

Champaign Unit 4 Schools



Remote Learning Plan

April 2020

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A Note from the Superintendent

When I was a classroom teacher, each day that I walked into my classroom was a new day of possibilities...a day to welcome my students, engage in learning, and respond to their academic and social emotional needs. If only this was the current reality. Now, most of us are working from home. Schools are closed and we are not able to see our teachers and friends. This is hard for everyone. In an effort to stay connected, we are moving forward with a remote learning plan. A guiding aspect of this plan is for all of us to stay connected: Principals to teachers. Teachers to students. Students to their friends and family. It may not be in the way that we know, but it is important for us to continue supporting each other as we continue this journey together.

--- Dr. Susan Zola, Unit 4 Superintendent

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Introduction

Although, as educators, we wish to provide learning activities indicative of “at school” learning, the District’s focus is on keeping children emotionally and physically safe, fed, and engaged in learning. The Illinois State Board of Education (ISBE) asserts, “The focus should be on the continuity of learning and creating learning environments that are inclusive of all learners and careful not to amplify existing inequities in communities we serve” ([ISBE Remote Learning Recommendation](#), 2020, p. 50).

The ultimate goal of the Unit 4 Remote Learning Plan (which begins on April 7, 2020) is to provide direction, information, and resources to ensure all students have opportunities for continued learning that regularly engage them and focus on both content and skills. Students and families will be given routines and structures to continue a strong connection with their school community. We are committed to serving our students and families from an equity lens by taking into consideration languages, diverse learning needs, home living situations, legal statuses, access to technology, home and community supports, and transportation. We understand that “our most vulnerable student populations still need us most” ([ISBE](#), 2020, p. 8).

District remote learning plan authors relied heavily on [guidance from ISBE](#), worked closely with Champaign Federation of Teachers (CFT) Leadership, and consulted counsel as needed when creating this Plan.

Guiding Principles

(adapted from ISBE recommendations)

- All students and families will have access to quality educational materials and to the supports needed to successfully access those materials.
- Given the reality of the digital divide, we will provide digital and nondigital access to content.

- Students will have access meaningful/high-quality educational materials that align to State standards.
- Students and schools/teachers will maintain a personal connection that supports necessary, rigorous academic work in a manner that is respectful of students’ contexts (their mindset, feelings, responsibilities, home considerations, etc.).
- Simplicity is best during this time—simplicity of the framework, of communication structures, and of expectations.
- Support the whole child—their mental health, nutritional needs, and safety needs.
- Parents and other caregivers need access to clear information and ample resources.
- Teachers may need support, encouragement, and compassion to ensure their success and resilience.

Essential Instructional Recommendations

(adapted from ISBE recommendations)

- Planning for remote learning that respects the needs of all students and staff.
- Implementing remote learning that attends to the diversity of our community to ensure that all students have access to equitable educational opportunities.
- Meticulously documenting the best efforts possible being made under the current emergency conditions with regard to students with Individualized Education Programs (IEPs) and Section 504 Plans.
- Structuring active student engagement with learning in accordance with the age-appropriate thresholds.
- Selecting content for remote learning that is aligned to standards, relevant, and appropriate for each student.
- Practicing consistent communication with students, families, and staff to understand how the health emergency is impacting them.

Essential Grading Recommendations

(adapted from ISBE recommendations)

- The emphasis for schoolwork assigned, reviewed, and completed during the remote learning period is on learning, not on compliance.
- Grading should focus on the continuation of learning and prioritize the connectedness and care for students and staff. All students should have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period in that time frame.

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Educator Commitments

As Educators are implementing this Remote Learning Plan, they will...

