

OPRF Remote Learning PLAN

Spring 2020

PURPOSE: OPRF High School has developed the following plan to be used during Remote Learning days due to COVID-19. The Illinois General Assembly allows school districts the option of using Remote Learning days “while students are not physically present in lieu of the district’s scheduled emergency days.”

This document includes the following sections, intended as guidance for faculty, staff, students, and families. :

- 1. ATTENDANCE**
- 2. PREPARING FOR REMOTE LEARNING**
- 3. FEEDBACK AND GRADING STUDENT WORK**
- 4. RESPONSIBILITIES ON REMOTE LEARNING DAYS**
- 5. EXPECTATIONS FOR STUDENTS**
- 6. TRANSITIONING BACK TO REGULAR ATTENDANCE DAYS**

1. ATTENDANCE

- The school day will run from 9:00 a.m. to 2:00 p.m.
- Students must document their attendance by 3:00 p.m. each day via a Google Form found on the [OPRF Students’ Remote Learning](#) page.
- The 12 day absence policy is not in effect for the remainder of the 2020-2021 school year.

2. PREPARING FOR REMOTE LEARNING

Teachers should do the following: On the Remote Learning day(s), all assignments should be posted by 9:00 a.m. in the online platform regularly used for classroom instruction (e.g., Google Classroom, OneNote, Skyward Messenger, etc.)

- The Remote Learning materials that students receive should include a description that explains the day’s assignment. The assignment should support and cover what the learning in class that day would be if the class had met face-to-face. Teachers should assign work that is engaging, furthers their curricular goals (avoids busywork), can be assessed, and does not exceed the reasonable expectation of what can be achieved during a typical class period.
- Teachers should assign only work where all materials can be made available through the posting.
- Adapting classroom practices to the digital realm is a critical aspect of a successful Remote Learning lesson plan.
- Teachers may use Remind, school email, Skyward, and Google Classroom tools. All of these will be supported by district tech services as much as possible.

- Teachers may use Turnitin, DeltaMath, OneNote, Desmos, AP Classroom, and other district-approved platforms, but those platforms may not be supported at the same level by the district tech department.
- Teachers may not use personal email, Facetime, text, Skype, or Zoom.
- Teachers do have the option of utilizing Google Meet for video-conferencing with students.
 - For teachers who choose to do so, [instructions](#), along with a [tutorial video](#) can be found here.
 - Additionally, it is critical that all teachers read and follow [OPRF's Video Conferencing Guidelines](#).
- Teachers may record instructional audio/video; however, teachers should not record video-conferencing sessions with students, as doing so creates an official school record of your students.
- When a Remote Learning day or days appears imminent, teachers are to remind students in your classes where the Remote Learning assignment will be located and that if they do not have home internet access or will not be in a place with public WiFi, they may download the assignment upon return so they can complete and submit the assignment within two (2) days.
- Teachers are to inform your division head/direct supervisor of what platform(s) you will be using during the Remote Learning day(s).
- Covering new content or learning experiences for students is encouraged during Remote Learning days when the teacher deems the class is ready to move on.

TEACHER SUPPORT ON THE Remote Learning DAY(S)

Should teachers encounter any technical issues on the Remote Learning day(s), the technology staff and administration will be available as they are also working during the Remote Learning day.

- For assignment questions: Communicate with your division head or an instructional coach.
- For technology issues: Please call the Emergency Helpdesk at (413)367-7347 or email helpdesk@oprfs.org and someone will get back to you.
- For lesson plan assistance: Contact your division head or one of your instructional coaches for support in developing your plan.
- For assistance with student device issues: Check with students to ensure they can access the lesson page and materials. If a student is having Chromebook issues, have them contact the Emergency Helpdesk at (413)367-7347 or email (helpdesk@oprfs.org).
- For assistance with your device: Make sure you can connect your school device to your home WiFi. If you have problems with your tablet, please submit a helpdesk ticket by emailing helpdesk@oprfs.org.

3. FEEDBACK AND GRADING STUDENT WORK

- Grades will be assigned and will count during Remote Learning Days. As always, please continue to communicate your grading expectations, particularly if they've shifted.

- A student’s overall semester grade cannot be lower than the grade they receive for 3rd quarter; however, any student who fails to continually engage in learning and perform at a passing level may earn an incomplete for the semester.
- In order to accurately reflect the level of a student’s engagement, quarter 4 grades can be added regardless of their effect on raising or lowering the overall semester grade.
- If at the end of the term, the overall semester grade is lower than what was submitted for 3rd quarter, it will be changed to the grade as it was at the end of 3rd quarter, unless an incomplete is deemed appropriate.
- If a student had an F for 3rd quarter and that grade does not improve throughout our Remote Learning Days, that student will receive an incomplete.
- Any Incompletes need to be resolved within nine school weeks of when they were assigned, or by the end of quarter one next fall.
- NC grades should not be given during Remote Learning. The only grades students can earn are A, B, C, D, or Incomplete. Any unresolved Incomplete grades would default to an NC at the end of quarter one next fall.
- In an effort to provide clarity about how and when an incomplete is appropriate, please refer to the following guidance:
 - Submitting work at a passing level is defined as earning a D or higher, provided that engagement efforts by the student have been satisfied. *If at the end of the semester, students have a grade that is below passing, teachers should use Incomplete, instead of an F.*
 - Students who are “continuously engaged” may look different from course to course; however, in general students should make clear, regular efforts to respond to their teacher, i.e. check in on whatever learning platform is being used, complete formative and summative assessments, and answer questions posed by the teacher. *A student may be in danger of earning an Incomplete if the student does not regularly complete formative assessments, fails to complete a summative assessment, does not engage via the approved platform for more than three consecutive days, and/or does not respond to requests for participation by the teacher. If a teacher is concerned about a student’s engagement, the counselor, parent, and/or social worker should be contacted as soon as possible.*

