

OPT-IN FULL-TIME DISTANCE EDUCATION FOR ELEMENTARY SCHOOL LEARNERS IN GRADES K-2

During the registration process for the 2021-2022 school year, parents/guardians will select either full-time distance education or full-time face-to-face instruction for each of their elementary school students.

The guidance provided below includes the characteristics of a successful full-time distance education elementary school student and other important considerations to help parents/guardians make the best decision for each of their elementary school students.

All elementary schools in the District will offer two instructional models to meet the needs of elementary school students, including full-time distance education and full-time face-to-face instruction.

**MAY 21
DEADLINE**

Opting-in to full-time distance education closes on May 21, 2021, as schools need to plan staffing for the upcoming school year. Parents/Guardians will only be able to opt-in for full-time distance education after May 21, 2021, if a school has available space.

DOES THIS DESCRIBE YOUR CHILD?

INDEPENDENT LEARNER



My elementary school student can learn independently and is able to get started on work with some prompting and assistance from an adult at home. My elementary school student can stay on task for small increments of time to complete assignments and can follow a schedule with assistance from an adult at home.

ACTIVELY ENGAGED IN SCHOOL



My elementary school student participates in class activities, including turning on the camera with some assistance from an adult at home. My elementary school student is prepared each day for learning and has a dedicated learning space free of distractions.

EFFECTIVE COMMUNICATOR



My elementary school student initiates the need for support or responds to prompts from the teacher or an adult at home when needing help and communicates with students and staff in a friendly manner.

TECHNOLOGICALLY SKILLED



My elementary school student has basic computer skills (i.e., logging onto a device, accessing Canvas, etc.). My elementary school student has a parent/guardian at home readily available to assist. Elementary school students may require modeling from an adult at home to develop the skill set to become independent with the device.

Flexible

Adjust personal schedule to meet individual learning needs.

Digital Learner

Enjoys distance education and is able to learn online.

Technologically Skilled

Able to use the device and has an adult readily available at home for assistance.

Organized

Maintains a distraction-free learning environment.

Time Management

Able to follow a schedule provided by the school.



OPT-IN FULL-TIME DISTANCE EDUCATION FOR ELEMENTARY SCHOOL LEARNERS IN GRADES K-2



CONSIDERATIONS FOR SELECTING FULL-TIME DISTANCE EDUCATION

Parents/Guardians selecting full-time distance education may be required to remain in full-time distance education for the entire academic school year.

- Full-time distance education elementary school students need to have an adult at home readily available to support their learning, help them remain on task, and answer questions.
- If a full-time distance education elementary school student begins to struggle, intervention meetings may be conducted with the student and parent/guardian, and the student may be required to attend school for face-to-face instruction.
- Students participating in full-time distance education may be required to participate in curricular instructional activities at the school campus (i.e., tutoring, projects, and performances). Students will be required to attend school face-to-face for designated assessments. District transportation will not be provided for these activities.
- Students with an Individualized Education Program (IEP) may need to attend therapy and related services at the school.
- Based on teacher licensure requirements, classroom capacity, and students served through the different instructional models, there will be limitations for parents/guardians to change their elementary school student(s) to a different instructional model once selected.
- A student participating in full-time distance education who qualifies for free and reduced lunch, may receive meals at the school at no cost. The student must eat their meals at the school during the school's designated meal serving times per the National School Lunch Program.
- There may be unique situations at elementary schools in which the number of elementary school students registering for full-time distance education and the allocated teacher units at a school will require students to register for full-time distance education at Nevada Learning Academy.
- Parents/Guardians wanting an independently paced distance education program may register for Nevada Learning Academy.
- Candidates for distance education should have demonstrated positive attendance and grades during the previous semester of school. All full-time distance education requests are subject to approval by the school principal.

OPT-IN FULL-TIME DISTANCE EDUCATION FOR ELEMENTARY SCHOOL LEARNERS IN GRADES K-2

Parents/Guardians and elementary school students will want to thoughtfully consider the expectations, supports, and schedule of a full-time distance education learner.

EXPECTATIONS

ATTENDANCE*

Attendance is critical to distance education success. An elementary school student is considered present/participating for an attendance day if:

1. The elementary school student makes progress in the classroom or completes an activity through the Canvas learning management system.
2. The elementary school student participates in real-time sessions.
3. The elementary school student meets or communicates with the teacher about their progress.

*Student attendance criteria in distance education programs may change at a later date, pending Nevada Legislation and Nevada Department of Education guidance for the 2021-2022 school year.

