PENDERGAST ELEMENTARY SCHOOL DISTRICT

2020 PENDERGAST DISTANCE LEARNING GUIDE
A Resource for Families On the Pendergast Approach to Online Learning
The Pendergast Elementary School District designed our distance learning program based on best practices and our district vision, mission, and beliefs. We created a learning environment for your student that empowers them to meet our high expectations established in our Profile of a Graduate.

**Our Vision**
Empowering Excellence and Success

**Our Beliefs**
Pendergast sets high expectations! We provide diverse educational experiences for all students to have the knowledge, skills and opportunities that prepare them for the future.

**Our Mission**
The Pendergast Elementary School District provides a quality education for all students so they can compete globally in their future endeavors and aspirations.

**Our Motto**
We “BEE”-lieve in You!
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Dear Pendergast Students and Families,

Welcome to the 2020-21 school year! We are happy to have you in our schools and in our district. This year, school might look different, but our goals remain the same, to give you the very best educational experience while keeping you safe, healthy and connected to your class, to your school and to the Pendergast District. Above all, we care about you!

This Distance Learning Guide was created by educators in our district in order to help all of our students succeed and do their very best. It includes sections that will provide a step-by-step guide to online learning and everything that you will need to know. We encourage you to read it over completely and refer any questions to your child’s teacher who can help.

We sincerely hope you will use this information to be well prepared for school and share what you are learning with other family members. Your teachers are excited to have you in class and have many new teaching techniques to help you learn.

Hopefully, we will be able to return to school in-person soon. In the meantime, we will do our best and we want you to do your best, so we all have a super year!

We believe in you!

Dr. Lily Matos Deblieux
Proud Pendergast Superintendent
Profile of a Graduate

The Pendergast Elementary School district provides a quality education for all students so they can compete globally in their future endeavors and aspirations.

Collaborator
Demonstrates Emotional Intelligence, Interpersonal Skills, and Being Relationship Driven

Problem Solver
Demonstrates a Growth Mindset, Critical Thinking, and Responsible Risk Taking

Communicator
Demonstrates Ability to Convey Information, Express Ideas, and Possesses Active Listening Skills

Career Success Skills
Demonstrates Initiative, Creativity, Academic Proficiency, and Leadership Skills

Character
Demonstrates Integrity, Empathy, Perseverance, and Values Equity

Technology Skills
Demonstrates Information and Media Literacy
General Expectations

Our PESD Student Handbook outlines in detail our expectations for students in both the physical and online school environment. We know that distance learning online brings a new set of challenges for our students, staff, and families. Please review these expectations with your household so everyone can have a clearer understanding of what is expected from our distance learning students. Your school principal and child’s teacher will provide you with school specific information and can answer any questions you may have.

Our goal for distance learning will be to mirror a typical in-person school day as closely as possible. To help accomplish that goal, we have set forth the following expectations for teachers and students:

• Each course will have a ‘live’ (synchronous) component using Zoom. Teachers will take daily attendance based on student logins.

• Classes will begin on time and Board policies around attendance and turning in work will be maintained. Students are expected to attend classes and complete all assignments on time. Teachers will be grading student work and giving feedback.

• From time to time, some classes may be videos/instructions via Seesaw or Google Classroom that need to be completed by students before their next class.

• All classes will be recorded. Links to the recorded classes will be available in Seesaw (K-3) or Google Classroom (4-8)

• Students should give their best effort, exhibit their best online class behavior, and attend classes regularly, health permitting.

• Students may follow “free dress” guidelines during the distance-learning period. Obscene, lewd, or vulgar language or symbols, or symbols or language relating to or promoting sex, drugs, tobacco, or alcohol on clothing are expressly prohibited. (Shoes will be optional, but no pajamas, please!)

• Students should have their cell phones in a different room during class time.