4. FACULTY/STAFF RESPONSIBILITIES ON THE REMOTE LEARNING DAY(S)

General Education Teachers, SPED Co-Teachers

- Post the assignment explanation and assignment in the platform you use with your students by 9:00 a.m.
- Teachers will be available between 9:00 a.m. and 2:00 p.m. to answer student questions via email or Google Classroom.
- Teachers should make every attempt to respond to student emails during the 9:00 a.m. to 2:00 p.m. school day.
- Teachers will make reasonable expectations regarding the availability of students and cannot require students to be accessible at specific times.

- Teachers of students with field-based experiences, job shadowing, and off-campus learning must inform their students that those experiences have been cancelled.

Teaching Assistants

- Teaching Assistants will be available between 9:00 a.m. to 2:00 p.m. to answer student questions and provide support with classroom assignments via email or Google Classroom.
- One-on-one teaching assistants should check in with teachers and program chairs/Divisional Director to confirm any additional support needed and to follow up on work completion.
- Teaching assistants should make every attempt to respond to student emails during the 9:00 a.m. to 2:00 p.m. school day.

TEAM, SITE, STAR, RISE, SED and SED (ISCR), Instructional, CITE

- Develop protocol/procedures/tasks for students to complete on Remote Learning day(s) and communicate protocol/procedures/tasks to each individual family.
- From 9:00 a.m. to 2:00 p.m., teachers will be available to answer student/parent questions via email or Google Classroom.

Counselors, Social Workers, Psychologists, Behavior Interventionist, Speech Pathologist, Post-Secondary Pathways Coordinator, Prevention and Wellness Coordinator

- Communicate plan to your immediate supervisor.
- From 9:00 a.m. to 2:00 p.m., counselors, social workers, psychologists will be available to answer student or parent questions via email or Google Classroom.
- Complete one of the following suggested activities or complete another project that has been pre-arranged with your immediate supervisor:
 - Conduct progress monitoring of students
 - Review D/F/I list with student/parent follow-up
 - Do credit checks/transcript review
- Have freshmen complete their end-of-the year survey and seniors complete their Senior Capstone Survey.
- Complete Naviance assessments.
- Make attendance phone calls (using district approved methods) and emails.
- Conduct an optional class meeting (i.e. junior class topics) via Google Classroom.
- Put instructional information regarding guidance curriculum into Google Classroom.

Librarian

- From 9:00 a.m. to 2:00 p.m., librarians will be available to answer student questions via email or online group chat.
- Communicate plans to your immediate supervisor.
- Librarians will be available to teachers and staff via email for consulting about curriculum.
- Consider one of the following suggested activities, or complete another project that has been pre-arranged with your immediate supervisor:
 - Create a book talk summary.
 - Book club planning and announcements.
 - Prepare future research lessons.

Instructional Coaches, Inclusion Specialist

- From 9:00 a.m. to 2:00 p.m., instructional coaches will follow the outlined process for classroom teachers regarding their classes.
- Instructional Coaches will be available from 9:00 a.m. to 2:00 p.m. to answer teacher questions and support teachers via email or online group chat.
- Complete one of the following suggested activities or complete another project that has been pre-arranged with your immediate supervisor:
 - Complete coaching logs.
 - Schedule and/or conduct virtual coaching sessions.
 - Prepare for future coaching sessions.
 - Schedule and/or conduct a virtual coaches' meeting.

Nurse

- From 9:00 a.m. to 2:00 p.m., each certified staff member will be available to answer teacher, student, and parent questions via email.
- Complete one of the following suggested activities, or complete another project that has been pre-arranged with your immediate supervisor:
 - Complete required paperwork.
 - Prepare for upcoming staffings or other professional meetings.
 - Collect and analyze goal data and evidence.
 - Conduct a team meeting with staff members.

504 Coordinator, MTSS Coordinator

- From 9:00 a.m. to 2:00 p.m., each certified staff member will be available to answer teacher, student, and parent questions via email.
- Complete one of the following suggested activities or complete another project that has been pre-arranged with your immediate supervisor:
 - Complete required paperwork.
 - Prepare for upcoming staffings or other professional meetings.
 - Collect & analyze goal data and evidence.
 - Conduct a team meeting with staff members.

