

Gillespie Community Unit District 7



Home of the
Ben-Gil Tigers
Gillespie Middle School Indians
Gillespie Miners

Revised Remote Learning
Plan 2020-2021

7/23/20

A Note from the Superintendent

As the world continues to battle the Corona Virus, education as we know has changed forever. While we look forward to the days of having classrooms full of students; those days have not yet returned. Student and staff safety is our priority, as it has been throughout our remote learning experience. We have listened to our staff, students, and families and developed a more in depth remote learning plan that will address the many comments, concerns, questions that were expressed last spring. While we fully understand that remote learning will not and cannot replace in-person learning it is our responsibility to continue to assess, alter, and amend our plan to fit the needs of our community. We appreciate your patience with this process as we “learn” this new way of teaching/learning together.

--- R. Shane Owsley, CUSD 7 Superintendent

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 7 Remote Learning Plan 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 Gillespie’s Federation of Teachers 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.

Any information is subject to change due to ISBE guideline updates.

- 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.

Educator Commitments

STAFF CHECKLIST

Instructions:

- You are required to complete this checklist each day before reporting to work.
- If you answer YES to any of the questions below, STAY HOME and immediately contact your supervisor.
- If you answer NO to the questions below, you must turn this completed checklist in to your supervisor upon reporting to work.
- If you start feeling sick while at work or experiencing the symptoms listed below, report your symptoms to your supervisor/school nurse immediately.

Name: _____ Date: _____

Question	Yes	No
Do you have a temperature over 100.4 F?	<input type="checkbox"/>	<input type="checkbox"/>
Are you taking fever-reducing medicines, such as those that contain aspirin, ibuprofen or acetaminophen, in order to reduce your fever?	<input type="checkbox"/>	<input type="checkbox"/>
Have you had close contact or cared for someone with COVID-19 within the past 14 days?	<input type="checkbox"/>	<input type="checkbox"/>
Have you returned from travel outside the United States or on cruise ship or river boat within the past 14 days?	<input type="checkbox"/>	<input type="checkbox"/>
Are you experiencing any of the following symptoms?		
· Headache, chills and muscle aches	<input type="checkbox"/>	<input type="checkbox"/>
· Cough and Shortness of breath (not activity related)	<input type="checkbox"/>	<input type="checkbox"/>
· Sore throat, runny nose, and congestion	<input type="checkbox"/>	<input type="checkbox"/>

<ul style="list-style-type: none"> · New loss of taste or smell 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> · Nausea, vomiting, and/or diarrhea 	<input type="checkbox"/>	<input type="checkbox"/>

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

- Be present and fully engaged as the instructor.
- Remain flexible with pacing and student assignments.
- Complete all required tasks, including taking “attendance,” providing instructional minutes, checking on students’ emotional well-being, 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 daily.
- Be available to students and families via phone, text, email, Microsoft Suite (Teams), online textbook resources, Zoom, 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.)
- Provide timely and effective feedback: teacher feedback must be actionable and specific. Feedback that is actionable provides students with something they can do to improve their assignment or project toward deeper attainment of the aligned standards. Specific feedback helps students to know in detail what improvement is needed. Keeping your feedback to the goal of mastering a standard or content will encourage and motivate the students to apply themselves.
- Collaborate with colleagues (Teachers, Counselors, Social Workers, Psychologists, Librarians, et al) to address needs that arise along the way.
- Participate in meetings with their grade level teams, departments, 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 students with IEPs/504s.
- If advised by the health department, staff will be expected to be on campus during normal contractual hours.
- Per Board Policy 5:120 “employees shall not engage in any other employment or in any private business during regular working hours or such other times as are necessary to fulfill appropriate assigned duties.
- If a staff member is unable to fulfill his/her required duties during a particular day of remote learning he/she should contact the Unit Office.

Any information is subject to change due to ISBE guideline updates.

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 daily.
- Completing assigned activities to the greatest extent possible.
- Discussing remote learning experiences and needs and communicating these with our staff.
- Communicating with appropriate office personnel regarding student "absences" (inability to complete daily learning assignments)

Keeping Students & Families Informed

Parents will be notified of continued remote learning days through the use of social media, the district website, as well as the district's all-call notification system.

Every Monday (or the first instructional day of the week) teachers (or teams) will share weekly learning plans with students and families by 8:30 AM (MS/HS) or 8:45 AM (elementary).

Throughout the week, using the Teams platform, educators/teams will provide their principal the following information.

- 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.

Superintendent/Principals will communicate any important information/developments as they occur during remote learning.

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 (*67). Families should be prepared to accept these phone calls so they do not miss important information.

