

FCS Remote Learning Guidance

April 2, 2020



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Executive Summary

In response to the COVID- 19 outbreak, Fulton County Schools will implement Remote Learning, our strategy for learning continuity during extended periods of school closure. Remote Learning includes online/digital learning elements as well as a component for those without internet access. This document provides Remote Learning information and clarification to schools, leaders, teachers, students, and parents as we continue to support learning for all our students during this unprecedented time.

This executive summary presents essential guidance for schools as they refine existing school plans and develop new ones during the COVID-19 outbreak. The introduction and overarching recommendations provide guidance to help principals and educators grapple with the challenges of delivering remote learning to meet the needs of all students across Fulton County. Additional sections outline recommendations that are especially applicable to educators who support students in specific grade bands, English Language Learners, special education as well as guidance for setting expectations for student behavior during Remote Learning. It is imperative that students are not penalized for circumstances beyond their control.

We strongly encourage schools to follow these **Essential Instructional Guidelines**:

- Implement remote learning to account for the diversity of each community to ensure that all students have access to continuity of learning
- Select content for remote learning that is aligned to standards, relevant, and appropriate for each student
- Practice consistent communication with students, families, and staff to understand how the health emergency is impacting them
- Meticulously document the best efforts possible being made under the current emergency conditions with regard to students with Individualized Education Programs (IEPs) and Section 504 Plans

We strongly encourage schools to follow these **Essential Grading Guidelines**:

- The emphasis for schoolwork assigned, reviewed, and completed during the remote learning period is on **learning and engagement**.
- Assignments should focus on the prioritized standards
- School leaders should develop plans that reflects care for students and staff
- All students should have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period in that time frame
- A focus on keeping children emotionally and physically safe, fed, and engaged in learning should be our priority during this unprecedented time
- Teachers should develop alternate methods of assessment for non-core class course work, where appropriate, including use of video, electronic submission, etc.
- More broadly, nothing in this recommendation is intended to replace or supersede federal or state law

The documents linked below are companion documents to support the district's remote learning guidance.

From Fulton Schools

- [**COVID-19 Resource in 13 Different Languages**](#) (Source: Hesperian Health Guides)
- [**Remote Learning Information**](#)
- [**FCS Meal Program During School Closure**](#) or [**Descargar en Español**](#)
- [**Coronavirus: Information for Students, Employees and Families**](#)

From the CDC

- [**What You Need to Know about COVID-19 \(Poster\)**](#)
- [**Facts About COVID-19 \(Poster\)**](#)
- [**Children and Coronavirus Disease**](#)
- [**CDC "After Travel" Precautions**](#)
- [**How to prepare and take action for COVID-19**](#)
- [**Facts about the Coronavirus**](#)

From the Georgia DOE

- [**Coronavirus/COVID-19 and Schools**](#)

From the Georgia DPH

- [**Updated Guidelines from DPH \(3/23/20\)**](#)
- [**Gov. Kemp, Officials Confirm Two Cases of COVID-19 in Georgia**](#)
- [**DPH Preparations for Potential Spread of COVID-19**](#)

We look forward to working together to continue to improve Remote Learning. While the parameters of what is set forth in this document will not change, FCS seeks the creative input of our employees and will provide further clarification, examples of innovation and success, and suggestions during this outbreak.

As together we implement Remote Learning, we call upon everyone to remain flexible and graceful. We ask that all adults continue to model positivity, grit, critical and creative thinking, thoughtful responsiveness, and empathy to help all our students continue to grow personally and academically.

Acknowledgements

It is with deep gratitude that we acknowledge the efforts of the educators who worked collaboratively to craft these critical recommendations for their colleagues and partners.

The willingness of this group to engage in thoughtful, candid, and purposeful discourse about how to best meet the needs of all students resulted in a document that reflects the incredible diversity of our county and our unwavering commitment to do what is best for our students.

The below team of educators serve as an inspiration to all in our district. It is with heartfelt thanks that we recognize their work, experiences, and perspectives in developing recommendations that balance clear direction with the need for flexibility, grace, and understanding in this extraordinary moment in time.

Teachers

Allison Townsend: Barnwell ES
Jo Brekke: Lake Forest ES
Kiana Willis: Palmetto ES
Kathryn Turner: McNair MS
Tia Lemon: Ridgeview MS
Jordan Kohanim: Milton HS
Pamela Whitlock: Chattahoochee HS
Tim Reeder: Chattahoochee HS

Erin Schauder: Woodland ES
Kelly O'Connor: Lake Windward ES
Lindsey Walker: Esther Jackson ES
Shawn Newton: Haynes Bridge MS
Elizabeth Lake: Northview HS
Nakia Mitchell: Westlake HS
Stefan Singer: North Springs

Principals

Martin Neuhaus: Barnwell ES
Rako Morrissey: Crabapple MS
Christine Lemerond: Shakerag ES
Rebecca Perkins: Webb Bridge MS
Frankie Pollock: Creekside HS
Lauren Malekebu: Haynes Bridge MS

Keynun Campbell: Centennial HS
LaToya Miley: Sandtown MS
Lorrie Bearden: Summit Hill ES
Anthony Newbold: Global Impact Academy
Brian Downey: Northview HS

District Staff

Maribel Bell: Student Discipline
Chelsea Montgomery: Counseling and Psych Services
Ryan Moore: Strategy
Ron Maxwell: Area Executive Director
Barbara Beaverson: English to Speakers of Other Languages (ESOL)

Blake McGaha: Services for Exceptional Children
April Hardy: Advanced Studies Department
Tim Corrigan: Area Superintendent
Gyimah Whitaker: Area Superintendent

Special Acknowledgement

Amy Barger: Learning and Teaching
Kibbey Crumbley: Area Superintendent

Chris Matthews: Student Support Services
Laura Stowell: Academics

Overall Instruction Guidance

Remote Learning Norms

In 2018, the Academics Division released a set of prioritized standards for each English Language Arts, Mathematics, Science, and Social Studies course leading to graduation. The prioritized standards are the most critical standards that a student must master in order to be prepared for the next course in the sequence.

During Remote Learning, teachers should focus their instruction, assessment, and feedback to ensure that students master the prioritized standards in English Language Arts and Mathematics for Grades Pre-Kindergarten through 5 and English Language Arts, Mathematics, Science, and Social Studies for Grades 6-12.

Teachers will work regular school hours from their homes and will be responsive to students' questions sent by email. Staff email information is posted on every school's website. Students who do not have access to email should call the Remote Learning Hotline at 470-254-2300.

