



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

E-Learning / Remote Learning Plan

Non-Certified Staff Expectations

Campus Monitors Responsibilities

- Monitoring buses and traffic
- Delivering lunches to classroom
- Lunchroom supervision in the classrooms
- Walking students between places
- Bathroom checks to make sure only one at a time – this is going to be very important for social distancing
- Hallway safety – making sure students maintain social distancing
- Assist nurse with walking students to/from classroom when ill

Media Clerk Responsibilities

Remote Learning *at home*:

- Assist teachers by converting PDFs to Google Documents with text boxes
- Schedule Zoom meetings for teachers
- Provide/assist with book reviews to encourage reading
- Continue student of the month awards
- Prepare/assist with remote Makerspace lessons
- Assist with re-configuring BOB
- Evaluate materials for purchase and begin to make buy lists for new resources
- Destiny from home

Remote Learning *at school* (items with an ***asterisk** indicate it *could* be done at home if the media clerk is provided a district laptop):

- we want to help wherever it is needed, including but not limited to:
 - assist teachers with student tracking of assignments*, data entry*, research, printing/copying
 - textbook collection from previous year and subsequent distribution at beginning of year
 - assist attendance office* / front office*

- SY2019-20 end of year outstanding library book collection (past due notices*; processing; updating student records in Destiny*)
- Verify Destiny status of computers checked out to students
- Send out notices to all students/families regarding all items that are checked out to them
- Assist with miscellaneous laptop initiatives from Tech Dept
- Support a curb side book check out system (needs to be established - remote search (student access needed) vs. clerk look up process*; pick up and drop off process, etc.)
- At high school level, support a curb side student computer swap service for computers that are not working (troubleshoot; submit ticket; provide loaner)
- Assist with paper copying for remote learning (after copy clerk and office clerk)
- A few media centers need to be reassembled after summer work
- Before students return to their buildings, each media center needs to be prepped for COVID related changes, which would include:
 - Allow for quarantining of returned books according to CDC guidelines
 - Change grace period for late books in schools that impose late fees*
 - Allow for social distancing
 - Implement any necessary changes to in-school checkout process (how to handle books that were touched but not checked out, library cards, etc)
 - Implement any necessary changes to MakerSpace areas
 - Implement ways to open up media centers for students who are overwhelmed with the changes
 - Provide signage for all new procedures
- There are multiple initiatives that occur at the beginning of the school year that still need to be done in preparation for student attendance (these vary by school level as well as within school levels):
 - At elem level, sort library cards and computer log in cards according to class schedule**; other grade specific routines (K/1 check-out bags; classroom binders; etc.)
 - Process new books; repair/cover** books; shelve everything; update award book displays
 - Complete 2019-20 inventory if not already done so; begin 2020-21 inventory
 - Complete 2019-20 weeding if not already done so; begin 2020-21 weeding
 - Deep clean book shelves and reorganize where needed; update signage
 - Laminating (lead or backup to copy/office clerks)
 - Clean classroom laptops; prepare signage for 2020-21 disbursement
 - Make resource lists of books for displays and curriculum*
 - ** could be done at home if materials are picked up

Remote Learning – ideas from ISBE Guidelines for helping *at home OR at school*: should any of the following ISBE Guidelines be implemented during remote learning or onsite learning, media clerks could assist in getting a plan together or help/train if a plan is in place (whether done at home or at school is TBD):

- PG 22 - Consider synchronously broadcasting in-class instruction to multiple rooms to allow students to spread out (TECH SUPPORT)
- PG 22 - Implement a home-room stay, meaning the teachers rotate instead of the students (BOOK CHECK OUT)
- PG 23 - Offer more opportunities for individual play and solo activities, such as fine motor activities; Students should remain in small groups with the same students and remain 6 feet apart as much as possible; Plan activities that do not require close physical contact between multiple children (MAKERSPACE on a cart)