ACADEMIC REQUIREMENTS

Elementary school students will engage in a combination of all real-time sessions; digital lessons; small-group learning; and intervention and acceleration opportunities in reading, language arts, writing, mathematics, science, and social studies. Students in Grades Kindergarten (K)-2 will engage in a **minimum of 60-90 minutes** of real-time sessions per day. Students in Grades 3-5 will engage in a **minimum of 90-120 minutes** of real-time sessions per day. Students may need to attend additional small group instruction depending on the academic progress of each student.

Students are required to attend the full duration of all real-time sessions with their cameras on throughout the sessions and must be available for all real-time sessions during the school's instructional day. Students may use the blurred background when participating in real-time sessions.

SUPPORTS

In order for elementary school students to be successful in full-time distance education, it is essential that elementary school students and parents/guardians are able to fulfill the following roles:

Student Role

- Maintains regular attendance and academic progress.
- Completes assignments and tasks on time.
- Uses good study habits.
- Attends on camera for the full time of all real-time sessions.
- Engages in two-way communication with teacher(s) and attends virtual office hours.
- Asks for help from teacher(s) and counselors when needed.

Parent/Guardian Role

- Communicates with teacher(s) during virtual office hours.
- Actively assists the elementary school student with learning and directly participates with the elementary school student, specifically in early elementary school grade levels.
- Provides support, guidance, and assistance.
- Creates a productive learning space in the home.
- Actively monitors the elementary school student's progress.

COMMUNICATION

Two-way communication with the elementary school student's teacher(s) is essential. Each teacher will provide contact information and schedule virtual office hours. Parents/Guardians and elementary school students are encouraged to use this time to discuss academic progress and student engagement. School counselors are also readily available to support families.

SAMPLE SCHEDULE

Get Ready for School

Each elementary school student will need to prepare for the distance education school day, including:

- Ensuring students have a learning space that is comfortable but not overly comfortable. Select a chair that ensures engagement and use a desk or other flat surface for students to place their school supplies, such as textbooks, Chromebooks, and notebooks. A student's bed is not considered a learning space that is conducive to learning, as a student may fall asleep during their real-time session.
- Removing distractions, such as toys, games, television, loud music, and non-school related conversations from the learning space.
- Logging onto clever.ccsd.net and selecting the Canvas app to check email and announcements for important information from teacher(s).

Check in with Teacher

Each elementary school student participates in the full duration of all real-time sessions with their cameras on for attendance, engagement, and teacher support.

Digital Lessons

Each elementary school student engages in digital lessons. Learning activities may include scheduled real-time sessions, watching videos, reading online (i.e., articles, books, and journals), listening to podcasts, conducting research, practicing independent skills, exploring skills and concepts, or participating in online discussions.

Specials

All Grades K-5 elementary school students will be required to participate in specials each day. Specials include instruction in art, music, library, and physical education.

Lunch and Brain Break

All elementary school students will have a designated lunch time. Elementary school students are encouraged to take a break, use the restroom, and enjoy offline activities.

Digital Lessons Continue

Elementary school students will continue digital learning activities and attend all scheduled real-time sessions.

End of School Day

Elementary school students will log off devices and prepare for the next day by charging the device for the next school day.

OPT-IN FULL-TIME DISTANCE EDUCATION FOR ELEMENTARY SCHOOL LEARNERS IN GRADES 3-5

During the registration process for the 2021-2022 school year, parents/guardians will select either full-time distance education or full-time face-to-face instruction for each of their elementary school students.

The guidance provided below includes the characteristics of a successful full-time distance education elementary school student and other important considerations to help parents/guardians make the best decision for each of their elementary school students.

All elementary schools in the District will offer two instructional models to meet the needs of elementary school students, including full-time distance education and full-time face-to-face instruction.

**MAY 21
DEADLINE**

Opting-in to full-time distance education closes on May 21, 2021, as schools need to plan staffing for the upcoming school year. Parents/Guardians will only be able to opt-in for full-time distance education after May 21, 2021, if a school has available space.

DOES THIS DESCRIBE YOUR CHILD?



INDEPENDENT LEARNER

My elementary school student works and learns independently and is able to get started with minimal prompting or with some assistance from an adult at home. My elementary school student can balance multiple projects at once and can follow a schedule.



ACTIVELY ENGAGED IN SCHOOL

My elementary school student participates in class activities, including turning on the camera. My elementary school student is prepared each day for learning and has a dedicated learning space free of distractions.



