

Cherry Crest Charger Remote Learning Guidelines

As a **Charger Family**, we value your partnership in your student's education. These are challenging times that require **creativity, flexibility, and patience**. Every day we are committed to the academic and social emotional support of each and every one of our students, which is our passion and life's work. To ensure that all our families receive the attention they deserve as we work together for our students, please be aware of the following guidelines for our school and for communicating with Cherry Crest staff.

TOPICS INCLUDED IN THIS COMMUNICATION:

A. Supporting Our Students' Remote Learning

- 1) Tips for Remote Learning for Families
- 2) Attendance Procedures and Requirements
- 3) Message from Cherry Crest Resource Room
- 4) Parent Support of Online Behavioral Expectations for Our Students and Online Safety
- 5) Microsoft Teams Meeting Time with Students
- 6) Online Behavioral Expectations for Our Students
- 7) Student Guidelines for Chats and Direct Calls with Microsoft Teams
- 8) Accessing Digital Information

B. Staff and Parent Connections

- 1) Best Ways to Communicate with Staff
- 2) Addressing Questions and Resolving Concerns
- 3) Confidentiality and Professional Boundaries

C. Student Communication Guide for Elementary Students



A. Supporting Our Students' Remote Learning

1) Tips for Remote/Virtual Learning

We would like to share some suggested tips to foster a positive remote/virtual learning environment where your student can thrive.

- Students benefit from a quiet, distraction-free learning environment. For example, headphones can be used in a shared space, or students can choose a spot that is located away from other people.
- Consistent routines are helpful for setting up a successful day. This includes, before school, lunchtime, and after school routines that are in place and communicated daily. If possible, have an adult at home or at a childcare facility checking in with your student throughout the day.
- Students have their daily meeting schedule on their Teams calendar. This is where they need to go at the start of the school day. Choosing a specific wakeup time and a time to go over the daily schedule will be helpful for students. There may be additional information about your student's schedule provided by your student's teacher. Please check in with your student's teacher if you have any questions about daily schedules.
- Your student's teacher may have provided guidance as to what materials are necessary for your student's learning. This may include pencils, pens, paper, etc. If you find that you are in need of resources or materials, we are here to help. Please contact your student's teacher.
- Work with your student and/or childcare provider to determine in the daily schedule when breaks occur. For breaks, we encourage snacks, movement, or fresh air (when possible).

Thank you for being our partner in your student's learning! We are all practicing the virtue of flexibility in these trying times. We appreciate everything you are doing to help your student thrive!

2) Attendance Procedures and Requirements

Attendance is a critical building block for student learning. If students are not present, they cannot engage in learning. We record absences when a student misses more than 50% of classes/learning for the day.

Updated October 21, 2020

The following requirements are in addition to our current attendance policy: <https://bsd405.org/wpcontent/pdf/policy/3122.pdf> and <https://bsd405.org/wp-content/pdf/policy/3122P.pdf>

Beginning October 5th, 2020, any absences from **remote learning is unexcused unless it meets one of the following criteria** (WAC 392-401-020):

- (m) Absences related to the student's health, or medical appointments due to COVID-19;
- (n) Absences related to caring for a family member who has health condition, or medical appointment due to COVID-19;
- (o) Absences related to the student's employment or other family obligations due to COVID-19 until other;
- (p) Absences due to the student's parent's work schedule or other obligations;
- (q) Absences due to the student's lack of necessary instructional tools, including internet broadband access or connectivity;
- (r) Other COVID-19 related circumstances as determined between school and parent or emancipated youth.
- WAC 392-401A-016 **Definition of absences from remote learning:**
 - A student is absent from remote learning when a student is not participating in planned instructional activities on a scheduled remote learning day.
 - Evidence of student participation in remote learning may include, but is not limited to:
 - a) Daily logins to Learning Management Systems;
 - b) Daily interactions with the teacher to acknowledge attendance (including messages, emails, phone calls, or video chats); or
 - c) Evidence of participation in a task or assignment