- PG 24 - Read children's books to help support the children when they may be feeling anxious or sad (... have unexplained feelings) (GROUP BOOKS IN MEDIA CENTER THAT OFFER SUPPORT) (QR CODES ??)
- PG 25 - ... pre-recording [demonstrations] (TECH SUPPORT)
- PG 30 - Consider teaching students how to troubleshoot common technology problems. (TECH SUPPORT)
- PG 36 - Electronics, including, but not limited to, tablets, touchscreens, keyboards, remote controls, lunchroom keypads, door entry systems, etc., should be cleaned before and after use. Consider using a wipeable cover on electronics and clean per the manufacturer's instructions or use wipes or sprays of at least 70% alcohol and dry completely. (ELEM COMPUTER SUPPORT)
- PG 37 - Utilization of hand sanitizer before and after use of books or library material is recommended. (CHECK OUT)
- PG 45 – Library Areas - Consider using the library space as a regular classroom if the school needs additional classroom space to adhere to capacity limits and social distancing requirements. A district could also stagger use of the library and disinfect it in between use. Consider delivering library items to classrooms or having library staff visit classrooms or provide video presentations, such as library instruction and read-a-louds. (MOBILE CHECK OUT)

On-Site Learning (in addition to daily circulation routines);

- Monitor hallways when needed (and available to do so)
- Support staff during study halls or recesses when needed (and available to do so)
- At high school level, assist copy clerk by delivering copies to teacher classrooms when needed
- At high school and middle school levels, monitor students as they scan their IDs when checking in for study halls
- Between periods, sanitize all surfaces touched (using district provided materials)
- Clean student laptops that stay at school (using district provided materials)
- Monitor adherence to safety measures that were put in place prior to students returning to the Media Center
- Assist with daily morning temperature checks of students (ability to opt out if safety is compromised; need to have same protection as nurses)

Lunchroom Supervisor Responsibilities

Remote Learning

- Copy packets and Distribute to Children
- Grade papers for teachers
- Assist with making videos for re aloud
- Laminate Materials
- Organize books, materials, etc.
- Help TA's with anything they are working on
- Help if needed with zoom calls to stay social with Children

Opening School with Limited Students

- Lunchroom Duties
- Supervise lunch in the classroom or in the lunchroom
- Supervise Recess in or out of the classroom
- Make sure students are eating their lunch
- Help with opening items in their lunch
- Make sure students are not choking
- Make sure students are 6 feet apart
- Supervise that no one is touching each other food or sharing food
- Monitor bathroom and hallways
- Make sure students are washing their hands
- Preventing misbehavior
- Socializing with the children
- Clean Desks after lunch
- Clean rooms before or after school
- Clean and sanitize Recess Equipment
- We are willing to help out in anyway we can and are flexible with the hours we can come and work.

General Education Paraprofessional Category I

Essential job duties at all school levels will remain the same, with modification and additional tasks as needed, to be determined through meaningful discussion with administration and district leadership.

Special Education Paraprofessionals Responsibilities

In person (either Full or Hybrid):

- Regularly assigned para duties
- Support students with organization, re-teaching, small group instruction/testing, test-read, 1:1 instruction/testing
- Continue to support teachers in the classroom with preparing, planning and activities Assist with health monitoring; check for masks (if required), check student temperature as they enter the building (if required)
- Assist teachers with classroom monitoring and assisting students as per IEP/504 requirements
- Escort students as needed
- Hallway monitoring for distance and behaviors
- Bathroom monitoring for distance and behaviors
- Assist with tracking of missing work
- Assist with classroom procedures
- Assist with lunchroom/recess supervision
- Assist teachers and office staff with copying/filing
- Wipe down desks/chairs when possible
- Assist RN with temperature checks as students enter the building, verify mask usage (if required) Assist with monitoring breakfast/lunchroom environment

Remote Learning Work hours/Schedule

- Paraprofessionals who support grades 1 – 12, start a full day of work on Monday, August 17th
- Paraprofessionals who support BM and the “K” program, start a full day of work on Tuesday, August 18th
- A full day of work is 8AM – 3PM (same as the teachers)
- Please schedule a 30 minute lunch and a 15 min. break in the AM and 15 min. break in the PM
- **Please note, August 19th is a SIP day. Therefore paraprofessionals work 5 hours (8AM – 1PM), with one 15 minute break
- Teachers and Building Admin. Must complete individual paraprofessional schedules, as they would during a regular school year. The schedule should account for the full work day.
- Teachers need to know who the paraprofessional is supporting their classes. If possible, try to assign each paraprofessional to one teacher. For paraprofessionals who must move between classes to support students, administration must assign paraprofessionals to one main teacher to go to for assistance

