

Elementary Distance Learning Guidelines- LHL Q & A (updated 4/4/20)

	0
Continuity of Learning- Distance Learning Plan: A Phased-in Approach	1
Elements of CCUSD's Distance Learning Supports	1
Daily Check-Ins	2
Daily Lesson (maximum 45 minutes)	2
Office Hours	2
Student Conferencing	2
Flexible Learning Activities	2
Elements of CCUSD's Distance Learning Supports FAQ	3
Daily check-in with whom? For how long? Can this be a video?	3
Daily Lesson: Can we use videos that are already out there? Can we create shared videos?	3
What is Conferencing vs. Office Hours? And Why?	3
What are Flexible Learning Activities?	4
CCUSD Digital Platforms	5
Are the teachers being asked to post assignments and what the students need to do to a central location? Google Classroom? Seesaw?	5
Why are we being asked to add our site admin on our class platforms?	5
Why the new digital platforms (ELA- Lexia, Math- iXL, Spanish iStation)	5
School Schedule	6
What Students/Families Can Expect from their Teachers:	6
Expectations for Students:	7
Student Attendance	7
Virtual Behavioral Expectations and Netiquette	7
CCUSD Staff Guidelines to Using Zoom	8
Site Staff	9
Specialists:	9
Instructional Aides, Adjuncts, and Support Staff	9
Reporting an Absence	9
Working On Site (Per email from Robert Quinn Business Services, 4/3/20)	10
References:	10

Continuity of Learning- Distance Learning Plan: A Phased-in Approach

What is a Continuity of Learning Plan? In order for CCUSD to continue to receive funding by the State, CCUSD must demonstrate a continuity of learning for our students. All teachers are asked to take the next two weeks to establish an “online presence,” one that would give students and family members access to the learning program for each class. Remote teaching and learning will be rolled out in three (3) phases to support students, families, and teachers as we collectively adjust and support each other in the delivery of remote instructional services.

- **April 6 - Pupil-Free Teacher Professional Development**
- **April 7-10: Distance Learning - Transition Phase**
 - Learning this week will consist of review and enrichment of material in order to acclimate students and teachers to new procedures and learning platforms
 - Student work will be submitted and marked for completion of assignment
 - Administrators and staff will continue conducting tech/materials outreach for staff and students, as well as identify and support families who will require ongoing low-tech options
- **April 12-18: Distance Learning - Transition Phase**
 - Learning this week will consist of review and enrichment of material in order to acclimate students and teachers to new procedures and learning platforms
 - Student work will be submitted and marked for completion of assignment
 - Administrators and staff will continue conducting tech/materials outreach for staff and students, as well as identify and support families who will require ongoing low-tech options
- **April 20 - June 12: Distance Learning - Full Implementation**
 - Learning will focus on maintaining progress made to date, as well as introduce new academic content, with an emphasis on the identified essential standards necessary for that grade level

Elements of CCUSD's Distance Learning Supports

In designing a distance learning program for students:

- Make reading the top priority
- Keep it Simple - provide combination of weekly online and low-tech activities
- Be kind to yourself and to your students: plan for 50% of instructional content you would normally cover in a period
- Easy to implement - work with grade level to establish schedule, co-create lessons and share across the grade level

Elementary Distance Learning Guidelines- LHL Q & A (updated 4/4/20)

2

- Keep parents/caregivers/families' needs in mind: provide assurances *and* reassurances
- Keep specialists' needs in mind: they will need times in the day to connect with certain students. A shared schedule across the grade level is helpful.
- Teachers can choose anytime between 9am and 3pm to create a schedule that works for them and their class
- **Goal is to connect directly with each student at least once per day via one or more of the scheduled opportunities**
- Keep in mind throughout the week: **WORKLOAD, INTERACTION, SUPPORT, and FEEDBACK**

