



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

**E-Learning / Remote Learning Plan**

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.”

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. The initial document had a public hearing and school board approval on July 20, 2020 and was verified by the Will County Regional Office of Education on August 24, 2020.

This document and our academic program will continue 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.”

The E-Learning / Remote Learning Plan is posted on all school websites and the District Homepage.

## E-Learning / Remote Learning Plan

Plainfield 202's E-Learning plan includes learning activities during remote learning that may include, but are not limited to, in-person learning, the teacher delivering instruction via recorded video or synchronous (live) platform, remote small group work via breakout room or conference call, independent/flexible student work time, and virtual/telephone teacher-student check-ins. The learning activities are a combination of instruction and student work for each student that total at least five hours per day, with a recommendation for at least 2.5 hours per day of synchronous learning for students who have access to technology.

The plan was developed with guidance from the Illinois State Board of Education and the Council of Great City Schools. Parent, staff, and student surveys along with focus groups provided input that has informed and shaped the plan

## Student Expectations

Daily attendance will be taken, parents should follow school procedures to report a student absence. 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 and time.
  - 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.
- Students have until the next class period meets to complete homework assignments.

## Student Online Platform Behavior Expectations

As we begin the school year in remote learning at Plainfield 202, we need to follow appropriate behavior when engaged in online platforms and our positive school climate must extend into remote learning.

Please adhere to the following expected student behaviors:

### **Be respectful and school-appropriate at all times**

Be mindful that live lessons are 40-minutes or less, so students need to refrain from disrespectful or disruptive behavior in the virtual classroom.

**For students, whose behavior interrupts the learning environment, teachers reserve the right to mute and disable students' video, which will allow students to only listen to the lesson.**

Respectfulness also includes comments in Google Classroom and all other online platforms.

### **During a Zoom/Google Meet Class**

- Log on a few minutes before class starts.
- Your first and last name are to be used on Zoom/Google Meet.
- Mute your microphone, unless called on. Do not speak over the teacher or other classmates.
- Speak clearly into microphone, when called on.
- Use the raise hand feature and chat feature appropriately.
- Your phone should be kept in a place where it is not a distraction for you while you are in a Zoom/Google Meet class.
- Follow your classroom teachers' expectations.
- Students must keep their camera on each class the whole time period unless teacher approves student(s) to not keep it on. If students are not following expectations, teachers should contact the parent(s). Student will be counted absent in class.
- Please be respectful, patient and empathetic to others as they learn and grow as remote learners.

### **Recording of class activities by anyone other than the teacher on Zoom/Google Meet is strictly prohibited**

- Neither the student nor parent may record, share, or alter the content of live class-related activities.
- Students may not record any live activity with other students when that activity is for the purpose of school-related work unless express permission is provided by a school official.
- In cases where a teacher does record a class lesson, he or she will make that recording available only to the students in the class. If the lesson recorded is a live presentation, with actual students, the recording will be discarded after three school days.
- This posting will happen through secure means. Any sharing of that recording by anyone other than a school official is prohibited.

### **Assessments**

- The expectation is that students have cameras on during assessments. The camera must be centered on the student and remain on until the assessment is submitted. If a student cannot or refuses to use the camera, the student will need to take the assessment with the teacher during office hours with the camera on and centered on the student.
- In class tests and quizzes are due at the end of the period; if a student does not complete the assessment due to extenuating circumstances, they can complete it with the teacher during office hours.

### **Dress Appropriately**

If you would not wear something to school, you should not wear that item during a live lesson. Please follow the dress code outlined in all student handbooks.

