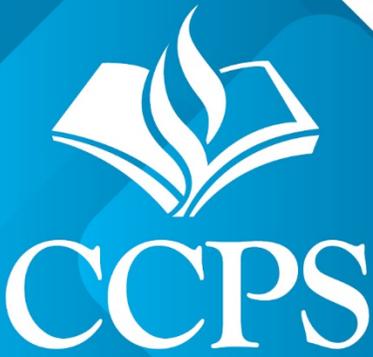


Updated
April 29, 2020



Collier County Public Schools

Collier County Public Schools

eLEARNNS

TEACHER GUIDELINES AND HANDBOOK

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INTRODUCTION

Collier County Public Schools is committed to supporting students in continuous learning through virtual/online opportunities. Please know our priority is to keep you and our students safe and healthy while continuing to maintain our strong focus on student learning. We know you have been hard at work preparing for eLearning. Our Canvas Learning Management System and TEAMS are powerful tools that support collaborative planning and facilitate virtual instruction. This handbook will help guide you through the eLearns process. Thank you for your continued dedication to the academic success of our students.

This handbook will be updated regularly as our eLearns systems are refined and improved.

HUMAN RESOURCES

PROFESSIONAL GUIDELINES FOR eLEARNNS

1. Our priority is the health and safety of our students and our employees. Please continue to take care of yourself.
2. During the eLearns period, all school staff will continue to be paid their salary on the same timeline.
3. During the eLearns period, school-based personnel may need to come to work for a brief period for support or materials. Schools are on a summer cleaning schedule and custodians will not clean occupied rooms during the school day. Take necessary precautions and follow Centers for Disease Control (CDC) guidelines.
4. It is extremely important to maintain a high standard of professionalism during this period of eLearns. This includes the following:
 - Being present and available via phone and digitally to parents and students
 - Maintaining a professional demeanor online (whether working from home or school), both on screen, in conversations, and in written communications
 - Providing meaningful work and feedback to advance student learning
5. To take leave because you will not be able to work on any given day, submit your leave request to your office manager and Principal via email. Therefore, do not use the AESOP system.
6. Employees working from home must access their school voice mail once a day and return any phone calls. Please follow the steps below in order to retrieve messages:
 - Call 239-377-0004
 - Enter your extension
 - Enter your PIN
7. If any teacher takes a day of leave or is unable to work during specified hours, it is the teacher's responsibility to see that the students, parents, and administration are notified in a timely manner, and that learning tasks are prepared and posted for students and parents.
8. Use your district email for all email correspondence. Do not use your personal email. Remember that all communication is considered a public record.
9. Tech support is available. The Employee Technology Help Desk is available Monday through Friday from 8:00 AM to 3:30 PM by phone (239-377-0445). If you have a question, please reach out and ask. Please be patient, particularly as this initiative is

rolled out. We know that there will be many questions in the beginning, and we want to provide everyone with the support they need.

10. Teachers must be on duty a minimum of 7.5 hours a day which includes a 35-minute duty free lunch and a 50-minute planning period.
11. Teachers must attend required faculty meetings via technology as needed. Provisions will be made to adhere to social distancing protocols.
12. Under the circumstances of the medical and health emergency orders in place, teachers and staff are not to deliver educational materials or visit the homes of students and their families until further notice. In the event of an emergency situation in which you have been contacted by a student or family member, contact your principal for guidance.

ONLINE PROFESSIONALISM

As professionals, students and parents will look to you to model appropriate behaviors in an online setting. Consider the guidelines below as you move to a virtual instruction platform:

- Maintain separate sites for personal and professional use. Do not use personal email addresses, websites, or social media sites for online teaching or communication.
- Dress appropriately when appearing in video streaming. Teachers should model “business as usual.”
- Be cognizant of background noises during phone and streaming conversations. This is especially true when working from home. Background sounds from pets, television, and conversations from others in the household can be distracting in an online setting. Find a quiet place when meeting or delivering content online.
- Prior to appearing online, make sure you blur your background or are in a professional setting. This includes removing food and drink from your workstation and ensuring inappropriate items are out of the view of the computer’s camera when meeting online. Be cognizant of what your audience can see.
- Make sure all links, streamed activities and online content is completely vetted and appropriate prior to sharing with students.

EMPLOYEE ABSENCES

Employees will need to submit a leave request via email to the office manager and principal. In the event of a teacher absence, the teacher should post student assignments prior to their absence. This will allow students to continue working during the time away. In an emergency situation, teachers should notify their principal in order to make arrangements for ongoing learning during their absence.

PROFESSIONAL LEARNING COLLABORATION

Every effort will be made to provide opportunities for virtual collaboration. Those opportunities will be posted and shared with teachers at www.collierschools.com/prolearning.

EMAIL

Teachers are responsible for checking their email daily. As a professional courtesy, please respond to emails in a timely manner. In addition, many students rely on the message center in Teams. All teachers need to ensure they answer messages within 24 hours.

EVALUATIONS

At this time, we have not been provided guidance from the state regarding teacher evaluations and more specifically, performance pay calculations. This is subject to negotiation with Collier County Education Association (CCEA). Once a process has been established, the information will be communicated to each employee group.

CHILD ABUSE LAW

There are times that a student will confide information in a virtual setting that they may not be comfortable to share in person. All employees who suspect that a student has been abused are still required by law to report their suspicions.

ALL suspicions MUST be reported by calling 1-800-962-2873. You can report online at www.reportabuse.dcf.state.fl.us For further information, contact the principal.

ACCEPTABLE USE POLICY AND CODE OF CONDUCT

As a reminder, each employee signed the *Acceptable Use Agreement* prior to being issued an online account and all employees are expected to adhere to the criteria outlined in Policy 7540.04. The full version of that policy can be reviewed online at <https://go.boarddocs.com/fl/collier/pl/Board.nsf/Public?open&id=policies>

CURRICULUM AND INSTRUCTION

Online classrooms, just like physical classrooms, should be current, up to date, and focused for the learning of the week. Email and grading should be responded to in a professional manner. Equipment should be treated with respect and any problems should be reported immediately.

PLANNING FOR INSTRUCTION

LESSON PLANNING - GENERAL

Lesson plans will be used for accountability and documentation of student engagement in meaningful, standards-aligned instruction. A simple lesson plan format (Appendix 1) has been developed and distributed for use in documenting weekly instruction.

Teacher		Course		Date	
Instructional Objectives	Classroom	Instructional Objectives	Classroom	Instructional Objectives	Classroom
Instructional Activities	Classroom	Instructional Activities	Classroom	Instructional Activities	Classroom
Formative Assessments	Classroom	Formative Assessments	Classroom	Formative Assessments	Classroom
Summative Assessments	Classroom	Summative Assessments	Classroom	Summative Assessments	Classroom

Expectations

- Lesson plans for the week are to be posted in TEAMS by 2:00 PM each Monday
- All content needed for daily instruction needs to be ready for student access in Canvas by 8:30 AM each Monday

Planning for High Quality eLearning

- Rigorous, standards-aligned tasks, assignments and assessments
- Utilization of the CCPS Curriculum Guides and high-quality instructional materials, including district-provided textbooks, online resources such as iReady, ALEKS, Read 180, etc., as well as other virtual resources from the list provided by content coordinators.
Please do not assign use of resources students may not have (ex: poster board)
- Regular feedback based on formative and summative assessments (see [Assessments](#) and [Communication](#) for details)
- Entry of grades in Focus gradebook for Quarter 4 (see [Grade Reporting](#) for details)
- Weekly entry of attendance in Focus (see [Student Attendance](#) for details)
- Additional information will be shared with administrators and teachers as necessary.

