

## Remote Learning Plan at KP

Per the [CPS Remote Learning Guidance](#) released March 27th, 2020

CPS Commitment	Original KP Expectations	<b>ADJUSTED KP Expectations</b> Effective April 13th
<p><b>COMMITMENT #1: Provide daily remote learning materials equitably to all students that reinforce critical grade-level standards and prioritize social and emotional needs.</b></p> <ul style="list-style-type: none"> <li>● Students will <u>not</u> be required to log a minimum amount of daily learning hours, but a recommended amount is provided by the district.</li> <li>● Maintain routines for students' social and emotional health</li> <li>● Schools to provide a balance of four types of opportunities aligned with critical grade-level standards:               <ul style="list-style-type: none"> <li>○ Skills practice, projects, enrichment activities, reading</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Choose a method for providing work (Google Classroom, hard copies, Khan Academy, etc.)</li> <li>● Regularly communicated with students at the beginning and end of the week</li> <li>● Emphasized student CPS gmail as the main method of communicating students</li> </ul>	<p><b>1. Continue providing work to students so that there is minimum engagement time</b> (defined below):</p> <ul style="list-style-type: none"> <li>○ 7th &amp; 8th graders have ~<b>180 minutes</b> of engagement per day, which is ~<b>26 minutes per class per day</b></li> <li>○ 9th-12th graders have ~<b>270 minutes</b> of engagement per day, which is ~<b>39 minutes per class per day</b></li> </ul> <p><i>Definitions</i></p> <p><u>Minimum Engagement Time:</u> Includes both digital interaction and assigned work; should reflect a balance of the varied engagement activities: skills practice, projects, enrichment activities, reading</p> <p><u>Skill Practice:</u> Skill practice opportunities that are grade level and developmentally appropriate and easily student-driven.</p> <p><u>Projects:</u> Activities allow students to develop their understanding of concepts taught throughout the school year and apply their knowledge in new and interesting ways.</p> <p><u>Enrichment Activities:</u> Games, puzzles, movement activities, and other opportunities to explore areas of interest support students in developing their general cognitive and life skills.</p> <p><u>Reading:</u> Students should have daily opportunities to read diverse, engaging texts of their choice. In the primary grades, this may mean students are reading with an older family member or caregiver.</p> <p><b>2. Continue updating the <a href="#">Assignments &amp; Communication Tracker</a> to be completed every Friday, end of day.</b></p> <ul style="list-style-type: none"> <li>○ Only 1 document per teacher.</li> </ul>

