

RCS 137 Remote Learning Plan

2019-2020

Overview of Plan:

Pre-Kindergarten

Pre-K families will receive a Parent letter from each teacher that provides guidance on meaningful learning through everyday experiences at home. Our Pre-K families will be provided with a three-week choice menu of activities to support growth in Math, Literacy, Social Studies/Science, Fine Motor, Gross Motor and Social Emotional learning. Students will be provided with books for reading aloud and material resources necessary to implement the activities however, an effort will be made to provide activities that utilize materials found in and around the home. Teachers will provide links to additional resources on supporting the wellness of their families, including the use of Conscious Discipline strategies. All teachers will modify as needed content for students with IEPs, 504 Plans, or ELL needs taking into consideration the needs of individual students. Each teacher will offer two hours of “office hours” daily and will communicate with students and families each week to check in and ensure the student and family is safe, healthy and their academic and physical needs are being met. During this time, teachers will provide feedback on student work and assess student needs however, no grades will be issued.

For families that would like additional resources beyond the materials provided, see the www.rcs137.org website under the Remote Learning icon.

Kindergarten

Kindergarten families will receive a Parent letter from each teacher that provides some social emotional-support using our Conscious Discipline strategies. Teachers will add grade-level appropriate Conscious Discipline parent tips with each three-week lesson and provide families with a link to more resources on supporting the wellness of their families when appropriate. Teachers will provide families with lessons for three-week periods that are based upon a Social Studies or Science theme along with some printed books. A parent letter describing the theme will be provided along with a daily calendar established for the three-weeks that will walk parents through the lessons each day. Students will complete the activity in the box for each day and can color or check off that box after the activity is completed. Students should spend at least 30 minutes per day (Monday – Friday) working on these activities. Students should not spend more than 90 minutes in a day, work can be broken up throughout the day since students' focused attention span at this age is generally around 5 minutes. Parents will also be given a letter that provides information about our math program. Students will complete one page per day, Monday – Friday, for each three-week period. Each student will have a one-page menu of PE, Art and Music activities that they can do during the three-week period. Students should try to do ONE of these activities per week but can do all of them if they would like. All Remote Learning materials can be printed at home from our website. All teachers will modify as needed content for students with IEPs, 504 Plans, or ELL needs taking into consideration the needs of individual students. Each teacher will offer two hours of “office hours” daily and will communicate with students and families each week to check in and ensure the student and family is safe, healthy and their academic and physical needs are being met. During this time, teachers will provide feedback on student work and assess student needs however, no grades will be issued.

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1st – 2nd Grade:

1st– 2nd-grade families will receive a Parent letter from each teacher that provides some social-emotional support using our Conscious Discipline strategies. Teachers will add grade-level appropriate Conscious Discipline parent tips with each three-week lesson and provide families with a link to more resources on supporting the wellness of their families when appropriate. Teachers will provide families with lessons for three-week periods that are based upon a common Social Studies or Science theme along with some printed books. A daily calendar established for the three weeks will walk parents through the lessons each day. Students will complete the activity in the box for each day and can color in that box after the activity is completed. Students should spend at least 45 minutes per day (Monday – Friday) working on these activities. Students should not spend more than 90 minutes in a day; work can be broken up throughout the day since students' focused attention span at this age is generally around 10 minutes.

Parents will also be given a letter that provides information about our math program. Students will complete one page per day, Monday – Friday, for each three-week period. Each student will have a one-page menu of PE, Art, and Music activities that they can do during the three-week period. Students should try to do ONE of these activities per week but can do all of them if they want. All Remote Learning materials can be printed at home from our website. All teachers will modify as needed content for students with IEP's, 504 Plans, or ELL needs taking into consideration the needs of individual students. Each teacher will offer two hours of “office hours” daily and will communicate with students and families each week to check in and ensure the student and family is safe, healthy and their academic and physical needs are being met. During this time, teachers will provide feedback on student work and assess student needs however, no grades will be issued.

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3rd – 5th Grade

3rd – 5th-grade families will receive a Parent letter from each teacher that provides some social emotional -support using our Conscious Discipline strategies. Teachers will add grade-level appropriate Conscious Discipline parent tips with each three-week lesson and provide families with a link to more resources on supporting the wellness of their families when appropriate. Teachers will provide families with lessons for three-week periods that are based upon a common Social Studies or Science theme. A parent letter describing the theme will be provided along with a daily calendar established for the three weeks that will walk parents through the lessons each day. Students will complete the activity in the box for each day and can color or check off that box after the activity is completed. Students should spend at least 60 minutes per day (Monday – Friday) working on these activities. Students should not spend more than 120 minutes in a day; work can be broken up throughout the day since students' focused attention span at this age is generally around 15 minutes.