• Teachers will communicate with parents/guardians during typical business hours using SchoolStatus software which archives the conversation or district email. Staff will not provide personal cell phone numbers or personal email addresses to students.
Student Expectations

Online Classes

When classes are being conducted online via Zoom, students are expected to follow these guidelines:

• Show up to scheduled class times on time and with your school supplies. You are expected to attend your classes unless your parent or guardian notifies the front office that you are sick. Teachers will take attendance at the beginning of each class.

• Give your best effort and best online class behavior.

• Cell phones and other electronic devices need to be in a different room or turned off during video classes.

• Be dressed appropriately - consider it a casual dress day at school. No pajamas, please!

School Work

• Stay in contact (your teachers, school counselors, and principals will be checking their email weekly and during school days).

• Give your best effort on your work! Your learning is important. Individual assignments must be completed on your own. If you have group work and a classmate isn’t meeting expectations, please talk to your teacher right away!

Attendance

Every student will start their day in their homeroom. Attendance will be taken during this synchronous (live) class session and again throughout the day. Attendance will be confirmed based on students turning in their independently completed schoolwork by the assigned due date and time. If your student is ill and cannot attend school, a parent/guardian must notify the front office. If your student is unable to join their live class sessions, please contact the teacher(s) to discuss your family’s schedule needs. Students who are having difficulty with their technology should reach out to their teacher so we can help you with the software tools we are using.
Early and Middle Grades

- Establish routines and expectations for your child.

- Take an active role in your child’s learning. Assist them in logging into the device and various applications, and walk them through instructions when needed. Please allow your child to complete any tests or assignments to be graded on their own, so their teacher can better support their learning.

- Create a safe, comfortable, distraction-free place to work.

- Partner with your child’s teachers and reach out should any challenges arise.

- Help your child to plan and turn in their work and keep them focused and on task.

- Provide opportunities for your child to play and move outside, while practicing responsible social distancing.

- If your student has a cell phone or gaming device, it should be in another room or turned off completely when your student is participating in a video class lesson.

- If you checked out a school owned device for your student, please ensure that the device is only used by that student. *Internet browsing history collection and safety filters are always turned “on” for district owned devices.
Family Roles & Responsibilities

Middle School

• Stay involved and in contact with your child’s school and teachers.

• Help your student manage their online learning by encouraging them to attend all classes and finish all assignments.

• Allow your student to be the learner by having them complete their own work.

• Create a comfortable, distraction-free place for your children to work and attend online classes.

• Do not join your children’s online classes or be visible on your children’s screens during classes.

• ASU Digital Prep Courses will be up and running at the start of school. If your student participates in these courses, they will login from home. A schedule will be provided to all students. Additional support for students will be provided virtually as well.

• Encourage your children to incorporate physical activity and healthy breaks from classes during the day, while practicing responsible social distancing.

• If your student has a cell phone or gaming device, it should be in another room or turned off completely when your student is participating in a video class lesson.

• If you checked out a school owned device for your student, please ensure that the device is only used by that student. *Internet browsing history collection and safety filters are always turned “on” for district owned devices.
Technology Requirements & Expectations for Use

Early grade (K-3) students will use Seesaw and Zoom to deliver synchronous and asynchronous learning.

Middle grade (4-5) and middle school (6-8) students will use Google Classroom and Zoom, and they must be logged in with their school account.

Students are expected to be courteous and respectful online and adhere to the school code of conduct as outlined in the PESD Student handbook.

Students should join class meetings on time, with their microphones muted. Students should be located in a safe, distraction-free location and remain in that location for the duration of the lesson.

Students that do not have access to a device that enables them to participate fully in their classes are able to have a parent or guardian check out a school district device. Families will have a choice to purchase insurance coverage for the device, or commit to full replacement value should something happen to the technology while it is at home with their student.

