

DANBURY PUBLIC SCHOOLS

Alternative Day & Distance Learning Plan

*“Children are the priority.
Change is the reality.
Collaboration is the strategy.”*
~Judith Billings~



Danbury Public Schools, in partnership with families and the community, provides transformational learning experiences designed to nurture thoughtful and prepared graduates.

**March 2020
Dr. Salvatore Pascarella**

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INTRODUCTION

The Danbury public school system has always strived to fulfill its vision and mission in providing high quality educational opportunities for all students. Recent events have made the provision of those opportunities more challenging and exceptional in nature as we are all working towards finding solutions for educating our students while keeping them engaged in learning during a period of extended closure. We believe that with every challenge comes an opportunity to learn and to grow. As events have continued to unfold it has become clear that we will need to move from our initial goal of providing practice and supplemental activities to more robust opportunities for continued learning at grade level. To accomplish this the district will be moving to a Distance Learning Model and will use a variety of tools to assist us with this process.

Beginning the week of March 30th, all staff will be fully transitioned from a *practice and supplemental* student support model to full *Distance Learning*. Much of this foundational work began at the start of our initial closure on March 13th through the use of *The K12 Interactive Learning Site* and through the distribution of packet based materials. Our new Distance Learning Model will require all staff to implement and deliver instruction and learning experiences through the use of Google Classroom and other distance learning tools. In some cases, connectivity to this new platform may take time. In the interim, students should continue to access current programs for practice. In order for high quality teaching to occur, the district needs to ensure that learning occurs through direct instruction, modeling, monitoring and assessment of student progress. Further, continuity of instruction involves providing specific feedback to students and opportunities for reflection and revision. All of these are possible through the use of Google Classroom.

On Wednesday, March 25th, self paced training links for staff will be made available and will have differentiated levels of support and modules based on personal need. Additional web based training for K12 IXL Learning and K5 Learning A-Z will take place between Thursday, March 26th and Friday, March 27th, pending timely installation. In addition to the web based programs above, district instructional leaders are preparing a Google Classroom Resource for K5 teachers to use as a lesson planning resource. We will also identify staff available to support teachers who are working to move their teaching and student interaction to this environment.

The District will be able to provide Distance Learning through a blended learning model, which includes both *asynchronous* learning as well as *synchronous* learning and engagements with students. Asynchronous learning does not require teachers or students to be online at the same time to interact with posted content or assignments. This provides tremendous flexibility for all whereas synchronous learning offers real time engagement with both teacher and

student present while interacting digitally. With this shift, our first step is to get our teachers and administrators familiar with Google Classrooms and to ensure all students will be able to access learning. The execution of this work will remain fluid and responsive to any challenges as we encounter them. We will continue to adjust, refine, and reflect on the process and will continue to develop guidance in collaboration with union and administrative leadership teams as well as teachers, parents, and students. To this end, the Danbury Public Schools will transition to Distance Learning through 4 distinct implementation phases.

PHASES OF IMPLEMENTATION

	Goals	Actions
1	To increase the capacity for teachers, students, and families to connect and communicate in a digital environment.	<ul style="list-style-type: none"> ● Declare shift to Distance Learning and communicate to parents, teachers, and students. Obtain working agreements with all union leaders. ● Identify students without internet and/or device through surveys and data analysis. ● Increase parent and students connectivity to Power School Portal for updated demographic info and to obtain gmail accounts and passwords through a campaign of robocalls, letters, web postings, and support personnel outreach. ● Create a device deployment system, get district laptops and Chrome books in the hands of students in need. Ensure equity to the greatest extent possible. ● Translate all actions above in Spanish and Portuguese to the greatest extent possible. ● Provide interim academic practice and supplemental learning materials for students K-12. ● Initiate organization and Leadership of a Distance Learning Transition Team.
2	Increase teacher and administrative capacity to successfully navigate in a digital platform and use distance communication tools & interactive web based student learning programs.	<ul style="list-style-type: none"> ● Design and execute staff training on Google Classroom and Google Tools. ● Design and execute training on IXL and Learning A-Z web based learning programs. ● Provide staff time to organize and set up content in advance of beginning the shift to distance learning. ● Provide parameters for Distance Learning Expectations for Staff, Students, and Parents.

3	<p>Provide ongoing digital support and communication to teachers, parents, and students via Peer Support Team. Provide additional content and digital curriculum support for K5.</p>	<ul style="list-style-type: none"> ● Identify and organize staff capitalizing on digital expertise (Google Classroom Genius, Tech Savvy Administrators). ● Connect teachers to peer support. ● Organize and mobilize Curriculum Development Team and instructional coaches to curate grade level content in support of transition.
4	<p>Provide responsive and timely service and support to improve all aspects of transition for parents, teachers and staff.</p>	<ul style="list-style-type: none"> ● Develop surveys to determine needs and to proactively address issues as they arise. ● Review data results and communicate to stakeholders and those in designated areas of responsibility. ● Meet with union leaders every two weeks to ensure effective collaboration and communication. ● Continue to develop and communicate professional development training tools to promote continuous learning and skill acquisition for staff.