EFFECTIVE COMMUNICATOR

My elementary school student asks questions when needing help and communicates with students and staff appropriately.



TECHNOLOGICALLY SKILLED

My elementary school student has basic computer skills (i.e., logging onto a device, accessing Canvas, etc.). My elementary school student has a parent/guardian at home readily available to assist.

Flexible

Adjust personal schedule to meet individual learning needs.

Digital Learner

Enjoys distance education and is able to learn online.

Technologically Skilled

Able to use the device and has an adult readily available at home for assistance.

Organized

Maintains a distraction-free learning environment.

Time Management

Able to follow a schedule provided by the school.



OPT-IN FULL-TIME DISTANCE EDUCATION FOR ELEMENTARY SCHOOL LEARNERS IN GRADES 3-5



CONSIDERATIONS FOR SELECTING FULL-TIME DISTANCE EDUCATION

Parents/Guardians selecting full-time distance education may be required to remain in full-time distance education for the entire academic school year.

- Full-time distance education elementary school students need to have an adult at home readily available to support their learning, help them remain on task, and answer questions.
- If a full-time distance education elementary school student begins to struggle, intervention meetings may be conducted with the student and parent/guardian, and the student may be required to attend school for face-to-face instruction.
- Students participating in full-time distance education may be required to participate in curricular instructional activities at the school campus (i.e., tutoring, projects, and performances). Students will be required to attend school face-to-face for designated assessments. District transportation will not be provided for these activities.
- Students with an Individualized Education Program (IEP) may need to attend therapy and related services at the school.
- Based on teacher licensure requirements, classroom capacity, and students served through the different instructional models, there will be limitations for parents/guardians to change their elementary school student(s) to a different instructional model once selected.
- A student participating in full-time distance education who qualifies for free and reduced lunch, may receive meals at the school at no cost. The student must eat their meals at the school during the school's designated meal serving times per the National School Lunch Program.
- There may be unique situations at elementary schools in which the number of elementary school students registering for full-time distance education and the allocated teacher units at a school will require students to register for full-time distance education at Nevada Learning Academy.
- Parents/guardians wanting an independently paced distance education program may register for Nevada Learning Academy.
- Candidates for distance education should have demonstrated positive attendance and grades during the previous semester of school. All full-time distance education requests are subject to approval by the school principal.

OPT-IN FULL-TIME DISTANCE EDUCATION FOR ELEMENTARY SCHOOL LEARNERS IN GRADES 3-5

Parents/Guardians and elementary school students will want to thoughtfully consider the expectations, supports, and schedule of a full-time distance education learner.

EXPECTATIONS

ATTENDANCE*

Attendance is critical to distance education success. An elementary school student is considered present/participating for an attendance day if:

1. The elementary school student makes progress in the classroom or completes an activity through the Canvas learning management system.
2. The elementary school student participates in real-time sessions.
3. The elementary school student meets or communicates with the teacher about their progress.

*Student attendance criteria in distance education programs may change at a later date, pending Nevada Legislation and Nevada Department of Education guidance for the 2021-2022 school year.

ACADEMIC REQUIREMENTS

Elementary school students will engage in a combination of all real-time sessions; digital lessons; small-group learning; and intervention and acceleration opportunities in reading, language arts, writing, mathematics, science, and social studies. Students in Grades Kindergarten (K)-2 will engage in a **minimum of 60-90 minutes** of real-time sessions per day. Students in Grades 3-5 will engage in a **minimum of 90-120 minutes** of real-time sessions per day. Students may need to attend additional small group instruction depending on the academic progress of each student.

Students are required to attend the full duration of all real-time sessions with their cameras on throughout the sessions and must be available for all real-time sessions during the school's instructional day. Students may use the blurred background when participating in real-time sessions.

SUPPORTS

For elementary school students to be successful in full-time distance education, it is essential that elementary school students and parents/guardians are able to fulfill the following roles:

Student Role	Parent/Guardian Role
<ul style="list-style-type: none">• Maintains regular attendance and academic progress.• Completes assignments and tasks on time.• Uses good study habits.• Attends on camera for the full time of all real-time sessions.• Engages in two-way communication with teacher(s) and attends virtual office hours.• Asks for help from teacher(s) and counselors when needed.	<ul style="list-style-type: none">• Communicates with teacher(s) during virtual office hours.• Actively assists the elementary school student with learning and directly participates with the elementary school student, specifically in early elementary school grade levels.• Provides support, guidance, and assistance.• Creates a productive learning space in the home.• Actively monitors the elementary school student's progress.