Parents will also be given a letter that provides information about our math program. Students will be provided 15 one-page practice opportunities. Students will complete one page per day, Monday – Friday, for each three-week period. Each student will have a one-page menu of PE, Art and Music activities that they can do during the three-week period. Students should try to do ONE of these activities per week but can do them all if they want. All Remote Learning materials can be printed at home from our website. All teachers will modify as needed content for students with IEPs, 504 Plans, or ELL needs taking into consideration the needs of individual students. Each teacher will offer two hours of “office hours” daily and will communicate with students and families each week to check in and ensure the student and family is safe, healthy and their academic and physical needs are being met. During this time, teachers will provide feedback on student work and assess student needs however, no grades will be issued.

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6th -8th Grade

1. Teachers will create course/subject plans for a total of three weeks for students to access which include tasks to complete. Instruction plus work time for task completion should take at least 15 minutes but not exceed 30 minutes per day per subject/class. For a daily block class this is about 80 minutes per week. For an alternating block class, this is about 40 minutes per week. Course/subject plans may be daily tasks, a task or project to be completed over an extended amount of time (e.g. the full three weeks), or a menu of items from which the student may choose (e.g. a choice board).
 - a. Teachers will post content on their course website (may be Google Classroom or similar platform as long as GC or other platform is linked on the teacher website) and will utilize any means available for collection of completed work.
 - b. Teachers will make “hard copy” equivalent content available for pick up by students / families. A printable “hard copy” equivalent should be posted on the teachers’s course websites.
 - c. All teachers will modify as needed content for students with IEPs, 504 Plans, or ELL needs taking into consideration the needs of individual students.
 - d. Instructional special education classes will follow the similar procedure as above taking into consideration the special needs of individual students.
 - e. Self-contained special education programs will follow the similar procedure as above. Self-contained teachers will focus on mathematics and reading-language arts for content as well as other prioritized content based on the special needs of individual students.
2. Teachers will hold two daily office hours for students / families to check-in. The office hours should include multiple simultaneous formats for communication. For example, the teacher may have an open Google Hangout forum, send and receive voice and text through Google Voice, and send and receive emails. One office hour per day will follow the schedule listed below. One office hour per day will be at the teacher’s discretion or by appointment.
 - a. Special education staff, including teaching assistants, will be available to provide appropriate support, accommodations, and modifications during the special education resource office hour.
 - b. Bilingual staff, including bilingual teaching assistants, will be available to provide assistance during the scheduled office hour.
3. Teachers will provide feedback (“grading”) on completed student tasks using a Pass / In Progress / Did Not complete format.
4. Teachers will make every effort to communicate with families at least weekly to provide feedback on student work and assess student needs.
 - a. Teachers will communicate with families of students enrolled in courses only as needed. It is not reasonable that a teacher will have direct communication with every student or family of every student enrolled in every class that the teacher teaches.
 - b. Eater 101 teachers will communicate with E101 classes (or other assigned students) weekly. This is done to ensure that all students / families are contacted at least weekly.
 - c. Families that require Spanish-language translation will be assigned to a Spanish-speaking staff member for communication with the school.
5. All staff will respond to family / student inquiries within one work day (24 hours).

6. Non on-line learning.
 - a. Teachers will make “hard copy” equivalent content available for pick up by students / families. Teachers will post content on their course website (may be Google Classroom or similar platform as long as GC or other platform is linked on the teacher website).
 - b. Teachers will collect hard copy work from students. Families may submit work to teachers by any means reasonable such as emailing / messaging photographs directly to teachers, uploading documents directly to teachers.
 - c. Hard copy content may be dropped off at the next distribution day
7. Daily schedule:
 - a. The total amount of time a student spends on school work should be approximately 90-120 minutes, not including related special education services.
 - b. At no time is a student or family required to be online to participate in office hours.
 - c. Students / families are encouraged to join office hours according to the schedule and / or contact teachers via text, email, or voice to schedule appointments. The purpose of joining office hours is to communicate with the teacher any questions or needs about content and work completion.
 - d. Office Hour Schedule*

| Time | Course | Bilingual Support | SPED Support |
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| 8:30-9:30 | Specials and PE/Health | <ul style="list-style-type: none"> • Mr. Chavez | TAs TBD |
| 9:00-10:00 | Math | <ul style="list-style-type: none"> • Ms. Cancel | TAs TBD |
| 9:30-10:30 | Science and Social Studies | <ul style="list-style-type: none"> • Mr. Mendoza | TAs TBD |
| 10:00-11:00 | Reading Language Arts | <ul style="list-style-type: none"> • Ms. Nabarrete with Ms. Palacio | TAs TBD |

*In addition to the office hour schedule above, all teachers will have an additional hour of availability determined by the individual teacher. This time may be used for activities such as teacher calls to families, responding to voicemails, texts, emails, and small group appointments with students. For special education teachers, their two office hours may be during a core subject office hour and during the resource hour.

