Port Angeles School District

Remote Learning Plan for Elementary

The primary goal of this document is to provide guidance for Port Angeles educators to meet the immediate need of supporting learning outside of our normal practices. This is a guide to support teachers in implementing remote learning. We have an amazing staff in the Port Angeles School District, and we know you will find creative and effective ways to engage with our students. It is intended to bring clarity and focus to the experience of our teachers, students and families as we progress through the school closure and provide remote learning to best meet the learning needs of all learners.

Key Elements of the PASD Remote Learning Plan:

1. Use compassion, communication, and common sense while extending grace.
2. Maintain and foster positive relationships.
3. Focus on the "most" essential learning standards and keep it simple.
4. Instructional models may be a blending of non-technology and/or recorded instruction.
5. Lessons must be accessible with technology with the understanding that a non-technology component may be required for particular circumstances
6. Monitor and respond to student learning progress-academic progress will look different for each student.
7. Provide feedback to students in a variety of ways.

Guiding Principles

As educators provide instruction and student support, OSPI suggests using the following guiding principles.

Keep Students at the Center
Extend intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:
1. Plan for Student Learning: Build on each student's strengths, interests and needs and use this knowledge to positively impact learning.

2. Develop a Weekly Plan and Schedule: Offer routines and structures for consistency and to balance think time, work time and play time for health and well-being.
3. Contact Families: Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

Design Learning for Equity and Access
Plan and deliver content in multiple ways, so all students can access learning.
1. Teach Content: Set goals using knowledge of each student and Washington State Student Learning Standards https://www.k12.wa.us/student-success/learning-standards-instructional-material.
2. Deliver Flexible Instruction: Consider how to deliver content depending on tools and resources accessible to each student. Delivery of instruction may include printed learning materials and phone contact, email, technology-based instruction, or a combination to meet diverse student needs.
3. Engage Families: Families are critical partners. Communicate with families about engagement strategies to support students as they access learning. Provide translations as necessary.

Assess Student Learning
Manage and monitor student learning and plan what's next for learning.
1. Check Student Learning: Use a variety of strategies to monitor, assess, and provide feedback to students about their learning. Feedback should be specific and allow the learner to advance learning. Example, "Great job!," "Not quite there yet," does not enhance learning. Be specific and detailed.
2. Make Instructional Adjustments: Use formative assessment results to guide their reflection on effectiveness of instruction and to determine next steps for student learning.
3. Engage families: Communicate with and seek input from families about assessment results in order to inform next steps. Provide translations as necessary.

Essential Questions for Teachers

1. **What are my expectations for standards?**
   Grade level teams will collaborate to identify the most essential standards to cover for the next 10 weeks.
2. **What technology/apps/student learning platforms should we use?** Teachers should continue to use the communication platforms such as Skyward and Class Dojo. Our primary learning platform is Google Classroom.
3. **What if my students don't have devices or the internet?**
   a. Wave is offering $9.99/month with no fees to families.

    b.   Many cell phone providers are removing data caps.

    c.   Share a map of community hotspots with families.

    d.   Mobile "bus" hotspots will be implemented next week.

    e.   Families can check-out Chromebooks through principals.

    f.   All assignments must have non-technology options.

4. **What is the expected time for students to spend on their learning each day?** *The guidelines below are meant for any delivery model; printed learning materials, online programs, or a combination of both*.

    a.   These are the **MAXIMUM** times to be spent by students:
- **Pre-K:** 30 Minutes
- **Grades K-1**: 45 minutes (5-10 minute timespans)
- **Grades 2-3**: 60 minutes (10-15 minute timespans)
- **Grades 4-6**: 90 minutes (20 minute timespans)

    b.   This is **not** direct teaching minutes-it is the **cumulative** time a student spends on remote daily learning.
- After 15 minutes, strongly recommend students get up to move.

    c.   Daily learning time can include:
- Reading and reflection
- Writing
- Recorded lectures
- Handouts or packet work
- Discussion boards
- Online resources
- Content-based activities
- Project-based learning options
- Taking notes while watching educational video or movie

    d.   Specials: Music and PE
- Suggested time frames for specials should be considered part of the total cumulative learning time for all classes.
- Consideration should be given for the fraction of the school day/year this class might normally represent.
- Encouraging daily student physical activity will be critical, while also providing opportunities for meaningful activities in other electives/specials.

