## School Roles and Responsibilities

### District Office
- Create and distribute the Temporary Distance Learning Plan (BT_TDLP)
- Support faculty and students/families shifting to a distance learning environment
- Help campus administrators, teachers, other staff to implement TDLP

### Technology Department
- Define Help Desk Support Process, shared in Schoology and emailed to staff
- Provide essential technology equipment to district personnel and students
- Support all district personnel and students shifting to work from home and distance learning environments

### Principals
- Weekly 1:1 check-ins with teachers to support distance learning plans
- Monitor communication between teachers and their students
- Support faculty/students/families shifting to a distance learning environment

### Instructional Coaches
- Partners with Principals and Supervisors to determine how to effectively support teachers.
- Identify resources for high-quality distance learning experiences
- Proactively schedule check-ins with teachers to identify ways to support their design of distance learning experiences
- Facilitate virtual curricular collaboration sessions via Zoom for each program/pathway

### Teachers
- Use Schoology as primary Learning Management System (If associate school instructor, default to home school’s primary LMA or expectations).
- Collaborate with other members of your campus or pathway to design distance learning experiences for your students
- Use district curriculum and resources (e.g., Zoom, Schoology, Google, ICEV, online textbooks) to communicate and deliver content
- Make sure parents are aware which online resources your students will access. Include information on how to access the resources.
- Communicate with students/parents and provide timely feedback, daily if possible

### Special Education / Intervention Specialists
- Meet all IEP and other special education deadlines via phone/video conference as needed
- Communicate regularly with the subject or classroom teachers who teach the students on your caseload.
- Communicate regularly with students on your caseload and/or their parents
- Assist students on your caseload to chunk distance learning material.
- Document time supporting students.
- Begin preparing creative ways to provide specially designed instruction if needed.

### Special Education / Project SEARCH & LIFE
- Use daily schedule template developed by SEARCH and LIFE instructors to provide interns with a structure for their distance learning days
- Provide employment related assignments and video based instruction
- Find creative ways to provide specially designed instruction
- Communicate with all interns daily by email, and once a week by phone or other direct method
- Meet all IEP and other special education deadlines via phone/video conference as needed

### Counselors
- Serve as a liaison for communication with students/families in crisis.
- Provide resources for students/families to support them while away from school.
- Proactively reach out to students and families to check-in, build relationships and communicate progress towards graduation criteria.
- Refer students/families to secondary supports and provides contact info.
- Proactively schedule virtual group chats to maintain social relationships.


**Student Roles and Responsibilities**

- Establish daily routines for engaging in the distance learning experiences
- Identify a space in your home where you can work effectively and successfully
- Identify a space in your home where you can participate in live online learning. Sit at a table with a wall behind you, if possible. Follow the school dress code.
- Regularly monitor online platforms
- Engage in all learning with academic honesty
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Comply with school internet safety policies including expectations for online etiquette

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<td>other issues related to distance learning</td>
<td>your school principal or assistant principal</td>
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**Parent Roles and Responsibilities**

**Provide support for your children by:**

- Establishing routines and expectations
- Defining physical space for your child to study
- Monitoring communications from your child’s teachers
- Beginning and ending each day with a check-in
- Taking an active role in helping your child process his/her learning
- Establishing times for quiet and reflection
- Encouraging physical activity and/or exercise
- Remaining mindful of your child’s stress or worry
- Monitoring how much time your child is spending online
- Keeping your child social, but set rules around their social media interactions

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# General Guidelines for Distance Learning

| Feedback | • Provide timely and personalized feedback, as it is essential to student learning; this is especially important in online learning environments  
• Provide clear communication, such as where/how students should ask questions and seek clarification  
• Actively monitor your email for questions and communications from students/families, making best effort to respond in 24-48 hours. |
| --- | --- |
| Offline Work | • Avoid requiring printing.  
• All tasks must be completed on a device or uploaded.  
• Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures and/or making a video. |
| Instruction | • Teachers should be delivering instruction, not only assigning work.  
• All lessons / assignments should have an agenda, clear directions, mode of instructional delivery, production of student work, and a due date.  
• Consider scaffolding length of student assignments over time. |
| Deadlines | • Provide students ample time to complete assignments - more time than you would usually provide in class may be necessary for students.  
• Make sure that all directions for tasks are clear and detailed. |
| Online Learning Environment | • Use district supported platforms such as Schoology, Google Classroom, Zoom, online textbooks, One Drive, Google Drive, etc.  
• Provide both live instruction and recorded videos for learning opportunities as detailed by the district based on your grade level and subject area. |
| Real-Time or Live Learning | • Students have the opportunity to interact with one another and the teacher  
• Could take place via Zoom, Google Meet, Canvas or other discussion boards.  
• All video learning opportunities should be recorded and posted for students who are unable to make the live session. |
| Video Conferencing Guidelines | • Students should be in appropriate settings.  
• Maintain class etiquette  
• Be aware of your surroundings. Use headphones if necessary. |
| Student Check-In & Assessment | • Assessments as necessary to measure progress, learning and growth.  
• Assessments to be used for instructional planning.  
• Teachers should use a variety of assessments (not only quizzes / tests).  
• Reference expectations for feedback and due dates as mentioned above. |
| Office Hours | • All staff will be available to their students and parents via identified communication tools and digital platforms.  
• Staff will communicate office hours and live sessions to students / families in advance. |