



PLAINFIELD COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 202
We prepare learners for the future.

E-Learning / Remote Learning Plan

This updated Plainfield 202 E-Learning / Remote Learning Plan expands upon the previous plan with the objective of providing additional guidance and support for an extended period of school closure not fully contemplated in the earlier version.

In this update, we clarify the roles of students, staff, and families relative to remote learning, as well as the different options teachers have for content delivery. The amount of time students will need to devote to schooling each day and throughout the week is detailed.

PA 101-0643 requires that school districts “adopt a Remote and Blended Remote Learning Day Plan approved by the district superintendent.” Furthermore, the legislation stipulates that “Remote Learning Day or Blended Remote Learning Day may be met through a district's implementation of an e-learning program under Section 10-20.56.” That is our intent.

Additionally, this document and our academic program will continued to be updated as PA 101-0643 requires that “The district superintendent shall periodically review and amend its Remote and Blended Remote Learning Day Plan, as needed, to ensure the plan meets the needs of all students.”

Upon ROE approval the E-Learning / Remote Learning Plan, will be posted on the school's or district's internet website where other policies, rules, and standards of conduct are posted and shall be provided to students and faculty.”

Updated 7/24/2020

Student Expectations

Daily attendance will be taken, students will be given assignments/assessments and grades will be assigned.

- Login to complete your attendance by 9:00 am.
- Check your email daily for communication from teachers and staff
- Take advantage of the learning opportunities provided by teachers
- Be responsible
 - Check your Google Classroom daily for learning activities from your teachers
 - Check your teachers' online availability hours so you will know when it is easiest to connect with them
 - Email teachers with any questions you might have; please allow a response window of 24 hours.
 - Complete and submit your assignments by the assigned due date.
 - Produce and submit high-quality work to teachers
 - Be respectful to yourself, teachers and peers
 - Check your grades through HAC, know your progress, and keep up with your assignments
 - Be prepared to be successful when taking tests and other assessments
- Log-in to checkout by 3:00.
- All handbook rules remain in effect for remote learning.

Parent Expectations

Daily attendance will be taken for students. Students will be given assignments/assessments and grades will be assigned.

- Each Monday with your student, check Google Classroom for each course.
- Each Thursday with your student, check your student's assignment completion status.
- Regularly monitor student's assignment completion and student grades by logging into Google Classroom and Home Access Center (HAC)
- Reserve a space for students to complete remote learning work
- Encourage students to get enough sleep
- Set sensible time limits for personal technology use (i.e. social media, video games, etc.)
- Help students establish and follow regular daily routines
- Remind students how to best communicate with their teachers
- Ensure students check email daily
- Ensure students login to Google Classroom and other platforms if used
- Allow students to work independently, don't feel the need to correct all their errors. Allow the learning process to take place.

Teacher Expectations

- Teachers will be prepared to deliver remote learning through online instruction starting day one of the 2020-21 school year.
- Over the summer, teams of teachers created exemplar model Google Classroom lessons that colleagues can access for templates, resources, or an example to refer to during remote learning.
- Teachers are required to use Google classroom as the remote learning platform for their classes.
 - Work will be assigned and collected through Google Classroom
 - Create engaging activities for students linked on Google Classroom
 - Use District Pacing Guides and Curriculum to drive instruction, focus on the standards of learning.
 - Collaborate with colleagues to ensure alignment of pacing, content, and assessment.
- Teachers will post an outline of the learning for the week in Google Classroom on Monday by 9:00 am for all classes.
- Teachers will host one daily Google Hangout, Meet, or Zoom during school hours for each class taught. This is designed as instructional time, not simply as a check-in.

Teachers will upload at least one flipped classroom video per course per day as an assignment.

- Teachers can create their own, use ones created by their content area or grade level teams, PLC, or upload videos already created by a reputable source. Teachers should view the video prior to posting if they did not create.
- All teachers should hold office hours at the end of each day for one hour using Google Hangout, Meet, or Zoom. Depending on the number of preps a teacher has will define how the hour is divided, i.e. 1 prep teacher is available for 1 hour, 2 preps teacher is available for 30 minutes for each course, etc. This allows teachers to be available for students' questions for guided instruction, reteaching, or support. Teachers are encouraged to take student meetings by appointment as needed.
- Teachers are to collaborate weekly with their colleagues to ensure equitable student experience in learning, aligned pacing, and similar opportunities in assessment for students. This meeting shall fall within the 180-minute meeting time.
- Teachers will respond to parent and student emails within 24 hours during normal business hours.
- Teachers will begin the school year by sharing information with students and parents about communication including:
 - School email address
 - How to engage in office hours with the teacher
 - How to access Google Classroom
 - How to access the primary resources used in the class
 - Attendance expectations
 - Expectations of learning
 - Grading Guidelines
- Teachers will provide a welcome email to families.
- Teachers will provide weekly feedback to students on assignments.
- Teachers will coordinate each week with the special education case manager and/or related service provider, as applicable.

