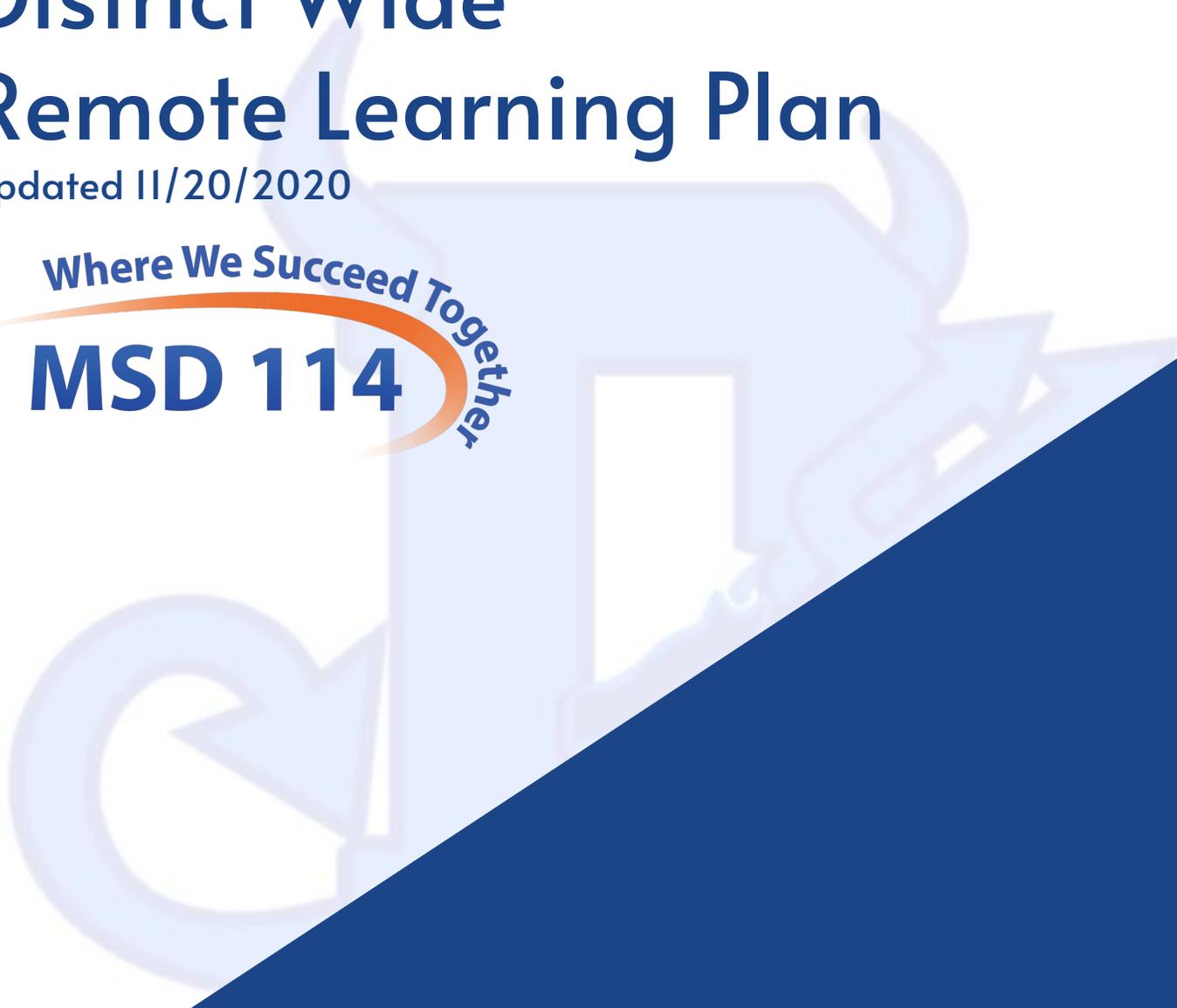


2020-2021 District Wide Remote Learning Plan

Updated 11/20/2020

Where We Succeed Together
MSD 114

The logo for MSD 114 is a light blue watermark in the background. It depicts a stylized figure holding a torch aloft, with a circular arrow below it. The text "Where We Succeed Together" is arched over the top of the figure, and "MSD 114" is written in a bold, sans-serif font across the middle of the figure.

Manhattan School District 114 Remote Learning Plan

The State of Illinois provides e-learning as an approach to teaching and learning during emergency school closures. As a result, Manhattan School District 114 has developed a robust plan to deliver instruction in a remote environment. This innovative approach to learning ensures that instruction does not stop during school closures. The goal of our remote learning plan is for students to continue learning and receiving feedback from their teachers.

This document provides detailed information regarding the Remote Learning instructional frameworks as well as staff, student, and parent expectations. In an effort to accommodate the needs of our students, families, and staff members the instructional frameworks will be tailored to each building and/or program. We appreciate the support of our Board of Education, staff, families, and students during this unprecedented time.