- Complete all required tasks, including taking “attendance,” providing instructional minutes, checking on students’ emotional wellbeing, and offering feedback on student learning. (Students will be considered “in attendance” if they are engaging in any form of two-way communication with the teacher during the week.)
- Be available to students and families via phone, text, email, Zoom, Google Hangout, Class Dojo, Remind 101, etc. for a similar amount of time as they would if schools were operating normally. (Electronic communication platforms will be used in accordance with District guidelines.)
- Collaborate with colleagues (Teachers, Instructional Specialists, Social Workers, Psychologists, Librarians, et al) to address needs that arise along the way.
- Participate in required weekly meetings with their co-teachers, grade level teams, departments PLCs, and/or collaboration groups. (The exact days/times will be determined at the building level by Teachers and Principals.)
- Communicate with their Principals as described in the “Keeping Students & Families Informed” section in this Plan relevant to their assigned campus.
- Provide a range of meaningful learning opportunities and resources that engage and meet the needs of all learners.
- Connect families with educational resources that support Emerging Bilinguals (including necessary language supports) and students with IEPs/504s.

Teachers who are unavailable to telework following the guidelines above will have access to their leave banks during the closure. Human Resources staff will provide information to individual teachers on an as-needed basis and buildings will work to ensure continuity of instruction for students and families.

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Student & Family Commitments

As students and families are implementing this Remote Learning Plan, we need your help...

- Having students establish and follow regular daily routines to the greatest extent possible.
- Ensuring students get enough sleep.
- Designating a specific space to work on remote learning activities.
- Setting sensible time limits for students’ technology use.
- Reviewing communication from us as frequently as possible, but at least weekly.
- Completing assigned activities to the greatest extent possible.
- Discussing remote learning experiences and needs and communicating these with our staff.

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Keeping Students & Families Informed

Every Monday, teachers (or teams) will share weekly learning plans with students and families. At the high school level, this will come via the Home Access Center (HAC).

Every Friday by 12:00 p.m., Educators will email their Principal and direct supervisor the following information.

- An update on their instruction during the week, including any links, Google Docs, or other resources of particular note.
- The names of students they engaged in two-way communication with during the week so we can track “attendance” as required by the State.
- Information about students/families who might need support from administration or other resources outside the building (food distribution, access to community supports, etc.) that could not be problem solved during the week.
- Important notes for the upcoming week.
- Any questions or needs they have.

Principals will use this information to craft building level weekly messages to families, which will be sent out every Friday afternoon and will preview the week ahead. (French and Spanish versions of Principal messages will be emailed to families by Tuesday of the following week.)

Bilingual and ESL teachers who speak the same languages of the students served will assist with communication. Paraprofessionals, multilingual staff, translators, and other resources will be used as appropriate to ensure elimination/reduction of language barriers.

Bilingual Parent Liaisons, working in conjunction with ESL teachers, might make multiple attempts at reaching families with connectivity issues using alternate forms of communication including WhatsApp, Text messages and informational web pages with non-traditional languages.

ESL teachers who teach Sheltered classes will provide French and Spanish translations for students and guardians in their sheltered classes as needed.

If Special Education services are provided individually, staff will obtain consent to provide special education and related services via remote learning (see Appendix A).

To ensure their privacy, Teachers may contact students and families from a “Private” phone number. Families should be prepared to accept these phone calls so they do not miss important information.

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Educational Content Delivery

For Students with Verified Technology Access

Teachers will use digital platforms that may be accessed via multiple types of electronic devices (i.e., cell phones, tablets, or computers). Platforms chosen will be ones that students are already generally familiar with including:

- Email
- Websites and other browser-based activities
- Google Classroom Suite
- Remind 101
- Class Dojo
- Seesaw
- Edmentum
- Zoom for Education
- Home Access Center (HAC)
- Short videos (not live) containing short mini-lessons that are skill reviews and media clips
- Other platforms used prior to Spring Break

For Students without Verified Technology Access

As we begin our remote learning we recognize we are still working to provide technology to many homes (please see the Digital Devices section at the end of this Plan for additional information). We are reviewing data from each campus to determine how many students/families are finding success remotely with their available technology.

School supplies are being distributed along with food for those families who request them. Phone calls to families have been made to determine what additional supports are needed and Teachers are working with families to utilize existing resources that will best support their students' learning.

Based on feedback received during the first few weeks of this plan, the District will determine additional ways to support families in need of additional resources. If we need to move to a model where paper-based materials are provided, we will develop those using District resources and our current distribution models as a next line of providing resources for families to work from home.