Educational Content Delivery

Ben-Gil Elementary

7:45 -8:45 Prep

8:45-11:15 Student Support

11:15-11:45 Lunch

11:45-1:45 Student Support

1:45-3:30 Meetings/PD/Prep

Gillespie Middle School:

A DAY

7:30-8:30 Prep

8:30- 11:00 Student Support (Periods 1 & 2)

8:30 – 9:30 Period 1

9:30 – 10:00 Student Feedback

10:00 – 11:00 Period 2

11:00 – 11:30 Lunch

11:30 – 1:30 Student Support (Period 3)

11:30 – 12:30 Period 3

12:30 – 1:30 Student Feedback

1:30 – 3:15 Meetings/PD/Prep

B DAY

7:30-8:30 Prep

8:30- 11:00 Student Support (Periods 4 & 5)

8:30 – 9:30 Period 4

9:30 – 10:00 Student Feedback

10:00 – 11:00 Period 5

11:00 – 11:30 Lunch

11:30 – 1:30 Student Support (Period 6)

11:30 – 12:30 Period 6

12:30 – 1:30 Student Feedback

1:30 – 3:15 Meetings/PD/Prep

Gillespie High School:

A DAY

7:30-8:30 Prep

8:30- 11:00 Student Support (Periods 1 & 2)

8:30 – 9:30 Period 1

9:30 – 10:00 Student Feedback

10:00 – 11:00 Period 2

11:00 – 11:30 Lunch

11:30 – 1:30 Student Support (Periods 3 & 4)

11:30 – 12:30 Period 3

12:30 – 1:30 Period 4

1:30 – 3:15 Meetings/PD/Prep

B DAY

7:30-8:30 Prep

8:30- 11:00 Student Support (Periods 5 & 6)

8:30 – 9:30 Period 5

9:30 – 10:00 Student Feedback

10:00 – 11:00 Period 6

11:00 – 11:30 Lunch

11:30 – 1:30 Student Support (Periods 7)

11:30 – 12:30 Period 7

12:30 – 1:30 Student Feedback

1:30 – 3:15 Meetings/PD/Prep

Online assignments must be live by 8:30 a.m. (MS/HS) and 8:45 a.m. (Elementary) on each day of remote learning.

Students must either participate in or view all instructional sessions based on the above schedules. Teachers will communicate the times of the instructional sessions within teams. These sessions will also be recorded and posted in Microsoft teams. (See appendix D)

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:

Any information is subject to change due to ISBE guideline updates.

- Email
- Microsoft Suite (Teams)
- Websites and other browser-based activities
- Remind 101
- Zoom for Education
- Online textbook resources
- Skyward

For Students without Verified Technology Access

CUSD #7 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.

PreK-5 Remote Learning Details

Recommended 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.

Recommended 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

Any information is subject to change due to ISBE guideline updates.

Grading & Feedback for Learning

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

- Ensure grades and feedback are used to support learning
- Utilize ongoing, formative assessments to evaluate student progress and learning
- Provide feedback to students and families that is specific and actionable to promote growth and learning during contractual hours
- 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.
- CUSD #7 will use traditional grading policies which means assigning grades for assignments, assessments, projects and any learning activities.
- The traditional ten point scale will be used when calculating grades.

Attendance

- Teachers are expected to take daily attendance on Skyward. A student is considered present if two-way communication has occurred between teacher and student/parent.
 - Communication can take place by emailing the teacher, responding in Teams, or calling the office. Student check-in must take place by 9 AM daily.
- If a student is unable to complete daily learning requirements due to illness or "absence," the student's parent/guardian is still responsible for contacting the appropriate office.
- See Appendix C

Middle School Remote Learning Details

Recommended 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 school will follow an A/B schedule.

The A/B schedule is designed to allow students to participate in 3 instructional class periods each day. Periods 1-3 take place on A day and Periods 4-6 will take place on B day. All students will be expected to complete assignments five days a week.

Mondays and Thursdays= A Days

Any information is subject to change due to ISBE guideline updates.

Tuesdays and Fridays= B Days

Wednesdays = Student support and completion of assignments

There will be a maximum of 30 minutes of student engagement suggested for each content area daily. This will result in no more than 180 minutes per day. Student engagement may include online instructional sessions or posted assignments/activities.

Grading & Feedback for Learning

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

- Ensure grades and feedback are used to support learning
- Utilize ongoing, formative assessments to evaluate student progress and learning
- Provide feedback to students and families that is specific and actionable to promote growth and learning during contractual hours
- 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.
- CUSD #7 will use traditional grading policies which means assigning grades for assignments, assessments, projects and any learning activities.
- The traditional ten point scale will be used when calculating grades.