		<ul style="list-style-type: none"> <li>○ Copy-paste the table in the document to show a new week.</li> </ul>
<p><b>COMMITMENT #2: Ensure all educators are virtually available and engaged with their students every school day.</b></p> <p><u>Teachers</u></p> <ul style="list-style-type: none"> <li>● Available to students and parents for at least four hours per day</li> <li>● Directly engage with students for at least two hours per day. <ul style="list-style-type: none"> <li>○ <i>Examples: Streaming live activities, providing virtual office hours, conference calls with students</i></li> </ul> </li> <li>● Provide feedback weekly to students.</li> <li>● Support school-wide office hours.</li> </ul> <p><u>Counselors</u></p> <ul style="list-style-type: none"> <li>● Directly available to students for at least four hours per day</li> <li>● Support transition to HS and or Postsecondary</li> </ul> <p><u>SECA's / TA's</u></p> <ul style="list-style-type: none"> <li>● Support teachers and other school staff with student engagement and remote learning</li> </ul>	<ul style="list-style-type: none"> <li>● Work provided to students</li> <li>● Loose expectations around teacher time available to students</li> <li>● Loose expectations on feedback to students</li> <li>● No set school-wide office hours</li> </ul>	<ul style="list-style-type: none"> <li>3. <b>Be digitally available during new Virtual School Hours: 9:00am-2:00pm (1 hour lunch built-in).</b> <ul style="list-style-type: none"> <li>○ This can be via phone call, email, Google Classroom, or hangouts</li> <li>○ Department meetings and collaboration <u>can occur</u> at the same time.</li> </ul> </li> <li>4. <b>Directly engage with students for at least two hours per day. One of those hours will be daily Virtual Office Hours.</b> <ul style="list-style-type: none"> <li>○ All teachers will adopt Virtual Office Hours from 12pm-1pm every day. <b>Create a calendar invite and post on your Google Classroom by Monday, April 13th @4pm.</b> Here are the steps to set this up: <ul style="list-style-type: none"> <li>■ Create a Google Calendar event for 12pm-1pm</li> <li>■ Click “More Options”</li> <li>■ Type “Teacher Name Virtual Office Hours” where it says “Add title”</li> <li>■ Click “Does not repeat” dropdown and select “Every weekday (Monday through Friday)”</li> <li>■ Click “Add conferencing” dropdown and select “Hangouts Meet”</li> <li>■ Copy the link under “Join Hangouts Meet” and post to your Google Classroom</li> <li>■ Please <b>do not share this calendar event with anyone!</b></li> </ul> </li> <li>○ <b>Share your Google Classroom class codes by Monday, April 13th @4pm</b> using this <a href="#">Google Classroom Codes document</a></li> <li>○ The other hour can be via classroom hangouts, phone calls, etc. <ul style="list-style-type: none"> <li>■ <a href="#">Google Meet How-To for teachers</a></li> <li>■ <a href="#">Google Meet How-To for students</a></li> <li>■ <a href="#">Google LiveStream How-To for teachers</a> (can live stream and record a presentation to students)</li> <li>■ <a href="#">Google LiveStream How-To for students</a></li> </ul> </li> <li>○ Please follow the <a href="#">CPS Acceptable Use Policy</a></li> <li>○ <a href="#">Free Internet Resources</a></li> </ul> </li> </ul>

		<p><b>5. Provide students with feedback at least once per week.</b></p> <ul style="list-style-type: none"> <li>○ Utilize Google Classroom, Hangouts, Meet or any approved platform to share feedback with students.</li> <li>○ Update your <a href="#">Assignments &amp; Communication Tracker</a> to include when and how feedback was shared.</li> </ul>
<p><b>COMMITMENT #3: Ensure your school community is virtually available to students and families during regular school day hours through the use of “virtual office hours.”</b></p> <ul style="list-style-type: none"> <li>● Communicate a plan that guarantees that someone is available to address family questions and concerns each day during regular school hours.</li> <li>● Create schedules across the building, or within course or grade-level teams so families are interacting with teachers.</li> </ul>	<ul style="list-style-type: none"> <li>● No set school-wide virtual availability</li> <li>● No designated people/persons to address family concerns and questions each day during regular school hours.</li> </ul>	<p>See #3 above.</p> <p><b>6. Clerks (Ms. Vega and Ms. Ramirez) will be available between virtual school hours, 9am-2pm to address family concerns or questions.</b></p> <ul style="list-style-type: none"> <li>○ Call in to Main Office, check voicemails, and follow up by dialing *67 from personal phones. <a href="#">Log calls made here</a></li> <li>○ Emails of clerks provided in parent communication</li> </ul>
<p><b>COMMITMENT #4: Monitor and track student engagement on a weekly basis.</b></p> <ul style="list-style-type: none"> <li>● Daily attendance will <u>not</u> be taken, but schools do need to ensure contact with each student at least one time per week.</li> <li>● Schools need to create an outreach plan to make sure they are connecting with any student who is not engaging with their teacher.</li> </ul> <p><u>Assessment &amp; Grading</u></p> <ul style="list-style-type: none"> <li>● Student grades should not be harmed as a result of Remote Learning. Work completed by students can only help their final grade, not lower it.</li> <li>● Assessments should be used to inform teacher feedback and student to teacher interaction, but can only be</li> </ul>	<p><a href="#">Outreach plan</a> created week of 3/23. Mrs. Andrick is the lead.</p> <p><a href="#">List of students who need technology</a> created as well. Waiting on district direction, but anticipated distribution by 4/20/2020.</p>	<p><b>7. Continue entering grades only for assignments that improve a student’s grade.</b></p> <ul style="list-style-type: none"> <li>○ Should not lower a student’s grade</li> <li>○ “Incompletes” can be used if students show no engagement, but they must be provided with the opportunity to make up the incomplete assignments when school re-opens.</li> </ul> <p><b>8. Continue providing tailored supports for student subgroups.</b></p> <ul style="list-style-type: none"> <li>○ Failing students → <i>Lead: Andrick</i></li> <li>○ Students without technology → <i>Lead: Adams</i></li> <li>○ Diverse Learners → <i>Lead: Hopp</i></li> <li>○ English Language Learners → <i>Lead: Jara</i></li> <li>○ STLS Students → <i>Lead: Andrick</i></li> <li>○ Seniors → <i>Lead: Andrick</i></li> <li>○ 8th Graders → <i>Lead: McGregory</i></li> </ul>

