



MONMOUTH-ROSEVILLE DISTRICT 238 Remote Learning Plan

The Monmouth Roseville School District is committed to providing the safest learning experience possible for all students and staff. This plan was created by a team of teachers and administrators, and was guided by the most up-to-date information, while also respecting all appropriate federal, state, and local health guidance or requirements.

This remote learning plan is new, different from Spring 2020 and will be our complete guide for all students. In the spring schools had to act quickly to develop plans for a situation that has never occurred before. Since the spring, teachers have learned various instructional tools to help them deliver a high quality online learning experience for our students. You can expect clear expectations for staff, students and parents. With collective action, we can face this challenge together and continue to provide a high quality education for our students.

Goals:

- To start the school year with remote learning in an abundance of caution and concern for student and staff safety.
- To ensure continuity between classes and grades in a digital learning environment.
- To continue instruction using district-approved programs for students in partnership with families.
- To provide platforms that allow flexible access for students and families.

Dates:

- August 17-18 Teacher Institute
- August 19-21 Teacher Remote Learning Planning Days
- August 24 First Day of Student Remote Attendance
- August 24-Dec. 18 Remote Learning

Classroom Platforms:

- Google Classroom (2-12)
- SeeSaw (PreK-1)

Communication Tools:

- District Website
- Gmail
- MR238 App
- School Messenger
- TalkingPoints

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School Roles and Responsibilities

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| Administration | <ul style="list-style-type: none"> ● Create and distribute the Remote Learning Plan to staff (DLP). ● Support faculty and students/families shifting to a remote learning environment <ul style="list-style-type: none"> ○ Send out weekly building updates via video or other forms of communication. ○ Create virtual backpack night (Google SlideShow) and post to the building website on August 17, 2020. ● Ensure that teachers teach from their classrooms during Stage 4 of the Restore Illinois Plan. ● Determine the mode of instruction (synchronous, asynchronous or a combination) the teachers will use for each particular subject. <ul style="list-style-type: none"> ○ ISBE recommends 2.5 hours of instruction per day to be synchronous. ● Meet with individual teachers to work through the specifics of each classroom’s remote instructional framework. ● Monitor each teacher’s class and videos at least one time per week. Principals will be added to each Google Classroom/SeeSaw. ● Create a remote building schedule for all teachers by August 14. <ul style="list-style-type: none"> ○ Lessons and assignments will be posted following the teacher’s daily class schedule. ● Facilitate communication between teachers, students, and families. <ul style="list-style-type: none"> ○ All communication sent home from schools must be sent to the district office prior to distribution to families at the school level. ○ All communication sent home from schools must be translated into the home languages of our students to the extent possible. ● Develop a faculty meeting schedule that allows for virtual staff attendance. ● Collaborate with Knox-Warren staff on a weekly basis regarding students with IEPs and special education referrals. |
| Technology Department | <ul style="list-style-type: none"> ● Distribute devices to students. <ul style="list-style-type: none"> ○ Tentative dates of student/staff Chromebook distribution are August 10, 11, and 12. ● Support staff shifting to a remote learning environment. <ul style="list-style-type: none"> ○ Communicate with principals on a daily basis regarding any technology issues. ○ Ensure that software syncs with Tyler/Clever. ● Create office hours or help center to assist students and staff with technology. <ul style="list-style-type: none"> ○ All staff technology issues will go through QNS. |
| Teachers | <ul style="list-style-type: none"> ● Post lessons and assignments by 8:00 am daily for each class taught. <ul style="list-style-type: none"> ○ Students will receive a combination of instruction and school work totalling 5 hours each day per guidelines established by the Illinois State Board of Education. ● Collaborate weekly with your team, department and administration to develop high quality remote learning lessons. ● Wear masks unless in alone in the classroom. ● Use district curriculum and resources to communicate and deliver content. ● Add relevant staff to your Google Classroom/SeeSaw (e.g. administrator, coordinator, co-teacher, instructional aides). ● Prepare at least two weeks of daily lessons for all classes to be uploaded to Google Classroom/SeeSaw by August 21. ● Prepare an additional two weeks of lessons that could be uploaded to Google Classroom/SeeSaw in the event that you are unable to teach. ● Differentiate lessons and personalize instruction to meet all students’ needs. ● Collaborate with special education and EL staff (co-teacher or case manager) daily to ensure |