Digital Learning

- Digital instructional materials will be provided to parents in elementary, whereas middle and high school students will be given direct access to their materials.
- ClassLink (formerly called LaunchPad) is the online platform that students will use to access their digital instructional materials and complete their work while away from school.
- ClassLink allows students to sign on once using their FCS username and password to access everything they need for classes. The platform is loaded on all school-issued student devices and can be accessed by clicking its icon. It also can be found at <https://launchpad.classlink.com/fcs>.
- Teachers may use Microsoft TEAMS to receive completed assignments or administer class assessments. Students also can take a picture of their work and email it to their teachers.
- Teachers might employ videoconferencing via TEAMS for a lecture or classroom discussion (synchronous).
- Students enrolled in Fulton Virtual School will proceed with regular online operations and should remain in contact with their teachers.

Non-Digital Learning

- A non-digital component also is available for students who either do not have home internet, whose access is intermittent, or whose classes do not have online materials, such as PreK thru-2nd grade students or students in some special education classes. In these cases, curriculum materials are shared through printed packets that students can complete at home.
- Learning packets will be provided for elementary and middle school students.
- High school students with internet access will receive directions from their teachers for how to complete activities "offline," while using their school-issued device.

Student Engagement

During Remote Learning, we must ensure that all students continue to be engaged in their learning whether they use digital or other district resources. Just as when students are in the school building, we need to monitor and support those students who are not engaged.

- Each school will adopt a Student Nonresponsive Practice designed to support students who are not engaged in their learning
- Concerns that may impact student engagement:
 - Technology issues
 - Access to resources
 - Levels of support at home
 - Student mental health
 - Student or family sickness
 - Special education services/accommodations
 - Unknown issues (timing, etc.)

The Student Nonresponsive Practice should include the following processes:

1. Identify the following groups of students:
 - a. Students who are using non-digital learning packets
 - b. Students who are not returning work and earning an "I"
2. Offer submission alternatives for non-digital students
 - a. Submit pictures of completed work to the teacher via email
 - b. Return non-digital packets via the distribution sites
3. Log parent notification of student non-engagement
4. Parents will be notified by April 24 if a student is at risk of failure or has accumulated incompletes and deemed non-engaged.

Student Supports

During Remote Learning, we are focused on getting connected with our students and families in this new learning environment. School Social Workers are connecting with their most at-risk families to evaluate their needs and provide resources and supports. They also support food distribution sites. School Psychologists are conducting and documenting eligibility meetings. Both groups are also locating students that have not engaged in their learning.

School Plans

Each school's support team is required to submit their initial plans to the CPSW office by the end of the day on 3/31/2020. The plan includes the areas of communication, resources, and supports as well as the specifics around which support staff member is responsible for what components of the plan. The plans will be reviewed by CPSW leadership for feedback. These plans are living documents and every school can view each other's creative ideas. Teams were expected to share and get a sign off from a member of their school's administration and are available for leadership review at any time.

Resources

We update our CPSW MS TEAMS site daily with the very latest resources for food, transportation, internet, shelter, and mental health. During this time, we are heavily relying on Text4Help and GCAL for mental health supports. A significant number of our students continue to see our on-site mental health

partners through the Telehealth platform. The partners are also accepting new referrals and Medicaid has expanded to include even more mental health support online. Finally, additional resources for SEL lessons can be found in the Appendix.

How can our community help our kids?

Our School Social Workers are working diligently to connect with families and determine what they need. They are then posting the needs to Purposity. This is great way our community can help a family while practicing social distancing and remaining at home.

Assessment Norms

During Remote Learning, providing appropriate assessments of student learning is vital. Our Assessment Norms support real-time and ongoing feedback and allow teachers to effectively customize instruction for the individual student. Parents and students need to remain informed about their academic performance and any additional learning opportunities that may be available to them.

- Teachers PLCs will use the district learning maps to answer the question "How will we know students know it?" and design assessment opportunities
 - Example - constructed-response items, individual personal communications targeted to unmastered learning targets
- Students should have multiple attempts at assignments to show mastery
- Formative assessments should be low stakes
 - Example - short quizzes of 3-5 selected-response items, personal communication (e.g. learning journals), a constructed response (e.g. ticket out the door)
- Summative assessments (including final exams) should be targeted to prioritized standards and may consist solely of extended response items or a performance task
 - Example - e-portfolios, capstones, essays
- Diagnostic Testing for student placement will not be administered
- Per the GADOE's guidance, assessments aligned towards practicing for state assessments will not be administered

Course Placement

For students in Grades 5-11, placement recommendations in advanced, accelerated, honors, Advanced Placement, and International Baccalaureate courses for the next school year are made in January and reviewed again in May. Recommendation back to an on-level course in May is the exception and based on unsatisfactory performance during Semester 2. Placement in advanced or accelerated ELA and Math for students in Grades K-5 is reviewed in May for the next school year. Where possible, student placement changes should not be impacted by Remote Learning. Below is guidance related to student engagement during the Remote Learning period.

Grades K-5

Student placement in on-level, advanced, or accelerated ELA and/or Mathematics as of March 12 will remain in place for August 2021. Upon return to normal operations in August, Learning and Teaching will provide guidance for reviewing Semester 1 placements and possible adjustments.

Grades 6-8

For rising Grade 6-8 Students, teachers made placement recommendations for advanced or accelerated courses in January. Those placements should remain in place for the 2020-2021 school year. If a student receives an incomplete in the course due to lack of engagement during the remote learning period and participates in the required summer school experience, placement in an advanced or accelerated course will continue for the 2020-2021 school year. Students who do not clear the incomplete over the summer and are recommended for placement in the next grade level may be considered for the on-level version of the course. The cases should be reviewed by the instructional leadership team on a case by case basis keeping in mind the student's performance prior to the remote learning period.

Grades 9-12

For rising Grade 9-12 Students, teachers made placement recommendations for honors, Advanced Placement, or International Baccalaureate courses in January. Those placements should remain in place for the 2020-2021 school year. If a student receives an incomplete in the pre-requisite course due to lack of engagement during the remote learning period and participates in the required summer school experience, placement in the honors, Advanced Placement, or International Baccalaureate course will continue for the 2020-2021 school year. Rising Grade 9 students who do not clear the incomplete over the summer and are recommended for placement in the Grade 9 may be considered for the on-level version of the course. Rising Grade 10-12 students who do not clear the incomplete over the summer will repeat the pre-requisite course. The cases should be reviewed by the instructional leadership team on a case by case basis keeping in mind the student's performance prior to the remote learning period.

