



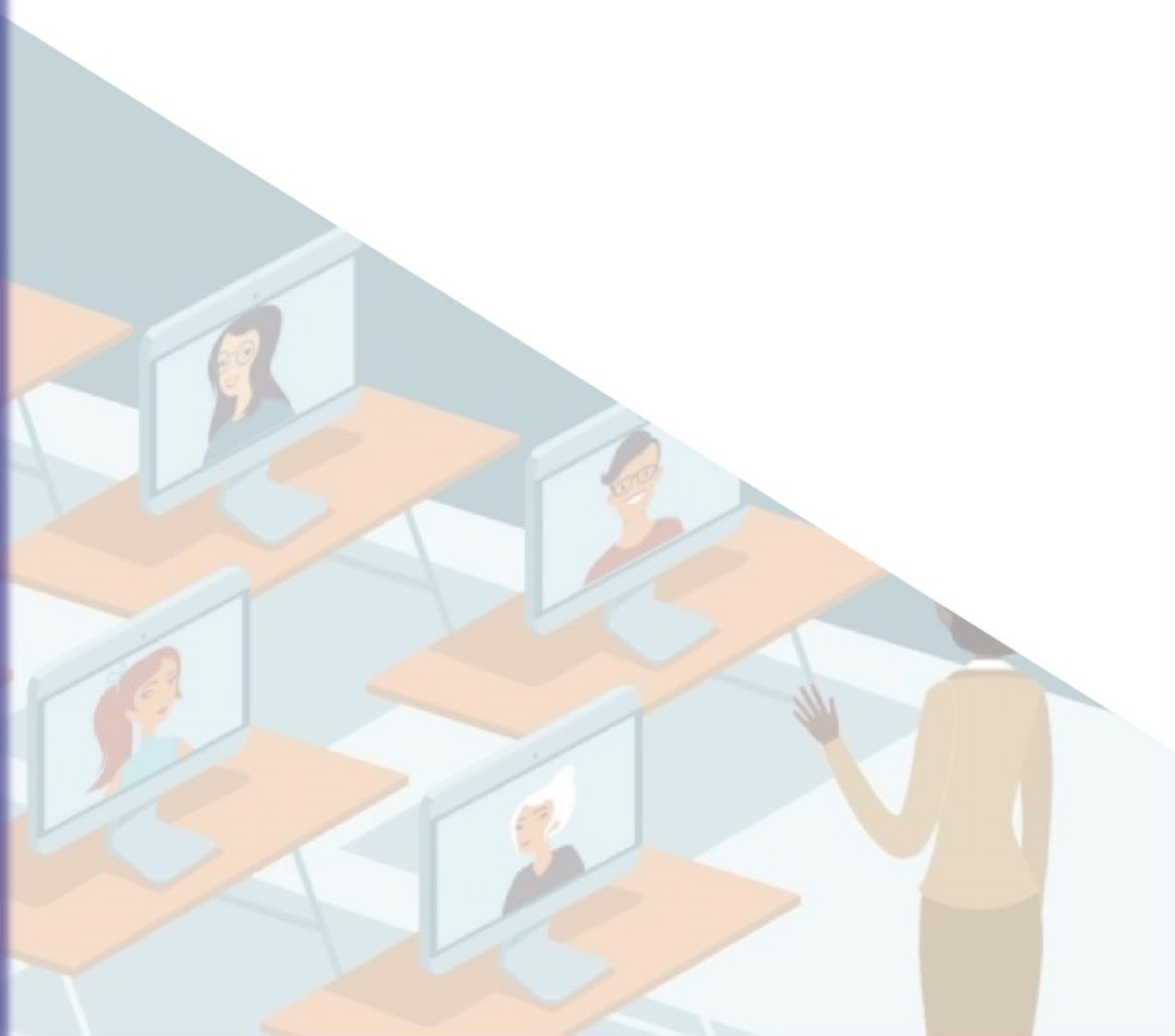
Guam Department of Education

Distance Learning

Guidelines



ELEMENTARY SCHOOLS



Distance Learning Guidelines

For the 2021-2022 school year, the Guam Department of Education will employ a distance learning experience to support students who opt for online learning. This Distance Learning Handbook applies to students who have elected distance learning or are required to quarantine due to health reasons. Our goal for distance learning will be for students to continue active and engaged learning outside of the school campus.

TEACHING AND LEARNING

Academic Conditions

Academic activities must be available across all instructional areas so each student participates in a well-rounded educational experience. Students need ample instructional time, predictable routines and schedules, meaningful relationships that promote a sense of belonging, and feedback as they strive to meet learning goals.

