FULTON PUBLIC SCHOOLS

Achieving Excellence Every Day

Distance Learning Procedures

2020-2021

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Definitions

AMI: The Alternative Methods of Instruction plan, is authorized by the state legislature. AMI plans may be implemented in exceptional or emergency circumstances, which include but are not limited to: inclement weather, utility outages or an outbreak of contagious disease.

AMI-X: The Alternative Methods of Instruction - Extended plan, is authorized by DESE based upon statutory guidance from the State Board of Education. This plan is designed to sustain instruction over a longer period of time by ensuring that the regularly planned content is delivered and that teachers provide both instruction and feedback to students.

Distance Learning: Learning that occurs during periods when face-to-face learning is suspended due to building closures.

LMS: Learning Management System (LMS). This is a management platform that hosts instructional content and allows students and teachers to interact with each other in ways that deepen student understanding of content and instructional standards.

LEA: Local Educational Agency (LEA). The term LEA is commonly used by the Department of Elementary and Secondary Education when referring to local school districts or charter schools.

Google Classroom: The LMS that is used by Fulton Public Schools.

Introduction

In 2019, the state legislature passed SB604 (Section 171.033, RSMo) providing districts and charter schools with the ability to use an Alternative Methods of Instruction (AMI) Plan on days when there is an unexpected school and/or district closure (DESE, 2020). Beginning with the 2020-21 school year, a local education agency will not be required to make up school hours that are lost or canceled due to exceptional or emergency circumstances (up to 36 hours) if the local education agency implements an Alternative Methods of Instruction (AMI) Plan that is approved by the Department of Elementary and Secondary Education (DESE, 2020).

On July 7, 2020, the State Board of Education took action to support local education agencies as they work to address implications of COVID-19. For the 2020-21 school year, DESE will use the Alternative Methods of Instruction - Extended (AMI-X) Plan. The AMI-X plan is designed to sustain instruction over a longer period of time by ensuring that the regularly planned content is delivered and that teachers provide both instruction and feedback to students (DESE, 2020). AMI-X Plans, as set forth in 5 CSR 20-30- 660.085, effective August 1, 2020, will be used for closures related to COVID-19 (DESE, 2020).

DESE has provided the following definitions of instructional delivery for 2020-21:

> ***Distanced Instruction:*** Students are offsite and receive instruction through online means or through the use of physical materials. Instruction includes teacher interaction as approved by the department in the LEA's AMI-X plan.

> ***Fixed Blended Instruction:*** Students receive instruction under a planned pattern of onsite and distanced instruction that includes a minimum equivalent of two (2) full days of onsite instruction per week. For the purpose of this rule, fixed-blended calendars are designed to support social distancing.

> ***Virtual Instruction:*** Students receive all instruction through technology-based delivery that meets the requirements of Sections 161.670 and/or 162.1250, RSMo.

> ***Instruction during Quarantine:*** A group of students, such as a classroom or bus roster, receive distanced instruction for an identified period of time to protect public health.

> ***Intermittent Blended Instruction:*** Students in an entire school building or LEA receive distanced instruction during a period of interruption to the planned pattern. The planned pattern of onsite or fixed blended instruction is interrupted by local conditions that prevent any onsite instruction.

> ***Onsite Instruction:*** Students are physically present at the school under the guidance and direction of teachers in the teaching process.

Fulton Public Schools submitted an AMI-X plan to DESE for review on July 27, 2020. FPS received word on August 11, 2020 that our plan has been approved by DESE. This plan outlined steps FPS will take to provide distance learning during school closure (intermittent blended instruction and instruction during quarantine).

Instructional Task Force

A district task force formed this summer to develop an instructional plan for FPS in the event of intermittent or extended school closures due to COVID-19. Task force members represented each grade level and school in FPS. Participants were asked to provide guidance for core instruction, special education, fine arts, practical arts, physical education, and administration in the event of a district closure.

Goals
Three goals guided the work of the task force: (1) Maintain the continuity of instruction from seated to remote learning for ALL students, (2) Minimize the detrimental impact of school closure, and (3) Develop professional development and guidance for staff to support teaching and learning.