Daily Student Learning Time by Grade Level

Subject	Grades	Duration	Notes
CORE: English Language Arts, Math, Science, Social Studies	K-2	30 minutes	All assignments are flexible, so students may choose to complete activities for a particular area in one or two days, instead of working on the assignment daily.
	3-5	45 minutes	
	6-12	45 minutes	
Related Arts, Electives, Advanced Courses	K-2	10 minutes	For elementary students, the duration of Related Arts (Art, Music, Instructional Resource-IR, and Physical Education-PE) is approximately 10 minutes each per day ¹ .
	3-5	10 minutes	
	6-12	30 minutes	
TOTAL AVERAGE DAILY LEARNING TIME	K-2	3 hours	TOTAL AVERAGE DAILY LEARNING TIME includes academic content, related arts activities, and social emotional learning activities.
	3-5	4 hours	
	6-12	4 ½ hours	

LESSON PLANNING - NON-CLASSROOM PROFESSIONALS AND STUDENT SUPPORT STAFF

In the virtual learning environment, all adults support instruction in a variety of ways. Responsibilities for school-based instructional support personnel are listed in Appendix 2: *Non-Classroom Professionals and Student Support Staff Virtual Responsibilities*.

All non-classroom professional and student support staff will document their work using the Outlook daily calendar. (Appendix 3)

LESSON PLANNING - EXCEPTIONAL STUDENT EDUCATION (ESE) CASE MANAGERS

To support the differentiated needs of ESE students, all case managers (inclusion and resource teachers) will plan specific strategies to support students in collaboration with the classroom teacher. Case managers will document their specific student support on the Lesson Planning Document for Inclusion and Resource Teachers/Tutors. The week's lesson plan should be uploaded into TEAMS by 8:30 AM each Monday. (Appendix 1)

LESSON PLANNING - EXCEPTIONAL STUDENT EDUCATION (ESE) ASSISTANTS

To support the differentiated needs of ESE students, all ESE Assistants will plan specific strategies to support students in collaboration with the classroom teacher. All ESE Assistants will document specific student support on the ESE Assistant Daily Activity Log. The prior week's

¹ Prior to change made on 4/6/20, duration for elementary related arts was 15 minutes a day.

ESE Assistant Daily Activity Log should be uploaded into TEAMS by 8:30 AM each Monday. (See Appendix 3)

LESSON PLANNING - ENGLISH LANGUAGE LEARNERS (ELL) TUTORS

To support the differentiated needs of ELL students, all ELL Tutors will plan specific strategies to support students in collaboration with the classroom teacher. ELL Tutors will document their specific student support on the Lesson Planning Document for Inclusion and Resource Teachers/Tutors. The week's lesson plan should be uploaded into TEAMS by 8:30 AM each Monday. (Appendix 1)

ASSESSMENTS

All State assessments and District-created end of year PK-12 assessments are cancelled for the remainder of the 2019-2020 school year.

Consequences of Cancelled State Assessments

Current seniors: If a senior is expected to graduate in spring 2020 and has not met the exit criteria for Algebra I EOC and/or Grade 10 ELA FSA, or earned a concordant score, this criteria will be waived. However, students still must earn the necessary credits and meet the GPA requirements to graduate.

Non-seniors: The Florida Department of Education is waiving the requirement for non-senior students who are currently enrolled in a course that requires an EOC to take the associated EOC. However, non-seniors who have yet to pass the Grade 10 FSA ELA must still meet the exit criteria by passing that assessment during a future administration or earning a concordant score. Though non-senior students enrolled in the EOC course of Algebra 1 are not required to take the Algebra 1 EOC, they must still meet the mathematics assessment graduation requirement by either passing the Algebra 1 EOC (offered four times each year) during a future administration, earning a concordant score, or passing the Geometry EOC during a future administration.

Grade 3 promotion: Generally, the Grade 3 ELA FSA is a key component districts use to make promotion decisions. Since this data will not be available due to the cancellation of statewide assessments for the 2019-2020 school year, promotion decisions should be made in consultation with parents, teachers, and school leaders based on the students' classroom performance and progress monitoring data.

30% for final grade: For students currently enrolled in courses that include a statewide EOC to be factored into the student's grade, this requirement will be waived. CCPS will not be creating a final exam in place of the statewide EOC.

GRADE REPORTING

Quick Tip: Grade Reporting FAQs for elementary and secondary are located in Appendices 6 and 7

General

CCPS empathizes with our students and families experiencing hardships related to the COVID-19 situation. If a student in your class is on pace to receive an 'N'/'D' or a 'U'/'F' for the fourth quarter, consistent documented attempts (in multiple formats including at least one referral to school administration) to reach the student and parent regarding progress shall be communicated to your Principal or Assistant Principal of Curriculum by May 15, 2020, prior to issuing such a grade. If there is a need for translation and/or no response to communication attempts, please refer to school administration.

Due to the various situations that students are encountering, assignments should be left open for completion throughout the fourth quarter. Teachers may set an assignment due date, however, students may submit work beyond the assignment due date. Teachers should use discretion when awarding partial-credit for assignments submitted after the due date, if partial-credit is warranted based on the parameters of the assignment. Submitting an assignment after the due date should not be the sole reason for a failing grade. To indicate the assignment has not yet been completed, the assignment may be left blank in gradebook, or one of the many custom grades such as "M" for missing or "X" for excluded can be used. Your FOCUS Point of Contact can provide gradebook support.

Elementary School

Overview

The elementary FOCUS Gradebook is pre-populated with Learning Goals. Summative ratings for these Learning Goals are entered by teachers at the appropriate timeframe, depending on the Curriculum Map and student pacing. Teachers will maintain the timeframe and process for entering summative ratings for Quarter 4 that was in place during Quarters 1-3.

Middle and High School

Minimum Assessment Frequency Expectations for Secondary Courses

The expectations for assessment quantity in Quarter 4 will be maintained from Quarters 1-3. Beginning March 30, 2020, one or more assignments per week measuring mastery of course standards are expected to be entered into the FOCUS Gradebook. Assessment feedback (grade) is expected to be posted in the FOCUS Gradebook within two weeks of an assignment's due date. The table below provides minimum expectations by week, interim period, and quarter. In addition,

- the weekly expectation of one assignment or more per week includes shortened weeks; and
- assignments excluded from grading do not contribute towards the minimum assignment expectations.

Course Grade Calculations – Middle School

Middle School Full Year Courses

For the 2019-2020 school year, course grades will be calculated using the following grade reporting components:

- Quarter 1
- Quarter 2
- Midterm (Semester 1 Exam)
- Quarter 3
- Quarter 4

A final exam will not be included in the calculation of full year course grades. The following table summarizes the percentages for each grade reporting component in each grade level.

Grade Level	Quarter 1	Quarter 2	Midterm	Quarter 3	Quarter 4
6	24%	24%	4%	24%	24%
7	22.5%	22.5%	10%	22.5%	22.5%
8	22.5%	22.5%	10%	22.5%	22.5%

Middle School Semester 2 Half Year Courses

For the 2019-2020 school year, course grades will be calculated using the following grade reporting components:

- Quarter 3
- Quarter 4

A final exam will not be included in the calculation of Semester 2 half year course grades. The following table summarizes the percentages for each grade reporting component in each grade level.

Grade Level	Quarter 3	Quarter 4
6, 7, & 8	50%	50%

Full Year Courses with a State End-of-Course Assessment (EOC)

FDOE cancelled all Statewide Assessments for the 2019-2020 school year. **A final exam will not be included in the grade calculation of courses with a State EOC.** The following grade reporting components will be used to calculate a final course grade:

- Quarter 1
- Quarter 2
- Midterm (Semester 1 Exam)
- Quarter 3
- Quarter 4

The following table summarizes the percentages for each grade reporting component in each course.

Quarter 1	Quarter 2	Midterm	Quarter 3	Quarter 4
20%	20%	10%	25%	25%

Semester 1 (Q1, Q2, and Midterm) will have the same weight as Semester 2 (Q3 and Q4).