District owned technology has monitoring and filtering software on it. That software is working any time the device is turned on, regardless of who has logged on to the device. Please only use school owned devices for school activities.
Early Grades (PK-3) Distance Learning

Goal

The goal of the Early Grades Distance Learning Plan is to keep your children engaged so they can learn and grow, while giving them opportunities for connection and community. We will provide opportunities for them to read, write, share ideas, explore, create, play, and move. Perhaps most importantly, we will continue to provide them a sense of community and normalcy with a structured school day that mirrors the face-to-face school day.

Due to the developmental stages of our youngest learners, parents/guardians will need to assist their child with distance learning. For example, assist in logging into the device and various applications in addition to walking through directions when needed. Although students may need support to log on to their device, it’s important to make sure that students complete work on their own as much as possible so their teacher can know how they are doing academically.

Preschool teachers will provide suggested activities to allow students the opportunity to continue cognitive, physical, and social-emotional skill-building. Learning engagements are playful, inquiry-based explorations.

For Kindergarten through Grade 5, assignments should be completed by the due date. It’s important to ensure that all tests and assignments are completed independently by your student so their teacher knows how the student is progressing academically. Please do not complete assignments or tests on behalf of your student. If an assignment is too hard for your child, please let their teacher know right away so we can provide additional help. Please inform the front office immediately and reach out to the teacher through email if your child is unable to participate in distance learning due to illness.
Early Grades Student Schedule

On school days, each homeroom class will meet virtually for morning meetings. These morning meetings will take place via Zoom, and each class will be recorded and archived through the end of each quarter. Students will be able to find the link to video conferencing in the SeeSaw app (PS - Grade 3). Instructions for accessing the SeeSaw app can be found on page 22.

Teachers will provide a daily to-do-list describing learning goals and activities for the day. Homeroom teachers will formulate lessons around reading, writing, math, and one or two additional core subjects. Throughout the week, special area teachers will provide instruction in their disciplines as well. These assignments will have a balance of on-screen and off-screen tasks that help connect to previous learning and the current curriculum. Students will be able to see the assignments on their to-do list through SeeSaw. Teachers will remain in the Zoom video conference after their mini lessons are complete to answer individual questions.

By the end of the distance learning day, students should complete their daily to-do-list, being mindful of taking brain breaks, which ideally includes physical activity and/or exercise. Homeroom teachers will check-in with individual students at least once per week.

As always, teachers and administrators are available via email if you would like to schedule a conversation.
### Early Grades Sample Schedule

<table>
<thead>
<tr>
<th>Morning Meeting</th>
<th>20 minute check in, SEL lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>English Language Arts (ELA): Group Lesson</td>
<td>20 minute lesson, then students work independently offline or in online small groups (teacher does small group instruction as needed)</td>
</tr>
<tr>
<td>ELA: Centers</td>
<td>Students navigating through centers via SeeSaw (teacher does some small group instruction)</td>
</tr>
<tr>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>ELA: Writing</td>
<td>20 minute lesson, then students work independently offline or in online small groups (teacher does small group instruction as needed)</td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>Math: Whole Group</td>
<td>20 minute lesson, then students work independently offline or in online small groups (teacher does small group instruction as needed)</td>
</tr>
<tr>
<td>Special Education/Intervention</td>
<td>Students with disabilities with their resource teacher/IA/related service providers</td>
</tr>
<tr>
<td>ELL &amp; Other Specialized Supports</td>
<td>Students with specialized supports will receive those special classes throughout the week. Staff will provide you a schedule for your student.</td>
</tr>
<tr>
<td>Math Centers</td>
<td>Students navigating through centers via SeeSaw (teacher does some small group instruction)</td>
</tr>
<tr>
<td>Special Area</td>
<td>30 minute group lesson</td>
</tr>
<tr>
<td>Science or Social Studies</td>
<td>20 minute lesson, then students work independently offline or in online small groups (teacher does small group instruction as needed)</td>
</tr>
<tr>
<td>Additional Support</td>
<td>Teachers will send you a schedule of additional online office hours</td>
</tr>
</tbody>
</table>
Goal

The goal of the Middle Grades Distance Learning Plan is to keep your children engaged so they can learn and grow, while giving them opportunities for connection and community. We will provide opportunities for them to read, write, share ideas, explore, create, and move. Perhaps most importantly, we will continue to provide them a sense of community and normalcy with a structured school day that mirrors the face to face school day.

