Distance Learning

Allentown School District
Continuity of Education Plan
April 2020

Contents

Distance Learning
Professional Considerations
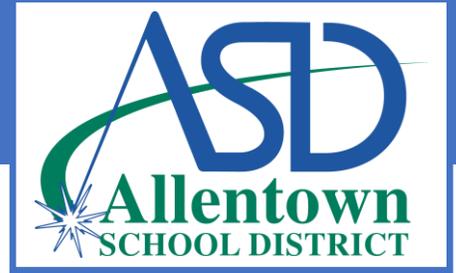
To Our Professional Faculty & Staff:

We are appreciative of and awed by your efforts to connect with students and to educate yourselves in preparation for distance learning. Thank you for all that you have done and will continue to do to support our students and families during this challenging time. To continue the spirit of support and communication, we hope that this document will provide you with the information necessary to navigate the responsibilities of distance learning. This is a process and a journey, but one in which we are committed to supporting you throughout. We know that you will be caring for children, spouses, and aging relatives during this time, but we hope that you will also take time to care for yourselves. Your well-being is important to us and the nearly 17,000 students looking forward to seeing you again. Be well.

Getting Started/Prepared

Stay Connected: There is a need to read and respond to ASD email communications on a regular basis. You are required to check email a minimum of two times per day. Like a regular school day, we need to stay connected for important information from Administration and for support from colleagues.

Professional Development: If you have not already done so, please complete the CLIU PD sessions, Getting Started with Zoom and Getting Started with Google Classroom. For those of you who have some knowledge in Google Classroom or are interested in learning more, the IU has additional sessions on Next Steps in Google Classroom and Google Slides, among other topics. Information on live sessions and the recorded sessions can be found here https://sites.google.com/cliu.org/cliureadypd/home. In the near future, we will be requiring you to learn how to utilize the online instructional platform, Edgenuity or Odysseyware. More information to follow.

Availability: You will be required to maintain daily, virtual office hours in order to provide the opportunity for your students/families to ask questions about assignments and to receive feedback on assignments. To structure the times for families with students of multiple ages in the home and possibly only one device, we are staggering office hours for elementary, middle, and high school students, with the expectation that accommodations be made to check-in times for those students who cannot visit during normal office hours. Beginning April 20, 2020, if you are unable to be available for a significant period of time to support distance learning students during the week, you will be required to enter the day in AESOP (NO sub needed). If you require an extended leave, please contact Human Resources.

Professionalism: We know and appreciate that you are professionals and are confident that ASD's professional standards for conduct, including dress, interactions, and communication, will be maintained.

Virtual Classrooms: Set up your Google Classroom and share the login information with students before April 20, 2020. Determine virtual classroom expectations for students, like you would for your brick and mortar classroom, and plan to go over them with students. You will have to be flexible as everyone adjusts to the transition, but it is important to provide some level of structure and stability, as well. Students will not have to wear uniforms but attire should be appropriate if using video.

Distance Learning
Timeline
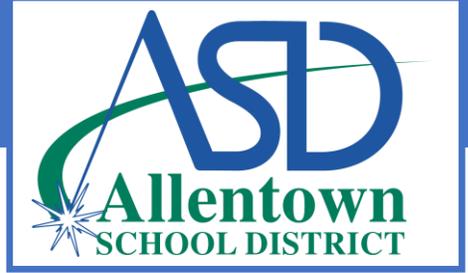
Throughout the month of April, the district will work to transition from the enrichment and review distance learning model to planned instruction. As part of that transition, devices will be distributed to students in a manner that promotes access for our students and upholds our commitment and dedication to equitable learning opportunities.

Date	Activity
April 2 – 20, 2020	Optional Online & Print Materials are available for review & enrichment for all students, including AS/LSS/MDS Special Education students
April 13 – 17, 2020	Professional Development & Planning Week • Teachers will participate in online PD webinars in Edgenuity & Odysseyware & UNIQUE (as assigned) • Students & parents/guardians will complete virtual orientation for Edgenuity & Odysseyware Distribution of District-Issued Devices • Seniors & AS/LSS/MDS students requiring access to courses will be in the first distribution of devices
April 20 – 24, 2020	Soft Opening of Online Learning • Teachers, students & families will take the week to acclimate to the online learning platforms. • Seniors & their families will complete the virtual orientation for Edgenuity no later than April 24th.
April 27, 2020	Planned Instruction Begins • Students will use Edgenuity & Odysseyware online platforms for instruction • Teachers will monitor attendance, participation, growth & mastery (attendance information to follow) • Print materials will be generated from the platforms for students who need access to print materials
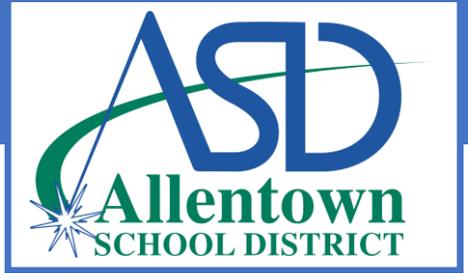
High School Graduation Guidelines

Current graduation requirements for the Allentown School District are: 4 English, 3 Math, 3 Science, 3.5 Social Studies, 2.0 Humanities, 1.3 Health & Physical Education, 0.5 Technology, & 5.0 Electives. Total number of graduation credits required is 22.3 credits.

