RUTLAND CITY PUBLIC SCHOOLS
RCPS REOPENING PLAN
2020-2021

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CONTENTS

Introduction 1

Getting Started 1

What the Rutland City School Families Want to Know 1

A Disclaimer 1

When Does School Start? 2

Nuts and Bolts: General Procedures across the District 2

Heat Day Consideration 4

Your Back to School Options 6

Learning Models at RCPS 2020-2021 6

Feedback From Families 7

Learning Options 8

Sample Learning Schedules by Building 8

Cases of COVID-19 in School 11

Returning Back from All Student Remote Learning 11

Remote Learning at RCPS 12

Leveraging Digital Remote Learning 12

FAQ 12

Teacher Professional Learning 14

Roles & Responsibilities 14

School Personnel Roles & Responsibilities 15

Student Roles & Responsibilities 16

Parent/Guardian Roles & Responsibilities 16

Technology Support 17

INTRODUCTION

A return to school will look very different this fall. Rutland City Public Schools' education system will need to be flexible and nimble, understanding that the priority of protecting the health of Rutland's citizens may require schools to operate in various formats at different times, with minimum advance notice.

At the same time, our school environment is a reflection of our Rutland community's environment. We will find success in maintaining a safe, healthy school setting when at home, at work, and outside of school hours, our students, staff, families, and community members follow the safety guidelines of the Vermont Department of Health. **We are all in this together.** If we want our students attending safe, healthy schools in this pandemic, it is critical that our entire community commits to our state's health recommendations. We need your collaboration.

Returning to school will be different than it was before March 16, 2020. To best protect the health of Rutland's students and citizens, and to abide by recommendations from the Vermont Department of Health (VTDOH), Vermont Agency of Education (VTAOE), and executive orders from the Governor, schools will need to change many practices. However, we remain committed to the vision laid out in Rutland City Public School's Mission Statement. The mission statement should continue to guide RCPS educators in our feature endeavors.

This document is designed to describe the opening of school in the fall of 2020 and the actions and approach RCPS will take in the event of an extended campus closure due to COVID-19. It does not detail specific emergency protocols; those measures are maintained in RCPS's Crisis Response Manual. Rather, understanding that each emergency situation is different, we endeavor in this Reopening Plan to provide a flexible distance learning framework with guidelines that can be implemented in a variety of circumstances.

GETTING STARTED

WHAT THE RUTLAND CITY SCHOOL FAMILIES WANT TO KNOW

A DISCLAIMER

We reserve the right to change the RCPS Reopening Plan 2020-2021 at any time. It is our understanding that the VTAOE plans to issue additional return-to-school guidance regularly into August and even into the fall. While we began our planning process in late May, we understood that we would need to reconcile our plans with the State's final guidance when it is made available in August, 2020, as well as with shifting conditions and new learning as provided by the Department of Health.

WHEN DOES SCHOOL START?

The RCPS School Calendar is available on the RCPS website. Our most recent information from the Governor is that schools will open September 8th. More changes could come if the VTAOE determines the need for adjustments.

NUTS AND BOLTS: GENERAL PROCEDURES ACROSS THE DISTRICT

The following concepts outline the practices we will follow throughout our district's schools. The basis for these plans comes from guidance provided to districts by the Vermont Department of Health and the Agency of Education.

1. Spaces and Schedules: based on state guidance, schools are reconfiguring the use of building space in order to attain smaller learning groups and physical distancing. This means that at all of our schools, schedules are being adjusted and spaces repurposed so that the state guidance for physical distancing can be met. Spaces like a gymnasium, a cafeteria, and outside venues will be used for instruction.
2. Daily Practices: we follow state guidance for how community members operate in school. This looks different in every building, but some commonalities include:
    a. Movement within the building is limited and altered to lessen group interaction and to promote distancing guidelines.
    b. Staff and students will wear facial coverings where developmentally, medically, and behaviorally appropriate. This applies to classrooms, buses, and outside when appropriate physical distance cannot be maintained.
    c. Arrival and departure procedures will facilitate a lower degree of interaction. Students will not be able to congregate in common spaces, but must go to a classroom upon completion of entry screening.
    d. Classroom routines will be different: students facing forward; students will use only their own supplies; students may assist in the cleaning of their own space.
    e. Students have an assigned Chromebook. We ask that each is charged at home and brought to school daily.
    f. Attendance procedures will align with the guidance from the VTAOE.
3. Health Considerations: again, we turn to the state guidance for the protocols to follow regarding health and safety. Please take special note in that state document on pages 6-9 and 12-13.
    a. There will be daily health screenings for students and staff, although that process is being refined at the state level. This will include a temperature check and a screening for COVID-19 symptoms and for close contact with a person who has COVID-19.