### **Use Your Best Judgement!**

- Teacher will contact administration, after multiple attempts of contacting the parents as a way to resolve the student's misbehavior. If a student is violating Remote Learning rules and expectations, particularly those that involve more serious infractions such as, but not limited to:

- Disrespectful behavior during Zoom Meetings, Google Classroom or any other online platforms connected to Remote Learning (e.g., intentional off-task, distracting behavior, inappropriate language)
- Disrespect of students' privacy during Zoom meetings or comments made via Google Classroom
- Continuous disruption, while the teacher is teaching.
- Attempts to record Zoom meetings by parent or student

**Disciplinary Consequences - We will follow the guidelines outlined in the student handbook**

- Options we are implementing and considering:
  - Problem solving meeting with teacher, student, parent, and Building Administration or other resources.
  - Restorative Justice Practices such as assigning a behavior assignment or a reflection for student to complete (e.g., can involve social work staff, Zoom meeting to review the completed assignment with Dean or Building Administration, etc.)
  - Parent conference to discuss matter via phone conference, skype or zoom with Building Administration or Dean of Student.
  - The possibility for students to lose an opportunity to participate in Remote Learning for the day, which may result in a disciplinary suspension.

**Parent Expectations**

Daily attendance will be taken for students, follow school procedures to report a student absence. Students will be given assignments/assessments and grades will be assigned.

- Each Monday with your student, check Google Classroom for each course with your student's log-in and password information.
- 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) with your student
- 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.

## Schedules

The typical student day will look like this:

- Preschool

<b>Sample Student Schedule Preschool AM</b>	
9:00-9:15	AM Attendance/Daily ZOOM (Circle or Story)
9:15-9:30	Pre-recorded video instruction (Circle or Story)
9:30-9:45	Literacy
9:45-10:00	Math
10:00-10:10	Social-Emotional
10:10-10:20	Science
10:20-10:30	Gross Motor
10:30-11:00	AM Check out Parent Contact/Follow Up

Due to differences in enrollments, staffing, student needs, technology, and programming, pre-school schedules may vary from school to school or grade level to grade level within a school building. Minutes dedicated to each subject (language arts, social studies, science, math, specials, etc) will not vary between schools.

<b>SAMPLE Early Childhood School Schedule LEAP/MN Students</b>	
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

Sample 2<sup>nd</sup> Grade Schedule

9:00 - 9:30	Morning Message / SEL
9:30 - 10:15	ELA
	Break
10:30 - 11:15	Math
	Break
11:30 - 12:00	Science / Social Studies
12:00 - 12:30	Guided Reading
12:30 - 1:00	Lunch
1:00 - 1:30	Specials/Specialists
1:30 - 2:00	Check out and Virtual Office Hours
2:00 - 3:00	Plan

Due to differences in enrollments, staffing, student needs, technology, and programming, elementary schedules may vary from school to school or grade level to grade level within a school building. Minutes dedicated to each subject (language arts, social studies, science, math, specials, etc) will not vary between schools.

- Middle School

8am – 9am	Meeting time / Staff collaboration
9am-9:15am	Announcements/SEL
9:15am – 9:55am	1 <sup>st</sup> period
10:00am – 10:40am	2 <sup>nd</sup> period
10:45am – 11:25am	3 <sup>rd</sup> period
11:30am – 12:00pm	LUNCH
12:05am- 12:45pm	4 <sup>th</sup> period
12:50pm-1:30pm	5 <sup>th</sup> period
1:35pm-2:15pm	6 <sup>th</sup> period
2:15pm-3:00pm	Check out and Virtual Office Hours
3:00pm- 5:00pm	Administrator Office Hours
3:00pm – 9:00pm	Student Independent Work Time

- High School

8:00-8:45	Staff Meeting Time – Teacher Collaboration Time
8:45-9:00	Daily Message / SEL Attendance
9:00-9:40	1 <sup>st</sup> Period
9:40 - 9:45	Break
9:45-10:25	2 <sup>nd</sup> Period
10:25-10:30	Break
10:30-11:10	3 <sup>rd</sup> Period
11:10 - 11:15	Break
11:15-11:55	4 <sup>th</sup> Period
11:55-12:00	Break
12:00-12:40	5 <sup>th</sup> Period
12:40-12:45	Break
12:45-1:25	6 <sup>th</sup> Period
1:25-1:30	Break
1:30-2:10	7 <sup>th</sup> 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 and Staff have lunch during normally scheduled lunch/study hall period .