5. **How are students held accountable for learning?**

    a.   *In general, due dates are to be given that provide a minimum of 7 days to complete.*

    b.   *Extend grace when assigning due dates and addressing late assignments.*

    c.   *Be flexible with deadlines.*

    d.   Keep in mind that many families have limited data, internet, and/or one device which must be shared between multiple people.

      e. Provide tasks or projects that provide opportunities for students to engage meaningfully in content through different ways.

      f. Feedback to students can be shared in a variety of ways: Google classroom comments, emails, phone calls, etc.

      g. How are we coordinating our "office hours" or live interaction time with students?

          ○ **Classroom Teachers:** Tuesday and Thursday from 9-11 am and other times as needed.

          ○ **Specialists** (PE, Music, Counselors): Wednesday and Friday from 9-11 am and other times as needed.

6. **How do I collect student work?**

      a. Utilize the capabilities of the learning platforms that you are currently using with your students (Google Classroom).

      b. You may have to get creative with email, regular mail, and/or phone calls.

7. **How do I give feedback and support?**

      a. There is an expectation that we connect with students to provide feedback, support learning, and build relationships.

      b. This may take the form of phone calls, email, comments on Google Classroom, postcards home, and other means that we have employed in the past.

      c. We also can provide support through live sessions with students on Google Meet.

          ○ Although we may not provide live whole class lessons, this can still be a very powerful way to connect with students.

          ○ We know that some of you have already met with your students using this tool and we are hoping that more of you will be able to do this.

          ○ There are some very important factors to consider if you start having live sessions with students.

          ○ *The most important factor is that you must either record or have a second staff member in every live session with students.* This provides safety for you and the student.
(Guidelines for Safe Remote Learning Opportunities).

8. **How are we coordinating our "office hours" or live interaction time with students?**

      a. In order to support our students and families with their needs, each school has called out specific office hours within their building schedule.

      b. This is scheduled time so that students, parents, and teachers have a set time for meeting.

      c. This would be a time that live interactions could be set up.

          ○ Live interactions should be focused on relationship building and connections.

- New learning should be done through recordings, online activities, printed materials etc., so all students can access.
- We will continue to assess our model to see how to best support families with interactive timelines.
  d. Outreach to students and families can occur at additional times as well to provide flexibility.

Teacher Expectations

1. Consider ways to focus on relationships and connections, not just content.
2. Post established "office hours" when you are available to students and/or families. This can be through phone, email, etc.
3. Identify most essential outcomes/needs/competencies for instruction at your grade level.
4. Use the resources and curriculum already being utilized in the district and supplement with additional tools.
5. Create projects/choices that give students and families flexibility to complete the work and tap interest/motivation.
6. Continue to use platforms already in use to alleviate any confusion for parents/students whether students are completing work online or traditionally.
7. All buildings, grade levels, and content areas must include non-technology-based options.
8. Determine which students can complete work online and which need non-tech access.
9. Keep variables in mind when you plan your lessons considering students have or may have:
   a. Multiple classes
   b. Other responsibilities at home now
   c. Personal or family illness
   d. Limited access to devices and internet
10. Live activities should be focused on relationship building and connections, as well as feedback and clarification. New learning should be done through recordings, online activities, printed packets, etc.