Calendar

Release Days

During Remote Learning, all SGC approved release days (known as RFF days) will be converted to Remote Learning. Remote Learning provides time for students to be away from school and teachers with time for professional learning. This will allow for learning continuity.

Teacher Workdays

Approved district teacher workdays will remain as scheduled. (Ex. April 21 is a teacher workday.) No assignments will be given to students. This will strengthen Remote Learning strategies and methods.

Student and Staff Holidays

FCS will maintain all student and staff holidays unless certain circumstances present themselves.

Overall Grading Guidance

Per GADOE guidance, limited instructional opportunities will not adversely impact students' grades. Therefore, a student's final average will be held harmless during remote learning if the student remains engaged and submits work that demonstrates mastery of the prioritized standards in English Language Arts and Mathematics for Grades Pre-Kindergarten-5 and English Language Arts, Mathematics, Science, and Social Studies for Grades 6-12.

Work submitted during Remote Learning will only count if it positively impacts a student's overall grade. Teachers are expected to provide feedback and record student work in Infinite Campus as appropriate. We strongly encourage the completion or re-submission on any assigned work.

- Teacher should use their professional judgment when assigning graded assignments. School leadership and teacher PLCs will define the general expectation of frequency of weekly graded assignments or assessments.
 - Teachers will assign work
 - Teachers will provide feedback
 - Teachers may enter scores into Infinite Campus
 - Co-teachers should closely collaborate to determine grades for students in co-taught courses
 - Per GADOE guidance, "students will be allowed to redo, resubmit, and/or retake assignments."
- If teachers enter scores into Infinite Campus:
 - The score must not negatively impact the student's March 12 overall grade.
 - Student Information will send directions for score entry.
 - Teachers CAN uncheck the box that says "Include in grade calculation" on individual assignments. This will allow the assignment score to be recorded, but it will not impact the overall grade
- An "I" will be entered in Infinite Campus for missing assignments.
 - It is imperative that teachers reach out to students after entering an "I" in Infinite Campus
 - Principals and school teams will monitor those students who receive an "I" and follow-up using the school's non-responsive practice
- **Per GADOE guidance, FCS is adopting a NO ZERO policy during Remote Learning**

Elementary School

Provided that 70 percent of Remote Learning assignments are satisfactorily completed, the 4th Quarter grades will reflect 3rd quarter averages as of March 12. If less than 70 percent of Remote Learning assignments are incomplete, an incomplete grade will be assigned on the report card, and students will be required to attend summer school for ELA and Math courses.

- 4th Quarter grade reporting will reflect the following:

S – Satisfactory
N – Needs to Improve

U – Unsatisfactory - (Summer School Grades 1-5 for either ELA or Math)
NG – No Grade
I – Incomplete

- During Remote Learning:
 - Assignment scores can be entered into Infinite Campus.
 - Scores will not count against the students' progress.
 - Scores can positively impact the student's progress towards satisfactory.
 - Student Information will send directions for score entry.
 - Incompletes will not negatively impact students receiving special education services

Middle School – Grades 6-8 (Non-High School Credit Bearing Classes)

Provided that 70 percent of remote learning assignments are satisfactorily completed, the 4th Quarter grades will reflect 3rd quarter averages as of March 12. If less than 70 percent of remote learning assignments are incomplete, an Incomplete grade will be assigned on the report card, and students would be required to attend summer school for core courses.

- Final grade reporting will reflect the following:

P – Pass
F – Fail (Summer School for ELA, Math, Science, Social Studies)
I – Incomplete (Summer School for ELA, Math, Science, Social Studies)
NG – No Grade

- During Remote Learning:

- Assignment scores can be entered into Infinite Campus.
- Scores will not count against the students' progress towards their end of semester grade
- Scores can positively impact the student's progress towards Pass (P)
- Student Information will send directions for score entry.
- For 9-week courses, student averages before March 12th do not exist. Teachers are encouraged to log assignments and utilize the final grading schema.
- Incompletes will not negatively impact students receiving special education services

High School – Grades 9-12

Per GADOE guidance, “all high school shall record and maintain numerical grades of students in all courses for which credit is given.”

- 12-week progress reports will not be posted.
- Third 6-week grades will be held harmless. Reflect students averages as of March 12.
- Students are expected to engage and submit work.

- End of semester grades will reflect both a student's mastery of content delivered before March 12 and engagement during Remote Learning.
- End of second semester grading will reflect the following:
 - A – 90 and Above
 - B – 80-89
 - C – 70-79
 - F – 69 and below (Summer School)
 - I – Incomplete (Summer School for graduation requirements)
 - NG – No grade
- Student Failing a course prior to March 12
 - Teachers will provide opportunities for students to raise their grade during Remote Learning
 - Students who make the effort and demonstrate mastery of content delivered before March 12 will have the opportunity to raise their grade to passing mark or beyond
 - Students whose grades are below a 50 on March 12, may be withdrawn from the class and enrolled into a credit recovery course if available and appropriate
- During Remote Learning:
 - Assignment scores can be entered into Infinite Campus
 - Scores can positively impact the student's progress towards their end of semester grade. (Scores will not count against the students' progress.)
 - Failure to engage with multiple marks of "I" will result in mandatory summer school
 - Parents will be notified by April 24 if a student is at risk of failure or has accumulated incompletes and deemed non-engaged.
 - Student Information will send directions for score entry.

Testing

State Accountability Exams

Per the GADOE, "All state-required testing windows including GKIDS 2.0, GAA, Georgia Milestones EOG and EOC are cancelled."

End of Pathway Assessments (EOPA)

Per GADOE guidance, "The state will not require the administration of EOPAs this school year." These exams will not be administered.

Dual Enrollment

Per University System of Georgia Effective Monday, March 16, 2020, all University System of Georgia institutions will temporarily suspend instruction for two weeks to allow time for USG institutions to test their business continuity plans and online instruction modules and for state officials to continue to assess the current situation regarding coronavirus (COVID-19) in Georgia. Instruction will resume on March 30, 2020, and further updates will be provided.