Semester 1			Semester 2	
50%			50%	
Quarter 1	Quarter 2	Midterm	Quarter 3	Quarter 4
20%	20%	10%	25%	25%

Blocked Semester Courses with a State EOC (Algebra 1-B in Middle School)

Blocked semester courses provide a full credit in a single semester. FDOE cancelled all Statewide Assessments for the 2019-2020 school year. **A final exam will not be included in the grade calculation of courses with a State EOC.** The following grade reporting components will be used to calculate a final course grade:

- Quarter 3, Midterm (Quarter 3 Exam), and Quarter 4

The following table summarizes the percentages for each grade reporting component in each course.

Quarter 3	Midterm	Quarter 4
45%	10%	45%

Course Grade Calculations – High School

Semester 2

For all high school students, credits and grades are awarded on a semester basis with the exception of those courses that trigger a State End-of-Course (EOC) assessment.

For the 2019-2020 school year, course grades will be calculated using the following grade reporting components:

- Quarter 3
- Quarter 4

A final exam will not be included in the calculation of Semester 2 grades. The following table summarizes the percentages for each grade reporting component.

Quarter 3	Quarter 4
50%	50%

Blocked Semester Courses (Algebra 1-A and Algebra 1-B)

Blocked semester courses provide a full credit in a single semester. FDOE cancelled all Statewide Assessments for the 2019-2020 school year. **A final exam will not be included in the grade calculation of blocked semester courses, such as Algebra 1-A and Algebra 1-B.** The following grade reporting components will be used to calculate a final course grade:

- Quarter 3
- Midterm (Quarter 3 Exam)
- Quarter 4

The following table summarizes the percentages for each grade reporting component in each course.

Quarter 3	Midterm	Quarter 4
45%	10%	45%

Full Year Courses with a State End-of-Course Assessment (EOC)

FDOE cancelled all Statewide Assessments for the 2019-2020 school year. **A final exam will not be included in the grade calculation of courses with a State EOC.** The following grade reporting components will be used to calculate a final course grade:

- Quarter 1
- Quarter 2
- Midterm (Semester 1 Exam)
- Quarter 3
- Quarter 4

The following table summarizes the percentages for each grade reporting component in each course.

Quarter 1	Quarter 2	Midterm	Quarter 3	Quarter 4
20%	20%	10%	25%	25%

Semester 1 (Q1, Q2, and Midterm) will have the same weight as Semester 2 (Q3 and Q4).

Semester 1			Semester 2	
50%			50%	
Quarter 1	Quarter 2	Midterm	Quarter 3	Quarter 4
20%	20%	10%	25%	25%

High School Full Year Grade Calculation (used only if one semester final grade is F)

Florida statute requires that a student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade, provided that such additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student. (F.S. 1003.436).

Additional details:

- Two semesters will be combined if the final grade for one of the semesters is an F
- If one of the final grades for the semester is an F, quality points must equal or exceed 1.0 for the year
- At least one passing grade must be earned as a reported grade in both semesters
- Full Year Grade Calculation:

Quarter 1	Quarter 2	Midterm	Quarter 3	Quarter 4
22.5%	22.5%	10%	22.5%	22.5%

STUDENT ATTENDANCE

Attendance will continue to be taken in the FOCUS platform while Quarter 4 eLearning is implemented. Student attendance is evaluated on a weekly basis. Students must participate in e-Learning or communicate with their teacher at least once during the week.² The District wants to ensure that all students remain continue are earning credits and on track for graduation.

A week shall be defined as 8:00 AM Monday to 7:59 AM the following Monday. Providing this flexible timeframe supports families with multiple children engaging in learning activities with one device.

Teacher Procedures

- Attendance will continue to be taken on the same FOCUS site where attendance was taken during Quarters 1-3

² Prior to change on 4/22/20, students were required to complete an eLearns assignment once a week (as opposed to just participating) to be counted present.

- Every Monday, teachers evaluate whether a student participated in eLearning or communicated their progress at least once
- If a student **did** participate in eLearning or communicate progress, navigate to the attendance page on FOCUS for the week prior and mark **present** for Friday
 - Marking the student present for one day of the week will mark the student present for the entire week
- If a student **did not** participate in eLearning or communicate progress, navigate to the attendance page on FOCUS for the week prior and mark **absent** for Friday
 - Marking the student absent for one day of the week will mark the student absent for the entire week
- Teachers should submit their weekly attendance by 10am each Monday
- Elementary Related Arts teachers are not expected to take attendance during eLearning, as they do not normally take attendance. Procedures for these teachers has not changed.

Important: After one week of inactivity, teachers are expected to contact parents of inactive students to inquire about supports needed to access eLearning. After three unsuccessful attempts to contact parents of inactive students (via email and via phone), the table below should be completed and provided to your school Principal via email.

Student Name:				
Student Number:				
Contact Attempt	Date	Time	Method of Contact (e.g., email, phone call)	Person Attempting to Contact
1				
2				
3				

Administrator

- Attendance reports are available for Quarter 4 on the same FOCUS site as attendance reports were available during Quarters 1-3
- After three unsuccessful attempts to contact parents of inactive students (via email and via phone), teachers will email the student name, student number, and information regarding the contact attempts to the school principal

Administrators shall contact parents of inactive students after three unsuccessful teacher attempts to inquire about supports needed to access e-Learning.

COMMUNICATION

CLASSROOM TELEPHONE GUIDELINES

In the virtual classroom, the telephone is one of the key pieces of equipment that help a teacher to facilitate the learning process by effectively increasing students' on-task learning, decreasing students off-task behavior, communicating with parents, and reaching out to teammates for support.

All teachers are required to have a designated number available during work hours for contact purposes. Personal phone numbers will NOT be provided to students and their families. See Appendix 6 for instructions on the use of Jabber.

All teachers are required to have a positive voicemail on their school voice messaging system that identifies who they are and the times they are checking messages and returning calls. Please make every effort to return phone calls within 24 hours.

Quarter 1	Quarter 2	Midterm	Quarter 3	Quarter 4
22.5%	22.5%	10%	22.5%	22.5%

TEACHER-STUDENT CONFERENCES

You can continue to hold parent conferences via phone or provide progress updates via email. A conference call line has been established for each school through WebEx meeting.

Please document your notification to the parent/caregiver regarding the time, date, and phone number for the conference. Make a notation in your log if the parent does not call in.

OFFICE HOURS

It is expected that teachers will provide office hours that are no less than 3 hours per day during regular work hours (8:00am-3:30pm). Office hours will be posted on each teacher's Canvas homepage. This will provide interaction between students and teachers to answer questions and inquiries each day. These may include phone messages, emails, and or conferencing with their students.

APPENDIX 1: CONTINUOUS LEARNING - VIRTUAL INSTRUCTION LESSON PLANNING

Teacher:					
Course:					
Dates:					
Week	(Insert Date)				
Instructional Materials and Resources					
Instructional Activities					
Tasks/ Assignments					
Assessment of Learning					
Differentiated Supports					

- This weekly template should be placed in Microsoft Teams by each teacher the Monday of each week (by 2:00 PM)
- Please utilize brief bullet points and flexibility is maintained as teachers may continue their own lesson plan format in addition to this document
- This system-wide approach to lesson planning during virtual instruction will ensure that “eLearning Days” are accounted for in the 180-day academic calendar

Inclusion and Resource Teachers/Tutors:					
Dates:					
Week	(Insert Date)				
Subject/ Time Period					
Students (Names)					
Accommodations/ Supports					
Additional Notes					
Differentiated Supports					
Student and/or Parent Contacts Made From Previous Week					

- This weekly template should be placed in Microsoft Teams by each teacher the Monday of each week (by 8:00 AM)
- Please utilize *brief* bullet points
- **This system-wide approach to lesson planning during virtual instruction will ensure that “eLearning Days” are accounted for in the 180-day academic calendar**