Elementary

- A. In person/social distancing:
 - Assist with health monitoring; check for masks (if required), check student temperature as they enter the building (if required)
 - Hallway monitoring for distance and behaviors
 - Bathroom monitoring for distance and behaviors
 - Assist with tracking of missing work
 - Assist with classroom procedures
 - Assist with lunchroom/recess supervision
 - Regularly assigned para duties
 - Any clerical needs in classroom
 - Wipe down desks/chairs when possible

- B. Hybrid in-person/remote learning
 - Assist with health monitoring (as above)
 - Hallway/bathroom monitoring (as above)
 - Assist with classroom needs (as above)
 - Keep track of missing student work and assist with completion
 - Assist with student questions and tech issues on “at-home” days
 - Try to reach out to students that are not participating in remote learning
 - Wipe down desks and chairs when possible

- C. Full remote learning
 - Be added to zoom meetings, remain active in the virtual classroom to have “breakouts” with students needing re-teaching or reinforcement
 - Supervise remote work via Zoom/Google classroom
 - Answer student questions/tech issues
 - Collect data (CBMs, words studies, minute math, etc.)
 - Scan needed materials for teaching
 - Graph/data entry of collected info

- Copy work packets for pick-up
- Video read aloud
- Guided reading lessons/interventions
- Laminate/cut materials
- Create math manipulatives
- Create google slides for Math/Reading/Science teaching
- Host zoom meetings for small group lessons, test read, flashcards, or reteaching
- Be involved in students' complete day through student services (speech, OT, social) to further assist students
 - Assist in grading
 - Organize LLI materials
 - Create social stories
 - Create Anchor charts
 - Contact students that have missing work or are not logging in to classroom and/or assignments

Paraprofessional needs: tech training, laptops, possible TAC access to assist with entering grades and accessing attendance, Google classroom access as a teacher, to be assigned to a specific grade level

Middle:

A. In-person/social distancing:

- Continue to support teachers in the classroom with preparing, planning and activities
- Support students with organization, re-teaching, small group instruction/testing, test-read, 1:1 instruction/testing
- Escort students as needed
- Assist RN with temperature checks as students enter the building, verify mask usage (if required)
- Hall and bathroom monitoring for social distancing, hygiene, and behavior
- Assist teachers with classroom monitoring and assisting students as per IEP/504 requirements
- Assist with monitoring breakfast/lunchroom environment
- Ensure have the academic and classroom social goals outlined in their IEP
- Ensure students have proper materials in class and to take home, if needed
- Supervise students in "breakout" lunch if needed
- Assist teachers and office staff with copying/filing
- Wipe down desks/chairs between classes

B. Hybrid – in-person/remote

- Continue to support teachers in the classroom with preparing, planning and activities
- Support students with organization, re-teaching, small group instruction/testing, test-read, 1:1 instruction/testing via Google classroom or Zoom when in remote learning
 - Assist with copying/filing/record keeping
 - Supervise lunchroom, hallways, and bathrooms when in school
 - Assist with homework via remote learning if needed and under teacher supervision
 - Assist with therapy experiences and behavior supports as needed and under teacher or service provider supervision
- Participate in scheduled school-based professional development regarding online learning
- Assist with collecting, copying, and organizing materials that will be used during remote learning time
- Wipe down desks/chairs between periods

- Supervise/document CBMs
- Maintain strong communication with teachers, service providers, and administration to be able to assist in student success

C. Full remote learning

- Participate in and potentially host zoom meetings with the purpose of supporting students' IEP goals, under the supervision of the classroom teacher
- Attend "breakout" sessions on Zoom or Google classroom to re-teach, instruct a small group, work 1:1, read tests or otherwise reinforce learning for students
- Ensure all IEP goals and accommodations are being met while attending remote learning sessions
- Continue to support teachers in the classroom with preparing, planning, and performing activities
- Participate in scheduled school-based professional development regarding online learning
- Assist with collecting, copying, and organizing materials that will be used during remote learning time
- Maintain strong communication with teachers, service providers, and administration to be able to assist in student success
- Supervise and document CBMs
- Monitor Google Classroom comments and messaging for appropriateness during online sessions
- Assist with differentiating assignments according to IEP accommodations and goals