SAMPLE SCHEDULE

Get Ready for School

Each elementary school student will need to prepare for the distance education school day, including:

- Ensuring students have a learning space that is comfortable but not overly comfortable. Select a chair that ensures engagement and use a desk or other flat surface for students to place their school supplies, such as textbooks, Chromebooks, and notebooks. A student's bed is not considered a learning space that is conducive to learning, as a student may fall asleep during their real-time session.
- Removing distractions, such as toys, games, television, loud music, and non-school related conversations from the learning space.
- Logging onto clever.ccsd.net and selecting the Canvas app to check email and announcements for important information from teacher(s).

Check in with Teacher

Each elementary school student participates in the full duration of all real-time sessions with their cameras on for attendance, engagement, and teacher support.

Digital Lessons

Each elementary school student engages in digital lessons. Learning activities may include scheduled real-time sessions, watching videos, reading online (i.e., articles, books, and journals), listening to podcasts, conducting research, practicing independent skills, exploring skills and concepts, or participating in online discussions.

Specials

All Grades K-5 elementary school students will be required to participate in specials each day. Specials include instruction in art, music, library, and physical education.

Lunch and Brain Break

All elementary school students will have a designated lunch time. Elementary school students are encouraged to take a break, use the restroom, and enjoy offline activities.

Digital Lessons Continue

Elementary school students will continue digital learning activities and attend all scheduled real-time sessions.

End of School Day

Elementary school students will log off devices and prepare for the next day by charging the device for the next school day.

OPT-IN FULL-TIME DISTANCE EDUCATION FOR MIDDLE SCHOOL AND HIGH SCHOOL LEARNERS

During the registration process for the 2021-2022 school year, parents/guardians will select either full-time distance education or full-time face-to-face instruction for each student.

This document can help parents/guardians decide if full-time distance education is the right choice for each student. The characteristics of a successful online learner and other important considerations listed below will help make the best decision for a student's learning.

All schools in the District will implement two instructional models to meet the needs of middle school and high school students, including full-time distance education and full-time face-to-face instruction.

**MAY 21
DEADLINE**

Opting-in to full-time distance education closes on May 21, 2021, as schools need to plan staffing for the upcoming school year. Parents/Guardians will only be able to opt-in for full-time distance education after May 21, 2021, if a school has available space.

DOES THIS DESCRIBE YOUR CHILD?

INDEPENDENT LEARNER



A distance education learner is able to get started without being directly prompted and take responsibility for their learning process. Students must be comfortable learning online and have strong time-management skills. Successful distance education learners must be goal-oriented while completing assignments and working with classmates.

ACTIVELY ENGAGED IN SCHOOL



A distance education learner has a dedicated learning space to limit distractions and actively participates with the camera on during all real-time sessions. Attendance is important and will be measured based upon guidance from the Nevada Department of Education. Distance education learners also demonstrate acceptable and proper behavior when communicating with peers and school staff.

EFFECTIVE COMMUNICATOR



A distance education learner is not always able to get immediate answers to questions and should be comfortable waiting for responses from their educators. Distance education learners also need to be willing to ask for help as needed and respond to feedback and communication from their educators.

TECHNOLOGICALLY SKILLED



A distance education learner has basic technical skills and is comfortable using software and applications to complete learning tasks. Distance education learners understand how to troubleshoot connectivity and basic technical issues with and without directions.

Flexible

Adjust personal schedule to meet individual learning needs.

Digital Learner

Enjoys distance education and is able to learn online.

Technologically Skilled

Able to use device and has access to adult assistance.

Organized

Maintains a distraction-free learning environment.

Time Management

Able to manage time to complete multiple tasks.



OPT-IN FULL-TIME DISTANCE EDUCATION FOR MIDDLE SCHOOL AND HIGH SCHOOL LEARNERS



CONSIDERATIONS FOR SELECTING FULL-TIME DISTANCE EDUCATION

Parents/Guardians selecting full-time distance education may be required to remain in full-time distance education for the entire academic school year.

