

DIS Full Remote Learning Plan

Open House/Orientation/Chromebook Distribution - Teachers will make appointments via Google Meets or Zoom with individual parents or small groups from 11-7 on Tuesday, August 18, 2020 and from 9-2 on Wednesday, August 19, 2020. Teachers will review the use of technology including DOJO, Google Classroom, all educational expectations, safety requirements, and attendance procedures. Chromebooks would be distributed at this time. All students would start with remote learning on Thursday, August 20, 2020.

Teacher availability

Teachers will periodically monitor their email and respond to questions between the hours of 8:00 a.m. and 1:00 p.m. Teachers will be available outside of these hours by appt. only. Questions will be responded to individually or in a mass communication using district approved electronic resources. Teachers will use various means to stay connected with students, including: webpage updates, Google Classroom updates, ClassDojo, emails, phone calls, Remind updates, etc., to help the instructor connect with, reassure, and provide students with feedback and encouragement. Students have flexibility to complete their assignments at any time.

Attendance

During Remote Learning, attendance will be taken daily. The preferred method of collecting attendance is always a one-to-one daily connection between the teacher and the student. However, we recognize that this method is not available or practical for all districts and student scenarios under the COVID-19 conditions. We encourage and suggests several ideas for how classroom teachers can collect and count a student as present when the one-to-one daily connection is not practical:

- Video conference “check-ins.”
- Wellness checks coupled with a question on student engagement/participation in lessons.
- Phone calls coupled with a question on student engagement/participation in lessons.
- Text messages or email communications coupled with a question on student engagement/participation in lessons.
- Packet collections by school personnel.

Grading

Dorris Intermediate School will use the district’s traditional grading policy for both remote and blended learning. Students will be expected to complete all assignments, assessments, and projects in a timely manner. All assignments will be graded when appropriate and students will be provided with feedback on each graded assignment. The district will provide teachers and students with the appropriate resources to complete assignments. Students will receive a midterm grade and follow the district's grading calendar.

Incomplete

Students can only receive an incomplete grade when a situation occurs that is beyond their control. Students who encounter long-term illness while engaged in remote only learning will have an opportunity to make up their assignments, assessments, and projects. The student may need to provide documentation to support their inability to complete the class.

Teachers will create an individualized plan for the student and the student will be given one full term to make-up the assignments. Once the work is complete, the student will receive the grade earned. Students who do not complete the assignments by the end of the term will receive a failing grade for the class.

Instruction

Classroom instruction during remote learning will emphasize quality over quantity, be data-driven and based on the student's individual needs and abilities. Teachers will use instructional strategies to differentiate and address students needs through small group instruction and course placements. Technology integration will be consistent in every classroom to provide resources to meet those needs. At the elementary level, instructional coaches will provide support and resources to assist teachers by modeling lessons, analyzing data, and implementing professional development.

Quality over Quantity

- Which standards were missed or partially covered?
- What are the essential standards at the current grade level?
- What are the skills required to master the missed or partially covered standards?
- Will the standard stand alone in instruction or can it be layered in the current grade-level standard?

Illinois State Board of Education Engagement Suggestions

5th Grade - minimum of 60 minutes per day, maximum of 120 minutes per day

6th grade - minimum of 90 minutes per day, maximum of 180 minutes per day

Communication and Engagement

Principal will have daily emails to staff and parents through Schoolmessenger. Principals will do weekly videos for staff and families on

a variety of topics. Things will also be shared on Facebook and Twitter. Teachers will share videos, read books, give shout outs, etc. via Facebook and Twitter..

Teachers will be expected to use Google Classroom and/or DOJO (or whatever the district directs) for on-line learning. In addition, teachers will be expected to use the on-line components of the Renaissance Learning programs recently purchased.

Principals/Assistant Principals

- a. Send daily announcements via email, Youtube, Facebook, and/or Twitter.
- b. Meet with teachers and staff weekly using Google Meet/Zoom
- c. Send monthly surveys to parents and teachers
- d. Share daily activities and creative lessons that your teachers are posting with the rest of your staff and community via social media, Google+, and/or email.
- e. Share professional development, educational articles and/or conduct book study
- f. When invited, attend IEP meetings via Google Meet.
- g. Attend PLC meetings
- h. Utilize Instructional Coaches, Coordinators and Department Chairs for projects you are working on. They can assist with data analysis, research, resources and/or professional Development.

DIS Teachers

- a. Send weekly announcements to parents via email, Skyward, ClassDojo, or Google Classroom.

Announcements should include weekly lessons and activities, including activities for students without internet access (hopefully this will be solved through the district's efforts to provide internet access to all students).