3) Message from the Cherry Crest Resource Room

If your student receives Special Education services, here are some suggestions, with examples, on ways your student may access accommodations/modifications at home. **For students who don't receive resource room services, using these accommodations can alleviate stress, arguments about learning, and provide a structure that's helpful for ALL students.**

- **Modify the length of the assignment:** Instead of doing all of the math problems, do half of the problems. Partner with your student's teacher if you find the need to do this.
- **Break tasks into manageable parts:** Rather than writing sentences for all of the vocabulary words at once, divide the words into three sets of vocabulary words providing brain breaks between each set. [Example: Write three sentences, take a 5-minute break, write three sentences, take a 5-minute break, write three sentences, etc.]
- **Access to a visual schedule:** Your student can create a schedule that they can check off when they have completed an activity, or you may print out the schedule that your teacher may have sent.
- **Predictable daily routine:** Create a consistent schedule that works for your student and family using the classroom teacher's schedule as a guide.
- **Calming Area/Break Spot:** Designate a place in your home for your student to use when your student needs to take a break. Set a time limit of 5-minutes so the student knows when to re-engage in the learning activities. [*The calming area can include: soft pillows, a favorite blanket, books, a drawing pad with a pencil or colored pencils/crayons, photographs, etc.*]
- **Positive encouragement and reinforcement:** Pat yourselves and your students on the back, give each other a hug or write your student a note about the amazing work being done. We're all in this together!

4) Parent Support of Online Behavioral Expectations for Our Students and Online Safety

Engaging digitally is a wonderful tool for all of us, especially our students, in this time of physical distancing. However, it does pose a series of new challenges that we can surpass only by partnering together to teach and support our students. Our **Online Behavioral Expectations** for our students remain the same 3 school-wide expectations we teach in the building: **We Are Respectful, We Are Responsible, We Are Ready to Learn.**

Here is how you can help your child demonstrate the **Three Rs**:

Updated October 21, 2020

- We recommend you regularly monitor your student's e-mail, chat, texts and cell phones and set a time at night for all technology to be turned off and charged.
- Please help us reinforce the critical importance that students must always be respectful and kind to each other and their teachers online, as well as always use the tools given to them for their intended purpose. BSD Procedure 3241P prohibits a range of misconduct relevant to use of online tools, including things such as: *teasing and/or taunting, computer misuse and use of cell phones in a manner that violates the privacy of others.*
- **We always recommend having your student work in a public space with the screen visible for accountability and protection.** During learning time, students should only be on websites assigned by the teacher or by you as the adult. No matter what they say, you are not invading your student's privacy. You are protecting them.
- Please help your student recognize, refuse, and report cyberbullying. **Cyberbullying** (bullying through social media, e-mail, chat, etc.) is a very real problem and it deeply hurts people whether they are students or adults. BSD Board Procedure 3207P states: "*Conduct that rises to the level of harassment, intimidation and bullying may take many forms, including, but not limited to: slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, ostracism, physical attacks or threats, gestures, or acts relating to an individual or group whether electronic, written, oral, or physically transmitted messages or images.*"
- Please be sure your student knows that they must never record or post videos of their teachers on social media such as TikTok, Snapchat, or Facebook. The same applies to protecting students now that they can see each other as well through video. Videos posted by teachers are the property of the BSD and any recording or sharing is not allowed. They are intended to be used for educational purposes only.
- Our district expectations and consequences regarding Harassment, Intimidation and Bullying apply in the virtual classroom as they would in the physical classroom. Also, as always, if you or your student witnesses someone being bullied online, you should report it to the teacher right away or through our district's website (<https://bsd405.org/help/report/>).
- What is bullying? **Bullying or harassment online can be identified as repeated behavior and an intent to harm. If not repeated, misbehavior is considered misconduct.**

5) **Microsoft Teams Meeting Time with Students** is prime learning and check-in time for classrooms while our students are learning virtually and/or in the temporary remote/hybrid model for the 20-21 school year.