Elementary Students Can Expect:	
Daily Check-Ins (maximum 30 minutes)	Designed to start the day with a positive connection with the teacher and with other students, a Daily Question/Check-in will be posted via email, Google Doc, Google Forms, Google Classroom, Seesaw, Flipgrid, Zoom. Responses will be due by 3:00 pm.
Daily Lesson (maximum 45 minutes)	The main active learning component of the day, students may receive instruction through a number of lesson delivery options: posted assignment (on Edlio, Google Slides, curriculum resources, etc); Pre-recorded Screencast plus follow-up activity; videos plus follow-up activity; live Zoom session (recorded to allow students to view at other times if absent from the live session) plus follow-up activity. Assignments will typically be due at the end of the week.
Office Hours (30 minutes)	Each day, teachers will be available for a 30-minute opportunity for parents to get questions answered and maintain connections.
Student Conferencing (~60 minutes)	While students engage in Flexible Learning Activities (see below) Teachers and Specialists will use Conferencing times to provide small group support to students on a weekly basis as needed.
Flexible Learning Activities (several 20-30 minute activities per day, not to exceed 2 hours, depending on grade level and stamina of student)	Daily Flexible Learning Activities include several 20-30 minute Daily and Weekly Must-do activities, as well as Optional Activities that may draw from the following areas: Read, Journal, Physical Activity, Lexia, IXL, Social Studies, Science, Art, Music, Makerspace, Intervention, Social-Emotional Learning, Library, CCUSD learning platforms/apps educational programming from PBS, as well as low-tech learning activities that are not teacher-directed nor collected. Additionally, these times will serve as opportunities for specialists to serve students with additional needs, including those with IEPs, small group counseling and Intervention groups.

Elements of CCUSD's Distance Learning Supports FAQ

Daily check-in with whom? For how long? Can this be a video?

- Daily check-in is with the students. This can be in multiple modes: a video recording, live, through a digital platform like SeeSaw or Flipgrid, or a simple question asked in Google Doc or on Google Classroom requiring a student response. The purpose of a morning check-in is to greet the students, maybe lay out what their tasks are for the day, what content you'll be teaching/sharing today etc. It's a way for you to connect with the students. Students should respond back by 3pm.

Daily Lesson: Can we use videos that are already out there? Can we create shared videos?

- Yes! Videos created by colleagues and available on the internet can be used. The teacher would vet the video and the content for appropriateness before presenting to students. This is where your grade level PLC can work together to support each other by sharing resources or perhaps taking different subject areas. Divide and conquer!
- Realistic expectations are set for a slow roll out, teachers are not expected to be proficient in navigating these platforms in one week. We also recognize that inherent gaps will come about as we use tech tools. The platforms are all being set up for Clever sign on.
-

What is Conferencing vs. Office Hours? And Why?

Why have these times? The purpose of these two time slots is to provide both teachers, parents, and students a space to connect during our working hours. As dedicated individuals we know teachers go above and beyond their working hours. While we honor your dedication, we want to also be mindful of self-care and to not to over work ourselves to fatigue.

The intent of these times is to provide times during your working day to meet your needs.

	Conferencing	Office Hours
Time	60 minutes a day (Times can be broken up- ie. Two 30 minutes per day, Four 15 minute slots per day, or shorter individual student check-ins, etc)	30 minutes a day
Audience	Students (whole class, small group or 1-on-1)	Parents

Elementary Distance Learning Guidelines- LHL Q & A (updated 4/4/20)

4

Source	Zoom, Google Meet, Microsoft Teams, Telephone	Zoom, Google Meet, Gmail, Microsoft Teams or other platforms you already use to respond to parents.
Purpose	Provide students an opportunity to connect individually with their teacher. For example: ● Check in on students (social emotional, human connection) ● Check in on progress of assignments/ tasks assigned ● Provide feedback to students on their assignments. ● Assist with troubleshooting tech needs (and refer to tech support if needed) ● Provide oral language opportunities for TL practice.	Provide parameters for parents as to when teachers can be accessible during the day. For example ● Time to respond back to emails. ● Time to draft emails re: common problems/ questions posed by parents ● Time to personally connect with parents and any concerns/issues they or you are having with assignments/their child

What are Flexible Learning Activities?

Flexible Learning Activities are activities that the student engages throughout the day and week at a time that is convenient for them. It's learning that is "flexible" to the student's schedule. These activities should not exceed 2 hours, depending on grade level and stamina of the student.

Flexible Daily Activities: As part of this should include for all students:

- 20-30 minutes of reading
- 20 minutes of Lexia for ELA at least 3 times a week
- 20 minutes of iXL for Math at least 3 times a week
- Physical Education/ Activity
- Additionally, an assignment you may have assigned based on the daily lesson of that day.

Flexible Weekly Activities may include, Social Studies, Science, Art, Music, Makerspace, Intervention, Social-Emotional Learning.

CCUSD Digital Platforms

Are the teachers being asked to post assignments and what the students need to do to a central location? Google Classroom? Seesaw?