In-person teaching practices (i.e. preparation and planning, purpose, student engagement, classroom environment and culture, curriculum and pedagogy, assessment of learning, and providing interventions) also apply to teaching in distance learning. While our Priority Standards, Skills, and Topics (PSSTs) guide our instruction, educators are encouraged to design purposeful learning experiences that build on students' identity and strengths. A comprehensive distance learning experience includes activities both in the offline and online platform.

Every effort to harness the capability of technology to elevate students' creative capacity and provide meaningful interactions with others is important for supporting learning and connection. It is critical for educators to design learning activities that allow for students to access the content and demonstrate what they know and can do in multiple modes, thus providing a balance between synchronous and asynchronous learning.

Across all modes of access, it is essential to create:

- **Equity in access for all learners and**
- **Access that best supports each student's ability to succeed.**

TYPES OF LEARNING EXPECTATIONS IN A DISTANCE LEARNING ENVIRONMENT		
Teacher Facilitated		Applied Learning
Synchronous	Asynchronous	Independent Work
Direct instruction/guided instruction This type of learning is done with a teacher online (live) at a designated time: <ul style="list-style-type: none"> • Virtual classroom instruction and live webinars • Checking in with students via instant messaging or video conferencing • Assignment check-in • Online discussions • Interaction between students in breakout groups or group presentations • Live reflections • Focused activities with real-time interaction 	Direct instruction/guided instruction This type of learning can be done by students digitally at any time during the day without without a teacher present: <ul style="list-style-type: none"> • Pre-recorded lectures, readings, or podcasts • Tasks assigned from a website or learning management system • Video demonstrations and worked problems. • Practice problems, discussion questions, etc. • Quizzes, assignments, and applications. • Recorded reflections • Analytical groups 	Independent Practice This is time spent on activities without the teacher. These experiences allow students to work independently and apply knowledge that extends from the teacher facilitated learning. <ul style="list-style-type: none"> • Journals / Workbooks • Writing pieces • Performance tasks • Research • Small Group Activities Office Hours <ul style="list-style-type: none"> • Meetings • Intervention

The following are teacher expectations for online learning:

☐ PREPARING FOR DISTANCE LEARNING:

- Attend all school preparedness meetings on distance learning.
- Attend/participate in digital platform training to enhance the virtual classroom experience.
- Develop class syllabus and receive approval from your administrator prior to the first day of class.
- Train students about online learning expectations. Student training will include:
 - Overview and practice official DOE digital platforms in the event of a school closure

- Expectations for appropriate online behaviors (Language, attire, digital etiquette, etc.) during class time and when participating in any breakout groups or online chats, etc.
 - Explain how academic performance will be addressed with online learning.
 - Explain your attendance and behavior expectations.
 - Collaborate with other teachers or department members to design learning experiences.
 - Provide whole group or individual orientations to ensure all students and parents know and understand the tools and procedures for participating in distance learning.
 - Provide Parent Online workshops and continuous support on how to navigate through Learning Management Systems.
- ❑ DURING ONLINE LEARNING
- Provide instruction based on grade level Priority Standards, Skills, and Topics.
 - Communicate with students and their parents at least once a week to clarify expectations, ease anxiety, and answer questions.
 - Leverage formative assessment practices to grow student's ability for independent learning.
 - Provide timely feedback to support student learning. Respond to all email/phone calls within 48 hours.
 - Continue to collaborate with colleagues to enhance the quality of online learning.
 - Synchronous classes are to be held during the student's regularly scheduled time.
 - Utilize the PowerSchool/PowerTeacher Gradebook to document attendance and home-school communication. Take attendance daily.
 - Maintain Google Classroom or other Learning Management System daily.

Instructional Time

Schools operating Online Learning models must meet all Guam Education Board policies and standard operating procedures for instructional time. Schools will follow the GDOE approved SY 2021-2022 School Year Calendar. Teachers will provide synchronous and asynchronous learning opportunities during scheduled class times. In addition, teachers will be available for intervention/tutoring during scheduled class time and office hours*

Proposed Schedule

ELEMENTARY ONLINE BLOCK SCHEDULE		
8:30am-9:00am	Instructional Block #1	Synchronous
9:00am-10:00am	Small group/ 1:1 Instruction	Asynchronous
10:00 am-10:15 am	Recess	
10:15am-10:45am	Instructional Block #2	Synchronous
10:45 am-11:15am	Small group/ 1:1 Instruction	Asynchronous
11:15am-12:00pm	Lunch	
12:00pm-12:30pm	Instruction Block #3	Synchronous
12:30pm-1:00pm	Small group/ 1:1 Instruction	Asynchronous
1:00pm-2:43pm	Other content/Interventions/ and Office hours	Asynchronous/ Independent Practice

Note: This is a general schedule. Adjustments will be made to add a CHamoru block. Students will be provided with an updated schedule.