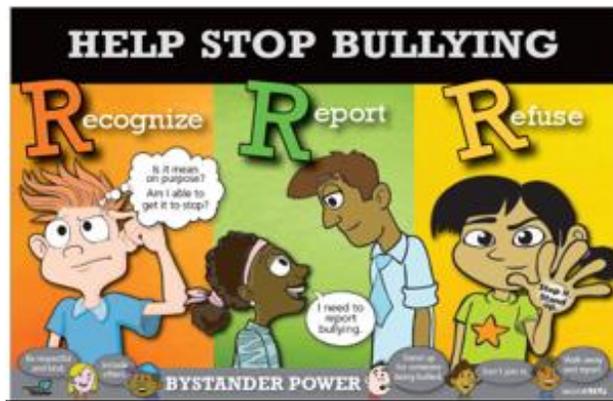
- As a District, we do not require students to use the video feature of teams. However, at times, students will be asked to unmute their mics for their voice and perspective to be shared with their learning community. It is important for teacher and peers to make a connection with each and every student. Having a visual of your student, such as turning on their camera is one way. If your student feels uncomfortable or turning on their camera is not possible, we recommend that you use a Bitmoji, school photo, or favorite selfie that others have a virtual image of your student if their camera is turned off.
- Please help our students stay focused by removing any distractions such as young siblings, toys, etc. while they are meeting with us.
- For younger students, it might take a few minutes for them to settle into learning mode. Please stay close to them to ensure engagement for the first few minutes of the video chat until they are settled in.
- Please refer to your child's classroom teacher's expectations for this time (i.e. No chat feature use, mics on while speaking, etc.). Your support monitoring classroom rules/expectations is helpful.
- We cherish the time we are privileged to connect with our students and foster the relationship we have with them. Many class meetings will encourage students to listen to their peers and teachers. We encourage students to mute their mics when side conversations with family members occur. Additionally, we ask that parents and guardians not participate directly by speaking for their child but rather guide and support on the sidelines. This is our time to connect personally with our students.
- If you wish to communicate with us, please email us or set up an appointment with us via email. Learning time is student time with us.
- **We do not consent to any of our live Teams sessions to be recorded nor for photos or screenshots to be taken.** Pre-recorded content cannot be used for other purposes (e.g. sharing with unintended parties, uploading to other websites or sharing on social media, etc.). [Reference: RCW 9.73.030: Intercepting, recording, or divulging private communication – Consent required – Exceptions.]

6) Online Student Behavioral Expectations

Please ensure that you have a conversation with your student about these expectations. This includes the **Student Guidelines for Chats and Direct Calls with Microsoft Teams** below. Let's partner on this to set our students up for success. Thank you!

	<i>Respectful</i>	<i>Responsible</i>	<i>Ready</i>
<p>Online Learning</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I take turns so that all voices are heard. <input type="checkbox"/> I use the online tools in a way that respects other's feelings. <input type="checkbox"/> I use kind and respectful words and images. <input type="checkbox"/> I respect privacy of others and am considerate of their feelings. <input type="checkbox"/> I always listen to my teacher and follow his/her instructions. <input type="checkbox"/> I am respectful when I am participating with calm body, eyes on screen, volume 0, listening ears. 	<ul style="list-style-type: none"> <input type="checkbox"/> I do my best effort in completing all my assignments. <input type="checkbox"/> I use Teams, OneNote, Outlook, and other school assigned resources for my learning. <input type="checkbox"/> If I get frustrated, I use my strategies to calm down. <input type="checkbox"/> I share my ideas when it is my turn. <input type="checkbox"/> I know this is my learning time, so I will stay seated in my work area. <input type="checkbox"/> I am only on the website assigned by the adult. 	<ul style="list-style-type: none"> <input type="checkbox"/> I support my classmates in their learning. <input type="checkbox"/> I ask an adult or my teacher for help when I need it. <input type="checkbox"/> I turn on my microphone when my teachers say I can. <input type="checkbox"/> I am prepared to have a good attitude and am ready to learn.

I Recognize, Report and Refuse Cyberbullying



Cyberbullying is bullying using electronic technology.

Bullying is when someone keeps being mean to someone else on purpose. The person it's happening to have not been able to make it stop. It is unfair and one-sided. The behavior is repeated.

