Bloom Township 206
Remote Learning Day Plan

Overview A Remote Learning Day is defined as an educational program designed to provide continuation of learning for students under conditions that prohibit the learning and instructor from being in the same physical space. This remote learning plan provides guidance so all students have opportunities for continued learning focused on critical standards; students and families are given routines and structures to ensure they stay connected to school and learning. All instructional materials will complement the activities that would occur on a regular school day.

INSTRUCTION/LEARNING

Content Selection/Prioritization Prioritized standards have been determined through the work of teachers in PLCs; teachers will teach course content in alignment with these prioritized standards. Depending on student need, teachers should help students improve mastery of all skills previously covered before introducing new material.

Content Delivery/Instruction Best practices include:
- Be present and fully engaged as the instructor
- Work collaboratively within content PLC and other PLCs to develop engaging, effective lessons for all learners; develop activities fostering peer-to-peer learning.
- Focus on engaging and accessible learning materials and techniques to keep students engaged and excited about learning.
- Remain flexible with pacing and student assignments.

Non-Digital Remote Learning Non-digital learning materials should include information that, when possible, includes multiple modes of representation of content (e.g., text, diagrams, graphic organizers, manipulatives, maps, illustrations, etc.) Teachers will provide a cover sheet, accompanying the non-digital information, which will include the following: teacher name, course name, table of contents, and assignment objective.

Equity of Access The work that is provided to students in learning packets will be available at each campus's main office. Some ideas for home learning include:

• Send books home with students and/or print out articles, poetry, and writing prompts.

• Assign a long-term research-based project aligned to multiple standards.

• Put together learning packets to review or enhance material already taught.

• Assign simple science projects that could be done at home.

• Review textbooks and print the supplemental lessons that one often does not have time to do in class.

• Use any online resources available to teachers and print assignments to do at home.

• Have students write reflection essays about a movie watched or a book read and scaffold the assignment for different age ranges.

Several options for the determination of work completion include:
- students returning completed work upon returning to school prior to the end of the current school year
- students sending a picture of the completed work to the teacher
- students scanning work to teachers' emails
- parent calls verifying student completed work

CTE/Dual credit/AP When weighing content decisions for CTE students, essential skills/knowledge must be considered along with what is required for students to earn industry credentials and meet standards of employers/certifying bodies. Remote instruction must still meet the standards of the college credit. College Board is providing guidance through their website regarding learning, instruction, test preparation and testing.

Social Emotional Learning PPS staff will work together to provide social emotional learning district-wide. Multiple mechanisms will be utilized daily and weekly to stay connected with students and families on an individual basis as well as en masse. PPS staff will spend their instructional time contacting students on their off-track list, MTSS list or with students who require social work minutes or interventions. Teachers may reach out to PPS staff regarding students who have not completed Google assignments.

Special Education and Related Services Remote learning plans are being created, specifically addressing goals, for all students with Individualized Educational Plans. Adjustments have been made regarding related-service minutes for certain students; some services can be provided, some cannot. Case managers are responsible for addressing specific goals, working with service providers, and notifying parents to review what is currently occurring. Teachers and case managers will work together to ensure students are progressing.

General education teachers should be providing accommodations for students with IEPs and should be communicating with the special education teachers. General education teachers need to differentiate material and build in supports for students with IEPs.

Resource teachers are supporting all students with resource minutes and are monitoring their work in Google Classroom. Paraprofessionals will be monitoring student work in their scheduled Google Classrooms and will check on assigned students.

Our Remote Learning Day instruction should incorporate support that aligns with the student's IEP and necessary accommodations. It is understood that if the Google Classroom mode of instruction is not applicable, learning packets and resources will be adjusted accordingly. Related service providers, e.g. speech pathologists, social workers, psychologists, etc. will provide instruction to students that pertain to fulfilling required minutes. Additionally, the logging of service minutes is required.

Multilingual Education

- Utilize parent liaison and bilingual staff to facilitate phone calls as interpreters and written communications as translators for parents, families, and community members
- Paraprofessionals will continue documenting contacts with students during Remote Learning Days
- Teachers will utilize home language proficiency data to help plan instruction for Emergent Bilinguals.

Educators must be thoughtful and explicit about the language of instructional activities in which students are being asked to engage in. Multilingual Learners should be provided with opportunities to utilize their home language whenever possible. Multilingual Learners should also have daily opportunities to engage in activities in both English and/or the home language within the four language arts domains of reading, writing, speaking, and listening. When designing activities for multilingual students, educators should be aware of the language proficiency level of the students, both in English and the home language.

GRADING

Grading It is important to note the priority is to assess in a manner that supports motivation and participation in remote learning. The assessments of grading should not be punitive in any manner. A traditional grading structure will be utilized (A, B, C, D); a grade of "I" (Incomplete) is given if a student has not done the work or not demonstrated ability at a passing level. In this case, credit for the course will not be given until the student has completed the work to earn a credit. Students can not be given an F during remote learning per the guidance of ISBE (pg. 57 of the remote guidance document). A student's current grade can only be <u>maintained or improved</u> and does not decrease. Students have the opportunity to re-do work until mastery is achieved.