Manhattan School District 114 Board of Education

Mr. Russell Ragon
Superintendent

Mrs. Kristen Morpew
Director of Curriculum and Instruction

Mrs. Julie Hantson
Director of Special Education

Dr. Ron Pacheco
Principal, Manhattan Junior High

Mr. Ryan McWilliams
Principal, Anna McDonald

Mrs. Kim Maher
Principal, Wilson Creek

Summary of IDPH Guidelines Impacting Plan Development – [Released 8/13/20](#), [Updated 11/4/20](#)

- **If a student is sent home sick with suspected COVID-19 symptoms (e.g., runny nose, fever, diarrhea, etc.), all their siblings/household members must be sent home as well and quarantined for 14 calendar days. If one of the household members is being evaluated for COVID-19, the rest of the household must be quarantined until an alternative diagnosis is made or a negative result is received.**

This is a new expectation that has not been communicated to our families or our staff. This will be particularly difficult for staffing a school, as a teacher whose child or household member is sent home sick from school would result in the staff member being out of work for 14 days. Providing substitute coverage for this would be extremely difficult as this new requirement would likely cause many staff members to need to stay home regularly. We would also expect to have a larger amount of the students out as a result of this change as well.

- **All students and staff sent home with COVID-like symptoms should be diagnostically tested. Students and staff should remain home from school until they receive their test results.**

This new requirement would require anyone that displayed COVID-like symptoms (fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea) while at school to get tested for COVID. Many of these are very common ailments that we see in the nurse's office every day at school. We have not had a conversation with the Will County Health Department about testing at this level and do not have resources prepared to offer our students or staff to get tested at this frequency. It is unlikely we would be able to staff a building while many staff could be out several days while waiting to receive test results for symptoms that seem ordinary but present as COVID-like symptoms.

Summary IDPH Guidelines Impacting Plan Development – [Released 8/13/20](#), [Updated 11/4/20](#)

- **Students and staff with COVID-like symptoms who do not get tested for COVID-19, and who do not provide a doctor's note documenting an alternative diagnosis, must complete 10 calendar days of isolation from the date of first symptom onset and be fever-free for 24 hours without use of fever-reducing medications and other symptoms have improved before returning to school.**

This would require everyone with COVID like symptoms that does not have COVID to get a doctor's note saying they do not have COVID and have a negative test result. Additional guidance we have received indicates if someone has regular ongoing COVID-like symptoms (due to something like allergies) the student or staff member would need a doctor's note and a weekly negative COVID test to continue attending school. The student attendance and staffing implications to this change are tremendous.

- **A close contact has been redefined as “anyone (with or without a face covering) who was within 6 feet of a confirmed case of COVID-19 (with or without a face covering), for at least 15 minutes throughout the course of a day. The period of close contact begins 2 calendar days before the onset of symptoms.”**

Prior to August 12, the 15 minutes was any one instance on any one single day. This running 24- hour clock for any two days is an extremely difficult accumulation of time to account for - especially in a jr. high school where students could share time in a passing period, on a bus, or in a classroom. Figuring out how to account for this new running clock for anyone who a student or staff member may have come into close contact will take additional planning that was not accounted for in our original plan.

As new guidelines become available this plan will be updated. As a result, the model for delivering instruction may change.

Manhattan School District 114

District Wide Remote Learning Plan

The health and safety of our students and staff continued to be the top priority as we planned for the 2020-2021 school year. Through a careful analysis of the most current state guidelines and collaborative conversation surrounding best practice, we have determined that a District Wide Remote Learning Plan will ensure the safest and most effective return to learning.

In the spring of the 2019-2020 school year Manhattan School District 114 was required to move into a remote learning model very quickly due to the State of Emergency declared by the Governor as a result of COVID-19. Throughout the summer of 2020 we spent time developing our Remote Learning frameworks to allow for an improved experience for all students by:

- Introducing students to new content daily during Remote Learning days
- Students will be expected to participate in synchronous (live) sessions for daily check-ins, to receive instruction, to participate in small group support opportunities, etc.
- Live lessons and pre-recorded video lessons will be introduced and often presented by the child's assigned teacher for a specific content area - when not presented by the child's assigned teacher the lesson will be delivered by another grade level teacher from Manhattan School District 114
- Students and parents will be able to monitor the completion of and performance on tasks as teachers will use Seesaw (Preschool-2nd) and PowerSchool (3rd - 8th) to keep instructional records

Students with Individualized Education Plans (IEP), Section 504 Plans and English Learners will have reasonable accommodations and/or modifications applied to their Remote Learning experience.

Students with Individual Education Plans (IEP) will receive the minutes that they are entitled to per their IEP. All students with an IEP will have an Individualized Remote Learning Plan.

Manhattan School District 114

District Wide Remote Learning Plan

General Overview of Remote Learning Instructional Frameworks

- 5 clock hours of instruction, including live lessons and work time for full day programs
- Approximately 2.5 hours of synchronous (live) instruction daily for full day programs
- Recorded instruction and evening office hours will be available to student unable to access daytime (live) instruction
- District technology devices will be provided to students, home internet connection required
- Families in need of internet access can contact the district office for assistance
- Recorded attendance, tracking of assignment completion
- Social and emotional support provided through virtual community building and instruction
- Content presented live by the child's assigned teacher
 - K - 5 - morning meeting, ELA, math, small group instruction, specials
 - 6 - 8 - ELA, math, science, social studies, PE, cycles
- Content presented via pre-recorded videos facilitated by MSD grade level staff
 - K - 5 - science/social studies, some components of ELA (i.e. grammar, spelling - at teacher's discretion) and possibly some specials
- Reevaluate ability to move to in-person learning frequently
- Specific building/program schedules have been developed to adhere to the clock hour requirements