STAFF EXPECTATIONS

Certified Teacher Google Classroom Expectations For PK-12 Staff

Preschool Teachers
<p>→ Establish Google Classroom with learning links and daily activities that attend to similar activity schedules. These activities should reinforce individual students' IEP goals and objectives.</p> <ul style="list-style-type: none">◆ Share Google Classrooms with primary and secondary supervisor (Refer to Kelly Truchsess and Michele Coppotelli for specific details)
All Elementary, Middle and High School Classroom Teachers (includes Art, All Music and PE)
<p>→ Establish individual Google Classrooms for each rostered class.</p> <ul style="list-style-type: none">◆ Share Google Classrooms with Special Education teachers as co-collaborators where applicable.◆ Share Google Classrooms with primary and secondary supervisor
School Counselors
<p>→ Establish a Google Classroom for each grade level and/or group in the area of responsibility as a resource and to support students.</p> <ul style="list-style-type: none">◆ Share Google Classrooms with primary and secondary supervisor <p><i>*Refer to Kelly Truchsess for further guidance and additional questions.</i></p>
Reading/Math Intervention Teachers & Student Support Specialists (includes Read 180, Math 180, System 44)
<p>→ Establish individual Google Classrooms for each rostered or assigned class.</p> <ul style="list-style-type: none">◆ Share Google Classrooms with Special Education teachers as co-collaborators where applicable.◆ Share Google Classrooms with primary and secondary supervisor
K-12 Special Education Teachers
<p>→ All Special Education Teachers are required to establish at least one Google Classroom for your caseload (K-5) or each rostered class (6-12). You may create more Google Classrooms if it is easier to organize and provide your students access.</p> <ul style="list-style-type: none">◆ Share Google Classrooms with primary and secondary supervisor

All Special Education Teachers must check in with students/parents via phone, email or Google Hangouts (only 1:1 at this time) at least once per week and document all these check ins on your communication log.

→ Special Education Teachers will be Co-Contributors to Google Classrooms of Co-taught Classes:

- ◆ Special Education Teachers will provide the appropriate accommodations/modifications to the students in the co-taught classes.
- ◆ Special Education Teachers will be available to support instruction, assessment, and feedback provided in these co-taught classes.
- ◆ Share Google Classrooms with primary and secondary supervisor

→ Study Skills/Resource Classes:

- ◆ Special education teachers will set up a schedule of lessons related to the students' IEP goals/objectives in their Study Skills and/or Specialized Reading classes.
- ◆ Share Google Classrooms with primary and secondary supervisor

→ Self-contained and Vocational Classes:

- ◆ Special education teachers will set up a schedule of lessons for each of their self contained classes related to the students' IEP goals/objectives.
- ◆ Share Google Classrooms with primary and secondary supervisor

**Refer to Kelly Truchsess or Special Education Supervisors for any additional questions.*

PK-12 Related Services Staff - Speech Language Pathologists, School Social Workers, School Psychologists, Occupational Therapists, Physical Therapists, BCBA, AT & APE

Establish individual Google Classrooms as a school wide resource and to support the individual IEP goals/objectives of the students on your caseload.

- ◆ Share Google Classrooms with primary and secondary supervisor

**Refer to Kelly Truchsess or Special Education Supervisors for any additional questions.*

Elementary, Middle and High School Media Specialists

→ Establish individual Google Classrooms for each rostered class:

- ◆ Develop common supportive grade level content and digital scaffolds for students to be shared with all grade level teachers.
- ◆ Support teachers with digital and media based technologies.
- ◆ Share Google Classrooms with primary and secondary supervisor

K-12 English Language (EL) and Bilingual Teachers

- Establish individual Google Classrooms for each rostered class:
 - ◆ Co - Contributors to Individual Google Classroom teachers for applicable student
 - ◆ Share Google Classrooms with primary and secondary supervisor

Leadership Staff Google Classroom Expectations

Building Principals

- Establish General School Google Classroom for central messaging and collaboration.
- Establish Google Classroom for direct report communications.
 - ◆ Share Google Classrooms with primary and secondary supervisor

Assistant Principals, Athletic Directors, Supervisors, Curriculum Administrators, Dept. Heads

- Establish Google Classroom as a school or district resource for communications and collaboration in your area of responsibility.
 - ◆ Share Google Classrooms with primary and secondary supervisor
 - ◆ Share Google Classrooms with building leaders

Instructional Coaches & SIOP Coaches

- Co-Contributor of content to Department Teacher Support Google Classrooms:
 - ◆ Co-contributor to individual teacher Google Classrooms where applicable.
 - ◆ Share Google Classrooms with primary and secondary supervisor & building leaders

Support Staff Google Classroom Expectations

ESL Para Professionals & Interventionists

- Co - Contributors to Individual Google Classroom teachers for applicable students or as assigned by building principal

Student Teachers

- Co - Contributors to Individual Google Classrooms for mentor teacher
 - ◆ Not to meet with students one on one - in presence of mentor teacher only

Building Based 180 Day Substitutes

- As directed by the building principal

Tutors

- Under Review - TBD

Teaching & Communication Requirements

All Classroom Teachers with Individual Google Classrooms

Instructional Expectations:

- All lesson content must be posted and ready each day by 9am on the day that you normally see rostered students.
- Lessons must be accompanied by a simple overview of the day's learning objectives and identified focus standards for each content/course area of responsibility. Lessons are based on standards & district curricular expectations.
- Lessons should include a method to model the desired skill, where feasible. Suggestions include use of a self created video, interactive slideshow, [screen castify](#), voice over slides, web based video, or one provided through current programming. Other creative methods are welcome.
- Lessons should include opportunities to practice with district purchased web based programs IXL(K12) and Learning A-Z (K5) Similar programs may be used additionally that can be teacher monitored and have data privacy agreements. Paper based notebooks, journals, or practice pages can be used intermittently or as needed.
- Students should be assessed on learning targets flexibly using submitted assignments or through daily exit slips or use of creative tools, for example Kahoot or similar. Weekly feedback is the goal.
- Teachers need to communicate in advance with co-collaborators/Special Education teachers to meet the needs of students with IEPs and 504s.Co-planning can take place

by virtual meeting or by call once per week to allow for modification/accommodation. should begin by week 2.