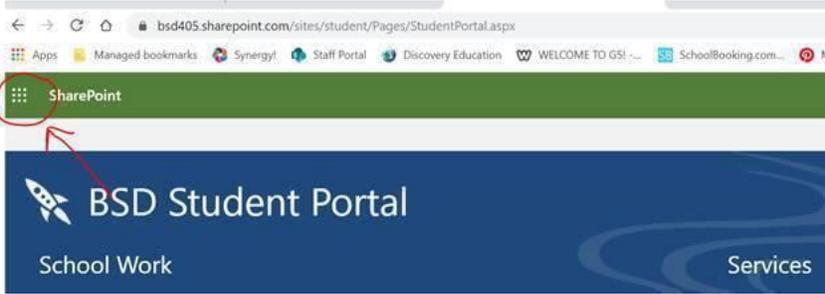
7) Student Guidelines for Chats and Direct Calls with Microsoft Teams

- When teachers have Teams meetings with students, it could create a chat. **This chat is only intended to be used while the teacher is meeting with the students, even though it might be available before or after live sessions.**
- **Chats and calls** with peers should be limited to educational purposes.
- Cherry Crest Elementary does NOT allow for students to create polls on Microsoft Teams chats.
- All chats will be recorded in the BSD secure system. **Everything students say on chat is public.**
- Students must never record with their cell phone or any other device any private calls or videos.



8) Accessing Digital Information from the applications we are using in the Bellevue School District is new to many parents and has been new learning for us all. Here are some tips on what you need to do to access some of the information our staff is posting.

<p>Student Portal</p> <p>Freckle, Lexia, Typetastic, Think Central Code.org, Destiny, Student Email, Clever and more</p>	<p>To log into the student portal: www.bsd405.org → Students→Student portal</p> <p>BSD username and password: Username: lastnamefi@bsd405.org (last name and first initial) Password: s#studentidnumber (If your student id number is 012345, then password is s#012345)</p> <p>Contact cherrycrestattendance@bsd405.org to obtain your student’s username and password</p> <p>*Think Central is where you can access textbooks *All students K-12 have an email inbox *Students in grades K-8 can only receive email from BSD email addresses. Questions about Remote Learning resources can be directed to corrac@bsd405.org</p>
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<p>Student Portal Office 365</p> <p>Word Teams OneNote And more!</p>	<p>*ALL students in BSD have a subscription to Office 365. This includes Microsoft Word, Teams, and OneNote. To access this from home; log into the Student Portal (www.bsd405.org → students→student portal); then click on the nine dots in the left hand corner:</p>  <p>This will bring up a list of Microsoft Apps for your student to use:</p>  <p>If applicable, this is a fast way to access your student’s class Team and class OneNote!</p>
<p>Raz Kids – for grades K-2</p>	<p>Student’s now log-in through the Clever app. The Clever login is labeled “Learning A-Z” and looks like this:</p> 
<p>K-1 iPads</p>	<p>Kindergarten-first grade will access learning applications directly via the apps on their iPads (Ex. Freckle, Lexia, Etc.).</p>
<p>Hardware Issues?</p>	<p>If you have hardware issues or become locked out of your student’s BSD account, then please reach out to Parenthelp@bsd405.org</p>

B. Staff and Parent Connections

- 1) **Communicating with Us** has shifted a bit from how we used to communicate in prior school years. We no longer have regular access to our classroom phones and are doing most of our communicating via email.
 - **Online learning can be challenging when trying to manage schoolwork and home/life balance. We appreciate your patience and grace and will extend this same patience and grace to our students who we know are working hard during these challenging circumstances, much like our educators.**
 - Please continue to communicate about family emergencies and absences to cherrycrestattendance@bsd405.org
 - You may receive a call from us from a random phone number if we call you via Microsoft Teams, or from an unknown number if we call you using *67 on our phones. We care about you and your student and would really appreciate it if you take our calls.
 - While we are working remotely and diligently to serve our students, we are on call during the regularly scheduled workday only. We make our best effort to reply to you as soon as possible. We appreciate your patience and **will answer your emails within 2 school days.**
 - Microsoft Teams is the tool that we are using in the Bellevue School District to hold meetings. We love that it allows us to hear and listen to you. **If you would like to schedule a meeting with us, please let us know via email.**