District Wide Remote Learning Special Education

- 5 full days per week; 5 hours of work time
 - *Minutes for related/academic services will be based on a 1500 minute school week, rather than 1950 weekly minutes if in person. Students will have a “remote learning plan addendum” as part of their IEP to summarize services and minutes while remote.*
- Goals will be worked on and tracked for progress
- Related services - varied ways to be offered (*direct, individual, small group, pre-recorded, etc*)
 - Related service minutes will start no later than September 14, 2020.
- Academic time with teacher daily
- Daily check in with teacher (*i.e. - small group, individual, whole group etc*)
- Staff will provide supports/resources for students/families and collaborate for student success
- Students in special education may have instructional schedules that do not reflect the grade level schedules included in this document
- ALL students with an IEP will have a Remote Learning Plan Document shared by their case manager no later than September 14, 2020.

MSD 114 Remote Learning

**Staff, Student, and Parent
Responsibilities & Expectations**



Student Attendance

Role	Responsibilities
Teacher	<p>Take attendance during your morning meeting or 1st period class</p> <ul style="list-style-type: none">• All students on the live session are considered present• Mark all student who are not on the live session as absent, unless the parent has confirmed that they are working at an alternate time and they are completing the tasks in a timely fashion• MJHS staff should keep their own records of participation for each of their class periods, but 1st period will be used to collect attendance for PowerSchool
Parent	<p>Students are expected to engage in their live learning activities daily and submit assignments in a timely fashion.</p> <p>If your child is unable to participate due to illness or an appointment, please call your child in using the attendance line for your building.</p> <p>If your child will consistently be engaging in learning at an alternate time, other than regular school hours, please inform their teachers.</p>
Student	<p>Students are expected to engage in their live learning activities daily and submit assignments in a timely fashion.</p> <p>Follow your daily schedule to ensure that you are logging on to Zoom or Google Meet to engage in the daily live lessons and meetings.</p>
Office Staff	<p>Call the families of the students who are marked absent each day.</p> <ul style="list-style-type: none">• If the child is not engaging in remote learning that day due to illness or appointment, the child remains marked as absent• If the child is engaging in remote learning outside of school hours (confirmed by a parent) they may be marked present

Staff Responsibilities & Expectations

- Teachers will be prepared to deliver learning through a digital platform on the first day of student instruction on August 31, 2020 .
 - Teachers will utilize time at the beginning of the year to establish classroom expectations and procedures
 - Technology tutorials or instruction will be provided as needed
- Teachers will teach from within the school buildings, unless alternate arrangements have been agreed upon with administration, to facilitate Remote Learning lessons, record lessons, and connect with students and families. Guests and children are not permitted.
- Teachers will be required to self-certify each day that they are on the premises.
- Teachers are required to use Seesaw (preschool - 2nd), Google Classroom (3rd - 8th), Google Meet, and/or Zoom as the digital platforms to facilitate classroom instruction in Remote Learning.
- Student work will be assigned and collected through digital platforms.
- Ongoing professional development on Seesaw, Google Classroom, Google Meet, and Zoom will be provided during our initial institute days and remote learning planning days as well as throughout the year. Libraries of tutorials created by MSD 114 staff will remain available throughout the year.
- Create engaging activities for students that align to the pacing guides and grade level standards.
- Collaborate with colleagues to ensure alignment of pacing, content, and assessments.
- Activities will be scheduled and made available on a daily basis in the designated digital platform.
- Teachers will assess student performance on activities and provide feedback in a timely manner. Teachers in grades 3-8 will post grades in the online gradebook. Completion of tasks and feedback for students in preschool through 2nd grade will be provided in Seesaw.

Staff Responsibilities & Expectations

- Reassessments of formative activities will continue to be at the teacher's discretion. Take advantage of scheduled Office Hours throughout the week to offer additional support and reteaching.
- Student attendance will be taken daily during morning meetings (preschool - 5th grade) and first period (6th - 8th grade)
- Staff are required to follow Frontline (Aesop) procedures for reporting absences (*Substitutes – each building may utilize other grade level staff to provide instruction to the class in need of a substitute. We will also create a list of available in district staff for use as an internal sub list. The substitute teacher will need to be connected to the correct Seesaw class or Google Classroom.*)
- Teachers will host live instruction and check-ins through Zoom or Google Meet.
- Office hours will take place daily.
- Teachers are to collaborate a minimum of one time per week with their colleagues to ensure equitable student experiences in learning, aligned pacing, and similar opportunities in assessment for students.
- Teachers will respond to parent and student messages within 24 hours during normal school days.
- Teachers will begin the school year by sharing information with students and parents about communication including:
 - Teacher email address
 - How to engage in office hours with the teacher
 - How to access the instructional materials used in class
 - Attendance expectations
 - Expectations of learning
 - Remote learning behaviors
 - Grading and reassessment guidelines
- Teachers and special education case managers or related service providers will communicate to ensure student success.