Depending on the developmental stages of your student, a parent/guardian may need to assist their child with distance learning. For example, assist in logging into the device and various applications in addition to walking through directions when needed. Although students may need support to log on to their device, it’s important to make sure that students complete work on their own as much as possible so their teacher can know how they are doing academically.

For Kindergarten through Grade 5, assignments should be completed by the due date. It’s important to ensure that all tests and assignments are completed independently by your student so their teacher knows how the student is progressing academically. Please do not complete assignments or tests on behalf of your student. If an assignment is too hard for your child, please let their teacher know right away so we can provide additional help. Please inform the front office immediately and reach out to the teacher through email if your child is unable to participate in distance learning due to illness.

Middle Grades Student Schedule

On school days, each homeroom class will meet virtually for morning meetings. These morning meetings will take place via Zoom, and each class will be recorded and archived through the end of each quarter. Students will be able to find the link to video conferencing in the Google Classroom app (4th-8th grade). Instructions for accessing the Google Classroom app can be found on page 23.

Teachers will provide a daily to-do-list describing learning goals and activities for the day. Homeroom teachers will formulate lessons around reading, writing, math, and additional core subjects. Throughout the week, special area teachers will provide instruction in their disciplines as well. These assignments will have a balance of on-screen and off-screen tasks that help connect to previous learning and the current curriculum. Students will be able to see the assignments on their to-do-list through Google Classroom. Teachers will remain in the Zoom video conference after their mini lessons are complete to answer individual questions.
PESD Distance Learning Guide

By the end of the distance learning day, students should complete their daily to-do-list, being mindful of taking brain breaks, which ideally includes physical activity and/or exercise. Homeroom teachers will check-in with individual students at least once per week. As always, teachers and administrators are available via email if you would like to schedule a conversation.

### 4th-5th Grade Sample Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning Meeting</strong></td>
<td>30 minute check in, SEL lesson</td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td></td>
</tr>
<tr>
<td><strong>English Language Arts (ELA): Group Lesson</strong></td>
<td>30 minute lesson, then students work independently offline or in online small groups (teacher does small group instruction as needed)</td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ELA: Writing</strong></td>
<td>30 minute lesson, then students work independently offline or in online small groups (teacher does small group instruction as needed)</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Math: Whole Group</strong></td>
<td>30 minute lesson, then students work independently offline or in online small groups (teacher does small group instruction as needed)</td>
</tr>
<tr>
<td><strong>Special Education/Intervention</strong></td>
<td>Students with disabilities with their resource teacher/IA/related service providers</td>
</tr>
<tr>
<td><strong>ELL &amp; Other Specialized Supports</strong></td>
<td>Students with specialized supports will receive those special classes throughout the week. Staff will provide you a schedule for your student.</td>
</tr>
<tr>
<td><strong>Math Centers</strong></td>
<td>Students navigating through additional learning practice via Google Classroom (teacher does some small group instruction)</td>
</tr>
<tr>
<td><strong>Special Area</strong></td>
<td>30 minute group lesson</td>
</tr>
<tr>
<td><strong>Science or Social Studies</strong></td>
<td>30 minute lesson, then students work independently offline or in online small groups (teacher does small group instruction as needed)</td>
</tr>
<tr>
<td><strong>Additional Support</strong></td>
<td>Teachers will send you a schedule of additional online office hours</td>
</tr>
</tbody>
</table>
Middle School (6-8) Distance Learning

Goal

The goal of the Middle School Distance Learning Plan is to keep your children engaged so they can learn and grow, while giving them opportunities for connection and community. We will provide opportunities for them to read, write, share ideas, create and problem solve collaboratively. Perhaps most importantly, we will continue to provide them a sense of community and normalcy with a structured school day that mirrors the face-to-face school day. Your student is in their last few years of learning before they transition to high school. It is vitally important that students learn the skills and self discipline to learn online. As their parent/guardian, we need you to be an encouraging support system for your student(s) to ensure they are making necessary academic progress to remain eligible for promotion to high school at the end of their 8th grade year.