b. Students who answer the health screening affirmatively, or who have a temperature equal to or greater than 100.4 must not come to school, or must return to their parent/ caregiver as soon as possible.
c. Students and staff will be excluded from in-person school activities if: they show symptoms of COVID-19; have been in close contact with someone with COVID-19 in the last 14 days; have a fever higher than 100.4; have a significant new rash; have large amounts of nasal discharge in the absence of an allergy diagnosis.
d. If the above symptoms begin while at school, students and staff will be sent home as soon as possible. They will be excluded from in-person school activities until they are no longer considered contagious.
e. Each school will have a designated "isolation space," where staff and/ or students will be triaged and assessed for the appropriate disposition.
f. If COVID-19 is confirmed in a student or staff member, the school will participate in the contact tracing process as requested by the VTDOH. Please see page 24 of the state guidance.
g. Cleaning and disinfection processes in the event of a COVID-19 case are described on pages 8-9 of the state guidance.
h. Staff and students will follow hand hygiene practices.
i. Staff and students will utilize facial coverings and Personal Protective Equipment as recommended by the state.
j. Any decisions about school closure are made in consultation with the VTAOE and the VTDOH.

4. Cleaning Considerations: Buildings and Grounds staff continue to develop cleaning practices guided by the state on pages 10, 13-14. These include routine cleaning of:
    a. Common spaces and classrooms
    b. Frequently touched surfaces on buses, as well as an adequate supply of hand sanitizer on board.
    c. Frequently touched surfaces such as bathrooms, door handles, rails, and plastic playground equipment.
5. Operational Considerations:
    a. Generally, the only adults in buildings will be employees or contracted service providers.
    b. Visitors to school buildings will be limited. Parent/ family meetings will take place through video conferencing or over the phone, or in unique circumstances, in designated office areas.
    c. Visitors who request to enter the building must make arrangements prior to entry, must screen before entry through screening questions and a temperature check, and must leave immediately upon completion of task.
    d. Hand sanitizer stations will be set up at the entrance of each school.

e. Where possible, cohort groups of students will be developed in order to limit interactions beyond groups.
f. School safety exercises such as fire drills will continue, though schools will develop protocols to promote social distancing.
g. Recess will continue, though schools will develop practices to promote social distancing.
h. As of this writing, guidance on interscholastic athletics has not yet been released by the VTAOE.
i. Afterschool programming will continue, following state guidelines.
j. The public may have access to school grounds as practiced in the past, with the exception of the school buildings.
k. School gatherings will be allowed where recommended physical distancing standards can be maintained.
l. Our busses will run, as our family survey indicated that 34% of our families will use a bus for transportation at least some of the time. There is more state guidance coming regarding the specifics of bussing practices. What we know now though is that bus practices will be similar to in-school practices, including drivers and students wearing facial coverings, restrictions on spacing, and regular cleaning of interiors.

6. Food Service Considerations
    a. Meals will occur in the classroom at designated times through a distribution system that follows distancing practices.
    b. Food Service staff will follow food safety requirements as described in the state guidance on pages 18-21.
    c. If schools move into a fully remote setting for a short-term closure or a long-term closure, a plan for food delivery will be developed, similar to what occurred in the spring and summer of 2020.