APPENDIX 2: NON-CLASSROOM PROFESSIONALS AND STUDENT SUPPORT STAFF VIRTUAL RESPONSIBILITIES

	General Duties	Daily Tasks (as appropriate)	Weekly Tasks (as appropriate)
<p>School Psychologist</p> <p>District Contact <i>Dena Landry</i></p>	<ul style="list-style-type: none"> • Share outlook calendar with coordinator inclusive of daily tasks activities • Maintain encounter logs and data collection for contacts • Continue documentation in FOCUS on services provided • Share Mental Health SEL, FASP, and NASP resources with staff and students as needed • Professional development as determined by coordinator • Collaborate with parent on individual concerns and needs for training and support for parents or students • Review evaluation results with parents and staff and attend virtual eligibility meetings • Other duties as assigned 	<ul style="list-style-type: none"> • Work hours designated by the building of assignment • Complete encounters for all students in enrich • Check emails and phone messages • Respond to all communications • Complete Canvas Training • Complete Jabber App and WebEx training and set up • Communicate with students identified as Handle with Care • Maintain any direct services for counseling and/or behavior management • Establish virtual office hours to be available to assist in mental health needs of all students • Complete components of evaluations that can be conducted through digital means or phone call • Other duties as assigned 	<ul style="list-style-type: none"> • Attend weekly team meetings with psychologists and coordinator of psychological services • Other duties as assigned
<p>MHP</p> <p>District Contact <i>Caroline Brennan</i></p>	<ul style="list-style-type: none"> • Share outlook calendar with supervisor inclusive of daily tasks activities • Maintain encounter logs and data collection for contacts • Continue documentation in FOCUS on services provided • Share Mental Health and SEL Resources with staff and students as needed • Professional Development as determined by supervisor 	<ul style="list-style-type: none"> • Follow up on all student mental health crises and students who have been high suicide risk for connection, counseling and safety planning • Contact caseloads for ongoing service provision • Respond to calls for services (counseling) • Continue to follow up and finalize needs for new enrollments who answered YES to the mental health question • Complete Canvas Training • Complete Jabber App and WebEx training and set up • Work in TEAMS to develop Mental Health Newsletter regarding COVID19 • Work in TEAMS to develop Social Service and Mental Health Resources during COVID crisis 	<ul style="list-style-type: none"> • Weekly team meeting with mental health teams at school sites inclusive of school counselor and psychologist for case reviews • Weekly peer supervision with LMHP staff • Weekly LMHP meeting via Web Ex with supervisor

		<ul style="list-style-type: none"> • Keep supervisor aware of any crisis or major event • Check email and phone messages and respond in a timely manner 	
ESE Program Specialist District Contact <i>Emily Kafle</i>	<ul style="list-style-type: none"> • Convene all IEP and evaluation meetings virtually in conjunction with team members • Coordinate all necessary documents prior to meeting • Develop and prepare Matrix • Develop a system for communicating with students' ESE Team regularly • Alert ESE teachers/related service providers of any concerns regarding IEP meetings • Contact coordinators as need for any concerns 	<ul style="list-style-type: none"> • Work hours designated by the building of assignment • Check emails and phone messages • Respond to all communications in a timely manner • Complete IEP virtual meeting tracking sheet 	<ul style="list-style-type: none"> • Facilitate virtual meeting • Schedule communication with team members • Run Focus and Enrich reports to ensure compliance
Behavior Analyst District Contact <i>Sonja Samek</i>	<ul style="list-style-type: none"> • Meet service minutes on IEP • Indicate service through encounter system • Share outlook calendar with team leader and coordinator • Have a working system for organizing daily encounters for input • Prepare appropriate data sheets so data is being taking for social-emotional goals • Establish record keeping ensuring timely and ethical completion of FBA and PBIP • Support teachers with creation and maintenance of class schedules • Support teacher with data systems in academic/curriculum areas that follow best practices (motivation) • Have a system of sharing student data with team • Train staff on PBIP procedures for individual students 	<ul style="list-style-type: none"> • Work hours designated by the building of assignment • Complete encounters for all students in enrich • Have data collection procedure set for all students so staff is taking data • Attend all relevant IEP meetings • Maintain appropriate logs for parent contact • Keep district coordinator and team leader abreast of any crisis or major events • Check email and phone messages and respond in a timely manner • Meet/Communicate with other support staff involved in your program (i.e. related arts teams) 	<ul style="list-style-type: none"> • Hold a weekly team meeting with your self-contained program staff • Have minimum of weekly contact with building administration

	<ul style="list-style-type: none"> • Train parents on PBIP procedures for individual students • Have procedures in place for collaboration with related arts staff • Work within school- administration expectations to collaborate with mainstream teachers • Collaborate with parent on individual concerns and needs for training and support for parents or students 		
<p>School Intervention Therapist</p> <p>District Contact <i>Sonja Samek</i></p>	<ul style="list-style-type: none"> • Meet service minutes on IEP Indicate service through encounter system • Share outlook calendar with team leader and coordinator • Have a working system for organizing daily encounters for input • Support teachers with creation and maintenance of class schedules • Support teacher with data systems in academic/curriculum areas that follow best practices • Train staff on SEL practices for individual students • Have procedures in place for collaboration with related arts staff • Work within school- administration expectations to collaborate with mainstream teachers • Collaborate with parent on individual concerns and needs for training and support for parents or students 	<ul style="list-style-type: none"> • Work hours designated by the building of assignment • Complete encounters for all students in enrich • Have data collection procedure set for all students so staff is taking data • Attend all relevant IEP meetings • Have appropriate logs for parent contact • Keep district coordinator and team leader abreast of any crisis or major events • Check email and phone messages and respond in a timely manner • Meet/Communicate with other support staff involved in your program (i.e. related arts teams) 	<ul style="list-style-type: none"> • Hold a weekly team meeting with your self-contained program staff • Have minimum of weekly contact with building administration
<p>OT/PT</p> <p>District Contact <i>Nichole Spencer</i></p>	<ul style="list-style-type: none"> • Meet service minutes on IEP Indicate service through encounter system • Share outlook calendar with team leader and coordinator • Have a working system for organizing daily encounters for input • Support teachers with creation and maintenance of class schedules 	<ul style="list-style-type: none"> • Work hours designated by the building of assignment • Complete encounters for all students in enrich • Have data collection procedure set for all students so staff is taking data • Attend all relevant IEP meetings 	<ul style="list-style-type: none"> • Attend a weekly team meeting virtually • Draft IEP goals • Plan for services

	<ul style="list-style-type: none"> • Support teacher with data systems in academic/curriculum areas that follow best practices • Have a system of sharing student data with team • Have procedures in place for collaboration with related arts staff • Use O365 and/or communication methods to collaborate best practices and share resources 	<ul style="list-style-type: none"> • Have appropriate logs for parent contact • Keep district coordinator and team leader abreast of any crisis or major events • Check email and phone messages and respond in a timely manner • Meet/Communicate with other support staff involved in your program (i.e. related arts teams) 	<ul style="list-style-type: none"> • Document any changes in service schedule per IEP meetings from that week
<p>Speech Language Pathologist</p> <p>District Contact <i>Heather McElroy</i></p>	<ul style="list-style-type: none"> • Meet service minutes on IEP • Indicate service through encounter system • Attend Virtual IEP Meetings • Work within school- administration expectations to collaborate with mainstream teachers • Establish record keeping for data probes and maintain data • Support teachers with creation of lessons and related service supports • Have procedures in place for collaboration with all service providers • Have a working system for organizing daily encounters for input • Collaborate with parent on individual concerns and needs for training and support for parents or students 	<ul style="list-style-type: none"> • Work hours designated by the building of assignment • Complete encounters for all students in enrich • Have data collection procedure set for all students so staff is taking data • Attend all relevant IEP meetings • have appropriate logs for parent contact • Keep district coordinator and team leader abreast of any crisis or major events • Check email and phone messages and respond in a timely manner • Meet/Communicate with other support staff involved in your program (i.e. related arts teams) 	<ul style="list-style-type: none"> • Attend a weekly team meeting virtually
<p>Deaf Hard Hearing Visual Impair</p> <p>District Contact <i>Heather McElroy</i></p>	<ul style="list-style-type: none"> • Meet service minutes on IEP • Indicate service through encounter system • Attend Virtual IEP Meetings • Work within school- administration expectations to collaborate with mainstream teachers • Establish record keeping for data probes and maintain data 	<ul style="list-style-type: none"> • Work hours designated by the building of assignment • Complete encounters for all students in enrich • Have data collection procedure set for all students so staff is taking data • Attend all relevant IEP meetings • have appropriate logs for parent contact 	<ul style="list-style-type: none"> • Attend a weekly team meeting virtually • Support Hearing interpreters with supporting students