Guidelines for Grading

Port Angeles School District Attendance Guidelines for K-8

1. OSPI is requiring that each district take attendance in a way that aligns with the district's remote learning plan.
2. Teachers will take attendance on Skyward every Friday by 1:30 p.m.
3. Students will be considered as "present" and attending if they have done any one of the following:
   a. Posted something on the Google Classroom stream
   b. Answered a daily question
   c. Engaged in Google Meet
   d. Talked on the phone with staff member
   e. Responded to email from staff member
   f. Responded to Dojo
   g. Dropped off completed work

h. Submitted assignment via Google Classroom, Dojo, or email
i. Completed work on Epic, AR, Happy Numbers, Mobymax, Legends of Learning, Ed Gems or other websites assigned by classroom teacher.

Port Angeles School District Grading Guidelines for K-8

1. Students are encouraged to complete the activities assigned by their teachers(s)
2. Teachers will provide students with weekly performance-based feedback on submitted work samples that addresses students' successes and areas needing growth.
3. School staff will attempt weekly contact with each student to provide connection and/or feedback.
4. **K-5th grade students** will receive an end of year report card which will reflect trimester two scores and teacher comments will include ideas for summer focus to help the student to be ready for the fall.
5. **6th grade students** will receive an end of year report card which will reflect trimester two scores. **7th-8th grade students** will receive an end of year report card which will reflect 3rd quarter scores. However, given the OSPI guideline that no student will receive a failing grade; any student with a failing grade will receive a "D".
6. Middle school students taking **HS credited classes** such as Honors Algebra or Washington State history will be following the PASD 9-12 grading guidelines.
7. Students will move on to the next grade, unless by mutual agreement between parents/guardian, teachers, and school administration they agree to repeat a grade level.

Guidelines for Safe Remote Learning Opportunities

These guidelines are for faculty of the Port Angeles School District to use when communicating with students using our online meeting tool: **Google Meet.**

1. **Do not require or allow students to give personal information to access technology resources.**
2. These tools are to be used in support of education and all actions will be to support students and their learning.
    a   Maintaining connections between students/families and school community.
    b   Actions will be in pursuit of powerful teaching and learning.
    c   Provide meaningful feedback on work submitted.
3. General meeting guidelines:
    a   Set a clear purpose for the meeting.
    b   Review expectations for meeting. (academic/behavior)
    c   Start the meeting with a quick check-in that allows everyone to contribute either verbally or virtually.
    d   Explain the role of the observer if present and/or recording.
    e   Allow time for students to share questions, challenges, or concerns.
4. Google Meet meetings between faculty and students must ensure no disadvantage to students and families who cannot or do not choose to engage. Therefore, options must be available for those that cannot or choose not to participate in live sessions.
5. Google Meet between faculty and students requires an equitable and open invitation for the class meeting which will be held at a predetermined time.
    a   Recordings of such sessions should be made available for future viewing

whenever possible. These recordings will only be shared within our Google domain. (gg.pasd.wednet.edu)

 b Google Meet between a single faculty member and an individual student must be recorded and/or have a second adult present to ensure safety.

 c Screen sharing is allowed for reviewing documents and for presentations.

6. *Our priority with remote learning is to protect student privacy and internet safety. When interacting with students in a Google Meets live forum you <u>must</u> choose one or both of the following.*

 a <u>Have another adult in the session</u>

  o The primary role of this second person is to be an observer. It could be a teacher, para-educator, or other staff member. Consider having the second adult moderate the meeting by monitoring the students' video and chat behavior. They can check to make sure microphones are muted. In general, they can focus on some of the technical aspects of the session so you can focus on the student learning.

  o Always authenticate people who join the meeting. When students sign in from their google account they are automatically identified, so you don't need to worry about them. If someone joins from outside, perhaps a parent, you will be asked to allow them to join. If you do, just take a moment to ask them to identify themselves and document when that person entered the meeting.

 b. <u>Record the session (this will provide an educational record for future use)</u>

Please let everyone know that you will be recording the session prior to starting and then once the recording starts remind all participants that the session is being recorded.