Depending on the student, a parent/guardian may need to assist their child with initial logins to the distance learning software tools or assist with more complex directions. Although students may need support initially to log on to their device, it is important to make sure that students complete work on their own so their teacher can know how they are doing academically.

Assignments should be completed by the due date. It is important to ensure that all tests and assignments are completed independently by your student so their teacher knows how the student is progressing academically. Please do not complete assignments or tests on behalf of your student.

Please ensure your student maintains academic integrity and completes independent assignments independently of other students. If an assignment is too hard for your child, please let their teacher know right away so we can provide additional help. Please inform the front office immediately and reach out to the teacher through email if your child is unable to participate in distance learning due to illness.
Student Schedule

On school days, each homeroom class will meet virtually for their homeroom morning meeting. These morning meetings will take place via Zoom, and each class will be recorded and archived through the end of each quarter. Students will be able to find the link to video conferencing in the Google Classroom app (4th-8th grade). Instructions for accessing the Google Classroom app can be found on page 23. Attendance will be taken during the first meeting of the day and throughout the school day.

Teachers will provide a daily to-do-list describing learning goals and activities for the day. Content teachers will formulate lessons around each core subject. Throughout the week, special area teachers will provide instruction in their disciplines as well. These assignments will have a balance of on-screen and off-screen tasks that help connect to previous learning and the current curriculum. Students will be able to see the assignments on their to-do-list through Google Classroom. Teachers will remain in the Zoom video conference after their mini lessons are complete to answer individual questions.

By the end of the distance learning day, students should complete their daily to-do-list, being mindful of taking brain breaks, which ideally includes physical activity and/or exercise. Homeroom teachers will check-in with individual students at least once per week.

As always, teachers and administrators are available via email if you would like to schedule a conversation.
## 6th-8th Grade Sample Schedule

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Homeroom Meeting</strong></td>
<td>30 minute check in, SEL lesson</td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td></td>
</tr>
<tr>
<td><strong>English Language Arts (ELA):</strong></td>
<td>30-45 minute lesson, then students work independently offline or in online small groups (teacher does small group instruction as needed)</td>
</tr>
<tr>
<td><strong>Group Lesson</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ELL &amp; Other Specialized Supports</strong></td>
<td>Students with specialized supports will receive those special classes throughout the week. Staff will provide you a schedule for your student.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>30-45 minute lesson, then students work independently offline or in online small groups (teacher does small group instruction as needed)</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>30-45 minute lesson, then students work independently offline or in online small groups (teacher does small group instruction as needed)</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ELA: Writing</strong></td>
<td>30-45 minute lesson, then students work independently offline or in online small groups (teacher does small group instruction as needed)</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>30-45 minute lesson, then students work independently offline or in online small groups (teacher does small group instruction as needed)</td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Special Area</strong></td>
<td>30 minute group lesson</td>
</tr>
<tr>
<td><strong>Additional Support</strong></td>
<td>Teachers will send you a schedule of additional online office hours</td>
</tr>
</tbody>
</table>

*Every student will start their day in their homeroom. The order of the other content area lessons will vary depending on the student.*
Students with Disabilities

Exceptional Student Services is responsible for the identification and placement of all students with disabilities in the least restrictive environment with the provision of specialized instruction. Student supports that are overseen by Exceptional Student Services are: Section 504, nursing, homebound services, voucher placements, preschool (developmental), assistive technology, school psychology services, related services, program implementation and monitoring, the provision of FAPE to all special education students and adherence to the Individuals With Disabilities Education Act (IDEA).