- Yes, teachers are asked to post assignments where the **student** can directly access. Feedback from parents stated that getting emails or notifications to a parent platform or to the parent's email accounts with assignments and links was cumbersome to manage since parents are also working on their own device.
- In order to support parents, we want to maximize platforms the students know how to navigate already (or will learn how to) and post assignments where the student can more easily access. Google Classroom and SeeSaw are district adopted and district staff can support with tech needs and are already available for student access via their Clever badge on the Clever platform, or sign in through the Clever website.

Why are we being asked to add our site admin on our class platforms?

As we navigate this new digital teaching, we want to be able to support you along the way. This might be to get you started with your classroom, assist with a lesson, and while we want all of you to be healthy and safe, we also know that life can happen at any moment, from a family member or you falling ill, to not being available to attend to your class for personal reasons. During these times, site admin needs to be able to access your platform as quickly as possible so that we can communicate with your students and families as needed, and/or modify the plans as it was initially laid out by the teacher. We're here to support and to assist!

Why the new digital platforms (ELA- Lexia, Math- iXL)

- As we navigate this world of distance learning, we also are faced with the predicament that we don't know for how long we anticipate this type of learning to go on beyond this year. To address this predicament, we are looking at both [Lexia](#) and [iXL-Math](#) because they provide us with the opportunity:
 - For students to receive differentiated assignments based on where they place after taking an initial diagnostic assessment
 - To monitor student progress and data on the back end.
 - Teachers will also be able to assign work in these platforms, if you choose to, to follow-up and support your first teaching of content.
 - These platforms provide us with student data that will be valuable to have as we consider transitioning back from distance learning hopefully next year.

School Schedule

Distance Learning schedule may take place between the regular school hours 8:45am -3:15pm (M/T/W/Th/F) for students. For staff, we will continue to have our staff meeting on Wednesday from 2pm-4pm. Please carve aside that time and do not schedule other commitments.

What Students/Families Can Expect from their Teachers:

- Be available for students and parents during regular school hours
- Check their emails and respond to staff, students and parents in a timely fashion (within 24 hours, if possible)
- Provide instruction to continue academic progress of students
- Monitor student progress and provide additional academic support
- Contact students and their families if students are not engaging in class activities
- Monitor online student presence during lessons and ensure a high-quality, respectful learning environment
- Communicate with admin as soon as possible regarding any students who may be lacking basic needs, technology and/or educational needs; or expressing concerns for their safety and/or mental health

Expectations for Students:

- Establish a daily routine for the school day
- Be available to interact with your teacher and/or classmates synchronous with class period meetings according teacher instructions
- Find a distraction-free environment to interact in classes, and complete coursework
- Communicate with your teacher/s regularly
- Uphold academic integrity according to the policies published in the student handbook
- Schedule breaks for exercise, family time, and off-screen activities
- Contact your counselor, or site administrator if you need help with anything

Student Attendance

- Attendance will be monitored but not in the way we have been at school. No tardies, not “on time” attendance. Teachers will monitor student engagement with the tasks assigned (i.e. Does the child log in? Respond back to a morning check in question? Complete any assignments?) and keep track of who is not engaging.
- All students’ attendance will be pre-populated with a “P” code.
- Teachers do not need to do anything if a student does any one of the following at least once during the week:

- Attends a virtual class meeting
- Emails the teacher
- Posts a comment on a learning platform (Google Classroom, Canvas, etc)
- Turns in one completed assignment
- Speaks to a teacher via phone
- Or in any other way connects to the teacher and/or learning
- If a student does not do any of the above, or, in other words, the teacher does not have any contact with the student, **then the teacher marks the student absent for Friday** (CCUSD staff will recognize that a student marked absent on Friday indicates that the student was absent for the entire week).
- During the school closure, attendance will show all classes on Friday. **Attendance for the previous week should be completed by 9:00am on Monday the following week.**

Virtual Behavioral Expectations and Netiquette

[\(From CCUSD COVID 19 Distance Learning Netiquette Rules \)](#)

First off, let's be clear: when anyone engages online, it's essential that everyone behaves appropriately. It's not just students who have to follow those procedures, the adults do as well. As a quick reminder, when you're online, be sure to:

- Use respectful behavior and language.
- Stick to appropriate topic discussions.
- Send only appropriate video transmissions.
- Use only the appropriate icon, emoji, and avatar submissions.
- Wear school appropriate clothing if you are attending meetings via video.
- Be honest and do not plagiarize or copy others' work -- in other words, use academic integrity.
- Not falsify information about yourself or impersonate others online.

