New Berlin Elementary School Remote Learning Plan

PreK - 5th Grade

Goal of Remote Learning

The goal of Remote Learning is to provide all students the opportunity to continue their education. We will do this by focusing on critical educational standards while keeping students, families and educators connected to school and learning. Additionally, we will continue to support the social-emotional well being and physical health of our students and staff. We will do this, to the best of our ability, in spite of the inequities and difficulties that are inherent in a remote learning environment.

**Responsibilities**

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| Teacher | ● Make remote learning activities available in a timely manner and provide feedback regarding their progress on completed activities.<br>● Be available to answer student/caregiver questions<br>● Communicate with all students and/or parents daily through email, Google Meet, Class Dojo, Zoom or other mode of communication.<br>● Provide a range of meaningful opportunities that meet the needs of all learners during the period of closure<br>● Provide regular feedback to students on progress related to learning activities |
| Paraprofessionals | ● Assist in contacting families (in accordance with district policies) and helping with work.<br>● Assisting in remote learning instruction when applicable<br>● Chunk activities, assisting in providing individualized remote learning plan accommodations and modifications.<br>● Check Google Form daily and assist teachers based upon requests. |
| Student Responsibilities | ● Review assigned work<br>● Complete your assigned work by the due date<br>● Ask clarifying questions when you need help or don't understand<br>● Be respectful to yourself, teachers, caregivers, and peers |
| Parent/Caregiver/ Family Responsibilities | ● Review work assigned to the student<br>● Reserve a space for students to complete remote learning work<br>● Encourage students to get enough sleep<br>● Set sensible time limits for technology use<br>● Talk to students about their work every day<br>● Help students establish and follow regular daily routines |

**Engagement**

*In an effort to support student engagement during remote learning, ISBE recommends these minimum and maximum student engagement times by each student in remote learning activities. All minutes are inclusive of digital interaction and assigned work.*

| Grade Level | Minimum | Maximum | Recommended Length of Sustained Attention |
|---|---|---|---|
| Pre K | 20 minutes/day | 60 minutes/day | 3 - 5 minutes |
| K | 30 minutes/day | 90 minutes/day | 3 - 5 minutes |
| 1 - 2 | 45 minutes/day | 90 minutes/day | 5 - 10 minutes |
| 3 - 5 | 60 minutes/day | 120 minutes/day | 10- 15 minutes |

Students who do not engage in the learning activities could be considered absent and risk referral to truancy officers and/or retention at the end of the year.

| Grade Level | Daily Expectations for Students |
|---|---|
| PK | ● To support the unique learning characteristics of PreK students, remote learning boards for PreK students include daily options that support active exploration, choices based on interest, and activities that require small blocks of time. Parents know their children best and are encouraged to choose the activities that will engage and support their children in a meaningful way.<br>○ These activities are not expected to exceed 30 minutes / day<br>● Teachers will communicate regularly with students and families through email, phone calls or Community Time via Zoom or Google Meet (as technology and connectivity allow)<br>● Teachers will be responsive and available to support students/caregivers through Zoom, Google Hangouts, email, phone, etc. |
| KIndergarten | ● Each day students are ***required*** to complete the activities listed for ELA and Math.<br>● Each day there are also ***optional*** e-learning, social/science, and Specials activities for students to complete<br>○ Together these activities will not exceed 90 minutes.<br>● Teachers will host a daily 10-20 minute live Community Time via Zoom or Google Meet(as technology and connectivity allow)<br>● Teachers will be responsive and available to support students/caregivers through Zoom, Google Hangouts, email, phone, etc. |