	<ul style="list-style-type: none"> • Support teachers with creation of lessons and related service supports • Have procedures in place for collaboration with all service providers • Have a working system for organizing daily encounters • Collaborate with parent on individual concerns and needs for training and support for parents or students • Work with hearing interpreters to schedule live Web EX or Zoom chats with students • Assure gen ed. teachers and interpreters are in contact to support students • VI- utilize 1:1 assistants for braille and modifying student activities 	<ul style="list-style-type: none"> • Keep district coordinator and team leader abreast of any crisis or major events • Check email and phone messages and respond in a timely manner • Meet/Communicate with other support staff involved in your program (i.e. related arts teams) 	
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<p>Instructional Coaches</p> <p>District Contact</p> <p>Elementary: ELA <i>Amy Pike</i> Math <i>Stacie Hall</i> Science <i>Veronica Mamone</i> Social Studies <i>Mikie Stroh</i></p> <p>Secondary: ELA <i>Lidia Camp</i> Math <i>Amy Lovett</i> Science <i>Ryan Westberry</i> Social Studies <i>Mikie Stroh</i></p>	<ul style="list-style-type: none"> • Support collaborative planning through use of Teams, WebEx, Canvas Conferences, etc. • Monitor use of online platforms and resources • Weekly instructional coach check-in with District Office for support (Elementary – Thursdays) (Secondary – Thursdays) • Schedule differentiated supports with teachers • Monitor or be assigned as a co-teacher for courses with a substitute, vacancy, or out of field/subject area teacher • Ensure mastery of Canvas, as they should be the primary “go to” for their subject area • Create or assist with creating common assessments 	<ul style="list-style-type: none"> • Provide differentiated supports for teachers (those with Canvas challenges, those who were receiving support prior to eLearning) • Monitor use of online platforms • Monitor ELL classrooms and ensure availability of ELL resources, student instructional videos (if available), dictionaries, etc. • Monitor daily activity of instructional resource programs such as ALEKS for math, USA TestPrep for science, etc. • Use Teams as a resource for teacher Q & A • Communicate with District to ensure accurate communication of information 	<ul style="list-style-type: none"> • Keep a record of collaborative planning schedules • Assist with weekly lesson plans and how to incorporate into Canvas • Attend collaborative planning virtually • Facilitate discussion of student work to be assigned, graded • Preview content to identify potential misconceptions/ areas of struggle • Monitor pacing of courses via Focus and Canvas • Create and/or assist with creating instructional materials as necessary (warm ups, reviews, etc.) • Identify teachers needing supports and direct assistance as needed (proactive not reactive)
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<p>District Contact</p> <p>School Counselors</p> <p>Elementary <i>Steve McFadden</i></p> <p>Secondary <i>Allison Ferraro</i></p>	<ul style="list-style-type: none"> • Create a teacher counseling referral form and share with colleagues • Brainstorm potential use of Canvas to deliver individual/group lessons and classroom/grade-level/whole school guidance lessons • Review updated article on HIPPA during COVID-19: https://tinyurl.com/ulqzs5u 	<ul style="list-style-type: none"> • Call students of concern (30-60/Connection Coach/HWC/IEP and 504 counseling/academic concerns) • MS/HS Counselors: Pull Q3 grades and contact parents of students in danger of not earning credit for year • HS Counselors: review academic histories (prioritize Seniors) • HS Counselors: review dual enrollment students/DocuSign e-mails • HS Counselors: review Course Selection/Request, review Too Few Requests, and identify students still needing to be scheduled 	<ul style="list-style-type: none"> • Consult with administration/leadership/ mental health team about student needs (WebEx, zoom, etc.) • HS Counselors: review O365 HS Counselors Team to pose questions and/or post best practices
<p>District Contact</p> <p>Media Specialists <i>Jennifer Kincaid</i></p>	<ul style="list-style-type: none"> • Support classroom instruction through provision of resources and supports 	<ul style="list-style-type: none"> • Share online opportunities authors are providing • Develop online collection of resources to support instruction • Provide support for use of Sora 	<ul style="list-style-type: none"> • Collaborate on materials to support instruction • Provide MakerSpace activities that can be done at home • Share book reviews • Share basic research instruction • Support writing activities
<p>ESE Inclusion Teacher/Case Manager <i>Emily Kafle</i></p>	<ul style="list-style-type: none"> • Meet service minutes on IEP • Attend Virtual IEP Meetings • Establish record keeping for data probes and maintain data • Support teachers with creation of lessons, supports, and strategies • Have procedures in place for collaboration with all service providers • Collaborate with parent on individual concerns and needs for training and support for parents or students 	<ul style="list-style-type: none"> • Daily contact with scheduled general education teacher • Progress monitoring • Ensuring accommodations are provided • Differentiating assignments as appropriate • Maintaining office hours to support students and parents • Review student work completion • Student check-ins 	<ul style="list-style-type: none"> • Complete ESE Case Manager Service Log for each student on caseload minimally twice weekly • Complete probe data every 3 weeks • Ensure draft IEP is complete for meetings in the upcoming week • Secondary- complete case manager progress monitoring tool and communicate with students and parents as appropriate • Attend faculty and team meetings