For the **graduating class of 2020 only**, the number of credits for graduation will remain 22.3 credits. There are several tiers in which students might earn credit for courses completed in the 2019-2020 school year. The requirements for special education students do not change for students with an IEP. There are no statewide directed graduation requirements related to state assessments for the graduating classes of 2020 or 2021. The statewide graduation requirement outlined in Act 6 of 2017 and Act 158 of 2018 takes effect for the graduating class of 2022. Title 22, Chapter 4 of the Pennsylvania Code (22 Pa. Code Chapter 4 (Chapter 4)) and local policies currently govern graduation requirements.

A student with a disability may satisfy graduation requirements in one of two ways:
1. A student with an Individualized Education Program (IEP) may graduate through the fulfillment of high school graduation requirements set forth in Chapter 4.
2. A student with a disability who satisfactorily completes a special education program developed by an IEP team, and does not otherwise meet the requirements set forth in Chapter 4, shall be granted and issued a regular high school diploma by the school district of residence, charter school (including cyber charter school) or career and technical center, if applicable. (See 22 Pa. Code § 4.24(g))

Tier 1:
Students who have passed all course work, prior to March 13, 2020, for courses taken during the 2019-20 SY during marking period 1, 2, and 3 will meet the requirements of the course and earn credit for the course and continue learning through marking period 4.
- Students must meet ASD guidelines of earning <u>4 points</u> per course for credit
 - A = 4, B = 3, C = 2, D = 1, F = 0

Tier 2:
Students who have not passed one of the three marking periods and have not earned the requirement for course credit, prior to March 13, 2020, the student will enroll in distance education through Edgenuity to continue learning through the fourth marking period.
- Continuity of education will begin on/or after April 16, 2020 and continue through the duration of the school year.
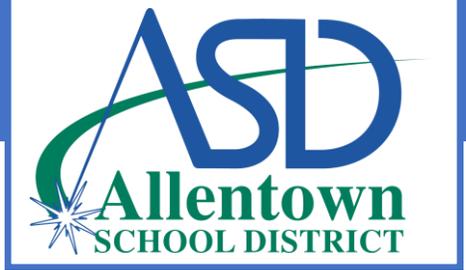
ASD High School Grading:
- Final exams are cancelled for the 2019-20 SY
- 4 marking periods
  - A grade is given for MP 3 with a hard stop on March 11, 2020. Students will not be penalized for marking period 3 and will not earn less than a 70% for work completed through the time of closure.
    - Grades to be entered by April 27, 2020
  - Seniors will be given priority for device distribution, by April 17, 2020
    - MP 4 dates span from March 12, 2020 (start) through June 12, 2020 (end)
  - MP 4 will be used to begin the continuity of education with planned instruction for all students; teachers will not assign letter or number grades for work in MP4
  - MP 4 grading will be a pass/fail/exempt for all students. Work completed by students will not be graded using letter grades. All students will have the opportunity to revise and resubmit assignments to improve their standing. (Exemptions for MP 4 require Principal & district approval)
    - Flexibility in expectations and evaluation of work will be necessary in consideration of the transition into new platforms across all grade levels
- Counselors will review senior transcripts and grades to determine the number of students that fall within each of the tiers.
  - Monitor students' progress toward graduation throughout the fourth rating period
  - Ensure that senior students are progressing in Edgenuity
- GPAs for seniors are determined through the end of the 1st Semester of the 2019-20 SY

Building 21:
- B21 will follow 4 marking periods
- MP 3 will reflect progress to date in portfolio and will not include portfolio progress during closure
- MP4 students will continue education through portfolio assessments and completion of competencies through the current online platform and supplemented by Edgenuity
  - 15% portfolio allowance toward competencies will be given due to the closure

LCCC Dual Enrollment:
- Midterm grades submitted by LCCC will be the MP3 grade for dual enrollment courses
- Final grades for LCCC dual enrollment courses will be reflected in MP 4

LCTI Planned Instruction:
http://www.lcti.org/uploads/2020/03/LCTI-e-Learning-Plan-Timeline.pdf
- MP 3 ended as of March 30, 2020. LCTI grades are submitted to home schools
- Planned instruction using Schoology Flex Curriculum for CTE began April 6, 2020