Attendance

- During remote learning students are expected to check in with homeroom teachers by 9 AM for each academic day.
- MS homeroom teachers are expected to track student attendance daily. By 9 AM teachers must contact the office to report any absent students.
- If a student is unable to complete daily learning requirements due to illness or "absence," the student's parent/guardian is still responsible for contacting the appropriate office.
- See Appendix C

High School Remote Learning Details

Recommended 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 participate in 4 instructional sessions on A days and 3 sessions on B days. Periods 1-4 take place on A days, and periods 5-7 take places on B days. All students will be expected to complete assignments five days a week.

Mondays and Thursdays= A Days

Tuesdays and Fridays= B Days

Wednesdays = Student support and completion of assignments

Maximum expected student engagement time should be around 30 minutes per class, per day for maximum total of 210 minutes per day. Student engagement may include online instructional sessions or posted assignments/activities. (AP and Dual Credit 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, Lewis & Clark Community College, St. Louis University).

Grading & Feedback for Learning

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

- Ensure grades and feedback are used to support learning
- Utilize ongoing, formative assessments to evaluate student progress and learning
- Provide feedback to students and families that is specific and actionable to promote growth and learning during contractual hours
- 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.
- CUSD #7 will use traditional grading policies which means assigning grades for assignments, assessments, projects and any learning activities.
- The traditional ten point scale will be used when calculating grades.

Attendance

- During remote learning students are expected to check in with 1st period teachers on A days and B days by 9 AM.
- HS 1st period teachers are expected to track student attendance daily. By 9 AM teachers must post any absent students to Skyward (1st period). Contact the office via Microsoft teams with any attendance updates throughout the day.
- If a student is unable to complete daily learning requirements due to illness or “absence,” the student’s parent/guardian is still responsible for contacting the appropriate office.
- See Appendix C (Page 23)

Social-Emotional Needs

Social-emotional learning, such as self-understanding and self-regulation, are skills that allow students to be able to learn and access academic content. CUSD 7 will:

- Develop family-appropriate social and emotional learning (SEL) content to be used during continuous remote learning
- Identify and deliver responsive SEL supports, including mental health check-ins, planning and goal setting, opportunities for self-reflection, and social interactions.

Other Important Information

SAT: To be determined

Scholarships: College and Career Counselors will keep using previous methods to remind Seniors of opportunities.

SAT, PSAT 8/9, PSAT 10: To be determined

AP Courses/Testing: To be determined

Dual Credit: Dual Credit will be awarded based on guidelines established by Lewis and Clark Community College/St. Louis University. Affected students should have information regarding what is expected.

Special Education Remote Learning Details

Recommended 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
Academic Support or Resource	Collaborating with general education teachers and related service providers as necessary.	<p>Creating assignments or activities related to students' IEP goals.</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>
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>

Any information is subject to change due to ISBE guideline updates.

		Planning activities and therapy aligned to students' IEP goals.	Ensuring accommodations and modifications are provided. Creating assignments aligned to students' IEP goals
Related Service Providers	Collaborating with general education and special education teachers, as needed.	Considering collaborating with parents for them to support needs identified in students' IEPs. Planning for students who do not have Internet access or may not be able to access any live instruction/therapy.	

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.

Digital Devices

Access

Unit 7 is an integrated 1:1 environment with students and teachers having regular access to electronic devices. Students in grades 4-12 have a laptop assigned to them that allows them to take the laptop to and from school. Guidelines for how to use and care for devices will be provided on distribution dates and can be found on the district website.

Students in grades Pre- K – 3 will be supplied with paper pencil materials and distributed through a packet pickup/drop off system. Pre-K -3 student work will be dropped off/picked up on a weekly basis.

The District is working to assist families and teachers that may not have Wi-Fi connections. Students are encouraged to go to local libraries and school parking lots to utilize the Internet. For those students who do not have Internet access, USB drives with school materials will be provided and on a weekly basis.

Usage Guidelines

Unit 7 teachers and staff are provided with consistent, safe and secure tools, via an assigned laptop they use regularly. Teachers and staff who are using digital resources to facilitate communications and Remote Learning are required to use their District accounts 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.

During Remote Learning days staff may use video conferencing with Zoom for Education or Microsoft platforms to support student learning through open office hours and providing opportunities for teachers to meet and interact with multiple students. 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 sessions 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.