Student Responsibilities & Expectations

- Student attendance will be taken, students will be given assignments/assessments and grades will be assigned
- Check Seesaw (Preschool-2nd) and Google Classroom (3rd - 8th) for communication from teachers and staff
- Take advantage of the learning opportunities provided by teachers
- Be respectful and safe when engaging in online Remote Learning activities
- Check your teacher's office hours so you will know when it is easiest to connect with them for additional assistance
- **Attend your teacher's live lessons** - if you are unable to attend live sessions during the regular school day you must communicate that reason for your absence to your teacher or building administrator, and you are still expected to complete the assignments
- All handbook rules remain in effect for Remote Learning
- Send your teacher(s) a message with any questions you may have - Please allow for a response window of 24 hours
- Complete and submit your assignments by the assigned due date
- Produce high-quality work
- Check your grades in PowerSchool weekly (grades 3-8) - late work will be indicated as "Missing" in PowerSchool until it has been submitted for grading and is expected to be turned in prior to the summative assessment (end of unit)

Parent Responsibilities & Expectations

- Daily attendance will be taken for students. Follow the same procedures for attendance as with in-person learning. Call the school office to report an absence on a particular day.
- Students will be given assignment/assessments and grades will be assigned.
- Ensure your child is ready to participate in school activities at their designated start time based on the building framework.
- Ensure you can login and access digital tools being utilized at your child's grade level - i.e. Seesaw, PowerSchool, etc.
- Regularly monitor student's assignment completion and grades by logging into Seesaw and PowerSchool. If your child is struggling, take advantage of scheduled Office Hours throughout the week by contacting the teacher for additional support.
- Reserve a space for students to complete remote learning work at home.
- Encourage students to get enough sleep.
- Set sensible time limits for personal technology use.
- Help students establish and follow regular daily routines.
- Remind students how to best communicate with their teachers.
- Allow students to work independently. Do not feel the need to correct all their errors. Allow the learning process to take place.
- Familiarize yourself with your student's weekly and daily schedule.
- Reach out to teachers with questions via email. In most cases, please allow for a 24- hour turnaround for replies to parent emails. Responses are not to be expected in the evening or over the weekend. Teachers will be readily available to work with students and answer questions Monday through Friday during typical school hours.
- Review remote learning behavior expectations with students regularly.
- Participate in virtual school activities and meetings throughout the year.

District Wide Remote Learning Instructional Frameworks/ Schedules

- PFA/EC Instructional Framework/Schedule
- K-2nd Instructional Framework/Schedule
- 3rd - 5th Instructional Framework/Schedule
- 6th - 8th Instructional Framework/Schedule

Teacher specific schedules will be communicated to students, as minor adjustments may need to be made within specific classrooms to be able to best serve our student population.

District Wide Remote Learning Plan

Daily Schedules and Flexible Access

- Schedules

- Schedules for each grade level are intended to have students engaging in learning at designated times with daily live lessons and small group support at specified times throughout the day
- The student schedules are designed to align with the Illinois State Board of Education requirement of 5 clock hours
- 5 clocks hours will include instruction and work time
 - **At Wilson Creek learning will occur between 9:00 and 3:30, with built in breaks and lunch**
 - **At Anna McDonald learning will occur between 8:45 and 3:15, with built in breaks and lunch**
 - **At Manhattan Junior High learning will occur between 8:00 and 2:30, with built in breaks and lunch**

- Schedule Flexibility

- The daily schedule will include a combination of live lessons and recorded lessons - students may easily engage with the recorded lessons at any time
- It is expected that students engage in scheduled lessons and complete each day's tasks on the day that it is assigned
- Parents and students should communicate with teachers regarding circumstances that are impacting the completion of work or engagement in daily lessons

Wilson Creek

Instructional Frameworks/Schedules



District Wide Remote Learning Student Schedule - PFA/EC

<i>Specific teacher or program schedules may vary slightly to best meet the needs of the students.</i>		
AM 8:30 - 8:45 PM 12:30 - 12:45	Zoom (15 min) Class greeting, attendance, check-in	
AM 8:45 - 9:00 PM 12:45 - 1:00	Zoom (15 min) Shared Story	
AM 9:00 - 9:20 PM 1:00 - 1:20	Lesson (20 min) Activity, may included some prerecorded video	
AM 9:20 - 9:50 PM 1:20 - 1:50	Lesson and Snack (30 min) Gross motor/fine motor activities OT Group - pre-recorded HWT , yoga videos, or classroom teachers' motor activities	
AM 9:50 - 10:30 PM 1:50 - 2:30	Lesson (20 min) Activity, may included some prerecorded video	Zoom Lesson (20 min) small group lessons/iep goal work
AM 10:30 - 11:00 PM 2:30 - 3:00	Play (30 min) Scheme for parents to focus on parent/child engaged play put out weekly	

District Wide Remote Learning Student Schedule - Kindergarten

Specific teacher or program schedules may vary slightly to best meet the needs of the students.