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PreK-5 Remote Learning Details

Daily Structure

Principals and Teachers will determine appropriate structures for collaboration and instructional planning based on student needs as they may evolve over time.

The chief focus of instruction will be on Literacy and Mathematics. Additional minutes will focus on Science, Social Science, Art, Music, and Physical Activity.

Teachers will use the following daily guidelines as they design at home learning activities that meet the State required minutes for engagement and instruction. Activities will vary and allow for flexibility in times, access to technology, and learning styles.

Daily Instructional Minutes			
Content Area	PreK	Grades K - 2	Grades 3 - 5
Literacy	10 minutes	30 minutes	45 minutes
Mathematics	10 minutes	30 minutes	45 minutes
Science, Social Science, Art, Music, and Physical Activity	20 minutes	20 minutes	25 minutes
Total Minutes	40 minutes	80 minutes	115 minutes

Grading & Feedback for Learning

As Educators are providing feedback to students, they will...

- Ensure grades and feedback are used to support learning and not to negatively impact students during remote learning.
- Utilize ongoing, formative assessments to evaluate student progress and learning, not assignment completion and due dates.
- Provide feedback to students and families that is specific and actionable to promote growth and learning.
- Utilize modified and/or differentiated rubrics to support the needs of all learners.
- Utilize feedback to support the mastery of essential skills and content.
- Differentiate feedback based upon student circumstances/needs.
- Defer to District leadership prior to assigning summative grades or report cards during the remote learning period.

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Middle School Remote Learning Details

Daily Structure

Principals and Teachers will determine appropriate structures for collaboration and instructional planning based on student needs as they may evolve over time.

Middle schools will follow an A/B schedule based on 3rd Quarter classes.

- 4th Quarter classes have not been in session long enough to offer a review of standards. Therefore, any materials that are shared by 4th Quarter teachers are for enrichment purposes only.
- The A/B schedule is designed to help students focus on 4 class periods each day. This also allows time for teachers to provide feedback.
- The A/B schedule will run according to content areas (ELA I, ELA II, Math, Science, Social Studies, Encore/World Language/Band & Strings, PE/Health & Flex).

There will be a Maximum of 30 minutes of instruction suggested for each content area daily. This will result in no more than 120 minutes per day.

Daily Instructional Minutes (Example)		
Content Area	A Day	B Day
ELA I - Reading	30 minutes	
ELA II - Writing		30 minutes
Math	30 minutes	
Science		30 minutes
Social Studies	30 minutes	
Encore/World Language/Band/Strings/FLEX		30 minutes
Encore/World Language/Band/Strings/FLEX	30 minutes	
PE/Health		30 minutes
Total Minutes	120 minutes	120 minutes

Grading & Feedback for Learning

As Educators are providing feedback to students, they will...

Grades 6-7

- Allow students to redo assignments on which they did not previously receive a “meets or exceeds.”
- Provide assignments that allow for review, with a focus on power standards previously introduced.
- Inform students about essential assignments or reflections that may receive more feedback.
- Provide feedback that is specific and actionable to promote growth and learning.
- Utilize ongoing, formative assessments and feedback to evaluate student progress and learning, not assignment completion and due dates.
- Utilize modified and/or differentiated rubrics to support the needs of all learners.
- Utilize feedback to support the mastery of essential skills and content.
- Differentiate feedback based upon student circumstances/needs.
- Defer to district leadership prior to assigning summative grades or report cards during the remote learning period.

Grade 8

- Use the 6th/7th grade grading protocols listed above.
- Assign final letter grades using 3rd Quarter data prior to Spring Break.
- Provide students the opportunity to complete work and/or demonstrate mastery of skills and replace lower grades with updated progress that will improve 3rd Quarter outcomes.
- Provide feedback that supports the mastering of essential skills/power standards from the first three quarters.

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High School Remote Learning Details

Daily Structure

Principals and Teachers will determine appropriate structures for collaboration and instructional planning based on student needs as they may evolve over time.