Task force members met five times in July and August with these goals in mind. An important point of emphasis throughout work sessions was educational equity. The unprecedented closure of schools in the spring taught valuable lessons about technology access, learner engagement, and social-emotional needs. These themes helped to guide our discussions and planning for distance learning.

Reflection on Distance Learning
Feedback was sought from teachers and staff about the distance learning experience from March through May 2020. Several themes emerged that helped guide task force work. Trends suggested a need for greater clarity about expectations, accountability, rigorous and meaningful work, and feedback. Over 60% of parents and staff expressed an interest in additional training on technology tools such as Zoom, Google Meet, and Google Classroom.

Action Steps for 2020-21
Task force members reviewed research about blended and remote learning, provided feedback about expectations for remote learning, and developed training materials for teaching staff related to remote learning. Multiple online platforms and training materials were considered to support improved implementation of blended and distance learning before the start of the 2020-21 school year.

The following pages outline expectations for distance learning, general requirements of distance teaching, professional development materials for teachers and parents, and an appendix of resources related to distance learning.

Expectations for Distance Learning

Code of Conduct

- All school board and building handbook policies will be followed including code of conduct, [Chromebook agreement](), [technology use agreements]() and other requirements during distance learning.

- Students are expected to comply with School Internet Safety policies including expectations for [online etiquette]().

- Engage in all learning with academic honesty and integrity. Do not falsify information about yourself or impersonate others online.

Instructor Expectations

- Teachers will report to their assigned buildings for 4 hours daily during regular school hours for periods of distance learning unless otherwise instructed by the Superintendent of Schools.

- In addition, teachers will also be available for students and parents during the late afternoon and early evening hours.

- Teachers will meet with grade-level or departmental colleagues weekly.

- Each school will hold weekly staff meetings to maintain instructional alignment and monitor progress on school improvement plans.

Curriculum

- Teachers will review the district approved curriculum along with grade-level or their course-specific scope and sequence charts to ensure coverage of all essential learning objectives during school closure.

- An FPS scope and sequence chart has been developed and shared on the district curriculum shared drive for teachers to use.

- Teachers will follow the normal progression of the curriculum during closures.

- Teachers will develop a syllabus for their course that incorporates blended and online (remote) learning.

Learning Management System

- Google Classroom/Meet will be used as the learning management system for interactions between students and teachers. Professional development modules have been developed for all teachers to complete prior to August 26.

- Student attendance will be determined through learner engagement with online resources. This will be determined by the degree to which students stay in contact with teachers and maintain up-to-date with instructional activities shared through Google Classroom/Meet.

  - Teachers will record attendance through students' daily participation in online learning activities while distance learning.

  - Teachers will contact students and their parents who do not participate in daily instruction via telephone and email. These contacts will be documented and shared with building administration.

Student-Teacher Interactions

- Professional development and multiple online resources will be provided to teachers to facilitate blended and distance learning.

- Students can expect to meet remotely through Google Meet twice a day in grades preK-5 for a morning check-in and an afternoon read aloud.

- Students in grades 6-12 will meet remotely through Google Meet 2-3 times each week of distance learning.

Feedback & Grading

- Feedback about student work will be provided during distance learning.

- Efforts will be made through Google Classroom, Google Meet, and Tyler SIS Student 360 to provide timely feedback that is comparable to in-person/daily feedback during onsite learning.

- Students will receive standards-based feedback for work completed and assessments during distance learning in grades preK-8.

- Students will receive letter grades for work completed and assessments during distance learning in grades 9-12.

- Assignments should receive grades and/or feedback within 72 hours of submission.

Special Education and 504

- Special education staff (which includes special education teachers, speech language pathologists, occupational therapists, and physical therapists) will provide special education services using a variety of different strategies and online platforms based on an individual student's needs.

- Provide special education and related services in the IEP through multiple modalities: online learning websites, online instructional materials, paper packets, instructional videos, parent consultation, virtual live sessions, etc.