College Board has relaxed the requirements for the Pre-AP platform; quizzes may be administered, but it is not required at this time. The administration of the Pre-AP final exams is cancelled.

For semester two of 2019-2020, final exams will not be administered; more guidance to follow.

SCHEDULE

Block Schedule The block schedule was created to prevent overlap in scheduling for live, virtual instruction, if a teacher chooses to use that instructional method. It is not the intent that a teacher teaches via Google Hangout for 90 minutes or have students working for the full time; the time can be used to inform, model, or assist students via virtual office hours. The schedule also builds in time for more PPS/SEL opportunities for our students.

Every Monday morning by 8:30 am teachers will post the schedule and assignments for the week in Google Classroom (for all classes). Teachers can create assignments or activities that do not need to be turned in daily; they can be collected at the end of the week. Please keep in mind, ISBE guidance recommends that daily instructional tasks, from all classes collectively, not exceed more than three hours per day.

<u>What can instruction look like for this new schedule?</u>

Some examples of a 90 minute period could include:

- I do, We do, You do- Teacher posts a quick clip of themselves introducing the lesson and/or expectations. The teacher then holds a Google Hangout with the class, and they complete some of the assignments or activities together. The teacher does a quick check for understanding and then holds a small group or individual hangouts to assist students who need additional clarification if needed.

- The teacher can post a resource or clip from Khan Academy to review/introduce the topic and then can post a question to the class to determine who needs assistance.

- After students complete a reading, the class can participate in a classroom discussion on Google Hangout (similar to a Socratic seminar.)

- The teacher demonstrates a lab and has the students answer questions based on the information.

- Students present a project or activity, and the other class members provide feedback.

- Students use the time to work independently on the activity or project, and the teacher is available for assistance via virtual office hours to provide feedback.

The schedule does not preclude a student from reaching out to the teacher outside of the designated class period.

SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
7:30- 8:30 Collaboration and Planning* Teachers will post the week's activities/assignments by 8:30 am.	7:30- 8:30 Collaboration and Planning*	7:30- 8:30 Collaboration and Planning*	7:30- 8:30 Collaboration and Planning*	7:30- 8:30 Collaboration and Planning*
8:30- 10:00 Period One	8:30- 10:00 Period 4/5/6	8:30- 10:00 Period One	8:30- 10:00 Period 4/5/6	Faculty keeps virtual office hours at this time to correspond with students and parents. PPS will be able to set up meetings, small groups, etc. during this time. Faculty and Department Meetings can also be scheduled as well as PD offerings.
10:00-11:30 Period Two	10:00- 11:30 Period 6/7/8	10:00-11:30 Period Two	10:00- 11:30 Period 6/7/8	
11:30-1:00 Period Three	11:30-1:00 Period 9	11:30-1:00 Period Three	11:30-1:00 Period 9	
1:30- 2:55 Collaboration and Planning*	1:30- 2:55 Collaboration and Planning*	1:30- 2:55 Collaboration and Planning*	1:30- 2:55 Collaboration and Planning*	1:30- 2:55 Collaboration and Planning*

	Teachers use this time to plan, grade and meet with PLCs, MESS Teams, etc. *We can differentiate some of this for specific MESS and PLC time if we want.	Teachers can use this time for Google Hangout Meetings, small group assistance, live "virtual" instruction, individual student assistance, etc.	This time can be used for whole faculty meetings, department meetings, PD from ICs, etc.

Student Schedule 8:30am - 1:00pm is the student instruction time. Students must log in for attendance by 1:00pm each day. It is an expectation that students are fully engaging in the work provided by their teacher. All students should look to produce high quality work.
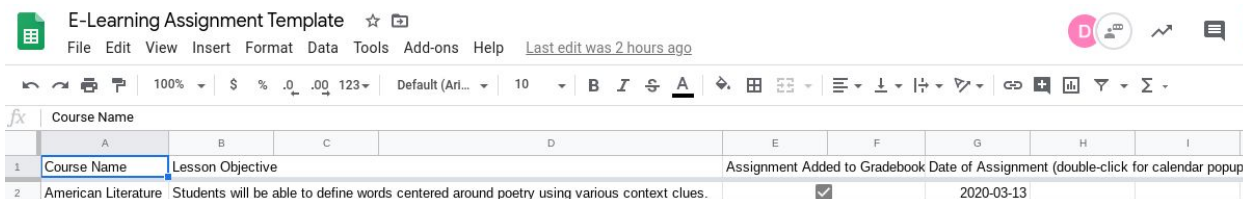
STAFF EXPECTATIONS

Teacher Expectations Teaching staff are expected to post daily Google classroom assignments by 8:30am
Teachers will log student attendance for each period into PowerSchool by 2:55pm each day.

