Connected Classrooms

Elementary Student/Parent/Guardian Handbook
2020-2021

Killeenisd.org
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Before the First Day of School Checklist
Welcome

Welcome to virtual learning in Killeen Independent School District (KISD).

This document has been created to help support students and parents in the new learning environments. This document addresses curriculum, resources, and contains pertinent documents (or links to pertinent documents) that address both the in-person and virtual learning environments. In addition to this handbook, a "Return to Learn" platform has been placed on the district website, which answers frequently asked questions. This handbook answers many of the questions you may have about the virtual learning environment in KISD and provides quick access to information. Please make sure you are familiar with all the virtual learning policies and procedures outlined in this handbook.

At KISD, our mission is to teach so that students learn to their maximum potential. As such, students will be active participants in online learning. They will work and interact with their classroom teacher(s) to achieve their educational goals. In addition to teacher-led instruction, students will experience opportunities to interact with other students in their class(es).

The vision at KISD is to provide superior learning opportunities through the implementation of a full, innovative, rigorous, comprehensive education program. While the KISD virtual learning environment offers greater flexibility than the traditional in-person environment, some things remain constant, including the need to individualize instruction, communicate regularly, and closely monitor students’ learning. This handbook details the guidelines that have been developed to ensure the virtual learning student and their parent/guardian understands the expectations and requirements of the virtual learning environment.

KISD COVID Mitigation Efforts
KISD is committed to ensuring all facilities are cleaned and sanitized properly and often to provide a learning environment conducive to reducing the spread of COVID-19, should you choose traditional in-person instruction. KISD has increased custodial teams to ensure high touch surfaces are being properly sanitized with hospital-grade disinfectant. Each classroom teacher has also been given cleaning products to help mitigate the spread of the virus.

Increased signage is displayed throughout each campus promoting disease mitigation strategies, increased cleaning and sanitation practices, as well as frequent reminders of hand hygiene and social distancing. Students and employees are encouraged to regularly wash or sanitize their hands and will receive proper hand washing training. Hand sanitizer will be available in all classrooms and common areas such as the cafeteria, library, and front reception area. All district employees will receive specific COVID-19 training designed to mitigate the potential spread of the virus.

Students and staff are expected to self-screen and assess their temperature before entering any KISD facilities. Social distancing is encouraged on campuses and
during extracurricular activities to the greatest extent possible. Large gatherings will be limited, and playground equipment is closed on campuses until further notice.

Students and staff are required to wear face coverings, outside of any Executive Order mandate, when social distancing cannot be maintained. The District's face covering requirement will have some exclusions, as some may need an accommodation. However, the district's face covering requirement will stay in place until otherwise announced, even if Governor Greg Abbott's order is lifted. Students and staff are allowed to wear their own face covering, provided they are not a distraction and within the dress code.

A COVID-19 Safety Plan has been posted online which outlines the processes put in place to help mitigate the spread of the virus. KISD will comply with all health and safety recommendations established by the Governor, the health department, and the Texas Education Agency. Safety and health measures may be adjusted based on the most current guidelines and conditions. Please visit Killeenisd.org/rtl for additional information on the Safety Plan.

COVID Campus Visitor Guidelines
Front office areas are open and available for drop-offs, but we encourage parents to make an appointment to speak with campus staff, including the principal. KISD campuses will reopen in September for traditional in-person instruction; however, our campuses will be considered closed environments in an effort to reduce the spread of COVID-19. Our closed campus protocol prohibits visitors from walking students to classrooms, visiting classrooms, and eating meals in the cafeteria. We understand our COVID-19 mitigation efforts will change the traditional school landscape however, all decisions have been made with the health and safety of our students, staff, and KISD community at the forefront.

Virtual Learning

Overview
Schools will continue to be staffed based on student enrollment. The staffing for virtual learning versus traditional in-person learning will be determined by enrollment and student course selections. All teachers, elementary and secondary, have been trained for in-person and virtual learning utilizing the Learning Management System (LMS) and may be designated as teachers for both instructional models. Students will be assigned a teacher from the student’s home campus. Students will continue to be connected and parents will continue to receive communication from the home campus. Students and parents can participate in virtual events, as applicable.