Students will be expected to engage in activities 4 periods per day (even periods on A days and odd periods on B days). The first day of this Remote Learning Plan (Tuesday, April 7th) will be an A day. The days will continue to rotate when we are in session.

Maximum expected student engagement time should be around 30 minutes per class, per day for maximum total of 120 minutes per day. (AP, Dual Credit and APEX courses may exceed the 30 minute guideline as the teachers determine is necessary to successfully complete the requirements of the courses as outlined by College Board, Parkland, or the APEX syllabus).

Content Selection/Prioritization

In collaboration with peers of course-alike groups, or as individual teachers for single-course assignments, teachers will select and prioritize content for one or a combination of the following:

- Solidifying previous learning: Using concepts taught previously in the course in order to refresh learning and strengthen mastery of concepts.
- Supporting broader course-specific extension using a creative lens: Planning for something fun, unique, or interesting that supports a holistic approach (independent reading by choice, puzzles, writing journal entries, watching a documentary, taking a walk, stretching/yoga, creating art, helping a family member, etc.).

Providing Direction

Teachers will be clear and concise with directions that focus on the following:

- How will a student know where to start?
- How will a student know what to do next?
- How will a student know when the work is successfully completed?
- How will the teacher know a student completed an activity?

Grading & Feedback for Learning

First and foremost, all students have the opportunity to raise their grades if they are below an A. Students with an A will be given extension activities they may do simply to be engaged in learning.

ISBE recommends and we agree:

- The guiding principle is that there will be no educational harm to any child as a result of grading practices.

- Feedback is more important to learning than grades.
- Remote activities are designed to support student learning and continuity of education. The emphasis is not on compliance, which grades oftentimes support more than learning.

Students who are not able to be engaged or choose to disengage will receive a grade or mark based on their individual circumstances as determined through teacher in collaboration with student services.

When making these decisions, the following will be considered:

- Students who are home alone while adults are working.
- Students who are caretakers for siblings or ill family members.
- Students who work outside the home.
- Students who speak a language other than English and have language needs.
- Students whose guardians speak a language other than English and have language needs.
- Students with disabilities.
- Students who are coping with illness, illness of loved ones, anxiety, depression, etc.

With the exception of make-up/replacement work from prior to Spring Break, all other assessment should be viewed as formative.

<p>Grading System and Feedback for Remote Learning</p> <p>Due to the fact that Unit 4 high schools will not teach new material, all students may complete assigned work from teachers to replace lower grades from standards taught from the beginning of second semester and prior to Spring Break.</p> <p>Depending on when students return to school, this grading system may be adjusted with the following options:</p> <ul style="list-style-type: none"> • Continuation of activities started during the Remote Learning period. • Coverage of new learning that would be included in grade calculation along with work done during the Remote Learning period.
<p>STUDENT ASSESSMENT CORE BELIEFS (Board Policy 725.01R Academic Achievement - Grading)</p> <ul style="list-style-type: none"> • Grades should primarily be a measure of what students demonstrate they know, understand and can apply in each course as measured by specific learning standards. • Prompt and focused feedback on formative and summative assessments is essential to student learning and necessary for parent understanding of progress. • Because students come to us with different levels of background knowledge, and learn at different rates and in different ways, we need to provide various ways for students to show understanding, including alternative and additional assessments. • Specific learning standards about what is to be learned and how students should demonstrate that learning should be clearly communicated. • Student learning is dependent upon work ethic and preparedness. As a result, in order to learn and retain new understandings, students need to prepare and practice throughout the entire learning process.

