

TECCA/DESE FREQUENTLY ASKED QUESTIONS (FAQ)

Your TECCA/Pearson Supports:

- Antoinette Leshore = TECCA enrollment (aleshore@tec-coop.org)
- Sarah Marr = Pearson Sales Specialist (sarah.marr1@pearson.com)
- Angela Warfel = Pearson Program Manager (angela.warfel@pearson.com)

1. What are the key dates and timelines for enrollment?

[Key Dates/Information:](#)

- **Open enrollment** is from **September 13th, 2021, through September 24, 2021**
- **Orientation begins/opens** the week of **September 27, 2021.**
- **Courses begin** the week of **October 4, 2021.**
- **Course change/add/drop deadline** is **October 15, 2021.**
- **Billing/Invoicing** will be generated **based on enrollment** data of **October 18, 2021.**
- **Semester End date** is **January 21, 2022.**
- Order Forms should be sent to:
 - Mrs. Cathleen Ellis, Business Manager – TECCA, caellis@tecca.connectionsacademy.org
 - Dr. Patrick Lattuca, Superintendent-TECCA, plattuca@tecca.connectionsacademy.org

2. Who should I contact if I have students I want to enroll?

- Sarah Marr via email at sarah.marr1@pearson.com or via cell at 908-507-5488.

3. What is the course structure like?

When it comes to student's daily schedule, we have both synchronous LiveLesson sessions scheduled and asynchronous learning that is required of the students. Students can work independently and create their own schedules. However, you (the school district) also have the option to create a schedule for students that work around your OT/speech/reading, etc. schedules. Here is more information about a day-in-the-life for a virtual school student:

<https://www.connectionsacademy.com/about/what-to-expect/day-in-the-life>

- LiveLessons for K-5: Offered once weekly in core subjects, Monday is Homeroom Huddle and Friday is Drop In and Say Hi (DISH) -to build community and connection; Daily Literacy lessons for K-2 students, LiveLesson offered once or twice per month depending on elective.
- LiveLessons for 6-12: Offered once weekly for most core subjects; LiveLesson offered once or twice per month depending on elective.
- LiveLesson Intervention K-12: Available by invitation from the

4. What is the student's remote learning schedule?

When it comes to student's daily schedule, we have synchronous LiveLesson sessions scheduled 1x a week for most core courses, and daily asynchronous learning that is required of the students.

- LiveLessons are typically 30 minutes in length for K-8. High school levels span 30-60 minutes and length depends on the course and rigor.
- The Planner is a calendar that students and staff can use throughout the year. Students can indicate appointment times, enter their LiveLesson schedules, vacations, etc. The scheduler distributes student's

asynchronous lessons on the Planner, and the scheduler is activated by the teacher. User-scheduled lessons provide the student with the flexibility to adjust their lesson schedule, if needed.

5. Is there live synchronous instruction with a state-certified teacher?

Yes, the purpose of LiveLesson sessions is to facilitate learning experiences for students and to provide enrichment beyond the content within our online lessons. Since LiveLesson sessions are an extension of the course, they may not directly correlate with exact content presented in the course. Our team of teachers works as a collective unit to provide a robust LiveLesson schedule for students. This team teaching approach allows for a course specialist to teach their synchronous lessons for a particular subject. It should be noted that the instructor for a synchronous course LiveLesson session may differ from the teacher supporting a student in their asynchronous course work. The LiveLesson space is also a highly effective way to address a wide range of student intervention and enrichment needs, including but not limited to:

- One-on-one or small group tutoring
- Literature discussions
- Facilitation of cross-curricular connections
- Opportunities to demonstrate mastery in a variety of ways
- Differentiated learning activities for struggling students
- Participation in activities that promote real-world application of skills
- Unit test preparation and review for end-of-course exams
- Collaborative learning experiences with peers
- Language practice opportunities for world language courses
- Building relationships, developing rapport, and study skills needed to foster learning in an online environment
- Do we have any flexibility to schedule when LiveLesson will take place? Unfortunately, no. However, LiveLesson recordings can be found on the teachers' message boards.
- How many students will be in each class? Class sizes range from ~30-40 in a core course.
- Will students be able to see one another during synchronous learning? Yes, they have that ability. However, there are times when the teacher will not permit videos in order to focus student attention to content. Additionally, LiveLesson recordings will not show student images.

6. Contacting the Teacher protocol?

Students and Caretakers are encouraged to reach out to the Teacher via WebMail and by phone. The teachers send Welcome Webmail messages to students within two to five business days of being sectioned as the teacher of record for the student's course. Support provided through synchronous contact, or real-time interaction, is typically a one-on-one or small group meeting between a teacher and a student accomplished via telephone or LiveLesson session. During these meetings, teachers provide instruction, assessment, or facilitate other learning activities. Synchronous support must include a two-way, real-time exchange of information, and can also be achieved through small group work. All synchronous support is logged immediately after the interaction within Connexus and includes details about the interaction. Customers with appropriate permissions are able to reference student Logs at any time within Connexus.

7. What are the communication Expectations for Pearson Teachers?

Teachers are expected to respond to WebMails and phone calls within one (1) business day.