9:00 - 9:30	Live Morning meeting - attendance, announcements, daily learning objectives, SEL
9:30 - 10:30	Math Lesson (30 - 40 min live lesson with work time)
10:30 - 10:45	Break
10:45 - 11:30	ELA with integrated science or social studies content (30 - 40 min live with work time, teacher to prioritize which component of ELA to present live each day)
11:30 - 12:00	ELA (pre-recorded components, i.e. grammar, writing, spelling, etc. may be pre-recorded by the teacher or other MSD teacher)
12:00 - 12:30	Lunch
12:30 - 12:45	Handwriting/Fine motor (pre-recorded lessons by the teacher, or other MSD teachers)
12:45 - 1:45	Live Small groups (homeroom, specialists, support services, etc. - teacher to determine academic focus and develop groups accordingly)
20 - 30 minutes daily	Specials - art, music, physical education (students will participate in one special per day, specific time will be communicated by the teacher)
60 Min	Office hours that will occur between 1:45 and 3:30 - teacher to communicate exact availability with families , teachers will be available via email or phone to support learners

District Wide Remote Learning Student Schedule - 1st Grade

Specific teacher or program schedules may vary slightly to best meet the needs of the students.

9:00 - 9:15	Live Morning meeting, attendance, announcements, daily learning objectives, SEL
9:15 - 10:15	Live Small groups (homeroom, specialists, support services, etc. - teacher to determine academic focus and develop groups accordingly)
10:15 - 10:30	Break
10:30 - 11:15	ELA (30 - 40 min live with work time, teacher to prioritize which component of ELA to present live each day)
11:15 - 11:45	ELA (pre-recorded components, i.e. grammar, writing, spelling, etc. may be pre-recorded by the teacher or other MSD teacher)
11:45-12:15	Lunch
12:15 - 12:45	Science/Social Studies - two days per week Writing - three days per week (pre-recorded lessons by the teacher, or other MSD teachers)
12:45 - 1:45	Math Lesson (30 - 40 min live lesson with work time)
20 - 30 minutes daily	Specials - art, music, physical education (students will participate in one special per day, specific time will be communicated by the teacher)
60 Min	Office hours that will occur between 1:45 and 3:30 - teacher to communicate exact availability with families , teachers will be available via email or phone to support learners

District Wide Remote Learning Student Schedule - 2nd Grade

Specific teacher or program schedules may vary slightly to best meet the needs of the students.

9:00 - 9:15	Live Morning meeting, attendance, announcements, daily learning objectives, SEL
9:15 - 10:15	Math Lesson (30 - 40 min live lesson with work time)
10:15 - 10:30	Break
10:30 - 11:30	Live Small groups (homeroom, specialists, support services, etc. - teacher to determine academic focus and develop groups accordingly)
11:30 - 12:00	ELA (pre-recorded components, i.e. grammar, writing, spelling, etc. may be pre-recorded by the teacher or other MSD teacher)
12:00 - 12:30	Lunch
12:30 - 1:00	Science/Social Studies - two days per week Writing - three days per week (pre-recorded lessons by the teacher, or other MSD teachers)
1:00 - 1:45	ELA (30 - 40 min live with work time, teacher to prioritize which component of ELA to present live each day)
20 - 30 minutes daily	Specials - art, music, physical education (students will participate in one special per day, specific time will be communicated by the teacher)
60 Min	Office hours that will occur between 1:45 and 3:30 - teacher to communicate exact availability with families , teachers will be available via email or phone to support learners

DISTRICT WIDE REMOTE LEARNING

Wilson Creek Small Group Learning

- **Purpose**
 - Small group learning provides an opportunity for increased interaction between the teacher and the students and enhances the teacher's ability to provide quality feedback to students as well as targeted instruction
 - Each group of students may engage in the same or similar activity, or the activity may be vastly different based on the needs of the students in each group
- **Structure**
 - Students in the class will be split into 3-4 groups
 - Each group should have an assigned time to meet within the 1 hour small group window of time
 - Each group will meet with the teacher for 10-20 minutes daily
- **Planning and Preparation**
 - Each day the teacher will determine the focus of small group time - i.e. reading, math, writing, etc.
 - The teacher will intentionally plan a learning activity for the groups
 - The teacher may reevaluate the placement of students into different groups and adjust group assignments as necessary

Anna McDonald

Instructional Frameworks/Schedules



District Wide Remote Learning

Student Schedule - 3rd Grade

Math Homeroom Teachers

Horwath, O'Leary, Podgorny, Rea

Specific teacher schedules may vary slightly to meet the needs of learners

8:45 - 9:00	Live Morning meeting, attendance, announcements, daily learning objectives, SEL
9:00 - 10:00	Math Lesson (30-40 min live lesson with work time)
10:00 - 10:45	Science/S.S. (pre-recorded lessons by the teacher, or other MSD teachers)
10:45 - 11:15	Live Small Groups (content teachers, specialists, support services, etc. - teacher to determine academic focus and develop groups accordingly)
11:15 - 11:45	Lunch
11:45 - 12:45	ELA (30 - 40 min live lesson with work time, teacher to prioritize which component of ELA to present live each day)
12:45 - 1:30	ELA (pre-recorded components, i.e. grammar, writing, spelling, etc. may be pre-recorded by the teacher or other MSD teachers)
1:30 - 2:00	Live Small Groups (content teachers, specialists, support services, etc. - teacher to determine academic focus and develop groups accordingly)
20 - 30 minutes daily	Specials - art, music, physical education (students will participate in one special per day, specific time will be communicated by the teacher)
60 minutes	Office hours that will occur between 2:00 and 3:30 - teacher to communicate exact availability with families , teachers will be available via email or phone to support learners, teachers may initiate a video conference if needed to best support students