FCS Transcripts and Dual Enrollment Pass/Fail:

- Dual enrollment courses with a pass/fail grade can be listed on transcript
- Dual enrollment courses with a pass/fail grade can be set to not affect GPA or it can determine what numeric score is added to the GPA when a P is listed
- Dual enrollment courses with a pass/fail grade can be assigned credit

Advanced Placement Test

- AP Exams will be 45 minutes consisting of free response question(s). Exams will be conducted remotely and accessible on a variety of devices. Details on the schedule, process, and technical specifications will be released by College Board April 3 or later
- AP exams will focus on the 75% of course covered to date. Continued instruction on remaining 25% is expected to meet college expectations. College Board YouTube lessons will cover content for the first 6 to 7 lessons and then move into review
- There will be no fees for no-show test takers. It is not necessary to cancel any exams. College Board will provide schools with rosters of test takers. At this time, no new test registrations are permitted
- The upload date for AP Art and Design Portfolios has been extended. Advanced Studies and Fine Arts will assist school coordinators and teachers with details and concerns
- The listening and speaking portion of AP World Language Exams continues to be under review by College Board. Advanced Studies and Humanities will assist school coordinators and teachers with details and concerns

IB Exams

The May 2020 examinations, as scheduled between April 30 and May 22, for Diploma Program and Career-related Program students will no longer be held. Depending on what they registered for, the student will be awarded a Diploma or a Course Certificate which reflects their standard of work. This is based on the student's coursework and the established assessment expertise, rigor, and quality control already built into the programs.

Promotion and Retention

The instructional setting and placement of each student is the responsibility of local leadership and teachers. The final decision rests with the principal. The impact of Remote Learning should not influence a student's promotion/retention recommendation. Per GADOE guidance, students should be promoted who have demonstrated subject area competency without regard to the amount of time the student spends in the course.

Overall Guidance:

- Student performance before Remote Learning will be the driving criteria for promotion and retention
- Student performance during Remote Learning will NOT be a driving consideration for next year's placement
- The absence of state testing criteria will not be used to the detriment of a student's promotion
- GADOE guidance
 - Interviewing teachers and/or parents
 - Evaluating prior performance on formative assessments

For students in Grades 5-11, placement recommendations in advanced, accelerated, honors, Advanced Placement, and International Baccalaureate courses for the next school year are made in January and reviewed again in May. Recommendation back to an on-level course in May is the exception and based on unsatisfactory performance during Semester 2. Placement in advanced or accelerated ELA and Math for students in Grades K-5 is reviewed in May for the next school year. Where possible, student placement changes should not be impacted by Remote Learning. Below is guidance related to student engagement in the Remote Learning period.

Elementary School K-5

Student placement in on-level, advanced, or accelerated ELA and/or Mathematics as of March 12 will remain in place for August 2021. Upon return to normal operations in August, Learning and Teaching will provide guidance for reviewing Semester 1 placements and possible adjustments.

Middle School 6-8

For rising Grade 6-8 Students, teachers made placement recommendations for advanced or accelerated courses in January. Those placements should remain in place for the 2020-2021 school year. If a student receives an incomplete in the course due to lack of engagement during the remote learning period and participates in the required summer school experience, placement in an advanced or accelerated course will continue for the 2020-2021 school year. Students who do not clear the incomplete over the summer and are recommended for placement in the next grade level may be considered for the on-level version of the course. These cases should be reviewed by the instructional leadership team on a case by case basis keeping in mind the student's performance prior to the remote learning period.

High School 9-12

Senior Academic Year

To honor the contributions of our seniors, their academic year will end on Friday May 1, 2020. A schedule for producing final transcripts will be forthcoming. Students who need extra time to meet the required graduation requirements will be given time to do so by their local school administration.

Rising Grade 9-12 Students

Teachers made placement recommendations for honors, Advanced Placement, or International Baccalaureate courses in January. Those placements should remain in place for the 2020-2021 school year. If a student receives an incomplete in the pre-requisite course due to lack of engagement during the remote learning period and participates in the required summer school experience, placement in the honors, Advanced Placement, or International Baccalaureate course will continue for the 2020-2021 school year. Rising Grade 9 students who do not clear the incomplete over the summer and are recommended for placement in the Grade 9 may be considered for the on-level version of the course. Rising Grade 10-12 students who do not clear the incomplete over the summer will repeat the pre-requisite course. These cases should be reviewed by the instructional leadership team on a case by case basis keeping in mind the student's performance prior to the remote learning period.

Summer Programming

FCS is committed to the extension of virtual, blended, and face-to-face summer programming for all levels of students, based on the disruption of traditional school.

- Establishment of a work group
 - Academics
 - Talent
 - Finance
 - Operations
- Summer school is the recovery period for students with an “I” in designated classes, credit recovery, or repeating for failed classes
 - Incomplete 70%
- Two phases
 - Summer 1
 - Virtual
 - June 3 to July 15
 - Summer 2
 - Face to face and Blended
 - July 7 to July 31 (19 days)
 - Summer graduation to be held on July 31
- State Accountability Test
 - Per GADOE guidance, “there will not be a summer EOG retest window in summer 2020.”

Spring Activities

Graduations and other Class Advancements

Based on reviewing all guidance provided by the CDC and other health organizations, all contracts with external locations/venues for graduations are cancelled. The expectation is that all schools will develop a graduation plan locally.

The district will work with local leaders, student groups and **the most up-to-date federal/state department health guidance to develop two alternatives to graduation**. One alternative will be in the absence of people gatherings and another will allow for small group gatherings. The district will not extend such considerations to the scheduling of events that are outside the academic year.

Options for considerations:

- UGA/Minecraft virtual:
<https://www.fox5atlanta.com/news/ugas-graduation-goes-virtual-after-being-canceled-due-to-covid-19>
- Very Interesting white paper on virtual options with ideas:
https://www.westga.edu/~distance/oidla/fall223/waldner_mcdaniel_esteves223.html
- Troy University does - The eCelebration of Graduates. Format is set up already and would be fairly easy to put together
- Nice webpage format - <https://www.remingtoncollege.edu/graduation/#1570555719050-3ebd4788-e851>
- Possible slide format for this school - https://www.youtube.com/watch?v=B7ucW_MjVQw
- Live home visits –It would be logically very difficult, but possible. Staff from the admin team or faculty showing up at a student’s house (prearranged) in their graduation gown to give the student his/her diploma. For a student athlete is could be their head coach. For a performing arts student is could be their director. For the “fill in the blank” student it could be their... Schools could also combine this with the webpage idea above (Remington College) to include the Val/Sal speeches and other celebrations. Schools could also do Twitter live for the presentation of the diploma and use a hashtag for the school and district. Ex #FCSClassof2020
- Local graduation “parade” - Postpone graduations, with an RSVP option or a centralized location since, presumably, there might be fewer students participating. This could be offered in addition to a virtual graduation.
- Company that specializes in this issue: <http://info.marchingorder.com/home/marchingorder-virtual-ceremony-solutions/>
- Have school-based people present at a location and they live stream it. Rather than have kids march across, they feature every student's picture one at a time and maybe have a Val/Sal attend or be streamed giving a speech.
- Have a designated number of students come at a dedicated time without family members; have them line up using social distance criteria; and let them enter one by one with no live audience but live streaming each gathering/ceremony.
- Hold the entire graduation semi-virtually with Graduation participants present at a designated location. This will allow speeches and student recognitions to continue in the same manner as graduation. This can be live streamed and recorded for future viewing.