HEAT DAY CONSIDERATION

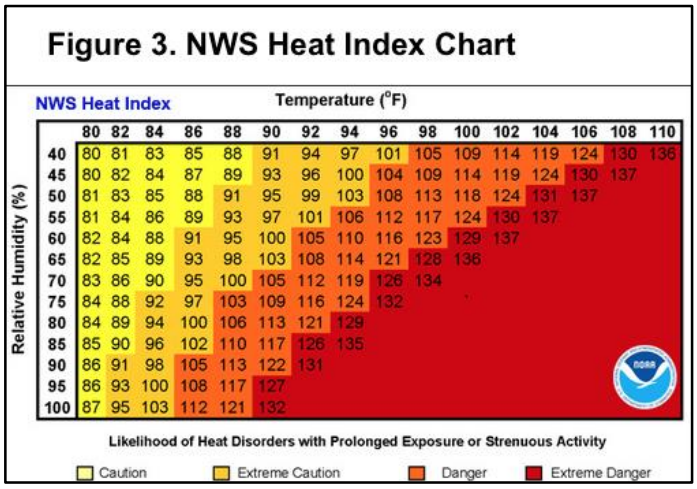
Nearly all of our classrooms lack air conditioning. Members of our school community have expressed concern about effective teaching and learning if temperature and humidity reach extremes in September or October while staff and students follow the face masking requirement. In consulting other districts around the country, and because we now have the ability to conduct classes remotely, the district is considering using a heat index to avoid bringing students into conditions that make learning nearly intolerable. A heat index takes into consideration both the temperature and relative humidity. We are considering the practice of monitoring weather forecasts to assess upcoming challenging days for learning. We would refer to the National Weather Service chart, included below and linked here, in

order to make a determination as to whether the district would educate remotely on a particular day. For instance, if the heat index is expected to be in the "Extreme Caution" zone or higher, the Superintendent will call a "Heat Day" and notify the school community that teaching and learning will happen remotely on that day.

The determination to learn remotely would come with advance notice, based on weather predictions. Our rationale, again, is to alleviate the challenge of learning in challenging environments while school community members are masked. A definite commitment to this, whether we use the concept or not, will be coming after further discussion.

And to consider for the winter: we aim to eliminate the concept of a "snow day" through our ability to teach remotely. We expect that if winter weather is hazardous enough to make travel unsafe, we could keep school in session with remote learning. Again, more information to follow in the near future.

Figure 3. NWS Heat Index Chart



YOUR BACK TO SCHOOL OPTIONS

LEARNING MODELS AT RCPS 2020-2021

RCPS families may select between three learning options for Fall 2020 depending on grade level. Parents can enroll students in different models by completing an online form available at each school website. Please contact the building principal if you have not already enrolled in the option available at your school. In making a choice of setting, families are committing to attending school in this format for at least one marking period, approximately one quarter of the school year. There will be a process for schools to check in with families just before the end of the marking period, with the possibility of adjustments if your preferences change.

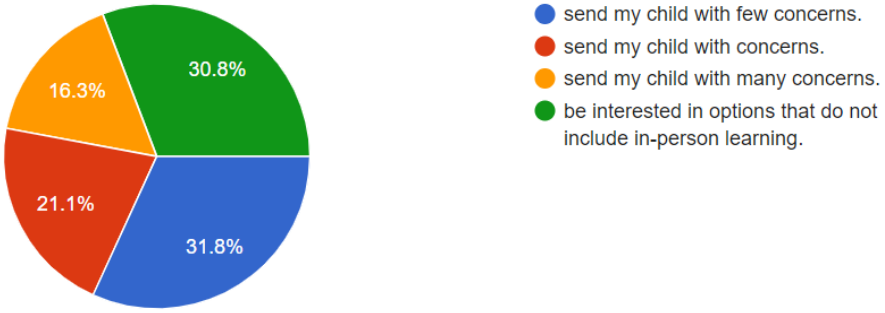
Please note some scientists predict that there could be a resurgence of the virus during the school year. Everyone should be prepared to return to remote learning on short notice if the VTDOH and the VTAOE require. As well, if there is an outbreak in our region, schools may move to remote learning for a period of time, in consultation with the VTDOH. We emphasize flexibility and responsiveness to the conditions in order to maintain the safety of our schools.

FEEDBACK FROM FAMILIES

We received nearly 1,000 responses when we surveyed families in June about experiences with remote learning in the spring, and then in July regarding hopes and wonders in returning to school in the fall. In sharing results:

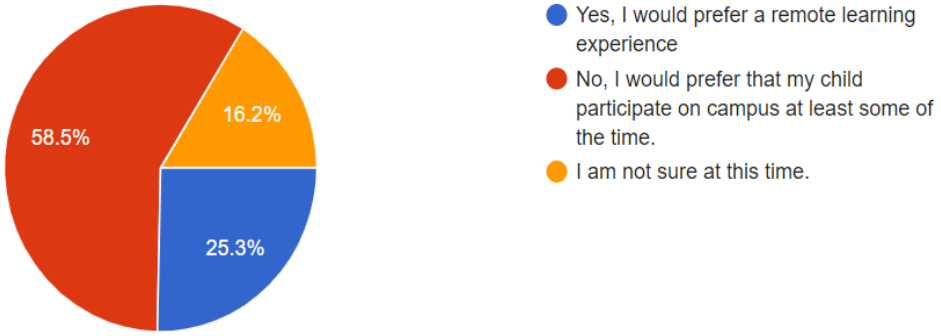
5) Based on state guidance for starting school with in-person classes, we will have additional health and safety measures in place, including: health screenings upon entry; procedures and schedules to maintain physical distance; enhanced cleaning; wearing masks; lunch in classrooms; reduced transition activities, etc. Please complete this sentence: I would...