- Special education staff will collaborate with families to determine what services are needed during Distance Learning via Form G (Distance Learning Plan)

- Special education staff and counselors will collaborate regularly with general education teachers in order for students to access the general education curriculum with the modifications and accommodations in their Individual Education Plan (IEP) or 504 plans.

- Continually monitor student progress and adjust services as needed.

Project Extra

- The Project Extra teacher will provide services using a variety of different strategies and online platforms based on grade level, individual interests and student needs.

- The teacher will provide guidance and work with students towards goals that are in the student Individual Growth Plans through multiple modalities: online learning websites, online instructional materials, paper packets, instructional videos, parent consultation, virtual live session, teacher consultation, etc..

- Students will be asked to meet with Project Extra teacher remotely on their designated scheduled day using Google Meet and our Google Classroom page.

- Student attendance will be based on how actively involved they are during our designated time and how they are working towards their growth goals.

Early Childhood Schedule for Distance Learning

	Content Area	Teacher-Led Instruction	Student Independent Work
8:30-8:45	Morning Check-In (Google Meet)		
8:45-9:45	Planning WorkTime Recall	Instructional Video (15 min)	
9:45-10:00	BREAK		
10:00-10:30	Small Group	Instructional Video (10 min)	
10:30-11:00	Outside		
11:00-12:00	LUNCH		
12:00-12:30	Read Aloud (Google Meet)		
12:30-1:00	Large Group	Instructional Video (15 min)	
1:00-2:30	Rest Time		

Early Childhood Teacher Expectations

- Communication - Assignments and daily check-ins/read alouds are the primary communication methods. If you do not see any assignments/contact from a student, you will share that with admin/counselor

- Feedback - Needs to be clearly identified to students on Mondays, to be done throughout the week, informs SBGs, can be automatic grading, comments, etc

- The schedule for Google Meets (8:30-8:45 and 12:00-12:30) are non-negotiable.

- Provide instruction and assignments to match student expectation schedule

- Counselor to be part of tiered communication and interventions

Elementary Schedule for Distance Learning

Sample Schedule for Grades K-5

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:30-8:45	Morning Check-In (Whole Group - Google Meet)				
8:45-9:35	English Language Arts	English Language Arts	English Language Arts	English Language Arts	English Language Arts
9:35-9:55	Phonics/ Word Work	Phonics/ Word Work	Phonics/ Word Work	Phonics/ Word Work	Phonics/ Word Work
9:55-10:10	BREAK				
10:10-11:00	Math	Math	Math	Math	Math
11:00-12:00	LUNCH				
12:00-12:30	Read Aloud (Whole Group - Google Meet)				
12:30-1:00	Independent Reading Time				
1:00-1:30	Specials: Art, Music, PE, Library, Counseling (rotates daily)				
1:30-2:00	WIN Time: Intervention/ Enrichment	WIN Time: Intervention/ Enrichment	WIN Time: Intervention/ Enrichment	WIN Time: Intervention/ Enrichment	WIN Time: Intervention/ Enrichment
2:00-2:30	Science	Social Studies	Science	Social Studies	Science

Elementary Teacher Expectations

- Reading interventionists: Create/share Fundations lessons with classroom teachers, individual conferencing will take place during WIN time

- Specials: Weekly assignment needs to be posted on Mondays, students have a recommended day for the class, but they can access it anytime

- Communication: Assignments and daily check-ins/read alouds are the primary communication methods. If you do not see any assignments/contact from a student, you will share that with the tiered teams for them to contact (admin will organize)

- Feedback: Needs to be clearly identified to students on Mondays, to be done throughout the week, informs SBGs, can be automatic grading, comments, etc

- For consistency, whole class Google Meets will be held daily at 8:30-8:45 and 12:00-12:30.

- Teacher-led instruction and support will be provided throughout the day.

- Science and social studies lessons will alternate every other day throughout the duration of distance learning.

- Specials, interventionists, Counselors, etc. to be part of tiered communication and interventions.