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| 1st | ● Check school email and access each teacher's Google Classroom.<br>● Each day students are ***required*** to complete the activities listed that are focused on essential standards.<br>● Each day there are also ***optional*** e-learning for student extensions or practice, as well as for Specials Class and PE/Health options.<br>○ Together these activities will not exceed 90 minutes<br>● Teachers will host a daily 10-20 minute live Community Homeroom via Zoom or Google Meet (as technology and connectivity allow)<br>● Teachers will be responsive and available to support students/caregivers through Zoom, Google Hangouts, email, phone, etc |
| 2nd | ● Check school email and access each teacher's Google Classroom.<br>● Each day students are ***required*** to complete the activities listed that are focused on essential standards.<br>● Each day there are also ***optional*** e-learning for student extensions or practice, as well as for Specials Class and PE/Health options.<br>○ Together these activities will not exceed 90 minutes<br>● Teachers will host a daily 10-20 minute live Community Homeroom via Zoom or Google Meet (as technology and connectivity allow)<br>● Teachers will be responsive and available to support students/caregivers through Zoom, Google Hangouts, email, phone, etc |
| 3rd | ● Check school email and access each teacher's Google Classroom.<br>● Each day students are ***required*** to complete the activities listed that are focused on essential standards.<br>● Each day there are also ***optional*** e-learning for student extensions or practice, as well as for Specials Class and PE/Health options.<br>○ Together these activities will not exceed 120 minutes<br>● Teachers will host a daily 10-20 minute live Community Homeroom via Zoom or Google Meet(as technology and connectivity allow)<br>● Teachers will be responsive and available to support students/caregivers through Zoom, Google Hangouts, email, phone, etc. |
| 4th | ● Check school email and access each teacher's Google Classroom.<br>● Each day students are ***required*** to complete the activities listed that are focused on essential standards.<br>● Each day there are also ***optional*** e-learning for student extensions or practice, as well as for music, art, and PE/Health options.<br>○ Together these activities will not exceed 120 minutes<br>● Teachers will host a daily 10-20 minute live Community Homeroom via Zoom or Google Meet (as technology and connectivity allow)<br>● Teachers will be responsive and available to support students/caregivers through Zoom, Google Hangouts, email, phone, etc. |
| 5th | ● Check school email and access each teacher's Google Classroom.<br>● Each day students are ***required*** to complete the activities listed that are focused on essential standards. |

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| | ● Each day there are also ***optional*** e-learning for student extensions or practice, as well as for music, art, and PE/Health options.<br>○ Together these activities will not exceed 120 minutes<br>● Teachers will host a daily 10-20 minute live Community Homeroom via Zoom or Google Meet (as technology and connectivity allow)<br>● Teachers will be responsive and available to support students/caregivers through Zoom, Google Hangouts, email, phone, etc. |

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| Reading Specialists | ● Check school email and check in with grade level teachers their assigned students work with weekly.<br>● Specialists will be responsive and available to support students/caregivers through Zoom, Google Hangouts, email, phone, etc.<br>● Specialists will host/upload 10-20 minute videos on reading strategies/read alouds/think alouds to be posted on grade level google classroom sites (all students can then benefit)twice per week.<br>● Specialists will strongly encourage the use of Tier 2 computer interventions to their Tier 3 students by monitoring remotely.<br>● Specialists will work together and collaborate to communicate with our Tier 3 students to support their needs during this period of remote learning. |
| Special Education | ● Special Education providers will review student IEP plans and work with families on how to best provide necessary services during the remote learning period<br>● Special Education providers will coordinate with general education teachers to help students navigate remote learning environments<br>● Special Education providers will continue to communicate with students/families and be available to answer questions and provide assistance as needed.<br>● Special Education case managers will continue to communicate meeting notices, etc. to all involved in those meetings. |

**Grading**

Grading during this time is based on the principle of *no educational harm to any child*. All grading should be focused on student progress and learning, not assignment completion and due dates. It is important that students be able to provide evidence of knowledge so educators can provide relevant feedback for continued learning.

We will be instituting a Pass/Incomplete system of grading. Any work that is incomplete will still have the opportunity to be completed or improved with educator feedback until the concept or standard is mastered at an acceptable level.

**Accessibility**

Students without internet access will be sent grade level packets of similar assignments to be completed and returned to their teacher for feedback. Please contact your student's teacher to obtain access to a learning packet.

**Staff Absence**

If a staff member is unable to participate in remote learning due to absence, districts can consider leveraging substitute teachers, grade level leaders, course team leaders, department chairs, and/or administrators to provide support to students. Substitute procedures during remote learning will be determined on a case by case basis if the absence will last longer than 24 hours.. Teacher will notify the students of the anticipated absence. Students should not be expected to complete learning tasks if content-specific certified teachers are not able to provide support to students; in addition, teachers who fall gravely ill should not be negatively impacted.