946 responses



6) Given the opportunity, if school re-opens with in-person classes, would you prefer instead to maintain a remote learning experience for your child/ children?

952 responses



Based on this input from our community and on guidance from the VTAOE, we can offer families these options for learning as we move into the fall:

LEARNING OPTIONS

OPTION 1: REMOTE LEARNING

This model is 100% remote (synchronous and asynchronous learning) and available to pre K-12 students. This will occur through our Remote Learning Academy (RLA). Students will connect to teachers through the tool of a school laptop. This is designed for our students who are immunocompromised, as well as for others who thrive in a remote setting.

OPTION 2: HYBRID MODEL OF LEARNING

This model is available to students in grades 10-12. It provides Rutland High School students with a combination of in-person and remote learning. We expect that most students in grades 10-12 will be in this setting. These students will follow an alternating day schedule, learning remotely and in-person in order to meet physical distancing guidelines.

OPTION 3: FULLY IN-PERSON DAILY

Currently available to grades preK- 9 students. This setting provides students with in-person learning daily.

SAMPLE LEARNING SCHEDULES BY BUILDING

NORTHEAST SCHOOL, NORTHWEST SCHOOL, RUTLAND INTERMEDIATE SCHOOL, RUTLAND MIDDLE SCHOOL

- The Remote Learning Academy is an entirely at-home learning opportunity. Students participate in lessons from home through active engagement with the teacher, and students will be expected to work independently using various online programs offered by the Remote Learning Academy. Teachers will offer some degree of flexibility to accommodate our students' and families' various needs through the use of a combination of synchronous (real-time) and asynchronous (recorded and independent) learning opportunities.
- The **in-person model** is available to students in grades preK-8, attending in the school building daily.

RUTLAND HIGH SCHOOL

- The **remote model** through the Remote Learning Academy is an entirely at-home opportunity in which students attend classes from home at their regularly scheduled times to access the course content. Teachers will offer a combination of synchronous (real-time) and asynchronous learning opportunities.

- The **in-person model** is available to grade 9 students. In this model, grade 9 students will attend school in-person every day. Ninth grade classes will be held in larger spaces such as double classrooms, the lecture hall, and the theatre to allow for appropriate distancing.

- The **hybrid model** is an alternating combination of in-person and at-home learning. In the hybrid model, grade 10-12 students will alternate between in-person and remote learning. A calendar of alternating "Red and White Days" has been created for the year. Half of grade 10-12 students will attend in-person on red days. Half of grade 10-12 students will attend in-person on white days. On days when students are not attending school in-person, they are to log onto their classes at the regularly scheduled time of each class, participating in the lesson through video conferencing software live while the teacher and the other half of the class are in the classroom. In addition, students at home will participate in activities that are sometimes asynchronous.

STAFFORD TECHNICAL CENTER

- STC Hybrid Model- In-person education on a rotating schedule through a hybrid model of instruction. Students will be assigned to either the Red team or the White team. The daily calendar will rotate back and forth between being a Red day and a White day. If a student is on the Red team, the student comes to Stafford on each Red calendar day following the daily Red day schedule. On White days, that student works remotely, following the daily White day schedule online. The goal is to have the majority of the student's in-person day spent in the program area for hands-on learning, the activities that cannot be done at home. On a student's remote day, the student focuses on academics and theory associated with the student's program. If a student has an A or E block academic class at Stafford or Rutland High School, the student will physically attend that class on the in-person day and access it online on the remote day. Instructors will be teaching synchronously, so it is imperative that students are online and on-time at the designated start time for the class. Should students need assistance with an academic class, they may do so on their in-person

day (based on teacher availability) or schedule a Google Meet video conference. All teachers will have dedicated office hours that will be published at the start of the school year.