<p>entered into Aspen if improving a student's grade.</p> <ul style="list-style-type: none"> <li>● Students can be issued "incompletes," if they show no engagement. Students must have the opportunity to make up "incompletes" when school re-opens.</li> </ul>		
<p><b>COMMITMENT #5: Maintain established structures to facilitate staff collaboration, planning, and development regarding the implementation of remote learning plans and to support long-term planning.</b></p> <ul style="list-style-type: none"> <li>● Continue normal routines and structures for teacher and staff collaboration.</li> <li>● Work together to provide students and families with a coherent schedule.</li> </ul>	<p><a href="#">Virtual Planning Team Meetings schedule</a></p>	<p><b>9. Continue meeting in designated teams via Google Hangout per the schedule emailed during the week of 3/23.</b></p> <ul style="list-style-type: none"> <li>○ Use the <a href="#">Virtual Team Meetings schedule</a> document for a list of when teams meet as well as their respective Google Hangout links. For questions, reach out to the "Lead" of each respective team listed on the "KP Team List" tab.</li> <li>○ Collaborate to develop long-term Scope &amp; Sequence planning from 7th through 12th grades within teams.</li> <li>○ Minimum of 1 hour per week.</li> </ul>
<p><b>COMMITMENT #6: Support the continued development of all educators to meet the demands of remote learning.</b></p> <ul style="list-style-type: none"> <li>● Leverage teacher teams, leaders and mentors to support one another with instructional planning and delivery.</li> <li>● Utilize district-level professional learning offerings to help schools transition to remote learning including: <ul style="list-style-type: none"> <li>○ Digital Learning and Technology Support</li> <li>○ Content-Specific Support</li> </ul> </li> </ul>	<p><a href="#">Virtual Planning Team Meetings schedule</a></p>	<p><b>10. Administration will continue to support teachers and teams to meet the demands of Remote Learning.</b></p> <ul style="list-style-type: none"> <li>○ Provide resources such as <ul style="list-style-type: none"> <li>■ the <a href="#">list of teacher virtual learning topics</a> on Learning Hub to identify the most relevant PD for the departments</li> <li>■ <a href="#">ODLSS Professional Development Opportunities during the COVID-19 School Closure</a></li> <li>■ <a href="#">Infinitec Webinars from ODLSS 3.30.2020</a></li> <li>■ Free college-level online classes at <a href="#">Coursera</a></li> <li>■ <a href="#">COVID-19 Webinars by Culturally Responsive Teaching and the Brain</a></li> </ul> </li> <li>○ Provide feedback to teams on team learning goals.</li> <li>○ Regularly communicate with staff when expectations evolve during virtual school hours.</li> </ul>