement**

Harriet Rowley Elementary is a community who **CARES**:

* + **C**reate
  + **A**dapt
  + **R**espect
  + **E**ncourage
  + **S**erve

**Mission Statement**

Harriet Rowley Elementary. Motivate. Collaborate. Advocate. To educate students who **CARE**.

We will empower students with the necessary tools to succeed in a changing world.

**Key Strategies:**

* Motivate by building relationships, setting high expectations for learners and staff, and supporting each learner’s needs
* Collaborate with our teammates, families and community while modeling CARE
* Advocate by making learning accessible to all students, being responsive to the needs of children and their families.

**Harriet Rowley Elementary School Rules**

Make Good Decisions. Solve Problems. Show Respect.

***The purpose of this handbook is to provide a tool for HRE Families that highlights expectations and behaviors expected during Remote PLUS learning. We have designed this handout to address specific questions families may have around Remote PLUS learning.***

***Definitions for Distance Learning Success:***

* ***Synchronous Learning - Learning that is “live” and occurs all together***
* ***Asynchronous Learning - Learning that is self paced and can can occur with or without teacher support***

**2020-2021 REMOTE PLUS ELEMENTARY SCHEDULE**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Grade Level K-1** |  |  | **Grade Level 2-3** |  |  | **Grade Level 4-5** |
| 8:00-8:30 | Family Appointments |  | 8:00-8:30 | Family Appointments |  | 8:00-8:30 | Family Appointments |
| 8:30-9:00 | Morning Meeting |  | 8:30-9:00 | Morning Meeting |  | 8:30-9:00 | Morning Meeting |
| 9:00-10:00 | Instructional Time |  | 9:00-10:30 | Instructional Time |  | 9:00-10:30 | Instructional Time |
| 10:00-11:00 | Lunch |  | 10:30-11:00 | 1-1 or Small Group Conferring |  | 10:30-11:30 | Planning |
| 11:00-12:00 | Instructional Time |  | 11:00-12:00 | Lunch |  | 11:30-12:30 | Lunch |
| 12:00-12:30 | Afternoon Meeting |  | 12:00-1:00 | Planning |  | 12:30-1:00 | 1-1 or Small Group Conferring |
| 12:30-1:30 | 1-1 or Small Group Conferring |  | 1:00-2:30 | Instructional Time |  | 1:00-2:30 | Instructional Time |
| 1:30-2:30 | Planning |  | 2:30-3:00 | Student Office Hours |  | 2:30-3:00 | Student Office Hours |
| 2:30-3:00 | Family Appointments |  | 3:00-3:30 | Family Office Hours |  | 3:00-3:30 | Family Office Hours |
| 3:00-3:30 | Family Office Hours |  |  |  |  |  |  |

**ATTENDANCE**

Students are expected to participate in synchronous and asynchronous learning activities daily. To be in compliance with OSPI students are required to receive 180 days and 1,027 hours of instruction.

1. Attendance will be expected daily with attendance taken twice a day - during the first synchronous session and then again in the afternoon session.
2. Please call the school every day the morning your child is going to be absent. In the event we do not hear from you, we will contact you through an automated call.

**WAC 392-401A-016**

Definition of absence from remote learning:

1. A student is absent from remote learning when the student is not participating in planned instructional activities on a scheduled remote learning day.
2. Evidence of student participation in remote learning may include, but is not limited to:
   1. Daily logins to learning management systems;
   2. Daily interactions with the teacher to acknowledge attendance (including messages, emails, phone calls or video chats); or
   3. Evidence of participation in a task or assignment.

This means to be present your child must be on the computer completing work each scheduled school day. For those days where the **planned instructional activities** for a course are synchronous, attendance is based on participating in that planned instructional activity. For those days where the **planned instructional activities** for a course are asynchronous, teachers will monitor whether students attend the planned instructional activity for that day. This may be done through Google Form, collaborative board, slides, etc.

**Tardies**

Success in school depends on regular **on time** attendance. It is our policy that students are logged in and on time for class. Acceptable reasons for being late would be a doctor, dentist, or other appointments for the student, however, please make every effort to make appointments before or after the school day. **Students logging in 30 minutes or more late will be marked absent.**  Those who arrive late to class must notify the office in order to excuse the absence.

