School Roles & Responsibilities	
District Office	➔ Create and distribute the Remote Learning Plan. ➔ Support staff and students/families in the remote learning environment. ➔ Assist campus administrators, teachers, and other staff to implement a remote learning plan.
Technology Department	➔ Define Help Desk Support Process, shared with students and staff. ➔ Provide essential technology equipment to district personnel and students. ➔ Support all district personnel and students shifting to work from home and remote learning environments. ➔ Provide technology training
Principals	➔ Weekly 1:1 check-ins with teachers to support remote learning plans. ➔ Monitor communication between teachers and their students. ➔ Support staff/students/families shifting to a distance learning environment.
Instructional Coach	➔ Partners with Administration to determine how to effectively support teachers. ➔ Identify resources for high-quality remote learning experiences. ➔ Proactively schedule check-ins with teachers to identify ways to support their design of remote learning experiences. ➔ Facilitate virtual curricular collaboration sessions via Teams.

Academic Teachers	➔ Use Google Classroom and Blackboard as the primary platform to deliver instruction/content. ➔ Collaborate with colleagues to refine distance learning experiences for your students. ➔ Use district curriculum and resources (ex. Google, Microsoft TEAMS, ICEV, online textbooks) to communicate and deliver content. ➔ Ensure students and parents are aware which online resources will be used. Include information on how to access the resources. (Included in course syllabus and parent communication) ➔ Frequently communicate with students/parents and provide timely feedback, daily if possible. ➔ Social Studies, English, Science and Math academic courses (Periods 1-3 for Seniors and 8-10 for Juniors) will host synchronous classes (meeting virtually using TEAMS) on Tuesdays and Thursdays at the designated times on the student schedule. **Period 4, Senior Academics,** will hold synchronous classes on Wednesdays and Fridays at 8:41-9:23am. **Period 5/6th, Junior Academics,** will hold synchronous classes on Wednesdays and Fridays at 12:14pm-12:55pm. Asynchronous lessons (completed on student time) will be provided on days in which there are no synchronous lessons. "Course Support" will be done via TEAMS during these class period times. ➔ Instructors will document time supporting students during "Course Support".

School Roles & Responsibilities continued

Career Tech Instructors	➔ Use Google Classroom and Blackboard as the primary platform to deliver instruction/content (during Plan D only). ➔ Collaborate with colleagues to refine distance learning experiences for your students. ➔ Use district curriculum and resources (ex. Google, Microsoft TEAMS, ICEV, online textbooks) to communicate and deliver content. ➔ Ensure students and parents are aware which online resources will be used. Include information on how to access the resources. (Included in course syllabus and parent communication) ➔ Frequently communicate with students/parents and provide timely feedback, daily if possible. ➔ When students are remote learning on Plan B or C, synchronous learning is face to face in the classroom following the Blue/Green Calendar. Asynchronous learning will be done using the resources listed above. ➔ "Course Support" will be done via TEAMS when scheduled with the instructor from 2:30pm-3:15pm. Instructors will document time supporting students during "Course Support".

Special Education / Intervention Specialists/ VoSEs	➔ 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 the students on your caseload and/or their parents. ➔ Assist students on your caseload to chunk remote learning material. ➔ Document time supporting students. ➔ Prepare creative ways to provide specially designed instruction.
School 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 toward graduation criteria. ➔ Refer students/families to secondary supports and provide contact info. ➔ Proactively schedule virtual group chats to maintain social relationships.

Student Roles and Responsibilities
➔ Establish daily routines for engaging in the remote 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. ➔ **Attend all Synchronous class sessions when they are scheduled.** ➔ **Students that are Absent from school (In Person or Remote) will follow the same call in process that is outlined in the DACC Student Handbook, page 5.** ➔ 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.

For questions about...	Contact
a course, assignment, or resource	Relevant teacher and/or Intervention Specialist/VOSE
a technology related problem or issue	Technology Help Desk Process
a personal, academic, or social-emotional concern	your assigned counselor
other issues related to distance learning	your school principal or assistant principal

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
- ➔ **Assure that your student can attend all Synchronous class sessions.**
- ➔ **Students that are Absent from school (In Person or Remote) will follow the same call in process that is outlined in the DACC Student Handbook, page 5.**
- ➔ 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

For questions about...	Contact
a course, assignment, or resource	Relevant teacher and/or Intervention Specialist/VOSE
a technology related problem or issue	Technology Help Desk Process
a personal, academic or social-emotional concern	your assigned counselor
other issues related to distance learning	your school principal or assistant principal

General Guidelines for Remote Learning	
Attendance	➔ Attendance tracking will require multiple approaches to account for the differences between face to face learning, teacher-led remote learning (synchronous) and self-directed remote learning (asynchronous). ➔ Daily face to face interaction when students are present in the classroom (standard attendance taking practice). Students will be marked Absent when they are not physically present during scheduled times. ➔ **During synchronous lessons, <u>students are expected</u> to be in attendance, through TEAMS, during scheduled times.** Students that are not in attendance may be marked "DLA" Digital Learning Absent by their instructor. Absences should be addressed with the instructor in a timely fashion. Synchronous lessons follow the established student course schedule (Academics: **Plan C and D**; Labs: **Plan D**). ➔ **During asynchronous lessons, <u>students are expected</u> to complete and submit to their instructors, assignments or meet prior established, adequate progress on assignments by the set due date, and no later than Sunday by 11:59pm.** (Academics: **Plan B, C, D**; Labs: Plan **B, C, D**). Instructors will mark students "DLA"

	for the corresponding dates for which the assignment or progress check is assigned to. For example: Student is assigned 3 asynchronous assignments for the week (M,W, F). The student only submits the assignments for Monday and Wednesday before the deadline of Sunday at 11:59pm. The student will be marked "Present" for that Monday and Wednesday but will be marked "DLA" Absent for that Friday. ➔ Students that are Absent from school (In Person or Remote) will follow the same call in process that is outlined in the DACC Student Handbook, page 5.
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 (Asynchronous)	➔ Avoid, if possible, 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, made 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.

General Guidelines for Remote Learning continued

Online Learning Environment	➔ Use district supported platforms such as Google Classroom, Blackboard, online textbooks, 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. ➔ Delivered via Microsoft TEAMS.
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.
Course Support	➔ All staff will be available to their students and parents via identified communication tools and digital platforms. ➔ Staff will communicate Course Support and live sessions to students/families in advance.