Midterm Progress Grade prior to Spring Break	Student's Remote Learning Activities/Participation	Final Grade for 2nd Semester	Example (The Teacher determines three specific activities a student can do to replace evidence of low/no learning on standards covered prior to Break.)
F	Does not do any work to replace/make-up lower grades from previous missed learning.	Each student in this category will be considered by the teacher and student services team	The student completes none of the three activities.
F	Works to replace/make-up lower grades from previous learning.	D, C, B, A depending on work level	The student completes one, two, or three of the activities.
D, C, B	Does not do any work to replace/make-up lower grades from previous missed learning.	Final grade is 3 rd Quarter grade	The student completes none of the three activities.
D, C, B	Works to replace/make-up lower grades from previous learning.	C, B, A depending on the level of work completed and at what academic level	The student completes one, two, or three of the activities.
A	Does not do any work to replace/make-up lower grades from previous missed learning.	Final grade is 3 rd Quarter grade	The student completes none of the three activities.
A	Continues to do work	A	The student completes one, two, or three of the activities.
<p style="text-align: center;">Feedback</p> <ul style="list-style-type: none"> • Feedback should be used to encourage and motivate learners to access content and engage in suggested activities such as discussions, discussion boards, reflections, short essays, etc. • Feedback should be informative and tailored to the assignment(s) given. • Instructors should give personalized feedback on content materials (submitted or not submitted). • Feedback needs to be consistent, ongoing, incremental, and formative, as a means of keeping students engaged. 			

Other Important Information

Graduation Requirements

- Constitution Exam: No longer required by ISBE for the Class of 2020

- SAT: No longer required by ISBE for the Class of 2020 ; ISBE is working on plans to provide a Fall School-Day Testing for the Class of 2021
- Safety : Very few high school Seniors are impacted by this graduation requirement so we are recommending that it be waived

Scholarships

- College and Career Counselors will keep using previous methods to remind Seniors of opportunities.
- Deadlines for submission will be extended for the scholarships we control (e.g., The Greene Scholarship).

SAT, PSAT 8/9, PSAT 10

- There will be no school-day SAT test this spring. No final plans are in place, but ISBE is looking into options for a school-day SAT in the fall. In the meantime, students are encouraged to explore SAT opportunities by going to <https://collegereadiness.collegeboard.org/sat/register>.

AP Courses/Testing

- For the 2019-20 exam administration only, students can take a 45-minute online exam at home. Educator-led development committees are currently selecting the exam questions that will be administered. Students will be able to take these streamlined exams on any device they have access to— computer, tablet, or smartphone. College Board will conduct standard-setting processes to set appropriately rigorous cut scores for AP scores of 3, 4, and 5. AP curricula are locally developed, and College Board defers to local decisions on how best to help students complete coursework. To be fair to all students, some of whom have lost more instructional time than others, the exam will only include topics and skills most AP teachers and students have already covered in class by early March. College Board recognizes that the digital divide could prevent some low-income and rural students from participating. Working with partners, College Board will invest so that these students have the tools and connectivity they need to review AP content online and take the exam. The exam questions are designed in ways that prevent cheating; College Board is using a range of digital security tools and techniques, including plagiarism detection software, to protect the integrity of the exams.”
- The College Board announced free online review sessions for AP Exams and they've posted a schedule (and broad topics) for the first few sessions at: <https://apstudents.collegeboard.org/coronavirus-updates>.

Dual Credit

- Dual Credit will be awarded based on guidelines established by Parkland College. Affected students should have information regarding what is expected.

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Novak Academy Remote Learning Details

Daily Structure

Principals and Teachers will determine appropriate structures for collaboration and instructional planning based on student needs as they may evolve over time.

Most students will be assigned one APEX class to work on until completion. Others will be assigned an APEX/teacher taught hybrid Social Studies or English class.

There will be a maximum of 90 minutes per day of class time.

Grading & Feedback for Learning

As Educators are providing feedback to students, they will...

- Continue current grading practices throughout Session 5.
- Update grades weekly so staff can discuss ways to support struggling students.

Other Important Information

Novak Academy serves students who are reclassified as 9th-12th grade through five attendance sessions per school year, with each session lasting approximately seven weeks. Students qualify to attend Novak for several reasons, but the most significant is that they are behind on high school credits and at risk of not graduating.

Due to Novak's established instructional delivery model where students receive individualized online and teacher-led instruction specifically designed to accelerate their attainment of high school credits, Novak is in the unique position to continue providing students the opportunity to make progress toward graduation with little change to their existing structure. Novak students regularly take classes online and will continue to do so as part of the Remote Learning Plan.