Distance Learning
Marking Periods & Grading (continued)
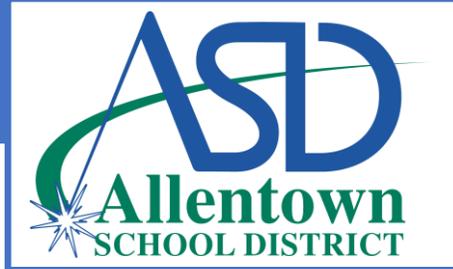
ASD Middle School Grading:
- 4 marking periods
  - A grade is given for the MP 3 with a hard stop on March 11, 2020. Students will not be penalized for marking period 3 and will not earn less than a 70% for work completed through the time of closure.
    - Grades must be entered by April 27, 2020
  - MP 4 dates span from March 12, 2020 (start) through June 12, 2020 (end)
  - MP 4 will be used to begin the continuity of education with planned instruction for all students; teachers will not assign letter or number grades for work in MP4
  - MP 4 grading will be a pass/fail/exempt for all students. Work completed by students will not be graded using letter grades. All students will have the opportunity to revise and resubmit assignments to improve their standing. (Exemptions for MP 4 require Principal & district approval)
    - Flexibility in expectations and evaluation of work will be necessary in consideration of the transition into new platforms across all grade levels

ASD Elementary School:
- 4 marking periods
  - MP 3 will end with a hard stop on March 11, 2020. Work completed prior to March 11 can be considered in ratings. Students will not be penalized for marking period 3 and will be rated no lower than a "2 - progress toward standards" for work completed through the time of closure
    - Progress will be submitted by April 27, 2020
  - MP4 dates span from March 12, 2020 (start) through June 12, 2020 (end)
  - Students will engage in the continuity of education through planned instruction using Odysseyware on/after April 27, 2020
  - MP 4 will be assigned at minimum "2 - progress toward standards" or N/A for standards not applicable in ELA and Math in relation to work completed in the Odysseyware platform through the end of MP 4
    - K-2 Science and Social Studies will remain N/A for MP4
    - Flexibility in expectations and evaluation of work will be necessary in consideration of the transition into new platforms across all grade levels

K-12 Considerations:
- MP4 exemptions for students will require Principal and district approval
- Any retention considerations will be reviewed by Principals and forwarded to the Superintendent level for review and approval

Distance Learning
Supports for Students
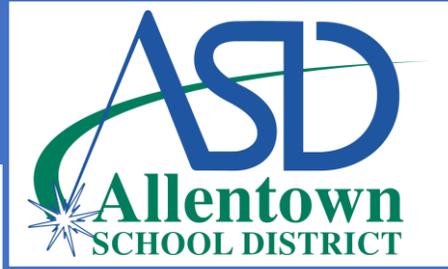
It is in a good faith effort that we continue to provide reasonable and appropriate supports to facilitate access and equity to learning throughout the distance learning experience.
It may not be possible to continue some services due to the need to practice social distancing; however, we remain committed to providing and maintaining the highest level of service feasible, at this time.

Student	Support Available
IEP	IEP teachers and facilitators will provide compliance monitoring and advocate for specially designed instruction of eligible students. In addition, they will assist classroom and content area teachers with appropriate accommodations and modifications needed to differentiate instruction to help achieve IEP goals to the best possible extent.
GIEP	GIEP teachers and facilitators will provide compliance monitoring and advocate for specially designed instruction of GIEP students. In addition, they will assist classroom and content area teachers with appropriate accommodations needed to differentiate instruction, to provide enrichment.
504	School nurses and counselors will provide compliance monitoring for all 504 plans within their assigned buildings and advocate for accommodations as defined in students individualized 504 plan. In addition, provide support to classroom teachers with appropriate accommodations as defined under the Rehabilitation Act.
English Language Learner	ESL teachers and Facilitators will collaborate with and be included in classroom and content area Google Classrooms and Edgenuity courses as co-teachers to enter adaptations, modifications and accommodations needed to support language and content objectives for English Learners.
English Language Learner with IEP	ESL teachers and Facilitators will create language acquisition goals during English learner IEP meetings. In addition, they will assist classroom and content area teachers with appropriate strategies and techniques needed to differentiate instruction and help ELs achieve their IEP goals.

Distance Learning
## The School Day for Students
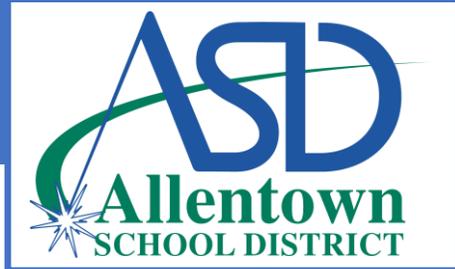
The daily expectations for time spent in instructional platforms varies according to grade level. In addition to engaging in online learning opportunities, we encourage students to take breaks that promote physical activity and wellness. Students who are using print materials should dedicate a similar amount of time to subject areas. Teachers will be in contact by phone or online platform to continue to provide feedback and supports. Pass/fail grading will be used during the fourth marking period. The expectation is that students are working and checking-in with their teachers to demonstrate progress in the coursework.