- ❑ It is required that students be provided opportunities to feel connected through collaboration with the teacher and with one another at least once weekly. Google Hangout/Meet will be utilized for this. Just a note that when scheduling distance conferencing or synchronous experiences, K5 teachers should aim for early morning hours while, 6-12 teachers should schedule these during normal scheduled times (Blocks/Period) to avoid overlap and confusion.

FURTHER CLARIFICATION FOR VIRTUAL MEETINGS: IMPORTANT GUIDANCE

Classroom Teachers will use GOOGLE HANGOUT/MEETS communication tool with the following guidance:

For ALL:

- ❑ Teachers will use the greatest caution when streaming live with students. Every effort must be made to the greatest extent possible to ensure a secure environment. This means being aware of potentially inappropriate background scenery, language, music or discussions. Please stream from a secure and quiet location if possible. We recognize that households are busy and children and pets are likely present, however we ask that you just do your best. Establish norms with students for proper behavior and etiquette.
- ❑ There should be NO recordings of live streaming showing students.
- ❑ Teachers MAY record themselves teaching and students MAY submit recordings of themselves practicing.
- ❑ No unapproved virtual communication tools may be used with students without district permission.

Special Education/Related Services (PPS):

- ❑ At this time, all live streaming to provide IEP/504 services to students, must be provided in a 1:1 setting to protect the privacy and confidentiality of students.

Student Issues:

Teachers should first address any student behavior concerns regarding etiquette and social behavior. Any behaviors that extended beyond what is typically addressed by a classroom teacher, should be referred to your building administrator. As always, teachers are mandated reporters. If you see something that is reportable, you must report to the DCF Hotline and then send a copy of the 136 form to Kelly Truchsess.

Student Work Submission/Grading Expectations:

- ❑ Student work will be collected digitally to the greatest extent possible and assessed flexibly. PreK-3 students have relaxed requirements for submission.
- ❑ In grade 6-12, where there are known previously established expectations for Google Classroom assignment submission, when possible, regular grading policies will continue. More guidance will be developed related to assessment, grading, and report

cards at a later date. For now, let's just get started!

- ❑ Students will check Google Classroom assignments daily as directed. Every effort to be flexible should be considered. Students should have flexible time from the 9am posting until midnight or early next morning to submit assignments.

Communication Expectations:

- ❑ Teachers will communicate with parents and/or guardians at least once weekly at either the start or close of the week with updates and will answer email, calls and questions flexibly during school hours. Communication tools can include Class DOJO, REMIND 101 or other similar programs.
- ❑ Teachers will communicate with co-collaborators, if applicable, and report student concerns to PPS staff and school leaders where needed.
- ❑ If students are not submitting assignments: Contact the student, then follow up with parents. If this persists, contact your administration and appropriate support staff.
- ❑ Teachers will participate in scheduled school meetings or principal/dept. leader check ins bi-weekly as needed. More may be needed during the start up phase.
- ❑ All mandated reporter obligations will apply for Distance Learning

Operational and Organizational Expectations:

- ❑ Teachers will be consistent in naming and organizing assignments, documents, Google Drive folders and communications for students. Use dates and clear distinct titles to distinguish assignments.
- ❑ Teachers must maintain accurate attendance daily and enter these into PowerSchool.
- ❑ **IMPORTANT ALL TEACHERS:**

: Each day, you will post a question in Google Classroom for each class you are scheduled to see. The question will be: "**Are you present?**" The ONLY answer option you will provide is "**Yes**".

This question should be posted by 9:00 am with the DAY and DATE in each question.
Students have until 11:59 pm to respond.

It should look like this "**Monday March 30 - Are you present?**"

On the following day, check the question to see who did NOT reply.
Go into PowerSchool and mark the students who did not answer the question "ABU" for the previous day.

- ❑ To get credit for class attendance a student must check in even if they produce no work. Reach out to the student and families if a student is not checking in daily!
- ❑ Teachers will maintain a log in Power School of any phone communication with parents, students or attempts to contact. Concerns should be reported to building leaders..
- ❑ Teachers will report technical difficulties using the established chain of support (*see Technical Support Guidance*)

OTHER:

Teachers are expected to teach and engage students using grade level guidelines for their content areas within their areas of responsibility. K5 teachers should refer to the district guidelines for general instructional minutes per subject. These can be structured flexibly.