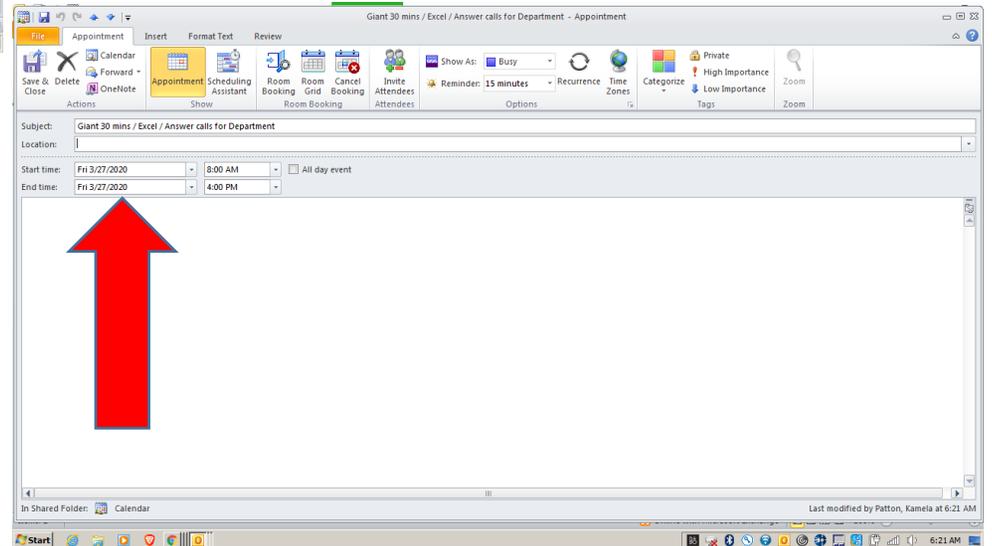
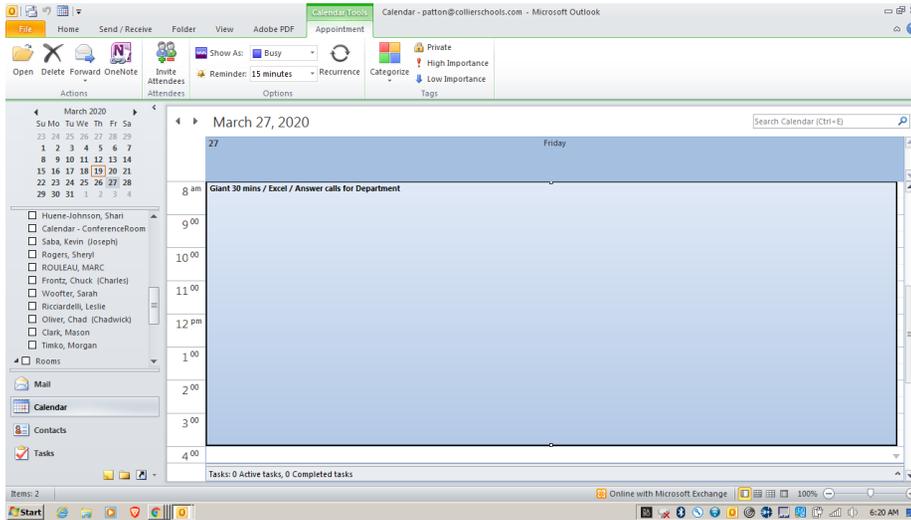
<p>ESE Assistants/ Individual Assistants <i>Emily Kafle</i></p>	<ul style="list-style-type: none"> • Create supplemental materials for teachers • Find additional resources for teachers to assist in learning and retention • Add to teacher's instruction through elaboration and practice of skill with students virtually • Follow up teacher tasks with direct practice instruction per teacher's direction (site words, drill and practice) with students virtually • Support in organization and executive functioning • Complete discrete trials with students virtually • Work the Homework Hotline • Record social skill/ behavior skill practice videos as needed • Provided tiered support with students are families that are struggling with aspects of the elearning model (this may be skill building, motivation, strategy support, chunking work, etc). 	<ul style="list-style-type: none"> • Check in with instructor AM and mid-day • Check in with Behavior Analyst daily • Check in with designated students • Perform academic skill drill and practice (as directed) with designated students • Follow up from weekly sessions with SIT for Social-emotional skill generalization with students on rotating day • Help to monitor students' online platform and determine missing assignments • Assist case manager in development of a plan to complete assignments for general education teacher • Check in with the general education teachers to develop a plan for task completion for the student 	<ul style="list-style-type: none"> • Assist ESE District office with mailings • Create supplemental learning materials and packets with district staff • Access printing/ copying and collecting of materials for student requiring individualized materials with manipulatives • RBT Modules- 40 Hour training • Weekly Book Study/ Article Review Plan • Participate in a Virtual team meeting with all stakeholders to problem solve and re-assess supports for students on-going • Complete 5 hours of TEACH recertification virtually (this will only require 1 hour in the Fall to test role plays and Advanced Control Techniques)
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<p>ELL Resource Teachers <i>Fernand Billon</i></p>	<ul style="list-style-type: none"> • Follow the directions of the Principal • Be available each day from 8:00-3:30 to help classroom teachers differentiate instruction for EL students • Share Outlook Calendar with teachers and coaches • Work collaboratively with classroom teachers to provide instruction through the eLearning platform • Ensure you have been added to Canvas sections of classrooms you support • Contact all parents who do not have an e-mail address in Focus and provide this information to the school administration for updating 	<ul style="list-style-type: none"> • Check Outlook calendar daily • Reach out to Entering/Beginning EL students for support of eLearning in Canvas • Continue to complete your Canvas modules from the EL Department • Monitor Reading Horizons logins for LY students • Assist students placed on Reading Horizons • Reach out to parents of students who are not progressing successfully on Canvas and/or Reading Horizons, especially Entering and Beginning Students • Complete ELL Contact Service Log 	<ul style="list-style-type: none"> • Monitor Weekly Audit Report on Focus • Check in with your tutors weekly • Monitor tutor logs to ensure they are calling parents • Check with teachers of LY students weekly to see what assistance is needed with providing services • Submit your ELL Contact Service Log
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<p>ELL Tutors <i>Fernand Billon</i></p>	<ul style="list-style-type: none"> • Follow the directions of the Principal • Share Outlook calendar with ELL Contacts • Be available to help ELL contacts and teachers • Provide oral and written translation services when needed • Send e-mails to parents (with administrative approval) who speak a different language in all grade levels informing them of district resources available to them • In collaboration with the EL Contact and Principal, make a schoolwide telephone call to parents who speak a different language to ensure parents are accessing the information on our district website • Request all e-mails home include a short message with ELL contact information. Also, if parents e-mail you in Spanish, forward ELL contact their e-mail who can then translate the message, and e-mail it back to the staff member • Contact parents (with administrative or teacher approval) to make sure they have devices at home and monitor their children's progress thus far with eLearning. Provide updated contact information provided by parents to school administration. • Ensure you have been added to Canvas sections of classrooms you support 	<ul style="list-style-type: none"> • Complete ELL Tutor Service Log • Monitor emails from classroom teachers who may need support with students from the classes you support 	<ul style="list-style-type: none"> • Submit your ELL Tutor Service Log
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APPENDIX 4: DIRECTIONS FOR DOCUMENTING WORK USING OUTLOOK CALENDAR

All non-classroom instructional support staff personnel should document their daily work using Outlook Calendar. Enter time worked with a list of key items that were completed for each task. See the graphic below.



APPENDIX 5: CISCO JABBER

Cisco Jabber for Android Devices

Cisco Jabber

Cisco Jabber is an application that can be installed on an iPhone, iPad, Android, Laptop/Desktop computer or virtually any other device.

This application enables the following capabilities:

- Use your CCPS phone number for outgoing and incoming calls (when making calls to parents or community members, the Caller-ID will show as your district provided number (239-377-XXXX))
- Look up contacts from the CCPS corporate directory
- Video Conferencing
- Access to your CCPS Voicemail
- Can be used via any internet connection from any location, you do not have to be connected to the District's network or Wi-Fi

Set Up Cisco Jabber

Download Cisco Jabber for Android from the Google Play Store and install/open the application

Sign-In

Procedure

- Step 1 Open the Cisco Jabber Application.
Step 2 Read the end user license agreement and terms of service, and then tap Accept.
Step 3 Review the In Cisco Jabber screens, and then tap Get Started Now.
Step 4 Enter your CCPS e-mail address using the following format: username@collierschools.com



- Step 5 Tap Continue.
Step 7 If prompted, enter your username and password. (This will be your CCPS network log in)



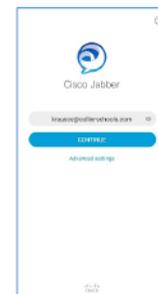
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Cisco Jabber for iPhone and iPad

Cisco Jabber

Cisco Jabber is an application that can be installed on an iPhone, iPad, Android, Laptop/Desktop computer or virtually any other device.

This application enables the following capabilities:

- Use your CCPS phone number for outgoing and incoming calls (when making calls to parents or community members, the Caller-ID will show as your district provided number (239-377-XXXX)
- Look up contacts from the CCPS corporate directory
- Video Conferencing
- Access to your CCPS Voicemail
- Can be used via any internet connection from any location, you do not have to be connected to the District's network or Wi-Fi

Set Up Cisco Jabber

Download and install Cisco Jabber on your device from the iTunes App Store



Sign-In

Procedure

Step 1 Open Cisco Jabber.

Step 2 Read the licensing agreement and terms of use, and then tap **Accept**.

Step 3 Review the In Cisco Jabber screens, and then tap **Get Started Now**.