8. In Case of Teacher Illness.
 - a. For core subject classes, if a teacher has an extended absence, another teacher for that course will monitor the students of the affected teacher, and another teacher of that content area or course area will oversee preparation of materials.
 - b. For Specials classes and enrichment skills, if a teacher has an extended absence, students will be excused from participation in the affected class until the teacher is able to return to regular duties.

- c. For PE/Health classes, if a teacher has an extended absence, another teacher for that course will monitor the students of the affected teacher, and another teacher of that content area or course area will oversee preparation of materials.
 - d. In any case where a teacher has an extended absence and there is not another highly qualified teacher for that course and content, students will be excused from participation in the affected class until the teacher is able to return to regular duties.
9. For families that would like additional resources beyond the provided materials see the www.rcs137.org website under the Remote Learning icon.

Identified Priority Standards for Learning:

| Grade | Math | English Language Arts | Social Studies/ Science | Art, Music, PE | Social Emotional Learning |
|---------------------|--|---|---|--|---|
| Pre-K | Functional Counting Classification | Speaking Writing Production | Engagement & Exploration Observation and Reporting | Fine Motor Manipulation Space Awareness | Independent Behavior Regulation of Emotions and Behavior |
| Kindergarten | 1st 3 weeks: Exploring numbers 1-10 2nd 3 weeks: Understanding Addition and Subtraction | 1st 3 weeks: Cause-and-effect situations Words that have the /v/ sound at the beginning, middle, or end of the word, such as glove, vacuum, or river 2nd 3 weeks: Words that have a long A sound and end with–e | 1st 3 weeks: Science: Weather & Climate 2nd 3 weeks: Social Studies: Meeting Our Needs and Wants | 1st 3 weeks: Choice menu 2nd 3 weeks: Choice menu | 1st 3 weeks: Starfish and Tornadoes game Turtle Time Game Who Am I Right Now? 2nd 3 weeks: Let's Make a Deal Taking Turns In Charge |

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| <p>First Grade</p> | <p>1st 3 weeks: Using strategies to add and subtract Understanding Addition and Subtraction</p> <p>2nd 3 weeks: Understanding Place Value Adding and Subtracting within 20</p> | <p>1st 3 weeks: Using rich, descriptive words Reading or finding words with /or/, /är/, and /ûr/ sound at the beginning,middle, or end of the word</p> <p>2nd 3 weeks: Identifying steps in a process recognize words with the /oi/ sound, as in join and boy, and words with the /ou/ sound as in house and clown.</p> | <p>1st 3 weeks: Science- Observing the Sky</p> <p>2nd 3 weeks: Social Studies - We use Goods and Services</p> | <p>1st 3 weeks: Choice menu</p> <p>2nd 3 weeks: Choice menu</p> | <p>1st 3 weeks: Starfish and Tornadoes game Turtle Time Game Who Am I Right Now?</p> <p>2nd 3 weeks: Let's Make a Deal Taking Turns Taking Charge</p> |
| <p>Second Grade</p> | <p>1st 3 weeks: Addition & Subtraction Strategies & Word Problems Understanding Addition & Subtraction of Multi-Digit Numbers</p> <p>2nd 3 weeks: Understanding Place Value Concepts & Regrouping Understanding Length</p> | <p>1st 3 weeks: summarize the key ideas or facts Reading words with the "aw" sound</p> <p>2nd 3 weeks: identifying steps in a process C-e or c-i combination is pronounced with a soft c,as in nice or city.</p> | <p>1st 3 weeks: Science- Wind and Water Change Earth</p> <p>2nd 3 weeks: Social Studies: Buyers and Sellers</p> | <p>1st 3 weeks: Choice menu</p> <p>2nd 3 weeks: Choice menu</p> | <p>1st 3 weeks: Starfish and Tornadoes game Turtle Time Game Who Am I Right Now?</p> <p>2nd 3 weeks: Let's Make a Deal Taking Turns Taking Charge</p> |

