



CCPS Expectations for Virtual and Blended Learning

The following document identifies the responsibilities of key stakeholder groups to support student success in virtual and blended learning environments. These expectations are in addition to those outlined in employee handbooks and students' rights and responsibilities documents. This document was created by the Curriculum and Instruction Re-entry team and reviewed by district leaders. ALL students, staff, and families are expected to support the safety protocols outlined by CCPS [HERE](#).

STUDENTS AND FAMILIES

Students

- Students will engage in their learning based upon their instructional schedule established by the school.
- Students will participate in each class by engaging with their teacher and/or completing assignments in order to be marked present for that class.
- Students will participate in synchronous learning sessions with their teacher and complete assignments both in class and individually, as well as engage in required recorded sessions.
- Students will communicate with their teachers via email (Grades 3-12) to seek clarification for questions or concerns.
- Students will not use lockers; therefore, students will need to transport materials/devices back and forth to school during blended learning.
- Students will support their own social and emotional well-being by engaging in physical activity, conversation, and play when at home.
- Students will follow all safety expectations, including wearing PPE, when they are on school property.
- Students will adhere to CCPS technology guidelines and the Responsible Use Policy.
- Students will organize their required work by following their To Do and Google and Schoology Calendars.

Families

- Families will seek to provide an environment conducive to learning which includes access to technology and a safe and quiet space to work.
- Parents should monitor student use of technology and adherence to CCPS technology expectations and guidelines.
- Families will communicate with teachers, counselors, or administrators to ask questions or address concerns that may arise.
- Families will follow recommendations that teachers have established to support students during assessments.
- Families can access the CCPS technology help desk to answer questions related to technology. Hours and phone numbers will be provided closer to the opening of school.
- Families will support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.

TEACHERS, COUNSELORS, RELATED SERVICE PROVIDERS

SECONDARY

Secondary Teachers

The following expectations will support student learning in both virtual and blended environments.

During this time of small group (3-5%) re-entry, we are providing teachers with the flexibility to teach from their classroom or teach from home. This assumes we have adequate staff to meet face to face with students. Moreover, if a teacher does not have internet access to teach remotely, they will need to report to their classrooms.

Curriculum	<ul style="list-style-type: none">● Follow CCPS curriculum; use materials and resources provided in the curriculum.● It is important to keep up with pacing outlined by instructional coordinators.
Schedules	<ul style="list-style-type: none">● Follow teacher schedule assigned by principal● HS: 80 minute blocks; 40/40 synchronous/asynchronous● MS: alternating days synchronous/asynchronous● See: HS Daily Schedule or MS Daily Schedule● Wednesday Revisit Day: Convene small groups or meet individually with students to reinforce content, address student questions, engage in discussion; teachers must be available during designated revisit period.

	<ul style="list-style-type: none"> ● See: A/B Day schedule
Format	<ul style="list-style-type: none"> ● Synchronous: real time communication; active teaching in whole or small groups; informal feedback ● Asynchronous: not live; can include practice, homework, writing, and/or preparation for class (reading, videos, exploration); formative feedback; teacher must be available during asynchronous periods
Platform	<ul style="list-style-type: none"> ● All secondary will use Schoology as the Learning Management System and Blackboard Collaborate as the live classroom. ● Record and post synchronous lessons to share in their Schoology site as soon as possible. ● <u>Google Classroom is not to be used.</u> ● Use CCPS approved tools and apps; do not have students sign up for websites that have not been vetted. ● Be aware of CCPS Student Privacy Guidelines as outlined in the OTCC class all teachers participated in over the summer.
Virtual Classroom Setup	<ul style="list-style-type: none"> ● Establish routines such as beginning class online to explain objectives and goals for the day; be predictable and consistent in assignments and communication. ● Set expectations for behavior, online communication, on time attendance, turning in work, organization. Support students in meeting expectations; teach them how to be organized. ● During face to face instruction, set protocols to ensure that students transport their materials/devices back and forth to school.
Grading	<ul style="list-style-type: none"> ● Enter assignments and due dates into Schoology as soon as possible; these will appear on the student’s calendar and will help parents and students plan their weeks. ● All Schoology assignments are to be graded out of 100 points; identify grades as “summative” or “formative.” Grades will automatically synch with PowerSchool. No assignment should be entered directly into Powerschool in order for the sync to work properly. ● Even though assignment grades will be entered in Schoology directly, teachers must set up the grading terms and categories in PowerSchool (specifically AP teachers). ● Adhere to all grading regulations See: Teacher Handbook for Secondary Grading and Reporting
Student Attendance	<ul style="list-style-type: none"> ● Teachers must take attendance by class; mark students absent <u>only</u> if there is no engagement (in synchronous class, watched