The Novak counselor assigned students on track to graduate at the end of this school year (Session 5) all remaining classes they will need. This may be a combination of online teacher-taught courses and online APEX courses. All students who are not on track to graduate have been assigned one APEX course so as not to overwhelm. When they complete that course, they will be assigned another one; this will repeat until the end of the year. Students will be encouraged to complete at least 3 APEX courses during a 7-week period so they can stay on track to graduate by their anticipated date. The teaching load is spread out evenly among teachers. Teachers who have online courses will not have Apex students. The Social Worker will continue to provide SEL lessons online.

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Special Education Remote Learning Details

Daily Structure

Principals and Teachers will determine appropriate structures for collaboration and instructional planning based on student needs as they may evolve over time.

Instruction will vary based on the services listed in the IEP and the student's grade level. Here's how Special Educators will work to ensure services are provided to students.

Service	Collaboration	Planning	Instruction
6-12 Co-taught classes in Reading, Writing, English, or Math	Collaborating with general education teachers and related service providers	Ensuring classroom assignments are appropriate for students. Potentially replacing some assignments or activities with assignments or activities related to meeting students' IEP goals.	Providing accommodations and modifications. Creating assignments aligned to students' IEP goals, if needed.
6-12 Co-taught classes in other subjects	Collaborating with general education teachers and related service providers	Ensuring classroom assignments are appropriate for students.	Ensuring accommodations and modifications are provided.
Academic Support or Resource	Collaborating with related service providers as necessary	Creating assignments or activities related to students' IEP goals. Planning for students who do not have Internet access or may not be able to access any live instruction.	Ensuring accommodations and modifications are provided. Creating assignments aligned to students' IEP goals

Self-contained or Pull-out classes	Collaborating with general education teachers and related service providers	<p>Planning activities related to students' IEP goals and course content aligned to the suggested minutes for the students' grade levels.</p> <p>Planning for students who do not have Internet access or may not be able to access any live instruction.</p>	<p>Ensuring accommodations and modifications are provided.</p> <p>Creating assignments aligned to students' IEP goals</p>
Functional Life Skills/Essential Skills	Collaborating with related service providers as necessary	<p>Planning activities related to students' IEP goals and course content aligned to the suggested minutes for the students' grade levels.</p> <p>Planning for students who do not have Internet access or may not be able to access any live instruction.</p>	<p>Ensuring accommodations and modifications are provided.</p> <p>Creating assignments aligned to students' IEP goals</p>
Related Service Providers	Collaborating with general education and special education teachers, as needed.	<p>Planning activities and therapy aligned to students' IEP goals.</p> <p>Considering collaborating with parents for them to support needs identified in students' IEPs.</p> <p>Planning for students who do not have Internet access or may not be able to access any live instruction/therapy.</p>	<p>Ensuring accommodations and modifications are provided.</p> <p>Creating assignments aligned to students' IEP goals</p>

Videoconferencing or teleconferencing may be used with individual students to provide services. Prior to providing these services, staff members will obtain consent to provide special education and related services via remote learning (see Appendix A). Consent will be obtained via email or a scan/photo of the agreement.

The District will meticulously document the best efforts possible being made under the current emergency conditions with regard to students with Individualized Education Programs (IEPs) and Section 504 Plans.

Grading & Feedback for Learning

As Educators are providing feedback to students, they will...

- Provide feedback to support learning and not to negatively impact students during remote learning.
- Utilize ongoing, formative assessments to evaluate student progress and learning, not assignment completion and due dates.
- Provide feedback to students and families that is specific and actionable to promote growth and learning.
- Provide feedback directly related to general education curriculum and IEP goals.
- Utilize modified and/or differentiated rubrics to support the needs of all learners.
- Utilize feedback to support the mastery of essential skills and content.
- Differentiate feedback based upon student circumstances/needs.
- Defer to District leadership prior to assigning summative grades or report cards during the remote learning period.