ESL/TBE Support Teacher Expectations

- ESL teachers focus should include English Language Development using district approved resources and making the accommodations and modifications to make core classwork comprehensible.
- ESL teachers can meet with students based on language proficiency level and ACCESS assessment results.
- Oracy activities for various language proficiency levels.
- ESL students are required to receive services that provide the appropriate level of support meaning
 - Students who saw a student or group of students through a pull out model may require weekly or biweekly check ins.
 - Students who were receiving services through co-teaching or push in models may require collaboration with the general education teacher to make linguistic modification and accommodations to assignments, activities, and assessments.
 - Students who were receiving push in and pull out services may require a combination of check-in and collaboration with a general education teacher to make linguistic modifications and accommodations to assignments, activities, and assessments.
- Elementary ESL teachers may provide instruction during the designated support time with considerations to students' linguistic levels or in combination with the general education teacher or by making the needed accommodations and modifications on activities, assignments, and assessments.
 - Grade level bands may want to be considered with linguistic proficiency levels.
- Middle School ESL teachers will provide instruction during the Encore designated times.
 - LA Lab may want to consider linguistic proficiency levels and can include multiple grade levels.
 - ESL teachers may provide instruction with the general education teacher or by making the needed accommodations and modifications on activities, assignments, and assessments.
- High School ESL teachers will provide instruction based on their teaching assignments.
 - ESL 1 has two parts; one part sheltered English and the other English Language Development.
 - ESL 2 has two parts; part sheltered English and the other English Language Development.
 - ESL 3 may have two parts; part sheltered English and the other English Language Development.
 - Bridge will focus on Vocabulary development
 - ESL teachers who instruct co-taught classes may consider providing instruction with the general education teacher or by making the needed accommodations and modifications on activities, assignments, and assessments.

ESL/TBE Self-Contained Teacher Guidance

- Self-Contained Teachers need to follow the same guidance as general education teachers in regards:
 - Total Time
 - Focusing on the Essential Standards
 - Instructing all content areas through integration of content or separately addressing content standards.
 - Units need to focus on standards and skills.

Special Education Teacher Expectations

Special education teachers play a vital role in the daily instruction of students with IEPs. During remote learning, special education teachers will continue to support students' IEP goals and services.

- Special education teachers should follow the Teacher Expectations as outlined in the prior section
- All special education teachers should focus on IEP goals and services and how students can access the curriculum
- Case managers will review students' IEPs and determine how to support individual student's IEP goals during Remote Learning. This plan should be communicated to the parent/guardian
- Special education teachers will provide instruction and support to address students' IEP goals and services
- Students who received services from a special education teacher through a pull out or co-teaching model may be supported through a co-teaching remote learning model in addition to direct instruction small group or individual instruction from a special education teacher
- Students who received services from a special education teacher through a pull out or co-teaching model may also require a combination of consult with the general education teacher and accommodations and modifications to assignments, activities, and assessments

Related Service Providers Expectations

Related service professionals play a vital role in the daily instruction of students with IEPs. During remote learning, related service providers will continue to support students' IEP goals and services. Related service providers should also follow the general teacher expectations outlined in the prior section.

- Related service providers are required to use Google Classroom as the remote learning platform for their services
 - Instruction, therapy, and other supports will be provided through Google Classroom
 - Create engaging activities to support students' IEP goals on Google Classroom
 - In addition to their own Google Classroom, related service providers may also be a co-teacher in a self-contained special education classroom
 - Host live video conferences during school hours with each student on their caseload
 - Upload video instruction as an assignment for students' IEP goals. Video instruction can be created by the service provider or uploaded from a reputable source

- Related service providers will also:
 - Review students' IEPs and determine how to support individual student's IEP goals during Remote Learning
 - Provide accommodations and modify assignments in accordance with students' IEP goals and services
 - Provide resources for families in need of assistance, such as mental health resources, crisis lines, suicide prevention.
 - Collaborate with other educators to meet the needs of students with disabilities.
 - Staff will maintain a service log
 - Staff will hold office hours daily

Social Worker Expectations:

Social Workers will follow the Related Service Providers Expectations. They will also provide:

- SEL lessons for the school – hold small groups, provide SEL lessons and activities to teachers
- Support services to our Homeless families
- Support services and serve as a liaison to any students who are hospitalized
- Participation with FLEX/Triangle team meetings
- Supporting student crisis or student check ins through teacher, student, parent, staff recommendation or through the SEL support line.