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| <p>Third Grade</p> | <p>1st 3 weeks: Understanding Multiplication Concepts, Practicing Multiplication Concepts, Using Properties of Multiplication</p> <p>2nd 3 weeks: Understanding Division Concepts and Practicing Division Solving Word Problems with Multiplication and Division Understanding Fractions Telling Time</p> | <p>1st 3 weeks: Distinguishing between fact and opinion Words that have a hard or soft sounding c.</p> <p>2nd 3 weeks: Reading informational texts and then putting the steps in order</p> <p>Recognize prefixes such as pre- (“before”) and re- (“back, again”)</p> | <p>1st 3 weeks: Science- Weather & Climate</p> <p>2nd 3 weeks: Social Studies - Spending Time and Money</p> | <p>1st 3 weeks: Choice menu</p> <p>2nd 3 weeks: Choice menu</p> | <p>1st 3 weeks: Starfish and Tornadoes game Turtle Time Game Who Am I Right Now?</p> <p>2nd 3 weeks: Let’s Make a Deal Taking Turns Taking Charge</p> |
| <p>Fourth Grade</p> | <p>1st 3 weeks: Understanding Place Value Adding and Subtracting Whole Numbers Multiplying Whole Numbers</p> <p>2nd 3 weeks: Dividing Whole Numbers Understanding Fractions Adding and Subtracting Fractions</p> | <p>1st 3 weeks: Write using descriptive words and sensory details</p> <p>Venn Diagram- identify similarities and differences</p> <p>2nd 3 weeks: Acrostic poems underline words, phrases, or sentences, and then use those descriptions to summarize</p> | <p>1st 3 weeks: Science- Earth Changes</p> <p>2nd 3 weeks: Social Studies: Resources & Their Impact</p> | <p>1st 3 weeks: Choice menu</p> <p>2nd 3 weeks: Choice menu</p> | <p>1st 3 weeks: Starfish and Tornadoes game Turtle Time Game Who Am I Right Now?</p> <p>2nd 3 weeks: Let’s Make a Deal Taking Turns Taking Charge</p> |

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| Fifth Grade | <p>1st 3 weeks: Understanding the Place Value System Understanding Multiplication & Division with Whole Numbers Understanding Addition & Subtraction with Decimals Understanding Multiplication and Division with Decimals</p> <p>2nd 3 weeks: Understanding Addition and Subtraction with Fractions Extending Multiplication and Division to Fractions</p> | <p>1st 3 weeks: Using a Venn Diagram to Compare</p> <p>2nd 3 weeks: Using a two-column chart to compare</p> | <p>1st 3 weeks: Science- Water: Fact & Fiction</p> <p>2nd 3 weeks: Social Studies: Economic Development of Cities</p> | <p>1st 3 weeks: Choice menu</p> <p>2nd 3 weeks: Choice menu</p> | <p>1st 3 weeks: Starfish and Tornadoes game Turtle Time Game Who Am I Right Now?</p> <p>2nd 3 weeks: Let's Make a Deal Taking Turns Taking Charge</p> |
| JW Eater JHS April 6-24 | Math | English Language Arts | Social Studies/ Science | Art, Music, PE | Social Emotional Learning |
| Sixth Grade | <p>Percentages</p> <p>Integers</p> <p>Solving basic equations</p> | <p>Determine main idea, theme and summarizing in fiction and nonfiction reading</p> <p>Narrative writing - writing... identifying, supporting and citing evidence</p> | <p><u>Social Studies</u></p> <ul style="list-style-type: none"> • A CSI Investigation • Was King Tut Murdered? • Ancient Roman/Greek Trading Cards <p><u>Science</u></p> <p>Earth's natural hazards.</p> | <p><u>Art</u></p> <p>Creating and exploring art through a variety of methods and mediums.</p> <p><u>Music</u></p> <p>Music in everyday life choice board.</p> <p><u>STEM</u></p> <p>A study of Life, Buildings, and Trickshots.</p> <p><u>Band</u></p> | <p>Weekly check in by E101 teacher or other assigned staff member.</p> |

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| Seventh Grade | All operations with negative and positive integers. | Determine main idea, theme and summarizing in realistic fiction Narrative and argumentative writing - writing...identifying, supporting, and citing evidence | <u>Social Studies</u> Reading, understanding, and interpreting primary source documents <u>Science</u> Resource Availability in Ecosystems | <ul style="list-style-type: none"> • 6th Grade Band - Concert B Flat Major Scales & Etudes, Dynamics, Phrasing • 7th & 8th Grade Concert Band - Review Concert A-Flat Major, Key studies in B Flat, F and E Flat Major, Cut Time and Compound Meter | |
| Eighth Grade | Order of operations Solving one-step equations Solving two-step equations. | Determine main idea, theme and summarizing in literary nonfiction, dystopia, realistic fiction Informative writing - writing...identifying, supporting, and citing evidence | <u>Social Studies</u> <ul style="list-style-type: none"> • Coronavirus and the Economy • The Age of Imperialism • The Spanish-American War <u>Science</u> Investigating electricity. | <u>PE/Health</u> Personal physical fitness. Thirty day challenge, choose nine. <u>Enrichment Skills</u> <u>Reading</u> <ul style="list-style-type: none"> • Reading Fluency/Comprehension • Responding to reading via writing | |

Addressing Vulnerable students:

Students with an IEP: Special Education staff will develop individualized Remote Learning Plans for each student with an IEP. This plan will provide support, accommodations/modifications, supplemental materials, plans for goal progress monitoring, and on-going consultation with families in order to support remote learning for students with disabilities. The plans will be developed in collaboration with parents and in accordance with the child's individual needs.