Middle School Schedule for Distance Learning

Students will follow an alternating block schedule during distance learning.

Fulton Day (Odd Periods 3, 5, 7, 9)	Hornet Day (Even Periods 2, 4, 6, 8)
9 am Google Meet with Advisory Teacher	9 am Google Meet with Advisory Teacher
Coursework for 3, 5, 7, 9 class periods	Coursework for 2, 4, 6, 8 class periods
Students should expect to work on classwork for one hour per period	Students should expect to work on classwork for one hour per period
Teacher Office Hours from 8-9, 2-3 pm	Teacher Office Hours from 8-9, 2-3 pm

*Class times only provide guidance for teachers concerning **optional** live events. Students will have flexibility in which time of the day they work on each class.*

Sample Schedule for FMS 6th Grader

	Monday (Odd)	Tuesday (Even)	Wednesday (Odd)	Thursday (Even)	*Friday (Odd)
8:00-9:00	Office Hour, All assignments posted by 8:00 am				
9:00-9:15	Advisory Google Meet & Lesson				
9:20-10:20	3rd Period: ELA	2nd Period ELA	3rd Period: ELA	2nd Period ELA	3rd Period: ELA
10:25-11:25	5th Period Science	4th Period Social Studies	5th Period Science	4th Period Social Studies	5th Period Science
11:25-11:45	LUNCH				
11:50-12:50	7th Period PE	6th Period Band or Wheel	7th Period PE	6th Period Band or Wheel	7th Period PE
12:55-1:55	9th Period Math	8th Period Math	9th Period Math	8th Period Math	9th Period Math
2:00-3:00	Office Hour	Office Hour	Office Hour	Office Hour	Office Hour

*In this example the next week would begin with an even day.

High School Schedule for Distance Learning

	Fulton Day (1,3,5,7)	**Hornet Day** (2,4,6,8)
8:00 AM	*Teachers will have daily assignments posted by 8:00 AM*	
8:00-9:00 AM*	1st hour	2nd hour
9:00-10:00 AM*	3rd hour	4th hour
10:00-11:00 AM*	5th hour	6th hour
11:00-12:00 PM*	7th hour	8th hour
12:00-1:00 PM	**Lunch**	
	Class times only provide guidance for teachers concerning **optional live events. Students will have flexibility in which time of the day they work on each class.*	
1:00-3:00 PM	Office Hours	Office Hours

See daily announcements and Fulton/Hornet Day calendar to check the daily schedule.

Secondary Teacher Expectations

- Daily assignments will be posted each day by 8:00 am.

- Communication: Assignments and daily check-ins are the primary communication methods. If you do not see any assignments/contact from a student, you will share that with the tiered teams for them to contact (admin will organize) GoGuardian will also be utilized in order to monitor student engagement as appropriate.

- Feedback: Needs to be clearly identified to students, completed throughout the week, inform as the standards; can be automatic grading, comments, etc

- Grading and feedback will be done through Google Classroom as described in the PD module.

- Teacher-led instruction and support will be provided throughout the day. Office hours will be held daily to support students on an as-need basis.

- Class times only provide guidance for teachers concerning **optional** live events. Students will have flexibility as to which time of the day they work on each class.

- Tiered communication and interventions will be developed to meet the needs of all learners. The administration at each building will develop a building-wide plan of support for students that have barriers to learning. Examples of individuals helping with interventions would be the counselors, social workers, ISS instructors, JAG instructors, etc.

Student Expectations for Distance Learning

Elementary

- Students should plan to spend 15 to 30 minutes per class per day for independent work.

- Check Google Classroom and email each day for each class's assignments.

- Communicate with the teacher daily. This could be through email, Google Meet, Google Classroom, etc.

- Review expectations and come to each virtual lesson or class event, prepared.

- Use the communication method for each course as designated in the course syllabus if you have questions regarding the information being taught.

- Complete all assignments by the due date so that your teacher can give you feedback to help you learn.

- Check SIS/Google Classroom with your family, reviewing grades for accuracy and feedback.