Updated October 21, 2020

- If you wish to book a meeting with Marissa Krauskopf, our school counselor, for you or your student, please email her directly at krauskopfm@bsd405.org.
- If you wish to book a meeting with Erin Stedman, our assistant principal, for you or your student, please do so by emailing her directly at stedmane@bsd405.org.
- To submit questions, concerns, suggestions, and/or compliments regarding the COVID-19 outbreak, please use the following link: - Let's Talk! <https://bsd405.org/contact-covid-19-coronavirus-team/>

2) Addressing Questions and Resolving Concerns

At Cherry Crest Elementary, as in the Bellevue School District, we pride ourselves in a culture of service. We understand that questions and concerns may occasionally surface related to school operations, classroom practices or the overall instructional program.

- Addressing questions and resolving concerns is important to our staff.
- In accordance with Bellevue School District Procedure 4220P: Complaints Concerning Staff and Programs ([Click here](#)), **remember to initiate communication with the individual directly responsible for the program, event, action or decision.** For example, if you have a question or concern regarding a classroom procedure, contact the teacher directly to seek clarification and resolution, rather than contacting the building administrator.

When working through a question, concern, or informal complaint, we ask that you follow the following from District Procedure 4220P:

- Begin the conversation with the acknowledgement that each is operating with the best of intentions.*
- Work collaboratively to understand the other's point of view.*
- Work to resolve the concern through conversation before initiating a formal complaint.*

If you feel the concern or informal complaint has not been resolved, you may initiate the formal complaint process as detailed in Procedure 4220P: Complaints Concerning Staff and Programs ([Click here](#)).

3) Confidentiality and Professional Boundaries

As staff communicate regularly with students and families each year, it is important that we consistently follow our professional responsibilities as school employees which are based on federal and state laws, and Bellevue School District policies and procedures.

Common examples which we are expected to follow include:

- Safeguarding and not revealing private student information related to such things as medical/health information (e.g., allergies), an individual student's unique educational program, attendance and grades, and corrective action in response to behavior infractions
- Refraining from sharing personal information, employment concerns or other private information that does not have an educational purpose
- Receiving gifts as long as they are consistent with Board Policy 5255: Gifts to Staff ([Click here](#))
- Addressing or avoiding potential conflicts of interest as detailed in Board Policy 5251: Conflicts of Interest ([Click here](#)) such as receiving payment for tutoring

In addition, we may choose to take additional steps to maintain professional boundaries with parents, including sharing personal information (e.g., cell phone number) and engaging with parents on social media.

At Cherry Crest, we thank you for trusting us. **Give yourselves grace and remember that no argument about academic work is more important than connection, safety, and kindness. Reach out to us when you need a lending hand.**

We're all in this together, Chargers!

C. Student Communication Guide for Elementary Students

Please review the following communication expectations and guidance for students.

Student Communication Guide-Elementary

What you say, and how you say it is important, both in person and online. The person or people you're chatting with -- and the apps or websites you're using -- affect how we communicate. Be thoughtful before you post or comment online, because this is our community! When you post something or say something online, ask yourself

- 1) Is this kind?
- 2) Is this helpful?
- 3) Is this purposeful?