Grade level/Placement	Daily Work Time Guidelines
Kindergarten – Grade 2	Up to 90 minutes daily • Odysseyware will provide online instruction in Math and English Language Arts (ELA) content • Students can continue use of Lexia and math platforms, as guided by teachers, for an additional amount of time
Grades 3 – 5	Up to 45 minutes daily in Math & ELA; Up to 30 min in Sci/Soc Studies • Odysseyware will provide online instruction in Math, ELA, Science & Social Studies content • Students can continue use of Lexia and math platforms, as guided by teachers, for an additional amount of time
Grades 6 – 8	Up to 45 minutes per subject, per day • Edgenuity will provide online instruction & assessment in Math, ELA, Science & Social Studies
Grades 9 – 12	Up to 45 minutes per course, per day • Edgenuity will provide online instruction & assessment in Math, ELA, Science, History & Electives
Advanced Placement	AP Coursework will be supported by CollegeBoard/Edgenuity • Modified AP exams will be offered (Detailed info to follow)
Special Education	Up to 90 minutes daily • Edgenuity will provide online instruction & assessment in Math, ELA, Science, Science & Social Studies for LS & ES students • Edgenuity/UNIQUE will provide online instruction & assessment for AS/LSS/MDS students • Guidance will be provided by Special Education teacher
Dual Enrollment	• Follow LCCC guidance for college credit completion
Early College	• Follow LCCC guidance for college credit completion
Content covered in specials and related arts classes, such as art, music, physical education, etc., will be made available as optional, enrichment activities. These activities will be made available on the ASD website's At-Home Learning page and will be updated biweekly.	

Distance Learning
Family Resources
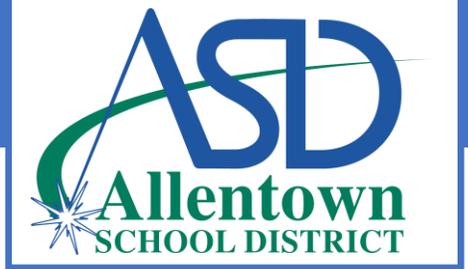
To our families and students:

One of our responsibilities as a school district is to educate students, which is why we are making every attempt to make learning opportunities available during this period of school closure. Our most important responsibility is to provide continuous support to our students and families. Your well-being and safety are our main priorities and should remain your priorities, as well. We appreciate every effort you will make to encourage your children to remain engaged in their learning and we recognize that teaching your children at home is not an easy task. As such, we pledge to be as understanding, flexible, and responsive to your needs, as possible. Our teachers, counselors, and administrators will also need to balance their work and the demands of their families, as they navigate new working and living environments. Together, we can be supportive of one another and model some truly important life lessons for our students such as: compassion, understanding, dedication, flexibility, and a commitment to learning.

Here are some suggestions for supporting distance learning in your home & staying connected.

- Stay connected to ASD by accepting phone calls and checking the district website and social media for ongoing updates
- Encourage your student to do the following or help where appropriate, especially for younger students:
  - Establish daily routines for learning (teachers will communicate schedules & assignments)
  - Check Google Classroom regularly for communication and assignments
  - If possible, identify a space in your home that is away from distractions like toys, T.V., and social media
  - Be respectful of peers and teachers in online settings
    - Students must follow ASD Acceptable Use Policy
  - If feeling overwhelmed, or you are in need of resources, talk to a family member then contact a teacher, school counselor, or principal. ASD staff is available to support students throughout the distance learning experience.

You can find resources and information on the ASD website under the Covid-19 Updates at:

https://www.allentownsd.org/cms/One.aspx?portalId=521953&pageId=11703022

Distance Learning
Responsibilities & Expectations
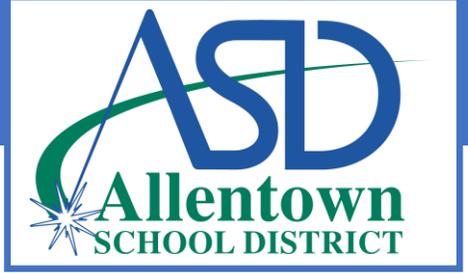
As we prepare to launch our distance learning model, it is necessary to provide clarity to the expectations of what will become essential job duties. These responsibilities may be modified or added to as distance learning progresses. Please note that some teaching positions have additional/specific responsibilities (see descriptions below). Any questions should be directed to your supervisor or building administrator, as appropriate.