Counselor Expectations:

- Check in with all students and teachers with 504 plans
- Ensure 504 accommodations are in place
- Work with building administration to connect with families to ensure student engagement during remote learning
- Check in with students if not attending
- Proceed with Naviance established curriculum for all grade levels through virtual meetings
- Hold individual and group counseling meetings
- Support with college applications and scholarships
- Career planning
- 70/30 planning
- Scheduling
- Participation with FLEX/Triangle team meetings
- Supporting student crisis or student check ins through teacher, student, parent, staff recommendation or through the SEL support line.

Dean Expectations:

- Check ins with students if not attending
- Monitor online activity for disciplinary infractions
- Point of contact for Bully and SEL Hotlines
- Make a certain number of proactive check/connect calls home to students/parents per day. This can be proactive communication on expectations for work, attendance, grading, engagement, communication with teachers, social/emotional, etc.
- Support classroom teachers attempts to connect with students
- Participation with FLEX/Triangle team meetings

Administrator Expectations

- Be available 8:00 am – 5:00 pm.
- Check email daily and return emails within 24 hours
- Communicate with staff weekly
- Check attendance of students and staff by 10:00 am.
- Office hours everyday
- Support teachers who may need extra help with online delivery and planning
- Use Microsoft for Outlook, Skype, Calendar
- Have Google Classroom
- Walk Building once a day
- Review attendance twice a day

Reading Title I/ Interventionists Expectations

- Work with classroom teachers to support students during 9:00 am – 2:00 pm timeframe.

Draft Preschool (half day) Schedule - Template

Students 9:00-10:30 or 12:30-2:00, Teachers 8:00-3:00, Administrators 8:00-5:00

DRAFT Early Childhood School Schedule Students	
Times	Monday through Friday
8:00-9:00	Staff Meeting Time
9:00-9:15	AM Attendance/AM Circle Time and Story Time
9:15-9:30	Literacy
9:30-9:40	BREAK
9:40-9:55	Math
9:55-10:10	Social Emotional Learning Time
10:10-10:30	Gross Motor
10:30-11:30	AM Check Out and Virtual Office Hours
11:30-12:30	Staff Lunch/Plan
12:30-12:45	PM Attendance/PM Circle Time and Story Time
12:45-1:00	Literacy
1:00-1:10	BREAK
1:10-1:25	Math
1:25-1:40	Social Emotional Learning Time
1:40-2:00	Gross Motor
2:00-3:00	PM Check Out and Virtual Office Hours
3:00-5:00	Administrator Office Hours

Draft Preschool Specialized Program Schedule (LEAP or Multi-Needs) - Template

Students 9:00-11:50, Teachers 8:00-3:00, Administrators 8:00-5:00

Early Childhood School Schedule LEAP/MN Students	
Times	Monday through Friday
8:00-9:00	Staff Meeting Time
9:00-9:15	Attendance/Circle Time and Story Time
9:15-9:30	Literacy
9:30-9:40	Break
9:40-9:55	Math
9:55-10:10	Social Emotional Learning Time
10:10-10:40	Gross Motor
10:40-10:50	Break
10:50-11:50	1:1 Virtual Goal Work
11:50-12:50	Staff Lunch/Plan
12:50-3:00	Check Out and Virtual Office Hours
3:00-5:00	Administrator Office Hours

Elementary Schedule - Template A **Grades K-1**

Students 9:00-2:00, Teachers 8:00-3:00, Administrators 8:00-5:00

Grades K-1	Monday A day	Tuesday B day	Wed C day	Thurs D day	Friday E day
8:00 – 9:00	Staff Meeting Time				
9:00-9:15 15 min/day	Message SEL/ Character activity Attendance	Message SEL/ Character activity Attendance	Message SEL/ Character activity Attendance	Message SEL/ Character activity Attendance	Student Support
9:15-10:00 45 min/day	ELA Shared Reading Word study	ELA Guided Reading Writing/Grammar	ELA Guided Reading Writing/Grammar	ELA Shared Reading Word Study	Student Support
10:00 – 10:15	Break	Break	Break	Break	Student Support
10:15- 10:45 30 min/day	Math	Math	Math	Math	Student Support
10:45 – 11:00	Break	Break	Break	Break	Student Support
11:00 - 11:15 15 min/day	Science or Social Studies	Science or Social Studies	Science or Social Studies	Science or Social Studies	Student Support
11:15 - 11:30 15 min/day	PE /Health Specialists ELL/SPED	Music or Art Specialists ELL/SPED	Music or Art Specialists ELL/SPED	PE/Health Specialists ELL/SPED	PE/Health Specialists ELL/SPED
11:30- 12:30	Lunch/Plan				
12:30 – 1:30	ESL/Literacy/SEL Student Support				
1:30-2:30	Checkout Virtual Office hours				
2:30 – 3:00	Teacher Planning and Collaboration Time				
3:00 – 5:00	Admin Office Hours				
3:00 – 9:00	Student independent work time. This should not be more than 30 minutes.				

