

# ONLINE TOOLKIT

Resources and Q & A for Building Your Program



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## **OUR VISION**

*The Richmond County School System will provide an equitable education for all students to prepare them for life beyond the classroom.*

# Information Technology

## **When will we receive our list of students who signed up for Online Academy?**

Student Services Department sent a list of students' data to the clerks/registrars, principals, and cluster superintendents on 7/31/2020.

## **How should we flag the virtual students in Infinite Campus?**

Virtual students will be flagged in Infinite Campus in two phases:  
Phase 1 - coding using the online learning local tab  
Phase 2 - existing local data will be used to create state flag within Infinite Campus..

## **If we operate an AM/PM shift, how will we create the AM/PM schedules in Infinite Campus?**

An AM/PM calendar structure was created and imported in student data from Online Learning Tab (OLT) in Infinite Campus and completed by District Office staff.

## **Will there be support for creating a school within a school in Infinite Campus?**

Schools are being assigned times for individual support for master schedule training.

# Information Technology

## **I can log into Infinite Campus, but the data is not pulled into i-Ready or any third-party applications?**

Data clerks/registrars should ensure teachers are coded as the teacher of record in Infinite Campus. If the issue persists, please submit a Schooldude helpdesk ticket, and the Information Technology Department will address the issue.

## **I need to assist my students with logging into Infinite Campus. Can you send me all of my students' passwords?**

To view student passwords, select the "Student Account Information" tab while logged in Infinite campus. If you are not able to access student information, please contact Information Technology department.

## **How do I obtain access to technology? What is the distribution plan?**

Technology and hotspot device requests are being collected from the RCSS back to school online survey. In conjunction with this survey, the Information Technology Department has completed inventory at each school and is actively preparing the technology and hotspot devices for deployment. Technology distribution will occur from August 17, 2020, thru September 4, 2020



# Information Technology

**I am experiencing issues with my ShoreTel phone, i.e., setting up voicemail, forwarding of phone calls, internal routing, and how to functions.**

See the URL for instructions.

<https://www.rcboe.org/Page/25895>



**How do I log into Microsoft Office 365 to obtain access to email, OneDrive, and Teams?**

Use this URL:

<https://portal.office.com>

Log in with your  
username@richmond.k12.ga.us.

Select enter and then type your password. This information will be provided in the HR onboarding process. Please contact the Information Technology Department if issues persist.

**How do I change my email password?**

The username and password are used for many applications. Changing the email password will also change your PC login password, Infinite Campus password, etc. To change your password, please login with your current password select CTL-ALT-DEL and then select Change Password.

<https://www.rcboe.org/Page/19932>

# Information Technology

## Who is my school-based technology contact?

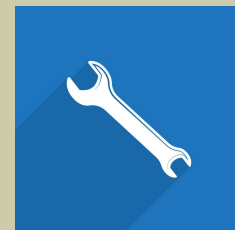
Each school site has a designated technology contact person. The designated employee is trained on the Schooldude Helpdesk ticketing system and have access to open Schooldude Helpdesk tickets for your site. This process reduces the input of multiple tickets for the same problem and results in faster ticket resolution.

## How do I obtain technology support from the Information Technology Department?

All requests for Information Technology Department assistance should be submitted to the Schooldude Helpdesk ticketing system or via email. You may reach the Information Technology Department by email at [ithelpesk@boe.richmond.k12.ga.us](mailto:ithelpesk@boe.richmond.k12.ga.us) (Support Services) or by calling (706) 826-1103.

## What are the procedures for Computer Surplus and Repair?

Technology-based equipment (such as computers, monitors, and Promethean boards) considered to be surplus must be disposed of by submitting a Surplus Form to the Information Technology Department. For more guidance, please access the following document.