**Student Absence**

If a student becomes ill, the parent or student must notify the building principal bbishop@pretzelpride.com. The student will be excused from the assignments provided during that time or given ample time to make up the work. Students cannot be negatively impacted during the remote learning period, and districts should provide emotional support for grave illnesses.

**Family Illness for Teachers or Students**

If the family member of a student or teacher becomes gravely ill, compassion and support for the student or teacher are the first priority of the district. Districts should provide emotional support services to the extent possible, and the student cannot be negatively impacted.

# NB Jr/Sr HS Remote Learning Plan

The goal of Remote Learning is to provide all students the opportunity to continue their education while being separated from their teacher by distance and/or time. We will do this by focusing on critical educational standards while keeping students, families and educators connected to school and learning. Additionally, we will continue to support the social-emotional well being and physical health of our students and staff. We will do this, to the best of our ability, in spite of the inequities and difficulties that are inherent in a remote learning environment.

## Part I Instruction

### Communication

Districts, schools, and teachers must have a clear, consistent, concise, and accessible communication plan that prioritizes student connection to trusted school personnel. Family access to information is imperative in a remote learning context. All expectations for staff communication with students during remote learning should be determined in accordance with local policies and agreements.

**Communication with Students**

Staff are expected to communicate daily with students to ensure that they remain connected and engaged. This communication will occur through means by which the students are most familiar - Google Classroom, email, Google Meets, FlipGrid, or other methods that have been presented by the teacher. It is imperative to maintain classroom customs and norms as much as possible. Teachers will remind students how to best communicate with the teacher and peers. Teachers will respond to student's emails between the hours of 8 AM and 10 PM within 24 hours during the normal work week.

**Communication with Families**

During remote learning, the district will continue to use email, social media accounts, the school's website, and other means of communication that parents are most familiar with. Teachers will use email, or phone calls to communicate with families. If a teacher must use their personal phone to contact a parent, they should use *67 if they do not want their personal number shared. If the teacher leaves a voicemail, the school number with their voicemail box/extension should be left for calling back. The teacher will then receive the voicemail through their school email.

**Communication with and among Staff**

The method by which communication with and among staff occurs may vary - email, GroupMe, ZOOM, or other platforms. Staff will be expected to participate in weekly building and/or department meetings set by administration. (This meeting time will be included in the staff member's work day hours).

## Social and Emotional Learning and Relationships

It is imperative during this time that districts create remote learning that attends to student social and emotional needs. In order to ensure that all school community members feel connected and informed ongoing communication among all stakeholders is encouraged. Opportunities for positive feedback/connection between students and teachers will be provided. We will make every attempt possible to take into consideration our students' current situation and context. We will provide students with appropriate supports to process events and utilize trauma-informed practices, when possible.

## Health and Wellness

The health and wellness of our staff and students is the fundamental priority at this time. Health and safety concerns are paramount in all work that must be done in person or in a specific place. With remote learning and work schedules for many adjusted, health is an even more important foundation for adults and children to be ready to engage with the world. ISBE's website: https://www.isbe.net/Pages/MentalHealthResources.aspx provides a variety of resources for stakeholders to support the health and safety of our staff members, families, caregivers, and students.

## Homeless Students

School District Homeless Liaison will work directly with families during this trying time to make sure that homeless children and youth have all of the materials needed to complete assignments, to provide access to meals, and to ensure the safety and stability of our students. If you need assistance with support, contact Ms. Lopez at olopez@pretzelpride.com

## Planning for Possible Illness

**Staff Absence -** If a staff member is unable to participate in remote learning due to absence, districts can consider leveraging substitute teachers, grade level leaders, course team leaders, department chairs, and/or administrators to provide support to students. Substitute procedures during remote learning will be determined on a case by case basis if the absence will last longer than 24 hours. Teacher will notify the students of the anticipated absence. Students should not be expected to complete learning tasks if content-specific certified teachers are not able to provide support to students; in addition, teachers who fall gravely ill should not be negatively impacted.