- Full-virtual prerecorded Graduation with the all speeches prerecorded in order to create a slideshow/movie with graphics and music. A link could be sent out to the entire school community for private viewing.

Prom

Based on reviewing all guidance provided by the CDC and other health organizations, all contracts with external locations/venues for proms have been cancelled.

Athletics

All spring athletic competitions are cancelled. Guidance will be ongoing to provide coaches and athletes the most up-to-date and safe protocols to follow for training.

Student Discipline

It is important to note, while students are engaging in the online learning environment, the **Student Code of Conduct & Discipline Handbook is still applicable**, and students are subject to school discipline if they violate expectations contained therein.

Online communication is different from face-to-face communication. Body language, facial cues and vocal intonations all provide immediate feedback during a live conversation and these can be missing in an online setting. It is very important for staff to understand and establish some common rules for good online etiquette and digital citizenship for our students and for one another.

Remote Learning Behavioral Expectations

During Remote Learning, students should:

- Be Respectful. If a comment or expression isn't acceptable in a face to face interaction, it isn't acceptable online
- Avoid strong language, all caps, and exclamation points
- Be careful with humor and sarcasm
- Do not allow the use of textspeak, i.e. gr8, r u, when communicating online
- Cite their sources to avoid any concern about plagiarism
- Never post or share inappropriate material (even privately)
- When in doubt about a communication, students should ask their parent or teacher for guidance

Some useful suggestions for adults:

- Encourage students to read their communication out loud before they send them
- Introduce students to emoticons/smileys. These can help students when conveying humor or sarcasm
- Model good digital behaviors when online

To learn more about digital citizenship, please visit our district's approved curriculum via the Common Sense Media parent letter at this link:

https://www.commonsensemedia.org/sites/default/files/uploads/classroom_curriculum/dig-cit-letter-parent_040116_writable.pdf

ESOL

English to Speakers of Other Languages (ESOL) is the state-funded language instruction educational program for eligible English learners (ELs) in grades K-12 in Georgia public schools. The intent is to increase both general English language proficiency and academic language proficiency in content-area subject matter.

During Remote Learning, EL students and teachers face unique challenges. The FCS ESOL program will provide specialized training and on-going support for both ESOL and mainstream teachers, school administrators, and support staff. The goal is to equip all school personnel to work effectively with English Learners using both digital and hard copy resources.

If an interpreter is needed during Remote Learning, staff should follow the same procedures as before: go to Academics in the Employee Portal and then click on Student Support Services page. The ESOL department is working remotely and will address any requests.

General Supports

- A number of district documents and materials have been translated. Schools can also share Microsoft Translator app with EL families. This will allow parents/guardians to translate school specific instructions and student assignments. If the teacher/school is having trouble with the application, please contact the ESOL department.
- Four weeks of lessons plans have been created to support teachers. If additional lessons are required, these will be added to the Employee Portal site. Teachers may access these packets at:
<https://employees.fultonschools.org/academics/landt/InstructionalTechnology/Pages/TeleSchool.aspx>

ESOL Lesson Plans

Week 1	Week 2	Week 3	Week 4
ESOL Beginner K and 1st - Week 1	ESOL Beginner K and 1st - Week 2	ESOL Beginner K and 1st - Week 3	ESOL Beginner K and 1st - Week 4
ESOL Beginner 2nd and 3rd - Week 1	ESOL Beginner 2nd and 3rd - Week 2	ESOL Beginner 2nd and 3rd - Week 3	ESOL Beginner 2nd and 3rd - Week 4
ESOL Beginner 4th and 5th - Week 1	ESOL Beginner 4th and 5th - Week 2	ESOL Beginner 4th and 5th - Week 3	ESOL Beginner 4th and 5th - Week 4
	Middle School ESOL Lessons - Week 2	Middle School ESOL Lessons - Week 3	Middle School ESOL Lessons - Week 4

Elementary/Middle School Supports

- During Remote Learning, the ESOL Department has distributed learning packets based on the above listed lessons for students who do not have internet at home and who are Newcomer/Beginners Grades K-5 and 6-8.
- Teachers in elementary grades can use the Imagine Language and Literacy Teacher Resources to find downloadable activities to print for EL students.

- Leveled readers and activities can be accessed on the Teacher Resource tab by clicking on the Beginning Books, Transition Books, and Leveled Books tiles.
- If students have internet, they should be doing the lessons provided by the ESOL teacher (K-8). ESOL packets are only for students who do not have internet at home and who are Newcomer/Beginners Grades K-5 and 6-8.

High School Supports

- Intermediate and advanced students can use the ELA general education plans or plans directly prepared by their ESOL teachers.

If schools have questions or need support, please contact:

- Barbara Beaverson, 404-630-6841
- Lisa Cole for SLC and CLC, 678-480-4277
- Sarah Boling NELC and NWLC, 470-254-1244
- Sarah Forbes, Secondary 6-12, 404-668-4677
- Wendy Newbold, ESOL Literacy Coach, 404-964-5983

Services for Exceptional Children

During Remote Learning, Services for Exceptional Children will make all efforts to ensure the provision of comparable special education services for our students. A complete guide for school level SEC staff is located in the Employee Portal and is updated regularly ([LINK](#)). However, a general set of expectations as well as a topline of the more common services provided follows.