- STC 100% Remote- Choosing 100% Remote is an option, but there are some implications of choosing this option for Career and Technical Education. Students will be able to earn all of their high school credits through a remote option that they need for graduation. Unfortunately, due to the nature of our hands-on curriculum, some of our programs simply cannot be taught remotely. If a student chooses to access their Stafford program 100% remotely, they may not have the ability to meet their industry and/or state criteria for certification or licensure. Additionally, some equipment that would be needed to work 100% remotely simply cannot be loaned out due to size or cost, nor would it be safe to do so without an instructor present to ensure the safe operation. Once a family has indicated that this is the option they would like to choose, a Stafford Team Member will reach out to discuss the impact it may have on their specific program curriculum, certifications, etc.

SPECIAL EDUCATION

Special education teachers often have particularly close connections with their students; therefore, ongoing communication and meaningful partnerships with families continues to be of paramount importance to us. As we move into the start of the new school year, special educators will be collaborating with related service providers, paraeducators, classroom teachers, and others who support children receiving specialized instruction through Special Education, to ensure that recommendations for activities are appropriate and accessible, whether they occur in-person or remotely. The collaboration that took place during the spring closures will continue into the new school year to provide students with their IEP services.

The District is dedicated to providing a free and appropriate public education (FAPE) to our students, consistent with the need to protect the health and safety of students, and those individuals providing education, specialized instruction and related services. Each student's program will be designed by students' Individualized Education Program (IEP) Team. In support of some of our more vulnerable populations, student's individual teams will discuss the need for them to participate in-person full time and/or develop a hybrid schedule based on their individual needs. Specialized Personal Protective Equipment (PPE) will be provided when the instructional needs require closer proximity. As we consider physical distancing requirements, the District will factor in the additional special education personnel who enter classrooms to provide accommodations and modifications. IEP meetings will be held mainly remotely to limit the number of people in the building, and the District will continue to work with families to meet timelines or agree to extensions for Initial Evaluations, Reevaluations, and IEP Team meetings.

Students attending "out of district" schools will continue to receive their services either remotely or in-person as directed by the individual schools. Rutland City Public Schools will continue to facilitate remote learning plans and progress reports on all students as appropriate.

As always, please do not hesitate to contact your child's special education case manager or your school's Assistant Principal with any questions or concerns. Please know that we are here to support your child with both in-person or remote instruction.

CASES OF COVID-19 IN SCHOOL

Should circumstances require RCPS to switch from in-person/ hybrid learning to a fully remote setting during the 2020-21 school year, the transition will benefit from the experience teachers gained during March-June 2020. If the district or a school needs to move to a purely remote learning setting due to COVID-19 cases in the community, that decision will be made by the Superintendent of Schools, in consultation with the VTDOH and the VTAOE.

If there is a confirmed case of COVID-19 by a student or a staff member, the steps the district will take are outlined in the state guidance from the VTAOE. In short, school areas are closed for disinfection and cleaning, the VTDOH conducts contact tracing, and any decision regarding any level of closure is made as described above. The district will communicate general information to the community, while maintaining confidentiality.

RETURNING BACK FROM ALL STUDENT REMOTE LEARNING

If the district is required to enter into a remote setting for all students, the Superintendent of Schools will periodically send email updates to parents and staff informing them of any pertinent information about when RCPS might reopen for regular classes or shift back to one of its other learning models. As with the decision to close campus, the decision to reopen school for regular classes will be made with close consultation with the VTDOH and the VTAOE.

RCPS hopes that implementation of complete remote learning will never be necessary. However, in the event of a school closure, our plan describes RCPS's approach to full remote learning; the channels we will use for communication; the Learning Management Systems (LMS) we will employ across age bands; the roles, responsibilities, and expectations that RCPS has for faculty, parents, and students; guidelines for how parents/guardians can support their children's learning; and a host of other priorities and considerations tailored to make the best of challenging circumstances.

REMOTE LEARNING AT RCPS

RCPS's approach to learning remotely begins with the assertion that the learning experiences teachers design when school is in regular session cannot be simply replicated through a remote setting. In particular, the invaluable social interactions that occur naturally among students and between teachers and students is not recreated in the same way. Additionally, teachers must find new methods for providing timely and specific feedback to support student growth and learning. Accordingly, this reopening plan provides guidelines and insights about how RCPS's faculty can leverage digital and experiential learning in ways that bring curriculum to life.