Students who do not have access to an electronic device or Wi-Fi will submit completed packets without penalty to the teacher upon their return. Upon receipt of the completed work, teachers will notify the attendance office to change any absences to present. Students who have their parents leave a message for the attendance office due to an excused absence, should also be able to make up the assignment without penalty.

Teachers should plan to provide learning packets for students without access to an electronic device or Wi-Fi. Please plan for at least two weeks worth of lessons. Please keep in mind that students may not have access to calculators and other relevant classroom supplies (art supplies, lab equipment, etc.).

A Remote Learning Day assignment Google sheet for courses will be created. Teachers should complete the Remote Learning Day assignment Google sheet for each course taught in lieu of submitting a lesson plan. Required information will include the teacher name, course name, description of the assignment, and a checkbox that an assignment has been added to the gradebook with the date of the Remote Learning Day. The Remote Learning Day assignment template is housed within a Google folder shared by your Division Coordinator.

PPS Staff Expectations PPS staff will spend their instructional time contacting students on their off-track list, MTSS list or with students who require social work minutes or interventions. Teachers may reach out to PPS staff regarding students who have not completed Google assignments.

Nurses' Expectations Nurses will check in with students who require daily medication and special 504 accommodations.

Teacher Attendance Teachers and staff will receive a daily Google attendance verification form. Teachers and staff must sign in by 8:30am daily. The Remote Learning Day does not override any pre-planned absences, i.e. sick, FMLA, personal, etc. Example below:

SD206 Remote Learning Staff Attendance 4/6/20

This form will close at 8:30AM

* Required

Email address *

Your email

Please select your school from the list below *

Choose ▼

Please enter your first name *

Your answer

Please enter your last name *

Your answer

⬤ Send me a copy of my responses.

Submit

Remote Learning Planning Days The state has allotted a total of five full days, or 10 half days, for teacher planning. The planning days are:

- Monday, April 6
- Week of April 20 (will be established per teacher input)
- Week of May 4* (will be used if school closure is extended)
- Week of May 18* (will be used if school closure is extended)

A fifth day will be used, if needed.

Ongoing Staff Development Teachers will meet during the early release time with their PLCs to strengthen capacity for remote learning. Online resources, webinar opportunities, technology training, etc., are consistently provided. The Instructional Coaches will create a district-wide google classroom to support teachers. E-Learning Professional Development Training Google Classroom training has been provided annually.

OTHER

Planning for Possible Illness Clear substitute procedures for staff will be determined and communicated after various options are considered. Student absences are called in by parents; teachers will provide additional time for students to make up work upon or after their illness, or, may choose to excuse the student from the assignment/s.

Substitute Procedures Emergency sub plans need to be created in the event that a personal or sick day is needed. The Division Coordinator should be in possession of all emergency sub plans and Google Classroom codes.

Technology Usage Guidelines Below is a list of Video Tutorials of commonly used technology in District 206. If you want to see any other specific tutorials please email aschmitt@sd206.org.

Adding Video from Discovery Education in Google Classroom
Create A Virtual Class Classroom with Google Hangouts
Placing a Telephone Call with Google Hangouts
Uploading Video to your Youtube Channel for Google Classroom
Put a Video in your Google Classroom with Screencastify
Setting up a Google Meet through Hangouts
Printing PDFs from Chrome and Adobe Reader (When your PDF doesn't Print)
Google Read and Write Extension
Quick Tips for Organizing your Gmail
How do we Protect Ourselves and our Network
Setting up Google 2 Step Verification
Make Sure your Desktop Antivirus is Up to Date
Make a Copy of a Google Document that is View Only
How the Insert Key Works
Embedding your Camera onto Screen with Screencastify
Saving an Attachment from Gmail to your Google Drive
Using Ctrl F to search for a Specific Word
Getting Started with Google Classroom
Advanced Tips for using Google Classroom
Adding Students Manually into Google Classroom
Scan from Home to PDF without a Scanner

Transition Plan/Goal for Reintegration Upon return to school, a social emotional learning platform will be planned. Activities and educational experiences will be provided to assist students to socially integrate successfully. Academically, students will be assessed in the beginning weeks of school to ascertain skill and content-related learning deficits. Teachers will use this information to address gaps and plan opportunities for growth. Teachers will be supported through professional development as needed.

Communication Plan The Remote Learning Plan Day will be posted on the website. Other notifications pertinent to faculty, students, and/or families will be emailed, texted, as it is sent through the automated SwiftReach system.

After School Study, Night School, Summer School Tutoring and Night School programs are running virtually, beginning April 7, 2020. Summer School is being planned to run virtually, if needed.

Tech Support for Remote Learning Day If students or staff need technology support on a Remote Learning Day please contact our tech support between the hours of 8:30am - 1:30pm. The contact information is below. Email: aschmitt@sd206.org Phone: (708) 755-7010 x 1136.

Review and Revision of Plan This plan will be reviewed by the administrative staff and Curriculum Advisory Council subcommittee as needed.

Stakeholder Involvement Provisions have been outlined for all Bloom Township District 206 staff pertaining to their role on a Remote Learning Days.