Documentation of Services

- Effective 4/13/20, SEC staff is required to document all contacts, supports, and services provided to students who receive special education services per the guidance below.
 - All SEC Staff (except SLPs/OTs/PTs, see below) should utilize the PLP tab in Infinite Campus for this purpose. Please see the following link for directions on documenting in Infinite Campus ([LINK](#))
 - SLPs, OTs, and PTs should utilize Go Solutions (versus Infinite Campus), as this is required for Medicaid billing purposes
- Contact Blake McGaha for any concerns regarding this Documentation of Services expectation

General Expectations

- Staff should make efforts to collaborate when scheduling services in order to minimize the number of staff members contacting parents
- For services provided for academic content areas, teachers should follow district guidelines regarding frequency and duration of services for each content area (ELA, Reading, Math, Science, Social Studies). However, if teachers are unable to appropriately address IEP goals and objectives during the recommended instructional time, they may need to provide additional instructional activities and/or schedule additional virtual sessions to ensure adequate data collection
- For services that are supplemental to academic content areas, including speech, OT, PT, DHH itinerant, VI, and OI itinerant, teachers/therapists should provide services as listed in the IEP to the degree possible. In situations where services are more than 60 minutes per week, teachers/therapists should work with the parents to devise a plan to provide reasonable and comparable level of service
- Teachers and service providers should ensure implementation of accommodations and modifications per student IEPs, to the degree possible. Please access the following link for additional guidance ([LINK](#))
- Data should be collected on each IEP goal/objective a ***minimum of once per week or 50% of sessions***, whichever applies per guidance below for each staff group
- Case managers should maintain and document ongoing communication with families by making contact a minimum of once per week in addition to virtual instruction
- All special education teachers and service providers should collaborate with general education staff and school-based administrators to ensure continuity of services and access to remote learning activities
 - General education teachers who have questions regarding supports for special education students during Remote Learning should contact IST and/or Case Managers for additional support

- Students with Behavior Intervention Plans
 - Students may be displaying behaviors in the home setting during this remote period. These may be behaviors that are similar to those displayed in the school setting or they may be displaying behavior that is slightly different, given the changes they are experiencing. Please access the following link for additional guidance ([LINK](#)).
- Assistive Technology
 - Please access the following link for AT Device Deployment and guidance ([LINK](#))
 - An Assistive Technology hotline has been created to support parents with use of the devices at home. (INSERT HOTLINE NUMBER)

Special Education Teachers

- Special Education teachers (IRR and program teachers) should follow district guidelines regarding frequency and duration of services for each content area (ELA, Reading, Math, Science, Social Studies)
- Specific to IRR
 - Co-taught services should be provided virtually in the format as determined by each school (videoconferencing, pre-recorded, instructional packets, etc.). SEC has developed guidance for virtual co-teaching which can be found on the Special Education Remote Learning page under Teacher Guidance ([LINK](#))
- Goals and Objectives:
 - Additional sessions and/or activities designed to address IEP goals and objectives should be provided in order to ensure ongoing progress monitoring. This could include small group sessions designed to target common goals and objectives, additional work tasks, and/or individualized activities
- Data should be collected a minimum of once per week on IEP goals and objectives
- There may be some goals and objectives that cannot be appropriately targeted and/or observed adequately in the home setting. Examples of these include, but are not limited to, reciprocal social interaction with peers, tasks that require teacher/staff prompting, etc. In these instances, service providers should document the reason why the goal/objective cannot be targeted or observed

Itinerant Service Providers, SLPs, Related Service Providers

- Itinerant teachers (DHH, OI, TVI, community-based), SLPs, OTs, and PTs should provide services as listed in the IEP to the degree possible. In situations where services are more than 60 minutes, teachers/therapists should work with the parents to devise a plan to provide reasonable and equitable level of services
- Specific to Itinerant Teachers
 - Teachers of Record for a particular content area should follow district guidelines regarding frequency and duration of services for each content area (ELA, Reading, Math, Science, Social Studies)
- Data should be collected a minimum of 50% of sessions
- There may be some goals and objectives that cannot be appropriately targeted and/or observed adequately in the home setting. Examples of these include, but are not limited to, reciprocal social interaction with peers, tasks that require teacher/staff prompting, etc. In these instances, service providers should document the reason why the goal/objective cannot be targeted or observed

Appendix

SEL Lessons

We have curated a collection of videos for [Elementary, Middle, and High school students](#). Each video has two reflection questions or a small activity. These lessons will focus on strategies you may be able to use during this time such as keeping calm, reducing anxious feelings, and being self-aware of what is in one's control. We also included some bonus "just for fun" videos. If you find that your families are in need of something specific, please reach out to Chelsea Montgomery.

Math Discourse

Provide a math problem for students to solve. Share select responses in order of sophistication for students to see various ways to solve.

Advanced Placement Problems

Post a practice AP Exam question and have students respond, share approaches, and comment on methods used.

Morning Meeting

Provide a discussion prompt for each student to respond to.

Book Recommendations

Have students share information about the books they are reading from home.

GaDOE Resources

The [Georgia Home Classroom](#) features K-5 and 6-8, Georgia Public Broadcasting resources linked to Georgia standards for Social Studies, Math, Science, and ELA . There is also an [instructional TV schedule](#) with activities. **K-8 Fine Arts** will hopefully be released by April 6.

Each GaDOE C&I content area has also made a list of resources on their respective homepages, easily found from the main [C&I page](#).

- Social Studies Weekly - [Ideas Ready to Use](#) 10 minute Web chats
- Math - [Remote Learning Chats \(Integrated Virtual PL: Math, Computer Science, & STEM/STEAM Teachers/Leaders\)](#)
- Math Releases - [Over 1300 Curated Remote Learning Resources for K-12 Mathematics Students](#)
- DECAL - a [list to help parents/guardians with young children](#) or grandchildren at home

Flipgrid

Flipgrid is an online platform where students can record videos in response to a teacher-assigned topic. Videos can be moderated to be only visible to the teacher or can be set to allow student-to-student responses allowing for student interaction. This platform also incorporates the use of Immersive Reader so all topics can be read aloud and translated to the students' native language if needed. For more information on how to get started with Flipgrid and links to join a live training session, [visit the FCS Office 365 training site](#). Look for the Flipgrid logo.

SAFARI Montage

SAFARI Montage is the platform that is used for accessing resources for classroom instruction. These resources include video streaming, documents, weblinks, online courses, and video conferencing that are aligned with our learning standards. It includes thousands of resources from PBS, The History Channel, National Geographic, Scholastic, BCC, and other uploaded content created by FCS Teachers. Individuals can store, search, access, and share curated and created digital resources used individually or district-wide in teaching and learning from any device and any place. SAFARI Montage is integrated with Microsoft Teams and Google Classroom.