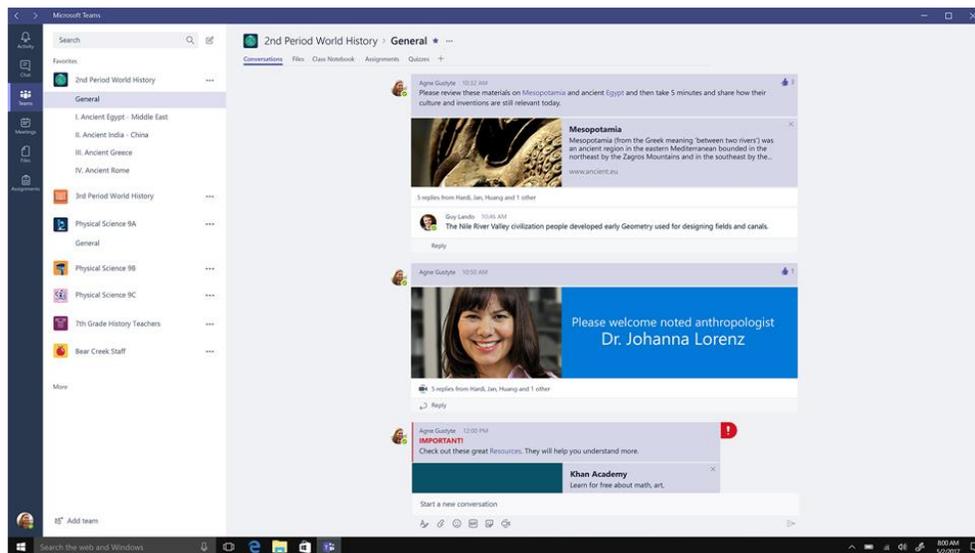
A **good rule** is to never post anything online that you wouldn't be proud to share with someone you look up to, like a parent, grandparent, or someone else you love!

This guide will provide some helpful reminders as you communicate with peers and educators for both social and academic purposes.

Classroom Communication

Your teachers will instruct you where and how to have academic conversations electronically. Chats within Class Teams or in a class meeting (if this is what your teacher uses) are designed to help keep our community connected and learning. The 'posts' both inside and out of a meeting are an effective way for you and your classmates to check in, ask questions, and learn as a group. The same expectations for communication in a physical classroom apply to the digital one.

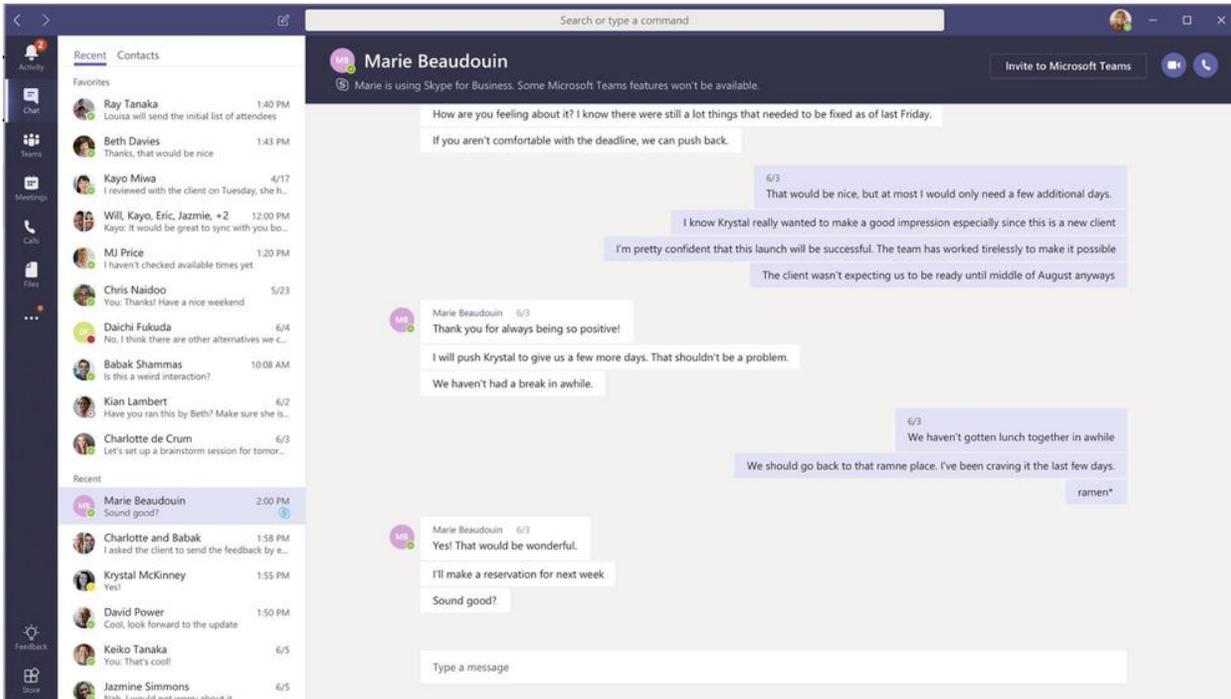
Understanding sarcasm or humor in text-based 'posts' can be challenging and lead to misunderstanding, which could hurt our community by causing people to feel sad or unsafe. We suggest you keep 'posts' kind and on topic. Your teacher may also use other ways to manage classroom conversations such as OneNote pages or email.