District Wide Remote Learning

Student Schedule - 3rd Grade

ELA Homeroom Teachers

Abbott, Bolbat, Champlin, Johnson

Specific teacher schedules may vary slightly to meet the needs of learners

8:45- 9:00	Live Morning meeting, attendance, announcements, daily learning objectives, SEL
9:00 - 10:00	ELA (30 - 40 min live lesson with work time, team to prioritize which component of ELA to present live each day)
10:00 - 10:45	ELA (pre-recorded components, i.e. grammar, writing, spelling, etc. may be pre-recorded by the teacher or other MSD teachers)
10:45- 11:15	Live Small Groups (content teachers, specialists, support services, etc. - teacher to determine academic focus and develop groups accordingly)
11:15- 11:45	Lunch
11:45 - 12:30	Science/S.S. (pre-recorded lessons by the teacher, or other MSD teachers)
12:30 - 1:30	Math Lesson (30-40 min live lesson with work time)
1:30 - 2:00	Live Small Groups (content teachers, specialists, support services, etc. - teacher to determine academic focus and develop groups accordingly)
20-30 minutes daily	Specials - art, music, physical education (students will participate in one special per day, specific time will be communicated by the teacher)
60 minutes	Office hours that will occur between 2:00 and 3:30 - teacher to communicate exact availability with families , teachers will be available via email or phone to support learners, teachers may initiate a video conference if needed to best support students

District Wide Remote Learning

Student Schedule - 4th Grade

Math Homeroom Teachers

Gilbert, Frazier, Najewski, Squires

Specific teacher schedules may vary slightly to meet the needs of learners

8:45 - 9:00	Live Morning meeting, attendance, announcements, daily learning objectives, SEL
9:00 - 10:00	Math Lesson (30-40 min live lesson with work time)
10:00 - 10:30	Live Small Groups (content teachers, specialists, support services, etc. - teacher to determine academic focus and develop groups accordingly)
10:30 - 11:15	Science/S.S. (pre-recorded lessons by the teacher, or other MSD teachers)
11:15 - 11:45	Lunch
11:45 - 12:30	ELA (pre-recorded components, i.e. grammar, writing, spelling, etc. may be pre-recorded by the teacher or other MSD teachers)
12:30 - 1:30	ELA (30 - 40 min live lesson with work time, team to prioritize which component of ELA to present live each day)
1:30 - 2:00	Live Small Groups (content teachers, specialists, support services, etc. - teacher to determine academic focus and develop groups accordingly)
20- 30 minutes daily	Specials - art, music, physical education (students will participate in one special per day, specific time will be communicated by the teacher)
60 minutes	Office hours that will occur between 2:00 and 3:30 - teacher to communicate exact availability with families , teachers will be available via email or phone to support learners, teachers may initiate a video conference if needed to best support students

District Wide Remote Learning

Student Schedule - 4th Grade

ELA Homeroom Teachers

Gruman, Snipes, Sveda, Turek

Specific teacher schedules may vary slightly to meet the needs of learners

8:45 - 9:00	Live Morning meeting, attendance, announcements, daily learning objectives, SEL
9:00 - 10:00	ELA (30 - 40 min live lesson with work time, team to prioritize which component of ELA to present live each day)
10:00 - 10:30	Live Small Groups (content teachers, specialists, support services, etc. - teacher to determine academic focus and develop groups accordingly)
10:30 - 11:15	ELA (pre-recorded components, i.e. grammar, writing, spelling, etc. may be pre-recorded by the teacher or other MSD teachers)
11:15 - 11:45	Lunch
11:45 - 12:45	Math Lesson (30-40 min live lesson with work time)
12:45 - 1:30	Science/S.S. (pre-recorded lessons by the teacher, or other MSD teachers)
1:30 - 2:00	Live Small Groups (content teachers, specialists, support services, etc. - teacher to determine academic focus and develop groups accordingly)
20 - 30 minutes daily	Specials - art, music, physical education (students will participate in one special per day, specific time will be communicated by the teacher)
60 minutes	Office hours that will occur between 2:00 and 3:30 - teacher to communicate exact availability with families , teachers will be available via email or phone to support learners, teachers may initiate a video conference if needed to best support students

DISTRICT WIDE Remote Learning

Student Schedule - 5th Grade

Math Homeroom Teachers

Davern, Dolezal, Galassi, Rodriguez

Specific teacher schedules may vary slightly to meet the needs of learners

8:45 - 9:00	Live Morning meeting, attendance, announcements, daily learning objectives, SEL
9:00 - 9:45	Science/S.S. (pre-recorded lessons by the teacher, or other MSD teachers)
9:45 - 10:45	Math Lesson (30-40 min live lesson with work time)
10:45 - 11:15	Live Small Groups (content teachers, specialists, support services, etc. - teacher to determine academic focus and develop groups accordingly)
11:15- 11:45	Lunch
11:45 - 12:45	ELA (30 - 40 min live lesson with work time, team to prioritize which component of ELA to present live each day)
12:45- 1:15	Live Small Groups (content teachers, specialists, support services, etc. - teacher to determine academic focus and develop groups accordingly)
1:15- 2:00	ELA (pre-recorded components, i.e. grammar, writing, spelling, etc. may be pre-recorded by the teacher or other MSD teachers)
20 - 30 minutes daily	Specials - art, music, physical education (students will participate in one special per day, specific time will be communicated by the teacher)
60 minutes	Office hours that will occur between 2:00 and 3:30 - teacher to communicate exact availability with families , teachers will be available via email or phone to support learners, teachers may initiate a video conference if needed to best support students