## **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.

### **Google Classroom Setupd**

- 1. Naming Conventions in Google Classroom
- SCHOOL ABBREVIATION, TEACHER LAST NAME, (GRADE/PERIOD/TIME),
- SUBJECT

- Ex. PS, Wood, 1st, Algebra
- 2. Daily Zoom/Google Meets link needs to be the first agenda item under the Classwork tab for each class. This should make it a live link for students and parents to click on.
- 3. Google Guardian Reports need to be turned on. The recommendation is that teachers turn off the “Overall Grade” feature.

### **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

## **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

Willing to help out at any school

### **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
- If we are provided a district laptop, there are additional things that we can do in Destiny from home (see next section)

**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 curbside 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 curbside 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 17<sup>th</sup>
- Paraprofessionals who support BM and the “K” program, start a full day of work on Tuesday, August 18<sup>th</sup>
- 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 19<sup>th</sup> 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

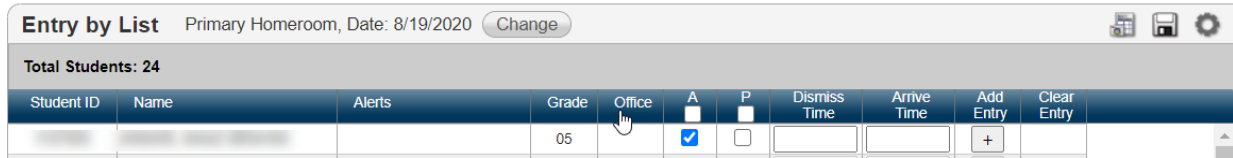
1. Assist therapists in data collection and possible material prep. Therapists are saying that data during groups on Zoom is very difficult.
2. The paraprofessionals can lead a small group in reinforcing the lesson being taught by the teacher or work with students needing additional assistance with the 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

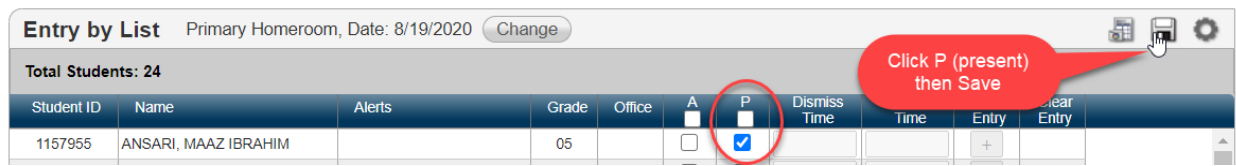
### Student Attendance During Remote Learning

#### 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.



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



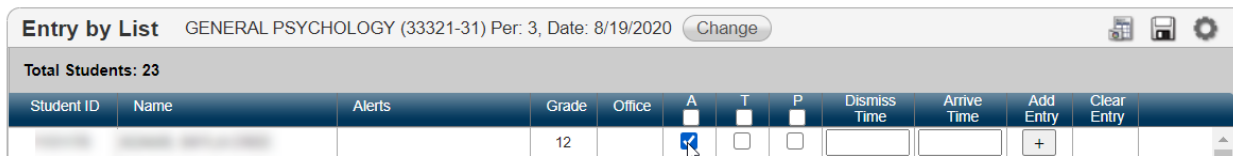
If no students are absent, the teacher should click Save on the Attendance List or Photo page. This will flag the office that you have taken attendance and no students are absent.

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.

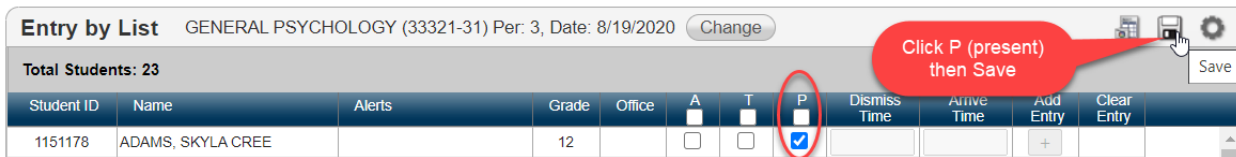
Phone calls are then made to families by designated staff members.

#### 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.



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



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.