**Student Absence -** If a student becomes ill, the parent or student must notify the building principal hllewellyn@pretzelpride.com The student will be excused from the assignments provided during that time or given ample time to make up the work. Students cannot be negatively impacted during the remote learning period, and districts should provide emotional support for grave illnesses.

**Family Illness for Teachers or Students -** If the family member of a student or teacher becomes gravely ill, compassion and support for the student or teacher are the first priority of the district. Districts should provide emotional support services to the extent possible, and the student cannot be negatively impacted.

## Ongoing Staff Development

Educators should be provided ongoing support to develop their capacity to meet the remote learning goals for each district. Districts have myriad ways in which to support staff and should focus on essential skills needed for daily success. Teachers are invited to participate in ongoing professional development resources to support remote learning.

| **Professional Development Resources - will be updated as new information becomes available.** | |
|---|---|
| **Remote Learning Resources** | **Health/Wellness Resources** |
| **Social/Emotional Resources** | **6-12 Curriculum Collaboration** |

### Content Selection/Prioritization

**NBJH Remote Learning HyperDoc**
**NBHS Remote Learning HyperDoc**

### Content Delivery

Parents were emailed a survey to complete for E-Learning needs on March 15th. A second survey was sent out on March 29th to parents that did not respond to the initial survey. The results were used to distribute chromebook devices to students that needed a device and to determine which students would not have internet access at home and would need hard copies of instructional materials and activities.

### Content Delivery Best Practices

New Berlin Jr/Sr HS Teachers are committed to delivering remote learning content through the use of best practices.

- Teachers will be present and fully engaged as they instruct lessons.
- Teachers may participate in short, daily or weekly videos or phone calls to help connect with, reassure, and provide students with encouragement when needed.
- Teachers will work within grade-level and or content-specific teams to support the development of remote learning. A collaborative approach to remote teaching can become burdensome and tedious. Therefore, teachers are encouraged to

leverage the expertise and insight of novice and veteran teachers to fully support the creation of engaging, effective lessons for all learners.

- Teachers will focus on engaging and accessible learning materials and techniques and lessons will consist of minilessons and/or short mini-lectures to keep students engaged.
- Teachers will remain flexible with pacing and student assignments. Assignments and accompanying resources will be posted at the beginning of the week and due dates will be determined by the teacher.

### Non-Digital Remote Learning

Students without internet access will be sent packets of instructional materials and assignments to be completed. Materials will be mailed home to students on Monday. Completed work can be submitted by taking a picture of the work and emailing it to the teacher or mailing all work back in a self-addressed envelope that will be included in the mailed packet.

In an effort to assist families in getting internet access, parents have been emailed a list of internet service providers that might provide services to families that do not have access. This list was taken from the ISBE website.

### Digital Remote Learning

Our teachers will use a variety of resources to incorporate a combination of technology and media in the creation and delivery of instruction. Digital platforms will include but are not limited to: Google Classroom, Meet/Hangout, Nearpod, Flipgrid, Wordlywise, Quizziz, Kahoot, Peardeck, EdPuzzle, Screencastify, Reading Plus, IXL, DiscoveryEd Techbook, Collections Techbook, GoMath Techbook, Padlet, and other engaging/interactive programs. Teachers will also use technology programs to provide discussion groups in which students can collaborate and respond to one another's ideas. Teachers can monitor, prompt, and cue the students' work and provide ongoing feedback.

## Supporting Student Engagement During Remote Learning

In an effort to support student engagement during remote learning, ISBE recommends these minimum and maximum student engagement times by each student in remote learning activities. All minutes are inclusive of digital interaction and assigned work.

**Minimum/Maximum Student Engagement Times/Day**

| | JH | HS |
|---|---|---|
| **Minimum** | **Class - 15 min/day<br>Total 90 min/day** | **Class - 20 min/day<br>Total 120 min/day** |
| **Maximum** | **Class - 30 min/day<br>Total - 180 min/day** | **Class - 45 min/day<br>Total 275 min/day** |