DISTRICT WIDE Remote Learning

Student Schedule - 5th Grade

ELA Homeroom Teachers

Kijewski, Lamont, McKendry, Tucker

Specific teacher schedules may vary slightly to meet the needs of learners

8:45 - 9:00	Live Morning meeting, attendance, announcements, daily learning objectives, SEL
9:00 - 9:45	ELA (pre-recorded components, i.e. grammar, writing, spelling, etc. may be pre-recorded by the teacher or other MSD teachers)
9:45 - 10:45	ELA (30 - 40 min live lesson with work time, team to prioritize which component of ELA to present live each day)
10:45 - 11:15	Live Small Groups (content teachers, specialists, support services, etc. - teacher to determine academic focus and develop groups accordingly)
11:15- 11:45	Lunch
11:45 - 12:45	Math Lesson (30-40 min live lesson with work time)
12:45- 1:15	Live Small Groups (content teachers, specialists, support services, etc. - teacher to determine academic focus and develop groups accordingly)
1:15- 2:00	Science/S.S. (pre-recorded lessons by the teacher, or other MSD teachers)
20 - 30 minutes daily	Specials - art, music, physical education (students will participate in one special per day, specific time will be communicated by the teacher)
60 minutes	Office hours that will occur between 2:00 and 3:30 - teacher to communicate exact availability with families , teachers will be available via email or phone to support learners, teachers may initiate a video conference if needed to best support students

DISTRICT WIDE REMOTE LEARNING

Anna McDonald Small Group Learning

- **Purpose**
 - Small group learning provides an opportunity for increased interaction between the teacher and the students and enhances the teacher's ability to provide quality feedback to students as well as targeted instruction
 - Each group of students may engage in the same or similar activity, or the activity may be vastly different based on the needs of the students in each group
- **Structure**
 - Each grade level has 2 small group times each day - students will participate in at least one small group time per day
 - Students in the class will be split groups
 - Each group will have an assigned time to meet each day, in the morning, in the afternoon, or both
 - Groups will meet with the teacher for approximately 10-30 minutes during each assigned small group time
- **Planning and Preparation**
 - Each day the teacher will determine the focus of small group time
 - The teacher will intentionally plan a learning activity for the groups
 - The teacher may reevaluate the placement of students into different groups and adjust group assignments as necessary

Manhattan Junior High

Instructional Frameworks/Schedules



District Wide Remote Learning Schedule - 6th - 8th

The full-time remote learning schedule has been revised to maintain consistency with the current in-person schedule.

M.J.H.S. Full Remote Learning 2.0 - Student Schedule

	6th Grade	7th Grade	8th Grade
8:00 - 9:10	Current 1st Block (White - 1st Period / Blue - 2nd Period)	Current 1st Block (White - 1st Period / Blue 2nd Period) C/F (White-2nd Period/Blue 1st Period)	Current 1st Block (White - 1st Period / Blue - 2nd Period)
9:20 - 10:30	Current 2nd Block (White - 3rd Period / Blue 4th - Period)	Current 2nd Block (White - 3rd Period / Blue - 4th Period)	Current 2nd Block (White - 3rd Period / Blue - 4th Period)
10:40 - 11:50	Current 3rd Block (White -5th Period / Blue - 7th Period)	Lunch and Demon Pride Time	Current 3rd Block (White -5th Period / Blue - 6th Period)
12:00 - 1:10	Lunch and Demon Pride Time	Current 4th Block (White -6th Period / Blue - 7th Period)	Lunch and Demon Pride Time
1:20 - 2:30	Current 5th Block (White -8th Period / Blue - 9th Period)	Current 5th Block (White -8th Period / Blue - 9th Period)	Current 5th Block (White -8th Period / Blue - 9th Period)

*All instructional blocks will include 40 minutes of live contact with the teachers.

*Demon Pride Time during lunch will be utilized for the following:

- Teachers to Check-In with students struggling academically
- Case Managers to meet with students with IEPs and 504s
- Related Services and math interventions to be provided
- Students to make up missing work or tests

District Wide Remote Learning

Schedule - 6th - 8th

Blue and white days will remain in place during district wide remote learning.

- Blue and white days indicate which periods or classes students participate in on a given day - reference the calendar provided by the school.
- This method of scheduling allows for:
 - Math every day
 - ELA every day
 - Science on a rotating basis based on blue or white day schedule
 - Social studies on a rotating basis based on blue or white day schedule
 - PE on a rotating basis based on blue or white day schedule
 - Cycles on a rotating basis based on blue or white day schedule

Staff Preparation and Protocols

Information for staff members as
they prepare for the implementation
of District Wide Remote Learning



Staff Preparation for District Wide Remote Learning

Before Working with Students

- Make sure your students are rostered for the digital subscriptions being used for remote learning.
 - Check your Seesaw roster (preschool - 2nd)
 - Check your Google Classroom roster (3rd - 8th)
- View the technology tutorials available for teachers and participate in available professional development. Topics include Seesaw use, Google Classroom use, Zoom tutorials, screencasting tools, creating digital assignments, etc.
- Become familiar with your schedule
- Communicate with families
- Collaborate with staff to ensure equitable learning experiences for all students within your grade level.