20 minutes for Primary (Kinder-3rd Grade)

30 minutes for Intermediate (4th-5th Grade)

Social emotional activities shall be integrated into daily lessons.

Definitions:

- ☐ Instructional Day: The time from the beginning of the school's first class until the dismissal of the school's last class.
Seven hours for high school and six hours for elementary. (REF: CBA 1.B.8)
- ☐ Instructional Time: That time when a teacher has the assigned responsibility for students. (REF: CBA 1.E.9) Students are expected to be engaged in regularly scheduled instruction, learning activities or learning assessments to meet curriculum goals and Priority Standards, Skills and Topics (PSSTs).

Instructional time shall include:

- ☐ Synchronous and asynchronous learning experience planned and guided by a teacher.
- ☐ Time that a student spends on district-wide assessments.

Grading and Progress Reporting

The grading policy for distance learning will be developed by the District. The grading policy should let students know where they are in relation to Priority Standards, Skills and Topics (PSSTs); it should also define what students are ready to learn next. Teachers are required to:

- ☐ Implement the grading policy. Ensure that the grading policy is included in the syllabus.
- ☐ Progress monitor student learning
- ☐ Evaluate goals and objectives based on progress benchmarks for students supported under the ESL program, an IEP, and/or 504 plans.
- ☐ Regularly report progress to students and families, in alignment with DOE standard operating procedures.

PowerSchool is the official Student information system utilized by the Guam Department of Education. Teachers will use PowerSchool as the mechanism to report official grades, document student progress and parent communication, and record attendance. It is designed as a vehicle for effective, on-going, and open communication between the school and home. The PowerSchool Gradebook feature allows teachers to input grades and other pertinent academic information for parents and students to view. Therefore, every GDOE teacher will be responsible to input grades and attendance daily as part of their professional accountability. (REF: SOP# 200-006)

Procedures for grading and progress reporting:

- ☐ GRADES
 - PowerTeacher Gradebook records are to be updated weekly at a minimum.
 - Teachers are to input all assignments, tests, quizzes and any other components that determine the students' grades.
- ☐ ATTENDANCE
 - Attendance should be recorded daily in PowerTeacher.
 - Attendance records are to be updated daily (i.e., Unexcused Absence, Excused Absence, Absent, or Tardy).

OPERATIONAL CONDITIONS FOR GDOE REGIONAL ONLINE SCHOOL

Thoughtful consideration of school operations will be an essential aspect of operating schools under a comprehensive regional online learning model. Many design features of operational structures and functions that are present in in-person attendance will require redesign for a virtual context.

Nutrition

Providing secure, guaranteed access to nutrition services remains a critical public service in the context of this health pandemic. The superintendent will consult with the GDOE division of Food and Nutrition and determine whether Grab and Go meals will be provided to students utilizing the Online Model of Learning.

Uniforms

Students are required to use their school uniform during all virtual class sessions. BP401 was reinstated for SY2021-2022 mandating the use of school uniforms by all public school students in all levels.

Attendance and Truancy

The ability to continue to monitor attendance, as a proxy for engagement, is arguably one of the most important ways schools can help ensure equitable access to student learning and account for student wellbeing during a pandemic across any instructional model. The primary rationale for documenting student engagement with high-quality attendance data is the relationship between student attendance and student achievement.

To ensure that students are completing 180 days or equivalent number of contact hours of instruction, school personnel should work closely with students and families to complete a full academic year. School faculty and staff should contact parents daily when a child is absent. Student attendance and school policies and procedures governing student absences can also be found in Board Policy 411.

The school should:

- provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health;
- use positive outreach as a mechanism to build strong engagement and attendance patterns and relationships with families;
- center equity in all outreach and communication efforts with parents and caregivers. This includes honoring home language and culture and considering the strengths and needs of students;
- establish that a student's physical and emotional wellbeing is in place before engaging with the curriculum; and
- promote student engagement and consistent attendance through culturally responsive and relevant scheduling decisions that promote whole student wellness.