Students who are homeless: School social workers have attempted to reach out to families who are homeless in order to provide support and offer information about available resources. On-going communication and support will be provided on an as-needed basis.

Students who are English Language Learners: Each school has systems in place for contacting and communicating with our bilingual (Spanish-speaking) families. In the schools that provide services to ELL students, there are bilingual teachers and assistants in place to provide support to the students and families. Additionally, Spanish-speaking students and families may email racs_bilingual@racs137.org or text (815) 317-4049 and someone will respond to their needs within 24 hours (one work day). At the PK-5 level, bilingual classroom teachers will provide language accommodations as needed. At the 6-8 level, students will continue to receive their ESL and Bilingual/Spanish Language Arts instruction as per the 6-8 plan, and bilingual staff will support English-speaking staff as needed and as requested by students / families.

Communication Plan:

PRE-K – 5th Grade

- **Role of District Administration:** District Administration will communicate with the community through Skylert, Facebook, E-mail and other media sources as appropriate weekly. They will work with Building Administrators to ensure they have what they need to support their staff, teachers and families. District Administration will host meetings one hour per week (details) with the Building Administration to collaborate and share relevant information. The District and Building Administration will continue to have online meetings to work on district initiatives (SEL, Literacy, Technology, Transformative Schools, Creative Curriculum, Math). Each District Administrator will continue to hold PD sessions/Trainings with teachers and specialized groups to continue work on district goals and initiatives.
- **Role of Building Administration:** Building Administrators will be the point person for all staff within their building. Administrators will hold regular staff meetings, provide professional development opportunities for staff, and coordinate the selection, copying, distribution and collection of instructional materials for students and families. Building administrators will communicate daily with teachers to ensure teachers have the supports and materials needed to carry out their role. Administrators can utilize the communication tool that works best for his/her staff (eg. phone, text, email, google hangout, Zoom, google docs, Remind). Administrators will create a communication log in google docs to share with staff and then they will monitor the document. Administrators will respond to families and provide daily office hours for staff or families to communicate. If a teacher becomes ill, the administrator will contact one of the district's permanent substitutes and arrange for them to take over for the classroom teacher who is ill. Administrators will communicate regularly with their building custodians to ensure the building is being maintained.
- **Role of Teachers:** Classroom teachers will communicate regularly with students and families. Each teacher will offer two hours per day of "office hours". During this time the teacher will be available to students and families to answer questions and/or support families. The schedule for the two hours will be established by each teacher based upon the needs of their students and can be split up into one-hour sessions (eg. one-hour in the morning, one-hour in the afternoon) if preferred. Teachers will communicate with students utilizing the tools that work best for each family: phone, email, text, google hangout, Zoom, Classroom Dojo, Remind, etc..) Personal contact is required so, if a family does not have access to any communication tools listed above, alternative methods for contact can be used such as a mailing or home delivery. Teachers will work with their administrators if this occurs. Teachers will complete a daily communication log (provided by their building administrator) to document their contact with students and families. Teachers will make notes and use this as their tracking document for student understanding and progress. This document will be useful if and when a teacher becomes ill and is unable to fulfill his/her teaching duties. If the teacher becomes ill, they or a family member are to contact the building administrator to transfer the teacher's

communication and support duties to a substitute teacher. Teachers will be expected to attend meetings with the building administrator, professional development opportunities and training, and committee work meetings. Meetings and Professional development will be scheduled following the RCS Collective Bargaining Agreement.