Registration
Your child’s schedule and teacher assignments cannot be finalized until your online registration is complete. If you have not yet registered your student for the 2020-2021 school year, registration information for new and returning students can be found at Killeenisd.org/registration_links.
Intent Form
KISD will offer two instructional delivery models for our students: traditional in-person learning on campus, or virtual learning at home. You will be asked to choose a delivery model during the registration process. Both delivery models share a common, online, LMS, which allows both the in-person and virtual learner access to the same educational content.

The LMS is vital in linking the in-person learner to the virtual learner within the same class. It will allow the virtual learner to participate with the traditional class and prepares the in-person learner for virtual learning should the need arise. Technology devices will be distributed from students' home campuses for student who need them (see Technology Distribution below).

If your student will be using a personal device for virtual learning, the minimum system specifications are:

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<thead>
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<td>• Firefox</td>
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<tr>
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<td>• Memory: 1+ GB RAM</td>
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In order to identify students in need of technology and connectivity, please fill out the Virtual Learning Device Form prior to the first day of school and return it to the Campus Technology Support Specialist on your child’s campus. Please see the campus website for additional information and to access the form.

Synchronous vs. Asynchronous Virtual Learning
Synchronous instruction is very similar to “on campus” instruction and is defined as two-way, real-time, live instruction between teachers and students, through the computer or other electronic devices or over the phone. Synchronous instruction requires participants to be present at the same time, virtually. Examples include live interactive classes with teachers and students participating real time, teacher-supported work time on video conference calls, scheduled and timed online tests. All students at all grade levels need direct instruction and synchronous support from teachers.

Asynchronous instruction involves self-guided student instruction and is defined as a curricular experience where students engage in the learning materials on their own time, interacting intermittently with the teacher via the computer, other electronic devices.
devices, or over the phone. Asynchronous instruction does not require all participants to be virtually present at the same time. Examples include self-paced online courses with intermittent teacher instruction, preassigned work with formative assessments on paper or in LMS, watching pre-recorded videos of instruction with guided support.

KISD will offer either or a mix of both synchronous and asynchronous virtual instruction. Click here for virtual learning parent tips.

The benefit of an online learning management system (LMS) is to streamline all digital tools and content for a more connected learning experience for students. Students in 3rd - 5th grade in both traditional in-person and virtual learning will utilize Schoology as the learning management system Schoology, which has been used for several years as a digital extension of the classroom. Students in Pre-K – 2nd grade will grade in both traditional in-person and virtual learning will utilize Seesaw as the learning management system. Resources will also be available for parents to learn how to support students in navigating learning through these digital tools.

**Parent/Student Support, Resources, and Training**
Parents and students will have access to training on the LMS and are asked to complete the training prior to the first day of school. In addition, district staff, campus leadership teams, and teachers will be responsive to families to support the virtual learning environment and promote student success. Additional support is available for families in the following areas:

- Virtual small group sessions to meet social and academic needs
- Access to troubleshooting and technical support during regular school hours
- Tips and strategies to support students learning off campus
- Support from teachers to meet student needs during regular school hours
- Social-emotional support provided
- Accommodations and support services provided
- Platform training available on demand through the KISD website
- Parent Educator Corner, through the Special Education Department
- Virtual Math Center for students in grades 4 and above (formerly the Math Center at Jackson Professional Learning Center)

Resources will be available for parents to learn how to support students in navigating learning through digital tools. These resources will be available online and on-demand prior to the start of school.

**Teacher Training**
Prior to the first day of school, all KISD teachers will undergo eight (8) days of rigorous training including how to provide virtual and blended instruction. Throughout the school year, the built-in teacher professional development days will be used to further develop and refine the craft of teaching in a virtual and blended environment.
Protocol for Changing the Learning Environment
Students may transition between in-person and virtual learning should circumstances warrant. Parents should contact campus administration to discuss their individual situation and the registration process for switching learning formats. Click here for additional information on how to request a change in the learning environment.

Meals for Virtual Learners
Parents or Caregivers may pick up breakfast or lunch from their home campus. An ID will be required, and the parent will need to type in the student’s lunch code. The same payment policies used before COVID will apply. Virtual students will not be permitted to eat breakfast or lunch at the school.