Tardy--Up to Half the Period (0-30 minutes)--Accumulates as Tardy

Tardy Absent--Half the Period or More (31 minutes or more)--Accumulates as Absence

Absent--Never Attended--Accumulates as Absence

**Regular Attendance Matters**

We do not want your child to fall behind in school and get discouraged. Here are a few tips to help support regular attendance:

* Make sure your child has a regular bedtime and morning routine.
* Lay out clothes the night before.
* Ensure that your child logs in to class every day unless they are truly sick.
* Avoid scheduling vacations or appointments when school is in session.
* Ask your child’s teacher and our counselor, Tracy Hancock, for advice if your child feels anxious about going to school.
* Please call the school at 360-428-6199 if you have any questions or need more information about attendance.

**STUDENT EXPECTATIONS AND DISTANT LEARNING**

**Harriet Rowley’s Positive Behavior Management:** Every student can be a successful student. It is our job to help you achieve that success. We also know that for your child to reach positive goals, he or she needs to feel comfortable, safe, and ready to focus on learning. **It is both the students’ and parents’ responsibility to understand and follow the rules and behavior expectation at Harriet Rowley Elementary.**

Harriet Rowley Elementary’s school-wide discipline is based on 3 Behavior Standards (Make Good Decisions, Solve Problems and Show Respect), as well as restorative practices and natural consequences. We will work with students to learn social skills and how to appropriately handle their emotions by implementing the Zones of Regulation curriculum. This curriculum teaches students to recognize their emotions and to self-regulate their behaviors.

In online classrooms the Harriet Rowley Elementary staff will:

1. Teach clear expectations.
2. Model the appropriate behaviors.
3. Have students practice and review/reteach appropriate behaviors throughout the year.

**BEHAVIOR EXPECTATIONS**

*We will still follow the same school-wide expectations, with the addition of on-line safety.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Make Good Decisions** | **Solve Problems** | **Show Respect** | **Be Safe** |
| · Think before you act  · Know the expectation for where you are and follow them even when an adult is not present  · Tell the truth the first time | · Use Kelso’s Choices or a Zone of Regulation strategy  · If someone needs help with a big problem, tell an adult  · Ask for help if you don’t understand something | · Stop and listen when adults talk to you  · Speak kindly  · Use your manners – Please, thank you, and respond appropriately  · Be safe with your body and actions  · Wait your turn | * Practice good digital citizenship * Stay on the assigned tasks from your teacher * Use kind words, face, and gestures |

**Make Good Decisions, Solve Problems, Show Respect,** and **Be Safe:**  During the first two weeks of school, staff will deliver clear and intentional instructions to the students regarding behavioral expectations of the school. Additionally, teachers will review expectations with the students at various times throughout the year, and after long breaks. While online, remember nothing is truly private. Be mindful about what is shared. School personnel, together with parents and guardians, ensure that students with continued difficulties receive the support they need.

**For the 2020-2021 school year,** students will receive these clear and intentional instructions virtually and may be taught synchronously or asynchronously. Our focus is to highlight and “catch” students demonstrating excellent **ORCA C.A.R.E.S** behavior.

**Harriet Rowley Elementary Distance Learning Behavior Expectations 2020-2021**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Virtual Spaces | **Make Good Decisions** | **Solve Problems** | **Show Respect** | **Be Safe** |
| School Readiness | Be dressed for school  Have materials and learning space ready  Ask for what you need  Post schedule for family | Test or prepare  your learning  space, computer,  headphones daily | Be on time  Enter class on MUTE  Be present - avoid multitasking  Use kind words and actions  Respond to others in a positive manner | Log in with your  school-issued  email/Clever code  Use your personal  login only. Log in  with **YOUR** name and email  Be in an  appropriate  learning space |
| Synchronous Whole Group Instruction | Be on time and ready to learn  Start class charged or plugged in  Have materials and learning space ready | Be engaged. Ask & answer questions and polls promptly  Listen attentively  Turn camera on if able to  Use one device only (one Chromebook, TV off, cell phone off, etc.) | Muted upon entry  Use CHAT appropriately  Raise your hand to speak | Choose a location for learning that is distraction free  Stay in same location  If you need to move about, please turn off your camera |
| One-on-One Instruction | Be on time and ready to learn  Start class charged or plugged in | Be engaged. Ask & answer questions and polls promptly  Listen attentively  Turn camera on if able to | Muted upon entry  One speaker at a time  Use CHAT box when necessary | Use Kind words, face and gestures |
| Small Group Activities  (Breakout Rooms) | Encourage each other to stay on topic  Complete the work together  Use “Ask for Help” button if you have questions | Be present - avoid multitasking  Turn on camera if able to | Use CHAT box when necessary  Answer questions out loud  One speaker at a time  Use kind words, face and gestures | Listen to each other  Use kind words and actions  Encourage others to participate |
| Asynchronous Learning Time | Complete assigned work  Give your best effort  Work on the assigned websites | Be present - avoid multitasking  Ask for what you need | Be engaged. Ask & answer questions and polls promptly  Stay on topic  Complete assigned work | Practice good digital citizenship  Do not chat with strangers  Stay on the assigned tasks from your teacher |