## Information Technology Contact

**James Lunsford**

# Special Education

## **IF A STUDENT OPTS FOR FACE TO FACE INSTRUCTION**

- IEP will be implemented as currently developed
- Option to vary schedule (the parent can request alternate days or attend half days for low incidence students)-IEP meeting is required to make this adjustment

## **IF A STUDENT OPTS FOR ONLINE INSTRUCTION**

- Conduct an amendment IEP meeting
- Case manager completes the RCSS Online Learning Plan
- During the IEP Meeting, the case manager offers comparable services based upon the child's current IEP
- The services in the IEP are not adjusted. The online services and supports are listed in the RCSS Online Learning Plan
- The meeting summary outlines the parent is rejecting FAPE, the services agreed upon during the meeting and a statement that services will return to what is listed in the IEP if the student returns to the face to face environment

## **ONLINE INSTRUCTION FOR LOW INCIDENCE STUDENTS (K-12 MOID, S/PID, AU SELF-CONTAINED STUDENTS)**

- Instructional Block is 9:00-11:00 Daily (ELA, Math, Science, Social Studies)
- Teachers will use the Unique Learning System for curriculum
- Related Services/Speech Block is 1:00-3:00 (Speech, OT, PT, O&M, Vision, Adaptive PE, Adaptive Music, etc.)
- Teachers from 1:00-3:00 should be conducting parent communication, parent training, instructional phone calls, IEP meetings and lesson planning

# Special Education

## ADDITIONAL INFORMATION

- Students should be offered comparable services based upon the services listed in the IEP (example-if student receives support in ELA & Math face to face, they should be offered comparable services in the same content areas in the online environment)
- Comparable services include Speech and related services
- An example of comparable services-a student receives 45 minutes daily of co-taught ELA instruction in the face to face environment. In the online setting, 15 minutes daily could be considered comparable
- A Program Specialist and/or Administrator should attend each IEP meeting
- If the team agrees, separate class services during small group/tutoring times can be considered
- Speech services can be conducted via telephone or virtual platform
- Speech and OT/PT services can include parent training

### SPED CONTACTS

**Tracy Wright**

**Lisa Smith**

**Kimberly Wilkinson**



# Teaching and Learning

## **Will instructional technology support be provided to virtual teachers?**

Yes. We will provide ongoing professional learning sessions relating to Canvas, TEAMS, RCSS instructional resources and other virtual tools.

## **Will instructional technology support be provided to administrators?**

Yes. We will provide ongoing professional learning sessions on Canvas, TEAMS, RCSS instructional resources, and other virtual tools for administrators.

## **As a principal, how should I monitor the quality of virtual instruction?**

Principals should monitor the quality of virtual instruction by observing synchronous sessions, viewing recordings of asynchronous sessions, and viewing completed student work to check for a variety of multimedia assignments. We will provide a series of professional learning opportunities around this topic to support you.

## **Will virtual teachers and face to face teachers need to follow the same curriculum map?**

Yes. All teachers should follow the same curriculum map.

## **Are the expectations for science labs different in a virtual environment?**

Yes. The expectation for science labs is different in the virtual environment. Middle school students in the virtual environment should complete 3 labs per nine weeks. High school students in the virtual environment should complete 6 labs per nine weeks. [Click here to access virtual labs](#) and/or simulations that can support student mastery of science concepts.

## **What instructional resources are available for our virtual teachers/students?**

Teachers and students will have access to the same instructional resources that are currently available to them.

# Teaching and Learning

## What are some look-fors in the synchronous and asynchronous environment?

Principals should look for the following in the synchronous and asynchronous environments.

### Synchronous Environment Teachers should

Check in with students regarding their social emotional wellness, build community within their classrooms, and establish personal connections.

Preview and/or explain assignments or expectations of learning tasks.

Answer student questions about recorded sessions.

Conduct small group instruction.

Share examples of final products.

### Students should

Have the opportunity to work in collaborative groups.

Be engaged in discussions to ensure understanding of information.

### Asynchronous Environment Students should

View recorded instructional videos of lessons.

Engage in online discussion, read and post responses (i.e. via Canvas, Flipgrid, etc.)

Read posted literary selections and responding.

Complete independent learning tasks and assignments.

### Teachers should

Respond to and collect student work.

View recordings of performances submitted by students.

## Will virtual students/parents come to schools for tutoring/conferences?

If necessary, virtual teachers can conduct parent conferences and student tutoring sessions in the face to face setting. Also, virtual conferences and student tutoring will be available to students and parents.

# Teaching and Learning

## T & L Contact

**Yvette Foster**

**Will my virtual teachers be expected to plan collaboratively?**

Yes. Virtual teachers will be expected to plan collaboratively.

**Will ESOL students receive online services?**

Yes. ESOL services will be provided to virtual students. Jessica Castro, the ESOL Program Specialist, will work with school based and itinerant ESOL teachers to coordinate services for virtual students.