Instructional Schedule

Student Engagement and Academic Progress
Virtual learners will remain at home and will engage in learning activities that are delivered through an online LMS. Live, teacher-led instruction and peer collaboration may be scheduled throughout the day to expand students’ opportunities to engage with content and interact with teachers and classmates. Students are expected to login to each course/subject area daily and complete the posted lesson and assignment. Failure to login daily and complete the posted assignment in each course will result in the student being absent for the course. See the KISD Student Handbook for additional information on compulsory attendance requirements.

Daily student engagement and academic progress will be tracked through the LMS and exists to ensure student progress in the virtual learning environment. Expected student progress will be communicated and outlined in the course syllabus.

Curricular progress can be measured through any of the following means:
1. Data from the LMS showing progress made that day;
2. Curricular progress evidenced from teacher/student interactions made that day;
3. Completion and submission of assignments planned for that day.

Students’ progress toward learning goals will be aligned to the course scope and sequence and/or syllabus and will monitored daily by the classroom teacher.

Teachers will receive a daily report for student who accessed the LMS and will be expected to reach out to students who failing to login or not making adequate progress.

A structured lesson/schedule will be provided to students through their LMS indicating required times for participation in approximately 3-4 hours of virtual instruction which can include live or recorded instruction each day. The schedule may reflect short periods of live online learning scheduled throughout the day followed by time for independent, recorded learning activities. The schedule and live online lesson times may vary by grade, course, or student.
Both virtual and traditional in-person students will access daily curriculum/lessons through the LMS. The content of the lessons will be the same regardless of instructional modality (unless otherwise noted in an IEP or 504 plan) and will be broken down by day with clear instructions on daily lesson requirements.

**Student Expectations for Daily Login**
Virtual learners are required to login to the LMS to participate in class daily. Students may be provided the opportunity to attend synchronous instruction via Zoom. Course lessons are created and provided by KISD teachers. Failure to access course material daily may result in failing grades, truancy, and/or loss of course credit.

**Daily Minimums**
Daily student participation in the learning activities will be required and instructional time will be dedicated for independent learning activities. All student groups and grade levels will have the opportunity to engage in approximately a full day of academic content, every day. Direct work with academic content will meet or exceed the daily minimum requirements of 180 instructional minutes for Pre-K through 5th grade.

**Student/Teacher Interactions**
Student schedules will be posted in the LMS weekly by course. The content in the schedule will be broken down by day with clear instructions on daily lesson requirements. The direct instruction will be delivered by teachers, in either a pre-recorded lesson or a link to receive live, synchronous instruction. Academic content will meet or exceed the daily minimum requirements of 180 minutes across all subjects. Students will access their posted instructional content in the LMS for both virtual and in-person instruction.

Students can access instructional support from their teacher(s) when needed. Each KISD teacher will post their scheduled office hours and/or conference period and contact information in the course syllabus, so that students know how and when they can interact with their teachers. The course syllabus will be located in the course folder on the LMS.

All students may reach out to their teachers during posted office hours and teachers will provide progress monitoring and weekly feedback. For synchronous learning, students will receive feedback as needed and receive instructional support from the teacher when logged in synchronously.

Students with additional learning needs will receive differentiated instruction from the classroom teacher and additional support staff. All students will have access to Tier I, Tier II, or Tier III instruction according to 504/LPAC/ARD Committee.

**Teacher Office Hours**
Each KISD teacher will post their scheduled conference times (office hours) and contact information in the course syllabus, so that students know how and when they can
interact with their teachers. The course syllabus will be posted for each course prior to the first day of instruction.

**Teacher Communication and Feedback**

Students and/or parents will receive weekly feedback from the teacher. Feedback may be provided in a variety of ways to include:

- Zoom conference with parents and/or students;
- Timely reporting of academic progress, or lack thereof;
- Access to the Home Access Center for grades;
- Weekly conferences, as requested by parent, student, or teacher; or
- Daily communication through synchronous instruction during Zoom sessions.

Feedback will include next steps or necessary academic remediation to improve performance.