Further guidance for special education and PPS staff will be provided by Kelly Truchess, Director of Pupil Personnel & Student Services

IMPORTANT TIPS ABOUT DISTANCE LEARNING

When designing your online lessons and learning experiences, please consider the following:

- Start light on assignments until you have the majority of your class connected. Spend the first couple of days setting up your systems and norms and making students feel comfortable.
- Student to Student and Teacher to Student collaboration is essential. Finding multiple ways to help students feel connected to their class and teacher is the key to success and reduces feelings of isolation.
- Establishing norms for how students and parents should interact and work with you as collaborative partners is key.
- Posting clearly written directions, lesson focus and overview for the day's learning helps students contextualize and organize to be able to work more independently. It also allows parents to assist students with your expectations. Be clear with submission deadlines from the start.
- Timely feedback is essential to student learning - this can be oral, written, or by video.
- Clarify your expectations about how students and parents are to communicate with you.
- Regularly monitor email and digital communications and respond the same day or by the next morning.
- Schedule Office Hours where you will connect with students who may need extra help. Utilize any support staff assigned as co-collaborators. Be mindful of IEP goals/objectives, any IEP or 504 accommodations/modifications and Language Supports for EL Students.
- Avoid requiring printing. All tasks to the greatest extent possible should be completed on a device or uploaded as a picture. For example, students can take a picture of writing on paper with an iPad or cell phone. Other non-digital learning can occur through journaling, interviewing family members, reading independently, writing independently in notebooks, taking photographs or creating slideshows and videos.
- Be aware of the bandwidth of resources being used and how long it may take to download and upload files. Keep video content small. Better to have a Part 1 and Part 2 than a file that will not open. PDFs, and other universal programs work well with many computers. Use Google Folders and other Google Tools to collect student work and to provide feedback.

ROLES AND RESPONSIBILITIES BY STAKEHOLDER

District, Department and School Leaders

- Develop plans for distance learning, including supported content where available.
- Provide leadership and direction on organization, training, and support for parents, teachers, and students.
- Communicate with staff and parents on a timely basis.
- Monitor overall implementation progress and adjust using data and evidence.
- Building administrators must work relentlessly to help connect students and families to distance learning platforms (Parent Portal, Gmail/Passwords, Device Loaners).
- Participate in training, surveys, and feedback opportunities thoughtfully and constructively.

Teachers

- Be available to students and actively develop meaningful lessons.
- Follow all teaching and communication requirements stated above.
- Collaborate with colleagues and administrators to the greatest extent possible.
- Stay open minded and project positivity to students even during stressful periods.
- Participate in training, surveys, and feedback opportunities thoughtfully and constructively.

PPS and Other School Support Staff

- Maintain regular communication with families and students under care or who are being provided with direct services.
- Curate and communicate lessons and resources to support students and family well-being.
- Monitor attendance patterns and work as collaborators with classroom teachers and administration to problem solve.
- Continue to log all communication with families on Parent/Student Communication Log.
- Participate in training, surveys, and feedback opportunities thoughtfully and constructively.

Students

- **Check into each class daily or on the day/block when normally scheduled. This is very important. Your teacher will send you a daily check in communication. You must respond - "I am here".**
- Participate in learning and respond to and complete requests. Receiving credit in a distance learning environment means engagement with the assigned material.
- Communicate with your teachers regularly and ask for help when needed.
- Report technical issues to your teacher and access supports.
- Access school counselors, school psychologists, school social workers, administrators, and media staff as needed.
- Any live communication or recording must meet regular school expectations for content and language use. Students should also adhere to the regular dress code. Be mindful of backgrounds, music, or conversations that may be inappropriate. Students should not record from areas such as the bedroom or bathroom.

Parents

- Parents should continue to report student absence through the school attendance number at each school.
- Provide an environment conducive to learning (access to technology, safe and quiet space during daytime, set schedules).
- Engage in conversations on posted materials, assignments.
- Monitor time spent engaging in online and offline learning.
- Encourage attendance, as much as possible, to the regular synchronous, or real time engagements offered by each of their child's teacher/s.
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.
- Access support and assistance offered.

Secretarial Staff

- Must check the attendance line 4 times daily for messages and route messages to the appropriate person. Absences must be recorded in PowerSchool. Concerns and issues reported to the appropriate staff member and a log should be maintained for the School Principal.
- Work to assist the principal and leadership staff with all communications
- Work diligently to connect families and students to the supports and to get them connected into our system. (PowerSchool Portal, Gmail/Password, Laptop Distribution and Organization as directed)
- Other duties assigned by administrators.

CONSIDERATIONS FOR SPECIAL EDUCATION

Additional specific guidance will be set forth by Kelly Truchsess, Director of Student Services

K-12 Special Education Services

Special Education Teachers will be Co-Contributors to Google Classrooms of Co-taught Classes:

- K-5 Special Education Teachers should plan check-ins with general education teachers to occur at least weekly via email, phone call or virtual meeting to conference about students needs and how support can be provided (ex. reinforce/re-teach material or scaffold/support new learning).
- Grade 6-12 General Education Teachers will share materials in advance as much as possible so that special education teachers have time to provide appropriate accommodations/modifications. Co-planning can take place by virtual meeting or by call once per week. These planning meetings should begin by week 2.

Study Skills/Resource Classes:

- These lessons should occur at the same frequency as you are currently scheduled to see students. This schedule should be consistent and clearly communicated to students and parents.
- The duration of each lesson should correspond with the IEP. The duration of a lesson should include both direct instruction and additional practice activities for students to support their learning.
- Attendance must be maintained to track student participation in each of these classes. For grades 6-12 attendance should be taken in PowerSchool. For grades K-5, the special education teacher should maintain a separate attendance log.
- Data on student performance must continue to be maintained.

Self-contained and Vocational Classes:

- These lessons should occur at the same frequency as you are currently scheduled to see students. This schedule should be consistent and clearly communicated to students and parents.
- The duration of each lesson should correspond with the IEP. The duration of a lesson should include both direct instruction and additional practice activities for students to support their learning.
- Attendance must be maintained to track student participation in each of these classes and should be documented daily in PowerSchool.