Some ways you can integrate SAFARI Montage:

1. Create your instructional videos. Upload them to SAFARI Montage. Copy links and share links with students or send them to your Microsoft Team.
2. GA Virtual Learning lessons have been uploaded. [Click here](#) for more information.
3. There is an extensive library in SAFARI Montage of **Standards-Based Learning Playlists**, which have been created for the four core subject areas. Teachers are encouraged to check there to see if there is a playlist for their current standard.
 - o Login to SAFARI Montage from ClassLink
 - o Click the **Playlists** icon
 - o Click **Search** in the top right corner
 - o Click **+** to open **District Playlists** folder. Open the Elementary, Middle, or High School folder. Then open the folders for your subject area and grade level

Want to learn more about SAFARI Montage? [Access this self-paced course.](#)

Seesaw

- Teachers can record videos, post written messages, or assign lessons for students
- Students can post work for teachers and parents to see. The work can be shared as a photo, video, written task, or link
- Teachers can leave written or verbal feedback to students in the comments

Teams

- Teachers can post assignments in Teams
- Students can turn assignments in via Teams and receive written feedback on the assignment
- Teachers can also have live online conversations with students to connect and provide verbal feedback
- Teachers will now have the capability to view student video in their Teams meetings. https://employees.fultonschools.org/oit/O365/Documents/TeamsforEducation_Quick_Guide.pdf

YouScience

YouScience is a career aptitude inventory that is available at no cost for all middle school (7th and 8th grade) and high school students. It is a great instructional resource for remote learning and can lead to powerful conversations with students and families. The login portal has been added to ClassLink and below is an informational Smore newsletter that you can send out to parents and community members. All FCS Faculty and Staff can also take YouScience at this link-

<https://www.youscience.com/request/> YouScience Smore: <https://www.smore.com/9mpfr>

Free Public Resources

Kevin Robinson and the METIs have collaborated to vet additional resources that a variety of organizations have made free as a result of school closures due to the spread of COVID-19. These resources can be located at <https://metiworld2020.weebly.com/>. This list is also linked to the internal Remote Learning page. Included on the weebly is information related to where and how teachers can choose books and broadcast read aloud.

Staff Feedback

Feedback on this statement from a few principals and teachers.

"Per GADOE guidance, limited instructional opportunities do not adversely impact students' grades. Therefore, a student's final average will be held harmless during remote learning if the student remains engaged and submits work that demonstrates mastery of the prioritized standards in English Language Arts and Mathematics for Grades Pre-Kindergarten-5 and English Language Arts, Mathematics, Science, and Social Studies for Grades 6-12.

Work submitted during Remote Learning will only count if it positively impacts a student's overall grade. Teachers are expected to provide feedback and record student work in Infinite Campus as appropriate. We strongly encourage the completion or re-submission on any assigned work."

HS Principal feedback: Understood...assuming vague purposefully. Interpreted as - grades will only be able to improve from the dates we started Remote Learning. Focus on learning and engaging kids for now. Depending on how long we are out is how and when we will assess of credit is appropriate.

MS Principal Feedback: Great plan of action! I believe this is what is best for students. As we gather data on accessibility and completion of assignments, our data reveals we continue to "miss" the mark on about 30% of our scholars. Thus, roughly 70% are accessing and completing assignments. During this time, we cannot negatively impact scholars who are not able to fully engage in Remote Learning, but we do not want to lose sight of the hard work of our teachers and the quality lessons that are currently taking place. The strategy for grading presented, allows for a balance of capturing the work, accountability and support. With 8 weeks remaining, I would say it is a perfect balance. The plan is a win-win for all!

ES Principal Feedback: That makes sense. I like that there is accountability for the work, that it's add value (not counting the same as previous work), teachers are expected to provide feedback on work, teachers track work. I wonder how to make that clearer? We've told teachers to give feedback, keep evidence of work and standards mastered and we'll determine grades later which seems to be working.

ES Principal Feedback: I know there's no easy way to do this and appreciate your thoughtfulness. My 2 cents... We disagree around equity of grades at all right now. I don't think it's right or necessary. Why do grades for elementary? We can do pass/fail instead, using the below criteria for online kids and start requiring off-line to turn in their work periodically (eliminating the 2-week after school resumes timeline). What you share below works for our online kids (although there's no way to know who's actually doing the work) but not for our offline kids (all K-2 and many 3-5).

HS Senior Teacher: For better or worse, we have largely conditioned our students and their parents to care heavily about grades. Simply put, if an assignment is not for a grade or cannot negatively impact their grade, it sends the signal that it's not important, it won't be taken seriously by students or parents, and many (most) won't do it.

HS Senior and Junior Teacher: I think this looks great and is very straightforward. I appreciate that the bullet points are open ended enough that different grade, subject, and ability levels can apply them as is appropriate to their content/level. I love the idea that students can still do work to improve their grades- my biggest concern about the idea that students would receive no grades, as in some school districts, was that students who were struggling would have no way to improve their scores.

I think you may hear the argument that the lack of a zero for assignments not completed will probably lead many students to view the work as “optional.” I don’t think those assignments being viewed as optional is a bad thing, though. I have several students who have seen a tremendous increase in the hours they are working in grocery, fast food, etc., and it would probably be a huge relief to them to know that they don’t need to prioritize writing an essay for my class over helping put food on the table for their families.

HS Junior Teacher: Personally, I would be completely fine if there were a county standard that any grade going in should not be counted toward the current average. We could then change that setting when we get back to a normal situation. However, I understand that other teachers might disagree with that.

HS Freshman and Junior Teacher: This is framed and outlined as exactly as it should be. In fact, my friend and I were chatting about this last night and we said the same thing; we had envisioned a plan just like this. She brought up a very good point in that, as teachers, we forget that some of our students are now taking care of younger siblings because their parents are essential employees. We need to lead with grace and patience.

HS Freshman Teacher: Our administration has asked teachers to provide 2 meaningful graded assignments each week. These are to be graded within 2 days of the due date so that students remain engaged with us during this extended period of digital learning. The Algebra 1 PLC at my school keeps a common gradebook, discussing which tasks will be graded at our weekly PLC meetings. Our administration has asked that we avoid (for now at least) big summative assessments. We try to assign one classwork and one homework assignment per week. The classwork assignment is typically graded for completion and involves a teacher-led session on practice problems from the week’s lesson (we are using the “Live” feature on Teams to teach). The homework assignment is graded for accuracy but allows students multiple attempts. For example, students completed a quiz this week and were able to retry it as many times as they would like. We plan to mark assignments that are not submitted on time as “missing” in Infinite Campus. This is more just to serve as a signal to students and parents that this is an assignment that needs to be completed. We will accept the assignment for full credit once it is submitted. This policy helps to address the issues of technology, access to resources, and student/family sickness. After our first quiz, our PLC engaged in a data talk as we normally would. We noted trends and created a remediation plan. This past week, we incorporated our remediation plan into our lesson as we normally would.