**Student with an IEP or 504 Accommodations**

Through our LMS system, student IEPs will be followed regardless of modality. Students with disabilities and English Learners (ELs) will receive differentiated instruction from the classroom teacher and additional support staff. All students will have access to Tier I, Tier II, or Tier III instruction and interventions according to 504/LPAC/ARD Committee.

ARD and 504 meetings will be scheduled on a case by case basis and as needed. For students served in special education, the schedule of instructional and related services should be accurately documented in the IEP. The IEP must reflect the supports and services the student requires for FAPE which will require a revision ARD. An ARD will be required if a student selects to switch learning platforms. A parent/guardian may request an ARD or 504 meeting at any time.

If your student requires an initial or re-evaluation, the parent/guardian will be contacted to discuss the evaluation and determine components that can be completed virtually versus those components that require in-person interaction. Appointments with evaluation staff will be scheduled at the campus to complete in-person components.

Services might look different based on the teacher, student, and family. However, inclusion in the virtual setting may look like:

- Students zooming with the inclusion teacher to go over an assignment that the teacher assigned the previous day, to go over incorrect answers or discussing right answers.
- The inclusion teacher zooming in before a lesson to pre-teach required vocabulary.
- The inclusion teacher calling or zooming with the student and listening/practicing with them their site words for the week, syllables in a word, skip counting, rhyming, etc.
- The inclusion teacher zooming with several students and discussing a book that is being read in class, asking comprehension questions, etc.
- The inclusion teacher providing an oral accommodation or pre-recording a quiz being read for the students needing oral administration.

Please note, support is not limited to the examples provided above.

**Dyslexia Students**
Dyslexia teachers will give students access to their Dyslexia course and provide lessons through the LMS, that could include, but are not limited to videos, interactive activities, and/or Wilson resources.

**ESL Students**
Students will receive their services by their ESL teacher through Zoom. The ESL teacher will post the link to the Zoom call in the LMS.

Examples would include songs, poems, stories or games that would help students with language acquisition. They would provide examples and pictures as well. They might work with phonics - games/letter recognition. Three scenarios come into play:

- **ELA teacher** (pending ESL certification) would have an ESL teacher co-teaching during the language arts block. The ESL teacher can be a resource to the classroom teacher and co-teach during Zoom classes
- **ELA teacher** with ESL certification would teach her class with/without co-teacher support. The ESL teacher can be a resource to the classroom teacher.
- Some campuses have the ESL teacher -pulling small groups for additional support/intervention. The ESL teacher would do Zoom with small groups.

**Specials Classes**
PE/Music lessons will be posted in the LMS.

**Remediation/Tutoring**
Interventions can be accessed through the LMS and will be assigned by the classroom teacher. If additional support is needed in a core subject, contact your classroom teacher(s) to schedule a tutoring session. In addition, the KISD Math Center will be available virtually for students in grade 4 and above from 5pm to 8pm. Please click [here](#) for additional information.
Academic Content

Daily Assignments
Virtual learners are required to login to the LMS to participate in class daily and participate in approximately 3-4 hours of virtual instruction, which can include live or recorded instruction each day. The schedule may reflect short periods of live online learning throughout the day followed by time for independent learning activities. Daily academic content must be completed before midnight to receive credit.

Assessments
Curriculum Unit Assessments will be administered for core content subjects. Assessments will be posted and administered through the LMS.

Circle Testing (Pre-K) and MAP Testing (Kindergarten – 5th grade)
Throughout the school year, your child will be given special activities to help the teacher track his/her progress. Circle testing is conducted three times a year to measure growth in math, rapid letter naming, phonological awareness, and rapid vocabulary. You child’s teacher will schedule time(s) with you to assess your child virtually.

MAP is a universal screener conducted three times a year to measure growth in reading (K – 5th), math (K – 5th), and science (3rd – 5th). You child’s teacher will schedule time(s) for your child to take the screener virtually.

STAAR/EOC Testing
The Texas Education Agency (TEA) has indicated that STAAR testing will occur during the 2020-2021 school year for compliance with state and federal legislation.

Instructional Materials
The instructional materials provided will vary based on the grade level and coursework required of the student. District adopted recourses are aligned to the standards to ensure continuity of instruction and will be provided digitally through the LMS. A physical copy of the district adopted instructional materials will be available upon request. The design of the class/course instruction will account for student’s access to specific instructional materials at the home. Materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learner in an asynchronous environment.

