

## **ROLES AND RESPONSIBILITIES OF DANVILLE CSD ONLINE LEARNING**

### **DISTRICT OFFICE**

- CREATE, DISTRIBUTE, AND COORDINATE THE PLAN FOR ONLINE LEARNING
- SUPPORT STAFF, STUDENTS, AND FAMILIES IN SHIFTING TO AN ONLINE LEARNING ENVIRONMENT
- FACILITATE REGULAR COMMUNICATION WITH EDUCATORS, FAMILIES, AND THE COMMUNITY
- ASSIST EDUCATORS IN IMPLEMENTATION OF THE LEARNING AND SUPPORT PLAN
- REVIEW, COORDINATE, AND SHARE RESOURCES IN SUPPORT OF STUDENT AND TEACHER WELLNESS

### **TECHNOLOGY DEPARTMENT**

- MONITOR AND SUPPORT STUDENT/FAMILY/STAFF NEEDS FOR DEVICES AND INTERNET ACCESS
- SUPPORT STAFF, STUDENTS, AND FAMILIES IN SHIFTING TO ONLINE LEARNING
- FACILITATE TECHNOLOGY SUPPORT WITH A LIVECHAT HELP DESK FOR ALL
- PROVIDE SUPPORT TO ASSIST FACULTY WITH USE OF DISTRICT IDENTIFIED RESOURCES

### **PRINCIPALS**

- SUPPORT STAFF, STUDENTS, AND FAMILIES IN SHIFTING TO AN ONLINE LEARNING ENVIRONMENT
- FACILITATE REGULAR COMMUNICATION WITH SCHOOL BASED EDUCATORS AND FAMILIES
- HELP EDUCATORS IN IMPLEMENTATION OF LEARNING AND SUPPORT PLAN
- MONITOR COMMUNICATION BETWEEN TEACHERS AND STUDENTS

### **K-12 CORE TEACHERS**

- USE GOOGLE CLASSROOM TO SHARE LEARNING, ACTIVITIES, AND ASSIGNMENTS, COLLECT AND GRADE APPROPRIATE ASSIGNMENTS, AND PROVIDE FEEDBACK TO STUDENTS
- USE ZOOM AND OR E-MAIL TO COMMUNICATE WITH STUDENTS AND FAMILIES ABOUT LEARNING
- BE ONLINE AND AVAILABLE TO FAMILIES BETWEEN 10:00 AND 3:00, IN ADDITION TO CHECKING EMAIL AT LEAST ONCE EVERY EVENING
- USE DISTRICT CURRICULA AND RESOURCES TO CREATE, DESIGN AND DELIVER INSTRUCTION TO STUDENTS
- COLLABORATE WITH COLLEAGUES TO SHARE IDEAS AND REFLECT ON PRACTICES AND ACTIVELY SUPPORT OTHERS

### **K-6 SPECIALS, JH EXPLORATORY AND 9-12 ELECTIVE TEACHERS**

- USE GOOGLE CLASSROOM TO SHARE LEARNING, ACTIVITIES, AND ASSIGNMENTS, COLLECT AND GRADE APPROPRIATE ASSIGNMENTS, AND PROVIDE FEEDBACK TO STUDENTS
- USE ZOOM AND OR E-MAIL TO COMMUNICATE WITH STUDENTS AND FAMILIES ABOUT LEARNING
- BE ONLINE AND AVAILABLE TO FAMILIES BETWEEN 10:00 AND 3:00, IN ADDITION TO CHECKING EMAIL AT LEAST ONCE EVERY EVENING
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### **INTERVENTIONISTS**