8. How are TECCA teachers able to support student's 504 plans & IEPs?

- Pearson Virtual Schools Teachers are credentialed, state certified teachers

- Respond to WebMail messages and telephone calls
- Moderate course discussions
- Grade assignments, provide grading feedback, and assign final grades
- Host LiveLesson sessions and provide recordings
- Follow protocols for synchronous communication and support related to student progress monitoring
- Are the teacher of record for the course in which they are sectioned

Providing Special Education services is the responsibility of the school district, who remains the local educational agency (LEA). However, Pearson teachers are equipped to implement virtual accommodations in addition to differentiated instructional approaches to students with disabilities to meet students' IEP/504 plans supplied by the Customer.

The most common accommodations include:

Retaking tests and quizzes: To ensure students are learning the content, students may meet with the teacher prior to retaking a test to review the material if in accordance with the IEP/504 plan. The retake may be a reset of the test, or it may be an alternative method such as verbal questions/answers.

Extra time: Schools can request that Temporary Zeros be delayed, or not used for students, by making a request through the Program Manager, and/or by having it included in the IEP/504 plan. The accommodation may also be for tests only, in which case timers within the system will be removed.

Reductions: Any course reduction beyond 20% needs to be reflected in the IEP (Individualized Education Plan) or 504 plan. It is important to be clear if the intent is to reduce activities, content, or items on tests/assignments.

Alternative assignments/assessments: A Student may be provided an alternate assignment or assessment that will not alter the objectives being measured.

Restatement or clarification of directions/instructions: Teachers can provide this through Live Lesson sessions, in recordings, and during Teacher Time hours when students schedule a meeting or drop in. (Special education teachers at the LEA (Local Education Agency) can also do this in small groups or individually to supplement general education instruction.)

Copies of presentation notes: Live Lesson sessions are recorded, and students can access these from the teacher's home page. Links can also be sent by Webmail upon request. Course resources such as study guides, outlines, and other supplemental information are also available to students in each content area.

Accessibility: Text to speech, speech to text, highlighting, masking, enlarged font. These features are built into some courses, and there are compatible extensions for others. Specific guidance can be sent for these as needed.

Written Feedback and Meeting Requests: Programs often need content area teachers to provide information about student progress for an upcoming IEP or 504 meeting. Programs must send a request for written feedback for an upcoming IEP or 504 meeting or request for teacher attendance at an upcoming IEP or 504 Plan meeting by using this [form](#), which is received by the Special Populations team for processing. Please ensure all requests are submitted at least five business days in advance to ensure Pearson teachers can fulfil the request by the deadline. Once the request is received, a confirmation email will be sent to the person making the request, along with any follow-up questions or needed information. When Pearson teachers are approved to attend IEP or 504 meetings, they will be prepared to contribute to the discussion. Additionally, there will be a member of the Special Populations team present when teachers participate in IEP or 504 meetings to answer any general questions. While it is possible for Pearson teachers to remain at the meeting up to 45 minutes, we do ask the IEP or 504 team to grant permission for the Pearson teacher to provide input at the beginning of the meeting and then be excused to return to teaching duties.

General IEP and 504 Plan Questions: Programs may have general questions from time to time regarding IEP, 504 plan matters or they may want to provide information to teachers regarding a student's IEP and 504 Plan. Please use this [form](#) to provide information to teachers or to ask questions. This form is received and processed by the Special Populations team. The person making the request will receive confirmation that the form was received, along with outcomes.

9. How do you support my EL students/families?

Students/caretakers can download Google Chrome extensions for accessibility, such as Google translate, to help with English Language translations. Other accessibility features or Google Chrome extensions may assist English Learner students, such as speech-to-text. English Learner instructional needs will be a responsibility of the district.

10. What is the screen time expectation for students?

- K-5: 3 to 5 hours of learning a day, 50-60% of day is virtual.
- 6-8: 5 to 6 hours of learning a day, 60-70% of day is virtual.
- 9-12: 5 to 6 hours of learning a day, 80-90% of day is virtual.

11. How are parents/families supported?

- Family 4-1-1 portal, which has recorded orientations, interactive tutorials, how-to guides, digital learning tips.
- Learning Coaches, oftentimes parents or other family members, should plan on the following time daily to support their students:
 - K-5: 5-6 hours per day to oversee learning daily and communicate with teachers
 - 6-8: 2-3 hours per day to oversee learning and help student transition to more independent learning
 - 9-12: Encourages learner independence, participates in teacher conferences and monitors lesson completion

12. Who do parents reach out to with questions?

The district is responsible for providing parents with a district point of contact to help answer questions. For curricular specific questions, Caretakers/students can directly reach out to their teachers via WebMail and by phone.

13. What happens after I enroll students with TECCA?

Families will receive two Welcome Letters via email within 3 business days after enrollments have been submitted by TECCA to Pearson. One Welcome email will have login credentials, the second will have password information to ensure student privacy.

14. What happens if parents/students haven't received their Welcome Letter email?

Ask caretakers to check spam/junk/etc if Welcome Letter emails are not received. If the emails are also not in junk/spam folders, the district point of contact can reach out to Antoinette Leshore to have the Welcome Letter email resent.

15. Are there materials needed for these courses?

Most materials are embedded in the course. There are few K-8 materials that will be shipped directly to the student.

16. Who do I contact for technical support?

The School Support Help Desk should be your first point of contact for questions related to Connexus functionality, curriculum inquiries, questions and general how-to's. District staff can contact the Help Desk staff by calling

855-330-4636. Student technical support is also available to students and caretakers to assist with technical issues by calling 888-679-7740.