Job Title	Responsibilities
Central Administration	- Provide consistent updates to stakeholders - Monitor & modify plans as needed per guidance from PDE/IU - Provide guidance and expectations at the school level and the teacher level for the use of online platforms - Maintain regular communication with school leaders via ZOOM once a week to identify areas in which Central Admin can support - Develop ongoing professional development resources - Procure & deliver resources for distance learning
School Administration	- Maintain regular (weekly) communication with teaching staff and central office - Monitor and support the ongoing needs of professional staff - Administer weekly/daily meetings with faculty/staff via ZOOM - Maintain provided Google sheet with dates & times - Support creation and dissemination of print resources - Track and monitor engagement in daily, virtual office hours - Ensure support staff is responsive to student needs and supporting classroom teachers - Monitor student progress in Edgenuity/Odysseyware - Maintain regular communication with families - Other duties as required
ALL Teaching Faculty	- Participate in professional development to facilitate distance learning and building goals: 7 one-hour training modules offered by Edgenuity/CLIU - Teachers will monitor attendance, participation, growth & mastery in Edgenuity/Odyyseyware - Create & maintain a Google Classroom for your class to post enrichment and review lessons or other assignments, as needed - Hold virtual office hours (within Mon-Fri) for check-ins and providing feedback using Zoom/Google Classroom - Check ASD email a Minimum of two times per day - Maintain regular communication with school leadership - Engage in weekly/daily online meetings (as scheduled by Principal) - Meet once a week with grade level/department meetings via ZOOM - Maintain regular communication & feedback with students to encourage engagement and document connection - Any other duties required by administration

ESOL Teachers	• Maintain a menu of activities and lessons appropriate for a grade band of students o If appropriate, create a Google Classroom (consult principal) • Establish virtual office hours to support students/families/faculty who may have questions/need supporting materials • Support classroom instructional staff in the development of materials for English language learners • Engage in weekly/daily online meetings (as scheduled by Principal)
ESOL Facilitators	• Consult with ESOL Director when needed • Participate in weekly virtual department meetings • Research and vet online EL resources • Support ESL Teachers and building principals with EL supports for distance learning • Participate in virtual meetings for EL students with IEPs
Related Arts Teachers/Specialists Elem/Middle levels	• Related Arts teachers will maintain a menu of activities and lessons appropriate for a grade band of students o If appropriate, create a Google Classroom (consult principal) • Engage in weekly/daily online meetings (as scheduled by Principal)
Electives Teachers High School Level	• Teachers will monitor attendance, participation, growth & mastery in Edgenuity/Odyyseyware • Create a Google Classroom • Engage in weekly/daily online meetings (as scheduled by Principal)
Inclusion Special Education Teachers	• Monitor attendance, participation, growth & mastery • Maintain a menu of activities and lessons appropriate for a grade band of students o If appropriate, create a Google Classroom (consult building admin) • Establish virtual office hours to support students/families/faculty who may have questions/need supporting materials • Support classroom instructional staff in the development of materials for Inclusion Students • IEP/RR Compliance • Hold virtual IEP meetings with facilitator & guardian • Engage in weekly/daily online meetings (as scheduled by Principal)
Self-Contained Special Education Teachers	• Monitor attendance, participation, growth & mastery in Edgenuity/UNIQUE • Create & maintain a Google Classroom for your class to post enrichment and review lessons or other assignments, as needed • Maintain a menu of activities and lessons appropriate for a grade band of students • Establish virtual office hours to be available to student and parents who may have questions/need supporting materials • IEP/RR Compliance • Hold virtual IEP meetings with facilitator & guardian • Engage in weekly/daily online meetings (as scheduled by Principal)
Special Education Facilitators	• Consult with Special Education Director when needed • Engage in virtual IEP/RR/ER meetings with families • Engage in weekly/daily online meetings (as scheduled by Principal)
Intervention Specialists	• Establish virtual office hours to be available to faculty who may have questions/need supporting materials • Assist both building and district level administration with curriculum related tasks (as assigned) • Engage in weekly/daily online meetings (as scheduled by Principal)