	<ul style="list-style-type: none"> asynchronously, or did assignments) ● Record attendance within two days. ● See: Attendance Regulation <ul style="list-style-type: none"> ● JED policy link ● JED-RA regulation link ● Student attendance will be determined by how many classes per day they participate in (see above for definition of “participate”). ● Carefully monitor attendance and notify counselors and/or administrators if you have concerns.
Special Education/EL Collaboration	<ul style="list-style-type: none"> ● Communicate regularly with SPED and EL teachers; provide lesson plans in a timely manner; establish a time to meet regularly. ● Plan for when individual goal instruction aligns with daily objectives ● Invite SPED and EL teachers to your classroom and use them as partners in your lessons when possible. ● Provide scaffolds and supports as identified in students’ plans; document use of accommodations.
Collaboration with Paraprofessionals	<ul style="list-style-type: none"> ● Work with paraprofessionals to support student learning; communicate with them prior to class regarding how they can help during instruction. ● Some ideas for paraprofessionals: read to, participating in small group learning, assisting struggling learners, answering student questions when appropriate.
Communication	<ul style="list-style-type: none"> ● Use Schoology as your main communication method; keep communication professional and to the point. ● Reach out to parents when concerns arise; assume best intentions; make phone calls (using Softphone) when emails do not receive a response. ● If possible, respond within 24 hours during the week. ● Use Language Line if needed to communicate with EL parents ● Share student concerns with parents and administrators quickly, especially at the beginning of the year. Do not wait until interim time to seek help from parents or administrators.

High School Counselors

The following expectations will support student learning in both virtual and blended environments.

High school counselors will:

- Assist building administrators in addressing BARK concerns.
- Utilize Blackboard Collaborate to communicate with students one-on-one and/or in small groups (when appropriate).
- Monitor credit accumulation in high school, as well as what students need for graduation, etc.
- Manage CCST student applications.
- Monitor the development and implementation of 504 plans.
- Provide regular opportunities for students to engage in SEL and provide a high level of support to students who are stressed and need regular access to a counselor.
- Continue to collaborate with Mental Health providers to support students on their caseloads.
- Work with building administrators and PPW/SSRT to mediate with students who are not attending virtual/face-to-face sessions
- Participate in SST, Kid Talk sessions, and, when appropriate IEP meetings.
- Assist students with the college application process - avoid using English classes for this purpose.
- Complete other duties as identified by school administration

Middle School Counselors

Middle school counselors will:

- Assist building administrators in addressing BARK concerns.
- Utilize Blackboard Collaborate to communicate with students one-on-one and/or in small groups (when appropriate).
- Manage Applied Trades Academy student applications.
- Monitor the development and implementation of 504 plans.
- Provide regular opportunities for students to engage in SEL and provide a high level of support to students who are stressed and need regular access to a counselor.
- Continue to collaborate with mental health providers to support students on their caseloads.
- Work with building administrators and PPW/SSRT to mediate with students who are not attending virtual/face-to-face sessions
- Participate in SST, Kid Talk sessions, Team meetings and, when appropriate IEP meetings.
- Assist students with the Early College Academy application process.
- Complete other duties as identified by school administration

ELEMENTARY

CCPS Expectations for Virtual Learning

Elementary School Teachers

The following expectations will support student learning in both virtual and blended environments.