  ○ Recorded session is saved in your Google drive. The session does become an educational record.

  ○ During the session do not share any individually identifying information except the child's name.

Staff Video Conferencing Requirements for Google Meet

1. Stage the space where you will be videoconferencing (Google Meet) from.

2. Visible Charts, posters, or images within the camera view of the faculty member's space must be in-line with your instructional goals. Do not inadvertently share personal information.

3. Faculty members should ensure their clothing is appropriate for school.

4. Faculty members will remind students of Netiquette (dressing school appropriate, acting responsibly and respectfully in the online environment) and appropriate attire when needed.

5. Students will be able to join meetings but not create them.

6. Students may present using screen sharing.

7. Students have cameras turned off by default. They will be able to turn them on.

District Elementary Schedule (subject to change)

Daily & Meeting Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
Posted Learning Opportunities	ELA: 2 Math: 2		PE Music	Enrichment & Extension	Counselor
8:00-9:00	District Email and Class Dojo				
9:00-10:00	Planning, Prep & Assessment Google classroom assignments and comments Individual school grade level meetings	Office Hours Student Feedback Assignment Review Online class or individual meetings Parent appointment times	Individual School Grade Level Meetings District Grade Level Collaboration 10:00-11:00	Office Hours Student Feedback Assignment Review Online class or individual meetings Parent appointment times	Individual School Grade Level Meetings
10:00-11:00					
11:00-12:30	Lunch/Flex time				
12:30-3:30	Planning/Prep/ Communication and office hours as needed (Building determined)	Planning/Prep/ Communication and office hours as needed (Building determined)	Planning/Prep/ Communication and office hours as needed (Building determined)	Planning/Prep/ Communication and office hours as needed (Building determined)	Planning/Prep/ Communication and office hours as needed (Building determined)

Elementary	
Pre-K	**Daily Learning Time: 30 minutes of direct instruction** *Daily Learning time can include:* • 5-minute increments • hands-on activities between instruction imaginative play *Extra Suggestions for Extending Learning (listed in optional section)* • outdoor play • reading with family (books of their choice) • imaginative play
Grades K-1	**Daily Learning Time: 5-10-minute time spans, a total of 45 minutes** *Daily learning time can include:* • Reading • Online work • Handouts, and/or other learning activities • Social-Emotional Learning *Extra Suggestions for Extending Learning (listed in optional section)* • outdoor play • reading with family (books of their choice) • art, music, PE, etc.
Grades 2-3	**Daily Learning Time: 10-15-minute time spans, a total of 60 minutes** *Daily learning time can include:* • Reading • Online work • Handouts and/or other learning activities • Social-Emotional Learning *Extra Suggestions for Extending Learning (listed in optional section)* • outdoor play • reading with family
Grades 4-6	**Daily Learning Time: 20-minute time spans, a total of 90 minutes** *Daily learning time can include:* • Reading • Online work • Handouts and/or other learning activities • Social-Emotional Learning *Extra Suggestions for Extending Learning (listed in optional section)* • outdoor play • reading with family
Specials: Music, PE, etc.	• *Encouraging daily student physical activity will be critical, while also providing opportunities for meaningful activities in other electives/specials. Students are accustomed to daily, structured movement (such as Physical Education) as well as unstructured movement (such as recess).* • *Additionally, it has been scientifically proven that music has advantages and health benefits for children including helping to improve brain power and memory functions. It also inspires creativity, teaches patience and is a great form of expression.*

Elementary Tips

1. Focus on student progress and learning, not assignment completion and due dates.
2. Communicate with students first with the tools teachers are already utilizing and familiar with. If this is not already being done, there will be resources available for teachers to choose from. Please see the Remote Learning Resources section at the end of this document.
3. When appropriate, create learning opportunities that resemble classroom content.
4. Alternatives to technology: Grab and Go Packets - print materials, games, school supplies, books, manipulatives that mirror online work.
5. Provide opportunities for voice and choice: e.g. choice boards, book studies, journaling, creating digital and non-digital projects, address various learning styles (movement, art, music).