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Multilingual Learner Remote Learning Details

Daily Structure

Principals and Teachers will determine appropriate structures for collaboration and instructional planning based on student needs as they may evolve over time.

Learning for multilingual learners will be based on the following:

- Students will be provided opportunities to use their home languages whenever possible.
- Students' levels of language proficiency will be considered when providing them access to materials and tasks.
- Efforts will be made to leverage the culturally and linguistically diverse backgrounds of families.
- Differentiation of content is required in order for students to gain access to grade level content.
- Learning opportunities structured by goals and essential questions are flexible and offer multiple options to accomplish and address such goals.
- Transitional bilingual (TBE) teachers who speak the same languages as the students served will assist with schoolwork translations.
- Resources that contain resources in multiple formats (e.g. text, diagrams, graphic organizers, maps, illustrations, etc.) and languages will be created so students can choose a format and language for their work product.
- Bilingual paraprofessionals/teacher aides and tutors who are skilled or fluent in the home language of the student will support students with remote learning activities and also act as a resource when communicating with families.

Grading & Feedback for Learning

Students are invited to draft/complete work in languages other than English. This may be accompanied by a summary or reflection in English, so the teacher can access and give feedback. Bilingual/ESL teachers and the Gen Ed teachers will collaborate when assessing Multilingual Learners' work.

Failing or unsatisfactory grades are not permitted.

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Digital Devices

Access

Unit 4 is an integrated 1:1 environment with students and teachers having regular access to Chromebooks. High school students have a Chromebook assigned to them that allows them to take the Chromebook to and from school. If high school students did not have their Chromebook at home at the start of the school closure, they were given the opportunity to pick them up from school on March 23, 2020.

Chromecart environments are established for 2nd-8th grade students. During the school closure and the Remote Learning Plan, the District devised a rollout plan in several phases to safely distribute Chromebooks to households to support digital learning and increased communication for students and families. Furthermore, the District is working to assist families and teachers that may not have Wi-Fi connections.

Phase 1 and Phase 2 Roll Out

- Tuesday, March 31: We distributed over 300 devices to middle school students
- Monday, April 6: The Transportation Department will assist with distributing another 300 devices to middle school students.
- Tuesday, April 7: We plan to distribute approximately 400 devices to elementary students.
- Tuesday, April 14: The Transportation Department will assist with distributing another 200 devices to elementary students.

Phase 3 Roll Out

Families or households (including PreK-1st grade) that did not receive a device in Phase 1 or 2 can request a device by contacting their Principals. Requests will be evaluated based upon the supply of devices available. Once evaluated, the District will reach out via phone or email to notify families if their requests will be granted with a date and time for pick up.

- TENTATIVE date: Tuesday, April 14: We plan to distribute additional devices using a centralized location at the Windsor Administrative building.
- TENTATIVE date: Thursday, April 16: We plan to distribute additional devices using a centralized location at the Windsor Administrative building.

Usage Guidelines

Unit 4 teachers and staff are provided with consistent, safe and secure tools, via an assigned Chromebook they use regularly. Teachers and staff who are using digital resources to facilitate communications and Remote Learning are required to use their District accounts (u4sd.org) for any online communications (including email and chats) and must use their District credentials when logging into any digital resources.

Teachers and staff are required to use necessary steps to ensure student safety and privacy when using digital resources, including using passwords and appropriate restrictions on web conferencing, and utilizing available digital and non-digital tools to maintain an appropriate online learning climate. The District will evaluate digital resources as needed to ensure that they are compatible with District systems and provide reasonable security and educational value in our environment. A list of digital resources that meet these requirements will be provided to District staff.

During Remote Learning days, staff may use video conferencing with Zoom for Education or Google Hangout Meets to support student learning through open office hours and providing opportunities for teachers to meet and interact with multiple students. When doing so, staff will be required to use the District single sign on and password protected or secured meetings. Chat and sharing will be restricted to what is educationally necessary for the goals of the session. Additionally, teachers will consider measures to include muting participants when not in discussion and monitoring breakout rooms to ensure a positive environment, just as they would in a traditional classroom. Video conferencing sessions will not be done in a one-on-one environment unless specific consent has been provided by the parent/guardian as part of the student's IEP services (see Appendix A). When arranging meetings with individual students, teachers will invite team members or colleagues to join the videoconference to ensure this standard is met.