During this time of small group (3-5%) re-entry, we are providing teachers with the flexibility to teach from their classroom or teach from home. This assumes we have adequate staff to meet face to face with students. Moreover, if a teacher does not have internet access to teach remotely, they will need to report to their classrooms.

Instruction	<ul style="list-style-type: none">● Use Google Classroom as their instructional platform and follow CCPS guidelines on the use of other online resources.● Use <i>Google Classroom Specifications</i> as outlined HERE● Follow the master instructional schedules that are established by the school administration that includes ELA, Math, Science/SS to allow for scheduling of small groups or individual instruction.● Use the following <i>recommendations</i> for the timing of synchronous whole group and small group instruction. Additional learning time will be allowed for independent work. Times may vary for each <i>lesson</i> based upon teacher judgment:<ul style="list-style-type: none">○ PS-K: 10-15 minutes○ Grade 1: 15-20 minutes○ Grades 2 and 3: 15-30 minutes○ Grade 4 and 5: 25-40 minutes● Establish instructional timing and routines (reviewing objectives, setting expectations) within each content area that can be maintained whether in virtual or blended learning environments.● Record and post synchronous lessons to share in their Google Classrooms as soon as possible.● Use materials and resources provided by content coordinators and ensure appropriate pacing.● Set expectations for behavior, online communication, on-time attendance, turning in work, organization. Support students in meeting expectations; teach them how to be organized.
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	<ul style="list-style-type: none"> ● During face to face instruction, teachers will set protocols to ensure that students transport their materials/devices back and forth to school. ● Elementary specialists will create and post weekly asynchronous lessons in their google classroom. They will provide a primary and an intermediate synchronous opportunity for students every Wednesday based upon the schedule provided by the administration. They will also provide support to students as needed.
Attendance	<ul style="list-style-type: none"> ● Take attendance by class; mark students absent <u>only</u> if there is no engagement (in synchronous class, watched asynchronously, or did assignments) ● Record attendance in PowerSchool within 48 hours. ● Follow the attendance regulation found here: <ul style="list-style-type: none"> ○ JED policy link ○ JED-RA regulation link
Grading	<ul style="list-style-type: none"> ● Assess students using the Elementary Grading and Reporting protocols for the 2020-2021 school year.
Communication	<ul style="list-style-type: none"> ● Communicate with parents and guardians to share curriculum updates, student progress, and address concerns via newsletter, email, Blackboard Communicate, and/or Softphones. ● Post one Blackboard Collaborate session in the Google Classroom that is open at all times so that parents and students have a consistent place to connect. Ensure that settings allow limited interaction on this session while the teacher is offline. ● Share concerns about student progress with administrators and counselors to ensure that student needs are met. ● If possible, respond within 24 hours during the week. ● Use Language Line if needed to communicate with EL parents. ● Share student concerns with parents and administrators quickly, especially at the beginning of the year. Do not wait until interim time to seek help from parents or administrators.
Collaboration with Paraprofessionals	<ul style="list-style-type: none"> ● Collaborate with paraprofessionals to support student learning including providing accommodations, participating in small group learning, assisting struggling learners, answering student

	questions when appropriate, etc.
Special Populations	<ul style="list-style-type: none"> ● ESOL teachers and Special Educators should build electronic student folders for content teachers to utilize in order to support individual student needs. Materials include student-specific resources created for individual goals. ● Classroom Teachers will invite ESOL teachers, Special Education teachers, Related Service Providers, and Administrators to their Google Classrooms so that they can provide support to students. ● Communicate regularly with SPED and ESOL teachers; provide lesson plans in a timely manner; establish a time to meet regularly. ● Plan for when individual goal instruction aligns with daily objectives ● Provide scaffolds and supports as needed; document use of accommodations. ● Provide scaffolds and supports to English Language Learners and students with IEP's/504's on their rosters. ● Collaboration with Gifted and Talented teachers to meet the needs of students. ● GT teachers will work with students in small groups to support student needs.