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| | <p>student needs are being met.</p> <ul style="list-style-type: none"> ● Begin the school year by sharing the following information with students and parents. Submit information to the building principal by August 14 and share electronically with families by August 17. <ul style="list-style-type: none"> ○ School email address and contact information ○ Online office hours ○ How to engage in office hours ○ How to access the learning management system (Google Classroom or SeeSaw) ○ Login information for online resources ○ Attendance expectations ○ Expectations for learning ○ Grading ● Communicate regularly with students and parents and provide timely feedback. <ul style="list-style-type: none"> ○ Record grades in the Tyler gradebook weekly for grades 4-12 (see Tyler360 gradebook video on how to sync Google Classroom with Tyler gradebook). ○ Follow standards-based reporting in Grades PreK-3 and communicate progress toward meeting the standards weekly with parents. . ○ Provide general feedback weekly to students/families on how each student is doing in each class. ● Communicate with parents (in the home language to the extent possible) with concerns about attendance/participation, work completion, and any other behavioral/social-emotional concern. Include counselors and case managers when applicable. <ul style="list-style-type: none"> ○ Make virtual contact with students on a daily basis. ○ Use TalkingPoints to communicate with all families. ● Log parent communication immediately in the Tyler student information system parent log. If emails are sent from Tyler a contact log entry is immediately made of the email. ● Communicate with the technology department regarding any technical issues. |
| <p>Special Education Teachers</p> | <ul style="list-style-type: none"> ● Communicate daily with the teachers who teach the students on your caseload. ● Create a Google Classroom/SeeSaw for your students' goal work. ● Become a co-teacher in Google Classrooms/SeeSaw that have students that may need support by August 14. ● Log parent communication dealing with special education services in Embrace and other communication items in Tyler. ● Provide accommodations for special education students to classroom teachers by August 14. ● Communicate daily with students on your caseload and/or their parents. <ul style="list-style-type: none"> ○ Provide specific office hours for students on your caseload. ○ Complete a Daily Service Log for every student on your caseload in Embrace. |
| <p>Academic Interventionists</p> | <ul style="list-style-type: none"> ● Create your own Google Classroom/SeeSaw and provide daily virtual support opportunities for students on your caseload. ● Communicate daily with the teachers who teach the students on your caseload. ● Provide updated data for the MTSS process when needed. ● Complete a Daily Service Log for every student on your caseload using MTSS documentation. ● Communicate with the principal regarding any special education referrals. |
| <p>Special Area Teachers</p> | <ul style="list-style-type: none"> ● Create your own Google Classroom/SeeSaw. ● Create engaging lessons that allow for students to participate in your subject. ● Be available for students on the day of their assigned special course. ● Collaborate weekly with general education teachers. |

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| Paraprofessionals | <ul style="list-style-type: none"> ● Building principal will provide a list of duties during remote learning (e.g. cleaning, contacting parents, tutoring students, etc.). |
| <p>Counselors</p> <p>Social Workers</p> <p>Student Support Specialists</p> | <ul style="list-style-type: none"> ● Serve as a liaison for communication with students/families in crisis. <ul style="list-style-type: none"> ○ Create daily office hours. ○ Communicate with all families regarding the various ways they can contact you for support. ● Provide support resources for students and families via mail, email, school websites, phone call, TalkingPoints, etc. ● Provide social-emotional learning support for all students. <ul style="list-style-type: none"> ○ Create daily videos. Examples include character, how to deal with nerves during a pandemic, post-secondary readiness, etc. ○ Add your building administrator to your Google Classroom/SeeSaw. ● Provide virtual support to students on a daily basis in collaboration with families <ul style="list-style-type: none"> ○ K-8 CharacterStrong will be utilized ● Contact students who are not engaging in remote learning (absences). ● Student Support Specialists - Create a systemic approach (in collaboration with the building principal) to determine which students need additional support by August 14. |