- Be an active participant in your in class and online education.

Secondary

- Students should plan to spend one hour per class per day for assignments.

- Check Google Classroom and email each day for each class's assignments.

- Communicate with each teacher weekly (examples include sending and responding to email, attending a Google Meet, submitting an assignment via Google Classroom, etc.).

- Review expectations and come to each virtual lesson or class event, prepared.

- Use the communication method for each course as designated in the course syllabus if you have questions regarding the information being taught.

- Complete all assignments by the due date in order to receive credit/grades.

- Check SIS and/or Google Classroom regularly, reviewing grades for accuracy and feedback.

- Be an active participant in your in class and online education.

Ways Students Can Support Their Learning

- Establish daily routines for engaging in the learning experiences.
- Identify a space in your home where you can work effectively and successfully.
- Regularly monitor online platforms.
- Communicate with your teachers as needed if you have questions or need support.
- Comply with School Internet Safety policies including [expectations for online etiquette](#).
- When you participate in Google Meets, please dress appropriately and be aware of your surroundings so that nothing is behind you that you don't want others to see.
- Engage in all learning with academic honesty and integrity. Do not falsify information about yourself or impersonate others online.
- Ask questions, be persistent, and work to solve problems that may occur. Don't be afraid to tell others when you're frustrated or upset, but know that you can't simply give up either. We are all better when we support one another.

For questions about...	Contact
a course, activity, or resource	the relevant teacher
a technology related problem or issue with a district device	your district's technology department
a personal, academic or social-emotional concern	your building counselor/social worker
other issues related to distance learning	your school principal or assistant principal

How Parents Can Support Distance Learning

- As a parent, you are only asked to turn your child toward information shared by their classroom teacher. If they have questions about the lesson, direct them to contact their teacher.

- Expect your child to follow the provided schedule by level and check their grades regularly.

- Review videos on how to use 360/parent portal, remind and Google Classroom Review 360/parent portal weekly with your child with accuracy and feedback so you will understand what those assignments will look like for your child.

- Technology help and resources can be found at
    - helpdesk@fulton58.org
    - A ticket can be submitted to the Help Desk for support
    - 573-590-8040

- If your child is struggling, please make sure they contact their subject area teacher ASAP.

- If possible, create a learning space with appropriate supplies available and away from distractions.

- Consider establishing set hours in which your child should be completing school related tasks and work.

Ways Parents Can Support Student Learning

Provide support for your children by:
- Establishing routines and expectations
- Defining the physical space for your child to study
- Monitoring communications from your child's teachers
- Beginning and ending each day with a check-in
- Taking an active role in helping your child process his/her learning
- Establishing times for quiet and reflection
- Encouraging physical activity and/or exercise
- Remaining mindful of your child's stress or worry
- Monitoring how much time your child is spending online

For questions about...	Contact
a course, activity, or resource	the relevant teacher
a technology related problem or issue with a district device	the district's technology department
a personal, academic, or social-emotional concern	your child's building counselor (see below)
other issues related to distance learning	your school principal (see below)

Contact Information

School	Administrators	Counselor
Early Childhood Center	Jen Meyerhoff ([email](#))	Amanda Heflin ([email](#))
Bartley Elementary	TJ Quick, principal ([email](#))	Olivia Smith ([email](#))
Bush Elementary	Dr. Holly Broadway, principal ([email](#)) Tyler Davison, asst. principal ([email](#))	Amanda Grethen ([email](#)) Amanda Heflin ([email](#))
McIntire Elementary	Amy Crane, principal ([email](#)) Kacie James, asst. principal ([email](#))	Anna Galbreath ([email](#)) Whitley Otto ([email](#))
Fulton Middle School	Beth Houf, principal ([email](#)) Erica Hogan, asst. principal ([email](#))	Stephanie Horstmeier ([email](#)) Chelsea Burfield ([email](#))
Fulton High School	Kati Boland, principal ([email](#)) Josh Pierce, asst. principal ([email](#))	Marena Crawford ([email](#)) Anne Langendoerfer ([email](#))

Parent Resources for Distance Learning

The following resources have been developed by the instructional task force to support blended and online learning.