Lessons are designed using instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning and retention of knowledge in a virtual environment. Teachers will follow the IEP and make accommodations or according to LPAC, 504, or ARD recommendations to support their students with disabilities. Campus administrators will monitor lesson plans and provide feedback to teachers, as needed.
**Monitoring Student Progress**

Overall progress on learning outcomes will be communicated in the “traditional” format using numeric grades. Assignments and grades will be entered into the Home Access Center. The expectations for coursework and the guidelines for grading will be the same for both traditional in-person and virtual learners.

Students’ progress toward learning goals will be aligned to the course scope and sequence and/or syllabus and will be monitored daily by the classroom teacher. Teachers will receive a daily report of student who did not access the LMS and will communicate learning expectations to those students. Progress reports and report cards will be sent home for virtual and in-person learners.

**Course Credit/Completion**

Course credit is determined by your child’s daily engagement, progress, and successful completion of each course. Per KISD Board Policy, promotion and course credit are based on mastery of the curriculum (EIE – LOCAL). Both virtual and in-person learners are required to meet the compulsory attendance requirements to receive credit for the course (Texas Education Code § 25.092). KISD will use the same grading procedures for all learners. Please see Materials Design → Grading for additional information.

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**Materials Design**

**Gaps in Learning due to COVID Closure**

To support all students, the district has identified key concepts that may have been missed due to school closure for the fourth nine weeks of the 2019-2020 school year. These missed concepts have been embedded into the 2020-2021 course scope and sequence and will be spiraled in to effectively close the student’s learning gaps. Common Unit Assessments (CUA’s) have been revised to include missing concepts and will be administered to students as units of instruction are completed. Reading and math intervention programs have been purchased and will be provided with online access for students needing additional support in closing the gaps.

In the spring of last year, students’ assignments were identical with elementary distributing packets and secondary utilized an online course curriculum provided by an outside vendor. All student work and time on task was reduced to minimal instructional minutes as compared to a traditional school day.

Virtual learning this year will be a full course load of instruction and assignments will mirror what students who are attending in-person will be required to complete. All teachers will receive support and training on the LMS and best practices in instruction creation and delivery that are effective in a remote, online environment.

**Curriculum**

KISD will follow TEKS Resource System and the Texas Essential Knowledge and Skills (TEKS) for all students. Lessons are designed to support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning.
for all learners, regardless of the modality of instruction. Curriculum and instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in the learning environments. For additional information on standards, see the links below.

TEKS Resource System

Texas Essential Knowledge and Skills (TEKS)

Example Daily/Weekly Lesson
Student schedules will be posted in the LMS weekly, by course. The content will be broken down by day with clear instructions on daily lesson requirements. Below is an example of an elementary daily lesson for reading.

WEEKLY LEARNING PROGRESSION CHART

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Learning Target</th>
<th>Instructional Plan</th>
<th>Assignments/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 17, 2021</td>
<td>Reading</td>
<td>TEKS: 1.2H LT: I can decode words by applying common letter sound correspondences. TEKS: 1.8C LT: I can describe plot elements.</td>
<td>Word work: Phonological Awareness Activity: “Find Specific Sounds” Phonics Activity: “Beginning Sounds” Focused Instruction: Shared Reading: Access the pre-recorded lesson Flat Stanley’s Adventures by Jeff Brown HERE Guided Instruction: Student logs into Zoom at 8:30 minutes for guided instruction. Click HERE for Zoom meeting. What is a story map? Recall story elements such as plot, problem, and resolution. Collaborative Learning: Students will be placed in groups (both face to face and virtually). Students complete story maps, which include story elements such as plot, beginning, middle and end, sequence of events, and problem and resolution. Math Connection: Using 1-inch cubes, draw Stanley’s dimensions. Click HERE for printable cubes.</td>
<td>Independent Learning: Daily Assignment 1. What was Stanley’s problem? 2. How did Stanley feel? 3. What did they do before they went to the doctor? 4. Did the doctor know how to help him? 5. Why did Mrs. Lambchop measure Stanley?</td>
</tr>
</tbody>
</table>

Grading
The Board approved grading policy will be used for all students, regardless of the instructional modality. Select the link below for additional information on the KISD grading practices. [Elementary Grading Handbook]

Accessing Online Textbooks
Textbooks and other resources will be available through the LMS. However, a physical copy of the district adopted instructional materials will be available upon request.
Attendance

The Texas Education Agency (TEA) will require daily attendance and participation in virtual learning. Students will be required to participate in online classes daily and traditional attendance rules will be enforced. A student will be considered absent if the student does not engage in the designated live-instruction and/or independent learning activities each day.