**How will I know when to use Edgenuity/GAVS and other external vendors?**

The use of Edgenuity/GAVS will depend on the number of student requests. Contact Teaching and Learning for additional guidance.

**Will I have to pay for those external services, or will the district provide them? If the district is providing them, do I have a cap or limit?**

When necessary, district will provide external services based on student needs. Contact Teaching and Learning for guidance regarding limits or caps.

**Should all courses be taught in Canvas or will I also need to use Edgenuity and GAVS when scheduling?**

All courses should be taught in Canvas. Edgenuity and Georgia Virtual School (GAVS) will be utilized when absolutely necessary based on student need.

**Will gifted services be provided online?**

Yes. Gifted services will be provided to virtual students. Samantha Booker, the Gifted Program Specialist, will work with school based and itinerant teachers to coordinate services for virtual students.

# Student Services

## **GEORGIA MILESTONES WAIVER**

On July 13, 2020, the Georgia Department of Education submitted a request to the United States Department of Education for a waiver of standardized testing and accountability requirements for the 2020-21 school year. Georgia's waiver request was submitted by Governor Brian Kemp and State School Superintendent Richard Woods.

If the waiver is approved, there will be no administration of the Georgia Milestones EOGs, Georgia Milestones EOCs, or Georgia Alternate Assessment (GAA) 2.0 during the upcoming academic year.

## **DISTRICT LEVEL PLAN TO SUPPORT WRAP AROUND SERVICES FOR STUDENTS AND FAMILIES:**

- RCSS Success Center services
- Mental Health Resources: School level Mental Health Teams, as well as, continuing partnership with Serenity Mental Health Apex.
- Provide lessons to support students' mental and emotional well-being
- Provide a list of mental health resources and support including contact information/links to websites
- Reinforce social skills to support interpersonal relationships (Restorative Practices)
- Support students and staff social re-acclimation to school (First 10 days of School)
- Establish a system to connect students and families to supports
- Establish small groups for students with specific concerns: Possible topics to consider: Grief, Anxiety, Resilience, Support Systems, and Depression
- Involve school district social workers, school psychologists, mental health clinicians (outside agencies) and school counselors to support students
- Pursuit of outside mental health partnerships (telehealth)
- RCSS Tip Line

# Student Services

## RCSS SOCIAL EMOTIONAL LEARNING LESSONS

- Sanford Harmony SEL (PK-5) (Daily)
- Panorama SEL (6-12) (Weekly)

## FOCUS ON STAFF WELLNESS

- Continued collaboration with the RCSS School Nutrition Department
- Provide resources to support the well-being of staff (web-based and in-person)
- Provide motivational resources/activities for all staff to boost morale in uncertain times

## STUDENT SERVICES CONTACTS

**Lamonica Hillman**

**Matt Johann**

**Aronica Gloster**

# Federal Programs

**Can paraprofessionals be used in a non-instructional capacity (monitoring software usage, preparing packets for virtual students)?**

Yes, Title I funded paraprofessional can participate in the same job responsibilities/assignments as the non-federally funded paraprofessionals as long as it does not interfere with the intent and purpose of hire.

**Is there guidance for revision meetings for FY21 Parent and Family Engagement Plans/Policies, School-Parent Compacts and SIPs?**

There is flexibility for in-person meetings. Meetings do not have to take place during a specific time due to the current COVID-19 Pandemic.

**Some of the things that we want to spend our Title I funds on to help the children are not in our SIP. Should we amend our SIP?**

Yes, the LEA has extended the due date for SIPs to September 4, 2020. Schools with consolidated funds will need to resubmit their 'Intent and Purpose' forms as well.

Alternatives may include:

- Holding in-person meetings in early fall (Once current restrictions are lifted).
- Hosting online meetings
- Conducting conference calls to parents
- Seeking input through online surveys
- Reaching out to parents to build educational partnerships through the SLDS Parent Portal and other online/virtual resources that may be found on the Family-School Partnership Capacity Building website

# Federal Programs

**Will the deadline be extended for FY20 Title I, 1003 School Improvement Funds and Title I, Part A funds?**

FY20 funds will be available until September 30, 2021.