Step 5 Enter your CCPS e-mail address using the following format: username@collierschools.com



Step 6 If prompted, enter your username and password. (This will be your CCPS network log in)

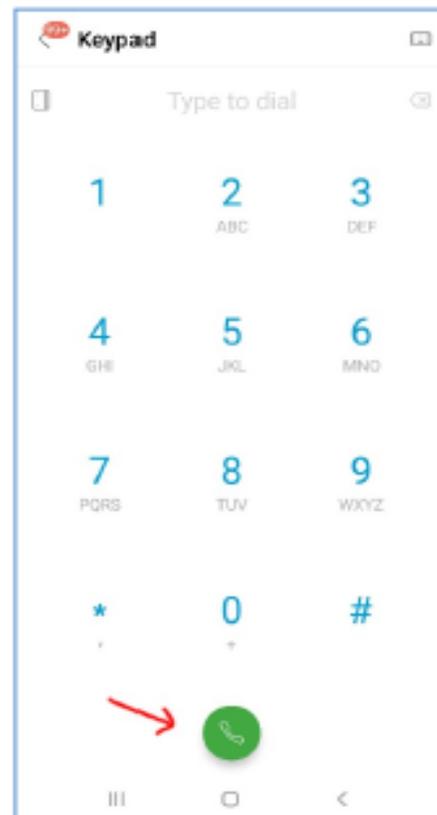
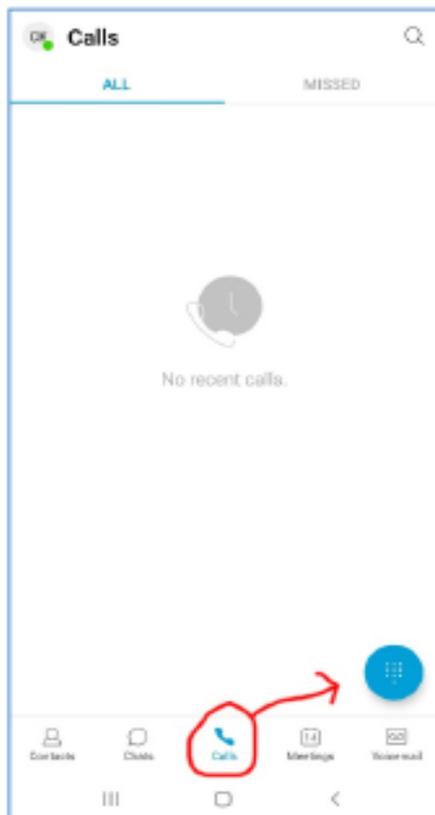


Calls

When you call with Cisco Jabber, the app uses your CCPS phone number (239-377-XXXX) and displays this number as your Caller-ID

Making a Call

- Tap the “Calls” icon at the bottom of the screen, and then click the **blue keypad icon**.
- Enter in the number you would like to dial and then tap the **green telephone handset icon**.
- When dialing a number, remember to add a 5 at the beginning (same as if you were using a regular CCPS Cisco Phone). For example, if trying to dial 377-0001, enter 53770001 and then tap the green telephone icon to place your call.



Cisco Jabber for Windows Devices

Cisco Jabber

Cisco Jabber is an application that can be installed on an iPhone, iPad, Android, Laptop/Desktop computer or virtually any other device.

This application enables the following capabilities:

- Use your CCPS phone number for outgoing and incoming calls (when making calls to parents or community members, the Caller-ID will show as your district provided number (239-377-XXXX))
- Look up contacts from the CCPS corporate directory
- Video Conferencing
- Access to your CCPS Voicemail
- Can be used via any internet connection from any location, you do not have to be connected to the District's network or Wi-Fi

Set Up Cisco Jabber

Download and install Cisco Jabber from following Link: <http://www.collierschools.com/jabber>

Sign-In

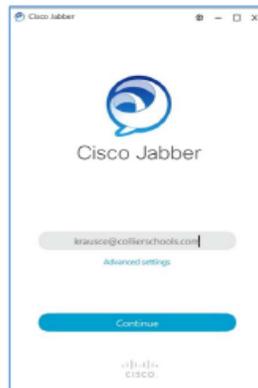
Procedure

Step 1 Open the Cisco Jabber Application.

Step 2 Read the end user license agreement and terms of service, and then tap **Accept**.

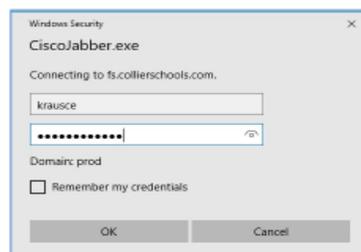
Step 3 Review the In Cisco Jabber screens, and then tap **Get Started Now**.

Step 4 Enter your CCPS e-mail address using the following format: username@collierschools.com



Step 5 Tap **Continue**.

Step 6 If prompted, enter your username and password. (This will be your CCPS network log in)

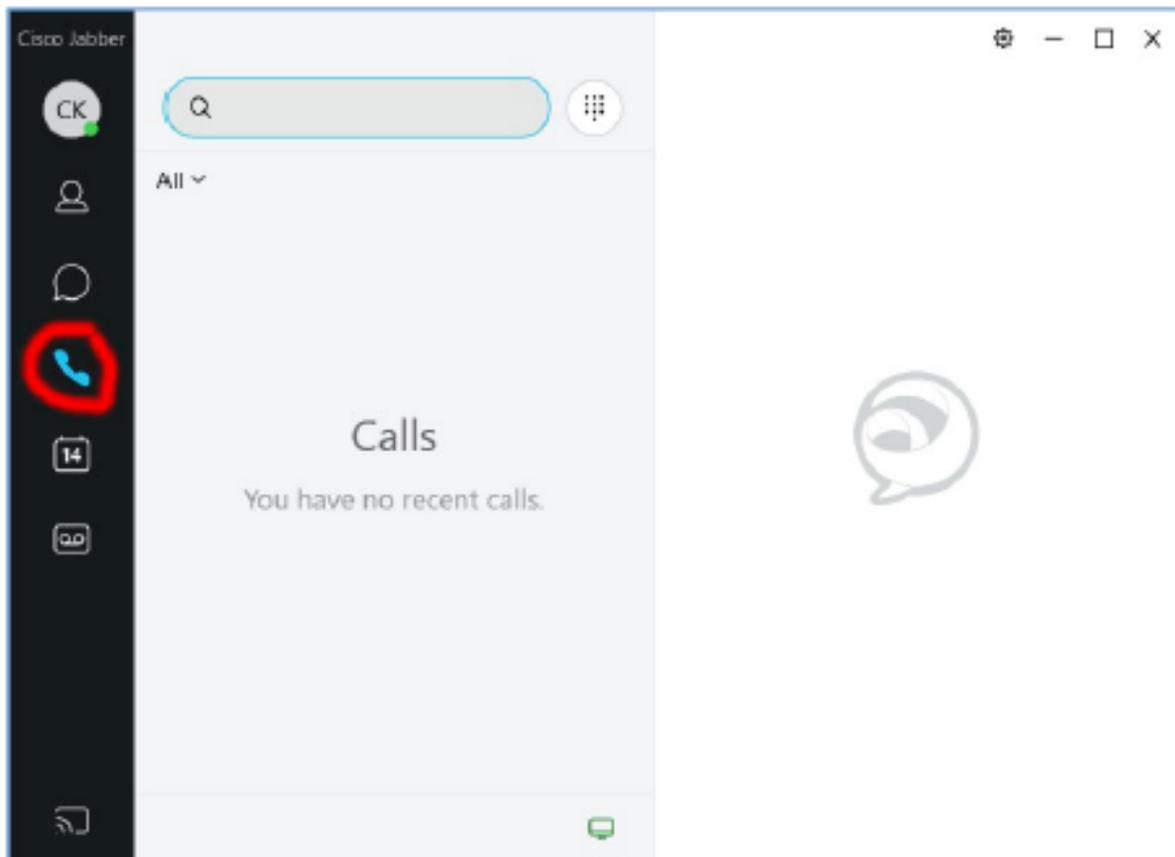


Calls

When you call with Cisco Jabber, the app uses your CCPS phone number (239-377-XXXX) and displays this number as your Caller-ID

Making a Call

- Once you have opened the Cisco Jabber application and signed in, click on the Telephone Handset icon towards the left of your Cisco Jabber application window.



APPENDIX 6: ELEMENTARY ASSESSMENT/GRADING FAQs

eLearns – Assessment, Attendance, and Grade Reporting Question and Answer Guidance

The purpose of this Question and Answer (Q&A) document is to provide additional guidance regarding assessments and grade reporting for eLearning in Collier County Public Schools (CCPS). Further guidance and support is available by calling Accountability and Data Management at 377-0008 or emailing grades@collierschools.com.