- For students who participate in the general ed. classes for specific content areas, you must also monitor progress in those courses.
- Data on student performance must continue to be maintained.

PK-12 Related Services Staff - Speech Language Pathologists, School Social Workers, School Psychologists, Occupational Therapists, Physical Therapists, BCBA, AT & APE

For students receiving Direct Services, the related service provider must provide a lesson and resources that focus on each students' IEP goals and objectives.

- The duration of each lesson should correspond with the IEP. The duration of a lesson should include both direct instruction and additional practice activities for students to support their learning.
- Lessons can be posted to Google Classroom or can include a 1:1 video conference or phone session with a student/family. ****Note: We are awaiting further guidance on student confidentiality and at this time no video or phone group lessons can occur.**
- Take attendance for each of your sessions including student participation and the type of lesson they engaged in. These records should be maintained by the related service provider.
- Further guidance on Medicaid billing will be forthcoming. All related service providers should be current with billing through the last day we were in school (3/12/2020) no later than 4/10.
- Continue to check in with students/parents on your caseload via phone, email or Google Hangouts (only 1:1 at this time) at least once per week and document all these check ins on your communication log. Document all attempts to contact students/parents even if not successful.
- Support as requested by administration with engaging and assisting students and families during this time.
- Home visits are not permitted at this time. For students and families in crisis, please utilize 211, 911 or 'well checks' through the Danbury Police Department.

**Refer to Kelly Truchsess or Special Education Supervisors for any additional questions*

CONSIDERATIONS FOR SECOND LANGUAGE LEARNERS

Students receiving ESL/Bilingual services will continue to receive appropriate instruction in a virtual environment as with other content areas. SIOP coaches will be supporting teachers to adjust learning materials and lessons as needed. Special literacy web based supports will be available to assist with providing leveled materials with language supports.

Further, academic achievement requires having the language tools to fully participate in all aspects of classroom life. There are a variety of approaches to reaching out to English Learners. One great resource that includes various supports for English Learners and their families is the [Supporting English Learners](#) document provided by ACES. Review the tabs to find strategies, scaffolds, supports, and ways that you can communicate with families during this time.

Ensuring that English Learner families aren't left behind can be done by communicating with families via Google Voice, Hangout, or different apps that allow texting whenever possible. Consider allowing students to post completed work via alternative methods.

When planning for English Learners you may use "The Go To Strategies: Scaffolding Options for Teachers of English Language Learners" prepared by the Center for Applied Linguistics (CAL): <http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies>

And, use "cognates" to develop comprehension in English:
<https://www.colorincolorado.org/article/using-cognates-develop-comprehension-english>
<http://www.cognates.org/>

DATA PRIVACY REQUIREMENTS

As Danbury schools begin to operationalize the Distance Learning Plan, it is essential that student data privacy remains our highest priority. In accordance with the Connecticut Public Act 16-189, Danbury Public Schools must enter into written contracts with a contractor any time the board of education shares or provides access to student information, student records, or student-generated content. All [DPS approved software](#) are listed on the Data Department webpage under Data Privacy, including links to the providers' Data Privacy Policies. If a staff member wishes to use a provider that is not on the approved list, the following process must be followed to ensure data privacy requirements.

- The staff member will make a request to his or her supervisor (the building or department administrator.)
- The supervisor will approve for content and populate the Digital Resource Request spreadsheet.
- The Data Department will pursue a contract with the provider regarding student data privacy compliance.
- Once an agreement is signed, the provider will be added to the DPS Approved Software list.
- Any breaches of student data should be reported immediately to the Administrator for Data, Assessment & Research so the necessary next steps can be taken.

Parent Student Privacy Notice

To Parents and Guardians,

As you know, the Danbury Public School system moved into a Distance Learning Model. To make this Model the most effective it can be, communication with students is critical for conducting check ins, helping to build a sense of community among students who may be feeling isolated and disconnected, and to engage students in important lesson content. As educators, we believe that the use of video conferencing and other virtual communication tools are a critical component in the success of Distance Learning.

With the use of such tools comes some additional responsibilities to maintain the privacy of our students and teachers. We ask that parents and guardians review these responsibilities and agreements below with their children:

- I agree that my child and I **will not record** any portion of any lesson or conference, in order to preserve any potentially confidential information about my child's classmates or his/her teacher.
- To whatever extent possible, my child will **participate in lessons only in a private space** where no other individual is present during the period of instruction, other than a parent/guardian. I understand that the purpose of this is to prevent any third parties from obtaining any personally identifiable information about any other child, even incidentally.
- I understand that I could potentially see, hear, or be exposed to confidential and/or personally identifiable information about students other than my own child while I am supervising my own child's participation. I understand that it is

my responsibility to **respect and maintain the privacy and confidentiality** of any information I may hear about any other students. I agree to maintain the confidentiality of that information, and I agree that I will not access, use, or disclose any such confidential information to any other person.

- I understand that the District reserves the right to **end my child's participation** in a live Distance Learning session if my presence, that of my child, or any third party or activity, causes a disruption of the educational process. If a session is terminated, the district can determine alternative means to provide the learning opportunity such as exclusively using google classroom or sending work via e-mail attachments.