Virtual Attendance

Daily attendance will be taken for both in-person and virtual learners. Compulsory attendance rules apply for all KISD students. See Academic Content → Course Credit/Completion for additional information. Attendance for virtual learners will be captured either synchronously or asynchronously.

Synchronous Learning

- Students will be counted present if logged in simultaneously
- Students will be counted absent if not logged in simultaneously

Asynchronous Learning

- Students will be counted present after logging into the LMS if there is:
  - Criteria 1: Daily progress in the learning management system as defined in the approved learning plan, or
  - Criteria 2: Daily progress via teacher/student interactions as defined in the approved learning plan, or
  - Criteria 3: Completion/turn in of assignments from student to teacher
- Students are counted absent if they do not meet criteria 1, 2, or 3 as mentioned above.

Technology

Lending Agreement

KISD agrees to loan school district equipment to students without technology devices and/or internet capabilities for the purpose of virtual learning. Students must be registered at a KISD campus and parents must agree to and sign the district’s Acceptable Use Policy before technology devices will be handed out. Please contact your child’s home campus for additional information.

Technology Distribution

Campuses will create a technology distribution plan and communicate the times and dates technology will be available for pick up with parents. Please contact the campus for additional information.

Minimum Technology Requirements for Personal Devices

The platform used to operate the virtual learning environment requires the following:
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**Zoom Protocol**

Students will be expected to follow best practices for a successful zoom meeting. More information on Zoom expectations can be found [here](#).

**Student Expectations for Daily Login**

Each day, students must be logged in and working on course content to be counted present for that day of instruction.

In the synchronous learning environment (Zoom in at the same time as the teacher), students will be expected to follow the traditional campus bell schedule to receive live instruction. Students will have normal breaks/transitions between classes/courses (usually 5-6 minutes) just like on their daily schedule.

1. Login to the LMS (Seesaw or Schoology).
2. Access the first course (according to your child’s schedule) and follow instructions, which may include a Zoom login at the beginning of the period, watching instruction, actively participating in discussion, reading an assigned text, completing an assigned task, etc.
3. Access second course and repeat for remaining courses/periods throughout the normal school day.

In the asynchronous learning environment (access instruction at a later time), students will be expected to login to all courses in the Learning Management System, make sufficient progress, and complete daily assignments before midnight each day to be counted present for that days learning.

1. Login to the LMS (Seesaw or Schoology).
2. Access all courses, follow daily lesson plan, and watch direct instructional videos.
3. Access all remaining courses on the daily schedule and follow directions to complete assignments/assessments before midnight.
Before the First Day of School Checklist

Please complete the following items prior to August 17th to have a successful first day of school in the virtual environment.

- Ensure that the registration process for the 2020-2021 school year is complete.
- If the student will be using a personal device, please ensure the device can support the virtual learning environment (see minimum technology requirements for personal devices).
- Contact the campus for the distribution schedule to pick up technology (if needed), school supplies, and/or consumable textbooks.
- Complete the parent/student training session.
- Log into Schoology for the student schedule.
- Complete the pre-class activity posted by the teachers.
- Think about your goals for learning. What do you want to achieve?
- Work with your family to find a quiet space that won’t disturb other people in your house and won’t distract you from learning.
- Prepare your learning space.
- Remove items with personal information that you don’t want people to see.
- Check your lighting.
- Check that your first and last name show on the screen.
VIRTUAL LEARNING PARENT TIPS

1. **Designate a learning space.**
   Having a clean desk or table in a well-lit quiet area with supplies available will help create a routine and support learning.

2. **Provide technical assistance only.**
   Parents should be available to ensure the student can connect properly, but not be involved in classroom conversations.