Updated October 21, 2020

Social Communication

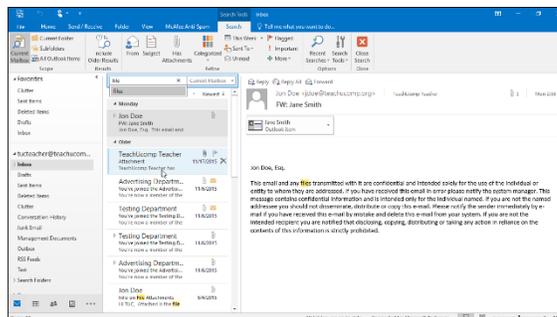
When we think of educating the whole child, their social and emotional development must be considered as a part of overall instruction.ⁱ During this time, we encourage you to stay connected as a student community. Encouraging one another, checking in with peers, and continuing to stay in contact with peers will be helpful to everyone's health and well-being. Students have several tools including 'Chat' and 'Calls' within Teams to communicate. We encourage you to keep communication positive. All messages, posts, calls, and emails on district software are logged and archived by the Bellevue School District and subject to records request and reviews. Read more on this below.



Should you receive unwanted social communication we recommend first letting the sender know you would not like to be contacted with this kind of content. Should behavior continue, please notify your teacher and your school's principal to help resolve the communication issues. Our learning should be a safe place for **EVERYONE**. If you feel uncomfortable, talk to a trusted adult. We are all here to help!

Communicating with Staff

Whether asking a class question or addressing are committed to continued communication with tools within Teams may be new to staff, just like Thank you for being patient with us. Some staff communication via email or some may begin using features within Teams. Please work with your and other district staff to determine the form of works for everyone.



another need, staff their students. Many they are new to you! may ask for the 'chat' and 'calls' teacher, counselor, communication that

Archiving, Safety, and Privacy

To offer digital tools to students, the Bellevue School District is required by law to archive all electronic communication. Almost anything we say or do with district software or hardware can be subject to a public records request for up to seven years.ⁱⁱ Think about what you choose to communicate on district software using a "Front Page of the Newspaper Test."

Updated October 21, 2020

There are many positive things students communicate academically and socially online we would be proud to have showcased as the lead story of the *Seattle Times*.

To ensure students are using digital tools safely, the district uses Gaggle Safety Management. This allows the district to identify inappropriate words and images in email, OneDrive, OneNote and more. Gaggle monitors the following areas:

- Profanity and Vulgar Language
- Nudity and Sexual Content
- Suicide and Self Harm
- Violence Toward Others
- Harassment
- Drugs and Alcohol

When either emails, files or OneNote have been identified containing information in one of those areas, school officials are notified. At which point they will review the information to determine whether an intervention is required or not.ⁱⁱⁱ

During this extended school closure, many classroom recordings will be made available to students for instructional purposes. These recordings are an extension of the classroom. The same norms and expectations for privacy of students and staff within class will be respected. If a live lesson is recorded, everyone will get an alert that a recording has started, including a bar at the top of the screen. The purpose of recordings is to ensure that all students have access to content. At any point, you may mute your voice or turn your camera off. We ask that for the privacy of our students and staff, you do not record lessons yourself.

ⁱ (Washington Office of Superintendent of Public Instruction, 2020)

ⁱⁱ (Bellevue School District, 2020)

ⁱⁱⁱ (Bellevue School District, 2020)

Belleuve School District. (2020, March 29). *Records Management Procedure for Managing Electronic Records*. Retrieved from District Policy and Proceedure: <https://bsd405.org/wp-content/pdf/policy/4041P.pdf>

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