Also, in addition:

- When conferencing, students will check their surroundings to make sure that nothing personal or inappropriate is on display or visible. [Teachers will do this too!]
- Students will not share posted videos with anyone outside of their school community.
- Students will not take pictures during the video conference.
- When conferencing, students will not share any personal information (phone numbers, passwords, addresses, etc.)
- Students will only post content that is appropriate to the content.

When everyone remembers to act kindly, show consideration for others, and treat one another online as you wish to be treated in person, we'll all be able to focus on learning.

- [Netiquette Rules - Students](#)
- [Netiquette Rules - Parents](#)
- [Netiquette Rules - Staff](#)

Classroom Misbehavior: Teachers should continue to intervene to virtual classroom misbehaviors (ie- mean posts in comments, inappropriate language during class meetings/zooms). Possible interventions include contacting parent and video conferencing with the parent. Additionally, if the teacher is using zoom, teachers can mute the student and/or turn off the video still allowing the student access to the information and then follow up individually with the student to see if the student has any questions.

CCUSD Staff Guidelines to Using Zoom

Please [see the document linked here](#) for specific guidelines to highlight the safeguards in Zoom that all CCUSD staff should use to proactively manage students during a session.

In addition, see these links from Zoom:

Zoom 101: Secure Your Meeting and Virtual Classroom

<https://www.youtube.com/watch?v=p1IMmOujc9c&feature=youtu.be>

Click on link below for more safeguards to know:

<https://blog.zoom.us/wordpress/2020/03/27/best-practices-for-securing-your-virtual-classroom>

Site Staff

Specialists (Music, Art, MakerSpace)

During distance learning, our teacher specialists are responsible for delivering their content to students. They will be hosting either SeeSaw or Google Classroom for full grade levels and will share their lessons through one of those platforms. You may direct questions from students and parents regarding their programs directly to them. We are still working out what their office hours and conferencing will look like because they are responsible for all students. At our site, our teacher specialists all work full time with the exception of Music. Music will also have SeeSaw classes for both Band and Strings; a plan is still being worked on regarding 3rd Grade Recorder as most students did not bring their recorders home.

Instructional Aides, Adjuncts, and Support Staff

Per State and County guidelines, at this time, Instructional Aides and Adjuncts (ALLEM) are not permitted to work 1-on-1 or in small groups with students unless under direct supervision and

monitoring of the certificated staff member; ie they may not be on an online meeting by themselves or in a Break out room by themselves.

During this time, our Instructional Aides will be asked to assist with school wide needs such as tech support for parents, checking in with families, and/or other instructional needs that may arise. If you have a specific need that, please contact your site administration.

IAs are available to assist in developing instructional material and content where possible. Please keep in mind your IAs allocated hours for the week and of their availability.

Reporting an Absence

If you aren't able to attend your "class"

Working On Site (Per email from Robert Quinn Business Services, 4/3/20)

At this time, and due to the implications of COVID-19, CCUSD is allowing all teaching staff to conduct Distance Learning from their own homes or remote locations. However, as education has been deemed "essential," and as some teachers have asked if they are able to work from their classrooms, CCUSD is offering the option for teaching staff to utilize their classrooms with the following guidelines:

- Any teacher coming to school for their class period(s) will only work by themselves in "self isolation." No family members or anyone else will join them.
- Everyone will practice social distancing outside of their classrooms - no congregating. Common areas (copy machines, offices, etc) will be avoided unless absolutely necessary. Restrooms should only be used one person at a time, with care taken to thoroughly wash hands when finished.
- Teachers will only be in their rooms between 8am and 3pm so that we can make sure things are closed up at the end of the day before other staff leave.
- Teachers will notify their principals about what days they will be onsite; the principals will share that information with Mike Korgan, Director of MOT, and the custodial staff to ensure appropriate cleaning actions can take place.
- **If you are experiencing any COVID-19 or flu-like symptoms or if you are sick at all, please do not come in.**

If you have any further questions or concerns, please feel free to contact your Principal or Robert Quinn.

References:

[CCUSD Distance Learning Plan for Parents and Students](#)
[Elementary Distance Learning Plan and Staff Guide](#)