**Is it allowable to purchase technology for the online teachers (web cameras, microphones)**

Yes, if the technology is for instructional purposes, use function 1000 object code 616.

**Is it allowable to use Title I Parent Engagement funds for postage?**

Yes, funding can be used for postage to send instructional resources and materials to parents.

**Is it allowable to utilize federal funds to provide virtual tutoring or Afterschool Programs?**

Supplemental instruction i.e. outside of school hours face to face or virtually is allowable.

All funded activities must support an evidence-based action step to meet one of the school's goals in the SIP. The expense must support the Title I program and have a way to measure effectiveness.

# Federal Programs

**Is it allowable to utilize federal funds to pay consultants to lead online and face to face services for schools and what are the procedures for doing so?**

Consultants must be approved by the school's supervisor. All funded activities must support an evidence-based action step to meet one of the school's goals in the SIP. The expense must support the Title I program and have a way to measure effectiveness.

Documentation must include: Consultant Agreement (Vita, W-9, and deliverables-include what services will be provided before invoice is paid such as: agendas, time sheets, sign-in sheets, receipts)..

**Will Face to Face teachers be allowed to receive a stipend for professional learning attended outside of the work hours?  
What documentation is needed.**

All professional learning (stipends) must receive prior approval by the school's supervisor and be included in the SIP. Teachers are eligible for a stipend when they:

- Participate in a PL session beyond their regular contract hours, days, or school year
- Provide evidence that the knowledge/skills from the PL was implemented/demonstrated in the classroom/work setting



# Federal Programs

**Is it allowable to purchase the following to prevent the spread of COVID 19?**

**Plexiglass  
Disinfectant wipes  
Disinfectant spray  
Masks  
Plastic gloves**

Yes, items can be purchased with Title I funds only if they are supplemental. If the items are provided by the Richmond County School System, Title I funds cannot be used to purchase the items. All cleaning items must meet the safety guidelines as outlined by the Maintenance and Facilities Department.

## **CONTACT**

**Angeline Andrews-Milton**

# Teacher Selection/ HR

- Teachers interviewed and selected from Teaching and Learning Department are offered an online teaching position at their school site if possible.
- Principal asks for volunteers after reviewing the schedule and expectations with certified teachers.
- If there is a surplus of volunteers, principal contacts Human Resources (HR) Coordinator.
- If there are not enough volunteers, principal selects teachers with support from HR Coordinator.
- Principal submits personnel action change forms for all online teachers to HR for final approval.
- Human Resources follows and completes position control approval process.
- Human Resources contacts principal and teacher regarding approval of moving to an online teacher at the school.

## HR CONTACTS

**Dr. Cecil Clark**

**Melissa Shepard**

# CTAE

## **Will instructional technology support be provided to virtual teachers and administrators?**

CTAE has technology support personnel available to assist with immediate technology support during instructional time. For technology assistance, please contact Mr. Justin Hairston and cc Mr. Darryl Stewart and Ms. Ariana Frazier.

## **Will virtual students come to school for hands-on instruction and/or tutoring?**

Currently, the CTAE department is creating a recommendation to be considered for virtual learners to receive face-to-face support for 2nd and 3rd level students.

## **As a principal, how should monitoring of quality of virtual instruction look?**

CTAE curriculum currently includes virtual instruction. The CTAE department will provide support for teachers as they engage in virtual instruction to ensure quality delivery. Principals should be able to see projects that demonstrate student engagement and mastery of content. Teachers should utilize group assignments, benchmarks and weekly assignments as evidence of quality instruction. CTAE will conduct Professional Learning to support teachers in virtual instruction. Principals should periodically enter the virtual platform to monitor the progress of the teacher and students – offer feedback to teachers.

## **Will virtual teachers be expected to plan collaboratively?**

No. It is suggested that periodically collaborate with core curriculum teachers to utilize STEM lessons that have been created for their usage.

## **Are there certain things a principal should look for and expect?**

Teachers should utilize Canvas and principals should assure they can navigate the platform. CTAE will be available to assist with any additional Canvas support teacher may need.

Teachers should use a variety of teaching tools such as questions and answers through “live” instruction, use technology embedded assignments that will allow for research, group assignments, provide teacher feedback on all assignments in a timely manner, allow for

remediation and enrichment. Teachers should provide a rubric and/or syllabus for students and parents, students should be actively engaged in learning and teachers should demonstrate the usage of differentiate instruction to meet the needs of all learners.