## Responsibilities

| Responsibilities for Remote Learning | |
|---|---|
| **Teachers** | • Update weekly plans on the Remote Learning HyperDoc<br>  ○ **NBJH Remote Learning HyperDoc**<br>  ○ **NBHS Remote Learning HyperDoc**<br>• Make remote learning activities available in a timely manner and provide feedback regarding their progress on completed activities.<br>• Provide students the opportunity to redo work that is not completed appropriately or passing.<br>• Will have office hours that will be communicated to parents and students<br>• Provide a range of meaningful opportunities that meet the needs of all learners during the period of closure<br>• Contact classroom paraprofessional and assign tasks as needed to meet IEP goals/minutes (complete Google Form) |
| **Paras** | • Assist in contacting families (in accordance with district policies) and helping with work.<br>• Assisting in remote learning instruction when applicable<br>• Chunk activities, assisting in providing individualized remote learning plan accommodations and modifications.<br>• Check Google Form daily and assist teachers based upon requests. |
| **Students** | • Review assigned work<br>• Complete your assigned work by the due date<br>• Ask clarifying questions when you need help or don't understand<br>• Be respectful to yourself, teachers, caregivers, and peers |
| **Families** | • Review work assigned to the student<br>• Reserve a space for students to complete remote learning work<br>• Encourage students to get enough sleep<br>• Set sensible time limits for technology use<br>• Talk to students about their work every day<br>• Help students establish and follow regular daily routines |

## Part II Grading

During these unprecedented times, we prioritize the connectedness and care for our students and one another as we maintain a continuity of learning. We recognize the importance of providing feedback, assessing student progress, and learning; and communicating this to students, parents, and teachers in the form of grades. Our students are expected to continue with the learning activities assigned during remote learning. Our teachers are expected to provide feedback to students and parents on progress and learning in the form of grades. Our teachers will be mindful of the impact of time on task, time on screens, and time on reflection during this pandemic; as to not be overburdensome with remote learning activities for our students.

**All students will have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the start of remote learning**, which will begin on April 14th. **This work will need to be completed and turned in by April 13th**. The emphasis for schoolwork assigned, reviewed, and completed during the remote learning period is on **learning**, not on compliance.

## Quarter 4 Grading Policy**

According to ISBE's recommendations on grading, we will follow the principle of *no educational harm to any child*. This pandemic and the statewide suspension of in-person instruction – the first in modern history – has impacted our entire society. ISBE's recommendations on grading during this period of unprecedented crisis offers direction to schools to use pass/incomplete options **(not pass/fail)**. There is an expectation that student learning continues during the remote learning period, and there is not to be a negative impact on students. Therefore, in place of an "F," there will be an "I" for "incomplete" assignments that are either not attempted or would have received a failing grade. These assignments will need to be made up either when the remote learning period ends and a student returns to school, or through summer school or August School. Ideally, all students will complete and pass their assignments during remote learning as this is a new and unprecedented set of circumstances, and they will be given opportunities to redo, make up, or attempt again on any assignment if needed.

**We are still awaiting information from ISBE regarding the implications of using a "Pass" in place of a percentage grade/grade letter on things such as GPA, class rank, college entrance, NCAA Guidelines, and may need to make adjustments to this as per recommendations that have not yet been determined. We will still follow the principle of no educational harm to any child, but may change to the percentage grade instead of a "Pass". Updated 4.13.2020

### Student Disengagement

Individual student disengagement will be addressed on a case by case basis. We understand that there are factors outside of the control of the school system with learning being moved off site; therefore, the aim is that student grades are not lowered as a result of not engaging in remote learning.

As per ISBE's recommendation, a student who is not able to be engaged, or who chooses to disengage in remote learning will receive an incomplete or no grade. The teacher will document every attempt made to engage the student. The content from

remote learning will be made up and completed if the transition back to regular in-person school attendance resumes or in summer school/August school.
A student who has been given the opportunity to engage in remote learning and chooses to disengage will not be promoted to the next grade level until the work is completed with a passing grade.

## Assessment

Assessment is ongoing and related to student learning and growth. ISBE recommends states that flexibility and responsiveness to our students' needs are incumbent upon the grading of student learning during this new remote learning context. Remote student learning during this pandemic may be formatively assessed (where possible and practical). Grading is feedback and communication in a snapshot of time to students and parents. The aim, emphasis, and focus for schoolwork assigned, reviewed, and completed during remote learning is on learning, not on compliance.

