



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

E-Learning / Remote Learning Plan

Certified Staff Expectations

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 period 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
 - Teachers 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; one 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 Expectations

- 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.

Psychologist Expectations:

The main duties of district school psychologists are the same during Remote Learning

- Complete assessments for special education
- Assessments are encouraged to be completed remotely, when possible
- When an evaluation requires an in-person assessment, psychologists will be required to follow safety protocols to ensure both the staff and the student are safe
- Complete observations of students – in person or remotely
- Consult with educational team

CSN / BSN RN for Medical Review:

The main duties of the CSN / BSN RN for Medical Review are the same during Remote Learning

- Health Histories are encouraged to be completed remotely, when possible
- When an evaluation requires an in-person assessment, CSN / BSN RN for Medical Review will be required to follow safety protocols to ensure both the staff and the student are safe
- Participate with FLEX/Triangle team meetings
- Participate in 504 and IEP meetings
- Review and develop health care plans and determine how to support individual medical needs during Remote Learning
- Collaborate with other educators to meet the medical needs of students.

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.
- Daily small group live meetings with students.
- Daily live zoom meetings with students in MS ELA Labs, facilitate iReady online instruction as well as pre-teaching and re-teaching to support content area instruction.

Media Specialist Expectations

- Support and provide professional development to orient teachers to our digital resources and platforms.
- Provide troubleshooting support for staff, students, and families in regards to online learning platforms and digital learning tools.
- Collaborate with the public library to promote their resources.
- Develop and implement a remote check out system for staff and students. Develop procedures for handling of returned materials.
- Explore and analyze the impact of school closure on circulation policy (fees, lost items, etc)
- Provide virtual STEAM/Makerspace optional opportunities.
- Organize Battle of the Books in a remote environment.
- Provides online resources to teachers that align and connect the research process and information literacy skills to curriculum standards and student needs.

- Support grade level teachers in incorporating research skills into their instruction.
- Regularly collaborate online with individual teachers and/or teams to provide personalized support for digital learning.
- Collaborates regularly with other district media specialists to discuss instructional practices and share ideas and resources.
- Partners with teachers to promote an engaging collection of e-books and audiobooks through Epic and Tumblebooks.
- Provides live or recorded pop in story times/read alouds for primary students.
- Implement the elementary keyboarding program (Learning.com) for grades 2-5.
- Promote the reading of Illinois award books: Monarch, Bluestem, Rebecca Caudill, Abe Lincoln

In addition, we will also be doing various other library services:

- Order and process new print materials to support the curriculum. (School Library Grant, media budget items, science, cultural diversity)
- Complete inventory on the collection
- Weed and remove outdated and damaged materials from the collection.
- Organize and run online book fairs to raise funds for the media centers

Student Attendance During Remote Learning

Elementary Procedures –

Elementary teachers will take student attendance in Teacher Access Center (TAC). If a student is not present in the days first Zoom class, mark the student Absent. This must be completed by 10:00 am. PM Kindergarten must be completed by 1:00 pm.

Student ID	Name	Alerts	Grade	Office	A	P	Dismiss Time	Arrive Time	Add Entry	Clear Entry
			05		<input checked="" type="checkbox"/>	<input type="checkbox"/>			+	

Important - If a student enters your Zoom after attendance has been submitted, please change the student to Present.

Student ID	Name	Alerts	Grade	Office	A	P	Dismiss Time	Arrive Time	Add Entry	Clear Entry
1157955	ANSARI, MAAZ IBRAHIM		05		<input type="checkbox"/>	<input checked="" type="checkbox"/>			+	

If no students are absent, the teacher should click Save on the Attendance List or Photo page. This will flag the office that you have taken attendance and no students are absent.

Front office staff will run the Attendance Missing Submissions report at 10:00 am and contact any teacher(s) that have not taken attendance. Repeat at 1:00 for PM Kindergarten.

Phone calls are then made to families by designated staff members.

MS/HS Procedures –

MS/HS teachers will take student attendance in Teacher Access Center (TAC) for each class period. If a student is not present in the days Zoom class, mark the student Absent. This must be completed by the end of the period.

Student ID	Name	Alerts	Grade	Office	A	T	P	Dismiss Time	Arrive Time	Add Entry	Clear Entry
			12		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			+	

Important - If a student enters your Zoom after attendance has been submitted, please change the student to Present.

Student ID	Name	Alerts	Grade	Office	A	T	P	Dismiss Time	Arrive Time	Add Entry	Clear Entry
1151178	ADAMS, SKYLA CREE		12		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			+	

If no students are absent, the teacher should click Save on the Attendance List or Photo page. This will flag the office that you have taken attendance and no students are absent.

Front office staff will run the Attendance Missing Submissions report after each period and contact any teacher(s) that have not taken attendance.

Phone calls are then made to families by designated staff members.

Student Attendance During Remote Learning

Middle School and High School teachers will use TAC to take attendance each period, much like when face to face learning takes place. Students will be pre-populated as present, and they are expected to attend each period throughout the school day. At the high school level, first hour teachers can take attendance between 8:45am-9am, all other periods, teachers are asked to take attendance by the end of the period. At the middle school level, first hour teachers can take attendance between 9am-9:15am, all other periods, attendance should be taken by the end of the period. **Elementary teachers** will take attendance daily before 10am.

District 202 understands that there are extenuating circumstances that will impede a student's ability to log on to some classes. For these circumstances we ask all involved to demonstrate flexibility. Some possible scenarios include:

What if HS or MS students show up late to the period?

- If they show up after attendance has been taken, the teacher can change their attendance to present as per the directions above.

What if the student's internet is not working?

- Teachers are asked to record any direct instruction. Assign the video and any related assignment to students who were absent. If the students watch the lesson, their attendance may be changed to present. Teachers will need to communicate any attendance changes to the building secretary.

What if the student is absent from class to go to related services?

- Assign the video and any related assignment to the student. If the students watch the lesson, their attendance can be changed to present. The related services provider should communicate with the classroom teacher names of students absent because of related services.

What happens if the student cannot log in during the day and completes the work in the evening?

- Any student who is not in attendance will be assigned to watch the recording of the lesson and complete the assignment. If the students watch the lesson and complete the assignment, their attendance can be changed to present. *For high school and middle school students, the expectation is that their attendance is in real time.* This guidance is specifically for those who are unable to attend in real time. If parents have a concern that their child cannot attend the specific school schedule, they are asked to reach out to the school administration to develop a plan to support student success. For example, a student is in a specialized program and needs assistance from the parent to complete work, and the student has to wait until the parent is home from work to help with schoolwork. Or, if a student's age inhibits them from working independently, parents may need some grace in the form of

time to help the child to complete work. These are definitely case by case situations and communication between school and family is imperative for student success.

What are the communication expectations related to absent students?

If a student is absent the teacher should reach out to the family. If a student is absent for two days and the teacher has been unsuccessful in connecting with the family, the teacher will reach out to the Dean of Students for administrative support.

What if a student is in attendance but disruptive during the learning?

Teachers are encouraged to pre-teach expectations and provide reminders throughout remote learning. Set the stage for appropriate conduct with students and parents. If a student is disruptive during learning, the teacher is discouraged from re-directing students in the whole group recorded session. Instead, address the behaviors with the student/parent in a private communication. Teachers are encouraged to mute and disable student video if the disruptive behavior is impeding the teaching and learning. Students will still have access to the audio to follow along with the lesson but will not be seen and or heard by classmates.