Social-Emotional Learning Support

1. Adults need to acknowledge that the students in their lives will watch their reactions. This is an opportunity to teach them SEL competencies such as grit, teamwork, and problem solving.
2. Counselors should provide parents with lists of outside mental health resources as needed.
3. Consistently communicate with school counselor(s) and principals regarding your "most vulnerable" students.
4. Be sure you know what your school process/plan is for referring students in need or in crisis.
5. As you conduct regular check-ins with students, if you feel like a student needs counseling services, the school counselor should be contacted, according to the plan.
6. Encourage students to identify/name how they are feeling. What do they need?
7. "Office hours'' should be established where individuals can meet with counselors, social workers and/or school psychologists on an as-needed basis.
8. Counselors maintain records of referrals, contacts and services as per their professional standards to ensure continuity and coordination of services provided to students.
9. Encourage students to make time each day to practice their own self-care & wellness. Types of self-care & wellness include:
   a. Physical: Recognizing the need for physical activity, healthy foods, and sleep.
   b. Social: Developing a sense of connection and belonging; and have a support system.

     c.   Emotional: Coping effectively with life and creating satisfying relationships.
     d.   Environmental: Enjoying good health by occupying pleasant, stimulating environments that support well-being
     e.   Financial: Satisfaction with current and future financial situations.
     f.   Intellectual: Recognizing creative abilities and finding ways to expand knowledge and skills.
     g.   Occupational: Personal satisfaction and enrichment from one's work.
     h.   Spiritual: Expanding one's sense of purpose and meaning in life.

School counselors will receive guidance from their building principals and Pam Sanford to help support the teachers and students.

Special Education

Our goal is to ensure that learning is continuing through a series of structured activities that are teacher directed, student implemented, and monitored for progress. During this period of Remote Learning, there are four (4) key priorities for special education:

1. Focus on the safety, health and welfare of our students, families, and staff.
2. Providing FAPE by delivering services to as many students as we reasonably can in the best way we know how.
3. Document your efforts in a manner that is focused, consistent, detailed and demonstrates a good faith effort to provide services.
4. Maintain compliance according to IDEA and state public safety and health guidelines.

Roles and Responsibilities in the Delivery of Services and Supports

All special education teachers and service providers will work with families to determine:

1. What is appropriate, reasonable and sustainable considering the current circumstances?
2. Are we making a good faith effort to engage families to determine FAPE? If a family declines a service, case managers/service providers should follow-up periodically to see if they want to resume services.
3. Are we ensuring access to core instruction and/or coordination of services?

Role	Ensuring Access to Core Instruction
Case Manager	❑ **Full Inclusion**- Check in with classroom teachers to ensure specially designed instruction, accommodations and modifications are embedded into weekly lessons/activities your students will access. Document all contacts, service delivery and progress weekly. ❑ **SPED Core Content** - plan and upload or deliver lessons and activities ❑ for 1-2 targeted skills per week. Document all contacts, service delivery and progress weekly.
Speech Language Pathologist, Occupational Therapist, Physical Therapist	❑ Determine method of service delivery and frequency. ❑ Collaborate with teachers of students who receive services to ensure alignment of work and delivery of services. ❑ Document all contacts, service delivery and progress weekly.
School Psychologist	❑ Collaborate with Case Managers to provide additional support, services for scholars and families as needed. ❑ Proceed with evaluations as the situation allows. Document any evaluations that are postponed.

Documentation of Services

As directed by OSPI, IEP teams must document the services and supports provided to scholars during the closure.

1. Case managers and service providers have access to the *School Closure Tracking Template* developed by OSPI in Google Drive.
2. In addition, all case managers and service providers are to maintain progress monitoring data on at least a bi-weekly basis.