- If a full-time distance education student begins to struggle, intervention meetings may be conducted with the student and parent/guardian, and the student may be required to attend school for face-to-face instruction.
- Students participating in full-time distance education may be required to participate in curricular instructional activities at the school campus (i.e., tutoring, projects, and performances). Students will be required to attend school face-to-face for designated assessments. District transportation will not be provided for these activities.
- Students with an Individualized Education Program (IEP) may need to attend therapy and related services at the school.
- Only students may participate in the real-time sessions. If a parent/guardian has a question or needs assistance, please email the teacher outside of class or contact the counselor to arrange a parent-teacher conference.
- Based on teacher licensure requirements, classroom capacity, and students served through the different instructional models, there will be limitations for parents/guardians to change their student(s) to a different instructional model once selected.
- A student participating in full-time distance education who qualifies for free and reduced lunch, may receive meals at the school at no cost. The student must eat their meals at the school during the school's designated meal serving times per the National School Lunch Program.
- There may be unique situations at schools in which the number of students registering for full-time distance education and the allocated teacher units at a school will require students to register for full-time distance education at Nevada Learning Academy.
- Parents/Guardians wanting an independently paced distance education program may register for Nevada Learning Academy.
- Some courses/classes may not be offered through full-time distance education.
- Successful candidates for full-time distance education have demonstrated positive attendance and grades during the previous quarter of school. All full-time distance education requests are subject to approval by the school principal.

OPT-IN FULL-TIME DISTANCE EDUCATION FOR MIDDLE SCHOOL AND HIGH SCHOOL LEARNERS

Parents/Guardians and middle school and high school students will want to thoughtfully consider the expectations, supports, and schedule of a full-time distance education learner.

EXPECTATIONS

ATTENDANCE*

Attendance is critical to distance education success. A middle or high school student is considered present/participating for an attendance day if:

1. The middle school or high school student makes progress in their classroom and/or completes an activity through the Canvas learning management system.
2. The middle school or high school student participates in real-time sessions.
3. The middle school or high school student meets or communicates with the teacher about their progress.

*Student attendance criteria in distance education programs may change at a later date, pending Nevada Legislation and Nevada Department of Education guidance for the 2021-2022 school year.

ACADEMIC REQUIREMENTS

Students will engage in a combination of all real-time sessions, digital lessons, small-group, and intervention and acceleration opportunities in all courses. Students will engage in a **minimum of 60-90 minutes** of real-time sessions per week per course. Depending on the school, students may have six to eight courses. Students may need to attend additional small-group instruction depending on the academic progress of each student.

Students are required to attend the full duration of all real-time sessions with their cameras on throughout the sessions and must be available for all real-time sessions during the school's instructional day. Students may use the blurred background when participating in real-time sessions.

SUPPORTS

In order for students to be successful in full-time distance education, it is essential that students and parents/guardians are able to fulfill the following roles:

Student Role

- Maintains regular attendance and academic progress.
- Completes assignments and tasks on time.
- Uses good study habits.
- Attends on camera for the full time of all real-time sessions.
- Engages in two-way communication with teacher(s) and attends virtual office hours.
- Asks for help from teacher(s) and counselors when needed.

Parent/Guardian Role

- Communicates with teacher(s) during virtual office hours.
- Actively assists their student with learning.
- Provides support, guidance, and assistance.
- Creates a productive learning space in the home.
- Actively monitors the student's progress.

COMMUNICATION

Two-way communication with the student's teacher(s) is essential. Each teacher will provide contact information and schedule virtual office hours. Parents/Guardians and students are encouraged to use this time to discuss academic progress and student engagement. School counselors are also readily available to support families.

SAMPLE SCHEDULE

Get Ready for School

Each student will need to prepare for the distance education school day, including:

- Ensuring students have a learning space that is comfortable but not overly comfortable. Select a chair that ensures engagement and use a desk or other flat surface for students to place their school supplies, such as textbooks, Chromebooks, and notebooks. A student's bed is not considered a learning space that is conducive to learning, as a student may fall asleep during their real-time session.
- Removing distractions, such as games, television, loud music, and non-school related conversations from the learning space.
- Logging onto clever.ccsd.net and selecting the Canvas app to check email and announcements for important information from teacher(s).

Check in with Teacher

Each student participates in the full duration of all real-time sessions with their cameras on for attendance, engagement, and teacher support.

Digital Lessons

Each student engages in digital lessons. Learning activities may include scheduled real-time sessions, watching videos, reading online (e.g., articles, books, and journals), listening to podcasts, conducting research, practicing independent skills, exploring skills and concepts, or participating in online discussions.

Lunch and Breaks

Students will have a designated lunch time. Students are encouraged to take a break, use the restroom, and enjoy offline activities.

Digital Lessons Continue

Students will continue digital learning activities and attend all scheduled real-time sessions.

End of School Day

Students will log off devices and prepare for the next day by charging the device for the next school day.