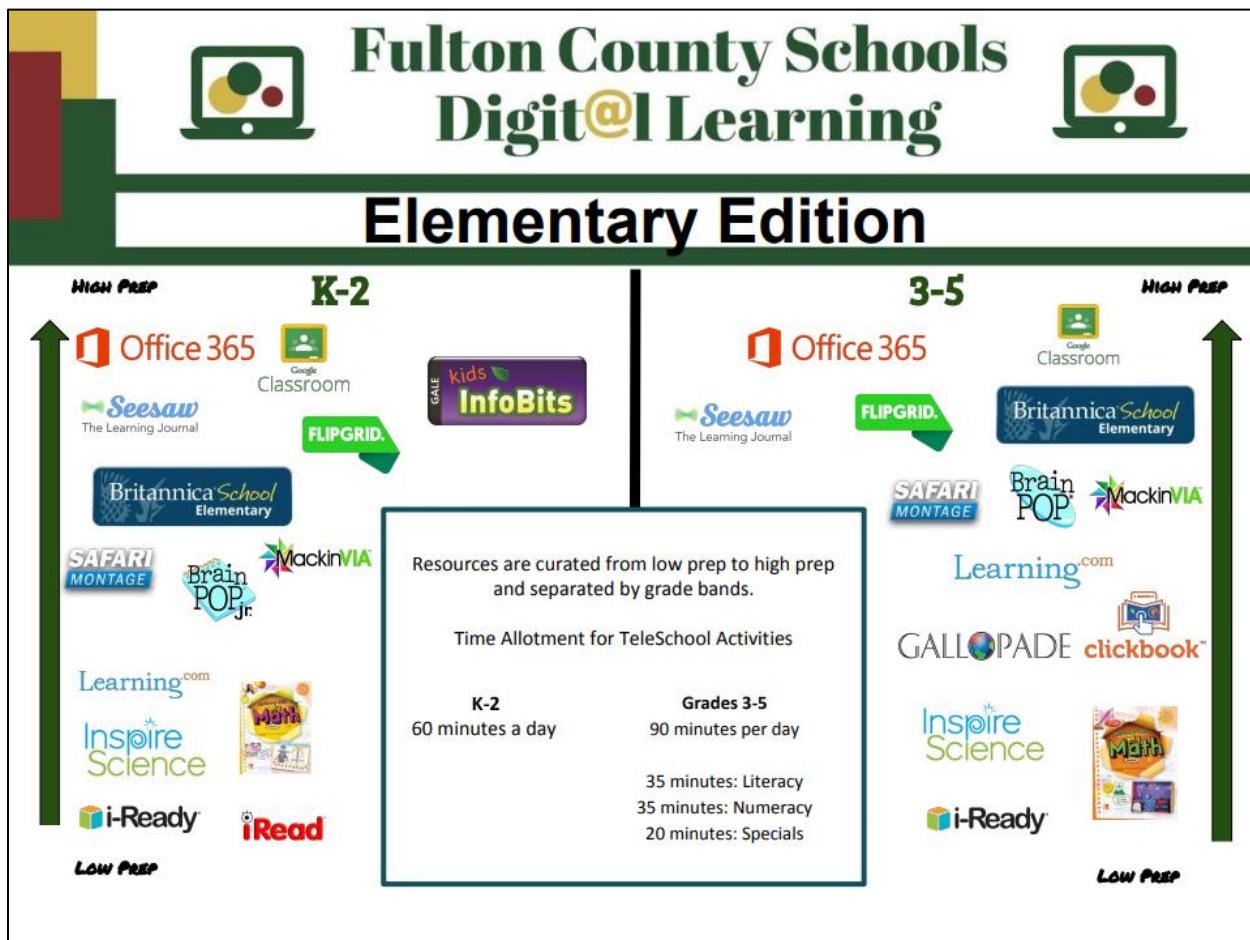
MS Teacher: I think that the letter grades are better and that the students should not be overly penalized at this time. We cannot control many things in their lives right now from their health to their home life situations. We absolutely should do our part to continue to encourage them to get online and learn, to call or email when they need assistance, to meet with us in chats, and do everything possible to prepare themselves whatever comes next. However, we must look at our own experience right now. I often spend 4-6 hours daily, after PLC time, to assist teachers with technology. There is a learning curve for everyone, and we are making mistakes and having to adjust, be patient, and try again. We are not

being penalized and we cannot penalize our students when they are not being given access to consistent quality instruction.

ES Teacher: After reviewing the information below, I see that the same concerns I had were addressed. My main concerns were the few students we had left without technology and the ones that we are struggling to reach. I know that teachers are going to want to know specific numbers. How many grades will they need to put input for each subject for each week? My personal suggestion is to allow teachers to name their fields "Week of _____ Assignment" and then allow them to look at the student's body of submitted work for the week rather than individual assignments and input one overall grade for the week. This way we are giving students more than one opportunity to show that they are working Remotely.

ES Teacher: Thanks for asking for feedback and I appreciate the hard work the county is doing to support students and teachers. I like that this message recognizes that some schools will have more difficulties with grades than others. That is talked about at our school when I have heard teachers discuss what possible grading during this time will be like. I love that there is flexibility on what we assign. I think schools will appreciate that freedom. It said grading would be minimal. I am wondering if it would be better to give a more specific range given to teachers because some teams may take that as 1-2 and others may see that as 4-5. In elementary we were not taking grades for Q4 prior to this, so we do not have grades in the infinite campus prior to starting Remote Learning. In this case there is no way these grades would impact students' current overall grade.

Elementary Remote Learning Digital Resources



Middle School Remote Learning Digital Resources



Fulton County Schools Digit@l Learning

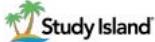


Middle School Digital Resource Options

Digital Content (lessons, articles, textbook pages, videos etc.)		Class Management System (to post files, assignments and collect/grade student work)
All subject areas   Online library     Ebooks & databases	Subject specific       	 Microsoft Teams  edmodo  Google Classroom <u>120 minutes per day</u> Mondays: English Language Arts Tuesdays: Math Wednesdays: Electives/Connections (1 hour per course) Thursdays: Science Fridays: Social Studies



High School Digital Resource Options

Digital Content (lessons, articles, textbook pages, videos etc.)	Class Management System (post files, assignments, and collect/grade student work)
All subject areas         Subject specific     Science online textbooks	   <u>120 minutes per day</u> Mondays: English Language Arts Tuesdays: Math Wednesdays: Electives/Connections (1 hour per course) Thursdays: Science Fridays: Social Studies