By your child's participation in this plan, you are agreeing to the terms and conditions as stated above and as outlined in the DPS Alternative Day and Distance Learning Plan, and you further understand that some personal information about your child *could* inadvertently be disclosed to other participants during the course of an interactive lesson. You understand that the Danbury Public Schools and Board of Education may have no control over such inadvertent, unintended disclosure, despite its best efforts, and therefore agree to waive any claims and actions against the Danbury Public Schools or Board of Education, its agents and employees, for any such disclosure, including claims brought under FERPA.

If you disagree with these terms and conditions, you must provide us **written notice** of your disagreement. You can provide us with that written notice by emailing your child's Principal or to the Director of Special Education and Pupil Services, Kelly Truchsess at truchk@danbury.k12.ct.us. If you are in disagreement, the live portion of the Distance Learning Plan will not be provided to your child and the district will work with you to determine a mutually beneficial means by which to address your child's educational needs.

TECHNICAL SUPPORT

All staff members must use the guide below to direct their questions to the appropriate support personnel. Please be clear with your request. Don't forget that many of our Google Classroom Superusers are available to answer quick questions.

Support	Items	Email	Contact				
IT	Device issues, Gmail, Google Classroom technical issues *any issue you would have contacted the helpdesk about during regular school days	helpdesk@danbury.k12.ct.us	Barb Savo, Ed Figueroa or your building techs				
Data	PowerSchool, IXL accounts, RazKids accounts, attendance, student data privacy, student enrollment /unenrollment, state reporting issues *any issue you would have contacted the data department about during regular school days.	data@danbury.k12.ct.us	Sara Dyckman, Chris Hawley, Jennifer Carey, Diana Mesa, Gina Jasmine, Kara Wanzer				
Early Childhood Center	General Support	coppom@danbury.k12.ct.us	Michelle Coppotelli Supervisor of Special Education (Principal Lead)				
Parents/Students	Signing up for PowerSchool, accessing student email	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">ace_helpdesk@danbury.k12.ct.us</td> </tr> <tr> <td style="padding: 2px;">ais_helpdesk@danbury.k12.ct.us</td> </tr> <tr> <td style="padding: 2px;">bvm_helpdesk@danbury.k12.ct.us</td> </tr> <tr> <td style="padding: 2px;">dhs_helpdesk@danbury.k12.ct.us</td> </tr> </table>	ace_helpdesk@danbury.k12.ct.us	ais_helpdesk@danbury.k12.ct.us	bvm_helpdesk@danbury.k12.ct.us	dhs_helpdesk@danbury.k12.ct.us	School level helpdesk emails are available for parents and students to submit questions. These are monitored at the
ace_helpdesk@danbury.k12.ct.us							
ais_helpdesk@danbury.k12.ct.us							
bvm_helpdesk@danbury.k12.ct.us							
dhs_helpdesk@danbury.k12.ct.us							

		eas_helpdesk@danbury.k12.ct.us end_helpdesk@danbury.k12.ct.us gps_helpdesk@danbury.k12.ct.us hay_helpdesk@danbury.k12.ct.us ksi_helpdesk@danbury.k12.ct.us ksp_helpdesk@danbury.k12.ct.us mrp_helpdesk@danbury.k12.ct.us mss_helpdesk@danbury.k12.ct.us pas_helpdesk@danbury.k12.ct.us pem_helpdesk@danbury.k12.ct.us rea_helpdesk@danbury.k12.ct.us rpm_helpdesk@danbury.k12.ct.us shr_helpdesk@danbury.k12.ct.us sss_helpdesk@danbury.k12.ct.us str_helpdesk@danbury.k12.ct.us wsm_helpdesk@danbury.k12.ct.us	building level by both principals and secretaries. Questions not able to be answered at the building level will be forward to the IT or data departments as necessary.
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STAFF AND STUDENT ABSENCE REPORTING

Staff members should continue to access the AESOP system to report absences from their duties. In addition:

- An email should be sent to the primary supervisor and separate communication to students and families. This can be accomplished through email, or the communication tool that is already in place.
- There should be a sub plan in place or simple directions on what students can do while the staff member is unable to work.
- Primary supervisors should report class attendance in PowerSchool if the staff member is unable to do so.
- Technical issues that prevent availability and accessibility should be reported to building administrators

Students must report absences through the normal school attendance line. Be sure to leave the date, name of student and grade level, along with any other important information. School secretaries will check the attendance line several times daily. Here are the attendance line phone numbers for each school.

GRADING

Danbury High School Alternative Grading End-of-Year Grading Guide

**Grade Weight Calculations Remain the Same
There will be no Honor Roll for Q4**

Grading for All Students

Danbury High School and related programs will adopt a default Distance Learning Pass/Fail system for the second semester of the 2019-2020 school year. This will be represented by either a Distance Learning Pass (DLP) or a Distance Learning Failure (DLF) for Quarter 4 and Semester 2 (S2) on student report cards and transcripts. In some cases, a Distance Learning Incomplete (DLI) may be requested. DLP and DLF grades will not be calculated in the GPA or used for class ranking.

Students will complete, submit work, and participate in online learning as required by their courses. Should there be extenuating circumstances or technical issues making classwork difficult to complete, students must discuss this with both their teacher and school counselor/administrator.

Teachers will continue to assess, grade, and provide feedback on completed work throughout the Distance Learning period. Students must be in regular communication with teachers and utilize office hours or other means to receive help if needed.

Q3 Grades: These numerical grades have been completed and are recorded in PowerSchool. The DLP and DLF grades are not options for Q3.