District, School Teacher, Student and Family Responsibilities

Responsibilities	
District Responsibilities	<ul style="list-style-type: none"> • Develop thoughtful, accessible remote learning plans using stakeholder input, when possible. • Support schools in planning and implementing remote learning plans. • Help schools identify needed resources in the community (academic, health, social, emotional).
School Responsibilities	<ul style="list-style-type: none"> • Implement remote learning plans • Communicate regularly with all stakeholders. • Support teachers in planning and implementing remote learning plans. • Help families find needed resources in the community (academic, health, social).
Teacher Responsibilities	<ul style="list-style-type: none"> • Make remote learning activities available per district plan • Be available at scheduled times to answer student/caregiver questions. • Communicate regularly with students. • Document two-way communication with students • Provide a range of meaningful learning opportunities that meet the needs of all learners during the period of closure. • Provide timely and regular feedback to students on progress related to learning activities. • While grading provide at least one opportunity for students to redo, makeup or try again to complete work (with effective feedback given by teacher) • Uphold your duties as a mandated reporter, even when teaching remotely
Non-Certified Staff Responsibilities	<ul style="list-style-type: none"> • Conduct wellness checks when possible on teacher-identified groups of disengaged students • Assist in delivery of instructional materials, digital devices, etc. to transportation-less students and families • Form support groups to encourage social interactions for students struggling with the change in learning environment • Provide academic support to students as needed • Assist classroom teachers with relevant educational duties (attendance, organization, small/large group instruction, etc.) • Participate in virtual/remote classrooms to better assist students during class times or online availability • Collaborate with classroom teacher(s) on content and delivery • Assist with cataloging library books for online inter-library loans • Assist office personnel

	<ul style="list-style-type: none"> • Assist with meal distribution
<p style="text-align: center;">Student Responsibilities</p>	<ul style="list-style-type: none"> • Check in with homeroom/1st period teachers daily • Review assigned work. • Complete your assigned work by the due date. • Ask clarifying questions when you need help or don't understand • Be respectful to yourself, teachers and peers. • Maintain a healthy, structured daily schedule • Communicate with teachers only during contractual hours
<p style="text-align: center;">Parent/Caregiver/ Family Responsibilities</p>	<ul style="list-style-type: none"> • Check in with homeroom/1st period teachers daily • Contact office regarding student absences • Review work assigned to the student. • Reserve a space for students to complete remote learning work. • Encourage students to get enough sleep. • Set sensible time limits for technology use. • Talk to students about their work every day. • Help students establish and follow regular daily routines • Communicate with teachers only during contractual hours.

Please See

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

Appendix B: Passive Consent for Online Learning

Appendix C: Attendance Protocol

Appendix D: Video Conferencing Guidelines

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 7 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 Microsoft platforms and Zoom for Education.

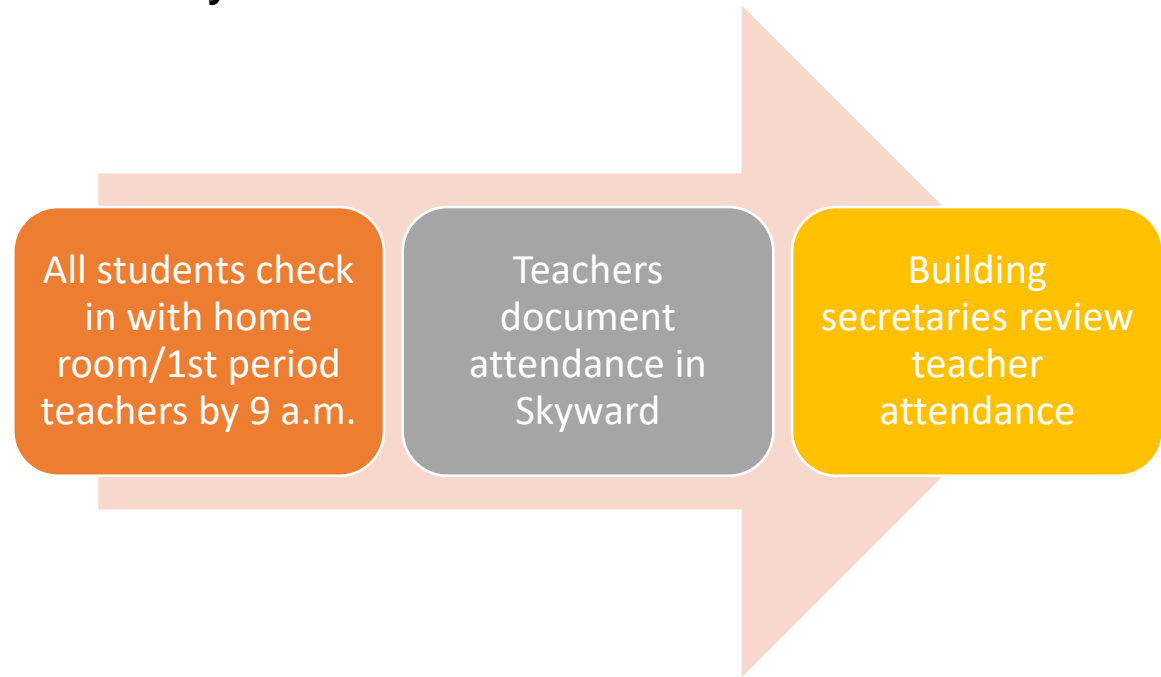
Please note:

- A feature of Microsoft platforms 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 Microsoft platforms 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 7 staff members reserve the right to end any online session at any time for any reason.