- **Role of Specialized Teachers:**

- **Special Education Teachers:** Special Education teachers will implement the Individualized Remote Learning Plans for students that may include direct instruction through remote platforms, consultation/collaboration with parents and IEP team members, modification of grade level materials, goal progress monitoring and creation of supplemental materials for students with disabilities. Teachers will arrange their communication with families in accordance with each family's preferred method and schedule of communication during typical school hours. Teachers will keep a log of their communication and consultation with students and families. Special Education teachers will resume duties of case management, including scheduling and facilitation of IEP meetings via Google Hangouts and completion of necessary IEP paperwork. Special Education teachers will be expected to attend meetings with building administrators and/or Special Education Director/Coordinator, professional development opportunities and training, and committee work meetings. Meetings and professional development will be scheduled following the RCS Collective Bargaining Agreement.
- **Speech Teachers:** Speech teachers will implement the Individualized Remote Learning Plans for students which may include direct instruction through remote platforms, consultation/collaboration with parents and IEP team members, goal progress monitoring and creation of supplemental materials for students with disabilities. Speech teachers will arrange their communication with families in accordance with each family's preferred method and schedule of communication during typical school hours in accordance with each child's RLP. Speech teachers will keep a log of their communication and consultation with students and families. Speech teachers will resume duties of evaluation requirements in accordance with the IDEA regulations, including holding domains/EDC/IEP meetings, and completing evaluations remotely when possible. Speech teachers will be expected to attend meetings with building administrators and/or Special Education Director/Coordinator, professional development opportunities and training, and committee work meetings. Meetings and professional development will be scheduled following the RCS Collective Bargaining Agreement.
- **Psychologists:** Psychologists will resume duties of evaluation requirements in accordance with the IDEA regulations, including holding/facilitating domains/EDCs, participating in IEP meetings as appropriate, completing evaluations remotely when possible, and completing necessary IEP paperwork. Psychologists will be expected to attend meetings with building administrators and/or Special Education Director/Coordinator, professional development opportunities and training, and committee work meetings. Meetings and professional development will be scheduled following the RCS Collective Bargaining Agreement.
- **Social Workers:** Social workers will implement the Individualized Remote Learning Plans for students, which may include direct instruction through remote platforms, consultation/collaboration with parents and IEP team members, goal progress monitoring and creation of supplemental materials for students with disabilities. Social workers will arrange their communication with families in accordance with each family's preferred method and schedule of communication during typical school hours in accordance with each child's RLP. Social workers will also resume duties of evaluation requirements in accordance with the IDEA regulations, including holding/facilitating domains/EDCs, participating in IEP meetings as appropriate, completing evaluations remotely when possible, and completing necessary IEP paperwork. Social workers will be responsible for providing on-going remote check-ins with our homeless students and families. Social Workers will be expected to attend meetings with building administrators and/or Special Education Director/Coordinator, professional development opportunities and training, and committee work meetings. Meetings and professional development will be scheduled following the RCS Collective Bargaining Agreement.

- **English as A Second Language Teachers:** ESL and Bilingual classroom teachers will provide language accommodations as needed. Meetings and professional development will be scheduled following the RCS Collective Bargaining Agreement.
- **Literacy Specialists:** Teachers will contact each student that they have been working with and help families determine the appropriate method of support for each student. Teachers may arrange on-line instruction for students with access. Teachers may support students without access to on-line instruction through another method that works for both the teacher and the family. Meetings and professional development will be scheduled following the RCS Collective Bargaining Agreement.
- **Coaches:** Coaches will attend meetings as previously scheduled with Roosevelt, U of I, and ROE. Coaches will reach out regularly to teachers using the method most efficient for them and their co-workers (ie. zoom, email, phone, text, google hangout, etc..) to provide instructional support. Coaches will attend Professional development sessions around math, literacy, writing and other topics relevant to the District and Building Improvement plans. Coaches will coordinate and facilitate professional development training to ensure staff are prepared for teaching all content areas. Meetings and professional development will be scheduled following the RCS Collective Bargaining Agreement.
- **PE, Music, Art:** Teachers will provide daily office hours to provide support to students and families. Teachers will participate in meetings and professional development related to their positions. Meetings and professional development will be scheduled following the RCS Collective Bargaining Agreement.
- **Mentors:** Mentors will reach out to first year and new staff to provide support and answer questions. Mentors will contact new staff and first year staff once for every three week teaching cycle. Mentors will provide a scheduled time weekly to allow new staff and first year staff to contact them with questions. Mentors and mentees can determine the best methods for communication based upon their individual needs. Mentors will reach out to administration or coaches if additional resources or support is needed for their mentees that are outside of their ability to provide. Meetings and professional development will be scheduled following the RCS Collective Bargaining Agreement.
- **Role of Full Time Substitutes:** Substitutes will be ready for providing services to students in the case of an ill teacher. Once a substitute is acquired for the purpose of filling a position, he/she will be required to fulfill the role of that position. Substitutes who are not filling a position will be required to attend a building's staff meetings and attend all professional development sessions. Meetings and professional development will be scheduled following the RCS Collective Bargaining Agreement.
- **Role of Teaching Assistants:** Teaching Assistants will be available to provide support to administration and certified staff, including assisting with the modification/accommodation of materials and/or providing direct support to students through remote means according to directives of special education teachers/certified staff or administration. Teaching Assistants will be required to complete on-going professional development assignments, which may include viewing professional development videos or live remote sessions with teachers and/or administrators. Teaching Assistants will be expected to attend meetings with building administrators and/or Special Education Director/Coordinator, professional development opportunities and training, and committee work meetings. Meetings and professional development will be scheduled following the Collective Bargaining Agreement.