At the core of RCPS's approach to full remote learning is the belief that we should think differently about our priorities when responding to challenging circumstances, and that we should embrace new opportunities for students to learn in authentic, meaningful ways

LEVERAGING DIGITAL REMOTE LEARNING

At RCPS, we leverage digital technologies to accelerate access to knowledge beyond the classroom and cultivate student-driven deep learning. During remote learning, the importance of leveraging digital tools becomes even more clear, as digital technologies become the main tools for communicating, managing learning, and staying connected.

RCPS sought recommendations from several leading organizations and agencies across the state, country and internationally in developing our Reopening Plan. School leaders have also carefully studied the plans of other leading schools. With regard to the school's core technological and communications systems, RCPS offers the following FAQs to describe how we will communicate and manage learning in the event full remote learning is implemented.

FAQ

HOW WILL RCPS COMMUNICATE WITH PARENTS, STUDENTS, AND FACULTY/STAFF IN THE EVENT OF AN EXTENDED CAMPUS CLOSURE?

RCPS will continue to use the same channels it employs for normal day-to-day communications with parents, students, and staff. All of these systems are remotely accessible and will function in an emergency situation. They contain auditing tools that will allow RCPS to ensure that all students and parents are receiving important communications. The table below describes these systems:

Channel	Audience	Description & Access
Email	faculty, staff, parents, students	Email will be used for all major communications and announcements, including those from the Superintendent of Schools and district principals. Faculty will also use email to communicate, although they will use other platforms to interact with their students as well.
Google GSuite	students across all divisions	Google GSuite (including Gmail, Docs, Classroom, Meet, etc.) will continue to be the platform used by most teachers. For video conferencing in small or large groups, we will use Google Meet.
Seesaw	NE and NW	NE and NW teachers and students will continue to use Seesaw and other apps they are already familiar with.
Google Classroom	RIS, RMS and RHS students	RIS, RMS, and RHS teachers and students should use their regular Google Classroom classes for sharing and assessing assignments as well as general communication for the whole class.
Infinite Campus	parents	Infinite Campus is the portal for parents, which can be accessed from RCPS's public website or through this link
Google Suite	faculty and staff	Email and a variety of Google tools.
Public Website	general public	RCPS will maintain general information on its closure status for the public at https://www.rutlandcitypublicschools.org/
Schoolmessenger	faculty, staff, parents, students	Provides both phone and email contact
Remind	parents	Used by various teachers and buildings.

ARE THE LEARNING MANAGEMENT SYSTEMS (LMS) EMPLOYED IN THIS PLAN THE SAME AS THOSE USED DURING NORMAL SCHOOL OPERATIONS?

Yes, RCPS's systems are already built on cloud-based systems, including Google GSuite, Google Classroom, and Seesaw. That means these systems will continue to work from anywhere in the world, even during an emergency.

HOW WILL RCPS ENSURE THAT STUDENTS HAVE ACCESS TO THESE SYSTEMS FROM OFF-CAMPUS?

Students preK-12 will receive district Chromebooks and chargers. Students will be responsible for charging devices at home and transporting devices back and forth to school. Each student will receive one device. Chromebook 1:1 Program

Through collaboration with VTEL, RCPS has received 100 routers that are capable of connecting to the internet within most of the city limits. The majority of the routers were distributed to parents in March-June, 2020. RCPS staff is currently contacting the spring VTEL router recipients to determine if routers are needed for educational purposes this fall. In addition, RCPS staff is sharing information about other options such as Comcast Internet Essentials which provides low-cost Internet access to qualifying families.

TEACHER PROFESSIONAL LEARNING

Our school personnel have participated in professional learning to respond to district initiatives as well as COVID-19. Our work last year and over the summer includes teacher team meetings, graduate level classes, ongoing training with contracted specialists, and collaborative teams. We have teachers leading and supporting initiatives like SeeSaw, hybrid and remote learning.

ROLES & RESPONSIBILITIES

Many stakeholders will contribute to the effective implementation of our educational plan this year. Here are some examples of how employees, students and families contribute this year.

We are committed to providing a high quality education to your child in all of these learning modes.