Students with disabilities may qualify for a 504 Accommodation Plan, or an Individualized Education Plan (IEP). Those students with formal plans have specific accommodations, goals, and some students qualify for specialized instruction and/or related services. If you have questions about your student’s IEP or 504, please contact the school so we can direct you to the appropriate person to answer your questions.

If your student has specialized instruction or related services explicitly indicated on their IEP, your team will contact you to explain the proposed schedule of services. If you have questions or concerns about the schedule of services, please contact your child’s teacher, IEP team, and/or the front office of the school. If you still have questions after working with your IEP team, please contact Exceptional Student Services at (623) 772-2326.

Early Childhood (Developmental Preschool) Services

Students may be provided weekly work packets with activities that can be completed at home in correlation with distance learning sessions. Preschool teachers will focus instruction based on student IEP goals and the needs in the distance learning platform. Preschool teachers and related service providers will work with families to develop a schedule for students to receive specially designed instruction. Individual conversations with families centered around student need and ability to participate in distance learning format can be made by contacting the students teacher. If you have questions or concerns about the schedule of services, please contact your child’s teacher, IEP team, and/or the front office of the school.

If you still have questions after working with your IEP team, please contact Exceptional Student Services at (623) 772-2326.
**Early Intervention Services/Child Find**

Early intervention services for our youngest learners (pre-kindergarten) are designed to help identify current levels of development and identify possible developmental delays. If you have concerns about your child’s development, please contact Exceptional Student Services to schedule an appointment for a Child Find screening. Recommendations for further evaluations are made following the screening process as necessary. Parent input is very important and welcomed throughout the screening and evaluation processes. Please call (623) 772-2341 to schedule an appointment.

**Students Learning English as a Second Language**

In the State of Arizona, there are many state requirements that our schools must meet to ensure equitable services and appropriate English language development support for students that are learning English as a second language. A team member from the school will contact you to provide the schedule for English language instruction for your student. Your child must receive this instruction as mandated by law. If you still have questions about the instructional schedule after working with your child’s teacher, please contact the front office of your school.

**Gifted Services**

If your student currently receives gifted instructional services, they will continue to receive those specialized supports when attending school via distance learning. Your student’s teacher will contact you to let you know what their schedule will look like. If you still have questions about the instructional schedule after working with your child’s teacher, please contact the front office of your school. If you believe your student qualifies for specialized gifted services, PESD will continue to provide gifted services testing as directed by the State of Arizona. Please contact the front office of your school if your student should be evaluated.

**Student Support Services**

In a distance learning environment, students will continue to have access to support from staff who provide social emotional support and family support services for PESD students and families that qualify. The support staff providing services may include: School Counselors, Social-Emotional Learning Mentors, and Social Workers. Parents and students may connect with these support staff by emailing them directly to request an appointment, or by emailing the classroom teacher or site administrator. PESD employees do not provide therapeutic interventions and these interactions follow the Family Educational Rights and Privacy Act (FERPA) guidelines. One on one sessions with students will be recorded and archived, following the same guidelines as all other PESD lessons. If your student was previously receiving support from any of the listed staff, they will be contacted to ensure the continuation of support.
McKinney Vento Homeless Education Act

Under the McKinney-Vento Act, your child has a right to an education without barriers. Under the McKinney-Vento Act, State and Local education agencies must ensure that each child and youth experiencing homelessness has equal access to the same free, appropriate public education, including a public preschool education, as other children and youths. Homeless children and youths must have access to the educational and related services that they need to enable them to meet the same challenging State academic standards to which all students are held. In addition, students experiencing homelessness may not be separated from the mainstream school environment.