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Reading Specialists	• Establish virtual office hours to be available to faculty who may have questions/need supporting materials • Assist both building and district level administration with curriculum related tasks (as assigned) • Engage in weekly/daily online meetings (as scheduled by Principal) • Engage in online meetings with Director of Literacy (as needed)
Related Services • Occupational Therapists (OT, COTA) • Speech-Language Pathologists (SLPs)	• Participate in weekly SLP, OT, COTA Zoom Meeting with the OT Facilitator/Special Education Supervisor to address student needs, programming, and shared resources • Each OT and COTA will create their own Google Classroom and invite the OT Facilitator to their classrooms • OTs and COTAs are posting activities one time per week for students and their families to practice • Use of Class Dojo by SLPs, OTs to maintain communication with parents • SLPs created one Google Classroom for all SLP students and are posting articulation and language fluency activities for students and parents to practice • SLPs Google Classroom contains each SLPs name, school assignments, and direct contact information for parents to access
School Psychologists	• Consult with Special Education Director when needed • Consult with Building Administration when needed • Conference ER/RR meetings via zoom- as available by team and parents/students
Counselors	• Participate in relevant professional development on expectations for virtual learning and use of Google Classroom • Serve as a liaison for communication with students/families in crisis • Provide resources for students and families to support them while they are away from school • Hold office hours for check-ins using Zoom/Google Classroom • Check your ASD email a minimum of two times per day • Maintain regular communication with school leadership teams • Engage in weekly/daily online meetings (as scheduled by Principal) • Participate in department meetings at least once a week/as needed • Maintain regular communication & feedback with students to encourage engagement (Document in Google Doc provided by your Principal) • Work on scheduling for students grade 6 - 11 • Collect, coordinate, share resources in the community • Consider counseling lessons via Zoom or Google Classroom • Coordinate mental health resources for students and families • Collaborate with teachers to provide support for families • Help to provide, coordinate and organize SEL, college and career print and online resources used for at-home and distance learning • Communicate with, coordinate and provide necessary information regarding colleges • Participate in virtual SAP & CST meetings
Gear-Up Counselors	• Communicate with students and families of 12th grade students concerning college and career readiness • Set up Google Classroom for 12th grade students and the logging of communication with Gear-Up counselors o Ensure proper log of communication information to be translated for grants office and PASSHE

	- FAFSA completion via phone/ZOOM - Application completion to include Summer Bridge programming and Fall Admission Applications - Process invoices for grant payment - Participate in Gear-Up department meetings once a week and faculty meetings - Maintain regular communication with students and families of 12th graders - Collect, coordinate, and share resources for 12th grade students, for example, online college visits, application completion, etc.

Gear-Up Tutors	- Tutors will have set hours per week to communicate and tutor students through ZOOM
	   ○ Tuesday/Thursday (hours to be determined)
	- Tutors will communicate with students by phone to determine the needs for tutoring and offer the ZOOM sessions
	   ○ Begin with students that are already being tutored on a regular basis
	   ○ Call students that are in need of tutoring and offer ZOOM hours
	- Tutors will log all tutoring hours and students in addition to content area

Home School Visitors	- Check your ASD email a minimum of two times per day - Establish virtual office hours to be available to families who may have questions/need support - Maintain regular, proactive communication with families to encourage engagement and document that connection - Assist both building and district level administration with connecting to families including those who aren't engaging with their teachers (as assigned) - Participate in weekly department meetings - Communicate with families who were scheduled to attend an attendance hearing or receive a SAIP
Parent Liaisons	- Check your ASD email a minimum of two times per day - Establish virtual office hours to be available to families who may have questions/need support - Maintain regular, proactive communication with families to encourage engagement and document that connection - Assist both building and level administration with connecting to families including those who aren't engaging with their teachers (as assigned) - Participate in weekly department meetings
Outreach Workers	- Check your ASD email a minimum of two times per day - Establish virtual office hours to be available to families - Maintain regular, proactive communication with families to encourage engagement and document that connection - Assist both building and district level administration with connecting to families including those who aren't engaging with their teachers (as assigned) - Participate in weekly department meetings
ELECT/Family Center	- Check your ASD email a minimum of two times per day - Establish virtual office hours to be available to families who may have questions or need additional support - Make every effort to meet the 4 service hour requirement

	• Maintain regular, proactive communication with families to encourage engagement and document • Assist both building and district level administration with connecting to families (as assigned) • Participate in professional development • Attend weekly department meetings
Student Services Coordinator/School Climate Coordinator	• Participate in relevant professional development of expectations of virtual learning and use of Google Classroom and Zoom • Check your ASD email a minimum of two times per day • Collect, coordinate, share resources community resources • Help to provide, coordinate and organize SEL, college and career print and online resources used for at-home and distance learning • Attend department meetings regularly • Assist with all essential areas of Student Services Dept. functions
Nurses	• Participate in relevant professional development of expectations of virtual learning and use of Google Classroom and Zoom • Check your ASD email a minimum of two times per day • Maintain regular communication with school leadership team for support and guidance • Consult with Director of Student Services and Administration when needed • Collect, coordinate, share resources community resources • Identify, document and contact families of students who need specific immunizations for the upcoming school year. • Engage in weekly/daily online meetings (as scheduled by Principal) • Participate in virtual SAP/CST/504 meetings • Assist in developing a return-to-school plan for students
Paraprofessionals	• Assist with outreach to families as directed by supervisor • Communicate with building leadership on a regular basis
Clerical	• Assist building leadership in the completion of administrative tasks as needed • Regularly communicate with supervisor • Check school voicemail regularly • Check email/Skyward daily; if a device is an issue, contact your Supervisor
21st Century Staff, Teachers, Paraprofessionals	• Create & maintain a 21st Century Class in Google Classroom • Contact students/family via phone call, postcard and Class Dojo to check on how students are doing and how 21st Century can support student/families. Staff must complete the Student and Family communication form. • Hold virtual evening office hours (refer to schedule) • Collectively create a 21st Century Handbook (guidelines to follow) • Register for webinars provided by the state. Write a short reflection or reply to another person's response in a Staff Google Classroom. • Create/Review a communication plan regarding how/when they will communicate with families (Plan will be submitted for approval). • Create/Review a 21st Century Emergency Plan. Upload plans to Google Classroom