SCHOOL PERSONNEL ROLES & RESPONSIBILITIES	
Leadership Team	Develop a plan for education of students under various models and scenarios including a Reopening Plan. Establish clear systems, structures, and channels of communications for faculty, staff, families, and students throughout the school year and in the event that face-to-face and hybrid learning must stop due to COVID-19. Support faculty and students/families Help teachers implement instructional models and ensure high-quality learning experience for all students Review and monitor educational and other data
Teachers	Collaborate with other members of your team or department to develop high quality instruction Communicate frequently with your students and, as needed, with their parents Provide timely feedback to support your students' learning
Student Support Services	Communicate regularly with the subject or classroom teachers who teach the students on your caseload Offer to scaffold or modify assignments, as necessary, for students on your caseload to support subject or classroom teachers Help subject or classroom teacher differentiate lessons and activities for the students on your caseload Communicate regularly with students on your caseload and/or their parents to ensure they have success Provide supplementary learning activities for students on your caseload who may benefit from additional practice to close academic and curricular gaps
ELL Teachers	Collaborate with regular classroom teachers to design learning experiences that support the students on your caseload Provide supplementary learning activities for ELL students, either in the curriculum or with additional targeted learning needs Communicate regularly with students on your caseload and/or their parents to ensure they have success Monitor the progress of students on your caseload and provide timely feedback

Personal & Academic Counselors	Serve as liaison for communication with students/families in crisis Maintain bank of social-emotional lessons Host Office Hours at set times for students to access counseling sessions virtually if needed and Distance Learning is implemented Students, parents, and guardians encouraged to schedule these meetings as needed

STUDENT ROLES & RESPONSIBILITIES

- Establish daily routines for engaging in the learning experiences
- Identify a comfortable, quiet space in your home where you can work effectively and successfully should full remote learning be implemented.
- Regularly monitor online platforms (Google Classroom, SeeSaw, email, etc.) to check for announcements and feedback from your teachers
- Complete assignments with integrity and academic honesty, doing your best work
- Do your best to meet timelines, commitments, and due dates
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Collaborate and support your RCPS peers in their learning
- Comply with RCPS's Acceptable Use Policy, including expectations for online behavior.
- Proactively seek out and communicate with other adults at RCPS as different needs arise

PARENT/GUARDIAN ROLES & RESPONSIBILITIES

- Establish routines and expectations
- Define the physical space for your child's study
- Monitor communications from your children's teachers
- Begin and end each day with a check-in
- Take an active role in helping your children process their learning
- Establish times for quiet and reflection
- Encourage physical activity and/or exercise
- Remain mindful of your child's stress or worry
- Monitor how much time your child is spending online
- Keep your children social, but set rules around their social media interactions

TECHNOLOGY SUPPORT

We're a small staff of 5 people supporting approximately 2100 students and 500 employees. We are responsible for hardware, software and infrastructure. We manage the educational and business functions for 10 buildings (NE, NW, RIS, RMS, RHS, STC, Allen, Grove, Maintenance, Longfellow) around the district. This lean staffing model prompts us to remind households that we do not have the capacity to communicate with families directly to troubleshoot Chromebook, logins and other issues. We ask that you work with your child's school and teachers using the following guidelines below. Our teachers are our first line of support. They will engage our IT staff as needed. If necessary during an emergency, IT may deploy a hotline phone number. Please don't email IT directly. School employees should use School Dude to create a helpdesk ticket with the Incident option.

- Tier 1- Teacher Support
- Tier 2- Principal, Building Level and Data Analyst
- Tier 3- IT Staff

Technology Escalation Flowchart for Parents, Students and Teachers	
Tier 1- Passwords	Teachers have Chromebook passwords available on the Academic Site. Teachers should print prior to any changes in the model..
Tier 1-Support Chromebooks at Home	Teachers can assist with navigation, software and login questions for products being used.
Tier 2- Clever	Data Analyst manages all Clever accounts including products like Zearn, SeeSaw, Big Ideas, ConnectEd, IXL, Lexia, etc.
Tier 2 and Tier 3- Student Participation, Behavior and Attendance Online	Principals can check participation rate, browsing history and access using GoGuardian. IT can assist principals as needed.
Tier 2- Updating Parent email or contact information	The District Registrar is responsible for this information.
Tier 3- Support Chromebooks at Home	For broken machines and faulty hardware, please return to school building and check the device in. Another will be issued upon teacher or principal approval at that location.
Tier 3- Support Shutting Down Accounts or Turning off Chromebooks	IT works collaboratively with building administrators to determine if a student's account must be frozen or the Chromebook browser disabled.
Tier 3-Reset Passwords or Password Testing	IT resets passwords. Connect with the teacher first to test password issues.