Updated 4/29/20

Q: Will elementary school teachers input ratings for summative learning goals in gradebook during eLearning?

A: Yes, elementary school teachers will maintain the process of entering summative ratings for learning goals in the gradebook, according to respective curriculum map timeframes.

Q: When should assignments be due, and what should I do if assignments are not completed?

A: As was practiced during previous grading periods, elementary teachers maintain flexibility with assignment due dates during Quarter 4 and eLearning.

Q: What are the timelines for accepting and grading student work throughout the fourth quarter?

A: Due to the various situations that students are encountering, flexibility should be offered during eLearning. Teachers may set an assignment due date, however, students may submit work beyond the assignment due date. Any work assigned from March 30th through May 26th must be submitted by May 29th at 3:30p.m. for inclusion in fourth quarter grading. Teachers will communicate these timeframes to their students, as applicable. Student activities during the week of June 1st would include pick-up/drop-off of materials at school sites and laptop return, as applicable. Due to individualized written comments, the elementary grade posting window will open on May 26th and close on June 4th at 3:30pm. Preliminary deadlines at the elementary level may be set for administrative review.

Q: How should student work submitted after the assignment due date be graded?

A: Teachers should use discretion when awarding partial-credit for assignments submitted after the due date, if partial-credit is warranted based on the parameters of the assignment. Submitting an assignment after the due date should not be the sole reason for a failing grade. In the event there are not enough assignment grades to warrant a summative rating for a gradebook Learning Goal, enter “NA” for the respective Learning Goal in gradebook. Using “NA” excludes the Learning Goal from grade calculation. Your FOCUS Point of Contact can provide gradebook support.

Q: Will the Quarter 3 Benchmark Assessments (QBA3) or district-created post-tests be administered?

A: No, the QBA3 and district-created post-tests will not be administered in the 2019-2020 school year.

Q: Are Quarter 4 Elementary Progress Reports being produced for students?

A: Yes. Summative ratings for learning goals entered into gradebook will be used to calculate Quarter 4 grades for students.

Q: Are elementary Related Arts teachers (PE, Music, Art, IR) expected to take attendance during eLearning?

A: The attendance taking process has not changed for eLearning. Teachers of an attendance eligible class will continue to take attendance as outlined in the [eLearns Teacher Guidelines and Handbook](#). Teachers that have not taken attendance during Quarters 1-3 are not expected to take attendance during Quarter 4.

Q: How is attendance evaluated?

A: Student attendance is evaluated on a weekly basis. Students must participate in eLearning or communicate with their teacher at least once during the week.

Q: Due to the COVID-19 hardships that many students and families are facing, what safeguards are in place for fourth quarter grading?

A: CCPS empathizes with our students and families experiencing hardships related to the COVID-19 situation. If a student in your class is on pace to receive an 'N'/'D' or a 'U'/'F' for the fourth quarter, consistent documented attempts (in multiple formats including at least one referral to school administration) to reach the student and parent regarding progress shall be communicated to your Principal or Assistant Principal of Curriculum by May 15, 2020, prior to issuing such a grade. If there is a need for translation and/or no response to communication attempts, please refer to school administration.

APPENDIX 7: SECONDARY ASSESSMENT/GRADING FAQs

eLearns – Assessment, Attendance, and Grade Reporting Question and Answer Guidance

The purpose of this Question and Answer (Q&A) document is to provide additional guidance regarding assessments and grade reporting for SECONDARY eLearning in Collier County Public Schools (CCPS). Further guidance and support is available by calling Accountability and Data Management at 377-0008 or emailing grades@collierschools.com.

Updated 4/29/20

Q: What are the expectations for the number of grades entered per week during eLearning?

A: The expectations for grade frequency is being maintained during eLearning. For more information regarding the minimum graded assignment expectations, visit the [Secondary Grade Reporting Manual](#) or the [eLearns Teacher Guidelines and Handbook](#).

Q: What are the guidelines for category weighting in gradebook during eLearning?

A: The guidelines for category weighting in gradebook are being maintained during eLearning. For more information about consistency in grading and guidelines for category weighting, visit the [Secondary Grade Reporting Manual](#).

Q: Will the Quarter 3 Benchmark Assessments be administered during eLearning?

A: No, Quarter 3 Benchmark Assessments have been cancelled. If students took a Quarter 3 Benchmark Assessment prior to Spring Break, results are available on iTest.

Q: Will district-created final exams be administered?

A: No, district-created final exams will not be administered in the 2019-2020 school year.

Q: Are teachers expected to create final exams?

A: No, teachers are not expected to create a final exam in the 2019-2020 school year. The final exam grade entry screen on FOCUS has been removed.

Q: Will State Assessments be administered?

A: No, the Florida Department of Education cancelled all upcoming Statewide Assessments for the 2019-2020 school year.

Q: Will courses have a final exam that will be used to calculate a course grade?

A: No, there will be no final exams for the 2019-2020 school year. This includes the cancellation of State End-of-Course Assessments that were previously used as the final exam for Algebra 1, Biology, M/J Civics, Geometry, and U.S. History.

Q: Since there are no teacher, district, or state final exams, how will course grades be calculated?

A: The percentages for course grade calculations have been updated to reflect the cancellation of teacher, district, and state final exams. To view updated course grade calculations, visit the [eLearns Teacher Guidelines and Handbook](#).

Q: Will students receive Quarter 4 Interim Reports?

A: No, Quarter 4 Interim Reports will not be produced for the 2019-2020 school year.

Q: Are Quarter 4 Report Cards being produced for students?

A: Yes. Although the timeline is pending, grades for assignments delivered during Quarter 4, including eLearning, and entered into gradebook will be used to calculate Quarter 4 and resulting Final/Semester 2 grades for students.

Q: What are the timelines for accepting and grading student work throughout the fourth quarter?

A: Due to the various situations that students are encountering, flexibility should be offered during eLearning. Teachers may set an assignment due date, however, students may submit work beyond the assignment due date. Any work assigned from March 30th through May 26th must be submitted by May 29th at 3:30 p.m. (May 15th at 12:00pm for seniors) for inclusion in fourth quarter grading. Teachers will communicate these timeframes to their students, as applicable. Student activities during the week of June 1st would include pick-up/drop-off of materials at school sites and laptop return, as applicable. The senior grade posting window will open on May 14th and close on May 18th at 12:00 p.m. The Grades 6-11 posting window will open on June 1st and close on June 4th at 3:30 p.m. **Please ensure the Quarter 4 Posted Grade matches the Quarter 4 Gradebook Grade.**

Q: How should student work submitted after the assignment due date be graded?

A: Teachers should use discretion when awarding partial-credit for assignments submitted after the due date, if partial-credit is warranted based on the parameters of the assignment. Submitting an assignment after the due date should not be the sole reason for a failing grade. To indicate the assignment has not yet been completed, the assignment may be left blank in gradebook, or one of the many custom grades such as “M” for missing or “X” for excluded can be used. Your FOCUS Point of Contact can provide gradebook support.

Q: Due to the COVID-19 hardships that many students and families are facing, what safeguards are in place for fourth quarter grading?

A: CCPS empathizes with our students and families experiencing hardships related to the COVID-19 situation. If a student in your class is on pace to receive a ‘D’ or an ‘F’ for the fourth quarter, consistent documented attempts (in multiple formats including at least one referral to school administration) to reach the student and parent regarding progress shall be communicated to your Principal or Assistant Principal of Curriculum by May 15, 2020 (May 8, 2020 for seniors), prior to issuing such a grade. If there is a need for translation and/or no response to communication attempts, please refer to school administration.

Q: How is student attendance evaluated?

A: Student attendance is evaluated on a weekly basis. Students must participate in eLearning or communicate with their teacher at least once during the week. The District wants to ensure that all students remain continue are earning credits and on track for graduation.