Policies, Definitions, and Guidance for Regional Online Attendance

Compulsory School Attendance: 17 GCA § 6102. Duty to send children to school

Any parent, guardian or other person having control or charge of any child who is at least five (5) years of age and has not reached the age of eighteen (18) years, not exempted under

the provisions of this Article, shall send the child to a public or private full-time day school for the full-time of which such schools are in session, except that the starting date if school for children five (5) years of age shall be determined by the provisions of §§ 6103 and 6107 of this Article.

Non-Compulsory Attendance (17 GCA § 6102)

Any student of non-compulsory age (18 and above) and are not required by law to be in school.

Online Attendance and Absence for the school day:

- Attendance must be taken at least once for each scheduled class that day for all students enrolled in the GDOE Regional Online School.
- Attendance includes both participation in class activities and interaction with the teacher throughout a school day, or interactions with substitute teachers carrying out the lesson plans.
- Interaction can be evidenced by any of the following or reasonable equivalents:
 - ✓ Participating in a video class;
 - ✓ Communication from the student to the teacher via chat, text message, communication app or email;
 - ✓ A phone call between the teacher or substitute teacher and the student;
 - ✓ Posting completed coursework to a learning management system or web-based platform or via email; or
 - ✓ Turning in completed coursework on a given day.
- When there is no evidence of student interaction during a 24-hour period surrounding scheduled school days as described, students are reported as absent for the day.
- Monitor and address chronic absenteeism.
- Update student attendance on the Power Teacher grade book daily.

Excused Absences

The school administrator shall have the discretion to decide whether an absence is considered as excused. A child who is absent (excused) shall be given the opportunity to make up the work missed in class. Absences incurred for any of the following reasons are to be considered excused.

- When absence is addressed in a student's Individualized Education Plan (IEP) and/or Educational Accommodation Plan (EAP).
- When a student is ill. However, a student absent for two or more alternating days (3 or more consecutive days) due to illness is required to provide a written certification from a physician indicating the illness and the duration from which the student should be excused from the online classes. In addition, school administrators may

require written certification from a physician for any number of days of absences due to illness if a student's past attendance records show patterns of illness or reasons for the absences due to illness which the administrator finds questionable.

- Student has scheduled medical or dental visits.
- Student has a death in the immediate family. 5 GCA §5601 (g) defines immediate family as mother, father, stepmother, stepfather, guardian or caretaker, brother, sister, stepbrother or stepsister, spouse, grandparent, and child.
- Student is required to appear in court or other legally related proceedings.
- Off-island travel, which has the prior approval of the school administrator. Off- island travel where the absences of the child exceed 25 or more days, the parents shall withdraw their child from school.
- Natural catastrophe or disaster.
- Participation in authorized school related activities or compliance with administrative actions taken by the school, such as field trips, conferences called by administrators or counselors, suspensions, or injury, etc.
- Observance of holidays recognized by a religion of which the student is a member. Parents shall present evidence of religious affiliation.

Chronic Absenteeism

Research indicates that students are considered chronically absent when they miss 10% (18 days) of school in a year. Chronic absenteeism factors excused, unexcused, and out of school suspensions. The most important ways schools can help ensure equitable access to student learning and account for student wellbeing during a pandemic across any instructional model is through high-quality student attendance. Chronic absenteeism and habitual truancy is grounds for requiring a student to return to in-person attendance.

Tardy

Students who report up to 7 minutes after the start of the virtual session are tardy. The accumulation of tardies are not used for a habitual truancy petition. However, for non-compulsory aged students, the school level policy of three (3) tardies equal unexcused absences can be used toward the accumulation of 26 absences articulated in Board Policy 330. This is also addressed under the Discipline Procedures as a Level 1 Offense when students accumulate three (3) unexcused tardies.

Technical Absence

A student who is tardy for more than 8 minutes from the beginning of the virtual session will constitute a Technical Absent (TA) from the class. Additionally, students who log off for periods of 8 minutes or more during a virtual session will be marked with a TA for the session. Administrators will be guided by the ODR when addressing habitual technical absences.

Power Announcement – Attendance Alerts (SOP 200-006)

Teachers are required to take daily attendance for the school day. Attendance should be recorded daily in Power Teacher and attendance records are to be updated daily (unexcused absence to excused absence or absent to tardy). Attendance alerts will be sent out at 9:00 am and 1:00 pm. Attendance must be entered for the respective sessions prior to the designated alert times.