3. **Minimize Distractions**
   Pets, siblings and other noises such as the television can quickly cause students to lose focus.

4. **Communicate with your child's teacher.**
   Each teacher will post available conference times. Teachers may also be reached by email or in Schoology or Seesaw.

5. **Set a Schedule**
   Students thrive with consistency and routine. Maintain consistent beginning and end times for Zoom session with breaks according to the teacher's schedule.

6. **Ensure student has learning materials**
   For the beginning of each learning session, ensure the student has access to their charged device and any other necessary materials.
Process for Requesting a Change in Learning Environment

1. **Student or parent requests change to learning environment.** Request form and registration card are provided by school counseling office staff.

2. **Student and parent complete the change request form and verifies personal information on registration card.** Both forms are submitted to the school counselor.

3. **School counselor schedules appointment with student and parent within 5 school days of receiving the request.**

4. **School counselor meets with student and parent to implement change request protocol.** Meeting may be in person, by phone or virtual.

5. **School counselor emails teachers, AP and attendance staff to notify them of change to learning environment.**

6. **Counseling Office Staff updates learning environment in eSchool.**

7. **Teacher confirms student is participating in new environment (In-person or Virtual).** If student is not engaging through the approved environment, teacher contacts parent.
Learning Environment Change Request Form - Elementary

Student Name: ____________________________________ ID: ____________
Campus: _________________________________________ Grade: _________

What is your child’s current learning platform?
   My child attends school in-person
   My child attends school virtually (online)

I want my child to begin taking classes
   In person at school – I understand my child is expected to attend all classes in person, every day.
   Virtually (online) – I understand my child will be taking my classes online from home and will be expected to participate and submit assignments online.

I am requesting this change for my child because:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Is your child currently participating any of the following?
   Special Education
   504
   ELL
   Dyslexia

Does your child currently ride the bus to/from school?  YES  NO

Will he/she need transportation to/from school?  YES  NO

If you are requesting virtual learning, does your child have a device (Computer, iPad, etc.) to use at home for their classes?  YES  NO

If you are requesting virtual learning, does your child have internet access at home?  YES  NO
**Parent Acknowledgement:**

I understand requesting a change in my child’s learning environment may take a few days to process. My child’s counselor will tell me the date my change will become effective, and I understand my child is required to complete coursework during the transition.

I understand changing my child’s learning environment may cause a change in my child’s teacher. Specifically, my child may be assigned to a different teacher.

If my child is receiving services through special education, I understand an ARD meeting must be held before a change in learning environment can be implemented.

If my child is a virtual learner, he/she must log into his/her classes **each school day** and submit assignments and take exams online by the due dates defined by the teacher.

If my child is attending school in-person, I understand he/she is expected to attend **each class as scheduled every day.**

___________________________________________________  ______________________
Name of Parent Submitting this Request                Date

___________________________________________________  ______________________
Parent Signature                                      Date

___________________________________________________  ______________________
Counselor Signature                                   Date

****************************************FOR OFFICE USE ONLY****************************************

Effective Date for Change: ________________________________

Counselor: Notification to teachers, AP, attendance staff, and special program staff sent on: ____________________________ (date)
Killeen ISD ZOOM Expectations for Students

All KISD Student Code of Conduct rules apply when in a Zoom session.

When participating in a Zoom session, students are expected to:

1. Be on time to Zoom sessions.
2. Dress appropriately for Zoom sessions.
3. Look into the camera when talking.
4. Interact with the teacher and classmates appropriately.
5. Remain on mute while the teacher or other classmates are speaking.
6. Be attentive to the teacher and classmates who are speaking.
7. Use the Response Icon to raise a hand to be called upon as time permits for the participation.
8. Participate in discussions that are on topic.
9. Utilize a quiet area with good lighting available to participate in a Zoom session.
10. Remember that all meetings and are recorded and will be made available to other students in the session.
11. Refrain from recording a Zoom meeting session in any manner or sharing screen shots taken for any other purpose other than viewing by the students and teacher in the class.
12. Use appropriate electronic backgrounds on your Zoom platform and avoid having any inappropriate items behind you in the room while on a Zoom meeting.
13. Use the chat area for questions to the teacher.