While Working with Students

- Dedicate time to teach students how to log into the various digital subscriptions that you may require them to use.
- Provide students with their login information at the start of the school year.
- Practice accessing programs/lessons with students.

Protocols for Working on the Premises

- Daily Staff Self-Certification and Confirmation of Location must be submitted via google form prior to contractual start time (we may transition to a form through PowerSchool in the coming weeks).
- Only one staff person must enter at a time so you have to use your swipe card (We want to have a record of each person that enters the building in case we need to know who was in the building for contract tracing purposes). Be sure the door closes and latches behind you.
- Teachers may access the school buildings facilitate Remote Learning lessons, record lessons, and connect with students and families. Guests and children are not permitted.
- Please practice using the restroom closest to your room. Be sure to wash your hands frequently.
- Professional attire, only spirit wear on designated spirit days.
- Maintain a professional work space, free from distractions.
- Masks are required at all times, unless alone in your classroom, with the door closed.
- Use of video conferencing applications is strongly encouraged for collaboration purposes.
- If in-person, or live conference situations with multiple staff are necessary, social distancing of at least 6 feet and appropriate PPE are mandatory.
- Disinfection of any shared machines or equipment should take place by the user, following use.
- To ensure the safety of all staff, lunch and plan times should be spent outdoors or in individual work spaces with doors closed.
- Adhere to traffic patterns established at your building.

Protocols for Working on the Premises

- If you become symptomatic or test positive for COVID-19, please notify your building administrator or the Superintendent as soon as possible. All health and personnel information is highly confidential and will be protected. If notification to other employees must be made in order to have them remain home as part of safety protocols and contact tracing, notification that there has been a positive COVID-19 test or that an employee has experienced symptoms and we are notifying individuals as part of tracing procedures.
- Positive cases of COVID-19 could result in temporary closure of classrooms, work spaces, or areas for disinfection and cleaning.
- We will limit access by visitors, vendors, and public access to all of our buildings. Appointments will be required by almost all non-employees.
- If you have someone that must visit the buildings, please contact your building administrator to get pre-approval.
- Please limit all visitors to the exact location of the meeting, then escort them back to the entrance/exit of the building.

Protocols for Working Remotely

- Daily Staff Self-Certification and Confirmation of Location must be submitted via google form prior to contractual start time (we may transition to a form through PowerSchool in the coming weeks).
- Professional attire, only spirit wear on designated spirit days.
- Maintain a professional work space, free from distractions.
- Work space should reflect a setting for instruction in a virtual classroom that has been designated for this purpose.
- District issued technology and equipment such as document cameras may be used to support remote instruction.
- Exhibit professionalism during all student and staff interactions.
- Staff working remotely should be available for meetings, collaboration time, and maintain office hours.
- If you become symptomatic or test positive for COVID-19, please notify your building administrator or the Superintendent as soon as possible. All health and personnel information is highly confidential and will be protected. If notification to other employees must be made in order to have them remain home as part of safety protocols and contact tracing, notification that there has been a positive COVID-19 test or that an employee has experienced symptoms and we are notifying individuals as part of tracing procedures.

Video Conferencing Information for Staff

Tips for effective video conferences:

- Be present. Actively listen and respond to your students throughout the call. Be sure to silence your cell phone.
- Use headphones with a mic to help focus and avoid outside distractions and noise, if needed.
- Close all extra tabs on your computer that you are not using during your session.
- Use a virtual background or select an appropriate location/position.
- Dress for respect and to demonstrate professionalism. Dress as if you are in your classroom. Hats, hoodies, and casual tees should only be worn on designated spirit days.

Things to avoid:

- Do not eat when on a call and limit drinking. It can be distracting.
- Avoid sitting by a window because the bright light affects your appearance on screen.
- Avoid high traffic areas. Sometimes it's hard to avoid but do not position yourself where your children, spouse, pets, etc. will be parading through the view of the camera on a regular basis. This can be distracting to your students.
- Avoid having tv or radio on in the background.
- Avoid multitasking
- Maintain a clean workspace.

2020-2021 School Calendar

- August 24 & 25 - Teacher Institute Days
- August 26, 27, 28 - Remote Learning Planning Days
- August 27 - Scheduled School Visits (8am-12pm and 5pm-8pm)
 - Preschool - 5th grade - Meet the Teacher
 - Preschool - 8th grade - Remote Learning Materials Pick-up
- August 31 - First Day of School - Remote Learning Kick-Off
- Curriculum Nights (Dates TBD) - Virtual
- November 20 - End of 1st Trimester
- November 23 & 24 - Parent/Teacher Conferences - Virtual
- November 24-27 - Thanksgiving Break
- December 21-January 4 - Winter Break
- March 5 - End of 2nd Trimester
- March 29- April 5 - Spring Break
- June 4 - End of 3rd Trimester & Last Day of School

Remote Learning Plan Development and Review

The Manhattan SD 114 District Wide Remote Learning Plan is being jointly developed by Manhattan School District 114 and the Manhattan Teachers' Union.

The information contained within our Remote Learning plan has been mutually agreed upon by both parties and is considered to be a living document.

Manhattan School District will continue to analyze and evaluate the effectiveness of the Remote Learning Plan.