## Academic Dishonesty

In Chapter 6: Discipline and Conduct in the New Berlin Junior High and Senior High handbooks, under student discipline within section 6.30 reads: 'Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores' in regard to prohibited student conduct. During remote learning, consider the following examples of what cheating looks like during remote learning, student responsibilities and parent responsibilities.

**Examples of what could be considered academic dishonesty during remote learning:**

- Presenting information collected, organized, or shared by someone else as your own or allowing someone else to present your work as his or her own.
- Taking shortcuts that allow you to bypass steps of an assignment.
- Asking about or sharing questions to assessments with peers.
- Submitting the same work for more than one assignment without permission from your teacher.
- Misrepresenting yourself in any way to your teachers in regards to work you have or have not completed.
- Falsifying information to try to earn more time, more credit or leniency on an assignment, project, or exam.
- Fabricating the lack of access to the internet in order to try and earn more time or leniency.

**Students' responsibilities during remote learning:**

- Observe all school and course specific rules and consequences established by your teachers.
- Do not copy homework or let someone else copy your homework.
- Do not use study aids as an alternative to completing an assignment assigned by your teacher.
- Complete your work as an individual unless given permission by your teacher.

- Your teacher must give permission to access outside resources during a test or quiz.
- If you are unsure of the expectation, ask your teacher.

**Parent responsibilities during remote learning:**

- If your student has submitted work that does not represent academic integrity, your student's teacher will contact you to express their concern.
- Help your student by expressing that you value academic integrity and expect your student to comply with New Berlin's Academic Dishonesty policy.
- When helping your student with an assignment, ensure that the work remains their own.

## Part III  Special Education

Students with disabilities are particularly vulnerable during times of disruption and change. To ensure ongoing growth and progress, we will focus our planning efforts on how to continue serving these students to the greatest extent practicable by tailoring remote learning that provides educational benefits to students with disabilities. All decisions regarding special education must comply with guidance from the U.S. Department of Education.

### Content Delivery

Teachers will assist students in accessing the curriculum during remote learning through a collaborative effort, utilizing general education teachers, paraprofessionals, and other resources, just as it is in a typical school environment.

### New Content and Review/Practice

The focus of instruction will be individualized and based on the students' individualized Remote Learning Plan within the IEP. To ensure this differentiation occurs, there will be communication between special and general education teachers, case coordinators, teacher assistants, and clinicians to support students in accessibility and in meeting their IEP benchmarks and goals. The district will also ensure the curriculum is accessible and multisensory in its nature to support all learning styles and language proficiency levels for Multilingual Learners.
Any changes to programs or goals will be made in conforming with federal and state required procedural safeguards.
Social-emotional learning strategies are integral to students' learning and well-being. Special educators should collaborate with the students' clinicians to work on activities that support students with stress/anxiety reduction and other SEL activities.

### Special Education Teacher Responsibilities

Individualized contact will be made with each student on each Remote Learning Day.  This contact can be provided through either the special education teacher, the general education

teacher, or the paraprofessional.  With the assistance of the multi-disciplinary team, a Remote Learning plan should be created, appropriate for each student in your classroom. These learning plans can include: videos, hands-on activities, sensory suggestions, reading response activities, etc. Please seek assistance from your supervisor and peers. Teachers will also be supported with resources and suggested learning opportunities from SASED..

### IEP Meetings

IEP teams will not be required to meet in person during this time. If you have an annual review, re-evaluation, or an initial evaluation, please plan to hold the meeting via videoconferencing Zoom or telephony. This is allowable under the Individual with Disabilities Education Act (34 C.F.R. 300.322)

## Part IV - Transition Back to On-Site Learning

The following process will take place in order to transition from remote learning to on-sight learning upon the State Superintendent's declaration that Remote Learning Days are no longer deemed necessary:

If we are allowed to return to onsite learning, we may follow a block schedule for a period of time to allow a longer period of time for teachers to meet/review with students to go over what was accomplished online and/or in learning packets. In addition, students will review all teacher feedback on completed assignments. The ultimate goal will be for students to have the opportunity to recoup, review, and refine in order to finish the school year.

Teachers are aware that potential gaps in student learning and understanding could occur. Teachers will plan accordingly to support student acquisition of these skills upon return back to school.