Communication

Remind Overview	This resource will explain how teachers plan to use the Remind app to safely communicate with students. For convenience, Remind is integrated with Google Classroom.

Google Suite for Education

Google Suite	This training video introduces the multiple apps available in the Google Suite for Education.

Learning Management System

Google Classroom	This training resource explains how your student will use Google Classroom during distance learning.

Google Meet

Google Meet	This training resource explains how your student will use Google Meet as a video-communication resource to support distance learning.

Parent Portal

Tyler SIS 360	This training resource explains how to access and use the parent portal to monitor student progress and much more.

General Requirements for Distance Teaching

The following procedures and practices must be followed when Fulton Public Schools engage in periods of distance learning (as outlined by DESE's Alternative Methods of Instruction guidance).

1. Teachers must complete the training course for the learning management system and online learning prior to engaging in distance learning.

   a. Training includes PD modules over Google Classroom, Google Meet, and Blended and Online Learning.

2. Teachers should reply to student emails or requests for assistance within 24 hours of receipt (using working days as the measure of time). If a question or situation requires more than 24 hours to resolve, an acknowledgment of the inquiry should be sent to the student within the 24-hour timeframe.

3. Students should receive regular and detailed feedback from their teachers in regards to activities, assignments, and discussions in Google Classroom.

4. The gradebook in Google Classroom should be used, as it provides regularly updated grade information to students and parents.

   a. The Google Classroom gradebook interfaces with the district student information system (Tyler SIS), so grades entered into the Google Classroom gradebook can be exported to Tyler SIS.

5. Teachers who suspect a student of academic dishonesty should follow the district's academic dishonesty procedures (Board Policy JG-R1).

6. Comply with the TEACH Act (Technology, Education and Copyright Harmonization Act of 2002) in regards to copyrighted materials used in online learning.

7. Clear communication of expectations regarding engagement and assignments must be provided through a course syllabus.

Professional Development for Teachers

The following resources have been developed by the instructional task force to support blended and online learning.

Learning Management System

Google Classroom	This resource uses Google Classroom to instruct teachers how to set up a class, assign work, how students submit work, how to grade and provide feedback, how to use Google Meet, and how to keep things easy within this LMS. **Use the + sign to add a class, then enter code: 4366aoj.**

Blended and Online Learning

Catlin Tucker e-course	This resource will require a unique user login for each teacher. This course will take around 4 hours to complete and provides a comprehensive overview of how to effectively plan for blended and online learning. The following modules are included in this course: ● Getting Started: Pre-work for Your Course ● Designing Your Blended/Online Course ● Designing Lessons ● Blended/Online Instruction ● Facilitating Learning Online ● Building Community Online ● Student-Centered Blended/Online Learning

Curriculum

Scope & Sequence Directions for Completion FPS Curriculum Drive	An FPS scope and sequence chart has been developed and shared on the district curriculum shared drive for teachers to use. Using this resource will support the progression of the board approved curriculum during closures. Please follow instructions to develop and upload a scope and sequence chart for each course you teach.

Lesson Planning

Lesson Planning Guide	This resource will provide teachers with guidance on lesson planning during the 2020-21 school year. It is recommended to develop lessons for content that can be delivered in-person, remotely, or off-line. This resource has practical suggestions along with a sample lesson migration map in support of AMI-X.

SIS360

Tutorial for Teachers	This tutorial has been developed for teachers who are new to SIS360 or those who would like to learn more.

Communication

Remind tutorial for Teachers	This resource will explain how teachers plan to use the Remind app to safely communicate with students. For convenience, Remind is integrated with Google Classroom.