- BE ONLINE AND AVAILABLE TO FAMILIES BETWEEN 10:00 AND 3:00, IN ADDITION TO CHECKING EMAIL AT LEAST ONCE EVERY EVENING
- USE ZOOM AND OR E-MAIL TO COMMUNICATE WITH STUDENTS AND FAMILIES ABOUT LEARNING
- SCHEDULE REAL TIME CONFERENCES WITH STUDENTS TO ASSESS PROGRESS AND OFFER ASSISTANCE ON WORK ASSIGNED BY OTHER TEACHERS
- USE EMAIL/PHONE TO COMMUNICATE WITH FAMILIES ON STUDENTS LEARNING
- USE ZOOM/COLLABORATION ONLINE TO PROVIDE DIFFERENTIATION ASSISTANCE TO TEACHERS

### **TAG**

- BE ONLINE AND AVAILABLE TO FAMILIES BETWEEN 10:00 AND 3:00, IN ADDITION TO CHECKING EMAIL AT LEAST ONCE EVERY EVENING
- SCHEDULE REAL TIME CONFERENCES WITH STUDENTS TO ASSESS PROGRESS AND OFFER ASSISTANCE ON WORK ASSIGNED BY OTHER TEACHERS
- USE EMAIL/PHONE TO COMMUNICATE WITH FAMILIES ON STUDENTS LEARNING
- USE ZOOM/COLLABORATION ONLINE TO PROVIDE DIFFERENTIATION ASSISTANCE TO TEACHERS
- SCHEDULE PROACTIVE CALLS AND CHECK-INS WITH STUDENTS WHO YOU KNOW MAY NEED SUPPORT
- REVIEW, COORDINATE, AND SHARE SOCIAL-EMOTIONAL LEARNING RESOURCES FOR TEACHERS AND FAMILIES

### **K-12 SPECIAL EDUCATION**

- BE ONLINE AND AVAILABLE TO FAMILIES BETWEEN 10:00 AND 3:00, IN ADDITION TO CHECKING EMAIL AT LEAST ONCE EVERY EVENING
- USE ZOOM TO RECORD LESSONS/PROVIDE INTERVENTION INSTRUCTION, AS APPROPRIATE

- USE PHONE OR ZOOM TO COMMUNICATE WITH FAMILIES ABOUT STUDENT LEARNING, CALLING EACH STUDENT/FAMILY ON YOUR CASELOAD AT LEAST ONCE PER WEEK
- PROVIDE DIFFERENTIATION ASSISTANCE TO TEACHERS, COLLABORATING ONLINE OR US ZOOM
- CONSIDER REAL TIME CONFERENCES WITH STUDENTS TO ASSESS PROGRESS AND OFFER ASSISTANCE ON WORK ASSIGNED BY OTHER TEACHERS-WILL VARY PER GRADE LEVEL AND IEP
- CONSIDER RECORDING VIDEOS FOR FAMILIES TO ASSIST WITH AT-HOME SUPPORTS
- ADHERE TO ADDITIONAL GUIDANCE PROVIDED BY THE GREAT PRAIRIE AEA

#### **COUNSELORS**

- BE ONLINE AND AVAILABLE TO FAMILIES BETWEEN 10:00 AND 3:00, IN ADDITION TO CHECKING EMAIL AT LEAST ONCE EVERY EVENING
- USE ZOOM/GOOGLE CLASSROOM TO RECORD AND PROVIDE GUIDANCE LESSONS, AS APPROPRIATE
- COORDINATE WITH SOCIAL WORKERS, SCHEDULE PROACTIVE “FAMILY” CHECKS WITH FAMILIES IN NEED
- SERVE AS A RESOURCE FOR FAMILIES AND LIAISON TO SUPPORT STUDENTS/FAMILIES IN CRISIS
- PROVIDE SUPPORT FOR STUDENTS SEEKING INFORMATION ABOUT COLLEGE AND ACT