Truancy

The GDOE Truancy and Attendance mission is to further the Guam Department of Education's mission, School Attendance Officers/School Resource Officers assist all students identified as having attendance problems by working to prevent truancy and reduce the high dropout rate. The team reports all violations of Truancy to the courts.

As stated previously, the most important ways schools can help ensure equitable access to student learning and account for student wellbeing during a pandemic across any instructional model is through high-quality student attendance. Chronic absenteeism and habitual truancy is grounds for requiring a student to return to in-person attendance.

Truant (17 GCA §6401 (c))

A pupil absent from school without a reasonable and a bona fide excuse from a parent.

Habitual Truant (17 GCA §6402)

A pupil who has incurred twelve (12) or more unexcused absences in a school year, and is compulsory attendance age.

School Attendance Officers (SAOs) will investigate referrals and ensure that habitual truants are referred to the Superior Court of Guam.

School Attendance Officers (SAOs) – Special Deputy Marshals (SDM)

Employees of SSSD who work with schools to proactively help students stay in school, investigate referrals, and ensure that habitual truants are referred to the Superior Court of Guam.

Discretion to Petition to Court:

Board Policy 411 states, the Superintendent has the authority to determine whether to petition to the court when students are habitually truant. When students have accumulated 6 or more days of unexcused absence, school administrators will complete and submit a Student Attendance Referral Form (SARF) to the assigned SAO. The SAO will investigate and determine whether the school has exhausted all interventions required. If not, they have the discretion to return the SARF for the school to implement interventions. If yes, the student will be petitioned to the court.

Regardless of whether or not a school has completed all interventions, the SAO will conduct an investigation based on the information available. The results of the investigation will be provided within five (5) working days from the date of SARF.

Intervention: “An act to prevent or alter a result or course of events.” An intervention is mainly but not limited to those listed on each level of the Office Truancy Referral Form (OTRF).

Please refer to the GDOE Student Conduct Procedural Manual for the procedures for truancy referrals to school administrators for both compulsory and non-compulsory aged students. (p. 56)

Technology Requirements

Operation of an online school is dependent on having the technological capabilities to provide high quality instruction on a reliable system. To ensure that each Online student receives the best possible education, the following items must be available to each student. These items may be provided by the student or by GDOE.

- 1) Signed Acceptable Use Policy to ensure understanding and compliance with GDOE technology use policies and ethical practices (Guam Education Board Policies: BP379 (Students); BP426 (Employees); BP836 (Community))
- 2) High speed internet service, capable of live streaming video
- 3) Computer: laptop, Chromebook, or tablet with keyboard (Note that a cell phone is not an acceptable device)
- 4) Required computer software: Microsoft Word, Excel, and PowerPoint or Google Docs, Google Sheets, and Google Slides
- 5) Learning Management System

Security

Digital citizenship is critical to equitable and safe use of technology. Students, parents/guardians, and teachers must understand and apply good digital citizenship practices to ensure that all uses are safe from online threats. To ensure the security of the Online school and its users, the following compliance items must be in place:

- 1) All users must certify that they have read, understand, and will comply with GDOE’s acceptable use policies.

- 2) All students and parents must agree to and sign the Student and Parent Virtual Meeting Policy attached to the end of this document.
- 2) All users must complete training on safe computing practices, including cyberbullying (BP409 (Students); BP901 (Employees)).
- 3) All users must allow access to GDOE content that passes through GDOE devices or infrastructure, including GDOE emails, internet access, and devices.

Infrastructure

Having the capacity to transfer data between users in an efficient and reliable manner is essential to a virtual school. Therefore, the following items must be in place:

- 1) Reliable internet connection that is able to support the large volume of data. Broadband internet connection that is able to support live streaming of student/teacher sessions and assigned video assignments. If the student/educator is not able to provide this service, GDOE will attempt to provide service at little or no cost to families.
- 2) Users must have a GDOE Gmail account, provided to all users at no cost. Contact the school administrator for assistance with your email account.

Devices

A device that is capable of handling typical digital needs of a student is essential to meeting the needs of a virtual learner. The computer must allow the student to communicate with teachers and students. Further it must be able to stream live and recorded content. It must allow students to compose, record, receive, and send data.

- 1) Laptops, Chromebooks or similar are preferred (Laptops are currently available to qualified individuals. A request for a device is required.)
- 2) iPads or tablets with a detached keyboard are acceptable
- 3) iPhones or Android phones are not acceptable
- 4) Office computing software
 - a. Microsoft Office Word, Excel, and PowerPoint
 - b. Google Docs, Sheets, Slides
 - c. Similar type office software
- 5) Protected by antivirus software

Learning Management System

GDOE will provide a learning management system (LMS) to all users. The LMS is computer software that allows students, families, and teachers to communicate with each other.