- b. Recorded or live lessons should be shared daily and teachers should connect with students using Google Meet several times a week. Lessons and activities should reinforce skills that have already been introduced in addition to teaching new material.
- c. Have one on one digital tutorials with students who need extra support.
- d. Special Education teachers check in regularly with the students on your caseload, collaborate with your general education colleagues and related service providers, and continue to document all contacts home in the contact section of Skyward.
- e. When invited, attend IEP meetings via Google Meet.
- f. Title teachers and ELL teachers should provide services with individual students on a rotating schedule.
- g. Attend scheduled meetings with your administration and coordinators using Google Meet.
- h. PLC teams should meet weekly using Google Meet, for 1-hour to discuss lesson plans, activities, digital and non-digital communication and share ideas. This time is flexible and can be determined by the team. Please keep agendas for these meetings.
- i. Utilize your instructional coaches and coordinators as a resource for lesson planning, professional development and instructional resources.
- j. Share ideas via social media and Google+

Non-Certified Staff

- a. Conduct regular wellness checks via phone and in person, when possible, on teacher-identified groups of disengaged students
- b. Deliver instructional materials, digital devices, etc. to transportation-less students and families
- c. Form support groups to encourage social interactions for students struggling with the change in learning environment

- d. Conduct small-group, research-based counseling sessions to support students' social, emotional and behavioral health
- e. Form parent support groups to help parents navigate remote and blended learning expectations, technological challenges, employment challenges, etc.
- f. Provide academic and emotional support to students before, during and after class sessions
- g. Assist classroom teachers with relevant educational duties (attendance, organization, small/large group instruction, etc.)
- h. Participate in virtual/remote classrooms to better assist students during class times or online availability
- i. Collaborate with classroom teacher(s) on content and delivery systems.

Student responsibilities

- a. Review assigned work.
- b. Complete your assigned work by the due date
- c. Ask clarifying questions when you need help or don't understand
- d. Be respectful to yourself, teachers and peers.

Parent/Guardian responsibilities

- a. Review work assigned to the student.
- b. Reserve a space for students to complete remote learning work.
- c. Encourage students to get enough sleep.
- d. Set sensible time limits for technology use.
- e. Talk to students about their work every day.
- f. Help students establish and follow regular daily routines.

Students with Special Education Services

1. Students who receive special education services in the general education setting will continue to receive assignments from their

general education teacher. The Special Education Teacher will continue to make modifications and accommodations for the students based on each of their individual IEPs. They will continue to check in with the students in their classes to check for understanding and provide assistance in completion of assignments and learning activities. The General Education Teacher and The Special Education Teacher should collaborate to ensure the assignments support the student's progress towards their IEP goals and objectives.

2. Students who receive special education services in the general education and special education setting will receive assignments and activities from their general education teacher and from the special education teacher. The Special Education Teacher will continue to make modifications and accommodations for the students based on each of their individual IEPs. They will continue to check in with the students in their classes to check for understanding and provide assistance in completion of assignments and learning activities. The General Education Teacher and The Special Education Teacher should collaborate to ensure the assignments support the student's progress towards their IEP goals and objectives.

3. Students who receive special education services in the Special Education Setting will receive all of their assignments and activities from their special education teacher(s). The Special Education Teacher will continue to make modifications and accommodations for the students based on each of their individual IEPs. They will continue to check in with the students in their classes to check for understanding and provide assistance in completion of assignments and learning activities. The assignments and activities assigned should all support the student's progress towards their IEP goals and objectives.

4. Related Services: Speech, Social Work, Occupational Therapy, Physical Therapy, Adapted PE

Each student's case manager and related service provider(s) should collaborate with the parents/guardians of the students on their caseloads to determine the services which can be provided via consult, telephone conferences, Google Meets, [an online therapy platform](#), etc. Additional resources may be posted to the District backpack and/or emailed/mailed to parents/guardians which may include home practice activity resources, including videos, website links, etc. These team decisions should be based upon the student's goals and objectives outlined in their IEPs and take into consideration available technology as well as the amount of time the student will need to dedicate to their core academics. The related service provider and parents/guardians will develop an agreed upon schedule and mode to deliver the services. These plans should be revisited often and adjusted as necessary to meet each student's individual needs.

5. IEP Meetings

Will continue as scheduled via Google Meets. Please watch your emails for invitations and any important changes to the schedule from your IEP Coordinator.

6. Initial Evaluations/Re-evaluations

Will be completed to the greatest extent possible unless they require face to face assessment components in which case they must be postponed until school resumes in order to keep staff and students safe and abide by the shelter in place order and social distancing guidelines.

Social Emotional Activities Outside Remote Learning

The health and mental well-being of students is our top priority. Accommodations and modifications can and should be done when appropriate for students and their mental health.