6th grade – 8th Grade:

- **Role of District Administration:** District Administration will communicate with the community through Skylert, Facebook, E-mail and other media sources as appropriate weekly. They will work with Building Administrators to ensure they have what they need to support their staff, teachers and families. District Administration will host meetings one hour per week (details) with the Building Administration to collaborate

and share relevant information. The District and Building Administration will continue to have online meetings to work on district initiatives (SEL, Literacy, Technology, Transformative Schools, Creative Curriculum, Math). Each District Administrator will continue to hold PD sessions/Trainings with teachers and specialized groups to continue work on district goals and initiatives.

- **Role of Building Administration:** Building Administrators will be the point person for all staff within their building. Administrators will hold regular staff meetings, provide professional development opportunities for staff, and coordinate the selection, copying, distribution and collection of instructional materials for students and families. Building administrators will communicate daily with teachers to ensure teachers have the supports and materials needed to carry out their role. Administrators can utilize the communication tool that works best for his/her staff (eg.phone, text, email, google hangout, Zoom, google docs, google classroom). Administrators will create a communication log in google docs to share with staff and then they will monitor the document. Administrators will respond to families and provide daily office hours for staff or families to communicate.If a teacher becomes ill, the administrator will contact one of the district's permanent substitutes and arrange for them to take over for the classroom teacher who is ill. Administrators will communicate regularly with their building custodians to ensure the building is being maintained.
- **Role of Teachers:**
 - See detailed plan above **6th -8th Grade** items 1-9.
- **Role of Specialized Teachers:**
 - **Special Education Teachers:** Special Education teachers will implement the Individualized Remote Learning Plans for students that may include direct instruction through remote platforms, consultation/collaboration with parents and IEP team members, modification of grade level materials, goal progress monitoring and creation of supplemental materials for students with disabilities. Teachers will arrange their communication with families in accordance with each family's preferred method and schedule of communication during typical school hours. Teachers will keep a log of their communication and consultation with students and families. Special Education teachers will resume duties of case management, including scheduling and facilitation of IEP meetings via Google Hangouts and completion of necessary IEP paperwork. Special Education teachers will be expected to attend meetings with building administrators and/or Special Education Director/Coordinator, professional development opportunities and training, and committee work meetings. Meetings and professional development will be scheduled following the RCS Collective Bargaining Agreement.
 - **Speech Teachers:** Speech teachers will implement the Individualized Remote Learning Plans for students which may include direct instruction through remote platforms, consultation/collaboration with parents and IEP team members, goal progress monitoring and creation of supplemental materials for students with disabilities. Speech teachers will arrange their communication with families in accordance with each family's preferred method and schedule of communication during typical school hours in accordance with each child's RLP. Speech teachers will keep a log of their communication and consultation with students and families. Speech teachers will resume duties of evaluation requirements in accordance with the IDEA regulations, including holding domains/EDC/IEP meetings, and completing evaluations remotely when possible. Speech teachers will be expected to attend meetings with building administrators and/or Special Education Director/Coordinator, professional development opportunities and training, and committee work meetings. Meetings and professional development will be scheduled following the RCS Collective Bargaining Agreement.
 - **Psychologists:** Psychologists will resume duties of evaluation requirements in accordance with the IDEA regulations, including holding/facilitating domains/EDCs, participating in IEP meetings as appropriate, completing evaluations remotely when possible, and completing necessary IEP paperwork. Psychologists will be expected to attend meetings with building administrators and/or Special

Education Director/Coordinator, professional development opportunities and training, and committee work meetings. Meetings and professional development will be scheduled following the RCS Collective Bargaining Agreement.

- **Social Workers/Counselors:** Social workers will implement the Individualized Remote Learning Plans for students, which may include direct instruction through remote platforms, consultation/collaboration with parents and IEP team members, goal progress monitoring and creation of supplemental materials for students with disabilities. Social workers will arrange their communication with families in accordance with each family's preferred method and schedule of communication during typical school hours in accordance with each child's RLP. Social workers will also resume duties of evaluation requirements in accordance with the IDEA regulations, including holding/facilitating domains/EDCs, participating in IEP meetings as appropriate, completing evaluations remotely when possible, and completing necessary IEP paperwork. Social workers will be responsible for providing on-going remote check-ins with our homeless students and families. Social Workers will be expected to attend meetings with building administrators and/or Special Education Director/Coordinator, professional development opportunities and training, and committee work meetings. Meetings and professional development will be scheduled following the RCS Collective Bargaining Agreement.
- **Role of Full Time Substitutes:** Substitutes will be ready for providing services to students in the case of an ill teacher. Once a substitute is acquired for the purpose of filling a position, he/she will be required to fulfill the role of that position. Substitutes who are not filling a position will be required to attend a building's staff meetings and attend all professional development sessions.
- **Role of Teaching Assistants:** Teaching Assistants will be available to provide support to administration and certified staff, including assisting with the modification/accommodation of materials and/or providing direct support to students through remote means according to directives of special education teachers/certified staff or administration. Teaching Assistants will be required to complete on-going professional development assignments, which may include viewing professional development videos or live remote sessions with teachers and/or administrators. Teaching Assistants will be expected to attend meetings with building administrators and/or Special Education Director/Coordinator, professional development opportunities and training, and committee work meetings. Meetings and professional development will be scheduled following the RCS Collective Bargaining Agreement.