**Distance Learning and Student Safety:** Student safety is our number one priority. While engaging in online learning, it is sometimes difficult for a guardian to monitor all of the websites and content your child is engaged in on the Chromebook. This year, elementary schools will be using **Goguardian** to provide an extra safe guard while your child is online. Goguardian is monitored by your child’s teacher and allows for them to set parameters around the content your child engages in during class time. This will allow for maximal learning. Your child’s teacher will be able to monitor the content your child is looking at while online. Goguardian does not make the internet 100% safe and so continuously monitoring your child’s activity online is still recommended.

**HARASSMENT, INTIMIDATION AND BULLYING POLICY**

Mount Vernon School District is committed to a safe and civil educational environment for all students, employees, volunteers and patrons free from harassment, intimidation or bullying. “Harassment, Intimidation or Bullying” means any intentional written, typed, verbal or physical act, including but not limited to one shown to be motivated by any characteristic of race, color, religion, ancestry, national origin, gender, sexual orientation or mental or physical ability, or other distinguishing characteristics when the intentional written, verbal or physical act:

* Physically harms a student or damages the student’s property; or
* Has the effect of substantially interfering with a student’s education; or
* Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
* Has the effect of substantially disrupting the orderly operation of the school.

**What can a student do about Harassment? -** Harassment (to include cyberbullying) can be defined as repeated remarks or behaviors that are **unwelcome, uninvited, or unacceptable** to another person in person or online. Harassment is morally wrong, against the law, and should not be ignored. Every person at Harriet Rowley Elementary can prevent harassment by:

* Remembering to treat others the way you want to be treated.
* Thinking before speaking or acting; imagine what it would be like if you were on the receiving end of your remarks or behavior.
* Being willing to get involved, responding promptly to a student’s complaint of harassment by seeking help from an appropriate adult.

If you feel you have been harassed, you can:

* Speak directly to the harasser or write a note and request that the behavior stop. Use an “I-Message.”
* Make an anonymous complaint. Students can email or call the school counselor or intervention specialist, providing enough information that will allow staff to intervene.
* Make an informal complaint to any staff member at Harriet Rowley Elementary.

*All concerns are investigated and steps will be taken to resolve the conflict. Possible solutions may include confronting the alleged offender either in writing or face-to-face; a statement from a staff member to the alleged offender that continued conduct may lead to discipline if proven or repeated; or a general public statement from the Principal reviewing the Harassment, Intimidation and Bullying Policy without identifying the complainant. Informal complaints may become Formal Complaints at the request of the complainant, parent, or guardian or because the staff at Harriet Rowley Elementary feels the complaint needs to be investigated more thoroughly.*

* Make a formal complaint by filling out the “Harassment/Intimidation/Bullying Report Form” that is available by request in the office at Harriet Rowley Elementary.

*All formal complaints are thoroughly investigated. Mount Vernon School District’s Compliance Officer will provide a written report of the complaint and the results of the investigation. If the complainant feels the matter has not been resolved completely, the Superintendent will take further action on the report.*

**NONDISCRIMINATION COMPLAINT** - The process for resolving equal educational opportunity complaints and grievances is outlined in **School Board policy 3210P**. The procedure applies to complaints alleging discrimination or discriminatory harassment by employees, other students, or third parties against students based on race, color, national origin, creed, religion, sex, sexual orientation, gender expression, gender identity, veteran or military status, the presence of any sensory, metal or physical disability or the use of a trained dog guide or service animal by a student with a disability.