Suggestions for Additional Activities

Mind

- Reading, e.g., independent reading, listening to someone else read, audiobooks
- Puzzles, Word Searches
- Write a story or in a journal
- Count money
- Draw a map of your neighborhood
- Building with blocks or Legos
- Listen to a podcast, watch a documentary, invent something

Body

- Take a walk
- Dance
- Exercise
- Fine/gross motor activities
- Stretch or do yoga
- Play a sport

Spirit

- Listen to music or sing
- Playing (inside or outside)
- Creative arts

- Coloring or drawing
- Imaginative play
- Meditate
- Do something you've been avoiding

Environment

- Clean up your room
- Do age-appropriate chores
- Gardening
- Fix something broken
- Take care of pets or plants
- Cook or bake

Family

- Write a letter to someone
- Play board games with a family member
- Tell jokes or riddles
- Build a fort and tell stories in it
- Offer to help someone

Maintaining Connectedness to the Community

FREE student meal service is provided to ALL children in the CUSD 10 community during the COVID-19 pandemic closure. We encourage families to take advantage of this offer to ensure all of our children are fed. Meals are made by our Sodexo food service staff and are distributed once a day in brown bags that include: one student lunch and a grab & go

breakfast item for the following morning. The district provides a brown-bag lunch service via drive-thru pick up at selected locations and bus delivery routes

Comments:

I added one phrase (in purple) under the Related Services section.
(Laura) Thank you!

From Leah.... What are the expectations for Specials Teachers in regards to Remote Learning?? Especially in regards to "b. Recorded or live lessons should be shared daily and teachers should connect with students using Google Meet several times a week. Lessons and activities should reinforce skills that have already been introduced in addition to teaching new material." Specials Teachers work with a curriculum that is designed around teaching twice a week, not daily.

My thought - I was planning to post two lessons each week that students could complete on their own time, with the focus of the lessons being on what we would learn on Non-Band Days. This way, I am still providing a quality music education, but am not taking away time from core subjects and not throwing a wrench into already shortened schedules for the homeroom teachers. I would say that specials teachers would certainly have videos/assignments to push out for the days when those students would have music. Make sure that you are available to meet with students virtually every day. Have every

teacher possibly invite you to join their Google Classroom so you can also communicate with them that way.

Open House

- Are we scheduling in person or virtual meetings? I'm hoping it gets approved that we can schedule in person meetings, even if we are in full remote, on the 18th and 19th of August. You can schedule up to 2 families at a time (only student and one parent can attend) to keep numbers down. Maybe 30 minute blocks of time so you can go over Google Classroom, Dojo, expectations for remote learning, hand out any books/materials you want to go home, hand out Chromebooks, etc. If that is not approved, those meetings will have to be virtual and we'll have to schedule a Chromebook distribution day.

~Need some clarification on student work completion expectations as the statements below confused me;

- TEACHER AVAILABILITY-Students have flexibility to complete their assignments at any time. I would say with this that you are flexible to the point that you understand that we have students with all different kinds of scenarios going on at home so the due dates for things may have to be flexible. I don't know if this one was maybe meaning that if class was in the morning, some students would be working more in the evening and so assignment due times may need to be individualized for kids.

- GRADING- Students will be expected to complete all assignments, assessments, and projects in a timely manner Students will be expected to complete the assignments you give and turn them in by an agreed upon date. I would say we still need to be somewhat flexible, but kids will turn work in and get a grade. Not P or I this time.

- STUDENT RESPONSIBILITIES- Complete your assigned work by the due date See above

Attendance

- Do we complete attendance on skyward after we take it on DOJO or can we just complete on skyward? I'm still looking for some clarification on how attendance is going to look.
- Do we complete at "beginning" of day or at end as some students may come and go...See above

Illinois State Board of Education Engagement Suggestions

6th grade - minimum of 90 minutes per day, maximum of 180 minutes per day----- is that instructional time?? that's only 3 hours of instructional time, correct? Just seems so little in the big picture of what we'd want to accomplish academically. 5th grade is even less. These are the guidelines we'd be living under from ISBE and remember that the mantra is quality not quantity. I think ISBE may be coming out with a document on the most important standards to focus on. We'll do the best we can in the time we have.

Social Emotional Activities Outside Remote Learning

- Are these suggestions for families and teachers are to do our own Social/emotional activities during remote learning timeframe as well?
- Is that something asst. can focus on? (so it seems from their responsibilities expectations) I would say those classrooms that have assistants, that could be a wonderful way to utilize them. Understand that assistants would probably need to be trained on the PATHS curriculum if that's something we're looking at them being responsible for. Suggestions in the document can be things that parents can do or teachers can build in. I would say holding Google Meets where kids can just share and socialize with their classmates and teachers would qualify as Social/Emotional too.

Other

- Will we know which students' don't have internet access? You guys gave me those names at the end of last school year and they've been submitted. My understanding is that those students will be given a hotspot/ability to access the internet. When we have the Open House meetings, that'll be one piece of info I'll have you get for me to

make sure they do have connectivity. If there are any that we missed, we'll get those names turned in too.

- Can teachers complete remote learning days from their classroom, as all materials needed are there and most rooms would have 1, 2 adults at most...? I think that would be great, but that would be a district decision. We'll cross that bridge if we get to full remote.
- Can teachers have an option to work remotely from their classroom or from home depending on their situation? See above