

Unit 7 Remote-Learning Day Plan Document March 20, 2020

School Code Requirement	District Plan Response
<p>1. Show evidence that Board of Education has</p> <ul style="list-style-type: none"> i. Given notice of public hearing in newspaper of general circulation ii. Provided written or electronic notice to parents or guardians of hearing iii. Written or electronic notice of hearing to any exclusive collective bargaining unit 	<p>Waived due to COVID-19 closures</p>
<p>2. Show evidence of adopted board resolution of research based program(s) for Remote-learning days. Describe technology, techniques and procedures that will be used on e-learning days</p>	<p>Waived due to COVID-19 closures</p>
<p>3. Identify hardware and software is required by teachers and staff for the program.</p>	<p>All certified faculty member has access to a computer. Training has been provided at the district and building level. Faculty have used online student programs as well as online assessments with students.</p>
<p>4. Do all teachers and staff have access to the hardware and software required to deliver the Remote-learning program?</p>	<p>All certified faculty have access to a computer. Computers/Chromebooks can be checked out for school use at home by faculty members. Certified faculty routinely used online student programs as well as online assessments with students.</p> <ul style="list-style-type: none"> • Google Email and Google Apps for Education • K-12 Accelerated Reading • K Starfall • K-1 Lexia • K-5 McGraw- Hill My Math • Elementary- Spelling City • Elementary- Moby Max (Math) • K-5 Scholastic Reader and Studies • K-5 Scholastic Reader and Studies Weekly for SS and Science • Grades 1-5 Mystery Science • Elementary Brainpop Science/SS • Grades 6-8 online licenses for Person MyPerspective, McGraw-Hill I Science, McGraw-Hill Social Studies Discovering Our Past; Cengage Big Ideas Math for all courses

	<ul style="list-style-type: none"> • Middle Level Special Education Power-Up • HS- McGraw Hill licenses for all social studies, science classroom • HS Cengage Learning Big Ideas for 9-10 grades • HS Newela for ELA, Social Studies, Science and Social Science • All levels provided various online resources to students • Assessment: NEWA MAP 2=9; AIMS Web for Elementary and for targeted groups at middle and HS
<p>5. How will the district ensure and verify at least 5 clock hours of instruction or school work, as required under Section 10-19.05, for each student participating in a Remote-learning day?</p>	<ul style="list-style-type: none"> • Teachers will plan for five hours of school work to be completed by each student. • Documentation by teachers of completed assigned work upon return to school as proof for completed day. • Unit 7 will not be able to utilize Remote-learning through devices as it's sole means of learning. We are not one-to-one; not all families that have access to internet; not all platforms used by the district are supported on all devices. • Most of the work provided will be through "School Learning Packs" created by staff.
<p>6. How will the district ensure access from home or other appropriate remote facility for all students participating, including computers, the Internet, and other forms of electronic communication that must be utilized in the proposed program?</p>	<ul style="list-style-type: none"> • The district has school Gmail accounts for 3rd grade through 12th grade and Google classroom for all is available to all at those grade levels. • Teachers routinely communicate with students through their school Gmail in grades 6-12. • Teachers at all grade levels routinely communicate with parents via school email and Information Now. • Teachers at all levels use various Apps such as Remind and Class Dojo. • Administration uses a combination of Thrill-share, Information Now, school web sites, Instagram and Twitter for parent communication and to reach students. • For communication with PreK-5 students, Unit 7 uses various forms of

	<p>communication such as Class Dojo systems for parents. This system allows parents and students to select the method of communication which best suits their needs- they can choose to receive emails or text-messages. Parents are already very comfortable with our forms of school-to-home communication.</p>
<p>7. How will the district ensure that non-electronic materials are made available to students participating in the program who do not have access to the required technology or to participating teachers or students who are prevented from accessing the required technology?</p>	<ul style="list-style-type: none"> • Teachers will prepare “School Learning Packets (SLP)” for all students. Students will be given these materials in advance of any school closure reasons, if possible. • If school is closed before we are able to distribute the School Learning Packs, we will make arrangements to get information to our families. • These are activities to ensure that the necessary non-electronic materials are already at home in case of school closure.
<p>8. How will the district ensure appropriate learning opportunities for students with special needs?</p>	<ul style="list-style-type: none"> • Special Education teachers are partnering with classroom teachers to ensure that accommodations and modification to e-learning plans are made for each student with special needs on their caseload when creating School Learning Packs. • When students return from an Remote-learning, the case manager will be responsible for discussing and following-up with both IEP student and parents.
<p>9. How will the district ensure appropriate learning opportunities for students with English Learners?</p>	<ul style="list-style-type: none"> • ELL teacher is partnering with classroom teachers to ensure that accommodations and modification to e-learning plans are made for each ELL student when creating School Learning Packets. • When students sreturn from an e-learning day, the ELL will be responsible for discussing and following –up with both ELL students and parents. • If we have ELL students in non-bilingual classes, ELL teacher will collaborate with the teachers of the students on teachers caseload to ensure that translated copies of non-electronic materials are provided ahead of time.