# CTAE

## What instructional resources are available for our virtual teachers/students?

Through the CTAE Resource Network, CTAE teachers are provided a plethora of resources for teaching and learning. The CTAE department will provide a link on the CTAE page for resources that students and teachers can access. (This will be available by September 1st) All principals, teachers and counselors have access to the CTAE resource – for assistance, contact Ms. Ariana Frazier. Teachers created a suggested curriculum pacing guide that outlines resources that can be used for instructional support. This document is available for approximately half of the CTAE courses offered. (the CTAE department is working to include the other CTAE courses) Contact Ms. Nikia Johnson for support.

## Will Work Based Learning be allowable for students this year?

Each high school should have selected a WBL instructor and that person should have participated in the mandatory summer PL through DOE. Each instructor is required to conduct a monthly Soft Skills workshop for all WBL students. They should create a calendar with dates, times and topic for each session. This should be submitted to Dr. D'Andrea Jackson. Guidelines for face-to-face and virtual WBL will be available by September 1st.

## Will I have to pay for external services or will the district provide financial support?

Each high school receives a local CTAE budget that can be used for such purchase, if needed. Please contact M. Nanette Barnes and Ms. Tysley Jones for assistance with setting up your budget to maximize your funds.

## Are the expectations for CTAE labs different in a virtual environment?

Yes - 2nd and 3rd year CTAE courses require more project based instruction and hands-on facilitation. We are currently researching the best methods to support virtual learners in the 2nd and 3rd year courses to ensure they receive the instruction necessary to successfully complete courses. Students entering the 3rd course may be subject to taking an End-of-Pathway Assessment (pending DOE directions) and they will need additional support for EOPAs.

## Will teachers need to follow the same curriculum and pacing guide for both virtual and Face-to-Face?

Teachers will need to follow the same curriculum and pacing guide for both methods of instruction.

# CTAE

## Will

### CTAE teachers be able to participate in State Extended Day?

Teachers applied for State Extended Day status during April, 2020. They must devote 10 hours a month (after school hours) to work with their respective CTSO (student organizations) – all defined in their Program of Work document. Teachers on State Extended Day MUST have a planning period – they cannot teach 7 periods and receive State Extended Day funds. Currently, DOE is working on a plan to conduct regional and state events virtual for students. Once this information becomes available, it will be shared with principals and teachers.

### CTAE Contacts

**M. Nanette Barnes,**  
Director

**Dr. D'Andrea Jackson -**  
Work Based Learning and  
Youth Apprenticeship  
**Mr. Darryl Stewart - Cyber**  
Academy  
**Mr. Al Young - Business &**  
Industry; **Marion E.**  
Barnes Career Center  
**Ms. Nikia Johnson -**  
Curriculum and  
Instruction; **Professional**  
Learning  
**Mr. Justin Hairston -**  
Cyber Academy; **Tech**

## What

### are the plans for Cyber Patriots and Robotics teams?

The CTAE leadership is monitoring and waiting on updates for these areas. Cyber Patriots operate online and will continue to do so. Coaches will work on a plan to practice and compete virtually. Robotics plans are being developed and will be available by September 1st. Please submit name of coaches that will be working with Robotics at schools by August 31st.

### How will schools know when to use Edgenuity and/or GAVS? And other external vendors?

Teachers can also access instructional resources from Edgenuity and GAVS. CTAE courses are also included in these platforms.

## How

### will JROTC function this school term?

JROTC receives guidelines from the military, DOE and local leadership. Currently the military is requiring that instructors and students practice social distancing. The DOE program specialist is conducting a PL session with our JROTC instructors on August 5th. Updated guidelines will be provided to instructors and principals as they are made available. Mr. Darryl Stewart is the contact person for this group of instructors.

### Should all courses be taught in Canvas or will there be a need to schedule Edgenuity and/or GAVS?

Most courses will be taught in Canvas. However there may be a need for some courses to use Edgenuity or GAVS; if either of these platforms are used, the teacher and principal will be contacted directly.

# Contact Information

## T & L CONTACT

**Yvette Foster**

FosteYv@Richmond.k12.ga.us

## HR CONTACTS

**Cecil Clark**

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