Q4 Grades: Students will receive a grading code of DLP, DLF or DLI. Successful course completion with a numerical grade above 64 will result in a DLP recorded on their transcript. Students in grades 9,10,11 & 12 who have missing work which would result in a failure for quarter 4, may request to be given a DLI. This will be used for students with extenuating

circumstances provided there is documentation and communication from both the student, teacher and counselor.

Students granted a DLI for incomplete work must complete all required assignments between June 15th and July 15th. Only those seniors who have satisfied graduation requirements can graduate in June. If a senior earns a DLI for a course needed for graduation, they will not graduate in June 2020. Credits can be recaptured in summer school.

In the event students do not submit missing work within the stated time period, a DLF will be assigned on the transcript for each course not completed. *No course credit will be granted.* There will be no numerical grade assigned and no effect on the GPA. If credit is needed for graduation, the course must be repeated.

Upon completion of missing work, a grade of Distance Learning Pass (DLP) will be issued and course credit will be granted. There will be no numerical grade assigned and no effect on the GPA.

NOTE: Student athletes must be aware of all NCAA and collegiate athletic participation requirements and timelines. A commitment was made from the NCAA that a Pass/Fail or Pass/Incomplete would not negatively impact our student athletes. However, it is the responsibility of the student athlete to be aware of all requirements and regulations regarding eligibility along with requirements for individual colleges for entrance. A link with more information from the NCAA can be found [here](#).

Additionally, CIAC regulations state that student athletes must still pass a minimum of 4 classes to be eligible for fall sports participation.

Additional grading option offered to students:

Students may elect to OPT IN to receive the numerical grades earned for their course work.

Students selecting to opt into the numerical system must do so for **all** courses.

Students selecting this option MUST submit a request to their teacher by June 3, 2020.

Selecting this option is irrevocable once requested. Course grades will appear on transcripts as well as affect final GPA.

- Students will receive the earned numerical value for Q4 and S2.
 - $S2 = (Q3) 50\% + (Q4) 50\%$
- GPA continues based on S2 grades with adjusted calculations.

A link to the application to request numerical grades can be found [here](#).

Danbury High School FAQ for Students

Will the DLP affect my GPA?

No. DLP, DLF, and DLI will not impact GPA.

Will the DLI stay on my transcript?

Students are expected to make up outstanding work by July 15, 2020 so that a grade can be issued. If work is not submitted then the DLI will convert to a DLF on the transcript. Students are expected to work closely with their teacher to make up outstanding work.

Can I take a DLP in some of my classes, not all?

No. Students must select to take all of their earned grades if they elect to opt out of the Distance Learning Pass/Fail system.

If I got a 50 in Q3 and a DLP in Q4, do I pass for the semester?

This depends on the average earned in Q4. Teachers can issue a DLP for the semester if the teacher has enough evidence that students have met enough of the requirements to demonstrate satisfactory mastery of the standards.

How do I request to receive all of my Q4 and S2 numerical grades?

A link to the application request can be found [here](#).

If I get a DLI and I'm a senior, can I still graduate?

Only those seniors who have satisfied graduation requirements can graduate in June. If a senior earns a DLI for a course needed for graduation, they will not graduate in June 2020. Credits can be recaptured in summer school.

If I get a Credit Only (CO) in Q3 what do I need in Q4 to pass the semester?

Averages from Q3 will be used for semester averages. Students who earn a DLP in Q4 and had a CO in Q3 can still earn credit. Teachers can issue a DLP for the semester if the teacher has enough evidence that students have met enough of the requirements to demonstrate satisfactory mastery of the standards.

Can I make up a DLF in summer school?

Yes. Please see your school counselor for more information.

Sample Grading Examples

DLP Example #1

Students who successfully complete the coursework and earn a grade above a 64 will be given a DLP for Q4.

Course	Q3	Q4	F1
BIOLOGY S2	84	DLP	DLP

DLP Example #2

Students who successfully complete the course work and earn a grade above a 64 will be given a DLP for Q4.

Course	Q3	Q4	F1
BIOLOGY S2	50	DLP	DLP

DLF Example #1

Students who do not successfully complete the coursework and do not earn a grade above a 64 will be given a DLF for Q4.

Course	Q3	Q4	F1
MODERN WORLD S2	80	DLF	DLP

DLF Example #2

Students who do not successfully complete the coursework and do not earn a grade above a 64 will be given a DLF for Q4.

Course	Q3	Q4	F1
MODERN WORLD S2	50	DLF	DLF

DLI Example

Students who do not successfully complete the coursework due to extenuating circumstances will be given a DLI. Students have until July 15, 2020 to submit missing work.

Course	Q3	Q4	F1
ENGLISH 2 S2	80	DLI	DLI

OPT IN Example

Students who successfully complete the coursework and earn a grade above a 64 and OPTS IN to receive numerical grade for Q4. Numerical grades will be factored into the student's GPA.

Course	Q3	Q4	F1
GEOMETRY S2	84	90	87

Middle School Alternative Grading End-of-Year Grading Guide

**Grade Weight Calculations Remain the Same
There will be no Honor Roll for T3**

Grading for All Students

The Danbury Middle Schools and related programs will adopt a default Distance Learning Pass/Fail system for the Third Trimester of the 2019-2020 school year. This will be represented by either a Distance Learning Pass (DLP) or a Distance Learning Failure (DLF) for Trimester 3 on student report cards and transcripts. In some cases, a Distance Learning Incomplete (DLI) may be issued. DLP and DLF grades will not be calculated in the GPA.