	<p>We will translate curriculum as needed into the appropriate language needed.</p> <ul style="list-style-type: none"> • Translation of messages will be a feature accessible to all parents.
<p>10. How will the district ensure appropriate learning opportunities for other students' unique needs as identified by the district?</p>	<ul style="list-style-type: none"> • The district utilizes an instructional approach rooted in differentiation across all Pre-K through 8th grade classrooms. Classroom teachers are already experts in meeting the unique needs of all learners. • The district will ensure that appropriate learning opportunities are provided for all students by providing flexibility in the e-learning Plan so that not all teachers or students are required to complete cookie-cutter activities which do not meet their needs.
<p>11. How will the district monitor and verify each student's electronic participation?</p>	<ul style="list-style-type: none"> • Each classroom teacher will have the autonomy to monitor electronic and non-electronic participation as is appropriate to their curriculum and subject area. • Google classroom is routinely used. • Student/Parent questions or concerns will be communicated to teachers and responded to by teachers through school-based Gmail. • The teacher will then report back on electronic participation to the district.
<p>12. How will the district address the extent to which student participation is within the student's control as to the time, pace, and means of learning?</p>	<ul style="list-style-type: none"> • Online tools within the curriculum already exist for teachers to assign deadlines in the cloud. • It will be made clear to teachers that participation in Remote-learning should be measured by the total <i>amount</i> of time not the specific clock hours. • Students can complete work at their own pace and time without the limits of specific "periods" for the day.
<p>13. How will the district provide effective notice to students and their parents or guardians of the use of particular days for Remote-learning?</p>	<ul style="list-style-type: none"> • Students and parents are both very familiar with the academic and notification systems. • On specific days that will be used for e-learning, all stakeholders will be contacted through approved measures. Information about Remote-learning will be placed on the district webpage and blasted on all district social media outlets.

<p>14. How will the district provide staff and students with adequate training for Remote-learning days' participation?</p>	<ul style="list-style-type: none"> • All certified faculty members has access to a computer • Training has been provided at the district and building levels. • Faculty have used online student programs as well as online assessments with students. • A District Technology Committee exists to support all teachers and administrators. • Media Specialist 6-12 supports students and teachers in utilizing online learning tools. They attend IDEA-Con each year and serve as a resource to the District. • The District has a designated Technology Coordinator and 1.5 FTE for the purpose of Instructional Technology. • All staff members have been regularly trained on the variety of usage of Chromebooks. It is ongoing professional development at Unit 7.
<p>15. How will the district ensure an opportunity for any collective bargaining negotiations with representatives of the school district's employees that would be legally required, including all classifications of school district employees who are represented by collective bargaining agreements and who would be affected in the event of an Remote-learning day?</p>	<ul style="list-style-type: none"> • Communication with education association and paraprofessional union representatives has already occurred throughout the past year. • Education association representatives meet with the superintendent monthly and the topic has been frequently discussed at these meetings.
<p>16. How will the district review and revise the program as implemented to address difficulties confronted?</p>	<ul style="list-style-type: none"> • The district will make e-learning plans an agenda item at monthly administrative meetings and will update the board of education as needed on any changes to the plan. • Staff will be surveyed about e-learning day on the end of the school year. Parents will be able to provide feedback at the end of the school year.
<p>17. How will the district ensure that the protocol regarding general expectations and responsibilities of the program is communicated to teachers, staff, and students at least 30 days prior to utilizing an Remote-learning day?</p>	<ul style="list-style-type: none"> • General expectations and responsibilities of the program will be communicated with staff when timing permits us to gather in groups again. • District leadership and building principals will meet with whole staff and individual teams to ensure that a common understanding is attained by all.