Distance Learning
Virtual Platform Guidance
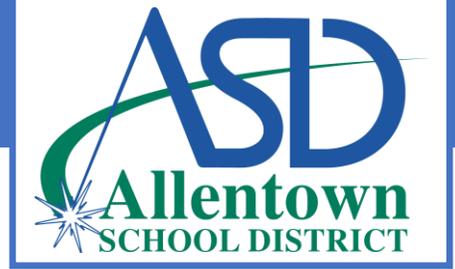
Below is detailed guidance regarding the expectations of the use of online platforms and communication that is needed to ensure continuity of education in a distance learning model.

Platform	Guidance & Details of Responsibilities
Edgenuity Odysseyware	• Edgenuity & Odysseyware platforms provide instructional content, videos & quizzes • Teachers will review assignments and quiz results and provide feedback to students and remediation where appropriate o There is a messaging feature in the platform for communication, however, the use of Google Classroom is recommended for its connection to the platforms & security

Google Classroom	• Create a Google Classroom for your class to communicate Edgenuity/Odysseyware assignments & enrichment lessons
	   o If you are providing content beyond the Edgenuity/ Odysseyware platform, plan your instructional activities for students to be able to complete at any time during each day. Please remember that students may not have any printed materials, textbooks, or other resources, such as a calculator at home.
	   o Co-plan with special education or EL teachers that support within your classes to ensure they are planning supports for students with individual needs
	   o Ensure co-teachers are assigned to Google Classrooms of the regular education teacher
	   o Establish virtual daily meeting times for students
	• Maintain regular communication & feedback with students to encourage engagement and document connection
	• Co-Teachers will continue to support by helping with differentiated planning for ELs & LS students and hold virtual office hours to support students

Virtual Office Hours	• Hold virtual office hours (within Mon-Fri) for check-ins and providing feedback using Google Classroom/Google Meet/Zoom (following recommended use and enhanced security guidelines)
	   o Enrichment opportunities may be provided to students in addition to the core courses offered in Edgenuity/Odysseyware.
	      ▪ Enrichment activities must be optional
	      ▪ Enrichment work is not to be graded

	o LS/ESOL teachers will join co-teachers in virtual office hours **or** hold their own times depending on scheduling and caseload
	o To facilitate for those families that may be sharing devices, please provide office hours as outlined below. Accommodations to meet family requests are encouraged.
	   ▪ Elementary- 9:00 am-12:00 pm
	   ▪ Middle School- 10:00 am- 1:00 pm
	   ▪ High School- 11:00 am- 2:00 pm
	o During Virtual Office Hours:
	   ▪ There is no expectation for live instruction. Remember that not all students will be available at a specific time of day.
	   ▪ Teachers available for student and parent questions
	   ▪ Provide assistance or explanation of assigned enrichment and extension tasks
	   ▪ Reply may be through any communication platform established between families and teachers
	      ▪ If utilizing live conference (Zoom, Hangouts):
	        ▪ Be mindful of dress
	        ▪ Be mindful of the background behind you
	        ▪ Clearly communicate your expectations for communication/interaction to students
	   ▪ Families should receive responses no less than 24-48 hours from initial question

Communication	• Check ASD email a Minimum of two times per day (beginning & end of day) • Maintain regular communication with school leadership teams for support and guidance • Engage in <u>weekly/daily</u> online meetings (as scheduled by Principal) • Meet once a week with grade level/department meetings via ZOOM • Maintain regular communication & feedback with students to encourage engagement

Distance Learning
Teacher Resources
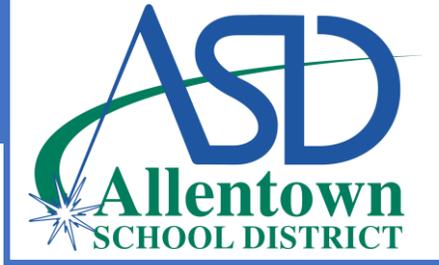
We acknowledge that this is a difficult time of transition. Many of us are adjusting to the new demands that working from home has created. We understand that you are tending to your families and possibly to your children's education, which would be challenging enough on its own without the added burden of learning how to be distance learning teachers during a worldwide pandemic. There are many things that are out of our control, but we can find solace in the fact that we are not alone. Others are figuring this out and we will, too, together. You are a dedicated group of professionals and you will have our support, consideration, patience and respect throughout this experience.