Elementary Schedule – Template A **Grades 2-5**

Grades 2-5	Monday A day	Tuesday B day	Wed C day	Thurs D day	Friday E day
8:00 – 9:00	Staff Meeting Time				
9:00-9:15 15 min/day	Message SEL/Financial/ Character activity Attendance	Message SEL/Financial/ Character activity Attendance	Message SEL/Financial/ Character activity Attendance	Message SEL/Financial/ Character activity Attendance	Student support
9:15-10:00 45 min/day	ELA Shared Reading Word study	ELA Guided Reading Writing/Grammar	ELA Guided Reading Writing/Grammar	ELA Shared Reading Word Study	Student support
10:00 – 10:15	Break	Break	Break	Break	Student support
10:15-11:00 45 min/day	Math	Math	Math	Math	Student support
11:00 – 11:15	Break	Break	Break	Break	Student support
11:15 - 11:45 30 min/day	Science or Social Studies	Science or Social Studies	Science or Social Studies	Science or Social Studies	Student support
11:45 -12:00 15 min/day	PE /Health Specialists ELL/SPED	Music or Art Specialists ELL/SPED	Music or Art Specialists ELL/SPED	PE/Health Specialists ELL/SPED	PE/Health Specialists ELL/SPED
12:00 – 1:00	Lunch/Plan				
1:00 – 1:45	ESL/Literacy/SEL Student Support				
1:45 – 2:30	Checkout Virtual Office hours				
2:30 – 3:00	Teacher Planning and Collaboration Time				
3:00 – 5:00	Admin Office Hours				
3:00 – 9:00	Student independent work time. This should not be more than 1 hour.				

Students 9:00-2:00, Teachers 8:00-3:00, Administrators 8:00-5:00

<i>Grades 6-8 Middle School Schedule</i>	
Times	Monday through Friday
8:00 – 9:00	Meeting Times – Staff / Collaboration
9:00-9:15	Announcements / SEL/ Character Ed/ Attendance
9:15-9:45	1 st Period
9:50-10:25	2 nd Period
10:30-11:05	3 rd Period
11:10-11:45	LUNCH
11:50 -12:25	4 th Period Class
12:30 – 1:05	5 th Period Class
1:10 – 1:45	6 th Period Class
1:45 -2:15	Study Hall/ Student Support /Related Services/ESL
2:15-3:00	Checkout Virtual Office Hours
3:00 – 5:00	Administrator Office Hours
3:00-9:00	Student independent work time. This should not be more than 1.5 hours.

Students 9:00-2:00, Teachers 8:00-3:00, Administrators 8:00-5:00

Grades 9-12 High School Weekly Schedule

Times	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:45	Staff Meeting Time – Teacher Collaboration Time				
8:45-9:00	Daily Message / SEL Attendance	Daily Message / SEL Attendance	Daily Message / SEL Attendance	Daily Message / SEL Attendance	Daily Message / SEL Attendance
9:00-9:40	1 st Period	1 st Period	1 st Period	1 st Period	1 st Period
9:40-9:45	Break	Break	Break	Break	Break
9:45-10:25	2 nd Period	2 nd Period	2 nd Period	2 nd Period	2 nd Period
10:25-10:30	Break	Break	Break	Break	Break
10:30-11:10	3 rd Period	3 rd Period	3 rd Period	3 rd Period	3 rd Period
11:10-11:15	Break	Break	Break	Break	Break
11:15-11:55	4 th Period	4 th Period	4 th Period	4 th Period	4 th Period
11:55-12:00	Break	Break	Break	Break	Break
12:00-12:40	5 th Period	5 th Period	5 th Period	5 th Period	5 th Period
12:40-12:45	Break	Break	Break	Break	Break
12:45-1:25	6 th Period	6 th Period	6 th Period Class	6 th Period	6 th Period

1:25- 1:30	Break	Break	Break	Break	Break
1:30 - 2:10	7 th Period	7 th Period	7 th Period Class	7 th Period	7 th Period
2:10- 3:00	Check Out – Teacher Office Hours				
3:00 – 5:00	Administrator Office Hours				
3:00- 9:00	Student independent work time. This should not be more than 1.5 hours (Max 15 minutes per class excluding AP/dual credit courses).				

Students 8:45-2:0, Teachers 8:00-3:00, Administrators 8:00-5:00