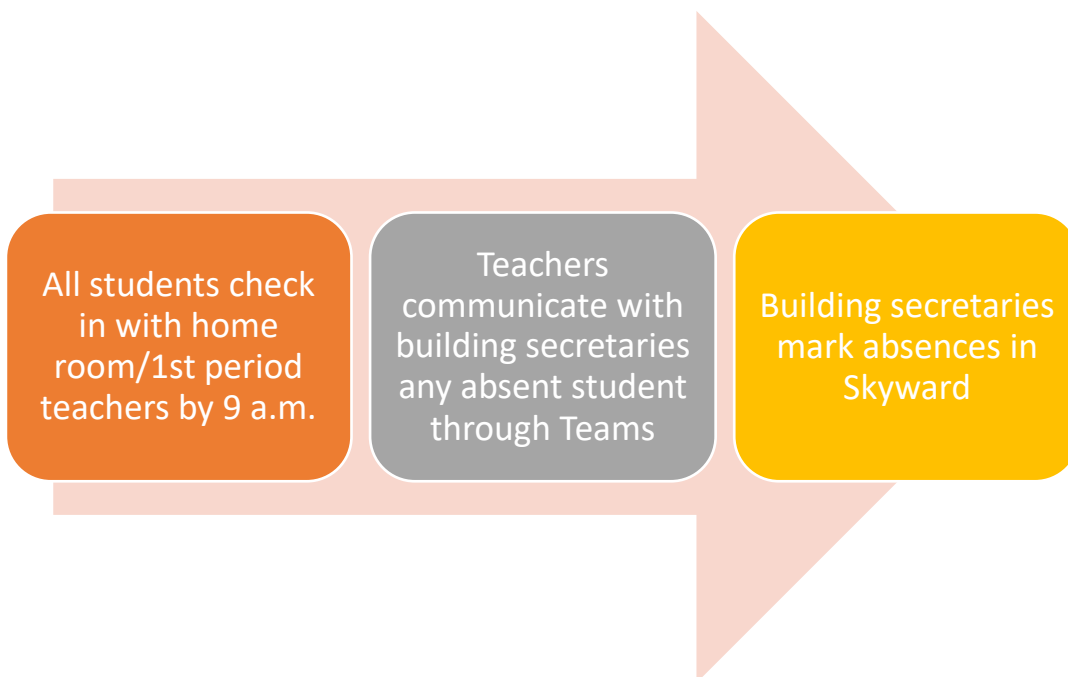
If you have any questions regarding your child's participation in these groups through Microsoft platforms or Zoom for Education or you do not want your child to participate in the instructional group, please contact your child's teacher to further discuss this support for your child.

Appendix C: Attendance Protocol

Elementary/HS:



MS:



Appendix D: Video Conferencing Guidelines

- **Follow the same classroom rules that you would follow in real life.** Listen to the teacher. Take turns to speak. Be kind and considerate.
- **Choose your Location:** Find a quiet place with a school appropriate background. Make sure nothing is distracting.
- **Dress Code:** During any live interaction through video conferencing, students will be expected to follow all school handbook policies, which includes appropriate dress
- **If requested by your teacher, turn off your video:** Only your name should be shown within your video screen.
- **Mute your microphone (mic):** Keep your mic on mute until the teacher calls on you and it is your turn to speak. This will reduce background noise.
- **Raise your hand!** Use the Raise Your Hand feature and unmute your mic when the teacher calls on you, and it is your turn to speak. Use school appropriate language as the meeting is recorded.
- **Do NOT use the Chat feature with your class unless the teacher states it is okay to do so.** When using the chat room, write using school appropriate language. Remember that the class meeting is public and a record of the chat is retained.
- **Video conferencing is a privilege.** If you cannot use it responsibly your access to school managed video conferencing tools will be removed.

Pro Tips

If your connection is lagging or stuttering, do the following:

- Close extra open computer apps
- Try to limit others on your WiFi while you conference
- Use headphones or earbuds with a microphone