Students will complete, submit work, and participate in online learning as required by their courses. Should there be extenuating circumstances or technical issues making classwork difficult to complete, students must discuss this with both their teacher and school counselor/administrator.

Teachers will continue to assess, grade, and provide feedback on completed work throughout the Distance Learning period. Students must be in regular communication with teachers and utilize office hours or other means to receive help if needed.

T1 and T2 Grades: These numerical grades have been completed and are recorded in PowerSchool. The DLP and DLF grades are not options for T1 and T2.

T3 Grades: Students will receive a grading code of DLP, DLF or DLI. Successful course completion with a numerical grade above 64 will result in a DLP recorded on their transcript. Students who have missing work which would result in a failure for T3, may request to be given a DLI. This will be used for students with extenuating circumstances provided there is documentation and communication from both the student, teacher, and counselor.

➤ T1 Numeric +T2 Numeric +T3 P/F= Average of T1 and T2 Numeric Only for Final Average
Students granted a DLI for incomplete must complete all required assignments between June 15th and July 15th. In the event a student does not submit missing work within the stated time period, a DLF will be assigned on the transcript for each course not completed. There will be no

numerical grade assigned and no effect on the GPA. Upon completion of missing work, a grade of Distance Learning Pass (DLP) will be issued and reflected on the transcript. There will be no numerical grade assigned and no effect on the GPA.

Additional grading option offered to students:

This option represents an application and continuation of the current grading system using student numeric averages obtained from Trimester 1, Trimester 2, and Trimester 3 to obtain the end of year average. Students may elect to OPT IN to receive the numerical grades earned for their course work. Students selecting to opt into the numerical system must do so for **all** courses.

➤ $T1 \text{ Numeric} + T2 \text{ Numeric} + T3 \text{ Numeric} = \text{Final Average}$

Students selecting this option MUST submit a request to their teacher by June 3, 2020. Selecting this option is irrevocable once requested. Course grades will appear on transcripts as well as affect final numeric averages. **A link to the application request can be found [here.](#)**

Notes:

DLP: Issued for satisfactory completion of course objectives (above 64 numerical grade)

DLI: Issued only when the lack of completed assignments is severe enough to cause a failure of the course and there has been documentation of communication between the teacher and student. In some cases, a cumulative alternative assignment that allows a student to demonstrate sufficient mastery may be used in lieu of completing multiple assignments. This must be arranged with the teacher in advance.

DLF: Issued for unsatisfactory completion of course objectives.

K5 Elementary Level Alternative Grading End-of-Year Grading Guide

The Danbury Public Schools has adopted an alternative non-graded report card for kindergarten through grade 5. In lieu of our traditional standards based report which included a 1-4 point proficiency scale, teachers will instead capture student performance from the March 2020 to June 2020 period, in the form of a narrative report. This will be located in the comment section of the grade level report card. As there have not been adequate methods to fully assess student progress in all areas, the grading fields will contain an “N/A” or not assessed for all content areas.

The narrative report will provide overall comments on the performance of the student and engagement levels in the Distance Learning environment. Additionally, there will be suggested areas for improvement and practice with grade level numeracy and literacy skills.

All K5 students will be asked to use the [K12 Interactive Learning Website](#) found on the [Danbury Public School webpage](#) for grade-level summer practice. This will be critical to assist with mitigating any learning loss that has occurred as a result of the recent disruption.

Lastly, the narrative report will also contain important information that will indicate if your child is expected to attend summer school.

All students should follow their Grade Level Guidelines over the summer and complete the learning log found on the K12 Interactive Learning Website.

STAFF AND STUDENT ABSENCE REPORTING

Staff members should continue to access the AESOP system to report absences from their duties. In addition:

- An email should be sent to the primary supervisor and separate communication to students and families. This can be accomplished through email, or the communication tool that is already in place.
- There should be a sub plan in place or simple directions on what students can do while the staff member is unable to work.
- Primary supervisors should report class attendance in PowerSchool if the staff member is unable to do so.
- Technical issues that prevent availability and accessibility should be reported to building administrators

Students must report absences through the normal school attendance line. Be sure to leave the date, name of student and grade level, along with any other important information. School secretaries will check the attendance line several times daily. Here are the attendance line phone numbers for each school.

Name of School	Attendance Line
Alternative Center	(203)797-4762
AIS Magnet	(203)778-7466
Broadview Middle School	(203)797- 4874
Danbury High School	(203)790-2893 or (203)790-2864
Ellsworth Avenue School	(203) 797-4741
Great Plain School	(203)797- 4891
Hayestown School	(203)797- 4739
King Street Intermediate	(203)797- 4760
King Street Primary School	(203)797- 4805
Mill Ridge Primary School	(203)797- 4781
Morris Street School	(203)790-2859
Morris Street School	(203)790-2859

Park Avenue School	(203)797- 4834
Pembroke School	(203)797- 4820
Rogers Park Middle School	(203)797- 4879
Shelter Rock School	(203)797-4785
South Street School	(203)790-2867
Stadley Rough School	(203)790-2819
Westside Academy Middle School	(475)329-6688

[PROFESSIONAL TRAINING LINKS AND RESOURCES](#)

[SUPPORT LINKS FOR PARENTS & STUDENTS CLICK HERE](#)

STAFF LOGS - IMPORTANT

All GOOGLE CLASSROOM CODES MUST BE RECORDED [HERE](#) VIA GOOGLE FORM