There will be more explanation on Edgenuity and Odysseyware provided to you, including information on the professional development webinars. In the meantime, there are a few resources for your reference below, should you need additional explanations to support your use of Google Classroom & Zoom. On the following page is a series of frequently asked questions (FAQs) that may also be informative.

Zoom's Best Practices for Securing Your Virtual Classroom is accessible here: Zoom Blog

Google's Temporary hub for teachers: Teach from Home

Google for Education: Welcome to your first day of Classroom

Getting Started with Google Meet is accessible here: Google Meet

Distance Learning
Frequently Asked Questions (FAQs)
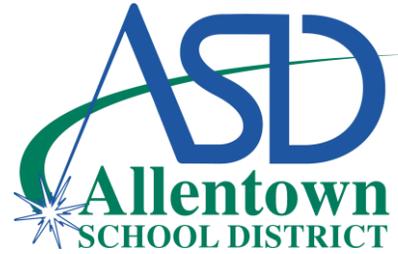
Videoconferencing	Q: Is it legal for teachers to videoconference directly with students, even if they are in their own home?
	A: Yes – this is legal.

Q: Isn't it a privacy violation if other students can see inside another students' home?

A: No – not a violation of any law or constitutional provision. If it makes a student or parent uncomfortable, they can be encouraged to set the video conference up so that only the student is visible, sitting in front of a wall.

Q: Should videoconferences be recorded?

A: We recommended that videoconferences not be recorded.

Q: Is it a FERPA violation for Parents to see the other students in a special education class or group?

A: No – no student records are being disclosed. This is similar to a Parent walking through a school building and seeing students engaged in learning with a special education teacher. This does not violate FERPA.

Q: What if a student curses or shows inappropriate material to the video conference?

A: Be clear about the expectations for the online classroom environment, as you would for a traditional classroom. If a student's behavior is inappropriate, it should be brought to the attention of the parent/guardian or administrator. Refrain from kicking a student out of a virtual classroom. Instead, exercise the teacher controls available to disable the chat features and mute participants.

Q: Can we use copyrighted materials in a video conference session and on a shared screen or does this violate the copyright?

A: In an educational video conference that is only open to students/parents in their homes for educational purposes, it is permissible to use and share screens of copyrighted material without violated the copyrights to those materials.

Q: Is it legal for a teacher to take a screenshot or photo of students engaged in online learning and to post it to social media?

A: This is not a violation of any law or privacy right except in the rare instance where a Parent has opted the student out of sharing FERPA directory information. However, since nearly all school districts use a media release form to let parents decide when students may appear in photos online, those releases govern photos of online learning also. Teachers should ensure that any students who have opted out are not depicted in photos posted publicly.

Q: What if a Parent takes a screenshot or photo of students engaged in a video conference and it includes students who have declined the media release?

A: This is not a violation of any law or privacy right. This is similar to a Parent taking photographs in the classroom during a celebration and posting to social media, or when a Parent takes a video of a school concern and posts to social media. The District does not have an affirmative obligation to prevent parents from taking photographs of students in the classroom – whether the classroom is virtual or not.

Q: Can we required that students wear appropriate attire for videoconferences?

A: Yes – you should set expectations both for students' attire and for students' conduct for video conferences. Uniforms are not required.

Curriculum	Q: What materials should I use for instructing students? A: Students will have access to either Odysseyware (K-5) or Edgenuity (6-12). Low-Incidence Special Education students will have access to UNIQUE.
	Q: Will there be specific PD provided on the Edgenuity & Odysseyware platforms? A: ASD is committed to supporting administrators, faculty, and staff as part of the transition to distance learning. Professional Development will be provided through webinars and ongoing support and communication, as well.
	Q: How do I post an assignment in Google Classroom? A: The expectation to participate in PD on Google Classroom was communicated to faculty and administrators. Recorded sessions can be found on the CLIU website and here is a supporting video available from Google
	Q: Why doesn't my current password work when I log into Think Central? A: To access ThinkCentral from home, you must go through the Digital Learning page on the ASD website. That is the link to ThinkCentral that is aligned to ASD.
	Q: Will there be another My Perspectives online learning training? A: Teachers have open access to www.mypearsontraining.com. They will find topics there for PD and can select per their needs. Teachers should visit the digital learning page on ASD's website for the link to Pearson. https://mypearsontraining.com/products/covid-19-readiness/tutorials
	Q: How will student be graded? A: Marking period and grading details can be found in this document.