Plan if a student becomes ill or is unable to complete work due to circumstances at home: The teacher will reach out to the family to check on the well-being of the student. The teacher should ensure that the family knows that the instructional materials are not the priority- the student's health and well-being are the priority. Students will be given the opportunity to work on the materials at a later time if appropriate. No student will experience a lowered grade or be withheld from the next grade level as a result of uncompleted work.

Resources/Materials needed for Plan:

| Grade | Electronic | Paper | Support Materials |
|--------------|---|---|--|
| Pre-K | Online Resources offered but not required @ www.rcs137.org "Remote Learning Resources" icon | <ul style="list-style-type: none"> ● Choice menus that include Math, Literacy, Social Studies/Science, Fine Motor, Gross Motor and Social Emotional Activities | Parent Letters Books for reading aloud Materials for drawing, writing, and visual arts |
| Kindergarten | Online Resources offered | <ul style="list-style-type: none"> ● Conscious Discipline Strategies | Parent Letters |

| | | | |
|------------------|---|--|--|
| | but not required @ www.rcs137.org "Remote Learning Resources" icon | <ul style="list-style-type: none"> ● Benchmark ● Ready Math ● Art, Music, PE Activity Menu | Close Reading book Printable Mini-books |
| 1st Grade | Online Resources offered but not required @ www.rcs137.org "Remote Learning Resources" icon | <ul style="list-style-type: none"> ● Conscious Discipline Strategies ● Benchmark ● Ready Math ● Art, Music, PE Activity Menu | Parent Letters Close Reading book Printable Mini-books |
| 2nd Grade | Online Resources offered but not required @ www.rcs137.org "Remote Learning Resources" icon | <ul style="list-style-type: none"> ● Conscious Discipline Strategies ● Benchmark ● Ready Math ● Art, Music, PE Activity Menu | Parent Letters Close Reading book Printable Mini-books |
| 3rd Grade | Online Resources offered but not required @ www.rcs137.org "Remote Learning Resources" icon | <ul style="list-style-type: none"> ● Conscious Discipline Strategies ● Benchmark ● Ready Math ● Art, Music, PE Activity Menu | Parent Letters Close Reading book |
| 4th Grade | Online Resources offered but not required @ www.rcs137.org "Remote Learning Resources" icon | <ul style="list-style-type: none"> ● Conscious Discipline Strategies ● Benchmark ● Ready Math ● Art, Music, PE Activity Menu | Parent Letters Close Reading book |
| 5th Grade | Online Resources offered but not required @ www.rcs137.org "Remote Learning Resources" icon | <ul style="list-style-type: none"> ● Conscious Discipline Strategies ● Benchmark ● Ready Math ● Art, Music, PE Activity Menu | Parent Letters Close Reading book |
| 6th Grade | All materials will be provided electronically @ www.rcs137.org "Remote Learning Resources" icon and JWE Webpage | All materials provided electronically or an equivalent will be provided in hard copy at the school for student / family pick up. | All needed instructional materials will be provided electronically or in hard copy at the school for student / family pick up. |
| 7th Grade | | | |
| 8th Grade | | | |

Distribution of Materials Plan:

Materials will be distributed behind JWE from 11:00 am - 1pm and 5pm - 7pm every three weeks with the first distribution on April 6th. Parents will drive through the JWE parking lot starting at the north side, they will follow the cones and stop at the cafeteria door if you are picking up food (11am -1pm only). Next, families will drive around to the (6th grade door for elementary and Band room door for 6-8th). A person with a radio will be waiting, families will tell that person the school, grade and the name of each child or the children they are getting folders for. Families will continue through the line and exit on the south end of the parking lot.

Transition Plan for Returning to School:

RCS is utilizing teacher resources and strategies that align with our typical teaching methods. Therefore the transition for students back into the classroom should be minimal. Teachers will pick up on the next lessons for Literacy, Math, Social Studies and Science. Lessons around Social Emotional learning, school and classroom expectations and setting routines will be re-established upon the students return.

Date of consultation with Union:

Electronic Signature of Union Representation: *Carissa Culbertson, RCSEA President*

Signature of District Representation: *Michelle Ramage, Superintendent*