IDEA Compliance

Our final priority is compliance.

1. We ask that teams make good faith efforts to comply with IDEA timelines for Annual IEPs, Re-evaluations and Initial Evaluations (remote learning days are not counted as school days at this time).
2. We continue to have limits as to our inability to conduct face-to-face meetings or evaluations.
3. The case manager/school psychologist must gain consent from the parent/guardian/adult student to proceed with a virtual meeting.

4. If, for any reason, the parent/guardian/adult student is not able to attend a virtual (telephonic, computer, etc.) meeting or declines that format, the case manager/school psychologist must complete a Prior Written Notice documenting the contact and reason.

English Language Learners

State Goals for ELL Services

1. Support students in their general education classroom learning
   a. Parent & Family student outreach *(Please let ELL support staff know if you need any help reaching families and supporting them in any of the following areas):*
      - Crucial items translated especially in the area of important facts and school & classroom structures for the remainder of the year
      - Adapting any assignments or resources for our ELL students
      - Collaborating on appropriate supports for our ELL students
2. ELL instruction
   a. Google classrooms are being set up for each grade level and some classes based on English proficiency levels, to help support students with general education learning and facilitate communication.
   b. Authentic dialogue connected to content instruction will begin once families are connected to ELL staff through Google chat.
3. Parent Google Classroom and support in multiple languages
   a. Contact ELL staff if you have any messages you would like posted here.
4. If an ELL student is struggling let ELL staff know and ELL staff can be added to your Google classroom to assist the student with assignments.

PASD Staff Guidelines for Home Visits and Material Drop-offs

If a child or family is not able to connect with staff via email, phone call, or by using other available technologies, then staff may contact the family to arrange for a home visit and/or a material drop off.

The following procedure is to be followed by ALL staff:
1. Staff will email building administrator to get approval prior to calling parent and follow up with day/time of appointment.
2. Staff will set up meeting at a student's home or other agreed upon site.
3. Encourage students to be present at meeting.
4. Staff will wear mask and gloves and encourage that student/family wear gloves and mask during the visit.
   a. If they do not have these items, then staff can give them gloves and masks.
5. Items being delivered to the student/family, will be placed in a paper bag and placed on the porch.
6. The staff will maintain a minimum distance of 6 feet from all people.
7. When visit has concluded, staff will dispose of gloves and mask in a plastic sack in their vehicle.
8. Staff will not work with a student/family or in a situation if it is dangerous, not meaningful, or unsafe. If a staff member meets with a student or family member who appears to be under the influence the staff member will:
   a. Reschedule or just leave and say," it looks like this isn't a good time to meet with you."

b. The staff member will call building administrator to share information related to the visit.
9. DO NOT attempt to intervene in current domestic violence if it occurs while at a home visit. Leave the home immediately and call 911. Call building administrator as well.
10. If, as a result of the home visit, a staff member has a concern about possible child abuse then they must contact the building administrator who will support staff member in reporting the incident following PASD procedures.
11. Staff will document in Skyward or email their building administrator (who will document under the discipline tab as a QRO) about the details of that meeting (duration, who was in attendance, what material was exchanged, and any additional pertinent information to be included).

Guidelines for Navigator Providing Transportation Services

1. The Navigator will require the following from all family members being provided transportation by vehicle:
   a. A temperature check by the Navigator.
   b. Asked a few health questions pertaining to coronavirus (cough, temperature, any respiratory issues-shortness of breath and if they have been exposed to someone who has been diagnosed).
2. If any of these symptoms are present, navigator will inform student/family of other resources available on how to access transportation **OR**, Navigator will wear goggles and a raincoat during transport to hospital/doctor appts ONLY.
3. If symptoms are not present, then transportation may be offered for other needed appointments or services (groceries, pay bills, housing, etc.)
4. Navigator can call any nurse to discuss any medical concern or clarity of expectations.
5. Navigator will also place a paper foot-mat on floor where passengers are sitting.
6. Once transport is concluded, navigator will then wipe down inside of vehicle and the outer door handles. Remove and dispose of all protective gear, wipes and paper floor covering into a plastic bag, which will be removed from the car.