If your family is experiencing homelessness and needs additional support so your child can access distance learning, please visit http://www.pesd92.org/homelessservices.html. You may also call (623) 693-0081 or email imartinez@pesd92.org.
Accessing Clever from Your Chromebook or School Device

After logging into your device, click on the PESD92 link which can be found at the top left of the screen. A list of applications should appear on the left side of the screen.
Select SeeSaw from the list to access the application.

If you scroll to the very bottom, you’ll find additional applications such as Google Classroom, Google Drive, Gmail, Google Docs, etc.

If accessing Clever Portal from another device, go to: https://clever.com/in/pesd92.
To Access SeeSaw from Another Device

- Go to app.seesaw.me > Choose *I’m a Student*
- Type in your code. Your teacher will provide a code for you to log into the SeeSaw application.
- Finish creating your account using your student ID or student email address. The student ID is the same as the student lunch number. When logging in, be sure to use your full student email address (e.g. xxstudent@pesd92.org).

If you’ve used SeeSaw before and have an account:

- Go to app.seesaw.me > Choose *I’m a Student*
- Sign in using your student account or student email address.
- Click on your profile icon on the top left
- Click on the + *Join Class* button
- Type in the code provided by your teacher.
Our online learning management system for middle grades is called Google Classroom. Your student will need to log in to this website each day to access links for their daily Zoom classes, classwork and other assignments. Google Classroom is one of several applications that can be accessed through Clever Portal, a digital learning application that provides students a simple way to use one login for multiple programs. In Clever Portal, teachers create digital classrooms where students stay connected and engaged with learning. Teachers can personalize the Clever portal for a more personalized learning experience.

### Accessing Clever from Your Chromebook or School Device

At the Sign in to Your Chromebook screen

Enter your student ID  
(example: xxstudent@pesd92.org)  
Click Next  
Enter your student password  
Click next again to finish logging in

After logging into your device, click on the PESD92 link which can be found at the top left of the screen.
If you scroll to the very bottom, you’ll find additional applications such as Google Classroom, Google Drive, Gmail, Google Docs, etc.

If accessing Clever Portal from another device, go to: https://clever.com/in/pesd92.
Lexia® Core5® Reading

This year your child will also be using Lexia® Core5® Reading, a fun computer-based program that has helped millions of students. The activities in Core5 support build on our classroom curriculum and focus on developing reading skills in six areas: phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension.

Here’s how Lexia Core5 Reading works:

❖ Your child begins Core5 at a starting point that fits his or her needs and works in online activities throughout the week.

❖ Online activities include direct instruction and feedback as your child learns new skills.

❖ Progress and performance in the program is reported so teachers can provide help when needed.

❖ Paper-and-pencil activities are also used for practice and may be done in school or brought home.

❖ Achievement certificates may be sent home to celebrate success and to show progress in the program.

Log into Lexia through Clever:

❖ Go to the Clever login page for your student’s district. If you don’t know the district’s Clever login page, you can go to clever.com/login and search for your student’s school.

❖ Have your child enter their login credentials on the Clever login screen, and then locate the icon for their Lexia program in their Clever portal. When they select this icon, they should be able to access the program.
Accessing Lexia Using an iPad:

iPad Version: Core5 and PowerUp can be used on many iPads with iOS 10 and above.

- Download the free Lexia Core5 Reading or Lexia PowerUp Literacy app.
- Download the free Clever app.
- Open the Clever app, and have your child log in using their Clever credentials. Select the Core5 or PowerUp icon in their Clever portal.

It is important that your child works without any help while using Core5. All of the work your child does at home is recorded and reported to school. This way, teachers can see when help is needed and provide additional instruction at school.

If you have a question about your child’s username or password, please contact your child’s teacher.

About Pendergast Elementary School District

Today, the Pendergast School District covers 20 square miles and serves the communities of Phoenix, Glendale and Avondale. The district boundaries are from Glendale Avenue to the North and I-10 to the South, 83rd Avenue to the East and Agua Fria River to the West. The district provides excellent educational opportunities for approximately 10,000 preschool through eighth grade students on 12 campuses.