BMLC Expectations

1. Assist therapists in data collection and possible material prep. Therapists are saying that data during groups on Zoom is very difficult.
2. The paraprofessionals can lead a small group in reinforcing the lesson being taught by the teacher or work with students needing additional assistance with the lesson. This will make the zoom sessions much more manageable for teachers, as the group will be at least split in 2.
3. Video modeling task such a washing hands, even wearing a mask, putting shoes on, trying to zip, doing a simple art project, fine motor (stringing pasta, Cheerios)
4. Recording (short video) science experiments/projects/demonstrations that teachers have in the lesson plans.
5. Zooms with students for reinforcing lessons for all subjects or working on skills such as letter sounds, counting, etc.
6. Recorded a lesson with numbers 1-10. Drawing the numbers and putting dots on the pages to show how many and counting the dots with the children.
7. Recorded a lesson on shapes. Draw shapes on my driveway, showed them and if there was a side. Then count 4 sides.
8. Read to large group zoom and teacher would then review the same book with smaller groups.
9. Assist teacher with any project or demonstration plans she may have
10. Pick up and help complete any paperwork for families/students
11. Gather info/research to assist teacher
12. Visit student homes or drop off any necessary materials
13. Help manage, post and facilitate the pages that teachers have set up for class.
14. Create some gross motor activities to do at home. (Sidewalk exercises)
15. Assist social worker with handing out meals for families or social emotional assistance to families.
16. Have a puppet show on zoom
17. Have a story time with stuffed animals with students on zoom
18. Send out letters to our kids and have them write back for journaling

19. Establish an exercise mat routine with stretching
20. Have show and tell time via zoom or with social distancing to give students visual time with someone they know
21. Lunch time or snack time zoom with students
22. Paras could hold a Zoom center time daily. This could be reading a story, going over basic numbers, letter of the week, shapes, or do a craft.
23. Paras could take turns going to BMLC and make take home craft kits for the students or basic learning kits for the students to make learning at home easier.
24. Paras could take a continuing education online course (once a week) i.e. Master teacher
25. Paras could have a signup sheet to help where needed in the district as things come up
26. Paras could make sensory items for students.
27. Paras could make visual learning sheets for parents.
28. Check in with students but not act as the teacher ...Giving out positive vibes (existing students we worked with last year for example kids returning in multi needs, leap.)
29. Help with directives from teacher to supplement support for student when identified.
30. Social distance drive by to let students know we are thinking of them.
31. Help with dropping off PFA snacks or lunches for week
32. Send pictures of teachers and paras and school you let them know we care
33. Make books in work room to show kids to be safe during these times
34. Work on updating and organizing the library at our school
35. Lead an art class, for example, walk kids through an easy drawing that coordinates with the theme (e.g. - how to draw a fire truck with circles, squares, and rectangles)
36. Lead a music class (teach a song that incorporates gestures and practice with the kids). These can be the song we use in school - Pizza Hut, wheels on the bus, old Macdonald, monkey & the alligator, etc.
37. Support teachers with preparing some assignments and content for the day and the week. Be the person with the details.
38. We can be the researcher for new links and websites for the teachers to incorporate in lessons now that everything is online.
39. Play a game with a student or group of students via zoom
40. Maybe socially connect a disabled child with another peer that can "model" wanted behavior like turn taking
41. Research for teacher videos that correlate to "unit" they are working on or to specific IEP goals and send teacher link to save her time
42. Copy collate gather any work packets and deliver to student's homes giving them something structured to work on.
43. Make up Shoebox activities, independent work, put ins, art project. Use common household items, recyclables with instructions on how to use them per classroom teacher.
44. Parade by students' homes for special occasions.
45. Provide childcare for essential community workers or families with critical needs.
46. Coaching the students while writing their names or doing journal
47. Presenting flash cards for identification for data collection or lesson reinforcement
48. Help remind students' families of assignments and important dates to help increase participation during remote learning
49. Making copies or other clerical work
50. Assist SLPs with Video modeling. There is a need for short videos to help some of our students learn from watching specific modeled behaviors or actions for social interaction (demonstrate different ways to interact), daily living skills (how to perform or sequence an age appropriate daily skill) , and play skills (how to play a game or play with toys

51. Help SLPs make pre-recorded videos, search for video lessons, or help create materials that support direct teaching in improving communication skills or that support working on speech and language goals; for example, review of specific vocabulary for our language impaired students, follow directions in Simon Says, learn new songs, etc.
52. Assist related service providers create their 1:1 teletherapy schedule
53. Assist teachers and related service providers enter information on Remote Learning Plans.
54. Lunch bunch with a small group of students
55. Translate materials for English Language Learners