Student presentation and participation will not be recorded. The only video recordings that are permitted are recordings of teacher presentations. During Remote Learning days, teachers will not host live lessons that are mandatory. Video conferencing can be used as an optional way to record a lesson or a demonstration that students can view live or individually at a later time. During Remote Learning days, teachers should not host live lessons that are mandatory. If recording, staff should ensure that student video is turned off.

If teachers opt to use video conferencing, as in a traditional classroom, there is always a risk that students might record and distribute the sessions, other students in the household might be in the room and overhear the conversation, or a parent might be present. Teachers and parents should be aware of this when choosing to initiate or participate in such sessions.

Please See

Appendix A: Notice to Parent/Guardians regarding 1:1 Sessions

Appendix B: Passive Consent for Online Learning

Appendix A: Notice to Parent/Guardian regarding 1:1 Sessions

Dear Parent/Guardian:

As part your child's Remote Learning Service plan, we have determined that individual instruction, therapy, or assessments through videoconferencing or teleconferencing may be needed in order to help your child progress with his/her IEP goals and curriculum or to complete their current special education evaluation. In order to implement individual services, therapy, or assessments via videoconferencing or teleconferencing, we need your consent to provide these services. Please read the expectations below and reply to this email stating that you give consent for individual therapy or instruction.

- Individual instruction or therapy will be provided through videoconferencing or teleconferencing.
- Confidentiality still applies for these services, and no one will be permitted to record the session.
- If possible, it is important to be in a quiet space that is free of distractions (including cell phone or other devices) during the session.
- It is also important to use a secure internet connection rather than public or free Wi-Fi. If you need assistance on this point, please let us know.
- Parents or guardians are not required to be in the same room as the student during instruction or therapy, but they may join in on the videoconference or teleconference at any time.
- Please remember that during classroom instruction, audio and video recordings and photography are not allowed without specific permission from an administrator or the teacher. The same applies to our remote learning instruction. Do not make audio or video recordings of remote learning instruction, or take photographs of your child during instruction which include any staff member or other students without express permission from the staff member delivering the instruction (or an administrator). If you receive such recordings or photographs from a source other than the School District, delete them and do not post or forward.
- Unit 4 staff members reserve the right to end any online session at any time for any reason.

In order for the teacher or therapist to provide individual services, I understand I must provide my consent via email. **Services cannot begin until consent is given in response to this email. I understand that I am not required to give consent and that I can contact my child's case manager, service provider, or teacher to discuss whether there are any other service alternatives available at this time.**

Appendix B: Passive Consent for Online Learning

Dear Parent/Guardian:

When school is in session, your child may participate in various instructional groups with other students led by teachers and related services staff (e.g., social workers, speech and language therapists, occupational therapists, etc.) throughout the school day. During the Governor's mandated statewide school closure, the staff will deliver specialized services to your child through various means, which may include an online meeting platform, specifically Google Hangouts and Zoom for Education.

Please note:

- A feature of Google Hangouts and Zoom for Education is that students and parents will have the capability to see the other students in these groupings at the same time.
- To increase the privacy and confidentiality during sessions, please find a private, quiet location in your home to limit disruptions or others listening to the sessions.
- The staff member providing instruction through Google Hangout and Zoom for Education will not be responsible for the physical safety of students in their homes, and this responsibility remains a family responsibility.
- We will not record any sessions and we do not provide consent to be recorded during sessions.
- All information disclosed within sessions and written records pertaining to those sessions are confidential.
- Unit 4 staff members reserve the right to end any online session at any time for any reason.

If you have any questions regarding your child's participation in these groups through Google Hangouts or Zoom for Education or you do not want your child to participate in the instructional group, please contact your child's teacher to further discuss this support for your child. If you do not want your child to participate in online meeting platforms, please contact your child's teacher to discuss alternatives.

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