Teachers will post assignments and grades on the LMS. Students will open assignments and post completed work on the LMS. It will also be used for video streaming whether it is live (synchronous) or recorded (asynchronous). The LMS is a one-stop bulletin board for all activities going on in the virtual classroom. Some examples of LMS are Google Classroom, Schoology, and Moodle. Your school will let you know which system you will be using.

CLUBS, EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

Enrichment activities and participation in clubs or organizations outside of the school day reinforce student leadership, encourage student attendance, and promote strong school culture.

Students may avail themselves and access additional activities to the extent possible. It is important to foster student voice by ensuring opportunities to participate in identity-affirming student organizations/clubs virtually.

PARENT & STUDENT VIRTUAL MEETING POLICY

The following guidelines are established in order to provide our students with an engaging and safe virtual learning environment. Parent/Guardian and student must sign off in agreement to the established protocols in order to participate in any live virtual sessions. Parents must also complete the Education Technology Use Policy Parent/Guardian Agreement also referred to as our AUP in addition to this form if they have not done so already. While we understand that your child will be using both your personal network and device, the expectations set forth in the AUP with regards to safety still apply.

Student Responsibilities	Parent/Guardian Responsibilities
<ul style="list-style-type: none">○ Join your class on time, and follow the directions of the teacher.○ Sit in a chair, upright ready to focus and interact with your teacher and peers. Jumping, rolling around, laying down on a bed should not be done during a session. Grab a snack before any virtual meeting.○ Microphones should be muted and video cameras must be turned on for safety and accountability. The student should be the only one visible on camera○ When asked a question students are expected to participate without any prompting from a parent/guardian of the answer. This is important for teachers to truly engage the level of understanding of a skill.	<ul style="list-style-type: none">○ Designate a quiet workspace for remote learning and ensure your child has his/her supplies readily available. Please pay attention to what is in the background to ensure privacy of your homes is kept.○ Help keep distractions to a minimum while your child is in a virtual meeting. Remind them of proper behaviors to ensure they are ready to learn. TV, phone, internet browsing, and online games should be turned off.○ If possible, headphones are encouraged to help your child maintain focus.○ Supervision should be provided to ensure disruptive behaviors are not preventing a student from engaging in the lesson. We understand students may need some redirection, we appreciate your help and support.

I further understand and agree to the following:

- Teachers may record live sessions for the purpose of accountability and safety monitoring. These live recordings may not be available for the purpose of reviewing content for students or parents to watch at a later time due to the fact that other students are in the video and we must adhere to privacy laws. If additional support is needed, parents will communicate directly with the teacher via google classroom or email and arrange for additional support or intervention.

- Students/Parents are NOT allowed to record any session or take pictures of other students or the teacher during a virtual meeting. We must maintain the rights and privacy of all our students and individuals.
- Parent/Guardian, to include any other family member or friend should not converse with other students present in the virtual class meeting.
- The teacher/school is not responsible or liable for language used or background images/sound coming from another student's home environment. Any issues or concerns presented will be brought up to the Principal and will be addressed.
- Only students should log on during a google meet session. The parent is expected to supervise but should not log on separately.
- The Chat feature should only be used when directed upon by the teacher. Students should not be messaging with one another during a session
- Assignments must be turned in by the due date. Late work may not be accepted. Please communicate directly with your child's teacher if arrangements need to be made due to a family emergency or unforeseen circumstance.
- If a student/parents coordinate their own virtual meetings with other students the teachers/school is not responsible for the discussions or activities that occur during that time.

Please note that failure to abide by these protocols may result in removal from the live virtual session, with a follow up conference to be arranged with the teacher, parent and Principal.

The student, however, will continue to have access to the Google Classroom.

STUDENT AND PARENT/GUARDIAN ACKNOWLEDGEMENT AND PERMISSION

I have read, understand, and will follow the above guidelines for virtual meetings. I further understand that failure to abide by these guidelines, meant to ensure the safety and rights of all, may result in non-participation of any future virtual meetings. Any action that is illegal, immoral and/or unethical may result in disciplinary actions taken, access privileges revoked, and/or appropriate legal action may be initiated.

Student Name (Print): _____ Grade/Room: _____

Student Signature: _____ Date: _____

Parent/Guardian Name (Print): _____ Date: _____

Parent/Guardian Signature: _____ Date: _____