Teacher Guidelines for Remote Learning

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| Hours | <p>Teachers are required to teach from their classrooms during Stage 4 of the Restore Illinois Plan.</p> <ul style="list-style-type: none"> ● Be in attendance for the regular contractual day. ● Interact with students on a daily basis. ● Reply to student and/or parent emails the same day if sent during regular “office hours”. |
| Online/Office Hours | <ul style="list-style-type: none"> ● Hold regular online/office hours for students to receive support on their assignments during the contractual day. ● Share online/office hours with students and families on August 17. |
| Absences | <p>In the event of an absence:</p> <ul style="list-style-type: none"> ● Record the absence in WillSub. ● Contact the principal via phone to communicate daily lesson plans. ● Put a message on Google Classroom/SeeSaw. ● Upload lessons into Google Classroom/SeeSaw. |
| Feedback | <p>Teachers will communicate regularly with students and parents and provide timely feedback.</p> <ul style="list-style-type: none"> ● Record grades in the Tyler gradebook weekly for grades 4-12 (see Tyler360 gradebook video on how to sync Google Classroom with Tyler gradebook). ● Follow standards-based reporting in Grades PreK-3 and communicate progress toward meeting the standards weekly with parents. . ● Provide general feedback weekly to students/families on how each student is doing in each class. |
| Instruction | <ul style="list-style-type: none"> ● Use district-approved curriculum and resources to deliver instruction. ● Differentiate to meet all students’ needs (IEP/504/MTSS/EL). ● Make appropriate modifications and accommodations for English Learners in line with the WIDA can-do descriptors for each student’s English language proficiency level. <ul style="list-style-type: none"> ○ Pre-K ○ Grades 1-2 ○ Grades 3-5 ○ Grades 6-8 ○ Grades 9-12 ● Collaborate with grade-level/subject area colleagues daily to plan instruction. ● Implement the same Remote Learning Plan for common courses. |
| Online Learning | <ul style="list-style-type: none"> ● Use district-supported platforms such as Google Classroom/SeeSaw, online textbooks, Google Drive, etc. ● Upload a video greeting daily to promote community and guide instruction. ● Provide both synchronous and asynchronous learning opportunities as detailed by the district based on your grade level and subject area. ● Include the recommended 2.5 hours of daily synchronous learning in your instruction. |
| Synchronous Learning | <ul style="list-style-type: none"> ● Create situations for students to interact with you and one another through Google Meet, Google Classroom, Shared Google Docs, SeeSaw, FlipGrid etc. ● Record and post videos of all synchronous learning opportunities for students who are unable to make the live session. ● Remind students of proper video conferencing guidelines and etiquette. |

Student Roles and Responsibilities

Actively engage in remote learning by doing the following:

- Log into Google Classroom/SeeSaw **every day** based on your building’s start time.
- Complete the check-in form **every day** based on your building’s start time.
 - Attendance will be taken using the check-in form.
 - If form is not completed, it will be documented as an unexcused absence.
 - Contact your teacher(s) if you are unable to meet the above requirements.
- If you are sick or have an excused absence, a parent must contact the school to report your absence. Special circumstances will be handled on an individual basis by administration.
- Complete all assignments by the due date assigned by the teacher.
 - All grading practices will return to normal and follow Board Policies.
- Establish daily routines for engaging in remote learning.
- Identify a space in your home where you can work effectively and successfully and participate in live, online learning.
- Be responsible for independent learning and maintain a positive growth mindset.
- Engage in all learning with academic honesty.
- Communicate with your teachers if you cannot meet a deadline or you need additional support.

| For questions about... | Contact |
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| a course, assignment, or resource | the relevant teacher |
| research or how to use online resources | the relevant teacher or librarian |
| a technology-related problem or issue related to a lesson or assignment | the relevant teacher |
| a technology-related problem or issue with the device/hardware (examples: broken screen, lost charger, etc) | the principal or assistant principal |
| an academic or social-emotional concern or home support | the counselor or student support specialist |
| special education/504 programs and support | the special education teacher/504 case manager |

Parent Roles and Responsibilities

Provide support for your children:

- Make sure email and phone numbers are up-to-date in Tyler SIS by **August 14**.
- Maintain accurate records of student login information. This information will be provided by the classroom teacher(s) by **August 17**.
- Establish routines and expectations.
- Encourage your child to follow their daily class schedule.
- Remind your child to log into Google Classroom/SeeSaw, Gmail, etc.
- Monitor and/or engage in communication with your child’s teacher(s).
- Check your child’s grades/feedback weekly.
- Sign up for Google Classroom (2nd-12th) and/or See Saw (Prek-1st) notifications.
- Make sure your child has completed the daily check-in form.
- Take an active role in helping your child process his/her learning.
- Contact the school if your child is sick or has an excused absence to report the absence. Special circumstances will be handled on an individual basis by administration.
- Contact the building principal with any questions or concerns.

| For questions about... | Contact |
|---|--|
| a course, assignment, or resource | the relevant teacher |
| a technology-related problem or issue related to a lesson or assignment | the relevant teacher |
| a technology-related problem or issue with the device/hardware (for example: broken screen, lost charger, etc.) | the principal |
| a personal, academic or social-emotional concern | the counselor or student support specialist |
| other issues related to remote learning | the school principal or assistant principal |
| special education/504 programs and support | the special education teacher/504 case manager |