Program Chairs

From 9:00 a.m. to 2:00 p.m., each certified staff member will be available to answer teacher, student, and parent questions via email.

Complete the following as needed:

- Complete required paperwork.
- Prepare for upcoming staffings or other professional meetings.
- Conduct a team meeting with staff members.

Instructional Technology Teacher Leader

- Assist faculty in converting their lessons to digital format.
- Work in conjunction with Helpdesk to assist faculty members when tickets are submitted to them.
- Continue to build the tools and resources to support any ongoing Remote Learning needs.

- Be available from 9:00 a.m. to 2:00 p.m. to answer teacher questions and support teachers via email or online group chat.

ISCR, Academic Enrichment

- The ISCR teacher must be in communication with his/her students to provide assistance and unlock exams as needed.
- The Academic Enrichment teacher must be in communication with his/her students to do the following:
 - Assist students in crafting plans for navigating the Remote Learning Day.
 - Assist students in reviewing current grades, working on missing assignments, and communicating with their teachers for assistance and support.
 - Assist students with navigating emotionality and/or connecting with support personnel as needed.
- Complete a contact log provided by direct supervisory and submit to your supervisor.

Program Chairs

- From 9:00 a.m. to 2:00 p.m., each program chair will be available to answer teacher, student, and parent questions via email.
- Complete one of the following suggested activities or complete another project that has been pre-arranged with your immediate supervisor:
 - Complete required paperwork.
 - Prepare for upcoming staffings or other professional meetings.
 - Conduct a team meeting with staff members.

Spoken Word Teacher

- Support teachers to deliver Spoken Word lessons.
- Be available from 9:00 a.m. to 2:00 p.m. to teachers to assist with curriculum and lesson plans.

5. EXPECTATIONS FOR STUDENTS

Students will access assignments through their teachers' course platforms (Google Classroom, student email, or others) just as they would do while present in school. All lessons and assignments will be posted by 9:00 a.m. on Remote Learning days.

Just as on a regular school day, attendance is separate from academic assignment completion. Students must complete the Google Attendance Form between 6:00 a.m. and 3:00 p.m. to be counted as present for the day. If students do not sign in to Skyward to record their attendance, they will be marked absent for the day.

6. TRANSITIONING BACK TO REGULAR ATTENDANCE DAYS

The following is a draft transition plan for the return to school. Once the exact days are known and announced, this agenda will be revised and finalized.

Students, families, and faculty and staff have experienced a difficult set of transitions over the past several weeks. When we are able to return to school, we know that we will once again be confronted with the challenges of a new set of transitions.

Upon return to regular classes at OPRF, we are prepared to continue with our traditional supports for students, including (a) introductory and welcoming activities for faculty, staff, and students, (b) the provision of social, emotional, and academic supports, and (c) accommodations for special populations.

This particular period away from school has come with a unique set of stressors for everyone in our community. As a result of these challenges, we are in the process of organizing our support system to meet faculty and student needs when they return.

As a first step in anticipation of our return, we have developed the draft agendas below for the first two days we are back in session. The first day is a staff development day for faculty and staff only. The second day is the first day of student attendance that provides for a special, hour-long advisory period to start the day.

Day One: Staff Development

Purpose

To allow teachers and staff to work together as they plan for the resumption of traditional student learning activities.

Agenda

8:00 a.m. -9:00 a.m.	Welcome Back Breakfast	<ul style="list-style-type: none"> • Welcome Back • Appreciation and Celebrations
9:15 a.m. - 10:45 a.m.	Reentry Circles	<ul style="list-style-type: none"> • Cross-divisional groups • Process last few months and prepare students to do the same
11:00 a.m.- 11:30 p.m.	All Faculty Meeting	<ul style="list-style-type: none"> • Review Agenda for the Next Two Days • Discuss Overall Expectations for Learning and Support for remainder of the term
11:30 a.m. - 12:30 p.m.	Lunch	<ul style="list-style-type: none"> • Barbeque Outside
12:45 p.m. - 1:30 p.m.	Division Meetings	<ul style="list-style-type: none"> • Discuss plans to support students in classrooms • Review course and grading expectation for the remainder of the term • Set TCT agendas
1:30 p.m.- 3:00	Teacher Collaboration	<ul style="list-style-type: none"> • Planning based on topics discussed above.

p.m..	Teams	
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Day Two: Student Support

Purpose: To provide a modified schedule to support students' social emotional and academic needs as they return to school. A portion of each class period throughout the day will be dedicated to welcoming students back, checking on students' social emotional needs, and providing support as necessary.

Schedule

Extended Advisory Period	8:00-9:00
Period One	9:05-9:47
Period Two	9:52-10:33
Period Three	10:38-11:19
Period Four	11:24-12:05
Period Five	12:10-12:51
Period Six	12:56-1:37
Period Seven	1:42-2:24
Period Eight	2:29-3:11

Per guidelines from the Illinois State Board, the above remote learning plan has been approved by Superintendent Dr. Pruitt-Adams on April 15, 2020.