This visit will be documented in Skyward under the Profile tab. In addition, the Navigator will email the school nurse if there is anything medical related, so that the nurse can document under the health tab.

Remote Learning Digital Support Resources

This resource provides links to "how-to" and "getting started" videos. This resource will be frequently updated and will be available to you on the district website and through a shared Google document located at this link:

https://sites.google.com/gg.pasd.wednet.edu/online-instruction/home

Top 6 Tools for Online Instruction

There are a lot of tools available to support online instruction. If you can use these five tools you will be well on your way to online\virtual instruction.

1. [Google Classroom](#) - Classroom helps students and teachers organize assignments, boost collaboration, and foster better communication.
2. [Google Docs, Sheets, and Slides](#) - These tools allow for the creation of documents, spreadsheets, and slide shows. Each of these document types can be shared or duplicated to create templates.
3. [Google Forms](#) - Google offers online forms for free to education users. Forms can be used to survey for information or to create online assessments.
4. [YouTube](#) - Our Google domain (gg.pasd.wednet.edu) includes access to full features of YouTube. You can create and edit videos then share them to your classes for online instruction. The district purchased a tool called "ScreenCastify" for teachers to be able to record their screens and share the video. These videos can easily be uploaded to YouTube and shared to your classroom from there. You can also create playlists and share them via classroom.
5. [Clever](#) - This is a tool we use for single-sign-on so students can access online applications used in the classroom without needing login information.
6. [ScreenCastify](#)- This is a tool for recording your computer screen. If your computer has a camera and microphone you can overlay your image as a picture in picture frame in the video. You can also narrate your actions so your audience gains a deeper understanding of the lesson. Please see the user guide here: https://help.screencastify.com/collection/128-user-guide

[Google Online Training Site:](#) Google has created great training tools to help teachers learn to use their resources within education. I highly recommend going through the level one materials. This training will give you tools you can use in the classroom and shows you how these tools fit together to create online content for use with students. The online training site (https://teachercenter.withgoogle.com/training) includes a structured set of lessons leading to a Google Certified Educator credential. Each individual tool is discussed in depth. All training is free. If you want to test for the certification there is a $10 fee for the first test.

Technology Support for Teachers and Families

We know that we are in a new learning environment which utilizes a variety of technology options. We want to do our best to support our staff, students, and families as they are managing their education from home.

Teacher Priority

1. Teachers are looking at a different way of communicating with students and are in need of support at this time to get up to speed with new ideas and applications that enable distance learning.
2. Our first priority is to get teachers the help they need to become confident with the new instructional model.
3. Supporting home equipment for teachers will have the same limitations as those described below under "Phone Support" with the exception that they will also have the ability to request a district owned PC Laptop through the help desk.

Teacher \ Technology Department Support Team

1. The technology department understands that students\families may find it difficult to access instruction online.
2. The technology department will work with the families through their contacts at their school.
3. Their first support request should be to the teacher.
4. The technology department will work directly with the teacher to resolve the issue.
5. If the technology department and teacher team cannot address the problem, the technology department will prompt the teacher to request that the family member call the technology department.
6. The family member that calls will need to be an adult.
7. After the invitation from the teacher, an adult family member will be able to call my office anytime 8-3. If they don't get someone they can leave a message.

Phone Support

1. Over the phone, we will try to troubleshoot these issues.
2. The district cannot manage personal equipment like home routers, personal cell phone, or tablets.
3. If we determine the router (home internet connection) is likely the problem we will ask families to reach out to their internet service provider for support.
4. If the device they are using is the problem we will ask the family to contact their teacher and request a district owned Chromebook for educational use.
5. The teacher can request this through their site administration.

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