Elementary School Counselors

The following expectations will support student learning in both virtual and blended environments.

Elementary School Counselors will:

- Assist building administrators in addressing BARK concerns.
- Utilize Blackboard Collaborate/Google Classroom to communicate with students one-on-one and/or in small groups (when appropriate).
- Monitor the development and implementation of 504 plans.
- Provide regular opportunities for students to engage in SEL and provide a high level of support to students who are stressed and need regular access to a counselor.
- Collaborate with Mental Health providers to support students on their caseloads.
- Work with building administrators and PPW/SSRT to mediate with students who are not attending virtual/face-to-face sessions.
- Participate in SST, Kid Talk sessions, and, when appropriate IEP meetings.

- Complete other duties as identified by school administration
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Special Educators and Related Services Providers

Special Education case managers will:

- Schedule a time to meet with each teacher/staff member to discuss the needs of the students on the caseload and provide a copy of the snapshot IEP.
- Document services in the virtual services log.
- Continue the frequency and amount of services prior to COVID-19 closure.
- Meet with IEP teams if there is a need to make revisions to the IEP in order for students to access the virtual environment.
- Collaborate with general education teachers and related service providers to schedule specially designed instruction aligned to student IEP goals. In designing a schedule, specially designed instruction related to IEP goals is the priority for special education teachers followed by opportunities for collaborative teaching, if time allows.
- Collaborate with general education teachers to outline the ways in which paraprofessionals will support instruction, executive functioning and social emotional support.'
- Maintain data collection for progress reporting and in developing IEP's.

Related Service Providers

- Frequency and amount of services prior to COVID-19 closure will resume.
- Assessments will be offered to the parent for all related services using a face to face model while adhering to social distance protocols and using appropriate PPE for the purposes of determining initial and continued eligibility.
- All Related Service Providers will provide sessions to individuals or small groups.

New Teachers

- New Teachers will participate in new teacher orientation days (virtual).
- New Teachers will participate in the learning modules to support their work with Schoology or Google Classroom and other virtual platforms.
- Mentor/Mentee communication - Wes Zimmerman, Mona Groff, and Heather Krasman will be working with new teachers. They will need to discuss their protocols for an additional support mentor person in the schools.
- It will be hard for them to feel that they are a part of the faculty and staff; therefore, Lead teachers and grade-level teachers can assist with mentorship and support.

- Content coaches should also be expected to provide support and assistance.
- Delineate a specific process for school-based administrators to follow in assigning mentors.

ADMINISTRATORS

School Administrators

- School Administrators will monitor and provide feedback to teachers about the implementation of virtual and blended learning using the processes outlined in the Teacher Observation and Evaluation Handbook.
- School Administrators will provide outreach to students and families in need of support and provide options for their unique needs.
- School Administrators will support new teachers by providing them with a site based mentor who will proactively provide support and coaching.
- Establish and maintain a safe physical and virtual environment for students, staff, and community while following CCPS protocols.
- Ongoing communication to stakeholders in the form of newsletters, emails, and social media in a timely manner.
- Support stakeholders and provide opportunities for healthy well being.
- Other duties as assigned by Leadership.

Content Coordinators

- Coordinators will provide instructional resources for teachers including: pacing guides, resources to support content delivery, assessment tools, etc.
- Coordinators will establish “naming protocols” to the extent possible
- Coordinators will provide support to new teachers to ensure their understanding of lesson delivery and content pacing.

Education Leadership Team

- The Leadership Team will develop and communicate plans for learning with all stakeholders.
- Monitor learning initiatives and communicate with local school administration.