Instructional Resources

Technology Toolbox	The technology toolbox has been curated by members of the instructional task force to support blended and distance learning. Tools are grouped by function and include links to tutorials.
MO Edu-Sail Distance Learning Modules	An online professional development video series called "Distance Learning Strategies: By Missouri Teachers, For Missouri Teachers" has been developed by DESE. These modules include: ● Community Building ● Establishing Strong Family-School Connections ● Distance Learning with Technology ● Distance Learning without Technology ● Elementary Tips and Suggestions ● Middle School Tips and Suggestions ● High School Tips and Suggestions ● Fine Arts, Practical Arts, Industrial Arts and Modern Language Tips and Suggestions ● Meeting the Diverse Needs of Learners ● Integration of Social-Emotional Learning in Academics

District Technology Procedures

Procedures for Distributing Chromebooks Following a Closure
How will Chromebooks and chargers be distributed at the preK and elementary level?

- *PreK*
    - Chromebooks will be delivered and available prior to the start of school.
    - Chromebooks will need to be assigned to the students by recording the asset tag found on the bottom of the Chromebook.
    - Chargers are available and will be distributed to each classroom.
    - Cases have been received and will be distributed to each classroom.

- *Elementary Schools*
    - Each classroom has a Chromebook for each of its students.
    - Chromebooks will need to be removed from their carts and assigned to a specific student by recording the asset tag on the Chromebook to the student it was issued to.
    - Chargers are on order and will be distributed to each classroom.
    - Cases have been received and will be distributed to each classroom.

Procedures for Distributing WiFi Hotspots if Needed
What about hotspots for students? How will we determine who needs a device?

- Last year, FPS identified families that needed Internet access at home. WiFi Hotspots were acquired and delivered to those families.

- If a family needs a WiFi Hotspot they can contact their building administration or the Tech Office at helpdesk@fulton58.org or call (573) 590-8040 and we can arrange for pickup or delivery.

- Only one hotspot is needed for each household requesting it.

Timeline for Distribution of Computers for Distance Learning

What is the expected timeline for completion once a closure has been announced?

● The Technology office will require the assistance of building faculty and staff to distribute and inventory chromebooks issued to students.

● We will provide the equipment (Chromebook, Case, Charger), but will have to defer to the buildings on how to handle distribution.

● We can deliver the equipment to the buildings within 24 hours unless the consensus is to have the case and chargers at the buildings ahead of a closure announcement.

Technology Support for Distance Learning

How to Print from your Chromebook

● You can print from your Chromebook using most printers that connect to Wi-Fi or through a wired network. Currently, Chromebooks don't support Bluetooth printing. Click here to learn more.

● There are several options to print from your Chromebook. Dell suggests two options to printing from this device: Saving the document as a PDF to a flash drive or Printing the document to Google Cloud Print. Click here to learn more.

Issues with a Chromebook or Charger

● Students requiring repair and/or support can click the following link to submit a support ticket: https://forms.gle/FimuNJoDhQTS53rN9

Issues with a Login or Learning App

● Issues with logging into the Chromebook should be submitted at https://forms.gle/FimuNJoDhQTS53rN9 or by contacting the Tech Office at 573-590-8040.

● Many applications are accessed through ClassLink. The web address is https://my.classlink.com/fulton58.

Appendix

Alternative Methods of Instruction & Attendance

DESE (2020). AMI & AMI-X Plans. Webinar slides from July 23, 2020.

DESE (2020). Attendance Changes for the 2020-21 School Year.

DESE (2020). Attendance Guidance for 2020-21 School Year.

DESE (2020). Attendance Frequently Asked Questions for 2020-21 School Year.

Distance Learning Resources

DESE (2020). Supports for Remote Teaching and Learning.

DESE (2020). Distance Learning Strategies for Missouri Teachers.

Fulton Public Schools. (2020). Distance Learning Resources.

Fulton Public Schools. (2020). Google Meet Expectations for Students.

Fulton Public Schools. (2020). Instructional Task Force Meetings.

District Policies

Fulton Public Schools. (2020). School Handbooks.

Fulton Public Schools. (2020). Chromebook Agreement.

Task Force for Learning Acceleration

DESE (2020). Acceleration of Learning: Responding Quickly to Gaps in Readiness.

DESE (2020). Task Force for Learning Acceleration.