#### **INSTRUCTIONAL COACHES**

- BE ONLINE AND AVAILABLE TO TEACHERS BETWEEN 10:00 AND 3:00 EVERYDAY
- SERVE AS A RESOURCE TO TEACHERS
- REVIEW, COORDINATE AND SHARE SOCIAL EMOTIONAL LEARNING RESOURCES FOR TEACHERS
- CONSIDER ASSISTING PARENTS WHO MAY BE SUPPORTING DIFFICULT BEHAVIORS AT HOME
- COORDINATE WITH TEACHERS THROUGH ZOOM/COLLABORATING ONLINE ANY PROFESSIONAL DEVELOPMENT

#### **NURSE**

- MAINTAIN STUDENT HEALTH RECORDS
- SCHEDULE PROACTIVE CHECKS WITH FAMILIES OF STUDENTS WITH CHRONIC HEALTH CONCERNS AND THOSE OF IDENTIFIED HIGH NEED STUDENTS (CALL HOME AND CHECK ON THESE STUDENTS AT LEAST WEEKLY)
- WORK WITH SCHOOL COUNSELOR AND SOCIAL WORKER TO IDENTIFY AND COORDINATE RESOURCES FOR FAMILIES IN NEED OF SUPPORT
- PROVIDE FAMILY SUPPORT BY RESPONDING TO DISTRICT EMAILS/PHONE CALLS
- COMMUNICATE REGULARLY WITH DISTRICT ADMINISTRATION TO MONITOR/SUPPORT DISTRICT WELLNESS NEEDS

### **PRESCHOOL**

- COMMUNICATE WITH FAMILIES REGARDING YOUR TEAM'S HOURS OF AVAILABILITY AND THE BEST/MOST APPROPRIATE METHOD OF PARENT ACCESS/COMMUNICATION
- BE AVAILABLE TO PARENTS DURING ESTABLISHED HOURS TO RESPOND TO REQUEST
- WORK AS A GENERAL EDUCATION TEACHING TEAM TO CREATE THREE LEARNING ACTIVITIES DAILY, IN EACH OF THESE CATEGORIES: LITERACY/LANGUAGE, SCIENCE/MATH, SOCIAL/EMOTIONAL AND MUSIC/MOVEMENT
- PROVIDE FAMILIES WITH DESIGNED LEARNING IDEAS/SUPPORTS ON A DAILY BASIS

### **EARLY CHILDHOOD SPECIAL EDUCATION**

- EVALUATE GOALS FOR EACH INDIVIDUAL STUDENT TO DETERMIN IF IT IS BEST TO PROVIDE ACTIVITIES FOR FAMILIES TO PRACTICE/GENERALIZE SKILLS OR PROVIDE A PLAN FOR ALTERNATIVE SERVICES
- COMMUNICATE TO FAMILIES THE TEAM'S RECOMMENDATION IN EACH AREA AND ALLOW PARENTS THE FINAL DECISION AS TO WHICH OPTION THEY PREFER
- IF NECESSARY, OFFER ALTERNATIVE SERVICES CONSISTENT WITH HOME SCHOOL REQUIREMENTS
- IF STAFF RECOMMEND ACTIVITIES TO PRACTICE OR GENERALIZE SKILLS, CREATE INDIVIDUAL ACTIVITIES OR LEARNING FOR THE FAMILY
- ATTEND STAFFING MEETINGS AND APPROPRIATE IEP MEETINGS, TO BE HELD BY PHONE OR ZOOM

### **OFFICE PERSONNEL**

- RETRIEVE AND RESPOND TO PHONE/EMAIL INQUIRES
- MAINTAIN PURCHASING/BUDGETING RESPONSIBILITIES
- PROVIDE SUPPORT TO ADMINISTRATORS
- MAINTAIN STUDENT AND SCHOOL RECORDS

### **MAINTENANCE/CUSTODIAL STAFF**

- CONDUCT BUILDING WALK-THROUGHS WITH ADMINISTRATORS
- FULFILL DEEP-CLEANING RESPONSIBILITIES
- COMMUNICATE DAILY WITH ADMINISTRATORS ABOUT CLEANING/MAINTENANCE NEEDS